

Title: The Use of the Online Language Learning Communities and Video-conferencing Software to Enhance the Speaking Ability and Listening Comprehension of Learners of Russian
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The objective of this research is to provide the teachers and learners of Russian (and of other languages) with the methodologies and practical guidelines to the use of the currently available Online Language Learning Communities (OLLC), which, as I argue, may serve to enhance the development of the students' speaking ability and listening comprehension, build their confidence in communicating in the target language and serve as a useful tool for acquiring new vocabulary outside of the traditional classroom and teacher-student relationship. The discussion will commence with an examination of the taxonomy and the technological aspects in the use of these web-based resources (and supporting video-conferencing software) and progress by way of outlining its feasible advantages as well as pros and cons as a supplementary, extra-curricular linguistic activity. Theoretically, this research is rooted in the methodologies and intrinsic elements of the communicative method as elaborated upon by E. I. Passov in his *Основы коммуникативной методики обучения иноязычному общению* (Moscow: Russkii iazyk, 1989). Especially useful and relevant in this regard are Passov's elaborations on the subject of teaching different types of speaking as a means of communication (*обучение видам речевой деятельности как средствам обращения*). Coupled with empirical observations and practical experience in using (and monitoring the use of) these OLLCs, theoretical constructs of the communicative approach such as "dynamic speech" (динамическая речь), "initiative in speaking" (инициативное говорение); "quick response" (быстрая реакция на реплику), "motivation" (мотивация), and others, will, therefore, be engaged as theoretical guidelines to the practical use of these new forms of second language learning.