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The collection includes convention papers of the reports made at The 21st Annual National TESOL-Ukraine Convention “Global Changes in Ukraine: Global Changes in English Teaching in Ukraine”, that took place in Ivan Franko National University of Lviv on March 24-25, 2016. More than 300 teachers from the higher and secondary educational establishments of Ukraine participated in the work of the Convention. The reports presented at the Convention deal with a wide range of research problems in the spheres of linguistics, discourse analysis, ELT methodology, CALL, sociolinguistics, translation studies, literature studies, etc.

The publication is aimed at EFL professionals, researchers, students, post-graduate students, and at all those interested in the theoretical and practical aspects of teaching and learning English.

Глобальні зміни в Україні: глобальні зміни в викладанні англійської мови в Україні: тези доповідей (англ. мовою) / Укл. А. Раду. Ред. А. Раду, Л. Кузнецова. – Львів: Львів: ПП „Марусич”, 2016. – 233 + 4 с. вкл.

Збірник тез доповідей на 21 Всеукраїнській конвенції TESOL-Україна “Глобальні зміни в Україні: глобальні зміни в викладанні англійської мови в Україні”, яка відбулася у Львівському національному університеті імені Івана Франка 24-25 березня 2016 р. У конвенції взяли участь понад 300 викладачів вищих та середніх навчальних закладів України. Доповіді відображають широкий спектр досліджень, які здійснюються науковцями та викладачами вищих і середніх навчальних закладів у галузі лінгвістики, дискурсознавства, лінгвометодики, комп’ютерної лінгвістики та лінгвометодики з впровадження новітніх інформаційних технологій, соціолінгвістики, перекладознавства, літературознавства тощо.

Видання розраховано на науковців, викладачів, студентів, магістрантів та аспірантів, які вивчають англійську мову та на широке коло зацікавлених осіб.

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TEST TYPES USED FOR ASSESSING FOREIGN LANGUAGES LEARNERS

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Assessment is an important process of measuring and documenting students' knowledge, skill, attitudes, and beliefs. The main aim of assessment is to obtain the necessary information about students' progress and the process of education itself [1, 352].

Nowadays tests are most commonly used to assess students' knowledge, skills, and aptitudes in many topics. Through testing teacher can identify strengths and weaknesses in students' abilities. Also one common use of tests is to show the efficiency and effectiveness of teaching process [2, 7].

Tests can be of different complexity degree and contain a diverse material. The test types most commonly used to assess students' knowledge and skills are: proficiency, merit, discrete-point, global, recognition, recall, alternative, matching, speed tests, and others.

Proficiency tests are designed to assess the overall language ability of students at varying levels. They may also tell us how capable a person is in a particular language skill area. Their purpose is to describe what students are capable of doing in a language. Proficiency tests are divided into: selection tests (to select students), placement tests (to divide students into groups), and planning tests (to develop a particular curriculum or program). Such tests are not based on a particular curriculum or language program. Merit tests, on the other hand, are designed according to defined course or program. They show what students have learned on a certain topic [3].

Alternative tests present students with a binary choice — a statement is either true or false. The students who take multiple-choice tests would be given a number of set answers for each question, and they must choose the answer or group of answers which is correct. Recall tests offer to fill the gaps or finish the statements. Recognition tests are based on distinguishing correct answers among wrong. Matching tests provide a defined term and require students to match identifying characteristics to the correct term. These tests are referred to recognition tests [2, 8].

Discrete-point test is made up to measure some specific knowledge or skills. It is based on the theory that language consists of different parts (grammar, sounds, vocabulary) and different skills (listening, speaking, reading and writing) that can be tested separately. To the contrary, global test assesses students' communicative competence [4, 104].

Assessment is a constituent part of the educational process. The usage of tests in studying is a considerable and valuable addition to the methods of assessing students' knowledge and skills. Tests can be very efficient in the process of controlling, because they aren't time-consuming; on the one hand, they can be hold in each lesson and on the other hand, they simultaneously assess every student in a class.

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INQUIRY-BASED LEARNING: A TOOL TO ENHANCE THINKING SKILLS

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Despite the existence of numerous publications on teaching thinking skills, there are many aspects that need to be explored in order to make such teaching successful. As N. Rajendran argues, “what seems to be the most important challenge is transforming the characteristics of teaching practice in classrooms to provide an environment which is conducive [sic] for the teaching and learning of thinking skills and which could facilitate mindful learning by students”[1]. Having analyzed the major educational paradigms, I am inclined to think that these learning outcomes are likely to be achieved within the framework of a constructivist paradigm because this theory states that:

- 1) learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process;
- 2) the learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to a situation [2].

A significant number of publications promoting a constructivist paradigm focus on inquiry-based learning. And there are a lot of models of inquiry: hermeneutic inquiry, dialogic inquiry, contextual inquiry, disciplined inquiry for authentic intellectual work, etc. All these models share very similar principles; they are all practice-oriented and any of them can be used for our purposes. I would like to suggest a dialogic inquiry model offered by G. Wells as a basis for enhancing SS’ thinking skills because it is clearly structured, universal for any school subject and flexible in terms of introducing modifications if necessary. G. Wells points out that constructing knowledge is based on four intersecting consecutive processes – experience, information, knowledge building and understanding.

Experience involves “participation in multiple communities of practice that constitute <...> an individual’s life-world” [3]. At this stage of the learning process students would



familiarize themselves with an issue in general in order to choose an aspect they are most interested in.

Information involves “people’s interpretation of experiences and the meaning they have made” [3]. At this stage students would accommodate the new knowledge in their existing “database”, accumulated from academic subjects and extracurricular experiences.

Knowledge building involves “meaning making with others to attempt to extend and transform their collective understanding” [3]. This collaborative work should be organized so that students would have an opportunity to present their findings, share their knowledge, and state the problems they have identified within the chosen field.

Understanding involves formulating “an interpretative framework in terms of which we make sense of new experiences and which guides effective and responsible action” [3]. To be able to assess the outcomes of the whole process of knowledge building, this stage should result in some final product. The nature of the product may be determined by many factors (e.g.: age, resources, skills, subject), which is why it is difficult to specify. Examples can include (but are not limited to) an essay, a presentation, a written summary, a video clip, an article, or a letter.

To sum up, this paper seeks to outline the process of enhancing SS’ thinking skills using G. Wells’s model of dialogic inquiry as a basis. The use of other models (e.g. F. Newmann’s “authentic intellectual work”, hermeneutic inquiry, etc.) to achieve the same goal presents a very ‘rich’) field for further research.

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ON THE NATURE OF CULTURAL INTELLIGENCE

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Cultural intelligence as a key concept of cross-cultural interaction is an important personal characteristic enabling an individual to work effectively in the modern multicultural society. The nature of the phenomenon is under active investigation of educational scientists.

According to the most general definition, cultural intelligence is the ability of an individual to act effectively in a broad cross-cultural context. A significant part of this personality formation is composed by knowledge of cultural differences and traditional

behaviors in typical communicative situations. However, cultural intelligence approach in education goes beyond knowledge frames, and is aimed at the formation of general behavioral repertoire including understanding, motivation, and skills that ensure the individual's ability to function in various cultural contexts. Cultural intelligence deals with cultural, sociological and personal dynamics in the cross-cultural space.

Cultural intelligence goes beyond emotional intelligence, as far as emotional intelligence provides the ability to work effectively with others taking into account their individual emotional characteristics, while cultural intelligence allows cooperating efficiently in situations associated with different cultures, to which participants of the cooperation belong.

It should be noted that interacting with representatives of their own culture; people intuitively use a set of social signals, most of which are unconscious. In contrast, when one is faced with a new culture, signals and information that have worked before lose their significance. In new cultural situations, one gets a feeling that behavior of others is somewhat bizarre or unreasonable. Individuals with highly developed cultural intelligence are able to analyze such situations and make appropriate adjustments in their attitudes and behaviors in the context of different cultures. Such analysis and correcting of their own behavior contributes to a unified conscious complex of characteristics that make cultural intelligence.

Thus, cultural intelligence is a set of qualities and skills that ensure the individual's ability to perceive different cultures from inside. In addition, an important element of cultural intelligence is the ability to identify behaviors universal for representatives of different cultures, signs specific to this particular culture, and actions grounded by personal characteristics of a particular person in a particular situation. Acquiring and developing cultural intelligence as an integral personal characteristic is important for satisfying personal needs as well as for productive professional activity in any field. Conscious development of cultural intelligence is facilitated by comprehensive study of its nature and structure.

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INTONATION PECULIARITIES OF CLASSROOM DISCUSSIONS

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To be able to take part in the discussion it's important for students to know not only the topic, arguments for and against, the structure of an argument etc, but their speech should be powerful, meaningful and persuasive. And intonation adds a lot to this.

The choice of intonation style is determined by the purpose of communication and it depends on the extralinguistic situation in which the speaker can find himself. According to M.A.Sokolova, intonation style is a system of interrelated intonation means used in the social sphere, and through which communication objective is achieved [1, p. 234]. There are 5 intonation styles: informational, scientific, declamatory, publicistic, and conversational. Considering the target students and difficulty of mastering different styles of intonation, it was decided to focus on informational style with some influence of publicistic, as they are most appropriate for discussions in which language students have to participate while studying at the University as well as in their future careers. The task of the Informational style is to communicate the information to the listener while the aim of the Publicistic style is to exert influence on the listener, to convince him to accept the point of view expressed in the speech.

Let's have a look at the phonostylistic features of these styles.

	INFORMATIONAL	PUBLICISTIC
Loudness	normal or increased	enormously increased
Pauses	rather long	long between the passages
Rhythm	stable, properly organized	properly organized
Sentence stress	falling tones on the semantic centres, falling-rising or rising in the non-final intonation groups	tones mostly emphatic, in non-final intonation groups falling-rising tones are frequent

So, exercises for teaching discussion should include tasks aimed at mastering English rhythm, pauses, logical stress etc. Here are the examples of some of them.

1. English rhythm is stress-timed which means that there is a tendency to make stressed syllables follow each other at more or less equal intervals of time. When all the words are stressed in a sentence and pronounced with the same length or loudness, it is difficult for the listener to understand this speech. To gain natural rhythm you should be aware of **stressed** notional parts of speech (nouns, verbs, etc. – words which bring meaning to the sentence) and **unstressed** structural parts of speech (conjunctions, articles) – which have reduced pronunciation. E.g.: *I **think** they **both** have a **toothache**.*

Task: Put down stresses in the following sentences. Comment on your actions.

E.g.: *Birds of a feather flock together.* – “Birds” is stressed as it is a noun, “of” isn't stressed as it is a preposition.

2. Special emphasis should be put on the fact that unstressed syllables tend to cling to the preceding stressed syllables and they are pronounced as one rhythmic group.

E.g.: *I **think** they *both have a *toothache.*

Task: Read the following rhythmic groups at equal intervals of time, making a new articulating effort with every stressed syllable. Speed up the pronunciation of unstressed syllables with an increase in their number.

RED	GREEN	YELLOW	BLUE
RED and	GREEN and	YELLOW and	BLUE
RED and a	GREEN and a	YELLOW and a	BLUE
RED and then a	GREEN and then a	YELLOW and then a	BLUE

3. Stress is used to express one's point of view. In any sentence words expressing the most important information should be pronounced on a higher pitch which shows emotional involvement of the speaker.

Task: Listen to the conversation. Notice that the speakers emphasize the words which are most important to their argument.

– *Excuse me, I think you're in **my** seat.*

– *Sorry, buy it says **7A** on my boarding card...* [2, p. 110].

So, English is a very rhythmical language, and a discussion participant who can maintain English intonation is more likely to sound natural, fluent and persuasive.

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LEARNER AUTONOMY IN FOREIGN LANGUAGE LEARNING

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This research considers the concept of learner autonomy and ways of its implementation in the university foreign language classroom. Learner autonomy is basically described as an individual's taking responsibility for his/her own learning and seen as one of the most significant features of life-long learning process today. It is also defined as learners' ability to take control of their own learning. Leni Dam characterizes learner autonomy by "a readiness to take charge of one's own learning in the service of one's needs and purposes" [1]. Autonomous learners are those who understand why they are learning specific topics,

accept responsibility for their learning, take the initiative in planning and executing learning activities and are willing to assess their own learning [2].

The research focuses on the importance of the learner's involvement in all aspects of the learning process, such as planning, assessment and monitoring. Special attention is paid to the necessity of developing learners' self-assessment as it gives them possibility to form their own judgments concerning the level and quality of their work as well as it encourages learners to make their own decisions concerning their next steps in the learning process aimed to improve their language skills. As university students tend to have limited classroom time for learning English they are supposed to increase their knowledge and skills intensively. It is important for them to become self-confident language learners who can continue learning efficiently outside the classroom.

It is of great importance to reduce their dependence on teachers since learners are often reluctant to take an active part in the process of learning absolutely relying on the teacher. The teacher's role is to demonstrate learners how to learn in the most effective way. His main aim is to give students an awareness of the skills that are involved in learning, and demonstrate the learning strategies in use through the activities that he plans during the course. In this way a teacher encourages students to understand the reason of learning behind teaching methodology. Different learning strategies, such as texts, discussions and surveys can be brought to the learners' attention so that they can evaluate them for personal effectiveness, or decide which ones to develop. The students should be involved in the decision making process concerning the objectives of the training course, classroom management, tasks, and the selection of materials. In order to continue to be successful with learning tasks, students are supposed to understand strategies that lead to their success. We consider understanding of one's own thinking processes as one of the most important aspects of learner autonomy in higher school. The value of this type of self-knowledge is that it leads to reflection, to planning how to proceed with a learning task, to monitoring one's own performance on an ongoing basis, and to self-evaluation upon task completion. In other words, it leads to self-regulation of one's learning.

The results of this research may offer useful perception of understanding the benefits of using learner autonomy strategies in learning foreign language in higher school.

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EFFECTIVE TECHNIQUES OF LEGAL VOCABULARY DEVELOPMENT

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How to memorise ESP vocabulary? How to make it easier for the students to perceive new words and to keep them in mind for a long time? Which words are difficult to understand and which are not? These are some questions that language teachers and learners may have during the process of either learning or teaching ESP. In this abstract ESP vocabulary development problems and ways of solving them are the major aspects of discussion. We made an attempt to analyse these issues from all possible sides.

A lot of research has already been carried out on the issue of learning ESP vocabulary. Both Ukrainian and English researchers investigated this sphere and suggested various techniques for ESP vocabulary development such as presentation, assimilation and consolidation as well as focused on various problems that could be related to vocabulary development [Gower, Thornbury, Ur, Anitchkov].

The aim is to elaborate effective ways of solving ESP vocabulary development problems Ukrainian learners of English have. To reach the aim we have to fulfil the following tasks:

- to determine the volume of English vocabulary language learners should master;
- to outline criteria for selecting vocabulary to be taught;
- to examine which aspects of vocabulary knowledge should be presented and learnt;
- to analyse how teaching should be adapted to suit different types of learners;
- to investigate current techniques for teaching vocabulary;
- to evaluate the effectiveness of suggested techniques through a pilot study

To sum up, teachers can use a great variety of techniques for presenting ESP vocabulary. However, their choice should depend not only on aspects of meaning to be presented but also on the age of learners, level of language knowledge and their learning styles. With careful selection various techniques could be applied with great benefit.

FEEDBACK IN THE LANGUAGE CLASSROOM: WAYS TO MAKE TEACHING MORE CONSTRUCTIVE

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“Feedback is the breakfast of champions.”

Ken Blanchard

Feedback is a notion which is relatively new for Ukrainian system of education. Assessment (grading) is more typical and clear for the majority of people. In the formal teaching setting it is expected that the knowledge is assessed, but it is very rare that students receive any constructive feedback on a regular class-to-class basis.

So what does the term ‘feedback’ entail? According to the online Oxford thesaurus dictionary “it is advice, criticism or information about how good or useful something or somebody’s work is” [1]. The definition highlights that it is important to show the positive side of somebody’s work in the feedback. Unfortunately, it is quite common not to stress positive achievements but simply state the results of formal assessment. The *objective* of this publication is to study effects of feedback on the language classroom and outline possible ways to make it effective.

The purpose of giving feedback in the EFL classes can have many levels. Firstly, it shows students that a teacher cares for their learning. Secondly, feedback facilitates higher quality of learning and teaching as it promotes reflection of both: a teacher and a student. Thirdly, teaching a foreign language is a complex process and there are lots of issues that can be addressed and resolved through feedback discourse. Taking into consideration all the positive features of giving feedback, there’s a need to outline few ideas on how to provide it so that it is constructive and beneficial in the language classroom: 1) “Feedback is not an advice, praise, or evaluation. Feedback is information about how we are doing in our efforts to reach a goal” [3]; therefore it is important not to be judgmental while giving feedback and respect an effort of a learner; 2) feedback should be time-appropriate, if given late – it loses its value and students lose their need in it [2; 3]; 3) if necessary, feedback may be illustrated with a model or an example to follow [2]; 4) feedback can be given in the face-to-face learning mode as well as in the online learning environment; hence it can be given in various forms (*writing, audio, and video*).

All in all, giving constructive feedback is a challenging but rewarding task, if done properly students will get a better understanding of their progress and feel better about themselves. It will definitely result in higher academic achievements which is eventually a goal of every teacher.

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INTENSIVE ENGLISH LANGUAGE COURSE DEVELOPMENT EXPERIENCE

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The Ukrainian State Border Guard Service has been going through an intensive organizational and logistical reform in order to reach compliance with EU Schengen standards

and border regulations. One of the Schengen requirements is that all Ukrainian border crossings should be staffed with personnel fluent enough in English to handle international visitors, discuss cross-border incidents with international counterparts, and participate in international training and professional conferences. The Intensive English Language Course has been created to ensure that the border guard officers will develop the basic English language skills necessary to communicate in professional situations.

The intensive 3-month English Language Course is intended to provide the border guard officers with extensive communicative practice in real-life situations. The course, comprised of two levels, is aimed to equip the officers with the knowledge and skills needed to become successful English users who can maintain simple communication for routine social and work requirements. The Intensive English Course Curriculum takes into account language proficiency levels as specified in the Interagency Language Roundtable (ILR) Proficiency Descriptions, an internationally-recognized scale used for language proficiency testing. The ILR Proficiency Levels correspond to NATO's Standardization Agreement 6001 (STANAG 6001) scale used in Europe and the U.S.

The course content was selected based on analyses of the professional requirements of the target population, their language wants and needs, and international language proficiency standards. The data was collected through the following sources: questionnaires given to border guard officers from the field, international liaison officers and counterparts, English language instructors; site visits to training centers, border crossing points, and a temporary holding facility; materials and professional document review (i.e. training documents, manuals and handbooks, Schengen codes); a situation analysis; English language proficiency testing of students.

The general Course goals are: 1) to develop general and professionally-oriented communicative language competencies in English to allow them to communicate effectively and confidently while performing service duties; 2) to demonstrate English proficiency in socially and culturally appropriate ways when interacting with international visitors and foreign counterparts; 3) to develop the skills for independent learning that will be used in the classroom and in future professional situations.

The teaching approach used for the intensive English courses is a communicative, interactive one, focusing on meaning as the starting point for language development, with grammatical form developing from meaning. Students are encouraged to use the language as much as possible to interact with the instructor and other students, even at the lowest levels. Because students are learning English in a foreign language context and have few opportunities to practice outside of class, they need as much exposure to English in class as possible. Therefore, the course methodology minimizes the use of the first language and translation in order to maximize the amount of exposure and opportunities for English practice.

The course topics and activities are focused directly on the vocabulary students need for their professional careers and the kind of language activities they need to engage in as determined in the conducted needs analysis. Instructors give learners guidance in helping them develop their grammar, but grammatical accuracy is subordinate to fluency. Instructors

encourage learners to use language freely during class activities and tasks, without worrying too much about accuracy.

Within the framework of the English course the development team elaborated the ESP textbook “English Without Borders”, student’s and instructor’s book (2 levels).

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BASIC CONSTITUENTS OF SMS COMMUNICATION

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The life in modern society is inherently associated with the development and modernization of information and communication technology. Since the beginning of the XXI century SMS communication has gained wide popularity among people of all ages and different social status, distinguishing itself from other forms of electronic communication by means of presentation and expression. Technical features of SMS communication have given birth to a specific SMS communication space of concise messages, determined by relations with the real-life environment, social community, and self-presentation of the speakers.

The SMS message is a special type of electronic text that exists in the system of mobile communication as an electronic written form of interaction between mobile phone users, or SMS communicants. Both the sender and the addressee, as well as the probable addressee’s reaction, have a great impact upon the choice of language style and linguistic means to be used in the SMS text. In general, the construction of the SMS text depends on the types of speech act participants, and the following extralinguistic factors of communication:

- role-play and individual characteristics of the partners of communication (e.g. communicants’ equality and inequality in age and social status);
- social relations between communicants: a) the degree of acquaintance (*e.g.*: close or remote acquaintance); b) scope of communication (e.g. private or professional, formal or informal);
- the language used, including the topic and the subject of communication;
- goals of the communicative act (e.g. arranging an appointment, requesting for information, exchanging opinions, etc.);
- circumstances of the communicative act (e.g. availability of time sufficient to consider the message text in detail);
- choice of linguistic means, and the end result of communication [1, p. 40].

Thus, SMS communication takes place between the sender and the addressee in a mobile communication system mainly via mobile phones by sending SMS messages. Both SMS communicants have an impact on the text of the SMS, especially its content and the overall efficiency of the communicative act. The growing role of SMS in the present-day communication system results into an urgent need for the research into the nature of SMS communication. The comparative studies of SMS texts on the basis of different languages are expected to be a further advance in this area of linguistics.

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MAIN STEPS OF A WRITING WORKSHOP IN ELL CLASSROOM

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A person's proficiency in a language refers to the degree to which that person is able to use the language. Of all the four skills known as Cognitive/Academic Language Proficiency (CALP) and necessary to successfully function in an academic situation, writing is considered to be the most complicated one to master.

When ELLs are producing language in output activities, they are accessing their knowledge of words, syntax, and morphology. Additionally, they also try to test how words go together through trial and error [2]. To make this experience easier and more productive, it is recommended to follow a five-stage pattern of a writing workshop which comprises pre-writing, drafting, revising, editing, and publishing steps [2; 4].

Pre-writing is essential for non-native speakers. Especially at the lower levels of proficiency, students have a limited lexicon and often have difficulty expressing their ideas. Therefore, it is important to assist with generating vocabulary and grammatical structures relevant to the topic. Models and samples are often helpful. The following activities can be used at this stage: brainstorming; word banks; drawing and sketching; discussions; graphic organizers for developing background knowledge; determining the who, what, where, when, why, and how of the topic; researching and gathering data by viewing videos; reading, talking and searching reference books or internet [1; 4].

At the **drafting** stage students write their ideas using some of the notes, language, and structures generated during the pre-writing activities. ELLs need to be aware that their first draft does not have to be perfect, and that the purpose of this activity is to get words on paper. The typical mistakes are spelling inaccuracy, grammatical errors and usage of words in their native language. The following activities can be really helpful: 1) using notes taken

during pre-writing activities — provides students with a starting point and a skeleton of ideas; 2) sentence completions — may address the different ways to begin or end a paragraph or a story or may focus on vocabulary needed to describe or narrate a story; 3) journal writing — allows students to take risks and experiment with language; it can provide a starting point for a longer writing assignment [1].

During the **revising/editing** stages ELLs will also need assistance from teachers and peers. The revising should be done in terms of appropriateness for audience, purpose and form. Editing is the stage of the writing process that gives a piece of writing its polish and correctness. It involves grammar, sentence structure, word choice, punctuation, capitalization, spelling, citation and document format. Working on just one or a couple of skills at a time usually prevents students from becoming overwhelmed. So, it is recommended to choose the aspect of ELLs' particular attention every time [4, p. 26].

K.W. Ray states that assessment should be done after each of the above mentioned steps in order to eliminate the number of mistakes and make a smooth transition to the next level. It can be achieved by conducting mini teacher-student conferences where ELLs share what has been completed, and the teacher directs to what is expected [3, p. 7].

Publishing, as the final stage of the writing workshop, can be realized in different forms: reading the piece aloud; writing it and handing in to the teacher; typing and entering a competition. ELLs who take their piece of writing through all the stages to the publishing step should be viewed as writers who need to get a positive feedback from the teacher and peers to stimulate the desire to grow and improve their writing.

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GENERAL EXPERIENCE IN ESTABLISHING INTERNATIONAL SCIENTIFIC COOPERATION

BILOKON, Halyna (*Kyiv, Ukraine*)

Academic conference is a platform, where several researchers and practitioners come together, and can get a chance to discuss their research ideas and views. And it is one of the ways of scientific cooperation between academics across the world.

National Aviation University keeps in step with advanced scientific and educational establishments and implements international scientific cooperation. Today the pride of NAU is the IX International Conference “Modern Language and Literature: Current Trends in American and British Studies” that will take place in Kyiv, April 14– 15, 2016.

The history of this Conference dates back to the annual conferences of the Institute for Humanities of NAU and the last of which was the VIII Ukrainian Conference “Humanitarian problems of modern specialist’ training”. The department of Foreign Languages and Applied Linguistics presented two panels “Applied Linguistics” and “American Studies”.

In 2007 independent self-governing Conference emerged. It was the 1st International Conference. The mission of Conference was to bring together leading authorities and distinguished scholars in the sphere of language and literature studies among the professionals not only in Ukraine but also globally. Specialists and Masters had opportunities to discuss important problems, share new approaches and introduce their researches and views in the relaxed atmosphere. Thus, the meeting had three panels “Modern problems of literature Interpretation”, “American Studies”, and “Applied Linguistics”.

Organization Committee aimed the following main objectives:

- (1) planning, organizing, running and control the meeting at the appropriate level;
- (2) encouraging the discussion of different urgent problems and nascent ideas;
- (3) organizing and implementing the excellence of scientific work; (4) training of participating staff (workshops etc.).

During the years of its existence the Conference has grown, the number and the quality of its participants have increased. According to the statistics over 2000 scientists from 16 different foreign countries (the United States of America, Canada, Latvia, Switzerland, Poland, Germany, Russia, the United Kingdom of Great Britain and Northern Ireland, France, the Netherlands, Jordan, Georgia, Kazakhstan, Belorussia, and Uzbekistan) have participated in our International meetings.

Under the aegis of Ministry of Education and Science of Ukraine different foreign organizations and institutions such as American Embassy, TESOL-Ukraine, National University of Georgia were the co-organizers and our permanent member Ivan Franko National University Of Lviv, Faculty of Foreign Languages, Department of Foreign Languages for Humanities.

The IX International Conference “Modern Language and Literature: Current Trends in American and British Studies” will be held soon. *Once again we thank you for your interest in this International meeting in our city this April.*

ARE EXTRA-CURRICULAR ACTIVITIES IMPORTANT?

BILOUS, Olena (*Cherkasy, Ukraine*)

Extracurricular activities are found in all levels of our schools in many different forms. They can be sports, clubs, debate, drama, school publications, student council, and other

social events. A student's future can be determined in the things that they do in the hours after school and before their parents get home. This paper describes the role of extracurricular activities and the positive effects that they can have on students.

Apart from studies students must also be aware of the outside world what is happening around. All round development means students must excel both physically and mentally. Extra curricular activities can provide opportunities for students to express themselves in activities and areas depending on their interests, skills and talents. It also teaches students to work as a "unit" and be team players. All such extra-curricular activities will help the student to broaden their mind.

Many parents and students do not understand the importance of extra-curricular activities. Over the years I have had to persuade a number of parents to allow their children to continue participating in extra-curricular activities, because they felt that these activities distracted their offspring from their academic work. They felt that extra-curricular involvement was a waste of precious time and that it caused their children to get home too late in the evening.

The most popular extra curricular activities in my school are the summer language camp "Sunshine", the English-speaking puppet theatre and the debating club.

Summer language camp. Our school started a summer language camp called «SUNSHINE» in the summer of 2012. The main goal of the camp is to improve students' language skills, develop leadership skills, learn cultural traditions of the English-speaking countries and promote international friendship.

The camp functioned with the help of Peace Corps volunteer Jason Marks and it lasted two weeks. The program included classes in English using innovative methods and modern scientific methods of games and sports events, tours, competitions and workshops in art therapy.

Our camp started with morning exercises led by our volunteer Mr. Marks, followed by three classes were held with the teachers of English according to the camp schedule. After the lunch break students were able to relax and have fun, improving their practical English skills. Creative lessons in our language camp helped students to enrich their knowledge of English, develop their creativity and have fun during their summer holidays.

Students were acquainted with the technique of "kwiling" and they showed their works to everybody. Also, students learned many English songs, and watched and discussed movies in English. In the Valley of Roses our students were able to talk to other Peace Corps volunteers who were in the city that time, where they were able to improve their speaking skills while learning some cultural traditions of the United States. During the closing ceremony all the participants of our summer language camp received certificates demonstrating their level of English, and also diplomas for active participation in the camp.

So, we hope the camp has reached its goal. According to the students' survey everybody enjoyed the camp. Children were satisfied with the organization of classes, different activities and meals. Thanks to high professionalism and creativity of our English teachers and volunteer Jason Marks, the students had learned a lot while having a great time.

Puppet Theatre. In 2013 we tried to create our own English- speaking puppet theatre. The nice dolls, scenery and a screen were made together with the students of the 7th grade and their parents. New decorations and puppets are made each year. Our young participants learn a lot of new words, practice English pronunciation and intonation, learn the words of many heroes to help each other and feel themselves real actors.

Debating club. We started our club in 2006. Debates can be described as the process of members of the government and the opposition teams making speeches in turn. It is also possible to put questions to the speaker on the floor if he or she accepts them. You will debate, with other interested participants about political, economical or social topics.

The topics will be chosen by you as a participant, so that you have the chance to talk about the things that you personally are interested in. There are various debating methods that we will introduce to you and that you will experience.

Debates will help you make your speech and thoughts more logical, as well as get used to speaking in front of an audience. Moreover, since ours is an English-speaking club, you will have the chance of practicing your oral speaking skills which are essential if you want to master a language, the English language in this case. The atmosphere in our club is friendly and we are united by the common goal of perfecting our skills in the knowledge of the English language, logical thinking and oral speaking.

To sum up, I would like to tell that academic subjects and extra-curricular activities complement each other and develop a well-rounded, socially skilled, and healthier student. Students who are involved in extra-curricular pursuits tend to improve their academic grades as well. This may be due to increased self-esteem, motivation and better time management. They become better organized in the classroom. They demonstrate a reduction of at-risk behavior and a heightened sense of belonging, resulting in better behaviour. They learn useful new skills from their chosen activity, and in integrating these activities into their everyday school lives, they learn time management, critical thinking, teamwork and social skills.

THE PROBLEM OF GLOBAL LANGUAGE FOR INTERNATIONAL COMMUNICATION

BOBYR, Svitlana (*Chernihiv, Ukraine*)

Successful existence of humanity in the epoch of globalization to a great extent depends on understanding this phenomenon and its impact on the further development of civilization. Globalization is defined in Wikipedia as the process of international integration arising from the interchange of world views, products, ideas and mutual sharing, and other aspects of culture. Jane Knight specifies globalization as a free dissemination on the world scale of the ideas, concepts, resources (including human), cultures, values, goods, services and technologies [1].

Hence the most significant question – what language should the international communication be conducted in. At the first sight, the answer is evident – in English because about 3.5 billion people speak this language. English is the dominant language on the Internet, mail, telexes, cables and radio programs. But is the quantitative criterion reliable enough? We know some other global languages, such as Chinese and Spanish, which outnumber English. Arabic is growing rapidly too. And still the development of business and international law, science and ICT, the swift spread of the Internet and mobile communication pushed English to the front-line.

Thus English is recognized as the language of international communication. But there arises another problem – learning classical English is a hard and time-consuming process which contradicts the pragmatic goals of its users. Politicians, businessmen, researchers, financiers, lawyers, representatives of social and cultural spheres have to interact and negotiate here and now. They need a simplified and culturally neutral variant of the language which satisfies the needs of both speakers and non-speakers of English, a kind of world standard English (WSA) [3].

Recently there have been proposals for English as a Lingua franca (ELF). ELF developed around the world throughout human history for commercial, cultural, religious, diplomatic and administrative convenience, and as a means of exchanging information between scientists and other scholars of different nationalities. While linguists are now working at eliciting its main characteristics, methodologists seek the most rational ways of teaching it but both are held back by numerous problems beginning with traditional spelling and finishing with varied content of teaching and approaches [2; 3].

One of the most perspective approaches to solving the problem of global language for international communication nowadays seems teaching English for Professional Communication (EPC). EPC is a branch of English for Specific Purposes (ESP) but unlike ESP, which for many years was confined to learning specialized terminology and translating texts, EPC is aimed at developing fluency in speech which is essential in the workplace. Employees are to carry out a wide range of work-related tasks now and deal with complex social and professional issues in English. Besides, professional communication also encompasses written, visual and digital communication. EPC blends together pedagogical principles of rhetoric, technology, software, and learning theory to improve and deliver communication in a variety of settings ranging from technical writing to usability and digital media design. It is a new discipline that focuses on the study of information and the ways it is created, managed, distributed, and consumed. The advantages of mastering EPC are its accessibility, flexibility, integrity into profession, reference to particular students' needs.

In conclusion we may admit that the problem of global language for international communication remains far from its solution. It requires not only profound linguistic research but also elaborating a rational methodology of teaching it. The new methodology should take into consideration the up-to-date needs of the trainees, their professional background knowledge and skills, and the rapid progress in ICT. Regarding English for Professional Communication as a way out may be reasonable at this stage, in our opinion.

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COMPARATIVE STUDY OF TAGS IN FEMALE LINGUISTIC BEHAVIOUR (ENGLISH, RUSSIAN, UKRAINIAN)

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Currently, language and gender is a significant area of research and theory development within the larger study of language and society. R. Lakoff in the field's foundational text, *Language and Woman's Place*, enumerates features of woman's speech which represent women's uncertainty and powerlessness in a male-dominated society, including tag questions into the list (Lakoff, 1975). As later studies came up with conflicting results (B. L. Dubois, Crouch I., 1975 vs P. Fishman, 1980), the issue still remains controversial. As P. Eckert stresses, early tag studies had numbers of methodological flaws, for instance, ignoring different functions and social context of tags (3, p. 186). The first detailed analysis of the forms and functions of the tag question was provided by J. Holmes, who distinguishes *modal / epistemic* and *facilitative* types of a tag question, and stated the latter to be used significantly more often by women (Holmes, 1986), as women are more likely to take on the role of facilitator in conversation in perfect accord with the theory of difference by D. Tannen.

In the corpus under the research it was found that the structure of tag questions in contrasted languages is identical: they consist of the main clause and a tag, which can be used *without a lexical verb* (common for the English language) or *fixed* which consist of such elements as *right, OK, yeah, don't you think; а, да, что ли, правда; чи не так, чи ні, за?* (typical for Russian, Ukrainian, informal English). Structurally, an allomorphic feature is that a tag can be separated into a simple one-member sentence in Russian or Ukrainian (*Я знала, что вам понравится. Ведь правда?; Але хіба не можна без вивертів, Діду? Га?*). Quantitative study demonstrated that British and American women use three times as many tag questions as Ukrainian or Russian ones, so tags might be a characteristic feature for women of English linguaculture.

On the basis of the previous tag studies and our corpus the following functional distribution of tags in female speech can be developed: uncertainty, insecurity, a need for support or approval (*We'll be all right, won't we, Мом?; Борь, я на обед котлеток нажарю, да? Свет не будем гасить, да?*); epistemic (checking or clarifying information,

suppositions) (*The police will have to come through you to contact her, won't they?*; *Now, a brussels sprout is a vegetable, isn't it?*; *У тебе ж є ще один ключ, правда?*); softening (used to mitigate force of criticism, directives, requests, suggestions, avoid disapproval) (*I wasn't bad, was I, Vianne?*; *... и веду себя, как последнее хамье. Это ужасно, да?*; *Я прямо спрошу, ладно?*; *Так, Дімка, я навела троха порядок у своїй майстерні. Почала, правда, з голови... Але ж там усе найголовніше, правда?*); facilitative (used to involve the listener into conversation) (*That Frank Bennett sure does talk a lot, doesn't he? A real friendly fella, huh?*; *Олег знає про це, правда?*); rapport building (maintenance and increasing solidarity) (*You really loved him, didn't you?*; *We're not the sort who fall out of love, are we?*); reproach (*That mother of yours never taught you to talk with a potato in your mouth, did she?*; *Ой-ой, ти вже від чоловіка навчилася чигати проповіді, чи як?*; *Слушай, больного человека совсем не жалко, да?*); menace (*You do remember our governess, don't you?*; *Ти ж пам'ятаєш про «КейДжіБі», м-м?*); irony, mockery (*You don't expect me to climb all the way up there, do you?*; *Якщо я відмовлюся, ти змусиш мене прати постільну білизну вручну, так?*; *Эт чего тебя обрили — тиф у тебя, что ли?*).

Differences are observed in functional distribution of tag questions in contrasted languages. Characteristic functional types of tags for women belonging to English speech communities are facilitative, softening and rapport building whereas Russian women mainly use tags to express uncertainty, hesitation or a need for support or approval. Rapport building functional type of tags is also the most frequent for Ukrainian women. The main difficulty in identifying functions is that it is not always possible to allocate tag questions to one category, as one question can convey a range of different meanings depending on the situation, cultural context, status and relationships of interlocutors. Pragmatic functions of tags used by men in different social situations remains a question to be answered by further empirical study.

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METHODOLOGICAL PREREQUISITES OF EFL READING PROFICIENCY DEVELOPMENT

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Currently, the higher education system is being involved in the process of modernization, optimization and intensification. The introduction of the innovative technologies, the active methods and techniques is widely observed in the professionally oriented educational process.

The rapid growth of the numerous electronic periodicals gives an unlimited opportunity to receive the latest efficient information and the authentic teaching materials.

The effectiveness of the online reading training depends on the appropriate methodology for the would-be university teachers of English (Master students) to form the professionally oriented competence in reading by means of the Internet resources. The competence is considered as a component of the foreign language communicative competence, which is interconnected with the linguistic and the sociocultural competences and is based on the professional competences and the mediacompetence.

There have been active discussions in the methodology on the problem of the information technology implementation in the educational process [1; 2]. We distinguish the following features of the scientific hypertexts from the British electronic periodicals on English language teaching and Pedagogy implementation:

- 1) a wide range of genre and stylistic variety of the authentic professional information;
- 2) the possibility of the nonlinear information retrieval;
- 3) the immediate access to the information and the reference resources on the Internet;
- 4) the additional opportunities to intensify the learning process and to motivate the trainees;
- 5) the professional orientation of the educational process.

The Internet is considered to be the main source of the modern authentic professional information worldwide. Under the basic units of study we presuppose the scientific articles from the methodological and pedagogical professional British or other English speaking online periodicals, the structural components of the English professional scientific articles (abstracts / conclusions / references etc.), and the extralinguistic means (photos, pictures, schemes, charts etc.).

The EFL classroom situations of the professionally oriented online reading include the following ones: a) future teachers' preparation to the participation in international scientific conferences; b) future teachers' preparation to the EFL seminars, workshops etc; c) future teachers' preparation to the pedagogical practice (as EFL teachers), d) future teachers' preparation to writing research papers.

In conclusion, online reading from the methodological and pedagogical professional authentic English-speaking online periodicals must be informative, effective and professionally oriented and it should meet the future teachers' professional needs. The online and off-line professional reading skills must be developed and improved in the process of the formation of the professionally oriented competence in reading by means of the Internet resources. The dominance of the interactive model of reading must be implemented in the EFL classroom. The selection of the educational Internet resources and the professional scientific hypertexts must be allocated considering the appropriate selection criteria.

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THE CASE STUDY METHOD AS AN EFFECTIVE TOOL IN ESP CLASSROOM

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Nowadays employers need young, highly qualified and experienced employees being able to perform any task in their workplace in the most efficient way since the very first day they join a company. In highly dynamic competitive business environment, recruiters do not want to waste time and money on training, especially under the conditions of an oversaturated job market. In this respect, higher education institutions have to face up to the challenge and train future graduates keeping in mind the necessity of equipping them with not only theoretical knowledge, but some practical skills which help them cope with any problem arisen. It is necessary to admit that the current system of higher education in Ukraine does not always meet these requirements in the way many institutions in Europe do, offering so called sandwich courses which provide the opportunity to combine periods of formal instruction and practical experience.

Therefore, to meet the demands of modern job market and prepare full-fledged specialists, it is of great value to find the approaches which can help to create the learning environment very close to future employment reality and get students involved in the learning process. For a number of reasons, the case study method is definitely one of the most effective ways. Pioneered at Harvard University in the early 20th century, it has quickly gained popularity as a part of professional development, especially in business and education.

First and foremost, the success of this method in a foreign language teaching can be explained by students' active involvement, as they appreciate getting real world experiences in the classroom. Students discuss and evaluate real life situations they will possibly have to deal with in their future career. It can be a very significant motivating factor to work hard and do the best. Another reason is the fact that in the case study method instructor-centered model of education is replaced by a participant-centered one where students play the leading role. The task of the instructor is to listen to students carefully, limit comments and be a facilitator and observer rather than a leader. This encourages students to listen to each other and view their participation as serious and more independent. Moreover, as the case study method presents real issues in real companies, cases allow learners to benefit from the experience of others. At the same time, in each case students become the decision-makers, who have to analyse different business issues, make their judgments and determine the course of action. Therefore, case study method develops students' critical thinking abilities as well.

Being a particularly effective classroom technique, the case study method is a real challenge for foreign language instructors. Regardless of the format, each case study demands for the awareness of a language teacher, who is almost always not very proficient in the field, thorough preparation of questions to be discussed, and even anticipation of the situations where students might run into problems. Another difficulty is to select the appropriate material for a case study. It is possible to use published cases or create them on the basis of personal

experience and current events. A valuable source is students' experience gained while they are taking summer training courses. For instance, students majoring in tourism and hospitality describe the problems they had to deal with while guiding tourists on their transfer to hotels in Turkey. The problems with no-shows at the airport or a hotel, a flight delay resulting in overlapping the transfer programmes, the refusal of guests to be accommodated in a particular property when they arrive on terms of Fortune programme and are not informed in advance about what kind of hotel they will be offered on their arrival, and a wide range of other cases can teach students to handle different challenging situations. Another valuable source for case studies is the students who have already graduated from their institutions, joined real companies and can share their valuable experience.

The options to use case studies in teaching ESP are diverse and depend on the course, goals, issues under consideration, and a number of other factors. It is a very demanding practice for foreign language teachers, but nobody can deny the fact that the case study method is a powerful learning tool on the way to professional success of future graduates as it provides active learning by doing and guarantees all participants' effective involvement.

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TEACHING ENGLISH THROUGH CONFLICT RESOLUTION GAMES

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Conflict is inevitable. It is a part of our life. Despite the fact that people have a lot of similarities, each of us is different from everybody else, and therefore we cannot always agree with everyone, we will certainly have conflicts. Conflicts are part of nature. Animals have conflicts over territory, food, or other resources. But we, human beings, can learn to deal with them. And then the outcomes will not necessarily have to be negative. As Albert Einstein once said, "In the middle of difficulty lies opportunity". Conflict situations want us think harder, deeper, be more innovative, creative, and imaginative, look for alternative ways out which are far more effective and productive.

Conflicts have their negative side. We can easily hurt someone's feelings, destroy our relationships, and in most cases we will not benefit from this either.

But conflicts can be a positive experience. There are options for finding a better way to

manage disagreements. We can learn to transform them into cooperation, into learning and growing experience. When we deal with them in a healthy way, usually we can find a solution that satisfies both of the sides. Communication is a key. When we communicate effectively, we understand each other better. When we can resolve conflicts successfully, we are building healthy relationship. This is what can be called dealing successfully with conflicts.

Conflicts can be helpful in making necessary changes within the work environment. In her *Big Book of Conflict Resolution Games* Mary Scannel, an experienced corporate trainer, talks about five different strategies to deal with the situation:

- **Ignore** — We could put off doing anything at all.
- **Win-Lose** — We may choose to exert control and “win” over our opponent.
- **Lose-Win** — We may choose to acquiesce and “give in” to the other person.
- **Lose-Lose** — We could agree on a compromise, where both parties give something up.
- **Win-Win** — We could choose an option where those involved in the conflict work together to discover a win-win solution—a collaborative solution.

Some reactions make it easier to resolve a conflict, while others make it harder. And games actually can be used as an effective tool which can reveal the reaction to conflicts, demonstrate the consequences of the reactions, and finally point the way to better strategies. And all this will happen in a playful environment which usually most people find enjoyable.

An attentive and cautious response to a conflict will make a team stronger. By using good listening and communication skills, it is more likely to get others to listen to how they feel, and it will definitely make resolving a conflict easier. This is all about the collaborative approach which people hardly ever follow when dealing with conflicts but continue competing and fighting back ignoring even the idea of working together on a disagreement, especially in a joint intellectual effort.

Most people, and the age does not matter at all here, do not know how to handle and resolve conflicts. What is good about conflict resolution games is that they give everyone a safe place to learn about conflict and practice solving it. These games teach from basic to deeper conflict resolution skills, give an opportunity to use them in true-to-life situations.

When participants in conflict resolution games learn the possible positive sides of conflict, they will gradually begin to lose uncertainty and fear when it comes to it. They also learn to respond to conflicts healthily, control emotions and behavior, manage stress quickly while remaining calm, decode nonverbal communication, as paying close attention to the other person’s nonverbal signals may help you figure out what the other person is really saying and feeling, use humour in conflict resolution and you can resolve arguments and disagreements by communicating in a humorous way.

Conflict resolution games are a great way to get prepared for the real-life negotiations. Mary Scannel encourages to use the games to allow the teams of players to look for collaborative solutions in conflict situations, to use these games to experience the result of effectively transforming conflict into collaboration.

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WIKISPACES FOR BUILDING HOME-SCHOOL LINK WHEN TEACHING ENGLISH TO PRIMARY LEARNERS

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Though being specifically designed to be used in the classroom, Wikispaces can also work great as a powerful tool for keeping teachers and parents in touch and students on task. Under the conditions when classroom hours are limited and the Internet provides a scope of resources, both learners and teachers can benefit from going online.

Parents as a child's first and most important teachers have the power to greatly influence the learning process of younger students. The positive impact of parents' involvement into their kids' learning English can be really valuable. And it is the teachers' responsibility to develop a good communication strategy. Inviting parents to encourage their children to do online activities, carefully selected by the teacher, might be the easiest way. Wikispaces provides teachers with a safe environment for distributing information, links, files that perfectly match specific lesson aims and will help to achieve learning outcomes.

Research shows that the most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home. Technology has the power to become an invisible link to both the classroom and home. Younger learners' screen time is strictly limited and it is the parent who has the authority to allow online games. Thus, the teacher, as the wiki organizer, is supposed to and has the opportunity to provide only relevant links to quality resources created either by the teacher himself/herself or by trustful authors.

Making parents aware of the benefits of a good home-school link (including the opportunity to catch up with the class in case of being absent e.g., or the chance to practice the topical material through interactive online language games) is just the beginning. Wikispaces not only allows the teacher to provide positive feedback by uploading short videos of the classroom activities and photos of learners' successful worksheets (getting parent's signed consent is advisable for this), but provides opportunities for a two-way communication. By setting permission level *private /protected/public*, the teacher organizer decides who can view and edit pages as well as participate in discussions. It helps to make sure nothing inappropriate can ever appear on a class wiki.

Most parents want to help their primary school children in learning English, but some of them just do not know what to do. Wikispaces is a tool that helps the teacher to advise and support them by highlighting the ideas and activities he or she suggests to parents. This is not time consuming for adults but can make younger students feel motivated and confident when learning English.

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MYTHS AND REALITY OF TRANSLATION UNIVERSALS

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Many people believe that translation is an easy thing and all you have to do is to change words from the source text into the equivalent words of a target text. However, this is not true since some phrases, if translated literally, would make no sense. Translation is a very complicated process which has to consider many factors – the genre and the style of the original text, the translator’s competence, timeline allocated to the project and many more.

It is often said that translation is an art. However, if one was asked to draw a picture of someone, she/he could certainly produce an image resembling a human being that anyone would recognize as such, but could that compare to the naturalness and fine detail of what a true artist could do? Could one call him/herself an artist? Translation can be viewed in the same way. It is an intricate and often subjective process that goes far beyond a simplistic word-for-word exchange. A good translation needs to carry the meaning and the tone of the original text, while still remaining culturally sensitive and appropriate to the target audience.

So, in order to be called “good” a translation should meet several criteria. The first criterion is rather obvious – it has to be accurate. Accuracy equals quality, and quality in its turn means safety. In terms of translation an accurate one can be compared to a premium car that has better steel and is manufactured by people with an excellent work ethic who will not cut corners.

Clarity is another important factor. A translation has to be easily comprehensible and well written, regardless of how poor the original document may be. Good translations commonly read much better than do the originals. Many writers tend to write in rather long and complicated sentences. However, a translation should strive to present all the information and nuance of the source text in a clear and uncluttered fashion whenever possible.

Naturalness of the translation is the key factor in helping to prevent a translation from sounding like one. **A good translation should have the same effect on its readers as the original text.** A good translation does not rely on lexical, syntactic or orthographic calques, because a text that reads like a translation is simply a poor translation.

Another thing to be mentioned in connection with naturalness of the translation is translation made by a native speaker. *A native speaker is always a better translator than a non-native one* is a myth and it is proved. Merely being a native speaker of a language does not ensure that that person will be able to translate adequately. Translation requires discipline, study, and continual practice. A native speaker of a language does not inherently possess all

(or even any) of these qualities. A native speaker can proofread and point to the things which do not sound naturally, in other words to serve as editors but not translators. A translator must have a broad cultural and linguistic background, in addition to the cognitive skills needed to produce a good translation. It takes years of training and professional experience to gain these qualities. Translators are the unseen individuals responsible for helping the world to communicate every day.

Another easily overlooked component of a good translation is mirroring the mood of the author. For a translation to convey the same feeling to the reader, it must use words and expressions which can transmit a similar spirit. Failure to express this accurately can easily mislead the reader as to the writer's true feelings and attitudes. Translation must go beyond words, sentences and paragraphs and must faithfully represent not only what appears on the page, but also what the author wished to express.

A translation needs to be culturally appropriate for the target audience. References to religious figures, sports or country – specific items may confuse or offend the reader. Such references either need to be excluded in the source document before translation begins, or be culturally readapted into the target language. Lastly, the audience needs to be taken into consideration. Sometimes this is a broad group of people, but more often, it is a narrow, targeted audience. A text written for a group of scientists needs to be translated at a much higher reading level than would consent forms for newly arrived immigrants.

To sum up all the aforesaid, the stress should be again and again made on the significance of the ability of a good translator to translate the inner of the language, its music, the meaning of the words – but not the words themselves. This is what makes a translation – a good one.

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SOME EFFECTIVE ENGLISH TEACHING METHODS

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There are some teaching techniques that may contribute to and diversify teaching approaches of every teacher of English. Going through them one should take into consideration such factors as the student's level of English, the number of students in your group, the level of their motivation etc.

Let's begin with the grammatical method. It is one of the most popular approach according to which a considerable part of teaching is given to grammar. However, this approach can work only under the condition that the instructor speaks the first language of the students in addition to English. This approach requires teaching grammatical phenomenon of English making use of translation and drawing parallels with native language. This method

also requires a lot of practice. We should remember about vocabulary as well, as students need a large knowledge bank of English words in order to interpret and form their own English grammar examples. Grammar and vocabulary exercises are vital in this approach, and should be at the forefront of instruction.

The aural English teaching method focuses on the most natural way to learn a language, which is by hearing it. Children who are raised to speak English learn it first by hearing it from their parents and others around them, long before they ever learn how to read or write. The aural approach is similar, meaning it's strictly audio-based and should not focus on the reading or writing until long after the students can grasp the language on a speaking level. The actual method involves dialogue. In the beginning, the students will mostly be spoken to. The teacher might use visual cues such as objects to give the students something to associate the words they're hearing with. Then, they will be instructed to speak the words themselves, coming to grasp vocabulary and basic grammar through hearing and speaking, rather than advanced instruction or writing. Teachers should not write the words they're saying, and let the bulk of the instruction exist in dialogue.

Recently the English only method is becoming more and more popular. It is one of the most direct approaches to teaching the language. For this method, neither the teacher nor the student should speak their native tongue at all during instruction. All instruction should be done in English only. Vocabulary should be taught first, as it is the easiest to grasp because it can be demonstrated with a visual aid. As the student builds vocabulary, the instructor can begin introducing abstract words and elements of the language, but without explaining or focusing on the actual grammatical structure. The complexities of the language will be learned inherently, with the student picking up on its patterns through practice and application only. At the end of each class period, there can be an optional question and answer session where students are allowed to ask the teacher about that day's lesson.

The translative approach may be compared with the grammatical approach, only with a broader focus on the English language's structure in comparison to the native language of the students. This approach must be taught by an instructor who speaks the same language as their students, and all the students must also share a fluency in the same language. English will be taught as a subject like any other, with different elements of the language such as vocabulary, grammar, syntax, speaking, reading, and writing focused on every day. This method will make strong use of notecards, where students can write English vocabulary and grammar concepts on one side, and then translate the word or idea on the back in their native language.

The immersive approach is one of the best ways to learn the language for older students who are able to travel for their education. Someone who wants to learn English doesn't even need to be enrolled in an English language course to use this method – all they need are the resources involved in travel.

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HOW TO CREATE INTERCULTURAL ENVIRONMENT TEACHING ESL

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Nowadays teaching English as a Second Language (ESL) aims not only at linguistic competence, but also intercultural competence. It is common for students to travel abroad, take part in online courses, skype with their peers, share the classroom with students from different countries which requires following internationally recognized standards of conduct.

Numerous prominent researchers investigated culture and intercultural communication: L. Harms, W. Hart, E. Hall, G. Hofstede, R. Porter, P. Riley, E. Rogers, B. Ruben, L. Samovar, A. Smith, etc. However, the issue of creating intercultural environment in ESL classroom was not paid much attention.

The aim of this article is to propose the ways of meeting students' needs and create intercultural environment in ESL classroom for them to perform successfully in real life situations. To achieve this aim it is necessary to analyze the meaning of intercultural communication and related terms. P. Cranton describes culture as the way of living built up by a certain group of people which is passed from one generation to another. Changes of social or technological aspects may trigger reassessment of individual values and lead to cultural changes [2, p.169]. It provides lots of opportunities for ESL teachers to shape their students' views and help them to develop skills necessary for successful intercultural communication.

According to L. Samovar, intercultural communication is characterized by the particular impact of people's cultural perceptions and symbol systems [4, p. 8]. R. Arent defines intercultural communication as sending and receiving messages not only across languages and cultures, but across social systems and societies. It means that intercultural communication also occurs between people who speak the same language but belong to different social groups [1, p. 2].

G. Willems claims that ESL teachers should remember about four dimensions of intercultural competence: knowledge of cultural factors, understanding cultural identity, acceptance of cultural differences and skills in overcoming difficulties of intercultural communication [5, p. 9-10]. Taking into consideration the differences, ESL teachers should focus their students on finding similarities between other people and cultures [4, p. 17-19].

It is vitally important to build the relationships in the classroom based on respect for students and equality of their rights. L. Nilson suggests exploiting controversial topics related to culturally diverse groups. The same about insensitive remarks of the students: it is better not to ignore them, but use as teachable moments for discussions about cultural differences and stereotypes, the importance of tolerance. When evaluating, ESL teachers should use rubrics clear for diverse students and provide timely constructive feedback on students' work in order not to injure their self-esteem [3, p. 14]. To teach students how to be active listeners and avoid cultural misunderstanding, ESL teachers should stay focused on the main points, ignore all distractions, listen attentively, maintain eye contact, be open to new topics or ideas, ask for clarification, confirm or reformulate the speaker's main points [1, p. 8].

To sum up, in order to create intercultural environment, ESL teachers should implement four dimensions of intercultural competence, they should be active listeners and provide timely feedback on students' work.

Subsequent research work may include investigations of ESL teachers' experiences connected with creating intercultural environment teaching students of different levels.

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EFFECTIVE READING STRATEGIES: ROAD TO IELTS

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The workshop will focus on a number of issues related to the efficient instruction of language learners for the IELTS test (International English Language Testing System) and help them meet the requirements of Common European Framework of Reference for Languages (2001) in the reading module. The presenters will put emphasis on the meaningful use of a wide range of content-based tasks and activities that aim at training fluent users of English in the academic context in the country as well.

Analysis of reading modules of various international examinations of English reveals that the reading comprehension tasks and reading materials offered differ considerably in terms the content of the examination tasks that include multiple matching; multiple choice; gapped text; identification of a writer's views/attitudes; sentence/text completion; short answer questions to choosing headings and their combinations.

The reading module of IELTS is based on the requirements and guidelines of CEFR (Common European Framework of Reference for Languages). Evans N. W., Hartshorn K. J., Anderson N. J. (2010) claim that an effective EFL reading class encourages students to use a foreign language as a universal tool for communication and study, teaches to analyze, contrast, compare and summarize information from different sources. Exam takers can develop the ability to achieve the objectives by a systematic use of a range of content-based tasks and activities that are relevant for training competent users of English.

The ensure successful performance at the examination candidates should be aware of other challenges connected with the examination logistics, a variety of sources for reading

materials and time restrictions being the greatest ones. Given the concerns, EFL teachers are to focus on the instruction of the major aspect of language training: development of all language areas and skills (listening, reading, writing, speaking, grammar, and vocabulary); raising students' awareness of linguo-social and linguo-cultural aspects of the language; explaining the specifics of a the exam format; shaping appropriate reading comprehension strategies on a regular basis (Nation 2009); incorporating innovative approaches and methods to teach students to understand the gist, main points, details, structure and meaning of reading materials as well as to improve overall use of the language.

To sum up, exam takers must be able to process language pragmatically in order to achieve an outcome that can be evaluated in terms of appropriate content conveyance. In this respect special attention is to be paid to meaning and correct use of their linguistic resources, and choice of particular forms. So, the algorithm of preparing for IELTS requires that several essential objectives, effective reading comprehension strategies, content-based tasks, that teach, training expert language users in particular, are to be addressed carefully in the EFL classroom to assist candidates to reach an appropriate level of language performance.

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THE MECHANISM OF ANALOGY IN THE PROCESS OF MODERN ENGLISH WORD-FORMATION

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The role of analogy in the process of Modern English development cannot be denied. In modern linguistics the mechanism of analogy is based on the cognitive principles on the one hand and on the linguistic expressions on the other hand. This cognitive-lingual mechanism focuses on the results of analogical thinking. The linguists point out that language innovations appear in the process of word-building when a certain model appears in the mind of a human-being thanks to some “concepts of association”, analogy, “as the model that is renewed” [1] by the constituent of the same morphological structure but with the specific meaning.

Analogy in the process of word-building acts not only as a type of word-formation, that is to say, when new words are made on the basis of a certain model, but also as a language innovation (word-model) or as a model with a constant constituent (constituent word-model), and also as a new type of creating the units of communication [2]. In other words analogy is a human-being capacity to create language units of retrospective character.

The dual feature of analogy gives the possibility to consider this mechanism as a source of new words that are coined upon the productive word-formation patterns (that demonstrates the language tendency of frequency and regularity) and, at the same time, analogy is a source of new words that are coined notwithstanding any models of word-building (and demonstrates the language tendency of expressiveness). Thanks to analogy an individual can create rather easily new forms (structures) of knowledge representations, combining them under certain patterns, models.

The use of some methods, models, different schematic patterns, constructional schemas for word-formation patterns imply a symbolic approach that gives a chance to come to a decision of any complexity. A peculiar quality of a man's mind to associate the language elements with the surrounding world can be explained from the point of view of cognitive mechanisms.

Treating analogy in Modern-English word-formation both as structure and as process, that include abstraction, idealization and generalization, shows that this cognitive-lingual mechanism is taken as a significant motive of language change and language evolution.

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PLAY-BASED METHODS IN TEACHING ENGLISH GRAMMAR

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Mastering English grammar has always been problematical for ESL students of any level. Having learned a lot of rules and done plenty of written exercises the students are not often able to apply them when speaking and don't identify them when listening. Furthermore, the grammar learning is perceived as effortful and boring work. Taking this problem into account a teacher should realize the barest necessity of rationalization of this kind of learning activity and the necessity of searching and practicing more efficient tools in teaching.

Among the efficient and interesting methods of teaching and learning English grammar is the grammar games use. The games help teacher to create the context where the language and its grammar phenomena acquire real, living meanings and become useful. "Games motivate, give reasons for realization of grammar phenomena, as those who take part in the games are anxious to understand the real meaning of what they and their partners say. They strive for correct reporting the information and for being understood right by others.

The gaming introduces an element of competition to the knowledge acquiring activity” [1]. Educational games impart a comfortable atmosphere to learning; create a friendly climate in a class-room. When playing or acting out the students have a good opportunity to exercise new grammar rules by living speech patterns, in contextual, free and easy atmosphere as students’ attention is directed and concentrated on a game content not on grammar as educational subject. The games generate favourable conditions for a fruitful work on a grammar theme and make students use the foreign language.

There are some remarkable teaching findings and ideas in a sphere of play-based approach presented on the web-sites of various international editions. In the article “Six Games for the EFL/ESL Classroom” of “The Internet TESL Journal”[2] Aydan Ersöz, an English teacher of Gazi University (Ankara, Turkey) says language learning is a hard work, so well-chosen game is invaluable tool to relax tension and at the same time to practice language skills. ‘Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation.’ [3]. Jerry Thekes, a doctor of Applied Linguistics and skillful teacher from Great Britain, basing on his long teaching experience calls the gaming “a tool for holding students’ attention for a long time” especially if a teacher uses visual teaching materials. In his article “Grammar games with students’ total physical involvement” [4] Dr. Thekes states that play-based activities with proper visual materials are a powerful resource for an educational process promotion and agrees with Simon Mumford, an English teacher of Izmir University of Economics, who believes that teachers should involve graphical images and pictures since this way is the simplest and the fastest one to bring to a classroom a living situation that can embody educational theme. According to those methods of teaching grammar the remarkable grammar reference “Essential Grammar in Use” by Raymond Murphy is actually more drawn than written. As for professor Mumford teaching experience told in his article “Using Creative Thinking to Find New Uses for Realia [5]” the fact of play methods practice based on “everyday realia and activities from daily life” is very worth attention. And he practices it both for training, strengthening and explaining a new subject. He gives the example of the “performance” of the “Prepositions of place and movement” theme. Usually the variety of prepositions does not serve to their easy adoption, so, the professor explain the theme by means of “A Tie and Prepositions” game: he shows “how to tie a tie” and comments the movements of his hands using the prepositions *under, in front of, over, up, behind, through, round, down* etc. The game usually produces a required effect.

Thus, analyzing some creative teachers’ experience in their searching for efficient methods, the authors have reached the conclusion that play-based methods and activities are of current importance in Grammar class and have some clear advantages

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REQUIREMENTS FOR 21ST CENTURY TEACHER

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«21st Century Teacher» is probably the most popular buzzword in today's education. We can't ignore huge transformations around and their impact on education. Therefore, and as a result of these changes teachers now are required to have more up-to-date skills that were not called for before. It also becomes imperative for teachers to adapt their teaching practices to the developing learning needs of their students if ever this teaching is to be effective [1].

Teacher is not the only source of info anymore. If teachers nowadays can only provide content, facts and information, dates, research, theories, stories, is their role obsolete? Students can find information anytime and anywhere 24/7. But they cannot validate, synthesize, leverage, communicate, collaborate with and problem solve with information. That's why our curriculum should focus on not facts & content but skills.

21st Century Teacher is: the adaptor, communicator, learner, visionary, collaborator, risk taker, leader and model.

Adaptor. This person must be able to adapt the curriculum and the requirements to teach to the curriculum in imaginative ways; to adapt software and hardware designed for a business model into tools utilizable by a variety of age groups and abilities; to adapt to a dynamic teaching experience; to adapt our teaching style to be inclusive of different modes of learning understand and apply different learning styles.

Communicator. He/She is fluent in tools and technologies that enable communication and collaboration. He/She goes beyond learning just how to do it, he/she also knows how to facilitate it, stimulate and control it, moderate and manage it. To have anywhere anytime learning the teacher to must be anywhere and anytime.

Learner. The 21st Century teacher must learn life long, absorb experiences and knowledge, endeavour to stay current.

Visionary. This person must see the potential in the emerging tools and web technologies, grasp these and manipulate them to serve their needs; can look at others ideas and envisage how they would use these in their class; looks across the disciplines and through the curricula; can make links that reinforce and value learning in other areas, and leverage other fields to reinforce their own teaching and the learning of their students.

Collaborator. As an educator the 21st-century teacher must be able to leverage collaborative tools to enhance and captivate the learners.

Risk Taker. This person must take risks and sometimes surrender hem/herself to the students knowledge.

Leader and Model. The 21st Century teacher is the model of the behavior that he/she expects from the students. He is a person who leads and commands his class [2].

To be an effective 21st-century teacher, a teacher must first possess the very same 21st-century skills that their students are expected to have. And in addition to those skills, they must be able to help all of their students obtain and develop 21st-century skills:

life skills: flexibility, initiative, social skills, productivity, leadership;

learning skills: critical thinking, creative thinking, collaborating, communicating;

literacy skills: information literacy, media literacy, technology literacy.

The 21st Century teacher has the power to make a real difference to prepare students for a successful future.

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USING DEBATE IN UNIVERSITY CLASSROOM: PITFALLS AND POSSIBLE SOLUTIONS

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The debate is commonly used in the classrooms of English speaking countries, particularly the USA. Though nowadays it is not very widespread in Ukraine, particularly in the university classroom, it is becoming more and more popular. The debate is considered to be a great teaching tool as, according to A. Freeley and D. Steiberg, it: a) prepares students for leadership and effective participation in a democratic society; b) develops proficiency in critical thinking and problem solving skills, the ability to make prompt, analytical responses, as well as multicultural sensitivity; c) offers training in argumentation; d) provides for investigation and intensive analysis of significant contemporary problems, critical listening and purposeful inquiry; e) encourages student scholarship, effective speech composition and delivery [1]. These are all the skills and competences that we seek for development in our students. That is why, to our belief, the popularity of the debate in university classrooms will increase in the nearest years.

However, using the debate in the classroom may become an unsuccessful experience for an unprepared specialist. In this paper the possible pitfalls of using the debate in the classroom will be described and the possible solutions will be suggested.

All the difficulties, connected with the use of the debate in classroom can be categorized into two groups: objective and subjective. Among the objective problems are:

- A. ***Lack of time for conducting debate.*** The debate formats vary, yet each of them requires quite a lot of time. One of the most widespread formats of the university debate (Parliamentary Debate) is conducted between four teams of two debaters, who have the right to make a speech of 6 minutes length. It means that only the speeches of the debaters will last 48 minutes in total, not to mention at least 1-2 minutes in between the speeches, the introductory speech of the chairman of the debate, and the final speeches of the judges (students who are responsible for choosing the winners). Not every teacher can afford to spend so much time during the class as the number of English classes on the students' curriculum has been dramatically cut down. The solution to this problem may only be the use of other formats of the debate, such as, for instance, Karl Popper Debate, which is conducted between two teams of three debaters, who have the right to make a speech of 3 minutes length. Still, even with few hours of English on curriculum we may from time to time let our students engage in debate and spend the whole class talking.
- B. ***Lack of students' knowledge.*** The topics for the debate should be carefully chosen. It is essential that the students should be able to present a wide range of facts concerning the problem, unexpected solutions to the existing problem etc. That is why choosing the proper topic is important. The basic recommendation here would be to conduct the debate at the end of the topical module when the students have read and analyzed enough materials. What is more, the topic should be 'debatable' which means there should be a variety of different views on the problem.

The subjective problems a teacher can face while using the debate are the following:

- C. ***Lack of students' argumentation skills.*** Unfortunately, Ukrainians are known to have a poor quality of discussions and debates, the reasons for this being our culture itself and lack of necessary study. So, it is essential that the teacher should pre-teach the argumentation building, particularly the structuring of one's arguments, refutation and cases. The scheme, suggested in the articles [3; 4], could be helpful to overcome this difficulty.
- D. ***Lack of students' critical listening skills.*** Ukrainian students very often tend to debate without referring to the opponents' arguments. Teaching the proper structuring of the refutation is one part of this problem solving. The other part is teaching students to use flowsheets while listening to their opponents' speeches. Flowsheets are notes debaters taking using a special format. These flowsheets help to trace the development and refutation of each argument presented. The example of the flowsheet can be seen in the works of A. Freely and D. Steinberg, A. Sneider [1;2].
- E. ***Subjective difficulties for some students.*** There are different personalities of students and while some like to be in the centre of attention and present their point of view, others prefer to stay in the shade. Personalized tasks for the students during the debate can help to involve every student to the process of debating. Thus, some students can take part as active debaters, but others may be given a task to

be the judge of the debate and choose who the winners are or write a report on the conducted debate.

To sum up, using the debate in the classroom may be a challenging experience and present some difficulties for the teacher and students. Nevertheless, knowing about the possible pitfalls of the debate should help teachers to turn this experience into an unforgettable adventure that teaches the students the skills, required to make our country prosper.

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STEPS OF IMPLEMENTING PBL IN ESL CLASSROOM

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Problem-based learning (PBL) for English language learners is a successful approach to learning that is highly beneficial in addressing the rapid technological changes, challenging global economic markets, and evolving workplace requirements. PBL has the advantage of involving all learners in collaborative activities that provide immediate feedback and reinforce linguistic and content discovery.

Problem-based learning focuses on learning through solving real, open-ended problems to which there are no fixed solutions. Problems can be taken from real-life news stories, generated by students themselves, and developed from realia. Students work in pairs or groups to understand the problem and then to find possible solutions to it.

Recent research reviews indicate that problem-based learning can lead to long-term learning outcomes, whereas traditional instruction leads to slightly better performance on short-term learning as measured on standardized tests. Problem-based learning is particularly effective in increasing engagement and reducing the achievement gap among English language learners.

Many works have described the process of problem-based learning from the perspective of students. This process generally includes four main steps:

- 1) being introduced to the problem;
- 2) exploring what they know and do not know about the problem;
- 3) generating possible solutions to the problem;
- 4) considering the consequences of each solution and selecting the most viable solution.

The following steps in organizing the problem-based learning process for ESL (English as a second language) students are distinguished:

- connecting with the problem (for the PBL unit to be effective, students should feel that the problem is important and worth their time and attention. The teacher selects or designs problems that are connected to things students care about in their daily lives. This connection can be made through a pre-reading or discussion, which introduces the topic in a concrete fashion);
- setting up the structure (the next step is to create the structure for working through the problem. It provides a framework on which students can build their project. It ensures that students' work has a proper foundation and that none of the essential elements is neglected);
- visiting the problem (once the teacher has explained how they are going to proceed, she/he asks someone to reread the problem statement. She/he focuses on having students generate ideas for how to solve the problem);
- revisiting the problem (after they complete their independent work, students reassemble as a class and revisit the problem. The teacher first has each student or group report on their work. At the same time the teacher assesses the resources students used, their use of time, and the overall effectiveness of their action plan);
- producing a product or performance (Each problem concludes with a student product or performance. This can range from writing a letter to the editor to making a presentation. The product or performance is designed to enable the teacher to evaluate both content objectives and mastery of selected skills. The product lends a sense of purpose to the entire PBL assignment. Students go through the process and research their questions to have material for their product);
- evaluating performance and the problem (at the end of the unit, the teacher encourages students to evaluate their own performance, their group's performance, and the quality of the problem itself. Initially this may present students with some difficulties, so the teacher may wish to provide them with a self-evaluation form).

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PROVERB AS A CARRIER OF CULTURE

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Proverbs are an important part of culture, and hence an important tool for effective communication and for the comprehension of different spoken and written discourses.

Proverbial competence requires the knowledge of the linguistic structure of a target language (i.e. morphology, syntax, lexicon, pronunciation, and semantics) and of the rules and regulations that are necessary to be able to use a proverb accurately. Therefore, proverb plays an important role in language teaching as a part of gaining cultural knowledge, metaphorical understanding and communicative competence.

Proverbs belong to the traditional verbal folklore genres and the wisdom of proverbs has been guidance for people worldwide in their social interaction throughout the ages. Cognitive linguists find proverbs to be cross-culturally the simplest form of didactic tools. They metaphorically express numerous rules and values a human being follows in everyday life. The metaphoric language of proverbs has great impact on us and our mind even though we are usually not aware what drives our behavior and language. Metaphors as “mental space builders” help “to create structure in our understanding of life” (Lakoff and Turner 1989; 62). Proverbs by nature concern human experience and express values a human being follows in everyday reality. A universal part of this reality in all cultures is work which we perform in a specific way related to our culture: e.g. compare the set of functionally equivalent proverbs about work in Russian, English and German: Ohne Fleis kein Preis; No pain, no gain; Без труда не вынешь и рыбку из пруда.

Lakoff’s argumentation that “there are metaphors we live by” (Lakoff, Johnson, 1980) may be extended to say that there are proverbs we live and work by. A proverb is an inductive generalization of human experience or the basic truth. There are some specific features that make certain linguistic statements proverbial. Proverbs are usually familiar, fixed, sentential expressions of well-known truths, social norms or moral concerns (Mieder, 1985). Most proverbs are metaphoric, as metaphor is the backbone of proverbial thinking. Metaphors and proverbs are cognitive tools which indirectly express and shape our understanding of concepts, especially abstract ones; they grasp the otherwise ungraspable, and are inevitable in our language and cognitive apparatus (Lakoff, Johnson 1980).

The key social and mental functions of proverbs are: 1) to describe natural laws and human experience; 2) to explain reality using rules (with its syllogistic structure and intrinsic “logic” working as a common-sense theory; 3) to evaluate (create positive/negative stereotypes); and 4) to prescribe. These functions give proverbs special power to rule within the society and within the human mind (they may become the “mental DNA”). Proverb thinking is a constant vivid cultural process. As culture is developing, new proverbs are created, some proverbs are transmitted and survive across cultures, some evolve, other ones just disappear. Old proverbs are also used as so called anti-proverbs today, i.e. parodied, twisted, or fractured proverbs that add humorous or satirical attitude to traditional proverbial wisdom.

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TEACHING AND TESTING GRAMMAR

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We use “grammar” in the broad sense including not only morphology and syntax, but also orthographic conventions about punctuation and capitalization, which require an understanding of the syntactic structure of phrases and sentences and the identity of proper nouns [3]. Occupying a prominent place in the language teaching field and in students’ language learning, perhaps no task is as elaborate as grammar tests. Well-developed grammar tests show both the teacher and the students how well they are doing revealing students’ understanding of the grammar. We use “understanding” to capture the levels of knowledge that students have about grammar and acknowledge that these levels may range from implicit to explicit awareness. For example, when speaking, students might display an implicit level of grammatical awareness by producing only violations that do not compromise meaning. For formal grammatical tasks, more explicit awareness is often necessary.

Thus, testing should cover all the aspects of the grammatical competence – the knowledge of grammar, grammar awareness and grammar skills. In order to provide authentic assessment of students’ grammar proficiency, an evaluation must reflect real-life uses of grammar in context [2]. This means that the activity must have a purpose other than assessment and require students to demonstrate their level of grammar proficiency by completing some tasks.

Moreover, communicative grammar should be tested communicatively. It means that this can happen only if the students are engaged in a communicative act in contexts that allow for the creation of meaning. Therefore, the communicative testing of grammar requires a task-based approach, within which R. Dickins distinguishes at least five factors that make a grammar test communicative: 1) the contextualization of test items: a test should not comprise a number of decontextualized single sentences; 2) the identification of a communicative purpose for the test activity; 3) the identification of an audience to whom the communication is addressed; 4) instructions to the test taker that focus on meaning rather than on form; 5) the opportunity for the test taker to create his / her own message and to produce grammatical responses as appropriate to a given context.

Grammar tests have proved to be effective as they are: 1) skill oriented, aimed to measure particular or integrated skills; 2) objective, measuring skills against certain standards; 3) efficient to administer, allowing to test the whole group of students at a time; 4) efficient to mark and grade with the help of keys and rating scales provided [1].

It is obvious that grammar can no longer be viewed as a central, autonomous system to be taught and learned independent of meaning, social function, and discourse structure.

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Media Studies Lessons with Inquiry

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“MEDIA no longer just shape our culture ... they ARE our culture.”
Magazine ‘Media & Values’. # 57

Media literacy as ‘a set of capabilities applied to media messages and experiences’ has been identified as one of the key 21st-century skills by an amazingly wide range of organizations, considering it to be one of the key areas for transforming schools and education. It has demonstrated a power to reach all kinds of students, even those who have been uninterested in studies. It is much more than a response to changing technologies, it is a vital and effective way to create a culture of inquiry to meet present most pressing educational needs. As Cindy Scheibe and Faith Rogov write, ‘media literate people have an access to up-to-date media technologies, are able to understand, analyze, evaluate, create, reflect and participate on the basis of media messages.’ [2, p. 19] They have such capabilities as comprehension, collaboration, reflection and social action. Like traditional literacy, media literacy provides students with the tools they need to explore content in a wide range of subject areas and should be integrated throughout an educational system, not just taught by a single teacher in a single way.

‘The media’ – ‘the various technological means of producing and disseminating messages and cultural forms (notably news, information, entertainment, and advertising) to large, widely dispersed, heterogeneous audiences. In the world today these include, radio, the cinema, newspapers, magazines, bestselling books, audio CDs, DVDs, and the Internet’ [1, p. 257].

Media Studies involves the **close analysis** of the images, sounds and text that we experience via the media. It is the study of individual media texts (such as films, TV shows, magazines, websites). In the course of a lesson incorporating media studies analysis students and teachers cooperatively answer the following questions about the media products:

- *Who made them («institution»)?*
- *How they were made («process»)?*
- *Why they were made («purpose»)?*
- *Who they were made for («audience»)?*
- *What rules were followed when making them («conventions» and «genre»)?*

Media Studies is also about appreciating the skill and creativity which goes into the production of media texts. Just as analysing the different techniques used in the creation of

a poem or novel helps one appreciate the talent of the writer, so does learning about media techniques helps to value the skill the creators of a media text possess with words and pictures.

Media Studies also involves practical work, where students learn the techniques involved for the production of their own media texts such as recording their own radio programmes, writing articles, conducting an interview, commenting on pop videos, analyzing TV commercials, comparing and contrasting magazine advertisements, criticizing computer animation, creating photo-essays and documentary videos.

Media Studies is a 'learning by doing' subject mastering which everyone compares his/her own experiences with what the 'professionals' go through. It is a unique fusion of practical and theoretical learning, which, although it can be hard work and very time consuming, is always rewarding. Media Studies subject success comes from a combination of creativity and understanding. It is also a lot of fun as no other subject deals with students' favourite movies, pop stars and TV programmes.

As we progress into the 21st century, communications are becoming faster. The millions of different media images bombard everyone daily. It is as important now to be able to read and make sense of those images, as it has been to be able to read an ordinary text.

Why media literacy is important? "At the heart of media literacy is the principle of inquiry,"- wrote the Founder of the Center for Media Literacy Elizabeth Thoman. The idea that the media can have an effect over its audience - this is often discussed in terms of negative effects. Let us consider both positive and negative sides. Some theories suggest that the media 'inject' its audience with its ideas like a passive patient rather than a critical and active consumer. The focus here is on the fact that we do not choose to believe certain things the media selects for us. The other claim that media audiences make active choices about what to consume in order to meet certain needs. In what ways can we be said to passively consume ideas given to us by the media?

Should one believe everything the media tells? Why or why not? We choose what we consume, and how it will affect us. To illustrate these issues we propose to watch and discuss with students the TED presentations by *Ben Beaton "Key to Media Hidden Codes"* and by *Alisa Miller "News shape the way we see the world"*.

The main ways to use media texts are for: 1) **entertainment**: the text provides pleasure for the audience; 2) **social interaction**: films, the news or last night's television programmes are common topics of discussion; the media is used to feed this social interaction; 3) **personal identity**: create a sense of ourselves and our peer group from the media. We may identify with particular 'characters', who we see as having similar life experiences; 4) **information**: the media are full of information which one can use. Media create a shared environment and are, therefore, catalysts for learning.

For the productive discussion of the issues mentioned above and fruitful classroom interaction students may be encouraged to pinpoint media images, messages and allusions to media messages all around their surroundings, bring some realia to class.

Completing a Media Diary is the activity we suggest to employ to make students record their impressions on consuming a certain authentic media product as well as note down and broaden their vocabulary, collect aphoristic utterances and interesting thoughts

expressed there. What is more, they write summaries and their speculations on media texts of their choice. The recommendations given to students are: Have a separate A4 format note-book for the diary. Each fortnight/ week in between classes students are supposed: 1) to view 1 authentic film in English; 2) to listen to 2 radio programmes (news + something up to their personal interests); 3) to read 1 article from an authentic newspaper/magazine; 4) to fill in media journal while reading, listening and viewing; 5) to learn vocabulary and use it while talking about certain pieces of media text.

During the next class students are to dwell on the material processed or use it creatively during various assignments set by a teacher.

Media Diary Format for a Film

Title of the film	Company Year of production	Your personal rating up to 5 ★	
Director	Actors	New vocabulary	Idioms
Phraseological units (10-15 items)	5 compulsory sentences to sum up the information	Quotations/ Statements/ Opinions worth mentioning	

Media Diary Format for a newspaper/magazine article

Title of the article	Newspaper/ Magazine name and number	Author(s)	Your personal rating up to 5 ★
New vocabulary	Idioms	Phraseological units (10-15 items)	3-4 compulsory sentences to sum up the information
Quotations/ Statements/ Opinions worth mentioning			

Media Diary Format – radio programme

Title of the programme	Radio Channel	Your personal rating up to 5 ★	Presenter(s) and Guests of the programme
Director (if known)	Actors	New vocabulary	Idioms
Phraseological units (10-15 items)	3-4 compulsory sentences to sum up the information	Quotations/ Statements/ Opinions worth mentioning	

There is no one “correct” way to deconstruct a media message – each of us interprets media differently, based on our own knowledge, beliefs, experiences, and system of values. Deconstructing media messages in such a way may structure one’s approach to a media text, may help students understand who created the message, and who is intended to receive it. It can reveal how the media maker put together the message using words, images, sounds, design, and other elements. It can expose the point of view of media makers, their values, and their biases. It can also uncover hidden meanings – intended or unintended.

To foster students' critical thinking skills it is worth analyzing any media message within the basic principles of fact and opinion. A **fact** is a piece of information that can be substantiated and verified. In other words it can be proven to be true. A **false fact** is the piece of information that is represented in a factual way which can be proven to be inaccurate. An **opinion** is one person's subjective view point. It is an opinion because it cannot be verified as a point of fact. Once it has been verified it is no longer an opinion but a fact. Students are encouraged to find textual proofs of either fact-based or opinion-based influence on the consumer/reader/viewer in the media texts of their choice. More disputable are discussions of the various texts describing the same happening or phenomenon, and taken from various, sometimes opposing resources. The attention focus span may be on register, degrees of formality, vocabulary choice, factual representation of ideas, reliability of sources mentioned.

Ethics in journalism, celebrities, stereotypes and biases are the topics which are always in the focus of media studies. Media education encourages learners to question, evaluate, understand and appreciate multimedia culture. It teaches them to become active, discriminating media consumers and users. The core component of media lesson is to compare and contrast messages across different media formats with special focus on their language, structure, communication techniques, pros and cons.

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EFFECTIVE LISTENING STRATEGIES: ROAD TO IELTS

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Integrating listening comprehension tasks into EFL instruction is considered one of the greatest challenges in the English language training as it is often regarded time-consuming and meticulous. The authors discuss the pitfalls of teaching various listening comprehension strategies in the EFL classroom with the focus on the ways to choose and use the activities that help enhance students' motivation and interest and eventually result in the overall improvement of their language performance in different situations, regardless of the complicity of listening tasks. A variety of listening techniques to help language learners to get ready for IELTS (International English Language Testing System) (Terry, Wilson (2010) will be demonstrated to explain how to develop a set of effective listening strategies, and to shape the ability to match appropriate strategies to certain listening tasks.

Listening strategies (LS) are techniques or activities that contribute directly to the comprehension and recall of the listening input (Evans, Hartshorn, Anderson, 2010). Among numerous classifications of LSs, the one based on the way the input is processed by the

listeners distinguishes three main categories: top-down, bottom-up and metacognitive listening strategies.

Top-down strategies are believed to be listener-based as it is the listener who relies on the background knowledge of the topic, the context of the verbal materials, the situation, the type of text, and the language devices present in the listening fragments. Due to the reliance on the background knowledge of language learners a set of expectations that help comprehend the input, that what is heard, and the ability to make predictions about the information that might come next, is usually inferred. Top-down strategies include listening for the main idea, predicting, drawing inferences, summarizing. Bottom-up strategies are message- or text-based as the listener analyzes the language of the message, that is, the combination of sounds, words, and grammar that creates meaning. Listening for specific details, recognizing cognates, comparing word-order patterns are regarded the most common bottom-up listening strategies.

Metacognitive strategies are used to plan, monitor, and evaluate the listening input to maximize comprehension, identify relevant and non-relevant information, and go beyond word-by-word comprehension. Moreover, due to the effective use of metacognitive listening strategies language learners are supposed to be able to monitor their performance as well as evaluate the effectiveness of the LSs they apply. Metacognitive LSs are of special significance in training for IELTS as they enhance both dealing with intellectually challenging tasks and managing task-completion logistics.

Distinguishing pre-listening, while-listening and after-listening activities is another important consideration to reinforce the shaping of LSs. Pre-listening activities usually include looking at pictures, maps, diagrams, or graphs, reviewing vocabulary and grammatical structures, constructing semantic webs, predicting the content of the listening fragments, etc. While-listening activities are to be done during or immediately after doing the listening task.

These are usually the ones that are designed to teach students to fill in graphs and charts, to follow a route on a map, to check off items in a list, to search for special clues to meaning, to do cloze exercises, or to do gap-information tasks. After-listening activities are used to evaluate comprehension in a particular task or the overall progress in listening so that to modify LSs if necessary.

In conclusion, using LSs and LCs activities in a proper way enhances integrating listening comprehension tasks into language instruction for IELTS as well as helps minimize its challenge in the EFL training classroom so that to provide better opportunities for group collaborative work and follow-up reading or speaking class activities as well as to assess students' knowledge and skills.

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DEVELOPING HIGHER ORDER THINKING SKILLS IN THE ENGLISH CLASSROOM

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Modern world sets new goals in front of future specialists. New jobs appear which demand not only knowledge and comprehension of facts, terms, basic concepts and answers in the chosen sphere of activity, but also critical approach to the information under study, the ability to use acquired knowledge, apply it to new situations and create a new product. Thus, educators all over the world come across with the necessity of developing students' higher order thinking skills.

The term implies the idea that some types of learning require more cognitive processing than others. It goes beyond knowledge of specifics and means of dealing with specifics, demonstration of understanding the facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas. It is mostly about solving problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way; examining and breaking information into parts by identifying motives or causes; make inferences and finding evidence to support generalizations; compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions; presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Lessons involving higher order thinking skills require particular clarity of communication to reduce ambiguity and confusion and improve student attitudes about thinking tasks [1:63].

There is a variety of taxonomies to develop students' higher order thinking skills (HOTs). The most popular among educators is Bloom's Taxonomy which is considered to be a foundational and essential element within the education community. Bloom believed that education should focus on 'mastery' of subjects and the promotion of higher forms of thinking, rather than a utilitarian approach to simply transferring facts.

Bloom's taxonomy refers to a classification of the different objectives that educators set for students (learning objectives). It divides educational objectives into three "domains": cognitive, affective and psychomotor (sometimes loosely described as "knowing/head", "feeling/heart" and "doing/hands" respectively). A goal of Bloom's taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education. However, the scientist himself developed the principles of cognitive domain which presents a structure of thinking skills beginning from the lower order (Knowledge and Comprehension) up to higher order thinking skills. To each level a series of verbs, questions and sample tasks are suggested which makes a teacher's role in the classroom easier to perform. Lesson plans should include modeling of thinking skills, examples of applied thinking, and adaptations for diverse student needs.

As for HOT useful learning strategies rehearsal, elaboration, organization, and metacognition are recommended. Direct instruction (teacher-centered presentations of

information) should be used sparingly. Presentations should be short (up to five minutes) and coupled with guided practice to teach subskills and knowledge [1:2].

Small group activities such as student discussions, peer tutoring, and cooperative learning can be effective in the development of thinking skills. There is also abundance of HOTS techniques such as “What’s Your Rating?”, “Priority Ladder”, “Brainstorming”, “Human Bias Graph”, “Milestones”, etc., which can make the learning process both thought-provoking and instructive.

To sum up, higher order thinking skills are grounded in lower order skills such as knowledge and comprehension, the role of which must not be underestimated. HOTS include critical, logical, reflective, metacognitive and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. The focus on these points creates new roles for teachers and demands their enthusiasm, creativity, critical approach and facilitation.

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CLASSROOM ACTION RESEARCH

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Today, teaching in general, has become a very complex process due to several reasons. Unlike in the past, learning is not limited only to classroom and it has turned into a context comprised of several learning approaches. In this case the teacher’s job in the classroom is, on the one hand, very much challenged and complicated. On the other hand, the teacher has to engage in the process in the classroom. As the conditions of the classroom change over time with the rapid development of the modern technology, it is essential for the teacher too to turn towards change. As for the needs of the present learner and the new teaching methods, the teaching strategies used in the classroom have to be modified or adapted accordingly.

Action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by research practice.

Within second language education, action research has usually been associated with the study of classroom actions rather than addressing social problems associated with

language teaching. Action research is conducted by practicing language teachers because they themselves are valuable sources of knowledge regarding their own classroom situations. However, action research is different from common research conducted by academics. As Sagor has observed: ‘The topics, problems, or issues pursued [in academic research] are significant, but not necessarily helpful to teachers on the front line’. Examples of actual action research abound in the English language teaching literature in recent times and teachers who have carried out action research often report significant changes to their understanding of teaching.

The first step is choosing a research question: it should be specific, answerable, and lead to significant information on an aspect of teaching or learning. Reflective teachers generally have questions in their minds about what they observe in the classroom; this can be a good place to start.

The second step is deciding what information you need in order to answer your question and how it can be collected. Data can be collected in a number of ways: by keeping a teacher journal of observations, conducting student interviews, giving out questionnaires, and testing.

Third, the data must be analyzed. Organized narrative data is perfectly valid in research. Basic statistical calculations are easily mastered and applied.

The final step is for the teacher to incorporate the results of the research into classroom practice. Your research will give you a basis for deciding to retain successful instructional practices, modify those that are less successful, or introduce new practices to address problem areas.

There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching. They look back at what has worked and has not worked in the classroom and think about how they can change their teaching strategies to enhance learning. A few teachers conduct formal empirical studies on teaching and learning, adding to our knowledge base. CAR (classroom action research) fits in the center of a continuum ranging from personal reflection at one end to formal educational research at the other. CAR is more systematic and data-based than personal reflection, but it is more informal and personal than formal educational research. In CAR, a teacher focuses attention on a problem or question about the classroom.

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SUBJECT- SUBJECT INTERACTION FEATURES IN CLASSES WITH CADETS OF VARIOUS BACKGROUND COMPOSITION AT HIGHER MILITARY EDUCATIONAL INSTITUTIONS

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Considering the challenging events taking place in the east of Ukraine higher military educational institutions cannot stay aside, restructuring and adapting the educational process, raising the level of general education and professional training of future soldiers.

Today, not only young people after the general secondary schools have entered the higher military educational institutions, but the oath of allegiance to Ukraine is given by young people, who have been fighting for six or more months in the area of antiterrorist operation in eastern Ukraine, showing courage and heroism. It causes the search and development of new methods, approaches and algorithms for classes with various social background cadets composition.

The National Academy of the State Border Service of Ukraine named after Bohdan Khmelnytskyi (NASBSU) is higher military institution that provides basic professional training for different categories of personnel for the State Border Guard Service of Ukraine. The specifics of the educational process at NASBSU is predominantly determined with authoritarian (strictly regulated) system management of the educational process based on statutory relations that affects any kind of future border guard officer activities. The period of studying for future border guard officer at NASBSU is characterized by the most intense accumulation of necessary knowledge on all aspects of future military service and studying a foreign language (English in particular). Therefore, the educational process at the higher military educational institution should be organized taking into account all the necessary aspects needed for cadets with various features prior social experience.

Specifics of training in the field of security and protection of the state border of Ukraine is to use the English language as a communication tool while carrying out various officers professional duties. Also due to the development of international cooperation with law enforcement agencies of foreign countries, integration borders of the European Union, the intensification of Ukrainian border guards participating in joint operations against illegal migration, smuggling, human trafficking, drugs and arms, which now are more complicated by unresolved conflict at the eastern state border.

Appeal to the essence of the concept of subject-subject interaction has been challenged by the development of psychological and educational research issues of communication and efficient joint activities in the studying process in classes with various social background cadets composition (gender, age, psychological and social characteristics).

Basing on the psychological patterns of subjectivity, we can say that the essential characteristics of personality-oriented education is a subject-subject interaction of participants in the educational process, which is especially necessary in the new joint activities with the cadets after the general secondary school education and those who have served in ATO at the eastern borders of the state.

We consider the subject-subject interaction to be characterized by psychological positions equality of communication participants, mutual activity of the parties. Thus each side is not only being affected, but also equally affects the other by mutual penetration in the partner's world of feelings and experiences, willingness to join the point of view of the other side, the intention to complicity, empathy, acceptance of each other, mutual respect, trust, sincerity, desire to achieve understanding and recognition for the speaker right and opportunity for change and development. The main contradictions are not resolved through coercion but cooperation. Therefore, special value is shown in such personal characteristics as the ability to self-actualization and creative growth. [1].

In our opinion, taking into consideration psychological characteristics of subject-subject interaction in the educational process will contribute to the ability to cooperate in classes with various social background cadets composition; inclusion and mutual assistance will increase the level of communication skills, establish cooperation and create a favorable psychological climate in classes with various social background cadets while studying the English language in particular.

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THE ADULT LANGUAGE TEACHER'S TRAINING NEEDS

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Any teaching intended to enhance the capacity of others to teach, or assist the learning of adults is considered teacher education for adult education. To improve the teaching of adult educators is a pressing need, but there are some difficulties in the way of defining and meeting this need. Training sufficient professional teachers is the biggest challenge facing adult education in foreign language acquisition.

Although there is a debate in some countries about whether adult education is a distinct discipline or part of the study of school-oriented education, there has recently been an increase in opportunities to study for a graduate qualification in adult education in many countries. Adult education is particularly accepted and included as a subject of study at universities in Canada, the United States, Great Britain, Sweden and other countries. Universities are widely recognized as the main institutions for formal training of full-time adult educators in the area of foreign language teaching. Adult education departments are most commonly located in faculties of education in some countries, but in others they may be separate, or linked instead with an extension or continuing education service of the university. Apart from universities and colleges, short intensive sessions and courses are provided for of adult educators by institutions and organizations of informal education.

Content of educational and training programmes for adult educators of foreign languages varies greatly. Circumstances and presumed needs of adult learners are taken into consideration as well as the length of time available for training. While university programmes are oriented towards academic and theoretical study, short courses, by contrast, tend to dwell on practical skills.

It has been suggested that teaching process of adult educators will benefit from three broad areas of proficiency: understanding the field of adult education, understanding adults as learners, and having positive attitudes for lifelong learning, effective interpersonal relations and innovativeness [1, p. 192].

According to the research there are eight categories of core knowledge of the discipline of adult education: adult learning; psychology of adults; instructional design; instructional management; instructional materials and equipment; the client system; the organizational system; and the social setting of adult education [2]. The reviews show that there is another content model of adult education comprising six elements: the adult learner – the psychological context; the adult learner – the sociological context; adult education – the philosophical-historical context; adult education – methods and resources; adult education systems – organization and administration; adult education – provision to a particular environment [1, p. 193].

A somewhat different classification has been implemented into university curricula for training foreign language teachers of adults: methodology (concepts, principles, problem solving, skills, attitudes, and values); psychology of the adult learner; teaching skills and techniques; evaluation; sociology relevant to adult education; and development studies. These areas are considered as essential to foreign language training programme of teachers of adults [4].

Training is a continuous process which implies the appropriate teaching methodology, that is the importance of congruity between how adult learners are taught and what they are taught.

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ASSESSING EAP NEEDS AT TERTIARY LEVEL

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EAP (English for Academic Purposes) courses are incorporated in the academic curricula of most universities and colleges of higher education to help their ESL/EFL students come to grips with study materials written in English. Given the acknowledged need amongst undergraduate and postgraduate students to use their knowledge and competence in English to process written communication in the language, the majority of EAP courses within these ESL/EFL contexts have generally tended to focus on improving reading abilities. Due consideration has also been given to related development in the other skills for reasons of effective pedagogy as well as catering for the learners' extended needs (see some of the major materials writing projects) [1]. By way of a simple introduction, first, EAP like its parent discipline ESP (English for Specific Purposes) "almost by definition, is language in context" [5: 20]. ESP/EAP courses are justified primarily on the basis of learners' communicative needs [4]: "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communicative needs of the learner" [4: 2]. More recently, the success of ESP courses has been attributed to more *pragmatic* approaches to needs analysis [5: 7-17]. These approaches comprise various combinations of a 'Target Situation Analysis' (TSA), a 'Present Situation Analysis' (PSA), and a 'Learning Situation Analysis' (LSA) [3], sets of procedures that attempt to analyse and account for the different types of needs that impinge on the learner and the learning situation with direct reference/relevance to the target language use situation. ESP courses, by virtue of the fact that they are relevant to the learner's authentic contexts of language use and therefore, learning needs, are claimed to be "more efficient because they [the courses] get their priorities right... and that they are educationally more effective because they are *motivating*" [2: 5]. In short, a properly instituted and conducted ESP course may be deemed to have linguistic, sociolinguistic and psycholinguistic validity in terms of the language learning enterprise, and the fact that it has a higher propensity to motivate the learner is probably what counts as far as the language teaching cause is concerned.

The question of motivation on the part of the tertiary ESL learner is indeed a crucial one: the language course must be seen by students to be explicitly relevant and of unquestioned utility for their academic and/or projected professional needs. Put differently, the ESP/EAP teaching programme must be 'real' both in terms of its subject-specific content and pedagogical approach to make for sustained interest and optimal learning on the part of the students who have hitherto been like Shakespearean schoolboys, like snails, crawling unwillingly to school [1:2].

The exigencies of the situation considered, it would be difficult to dispute the fact that the real value of tertiary ESL learning lies in discipline-specific EAP courses which have been constructed on the basis of 'real' needs negotiated between students and the teaching institution rather than in 'general' ESL courses. The latter type of course, which in extreme cases is often based on some hypothetical, intuitive conceptualization of need, is likely to have a demotivating effect on tertiary level students. These students often resist any such

threat to their status that promises ‘more of the same’ secondary school type of teaching/ learning situations by voting with their feet – they stay away from language classes [1:3].

Addressing the language needs of students as well as academic needs of EAP professional may help dispel another more fundamental misconception about the field and the status of its theory and practice. This is because subject specialists in other specific fields of scientific inquiry have often criticised what they perceive as the introduction of ‘English Language Proficiency’, ‘General English’ or ‘Remedial English’ courses, questioning, as it were, the need for the university to do “what should have been done at primary and secondary school level” [1], that the teaching of English even at tertiary level appears to be nothing more than remedial. Indeed, there may be isolated cases and contexts where courses that are actually labeled as such, but most courses are based on needs assessment and pragmatic concerns to help students achieve their academic goals.

Hence, the absence of any principled approach to “understand the forces which variously shape the language of the academy” [6: 2], and to make a case for EAP courses based on that understanding and the associated needs of both EAP students and their teachers, is bound to have a deleterious effect on the viability and efficacy of service operations at the university level.

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LEXICAL INNOVATIONS IN ENGLISH DUE TO THE FEMINIST IMPACT ON LANGUAGE

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Feminist theory (FT) as the constituent part of feminism (a diverse set of theoretical, methodological, and political perspectives that have in common a commitment to understanding and challenging social inequalities related to gender and sexuality [1]) aims to understand the nature of gender inequality. It examines women’s social roles, experience, interests, chores, and feminist politics in a variety of fields, such as anthropology and sociology, communication, psychoanalysis, home economics, literature, education, and philosophy.

The aim of this research is to point out and classify the “feministic neologisms” – lexical units that appear in English in the second part of the 20th century and verbalize the main concepts of the Modern Feminist Theory. The data material is the neologisms taken from the Neologisms Dictionary by Yu. Zatsnyi [2].

The special attention of feminist criticism is taken by power, dominance and status. The examples of androcentrism are observed at any level of the language: *androcentric values* (values of men), *patriarch culture* (culture in which the men have most of the importance), *intellectual sexism* (women are not allowed to think and act as the men do), *male stream* (analogous to *mainstream* – dominant trend, tendency), *machismo* (macho+ism – male attitude towards women as representatives of the opposite sex. Opposite to *machismo* is *hembrismo*), *male chauvinism* (humiliating and arrogant attitude to women).

After defining *gender* as social construct the terms *gender roles*, *gender stereotypes*, *gender asymmetry*, *gender consensus* were introduced in the language.

The separate group of neologisms is formed by the lexemes that nominate feminist movements: *post-feminism*, *neofeminism*, *third wave feminism* (current phase in economic, social, cultural change, in which knowledge, especially as stored and disseminated by information technology is the primary productive force), *cyberfeminist* (a member of the feminist movement that uses modern gadgets), *red-diper feminism* (connection of feminism and marksism, as in the USSR), *queer feminisms* (focused on the problematization of gender and its relationship to sexual identities and practices).

In the 1950-60ies the other types of feminism appear *radical*, *liberal*, *socialist feminism*. *Militant feminism* practiced by *riot girls* (young militant feminists riot against accepted public order) is the extreme type of radical feminism. The opposite tendency is demonstrated by *domestic feminism* that claims to accept the household duties as a separate profession. The primary goal of modern phase – *cultural feminism/ new feminism* – is to establish harmony between family, career and active social life.

The gender approach towards the lexical system of the language allows to point out the lexemes that reflect the growing role of women in the society: *leaderette/ leadering* (a female leader), *adminatrix* (a woman who is good at administration), *bossress* (a female boss), *mommy* (a boss who takes care of her employees like a mother), *seductress* (a woman who made her career by having a love affair with a male colleague).

Establishment and achievement of equal political, economic, cultural, personal, and social rights for women predetermines the appearance of the term *glass ceiling* – the concept means that a women, however competent, can only ever rise so far in a male-dominated business; ostensible equality is loudly promoted, but that glass/invisible ceiling stands between achievement and the very highest promotions. The term was taken from the title of the book “Shattering the Glass Ceiling” by M. Davidson and C. Cooper. At the end of 90ies *glass floor* and *glass wall* were put into usage. The first explains that still there are obstacles for women to find a job after graduation from a university/ college. *Glass walls* limit the women’s initiative and activity at the highest steps of the career ladder.

The neologisms that are connected with the violation of the women’s rights and physical, mental or moral abuse would be the object of our further research.

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THE NOVEL BY J.D. SALINGER “THE CATCHER IN THE RYE”: CULTURAL AND HISTORICAL CONTEXT

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There is no doubt that the novel by J.D. Salinger “The Catcher in the Rye” is a real encyclopedia of American life of the end of the forties of the XX century that contains numerous signs of the time. All these realities can be divided into several categories: chronological time; social time; the cultural component of the era.

The moment when Holden Caulfield begins his searching for himself is clearly defined – Christmas, 1949. This year entered the American history as the starting year for the post-war recovery of the US economy that was growing rapidly. This can be seen from the Holden’s story, when it becomes clear that America, which was not directly affected by the horrors of the World War II, had finally recovered from the horrible consequences of the catastrophe in Europe.

Readers perceive Holden Caulfield, first of all, as a real American young man in a real existing society. Exploring Salinger’s novel, critics refer to the extraordinary popularity of the book among the youth [Stevenson, 1962, 168] and allege the fact that many young Americans were so much inspired by the history of Holden that they began to imitate him and bought a hunting cap like his. The writer shows the real life of American teenagers, who lead the conversations, according to the remarks of Holden Caulfield himself, about booze, girls and sex.

Details of different aspects of life, which Holden Caulfield was surrounded by, persuade that author showed the real United States of the late 1940’s. He explains his leaving of one of the schools in the following way: “One of the biggest reasons I left Elkton Hills was because I was surrounded by phonies. That’s all. They were coming in the goddam window” [Salinger, 2005, 16]. It is in these times, in the late forties and early fifties, that American education (especially secondary) was experiencing a real crisis [Pulliam, 1994, 142]. So, Salinger drew a completely true picture of the USA school life and problems.

The novel is full of realities which are typical of any time and any culture that make up a large part of the epoch, such as dances and music. They can tell a lot about the tastes and passions of their era. Holden asks the girl at the bar to dance the popular jitterbug and often refers to the popular songs of that time: “Little Shirley Beans”, “Smoke Gets in Your Eyes”, «Oh, Mary”, “VoolyVooFransay?”.

Salinger knew the ways of the modern culture development very well. That is why Holden, who is an honest and a deeply decent teenager, does not visit museums and exhibitions, but spends his time in the night clubs and cabarets, does not order juice in the bars, but asks to pour him whiskey, does not simply meet a girl, but invites a prostitute.

Inspite of all his positivity he is a product of his time and of his era – the era of mass culture. Then, in the late forties, popular culture began to develop rapidly, and Salinger managed to catch its certain specific characteristics clearly.

The clothing described by the author is also a peculiar symbol and sign of the era. For example, Holden mentions *falsie* – a padding that is worn inside a brassiere, that his girlfriend Selma Turner wears [Salinger, 2005, 5]. According to the history of the world fashion [History of the world fashion], it appeared in the late thirties – early forties, *lastix* – a kind of nylon, was invented approximately at the same time.

Coats and suits with padded shoulders, flannel blazers (*flannels*), checked sports jackets made of wool (*hound's*), the jackets from two-sided (reversible) fabric that Holden Caulfield, Stradlater and Antolini wore, were fashionable at that time too. Details of clothes coincided with symbolizing of the inclusive phenomenon of the falsehood in the American society.

We can also see the features of American life of 1940's-1950's in the image of the then New York City, with its hotels, cafés and restaurants, in the depiction of ordinary citizens' apartments (Holden's parents', Spencer's, Antolini's homes), showing the life of postwar American School (conditions, evaluation and examination system, extracurricular life of schoolchildren, their relationships with each other and with the teachers), in the story about the young people's leisure activities (movies, music, dance, books, etc.).

Thus, the signs of the time in "The Catcher in the Rye" played an important role in the understanding of the novel. There cannot be a true portrait of teenagers of the late forties of the twentieth century without them.

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THE IMPORTANCE OF NON-VERBAL COMMUNICATION IN FOREIGN LANGUAGE TEACHING

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Even though non-verbal communication is an essential part of communicative situations, it still is a neglected issue in foreign language teaching. This is quite surprising as no language learner can achieve communicative competence without having some knowledge of non-

verbal phenomena, which make communication authentic and serve numerous functions needed for communicative success.

The objectives of this paper are to outline the nature and functions of non-verbal communication, to show why integrating non-verbal phenomena into different areas of FLT can be highly valuable.

One of the main teaching objectives in the foreign language classroom is the *development of communicative competence*. As an essential part of communication is non-verbal, communicative competence cannot consist solely of the correct use of verbal language. The fact that non-verbal phenomena play an essential role in conversation becomes evident when we consider the different functions non-verbal behavior can fulfil.

- an emotive function in that they (e.g. through facial expression) reveal the speaker's personality, feelings, thoughts and attitudes;
- a conative function in that they (e.g. through body posture) externalize the social roles of and the relationship level (sympathy/antipathy) between two interlocutors;
- a phatic function in that they regulate conversations and structure interaction (e.g. indicating changes of speakers or the beginning/ending of contributions);
- a function as illustrators of verbal communication: they may anticipate, repeat, contradict, substitute, complement or accentuate the verbal message (e.g., nodding our head to accompany verbal agreement); or lastly,
- a function as emblems with a binding lexical or ritual meaning (e.g., 'V' for victory)

Non-verbal behavior is also relevant as a communicative strategy. Non-verbal communication can help learners both to understand the foreign language and to express themselves in it.

Besides, the combination of verbal and non-verbal communication in the foreign language classroom can make it easier for learners to remember new words or grammatical structures. As neurological research has shown, we remember vocabulary and language patterns for a longer period of time if language is linked with non-verbal signs.

Effective communication in a foreign language is more than just a matter of language proficiency. *One of the goals – if not the main goal – of foreign language teaching is to help students to become intercultural speakers*. Phenomena such as the direction of gaze or the role of silence are often not the same across cultures. Since they can even convey the complete opposite of what is intended, behavioral patterns are a common source of intercultural misunderstandings.

Therefore, the teaching of intercultural communicative competence should include non-verbal communication.

Finally, *non-verbal aspects are also important for the understanding and interpretation of literary texts*. On the one hand, working with literary texts in the foreign language classroom can thus help illustrate the general importance and the different functions non-verbal means of expression have in everyday life. On the other hand, teaching literature requires dealing with the way non-verbal communication can fulfill aesthetic functions in literary texts and the way it creates certain effects on readers or viewers. The ability to approach literary texts accordingly is part of literary competence; a competence that learners need in order to access

literary texts in the foreign language and to the worlds they create. Usually body movements in fiction designate emotions and feelings. For example, *feeling of anger* *The blood had mounted to his face and neck, and he looked almost angry* (W.S. Maugham). *Sensation of fear* *Her lips trembled so that she could hardly frame the words. She was terrified. She was afraid she would faint* (W.S. Maugham). Also nonverbal communications in the text can express *surprise* *She gaped at him, her little button eyes nearly bursting from her head* (A.J. Cronin). They also can show *pleasure* *A happy smile crossed his lips* (W.S. Maugham); *Herbert tried to look hopeful about his future, but this time he couldn't even manage his usual cheerful smile* (Ch. Dickens).

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CONTRAST AS A LOGICAL AND PHILOSOPHICAL CONCEPT

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Contrast is widely used in everyday life; meanwhile, this phenomenon is not studied enough. The concept of differences, opposites and contradictions that is the logical and philosophical basis of contrast, was used in ancient philosophy. Since that time, thinkers and artists noted that “contrast” (Aristotle), “opposition” (Augustine), “collision” (Hegel) play an important role in different spheres of human beings life. Contrast is one of the fundamental compositional and stylistic principles in fiction. It can be regarded both to a method and a principle.

As a philosophical category contrast is an aspect of dialectical contradiction, the source of development of all things, phenomena and processes in nature, thinking; and in language reflecting the mode of existence of language units. In a speech the following terms of confrontation as opposition and contrast are used. By T. van Dijk, “new information usually is in the final position, and deviation from this condition can be used to express contrast, violation contextual expectations, i.e. to indicate local meaning” [3, p. 45]. The problem of opposition was highlighted by the following researchers: I. Arnold, I. Halperin, F. de Saussure, N. Trubetzkoy and others. Thanks to the distinguished philologist N. Trubetzkoy who found the first doctrine of “semantic opposition”, which is based on the well-known thesis of Ferdinand de Saussure: “The entire mechanism revolves around linguistic identities and differences, and the latter just back side of the first” [1], N. Trubetzkoy had a brilliant conclusion that in the presence of a limited number of each language distinguished parts (much less than the number of words) words, if there is a need, consist of combinations of elements of distinguished “features”.

For the development of the logical structure of the concept of the principle of contrast, it is necessary to view two main interrelated areas. First, contrast has long been associated with the most common notions as antithesis, opposition, confrontation. Secondly, contrast in lingual interpretation is an integral part of language and speech system. They are sometimes called contrast signals.

Contrast both serves as a part (element, component) in a literary text and as a whole one with a complex shape. Contrast is a structural, semantic component and a composite aesthetic level of a literary text. In this case, the semantic confrontation between the dominant contexts is associated with a perception of reality by an author. In this meaning, contrast is regarded as the dynamic confrontation between contents-logical and structure-stylistic plans of literary presentation.

From the logical and philosophical standpoint *contrast* is closely linked to the concept of opposition (*from Lat. oppositio – confrontation*). By a philosophical definition, any category of opposites begins with the identity, difference and going in opposition and contradiction. In short, the contrast can not be seen in isolation from the identity and similarity, because it is the most significant difference of homogeneous items (phenomena, features and actions), the particular combination of common points and different opposites.

So, taking into account all abovementioned, we conclude that contrast is a multidimensional interdisciplinary concept. Lingual understanding of the contrast can not be complete without adequate consideration of its logical and philosophical meaning that make up the concept of “opposition”, “confrontation” and in fiction it is implemented basing on the principle of contrast.

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PROJECT WORK AT FOREIGN LANGUAGE CLASSES AND ITS INFLUENCE ON THE PROCESS OF STUDENTS’ PEDAGOGICAL BARRIERS OVERCOMING

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Due to the fact that creative activity, project work in particular, has a lot of advantages, it is reasonable to organize such work at foreign language classes with the aim to build students’ skills to prevent and overcome various pedagogical barriers they experience.

Firstly, it enables teachers to combine different types of students' activities and, consequently, diversifies the learning process. This contributes to barriers preventing and overcoming. Secondly, this type of activity helps to define the particular topical barriers students currently deal with. Moreover, it enables to evolve students' communicative skills. The atmosphere of cooperation and collaborative creativity fosters development of their empathy skills, thus it has a positive impact on students' relationships.

However, project work requires some conditions. Otherwise it will not be effective. First of all, the problems for project work should be topical and vital. Then, it is essential to follow some algorithm. The example of such algorithm is provided below:

Together with your partners make a "Problem page" for a youth magazine. This section should have letters with students' problems described and some advice how to solve them.

To arrange such type of work teachers ought to prepare students in advance that foresees particular stages:

- Stage 1 (Homework/self work). Choose a problem that is vital for you personally. At home write a letter to a "Problem page" in a youth magazine. Describe it in details, share your feelings, worries, and ask for some advice. If you want to be anonymous, type your letter.
- Stage 2 (group work in class). Classify all the letters according to the problem they reveal.
- Stage 3 (Homework/self work). Read the letters in the section. Choose one to write a letter of advice.
- Stage 4 (group work in class). Group the letters and the answers. Discuss all the advice, choose the best one. Discuss the problems in the letters that have not been discussed.

To help students cope with the task a teacher should provide them with word combinations, phrases, that can be used by them while project work.

Thus, on condition of their correct arrangement (providing students with topical issues, following algorithms, providing them with the helpful phrases etc.) project work at foreign language classes really helps students to prevent and overcome pedagogical barriers they face with.

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TAMING THE PROCESS OF ACADEMIC PRESENTATIONS IN A GLOBALISED WORLD

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“It is delivery that makes the orators success”

Johann Wolfgang Von Goethe

Teaching principles of academic presentations at a tertiary level is a highly relevant curriculum aspect which is to be done with an ultimate goal of better communicating professional skills to other professionals. By making students aware of basic points, types, characteristics and styles of scientific and technical communication, the paper is to serve as a starting point in an attempt to make them expand and perfect their communication skills. This paper argues in favor of high importance of designing academic presentations with a specific professional profile.

In a multicultural world communication makes a major ingredient of professional activities. In order to function effectively in academic and professional settings students and alumni need to reach proficiency in communicating academically. Mastering these skills in a contemporary competitive world is more important than ever. A professional academic presentation requires the ability to convey the right image that you want your audience to construct through delivering the ‘right messages.

So, teaching students to design effective academic presentations implies giving them insightful and well-trained thinking strategies that can produce clarity in communication without oversimplifying scientific or vocational issues. Improving the quality of presentation actually improves the quality of thought and vice versa. This is the ultimate result of a successful presentation.

New professional challenges are emerging as a crucial factor for success in the 21st century. These include skills of critical analysis, evaluation, interaction system thinking and persuasion. Every professional is involved in some aspect of communications which usually means collecting, analyzing, and distributing scientific and/or technical information efficiently and accurately for specific audiences. Among the many advantages of such presentations are: «bridging the gap between language study and language use; using the four language skills in a naturally integrated way; helping students to collect, inquire, organize and construct information; enhancing teamwork; helping students become active and autonomous learners» [2].

However, each discipline can have somewhat different expectations of what constitutes a good conference paper. Conference presentations need to be pre-discussed with experienced presenters in a certain field (e.g. a scientific advisor or other professional), to figure out what could work and what could be less successful in a given talk. Chances are, if you consciously and consistently try to imitate the good features you have observed and avoid the bad ones, you will be well on your way to becoming an effective presenter. If properly guided and organized, presentations provide learning experience and teach lifelong skills that will be beneficial to students in all disciplines, and further in their careers [3]. Communication creates,

maintains and modifies social reality through the exchange of meanings and understandings in the process of interaction [1]. It is a dynamic activity that involves effective transmission of facts, ideas, thoughts, feelings and values. It is tailored according to the needs of specific professions and allows students to present the acquired academic knowledge in both academic and professional environment. Thus, knowing the content of the functional target areas is important, but to give life to those ideas in meetings or in solo presentations demands effective skills [4]. A presentation is a type of face-to-face communication where you inform, guide, inspire the audience to think about your topic, and convince them to agree with the idea that you put forth using a multimedia platform. The success largely depends on judging all the specifics of the situation and responding to those properly. Scientific and professional presentation communicates specific information about a specific subject to a specific audience for a specific purpose. Generally speaking, scientific and technical presentation often focuses on resolving a problem or delivering information where the ‘addressee factor’ plays a crucial role. The presenter needs to make a precise judgment about who they are to address to, and according to that adapt their presentation format to the audience’s needs, expectations, intellectual, cultural and social levels.

Currently, the international flavor of many people’s jobs naturally means that there is greater interaction between people from different cultures. Within the business and academic environment, understanding and coping with intercultural differences between people is critical for ensuring success of interpersonal communication. Intercultural awareness is necessary for two reasons. Firstly, it minimizes the possibility of misunderstanding and/or causing of offence through intercultural mishaps. Secondly, it is a means of maximizing the potential of interpersonal relations through the utilization of intercultural differences productively.

One area within the tertiary environment in which intercultural awareness is a necessity is in the academic presentation. Academicians, scholars and students are regularly required to deliver presentations. However, when they are asked to give a presentation to an audience from a different culture there are intercultural factors that can hinder the success of a presentation. By way of illustrating some of the intercultural differences in presentations, the following factors need to be specially addressed: 1) language choice; 2) proximity and prosody; 3) time; 4) emotional factor; 5) presentation style; 6) technology; 7) content; 8) audience.

Presentations are an integral part of almost every professional environment, as professionals may need to communicate with other professionals, management, students. With structured planning and organization they demonstrate one of the most successful ways of taming the situation via getting the audience’s attention, encouraging their curiosity and further feedback. The relevance of these techniques lies in the fact that it can be a chance for students to gain an insight into knowledge and skills that make a good lecturer which often turns to become their future vocation [12].

Since successful presentations involve multi-skills, carefully planned and tailored guidelines will help develop students’ awareness of academic presentations. Listing instructional objectives and explaining reasons for this activity may foster the delivery of more effective communicative messages in an academic environment and result in taming new challenges of a globalised world!

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LEARNING TECHNOLOGIES FOR TEACHING AND LEARNING ENGLISH

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Modern information technologies provide teachers with “endless” resources to be used in class. Films, videos, encyclopedias, quizzes, online tests, activities on teaching grammar, vocabulary, and main skills are a wide range of learning technologies (LTs). The term “*learning technology*” is equal to ICT (information and communication technology). The LTs are: CALL (Computer Assistant Language Learning); Office applications (Word, Power Point); CD-ROMs (+ course books); Interactive whiteboards; DVD players; Mobile phones. The list of LTs demonstrates that different electronic devices can be used for getting information and helping students learn.

A mobile phone can be an effective tool in teaching speaking and listening and appropriate for mobile learning. Mobile learning is a new phenomenon in the teaching-learning process. “Mobile learning is perhaps the fastest growth area in the whole field of ICTs in education” [1; 66].

There is one big problem teachers face everywhere: students are toying their phones in class and BYOD-approach (bring your own device) is a good example of using mobile phones for teaching speaking and listening. First of all, it is a device which is mobile: students can bring it in class or use it out of class for educational purposes. Secondly, students are mobile. They can easily move in class or outside the educational establishment, sharing the information they have in their phones, for example, pictures of their family or other important for them events. Every time they work with different partners and in this way they overcome barriers of speaking on public and, of course, get to know each other better what is essential for creating friendly atmosphere in class. Students working with partners have a chance to explain, describe or tell what is essential for them.

Next important condition for mobile learning is availability of moving freely both in class and behind it. Students get a task and any place appropriate for its fulfilling in or out the classroom is good. Taking pictures on the topic studied is another step in using mobile phones in class. Students talk to each other, work in close pairs, then they report to the class

what they have learnt. Everybody should be an active listener to participate in discussion and then voting for the best pictures and the most interesting presentation.

There is one more LT which deserves attention. It is a computer with Internet access. Voki (voki.com) is a speaking avatar which every student can create. It provides an opportunity to engage students with interactive lessons, introduce technology in a fun way, and design own audio materials. Creating a speaking avatar needs definite IT skills. Doing this activity students develop writing and listening skills firstly. Listening comprehension is a base for developing speaking. Students discuss what they hear, ask questions, agree or disagree with the presented information, give their comments. The choice of tasks depends on the aim(s). The main idea of a “speaking avatar” activity is to create real-life communication: different people speak with different intonation, speed, accent. Among them there are native speakers and people for whom English is a second or foreign language.

To do listening comprehension not seeing an interlocutor is rather difficult. While communicating eye-contact, gestures and facial expressions support speaking and make the process of comprehending information easier and more comfortable. Voki can be used for designing own audio materials and there are several ways of downloading the information. Students can type a text, download files from a computer or disk, use a microphone for immediate recording.

All these ways are good for students with different levels of language competence and, of course, levels of web-literacy. Feelings of success and comfort are provided by the presented ways.

Combination of a fun (creating an avatar) and serious (practicing all main skills) makes the teaching-learning process more motivating and stimulating. Also using of LTs inspires and provides new ideas. Teachers in most cases are digital immigrants and it is a chance for them to keep up with the digital natives and the today’s life and profession requirements.

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USING INTERACTIVE WHITEBOARDS IN TEACHING ENGLISH

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While preparing or conducting his classes a modern teacher today should take into account a very important psychological factor that students who have a computer at home with a number of games and a TV-set with a rather aggressive picture got used to perceive the

surrounding reality the same way. The possibilities of computer interactive methods help to tune the students into understanding that video and game programmes are successfully used for studies contributing to the development of creative activity and forming better conditions for the mastering of the foreign language.

Peculiar advantages in teaching and studying foreign languages can be provided by the interactive board (smart board, E-Board). So, the interactive board is a sensory screen working as a part of technical complex including a computer and a projector. It works the following way: the computer sends the image to the projector, which sends it to the interactive board which in its turn works simultaneously as a monitor and a computer. You manipulate it touching the surface of the board. It is almost the same as using a huge tablet.

The usage of the interactive board helps to realize the principles of teaching in combination with visual methods. The teacher can classify the material in different ways using the different possibilities of the board: moving the objects, changing their color, underlining the words etc. All in all the effectiveness of the board depends on the teacher himself and the way he makes use of it or its features. One of the advantages of the interactive board is no need for a computer mouse and a monitor. All needed actions are performed right on the board either with a special marker or any other object even your finger. The teacher is not distracted from the lesson to do manipulations on the computer.

Working with interactive board enables the completeness and coordination of logical teaching of different language aspects especially in creating sociocultural competence for the presentation of country studying material on geography, culture and history of the countries language of which is being studied.

At the classes of the English language interactive board may be used at different stages of the lesson and in teaching different types of speech activity: phonetic warming-up, introducing and practicing lexical units, training speech patterns, activation of grammatical material, teaching spelling and practicing oral comprehension.

Special software gives possibilities to use the interactive features in the following activities:

In teaching reading: “restoring of deformed text”, “text with gaps”, “singling out of the necessary information”

In teaching monologic or dialogic speech: “incomplete sentence”, “matching the cues of the dialogue”

In introducing the lexical material: “arranging into groups”, “take away extra elements”, “matching”, “filling in the gaps”

In practicing grammar: “find a mistake”, “take away extra elements”, “filling in the gaps”, “text with gaps”, “creating schemes”, “linguistic games”

Using the interactive board at classes the teacher has the following possibilities

- 1) For explaining the grammatical material he can use multi-colored pencils to single out the essentials or to draw students’ attention to the usage of the necessary form of the main verb or the position of the auxiliary word in the sentence.
- 2) He can save the chain of thoughts on the board and get back to them if necessary at any stage of the lesson.

- 3) “Drag’n’drop” function enables the teacher to move pictures or words while doing the tasks of the type: “divide words into columns”, “arrange the words”, and match the expressions/synonyms/antonyms”. In contrast with PowerPoint presentation, where all objects are arranged at the very beginning and can not be further changed.
- 4) All the work with the interactive board at the lesson can be saved and there is no need for the teacher to write and create everything again.

In conclusion one should mention that teachers all over the world have already realized that the usage of multimedia interactive technologies enriches the lesson, fastens its speed and rises the students’ interest to studying of the foreign languages.

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UTTERANCE OF APPROVAL AND ITS FUNCTIONAL CHARACTERISTICS

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Topicality of the research is due to the tendency in modern linguistics to the study of language functioning as the primary means of communication and learning of functional characteristics of speech units. The object of our research is utterance of approval.

Approval is defined as the recognition of someone’s acts, actions, decisions, etc. to be true, correct, as well as a positive, friendly attitude towards someone or something. Approval is a kind of positive evaluation. Evaluation is a characteristic of an object, phenomenon or situation (both positive and negative) that is made on the ground of certain features. The elements of evaluation framework are the subject and the object linked by evaluative predicate, as well as the scale of evaluation. The subject of evaluation is a person from the point of view of whom evaluation is made. The object is a person, item, event or situation that is evaluated. Evaluative predicate expresses the relationship between the subject and the object in terms of opposition “good-bad”. The scale takes into account the relation of the subject to the object of evaluation, on the one hand, and the object properties to which evaluation is related, on the other hand.

The data of our research is represented by 100 text fragments that contain utterance of approval. During further calculation we take this quantity as 100%. Selection of examples was made by means of continuous sampling method from novels of contemporary English authors.

The subject of approval in the sampling data is always the speaker that produces utterance of approval and the subject of evaluation is the addressee of the utterance i.e. interlocutor or third party not present when interacting.

As follows from the age aspect analysis of utterance of approval the producers of such an utterance are both adults and children. In 40 text fragments representing 40% of total evidence the speaker is an adult. So, Mrs. Weasley approves Harry's desire to help his friend:

'That's very sweet of you, dear, but it's dull work,' said Mrs. Weasley.

Adult speaker can approve people of different ages, i.e. the object of positive evaluation can be both an adult and a child. In 30 text fragments, or 30%, the subject of approval is an adult and the object is a child. It is known that children are emotionally dependent on adults, therefore on the basis of evaluation of the latter they gradually create their own image. For example, Hermione gives a good answer to a teacher's question during the lecture and he praises her for great knowledge:

'Excellent!' beamed Lockhart. 'Quite excellent! Take ten points for Gryffindor!'

In 10 text fragments, or 10%, both the subject and the object of positive evaluation is an adult. So, Mr. Weasley admires the ability of ordinary people to manage without magic in everyday life:

'Fascinating,' he would say as Harry talked him through using a telephone. 'Ingenious, really, how many ways Muggles have found of getting along without magic.'

Producer of utterance of approval can be a child (60 text fragments or 60%). For example, Ron praises his friend for a good idea:

'That's clever of you,' said Ron, who didn't seem to have forgiven Ernie as readily as Harry.'

Child speaker evaluates positively an adult in 10 text fragments or 10%. For example, student Fred admires the school principal:

'I fancy him,' said Fred, in a very audible whisper.'

A child is both the subject and the object of approval in 50 text fragments representing 50%. In that way children emphasize achievements of their peers. So, Fred approves his friend Percy for a great idea:

'Perfect, Percy,' muttered Fred.

So, on the results of our data analysis the production of utterance of approval does not depend on age. Both the subject and the object of positive evaluation in the mentioned above utterances can be an adult communicant as well as a child.

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UNIVERSITY STUDENTS' SELF GUIDED TASKS: MOTIVATIONAL ASPECTS

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The problem of activating the motivation mechanisms in human activities is still vital nowadays. Uppermost it concerns the sphere of education where the results of learning impact may become apparent in the extended period and depend on the benefits being hypothetically gained hereinafter. The training technologies being currently used at the Universities need substantial activating students' self-guided tasks being even more urgent for non-linguistic universities where the share of practical language classes is by far less than at linguistic universities while the requirements to the graduates are the same.

Under these learning conditions the question of how to overcome this discrepancy arises. That testifies the need to focus on motivational aspects in students' self-guided tasks when making up the curricula. All educators realize that at availability of positive intrinsic motivation the efficiency of learning process dramatically increases as the intrinsic mechanism of activity, notably: needs→ interests→ values→ motives→ goals – is being actuated [1, p. 184]. To stimulate motivation to learn scholars recommend first to find out what topics students want to learn as well as activities they really enjoy doing, then, to build these into curriculum as much as possible [2, p.13].

In most cases the list of such activities include teachers' experienced-based motivational strategies being most frequently used: role plays; projects working out; relating history to current events or students' lives; provoking questions; simulations; continuous simulations; inviting guest-speakers; demonstrating video pieces; cooperative learning; small-scale hands-on experiences; brainstorming; case-studies; discussions; target language presentations [2, 3].

When teaching Business English along with using general methodological principles it should be as well taken into consideration a specific to BE principle, notably, the principle of providing a motivational sufficiency [4, p.65]. This principle presupposes that in the course of learning it is necessary to create such level of learners' motivational sufficiency that it would enable learners to reach their goal of learning.

Taking into account the above mentioned induced the author to work out special guidance for students specializing in Economics when teaching them BE at Tavria State Agro-Technological University to fulfill their self-guided tasks on creating their own virtual enterprise. It means that in case the students choose this very self-guided task from the list of proposed learning activities they start to work out the projects of their own enterprise following certain sequence on the basis of learning materials being studied and searched. The final "product" of these students' learning is giving presentation in the target language on the chosen problem. This guidance uses the elements of business project technology aimed to facilitate the students effective mastering of learning materials enabling them to make decisions in choosing the economic activity as well as products and services using the international classifiers as well as making up documents and texts themselves (on the

basis of authentic materials), search information in the Internet to form and develop their informative competence [4, p.] by means of elaborating authentic sources.

In conclusion it is worth mentioning that evident results of changes being introduced in the learning process need not only motivated students but motivated teaching staff; otherwise it becomes practically impossible to develop motivated learners.

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TASK-BASED APPROACH IN TEACHING FOREIGN LANGUAGES

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There are different approaches to structuring, planning and implementing lessons of foreign languages. Most of them can be described as ‘form-based’. Such approaches analyse the language into an inventory of forms which can then be presented to the learner and practised as a series of discrete items in the following order: first, the teacher presents an item of language in a clear context to get across its meaning; then students are asked to repeat target items through choral and individual drilling; finally, they are given a communication task such as a role play and etc. It is quite clear that in case of form-based teaching that intake does not equal input as what is consciously learned is not necessarily incorporated into spontaneous language production [1].

In contrast to form-based approaches, task-based learning (TBL) promotes real communication based on the exchange of meanings rather than forms. As a result, language learning is more effective as it is constrained by natural developmental processes. This method relies heavily on learners’ involvement and their world knowledge. It places emphasis on the value of the information and experiences which participants bring to the language learning sessions. As participants share their knowledge, experience and opinions, they will also be using their existing language, be exposed to new language and develop a variety of strategies for improving their language skills.

As TBL involves the specification not of a sequence of language items, but of a sequence of communicative tasks to be carried out in the target language it is necessary to define the central concepts behind this article. Nowadays the most commonly used definition of the

‘task’ is that of a language activity in which there is a focus on meaning. Therefore TBL is an approach that requires teachers to plan lessons, not merely class activities for real communication [2, p. 166].

According to J. Willis a task-based model for the lesson follows certain stages: pre-task (the teacher identifies and introduces the topic, motivates the students to perform the task, highlights the words which might be needed during task performance); task cycle (the learners perform real-world tasks with the teacher’s monitoring, plan the presentation of the outcome of their work); and language focus (with the teacher’s help the students analyze and practice specific linguistic features arising from the task) [3, p. 38]. All in all, TBL moves from fluency to accuracy and fluency again which demonstrates that although form is important, it is not the central part of the task-based model.

J. Rodriguez-Bonces and M. Rodriguez-Bonces propose two kinds of assessment within the TBL model: formal made by the teacher who will give a score to each of the important aspects when performing the task and informal using self-evaluation format which provides students’ feedback and attitude to the given tasks [2, p. 169].

Students and teachers’ roles change within TBL as this approach presents learning and teaching as collaborative work. The language learners are stakeholders in the pedagogical process because they are autonomous to negotiate course content or to choose linguistic forms while performing a task. Teachers address students’ needs and interests by becoming facilitators: they organize pair or group work, motivate students to perform tasks, provide language feedback.

To sum it up, TBL has some clear advantages: the students are free of language control, a natural context is developed from the students’ experiences with the language that is personalized and relevant to them, the students are exposed to a whole range of lexical phrases, collocations and patterns as well as language forms, the language explored arises from the students’ needs, the students spend a lot of time communicating, it is enjoyable and motivating [1].

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DEVELOPING INTERCULTURAL COMPETENCE IN COUNTRY-STUDIES CLASSES

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In the modern globalized and culturally diverse world, there has been a growing recognition for the need for an intercultural focus in language education. It is important to prepare students to engage and collaborate in a global society by discovering appropriate ways

to interact with people from other cultures. Therefore developing intercultural competence is one of the goals in language teaching.

Intercultural competence (ICC) is the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions. ICC consists of several elements: 1) knowledge (cultural self awareness; culture specific knowledge; socio-linguistic awareness; grasp of global issues and trends); 2) skills (listening, observing, evaluating using patience and perseverance; viewing the world from others' perspectives) and 3) attitudes (respect (valuing other cultures); openness (withholding judgement); curiosity (viewing difference as a learning opportunity); discovery (tolerance for ambiguity) [1].

Developing intercultural competence is a complex and dynamic process. We suggest four groups of tasks to develop ICC in country-studies course.

1) Tasks connected with understanding the foreign culture, e.g.:

- Explain why the British talk about the weather so often.
- Study the list of famous Americans and explain why they are considered so significant in the American history.
- Why are there many European geographical names in the USA, Canada, Australia?

2) Tasks connected with comparing and contrasting cultures, e.g.:

- Compare the state system of the United Kingdom and that of Ukraine. What are the similarities and differences?
- Compare British holidays and their dates with those in Ukraine. Which if these holidays don't we have in Ukraine? What other holidays do we have?

3) Tasks implying immersion into the foreign culture, e.g.:

- You know that the British keep to their own system of measures which doesn't correspond to the European one. Answer the questions using British measures: How tall are you? How much do you weigh? How much water is it recommended to drink during the day? What is the normal temperature of a human body? etc.
- If you were American and you were asked to vote for the most outstanding American, whom would you vote for?
- While celebrating Hallowe'en children in the USA wear special costumes and act out poems. Try your hand at dramatizing such poems.

4) Tasks connected with presenting student's own culture in English, e.g.:

- Work in small groups, think of 5 things that can be icons of Ukraine. Compare your lists with those of the other groups, decide on the best choices.
- Working in small groups discuss who can be considered the national personality in Ukraine. Give your arguments in favour of your candidates.
- Study the list of stereotypes about Ukrainians. Which of them do you find true/ not true? Give a talk to a group of foreigners on stereotypes about Ukrainians. Explain which stereotypes are true to life, which are not.

Though the suggested tasks do not cover all the possible aspects of ICC they help to broaden the students' minds, develop a better understanding of other cultures, to become aware of the students' own culture and cultural diversity of the modern world and uniqueness

of each culture, develop tolerant and respectful attitude to other cultures and their own culture, to become more competent in intercultural communication.

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DRAMATIZATION TECHNIQUES IN FLT

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The past few years have seen a marked increase in the number of language teaching textbooks and materials which include role-play. But despite this fact some teachers still prefer to stick to the teaching model which was used when they were students themselves, and try to keep innovations away from their classrooms.

Some teachers apprehend dramatization as something that disturbs teaching process, requires a great deal of time and is unnecessary for students. This delusion results from the fact that they accept dramatization as a mere adaptation of literary works for the stage and its performance at the school theatre (which is kind of dramatization, of course, but at the same time just one of its numerous varieties); or they refer to role-play as to a simple reproduction of dialogues given in Student's Books in order to consolidate knowledge of the new words or grammar.

But the notion of dramatization and role-play is much broader; it is not only school theatre performance and not word-for-word reproduction of dialogues at all.

Dramatic activities are activities which give the student an opportunity to use his or her own personality in creating the material on which part of the language class is to be based. These activities draw on the natural ability of every person to imitate, mimic and express himself or herself through gesture. They draw, too, on the student's imagination and memory, and natural capacity to bring to life parts of his or her past experience that might never otherwise emerge. They are dramatic because they arouse our interest, which they do by drawing on the unpredictable power generated when one person is brought together with others. Each Student brings a different life, a different background into the class.

If drama is motivating – and it actually is – the reason may be that it draws on the entire human resources of the class and that each technique, in its own way, yields a different, unique, result every time it is practiced. Nobody can predict what exactly will be thrown up in the way of ideas during these activities. This is what makes them enjoyable. It is, certainly, possible to predict some of the language that will be needed, but the language is only the part of the activity. The other part is the compound of imagination, spontaneous creation and chance discovery, which depends on the students working together.

By working together, students learn to feel their way to creating their own parts and adapting them as they come up against others. The problem of not wanting to speak or, more often, not knowing what to say is practically resolved because the activity makes it necessary to talk. One of the more obvious explanations for this is that the students are moving *physically*, as most of us are when we talk, which means that they can change partners and break away from exchanges that might begin to flag if they were kept up too long. Another reason is that they are learning to rely on one another for their ideas and therefore using a considerable amount of language for *discussion*, argument, agreement and disagreement, organization and execution.

Teaching dramatically is not an easy job, and it requires special person, a teacher who can and will conform to some ‘needs’ of these technique. The need to respond to the class’s feelings. For some inexplicable reason, classes – like audiences – do create a personality of their own, a personality which transcends and comprehends all the many different personalities of which they are composed. Of all people, the organizer (teacher, group, leader or ‘animateur’) is most aware of this. He or she will feel a mood of which the class itself may be unaware. Hence the need to pace the exercises to suit the class’s disposition. And therefore to have some exercises ‘in reserve’.

Example of non-verbal warming-up dramatic activity “*Catch*”: In pairs, students throw an imaginary ball to and fro between them. Details about the kind of ball can be given to make the mime more concrete, e.g. ‘You are throwing a tennis ball/football/medicine ball (i.e. a very heavy ball tossed and caught for exercise), a balloon, etc.’ A possible variation is to have the partners playing imaginary table tennis. *Remarks*: Suitable for all levels. Emphasis should be placed on the need to really feel and see the imagined ball – its size, weight, etc. Both partners should be able to follow it with their eyes as it is thrown.

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CREATIVE WRITING AS A VEHICLE TO STIMULATE MOTIVATION IN ENGLISH LANGUAGE LEARNING

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Teachers are aware that their pupils and students have different learning abilities and they are to find a balance which helps to encourage both gifted and average children to creativity. We should keep in mind that rather a big group of learners is slow enough; accordingly they need and deserve teacher’s attention. I’d like to share some exercises on developing creative writing activities, (both poetry and essay). At all ages people want to

know as much as possible about themselves and the way others percept them. Creative writing helps us discover us to the world we live in and learn about it.

Life proved that students need to be exposed to activities, which give them independence & autonomy, help them to increase their awareness of how to study more effectively, thus raising their motivation & improve or strengthen their friendship relations with classmates & native speakers. We bring up pupils & students through asking for their emotions, arguments & opinions in order to stimulate skills necessary to brainstorm topics, debate issues, express views & comment on the opinions of others, etc., to love Nature & a Human Being, encouraging their desire & ability to protect them. That is why we focus on socio-political, historical, cultural & moral aspects of English-speaking countries through debates, creative writing, and making translations of the best samples of poetry into the mother tongue.

When your students are already good at *controlled writing* (copying letters, words, sentences, labeling, etc.) and *guided writing* (description of a picture using key words, completing sentences, filling in gaps, answering questions, finding words in puzzles, writing words in columns according to categories, etc.) they are ready to try their hand in *independent (free) writing* (letters to pen friends, shopping lists, puzzles, games, stories, recipes, invitations, e-mails, CVs, (in)formal letters, etc.).

If a student is

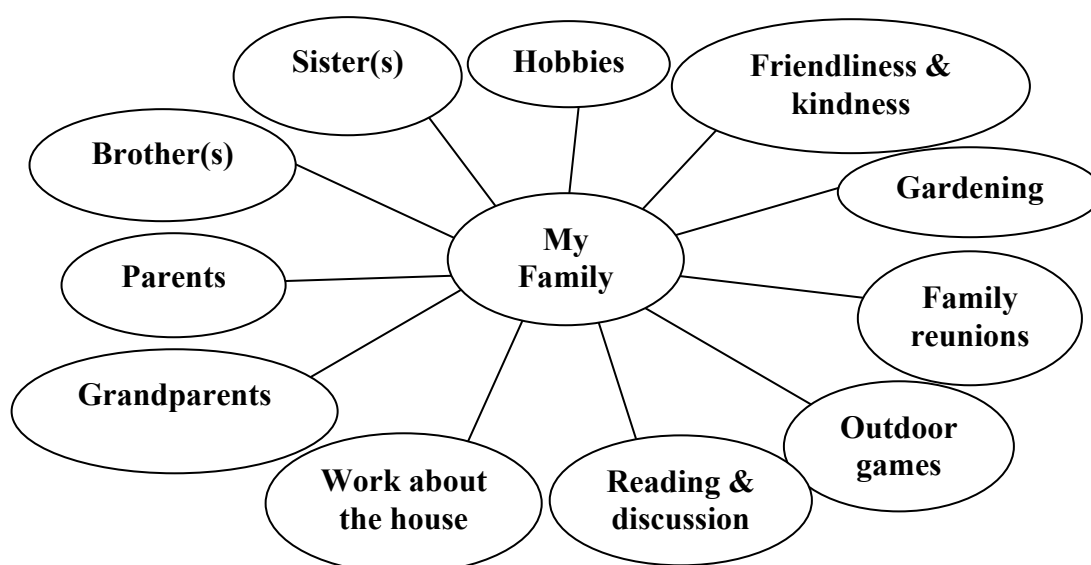
we ask him to give

1. to write a composition about his family,

2. a list of words on the topic. (parents, sister(s), grandparents, watch TV, brother(s), reading & discussion, devotion, friendliness & kindness, hobbies, happiness, family reunions, gardening, picnicking, outdoor games, work about the house, family traditions, jokes, computer games, etc.)

3. list or group important facts the family is busy in

4. make a graphic organizer (like the suggested one)



and our student is ready to write an exciting story on the suggested topic.

Another creative activity that involves learners – is writing an ode to the object.

Ask the students to write short answers, one below the other, to the following questions.

- | | |
|--|-------------------------------------|
| 1. Name an object you'd like to write about. | 6. How is it doing? (write adverbs) |
| 2. Write two adjectives to describe it. | 7. Repeat where it is. |
| 3. Where is it? | 8. Repeat the two adjectives. |
| 4. Repeat its name. | 9. Add two more adjectives. |
| 5. What is it doing? | 10. Repeat the object again. |

Example: An Ode to the Moon

The moon

Bright and silver

In the sky

Oh, the moon!

Spinning through space

Silently and slowly.

In the dark night sky

Bright and silver

Shining, but lost

The moon

Another example to provoke interest to creative writing is based on associations. This exercise allows activating words taken from several associative fields. It begins with a starting word in the function of a noun. Below it one should write down (in a column) other nouns produced from it by random association. After 20-30 seconds learners “switch” over to a new column taking one word from the previous column of associations, then they make a new switch, and this should be done 5-6 times within 2-3 minutes. Commands for switching are to be given by a teacher. The teacher begins, for example, with a question, “What ideas and nouns do you recall when you hear the word “school”?”

school	window	freedom	happiness	party
desk	glass	struggle	holidays	disco
pupil	flower	civil rights	party	song
teacher	freedom	revolution	presents	friends
classroom	wind	happiness	voyages	dancing
window	sun	choice	money	music
pencil	curtain	democracy	love	band

As our task was to write a composition (*verse, play, dialogue*) about school, our learners have got now a number of associations that will help them to write it. Usually it takes them 5-6 minutes to suggest a great creation.

These few examples prove that it is always possible to bring up an active generation interested in the life of the society and having a desire to change it for the best by building up creativity, tolerance, democratic relations, etc. when expressing their points of view via creative writing which turns out to be an easy but exciting job if they are taught how to do it.

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THE REALIZATION OF MULTICULTURAL EDUCATION AT THE ENGLISH LESSONS

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At the present time, in the era of globalization, when the separate existence of different nations and cultures becomes impossible when there is a question of reconciling the national values of the East and the West, when there is a rethinking of the goals and objectives of education and we understand that the current content of education does not meet adequately the needs of society, and there are widely discussed in the new paradigm of education and are increasingly used terms such as intercultural education, cultural approach, socio-cultural competence and others.

Talking about multicultural education of young people has become a fashionable trend now, however, talking about it, very few people think that touching upon this problem involves economic and even the environmental problems. Children have to face the problems like these at the very beginning of their studying.

Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. At the classroom level, for example, teachers may modify or incorporate lessons to reflect the cultural diversity of the students in a particular class.

It relates to education and instruction designed for the cultures of several different races in an educational system. This approach to teaching and learning is based upon consensus building, respect, and fostering cultural pluralism within racial societies

Generally speaking, multicultural education is predicated on the principle of educational equity for all students, regardless of culture, and it strives to remove barriers to educational opportunities and success for students from different cultural backgrounds. Multicultural education also assumes that the ways in which students learn and think are deeply influenced by their cultural identity and heritage, and that to teach culturally diverse students effectively requires educational approaches that value and recognize their cultural backgrounds. In this way, multicultural education aims to improve the learning and success of all students, particularly students from cultural groups that have been historically underrepresented or that suffer from lower educational achievement and attainment.

In a school context, and with the support of school policies and programs, multicultural education helps students develop proficiency in English, competency in a language or languages other than English, in depth knowledge and awareness of their own and other cultures.

The goals of multicultural education include creating a safe, accepting and successful learning environment for all increasing awareness of global issues, strengthening cultural consciousness, intercultural awareness, teaching students that there are multiple historical perspectives, encouraging critical thinking and preventing prejudice and discrimination.

According to the National Association for Multicultural Education multicultural education helps students develop positive self-image, offers students an equitable educational opportunity, allows multiple perspectives and ways of thinking .

To integrate multicultural education in your classroom and your school, you can integrate a diverse reading list that demonstrates the universal human experience across culture, encourage community participation and social activism, go beyond the textbook, by supplementing your curriculum with current events and news stories outside the textbook, you can draw parallels between the distant experiences of the past and the world today, creating multicultural projects that require students to choose a background outside of their own.

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USE OF VIDEO AT THE LESSON

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As early as three decades ago with the appearance of video recorders, teachers received the possibility to use authentic English films in their teaching practice. Some of the professionals jumped at this idea and organized Movie Clubs, which had the aim to show people how real English sounds, how it can be used in real life situations with full contextual backup, and to motivate them to learn the language.

Nowadays, it is even easier because the Internet allows downloading anything you like - any genre, any topic. Movie Clubs have proven to be a very effective, entertaining and inspiring learning tool, but these clubs are in the limits of extracurricular activities. So, the question is whether it is possible, necessary and useful to incorporate authentic video into the learning process in the classroom.

Every teacher faces the problem of shortage of lesson time, and some believe watching video to be only the waste of time for entertaining instead of learning. We cannot agree with

this statement. As our experience shows, it can be a very effective learning tool, but only if it is used as an active one. It is now commonplace to say that audiovisual material with its rich context is a powerful instructional tool known to have a motivational and effective impact on viewers, which in turn facilitates auditory processing [1].

The main problems to be considered are finding ways to link audiovisual material to the curriculum, as well as developing language activities to be applied in the classroom. Actually, there is a wide variety of types of video and lots of ways to use them. In addition to full-length films, we have documentaries, TV news, weather forecasts, TV commercials, sports programs, talk shows, game shows, discussions, interviews and many others, which do not take much time, but are rich in everyday vocabulary and situations. And we can find almost any topic. This broad range of short videos provides models of the spoken language and can serve for many purposes as stimulus for some other activities at the lesson.

Jane Sherman in her book *Using Authentic Video in the Language Classroom* [2] guides and supports teachers with plenty of practical suggestions for activities which can be used with different types of video. But the first thing to be well thought-out is the choice of the video, because it should be taken into account to what extent the chosen one is difficult for the students.

There are a few things to mention about the elements which make for comprehension difficulty: high verbal and lexical density (a lot of speech with very little action); words which do not match the action or even are in conflict with the action (little support from the visual scene); high-speed speech; dialect or strong regional accents; archaic language; background noise; indistinct articulation and overlap. What helps comprehension is: unambiguous action; plenty of action between speech; a close connection between speech and action.

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GUIDES AND STRATEGIES OF PROBLEM-BASED LEARNING

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The concept of problem-based learning (PBL) proves to be an exciting alternative to traditional lecture-based teaching and learning philosophy. According to its basic requirements students are supposed to participate actively in discussing urgent issues as well as shaping their own knowledge. In his work "Creating Problems" Hal White highlights the necessity of reconsidering what students really need to learn and the environment in which they learn. According to his point of view, much of the enthusiasm for the problem-based approach to learning comes from instructors who feel revitalized by the creative energy it releases. This

is especially beneficial in today's educational system of rapid changes and ever-increasing complexity as the approach in question begins with the assumption that learning is an active, integrated, and constructive process influenced by social and contextual factors (Barrows, 1996).

Furthermore, the teachers no longer see their primary role as being the sole and infallible sources of feeding students with information. They are recognized as "facilitators rather than disseminators," and see their dominant goal in developing students' interest in the subject matter, emphasizing learning as opposed to recall by promoting group work helping trainees become self-oriented learners. With this technique, students develop and further demonstrate "a deeper awareness and ownership of important concepts in the course by working on activities, a basic tenet of the constructive approach to learning" (Seltzer, 1996, p. 86).

Another thing to be mentioned is that trainees should identify their learning needs, help plan classes, give their opinions and justify them. All these create problem-solving skills and abilities that help the individual analyze a problem, search for and then apply relevant information as well as stimulate the cognitive process. One must also take into account that the content and structure of a PBL course is quite different from that of traditional lecture courses. As opposed to the latter Rangachari (1996) suggests that the first few class meetings in a PBL course embrace brainstorming sessions in which arguments and supporting reasons of any kind are revealed when trainees are given a problem to be solved through discussion by activating their prior knowledge. Nevertheless, despite these differences the general goals and learning objectives tend to be similar. In this context one must admit that one of the main advantage of PBL is that it enhances content knowledge as well as promotes critical thinking, collaboration and self-oriented learning skills, demonstrate students' abilities of problem-solving and keep them motivated to learn more about the subject suggested. Finally, PBL tutors help change education for a lifelong learning not only by formulating learning objectives to describe performance outcomes but also by designing a plan of strategies to use appropriate learning resources flexibly and effectively.

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TRANSFERENCE AS AN EFFECTIVE METHOD IN TEACHING ENGLISH GRAMMAR

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Scientific progress, rapid development of society, expanding and deepening ties between the countries and peoples of the world arise the question of effective communication between people from different countries and cultures. Therefore the goal of teachers and researchers is to find effective ways to improve verbal communication and achieve mutual understanding between people. However, this task is difficult to accomplish without knowing grammatical aspects. Today scientists are studying negative and positive influence of one language on another. The phenomenon, which reflects the positive impact of one language on another, is determined by linguists as «transference», the negative impact - «interference» [2].

Due to the fact that students are not always able to understand the differences and similarities between grammatical phenomena of native and foreign languages, they transfer native grammar functions to a foreign language. As we see, interference and transference in learning a foreign language are crucial, as both phenomena may significantly affect the study results.

Taking into account the impact of interference and transference on the course and results of the process of learning the grammatical aspects of speech, we should follow these «rules»: maximize the positive effect of the transfer; explain the differences of grammar phenomena in native and foreign languages; include exercises on differentiation of grammar phenomena in two languages in the process of learning grammatical aspects of speech [1, p. 16].

Our goal is to study the process of the grammatical transference in a bilingual environment. Philologists can quite easily carry grammatical phenomena from their native language into English, draw parallels between languages and find common ground. Working with students, we often see the problem that most students do not understand the meaning of grammar tenses and why there is a great number of them in the English language. It leads to some difficulties in communication.

Let's look into the ways of interpretation from mother tongue to a foreign language. First of all, teachers should explain similar phenomena to students in English and Ukrainian grammar; show them that in both languages there are three main tenses: past, present and future. They indicate *when* the action takes place. So, the speaker should imagine the situation in space of time. If we want to express an action which will occur tomorrow or next week, we should use Future tense. It is not difficult because this grammar aspect is similar to Ukrainian one. Next, we need to explain to students that English grammatical structure does not only indicate *when* the action happens. It also shows *how* the action is going on. The action can be in progress, have a result or already have some results and continue in present, past or future. Thus, we have the appropriate names of grammatical tenses. This aspect is rather difficult for learners, because in Ukrainian we don't pay much attention to this phenomenon as we use certain adverbs of time instead of grammatical structure.

As we see, while teaching students to interpret from Ukrainian into English, we should not ask them to translate “word for word”, our task is to make them think and imagine the situation and action in space of time. Students must learn to think differently, to imagine the complete picture of what they are talking about. The communicative barrier can be eliminated only when speakers are able to interpret their thoughts in a right way.

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SKILLS FORMATION OF MONOLOGUE SPEECH OF FUTURE TRANSLATORS BY USING VERBAL-VISUAL MATERIALS

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Speaking, especially in monologue form, causes difficulties for the students both in mother tongue and foreign language. It involves choosing what to say and how to say it. Students talk with great interest about what they are interested in and about things they are fond of. Verbal-visual materials usage in monologue speech teaching arouses great interest of students. These factors, taken together, create conditions under which students can achieve some degree of success that gives them the confidence and maintains interest in work.

The technique of using verbal-visual materials to teach monologue speech is very topical nowadays. The more carefully thought out supports are, the better speech will be. Verbal-visual materials have individual character: students with higher knowledge use minimum supports less prepared – use expanded material [1, p. 3]. All verbal-visual materials can be divided into semantic and content (meaning) materials, which include two levels of statements: the level semantic (*Who? Where? When? How?*) and the level of content meaning (*Why? What for?*). Main semantic materials include microtext, plan, which involves the ability to define the main idea of the text to convey the content of the paragraph in one sentence, video episodes and movie [3].

Materials for monologue speech of the second level [content (meaning) materials] include images, photos, illustrations, slogans, aphorisms, proverbs, sayings, diagrams, tables, charts.

Verbal-visual materials usage gives the following positive results: significantly increases students' interest to speech activities; encourages all students according to the level of proficiency in speech to develop their knowledge; improves the degree of learning the material; the monologue becomes more complete and accurate; mental activity develops, as giving the speech involves using creativity and fantasy [2].

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METHODS OF AUTOMATED SEMANTIC TEXT ANALYSIS

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One of the main tasks of applied linguistics is the problem of the automated natural language processing. This requires the utilization of a number of scientific disciplines and their methods, including methods of computer, cognitive, mathematical linguistics, theory of artificial intelligence, semantic networks, neurocybernetics, logic etc. Complex application of these models and methods allow creating effective tools of natural language processing. The most important and complicated task of linguistic analysis is development of models and methods of semantic analysis of natural language texts. At the present stage of development of science and technology in the area of computer processing of natural language texts there are two basic approaches: linguo-analytical and statistical. The most promising and effective of them are recognized accordingly explicit methods of semantic analysis of text information (ontological algorithms of semantic analysis) and method of latent semantic analysis. These methods allow creating the semantic structure of natural language texts in a formalized form [1, p.169].

Creation of ontology-oriented systems involves the development of theoretical principles and methodology containing general architecture and structure of the system, formal knowledge representation model, generalized knowledge processing algorithms and others. Each of these components of the general methodology is a part of complex algorithmic information structure [2, p. 64]. Algorithms of ontological semantic analysis widely use linguistic data bases combined with procedures of tokenization, lexical, morphological, syntactic and semantic analysis (ontological knowledge base of the subject field). The result of such system is to get the semantic structure of the text, consisting of semantic graphs of individual texts.

Another effective and important way of extraction of the text semantics and its representation is the method of latent semantic analysis. Method of latent semantic analysis (LSA) or latent semantic indexing (Latent Semantic Indexing - LSI) is a theory and method of extraction and presentation of context-dependent content words by statistical processing of large corpus of texts. The main idea of the method is that the set of all contexts in which a word is used or, conversely, not used, determines a set of constraints that determine the similarity of the meanings of words or groups of words [3, p. 259]. Consequently there is an opinion that between the words and the context in which they are used there are hidden (latent) connections. LSA method determines the associative and semantic proximity and calculates the correlation

between two terms, two documents or between terms and documents. LSA method shows significantly better results than standard cosine measure between vector-documents which does not include accidental distribution and semantic similarity of terms in documents [1, p. 172].

Therefore we can draw a conclusion that the most popular methods of natural language processing for the purpose of extraction and representation semantics must be a system based on an effective combination of linguistic analysis technologies (morphological, syntactic, semantic), including the use of ontologies, and the method of latent-semantic analysis that will reveal hidden associative dependence within natural language texts. This combination makes it possible to take into account and partially eliminate the disadvantages present in both methods and improve the processing of natural language response by combining the advantages of linguistic and statistical methods. The application of the proposed new and improved methods, models and algorithms provides the possibility to detect latent semantic associative dependences in the set of documents; partly withdraw the phenomenon of homonymy, polysemy and synonymy; consider the order of words in documents and their meaning, logic of the term in the context of the subject area.

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ACADEMIC ENGLISH AS A STRUCTURAL PART OF STUDENT'S LANGUAGE DEVELOPMENT

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Some people believe that the concept of “academic English” consists of a complex structure, rich vocabulary and incredibly arcane locutions. On the one hand, it's true. But all English learners want to perfect their language skills. And if they don't want to fail in mid-sentence, being confused how to express their thoughts, they have to pay their attention to EAP.

EAP or English for Academic Purposes is a special language style that is used for writing scientific papers, diplomas, essays, and reviews on literary works, etc. However, this style is not taught at most language schools and universities. It focuses on the vocabulary and grammar, and writing occasionally stays in the background.

The academic writing helps to learn how to think and speak beautifully in English. At schools and universities in the United States attention is much paid to writing trainings.

In Ukraine these skills will be carried out under a separate course, the overseas students write academic works in most subjects. Moreover, teachers take it seriously, write detailed instructions for tasks and develop specific evaluation criteria. There will be a lot of supporters of opinion that writing is not necessarily correct.

Why learn skills that only take so much time, but is unlikely to be taught to communicate fluently in everyday conversation? Those who are lazy and indifferent to improve their skills will never understand that correct writing will become a key point in forming correct speech. In addition, today the English is the language of business communication. Anyone who wants to achieve success in their careers abroad, simply must be able to communicate, write competently in English, know the basics of writing a business letter, to navigate in the scientific vocabulary, be able to write reports with a clear structure.

To know how to teach EAP pupils effectively, teacher has to understand the basis of writing academic texts. Among some important points are:

- the structure – essays, reports and simple scientific works consist of an introduction, main body and conclusion. Introduction contains, in addition to the presentation of the theme, the so-called thesis (thesis statement), in which a sentence is necessary to state the main idea of the work. The main body (Body) author should paint his subject in two or three paragraphs. In conclusion formulate conclusions based on thesis statement. In difficult and long work in the main part of the review of the literature written on the subject (Literature Review), is considered a particular illustrative example (Case Study), carried out discussion of the problem (Discussion). Sometimes, the author should be included in the work of content, applications, list of references, thanks to the people who helped him in writing the work, links to recommended literature and so on;
- the scientific style of presentation of information – being accepted for writing an academic text, it is necessary to forget about the cuts grammatical forms (do not use instead of do not), slang words and expressions that long and illogical sentences;
- use of abbreviations to save space and time – key and important words are in italics, to bring them to the attention of the reader.
- formatting – all works are made in accordance with certain standards, which are called styles in the United States. The most common styles are APA (American Psychological Association), MLA (Modern Language Association), Chicago and Harvard. Their choice depends primarily on the subject, and then by the institution well, and of course, from the teacher.

In conclusion, it is important to say that the English writing at Ukrainian schools has to be improved with the experience of foreign colleagues. It will decrease the level of pupils' knowledge and teaching mastering of tutors.

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THE SILENT WAY AND TEACHING LANGUAGES

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The Silent Way was introduced as a method of language teaching in the early 1970s by Caleb Gattegno [2]. Though this method did not stem directly from the Cognitive Approach it shares certain principles with it. The method is based on the premise that a teacher should be silent as much as possible and learners should be encouraged to produce language as much as possible.

Gattegno considered language learning similar to the way babies and young children learn. His conclusion was that learning is a process people initiate by themselves by mobilizing their inner resources such as cognition, imagination etc. to meet the challenge at hand [2]. The new thing we create while learning is a stepping stone for further learning.

According to Caleb Gattegno the central principle of the Silent Way is that “teaching should be subordinated to learning.” This means, in part, that the teacher bases his lesson on what the students are learning at the moment, not what he wants to teach them, that at times a teacher dominates his students. Silence makes students concentrate on what is to be learned. The teacher gives as much help as necessary, e. g. he can provide the students with a basic language structure and then goes silent using unique teaching materials the Silent Way is most famous for. These typically consist of vocabulary word charts, coded pronunciation charts, a set of coloured rods with various lengths and colours, a set of pictures and worksheets, and a pointer. These items are used to stimulate awareness about the target language.

Coloured word charts contain the functional vocabulary of about 500 words to be acquired. They are coloured in accordance with the sound-colour charts to help the students with their pronunciation.

Sound-colour charts comprise blocks of colour where each one represents a sound in the language to be learned with a specific colour or combination of colours. All of the sounds of the target language are paired with matching colours [1]. They help form syllables, words and even sentences. These charts present all of the sounds of the target language. It is used to teach these sounds as students associate a specific colour with a specific phoneme, allowing them to pronounce words more easily during subsequent instruction. Through experimentation with the sound-colour chart, students can rediscover their ability to learn new sounds. For instance, the sound-colour chart can be used for vocal gymnastics; through awareness raising activities using the chart, students learn how to control their mouths. The colours on the sound colour chart are identical to those on the Fidel and word-charts; in combination, the Fidel chart and the sound colour chart can help students to reconcile the spoken words with their sometimes-confusing written forms [3]. This leads to more accurate and confident speaking, reading and writing. Coloured Fidel charts are used to teach spelling through systematic phonetic groupings. With the help of a pointer, students can learn how to sound out and form new words or practice words that have already been learned. There are eight Fidel charts in English.

Cuisenaire rods are used to demonstrate grammatical structures such as prepositions of place; comparatives and superlatives; determiners; tenses; adverbs of time and manner, and so on [4]. They are also used to indicate sentence and word stress, rising and falling intonation and word groupings as well as to create a visual model of structures. Finally, the rods may be employed to represent physical objects: clocks, floor plans, maps, people, animals, fruit, tools, and so on, as required for a particular lesson to help the teacher while remaining silent elicit the sentence from the students.

The pointer is used by the teacher, or sometimes by students, to show stress, phrasing and intonation. Stress can be indicated by touching a particular symbol when pointing out a word, while intonation and phrasing can be demonstrated by tapping on the chart to the rhythm of the utterance.

Wall pictures are also important visual aids, as they provide physical representation of vocabulary items. For example, when learning the word cat, students will be presented with a picture of a cat, and the colour-coded word cat below. This provides valuable contextual information about the meaning and usage of the word.

Together, these materials make up the basic framework of the Silent Way approach, since they are regarded as assisting students in discovering the language and developing their own inner criteria. The teacher's responsibility is simply to lead students through the basics of the system of materials, and then provide them with new materials once the old ones have been mastered. Theoretically, this colour coded system can teach any language at any level of complexity, to students at any grade level, given proper time and correct implementation.

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COMMUNICATION IS THE BEST MOTIVATION

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It's common knowledge that English in today's world is the language of communication. It is also essential when talking about a successful career almost in any field. Many educators worldwide, however, still face the problem of motivation among their language learners. So, why does it remain to be a topical issue?

Drawing on experience, among a number of different factors discouraging students from learning English is the fact that normally they find themselves in a classroom with a non-native English speaker knowing that there is often an option for them to use their native language if necessary. Such conditions can fail to stimulate students' thirst for knowledge. What is a possible way out in this case?

Apart from having students listening to songs and watching films or TV series in English, there are some other ways to increase motivation in the English classroom. It was due to an existing teacher community in Ukraine and Ganna Savchenko (Odessa Gymnasium №7) that I found out about The Tony Blair Faith Foundation's global schools programme, Face to Faith. An integral part of this programme is videoconferences which allow schools to connect directly with schools in different locations across the globe. Using simple internet technology, a classroom can speak to and see other classrooms across the world. Each Face to Faith videoconference is lead by an expert facilitator, a person who assists students participating in both discussion and understanding.

For the first time my students and I enjoyed the experience of taking part in Face to Faith videoconferences in autumn, 2014. Our partners in this videoconference were students of one of the schools in Indonesia. They represent a totally different way of life in many aspects and that is exactly what made our first participation in this project so memorable.

During the event, which had several parts, the participants shared the information about their schools, communities and places where they live. They also talked about traditions and customs existing in both countries – Ukraine and Indonesia. At the end of every part the students were encouraged to analyse the facts they heard by asking further questions and giving their own opinions. This way they practiced not only critical thinking skills but also active listening. What was surprising is that despite the difference in cultures students of both countries were able to define a number of similarities they noticed during the videoconference. For example, it turned out that Ukrainian holubtsi and Indonesian dolmas are both stuffed vegetable dishes.

However, the most considerable skill which some of my students had never practiced before the videoconference was real-life communication in English. No teacher persuasion to study the language can be compared to this experience. Talking to peers, wanting to tell them and the world something about yourself is the best motivation ever.



TEACHING ORAL COMMUNICAION SKILLS FOR ESP STUDENTS

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The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. And opportunities to learn English are provided in many different ways such as through formal instruction, travel, study abroad, as well as through the media and the Internet. The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. Learners set themselves demanding goals.

They want to be able to master English to a high level of accuracy and fluency. Employers, too, insist that their employees have good English language skills, and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world.

Oral communication fulfills a number of general and discipline-specific pedagogical functions. Learning to speak is an important goal in itself, for it equips students with a set of skills they can use for the rest of their lives. Speaking is the mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others. Students need to speak well in their personal lives, future workplaces and social interactions.

Communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen; we actively and consciously engage in communication in order to develop information and understanding required for effective group functioning.

At its most basic level, oral communication is the spoken interaction between two or more people. The interaction is far more complex than it seems. Oral communication is composed of multiple elements which, when taken as a whole, result in the success or failure of the interaction. Not everyone is an effective communicator. In order to function successfully academically and professionally, one needs to learn effective oral communication skills. For many, conversational speech comes naturally. However, in more formal speech, effective communication skills are essential.

Oral communication is a unique skill that requires understanding what to say and how to say it. Unlike conversational speech, speech in more formal environments does not come naturally. What should be learnt is how to critically think about how to present oneself as a speaker in all occasions and then how to function in a variety of speaking environments? Oral communication can take many forms, ranging from informal conversation that occurs spontaneously and, in most cases, for which the content cannot be planned, to participation in meetings, which occurs in a structured environment, usually with a set agenda. As a speaker there are several elements of oral communication of which one needs to be aware in order to learn how to use them to his advantage. Apart from the language used for communication, there are several others elements which the speaker should learn to communicate effectively. The skills are eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, conciseness, etc. At tertiary level it is assumed that the learners know the basics of the language. At this level teaching speaking skills is irrelevant. What the teacher has to teach is the communication skills.

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TEXT COHESION OF THE AUTHOR'S AND THE CHARACTERS' SPEECH

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A literary text as any other type of spoken or written text is a unit of communication. It meets the criteria of textuality: coherence, cohesion, intentionality, acceptability, informativity, situationality and intertextuality [4].

Coherence concerns the ways in which the components of the textual world, i.e. the configuration of concepts and relations which underlie the surface text, are mutually relevant. Cohesion deals with the ways in which the components of the surface text are mutually connected within a sequence.

Two important constituent parts of a literary work are the author's speech and the character's speech (inner speech and outer speech). Inner speech deals with the motivation of the characters' actions, reveals cause-result relations and the inner world of the characters. Outer speech / dialogs are a powerful tool in character development. Readers can learn a great deal about a character from what that character says and how it is said. Moreover dialogs make novels and stories believable: characters' speech reflects their social status, education as well as the time and place of their living. In narrative, the narrator is communicating directly to the reader presenting an account of connected events in a sequence of written words. The purpose of the article is to investigate the cohesion of two constituent parts of a literary work: the author's speech (narrative) and the characters' dialogs.

As a text is made in the process of speech act, the author's words can point to the type of speech act: "*Do you mind if I draw you? ...Mor was ... flattered at this request* [3: 67]. The noun "request" determines the speech act here.

In some examples the author's words show the interruption of the conversation: "...*All I ask is that he should do what I tell him and look sharp about it.*" Mr. Warburton... *made no reply* [2: 31].

In most cases, the author uses a wide variety of verbs of saying (*say, repeat, whisper, ask, reply, scream, cry, etc*), which introduce the characters' words, i.e. which are signs of the characters' actions – speaking: "*She wants to know if you've seen the governor*", the trader *whispered* [2: 69]. Such verbs of saying are often modified by adverbial modifiers of manner (adverbs, noun or participial phrases), that reveal the emotional state of the speaker: ... *said Davidson affably*... [2: 69], ... *he said in cordial tones* [2: 70], ...*said his wife tightening her lips* [2: 43].

The connectedness of narrative and dialogs is also marked by:

- 1) the repetition of a word: *it was impossible to find a single good girl <...>in <...> the villages. She used the word good in a severely technical manner* [2: 30];
- 2) the usage of synonyms, antonyms or root-related words, for example: "*Leave me*". *The boy silently withdrew* [2: 117]; *leave* and *withdraw* are synonyms: *withdraw - to move back or away from a place or situation* [1: 1753]);

- 3) metaphoric, metonymic or periphrastic repetitions: “*I’m going to give you a <...> glass of port*” *He gave his boy instructions and presently the bottle was brought* [2: 101]. The concepts denoted by “*bottle*” and “*port*” are associated on the basis of the metonymic relations between the container and the thing contained.

Narrative and dialogs can be characterized by substitution: <...> *when I had to give Robert his medicine I used to drop the spoon and break the glass <...>*” *It was almost impossible not to laugh when Mrs. Forestier told you this* [2: 135].

So, cohesion is linguistically explicit and signals underlying semantic relationships between text elements. The author’s speech (narrative) and the characters’ dialogs are closely interwoven as they are constituent parts of the textual world of a literary work. Their interaction is functional in orientation as the text not only functions as a communicative unit but also expresses the writer’s position.

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ENGLISH IN HIGHER TECHNICAL EDUCATIONAL INSTITUTIONS: KEY ISSUES OF ESP IN EFL TEACHING TODAY

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English for Specific Purposes (ESP) has grown to become one of the most prominent areas of EFL teaching today. In Ukraine too, the ESP movement has shown a slow but definite growth over the past few years. In particular, increased interest has been spurred as a result of ESP Teacher Development course as a part of British Council CiVELT course at the Teacher Development School organized within the framework of the “English for Universities” project.

The most important difference between English for Specific Purposes (ESP) and English as a Second Language (ESL), also known as general English, lies in the learners and their purposes for learning English. ESP students usually have already some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.

ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject

separated from the students' real world or wishes; instead, it is integrated into a subject matter area important to the learners. ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study. Subject-matter knowledge gives them the context they need to understand the English of the classroom. In the ESP class, students are shown how the subject-matter content is expressed in English. The term "specific" in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies.

A teacher of English at a technological University has to set learning goals and then transform them into an instructional program with the timing of activities. One of the main tasks will be selecting, designing and organizing course materials, supporting the students in their efforts, and providing them with feedback on their progress. An ESP teacher arranges the conditions for learning in the classroom and sets long-term goals and short-term objectives for students achievement. The learners come to the ESP class with a specific interest for learning, subject matter knowledge, and well-built adult learning strategies. They are in charge of developing English language skills to reflect their native-language knowledge and skills.

In ESP, English should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs.

Learners in the ESP classes are generally aware of the purposes for which they will need to use English. Having already oriented their education toward a specific field, they see their English training as complementing this orientation. Knowledge of the subject area enables the students to identify a real context for the vocabulary and structures of the ESP classroom. In such way, the learners can take advantage of what they already know about the subject matter to learn English.

If the ESP community hopes to grow and flourish in the future, it is vital that the community as a whole understands what ESP actually represents. Only then, new members can join with confidence, and existing members carry on the practices which have brought ESP to the position it has in EFL teaching today. In Ukraine in particular, ESP is still in its infancy and so now is the ideal time to form such a consensus.

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PROJECT WORK IN TEACHING ENGLISH

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As we entered a new millennium, the ability and the need to understand and communicate with each other have become increasingly important. To meet these communication needs, more and more individuals have highly specific academic and professional reasons for seeking to improve their language skills.

Project work is characterized as one of the most effective methods of teaching and learning a foreign language through research and communication, different types of this method allow us to use it in all the spheres of the educational process. The main idea of project work is considered to be based on teaching students through research activities and stimulating their personal interests.

Project work provides an opportunity to develop students' creativity, imagination, enquiry and their self-expression. Students invest a lot of themselves in a project and so they will usually make every effort to do their best work. It truly combines in practical form both the fundamental principles of a communicative approach to language teaching and the values of good education.

Legutke and Thomas in their book "Process and Experience in the Language Classroom" suggest and analyze three types of projects: encounter projects, which enable students to make contact with native speakers; text projects which encourage students to use English language texts, either a range of them to research a topic or one text more intensively, for example, a play to read, discuss, dramatize, and rehearse; class correspondence projects which involve letters, audio records, photographs, etc. as exchanges between learners in different countries.

Project work leads to purposeful language use because it requires personal involvement on the part of the students from the onset of a project, students, in consultation with their instructor, must decide what they will do and how they will do it, and this includes not only the content of the project, but also the language requirements. So from this point project work emerges as a practical methodology that puts into practice the fundamental principles of a communicative approach to language teaching. It can thus bring considerable benefits to our language classroom, like:

- Increased motivation- learners become personally involved in the project.
- All four skills, reading, writing, listening and speaking, are integrated.
- Autonomous learning is promoted as learners become more responsible for their own learning.
- There are learning outcomes-learners have an end product.
- Authentic tasks and therefore the language input are more authentic.
- Interpersonal relations are developed through working as a group.
- Content and methodology can be decided between the learners and the teacher and within the group themselves so it is more learner centered.
- A break from routine and the chance to do something different.

Project work is not the easiest method to implement. It requires a lot of preparatory work on the teacher's part and multiple stages of development to succeed. It would be wrong to pretend that project work does not have its problems. Teachers are often afraid that the project classroom will be noisier than the traditional classroom and that this will disturb other classes in the school. Students should be spending a lot of the time working quietly on their projects: reading, drawing, writing. In these tasks, students will often need to discuss things and they may be moving around to get a pair of scissors or to consult a reference book, but this is not an excuse to make a lot of noise. If students are doing a survey in their class, for example, there will be a lot of moving around and talking.

However, this kind of noise is a natural part of any productive activity.

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TIPS TO GRAB AND HOLD AUDIENCE ATTENTION

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We lose interest in movies when nothing is happening, or novels that stop while the author describes for two pages. Our brains are fast and saying, "I want action! Drama. Suspense." The same holds true for your listeners. They are time-pressed, content-driven, and results oriented. Mind drifts once you decide the information presented is unimportant or uninteresting; therefore, it is unnecessary to pay attention. Please note that, in English language, attention is 'paid' because attention is a valuable currency. When listeners 'pay' attention, they are rewarding you with arguably the most valuable currency in the world. You need to be engaged to stay focused. Your audience is exactly the same.

There are certainly several factors that may cause a person to lose interest, when you don't see the purpose of learning the subject or if it stops being fun and thus will no longer be interesting. I am sure that you have a picture in your mind of perfect lesson. Do you want your audience to naturally gravitate toward you? The most basic way to get their attention is to break a pattern. Be a person who is good at engaging others and who has always something interesting to say. Add animation to your language in order to successfully communicate ideas.

The following are techniques to capture and hold your audience's attention throughout the lesson.

1. Surprise. Say, show or do something that is shocking or unexpected. It can be as simple as a loud noise (a clap or a few notes of music) or an odd picture added to the slide deck. The purpose is to reengage the audience's brain. Being unpredictable or incongruent snaps the mind to attention.

2. Cognitive Dissonance. Keep your audience guessing. Hold their brains off balance by feeding bits of information as opposed to revealing your point early. Keep it moving. Not just in terms of pace, but in terms of development. Make sure that every new bit of information you provide builds on what came before.

3. Storytelling. Tell an interesting story that complements the topic. Remember the saying, “Facts tell and stories sell.” Stories hook class from the start. Share a unique story to hold their attention. Each of the opening lines makes us lean in, lend an ear, and wonder where the speaker will take us. They jump right into the subject and create suspense, intrigue, curiosity. But keep it short. Stop talking before they stop listening. The mind cannot absorb what the behind cannot endure.

4. Involve. Ask your group to participate. Play a game, pose a question, solve a puzzle, or perform an exercise. For example, avoid telling your audience everything. Let them learn through trial and error. Give your group an exercise and ask what worked and what did not.

5. Senses. The more senses (hearing, sight, taste, smell, and touch) you engage, the stronger the interest.

In the end, becoming a more effective teacher is partly a matter of increasing your awareness of what options are available. It’s also about the skillful selection of the most appropriate option at each point and the ability to efficiently, effectively turn these into actions. Your goal is to affect your class. Use these techniques; combine them to spark a fire. Give a reason care. Get participants excited and concerned to engage their hearts and minds during and after the lesson. It is just a matter of finding out what approach you are looking for and start working towards that goal.

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THE INTERACTIONS BETWEEN THE INTERNATIONAL ACTORS

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In Ukraine’s mass-mediated culture, mass media plays a key role in both shaping and creating a new society. Ukrainian press has experienced great reforms since proclamation of its independence. The reforms are connected with the revision of the law on audio visual services, the launch of the public broadcasting service under European standards, etc. [6]

While investigating the images of *the EU – Ukraine and Russia – Ukraine* relations in the three national press media (*Den, Segodnia, Zerkalo Nedeli*), we structure the information according to different frames. Among them are placement of title/sub-title, length, source, and degree of centrality, focus of domesticity, actors, thematic frames, frame politics, frame economy, energy, social affairs, environment, international development, research science and technology, culture.

We explore not only media frames of *the EU and Russia*, but also images of how the EU and Russia are seen to act towards and with their neighbour Ukraine. “An image is a reference to some aspect of the world which contains within its own structure and in terms of its own structure a reference to the act of cognition which generated it. It must say, not that the world is like this, but that it was recognized to have been like this by the image-maker, who leaves behind this record: not of the world, but of the act”, -- the definition given by Cohen. [1, p. 24]

The evaluation wouldn't be full without the theory of metaphors. One of the fundamental findings of cognitive science is that people think in terms of frames and metaphors -- conceptual structures. “The frames are in the synapses of our brains -- physically present in the form of neural circuitry. When the facts don't fit the frames, the frames are kept and the facts ignored”. [5]

The cognitive theory of metaphor was developed by Lakoff and Johnson. “Our concepts structure what we perceive, how we get around in the world, and how we relate to other people”. [4] “The fundamental tenet of Conceptual Metaphor Theory is that metaphor operates at the level of thinking”. [2] “Metaphors contain a wealth of information, hidden in one seemingly simple concept”. [3] Conceptual metaphors of the EU, Russia and Ukraine add to the picture of evaluations of their actors.

The ProQuest search mechanism has been used to identify news articles. ProQuest provided the means to save and retrieve all identified articles. Articles that made no reference to *the EU-Ukraine, Russia – Ukraine* perceptions were excluded from the sample. Frame and image analysis has been employed to interpret the selected data.

The overriding purpose of this study was to investigate the images of *the EU – Ukraine and Russia – Ukraine* relations in the national press media, more specifically to trace the evaluations of European Union and Russia in some of the Ukrainian media. The media's role in the society was enlightened. Among over 2,500 newspapers in Ukraine the choice for the analysis fell Ukrainian on the newspapers *Den, “Segodnia”, “Zerkalo Nedeli*, which are considered to be competent, with high circulation, published all around Ukraine.

The analysis of the media representations of *Russia – Ukraine and the European Union – Ukraine* interactions was limited to two key time periods:

Eastern Partnership Summit in Riga 21-22.05.2015 and the beginning of Russian military involvement in Syria in September/October 2015. To identify the articles the ProQuest search mechanism was used. As a result almost 200 articles were selected. To get the full image of the analyzed structures it was necessary to observe formal relations between the European Union, Russia and Ukraine.

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PROFESSORIAL FOREIGN LANGUAGE TRAINING OF SPECIALISTS IN INTERNATIONAL INFORMATION

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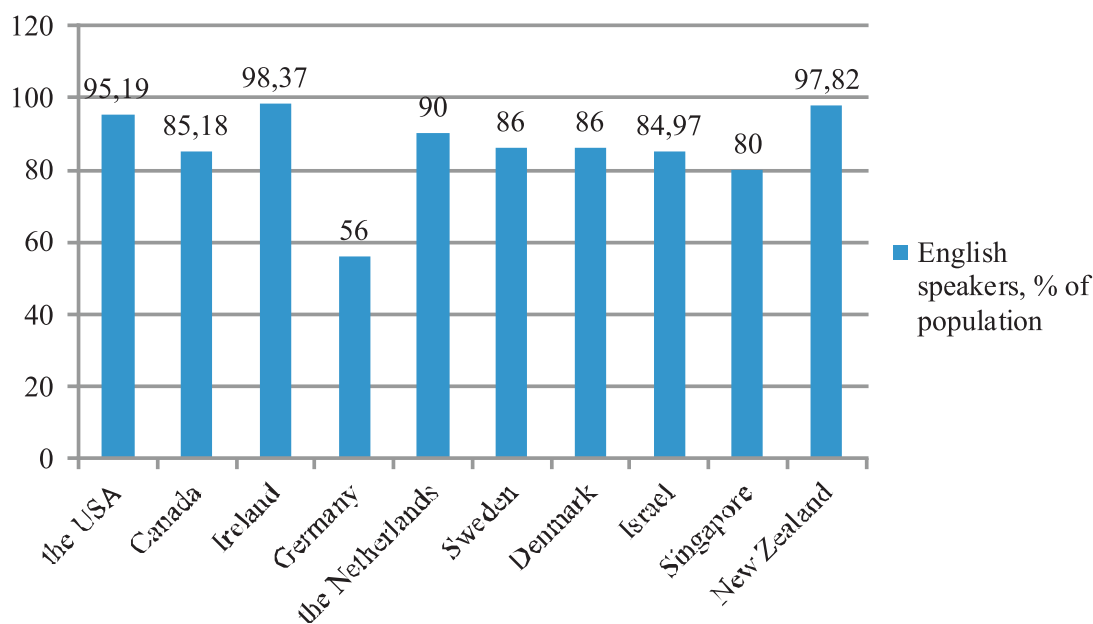
Nowadays Ukraine is gradually integrating into the European and Worldwide educational space. Under these conditions, the problem of professional foreign language training of future specialists in various spheres is of particular importance. An extremely important is a question of professional foreign language training of specialists in international information.

Fluent communication in a foreign language provides opportunities for business development, cultural and professional contacts, allows cross-language and interpersonal communication, enhances overall personal development. Moreover, foreign language allows future professionals to use foreign-language resources, receive training and improve skills abroad.

In modern informational society specialty “International information” is becoming more and more necessary according to the need of specialists who provide international cooperation in the field of foreign political, economic and cultural relations.

Modern foreign policy of Ukraine aims to improve international relations with the outside world so the training of future specialists in international information should focus on the prospects of international and global cooperation, which in turn reinforces the importance of foreign language communicative component in the learning process.

For future specialists in international information English, as a language of international communication, is one of the main components in the process of professional training. That is why its teaching requires a special approach. Specialists in international information are connected with various spheres so they need to master professional vocabulary in all the fields of international relations.



Drawing 1 – *English speakers in different countries, % of population*

According to the information presented on the Drawing 1, bigger part of the high-developed countries population is able to speak English. These countries are active players on the international area, so specialists in international relations should have fluent English skills to be able to represent their country on the international area.

Today, the issue of foreign language training of future specialists of international information is extremely important because, despite the large amount of information, there is no single study that would have looked at a comprehensive professional focus of foreign language training of future specialists of international information.

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21st CENTURY LIFE SKILLS

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The state of modern education and the tendencies of its improving demand new ways of development of educational environment. A pupil, his personality, his unique inner world

is in the centre of our attention. The main aim of a modern teacher is to choose methods and forms to organize adequate process of studying for students.

Modern society is technological. Steady social development gives new demands to a personality. Busy lifestyle and complicated tasks lead to the appearance of new traits of individuality: flexibility, creativity, abilities to self-control and self-adjusting. The 21st century society needs a person, who thinks independently, puts before himself social meaningful aims, designs the ways of their achievement, predicts the results. The task of a modern teacher is to help pupils not only to learn the language but also to socialize, to develop skills needed to succeed as a member of society.

Learning foreign languages is aimed on the development of a harmonious personality who is ready to communicate with the representatives of other cultures on a high level. On the foreign language lessons it is needed to cultivate the personal-oriented communication, to create with the help of various facilities the positive atmosphere, giving the opportunity to each child to test himself in different kinds of creativity.

To hold a modern foreign language means to create comfortable conditions for studying with the help of which every pupil will feel his success, intellectual possibility, learn how to be democratic, communicate with other people, think critically.

A definite list of life skills is something educators continue to discuss. The development of positive thinking, critical thinking, communication, creativity, people management, problem solving, networking, decision making, languages is very important nowadays.

These life skills can be developed through different activities in classroom, such as role-playing games, discussions, pair work, group work, projects making, clusters, videos, debates.

Many of life skills are communication skills that's why English teachers have a particular responsibility. The learning process should not be based on studying rules and vocabulary. The aim is to develop students' communication skills, such as being a good team member, persuading others, collaborating with others, finding a compromise.

The development of 21st century life skills helps students to:

- use research methods: data collection, analysis from different perspectives;
- hypothesize and draw conclusions;
- develop a sense of self-awareness;
- collaborate and cooperate in a group or a team;
- make decisions and take responsibility for them;
- solve problems and find new ways of thinking.

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FORMATION OF STUDENTS' SELF-DEVELOPMENT IN HIGHER EDUCATIONAL ESTABLISHMENTS

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Formation of a market economy and restructuring management in it concerns not only economic processes, but also radically changes the social situation in education. Thus society feels the need for training of qualified specialists in the way of life that is characterized by readiness for continuous improvement, realising of their own "I", mobile, competitive, ready for rapid reorientation in the professional field.

However, unfortunately, universities cope poorly with the social protection and support of its graduates to find the job. In our view, the main reasons of this phenomena should be called existing system of professional training persistent mismatch between formed by the society demand in a free, mobile, highly qualified specialist who is ready for self-development and the real professional level of graduates. This situation is the result of present teaching conditions in vocational education. The most important among them is the contradiction:

- between the need for specialists who can systematically improve their skills up to radical changes in the profession and the weak level of students' need for self-improvement and self-development;
- between the need for formation of students' readiness for self-examination to detect the level of self-development, their opportunities, abilities and low real levels of student self-own "I";
- between acute society's need for highly skilled, conscientious specialists who understand the main essence of a market economy and a superficial understanding of students about their rights and obligations, civil dignity and natural inclinations;
- between the realisation of the majority of teachers of society need in personality who self-develop and their superficial understanding of the essence of the process of self-development and poor professional readiness and using student perfection in his individual and professional development.

These inconsistencies causes the need to do content reviewed the forms and methods of training of students of higher technical educational institutions with a focus on a model professional when it becomes the main formation of the creative personality, self-developing, able to free the productive orientation and self-realization in the market.

In this connection, it should be discovered the problem of psychological and pedagogical support to the process of professional self-improvement of a student. The growing role of the personal factor requires reevaluation the rules of restorative stiff, regulations and programs that underlie vocational training.

For the organization of psychological and pedagogical training of students a significant role plays the statement about needs as a source of human activity in self-education and self-improvement. The analysis of the internal contradictions of the modern educational process in let actualize the problem of psychological and pedagogical training of students and teachers.

It is determined the idea of natural and cultural education and teacher interaction during the search the pedagogical conditions for students' professional self-development.

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THE STRATEGY OF PSEUDO-INTIMATE DISCOURSE IN WOMEN'S MAGAZINES: COMMON SENSE AND IDEOLOGY

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Women's magazines are highly popular mass media products. Their attraction is based on the fact that they explore what it means to be a woman and the problems typically faced by everyday woman, presenting the information in a colorful, superficial and easy-to-process way. They function as "manuals" of womanhood, construct the discourse of certain social goals: tell women who to be, what to know and how to behave, creating a "cult" of femininity. A set of their images and representations constructs an ideal reader leaving little room for diversity that would suggest differences within this firmly established uniformity. Uniformity of participants provide a discourse in which a sense of community and shared interest is established through certain strategies, which aim at constructing a commonsense consensual view regarding the basic presuppositions of what it means to be a woman. One of them is the strategy of pseudo-intimate discourse.

Women's magazines achieve a hegemonic perspective by eliminating the difference between the discourse of the media and the intimate, private and personal discourse of reader in an imaginary way by imitating intimate communication. Adopting intimate language women's magazines construct an illusion of informality, familiarity and friendliness which is based on co-operation, agreement and a shared subjective reality that is taken for granted and does not have to be proved. Such strategy of pseudo-intimate discourse implies a commonly held view of the world and aims at creating consensus on the basic presuppositions of women's values, priorities and behavior. The strategy employs a set of linguistic tools: direct address, intimate vocabulary, contact words, paralanguage and short or incomplete sentences.

One of the common features of women's magazines texts is that they organize their meaning and structure in such a way that they address their readers in direct terms. This is done most commonly by the use of the second person pronoun 'you': '*Are you ready for an affair?*' (*Cosmopolitan May 2015*). This direct address constructs an illusion of friendliness and intimacy, stimulates interpersonal communication in which 'I' or 'we' (women's magazines writers) are speaking to 'you' (the community of women's magazines readers).

Direct address also reinforces the identification process. The readers are not just presented as individuals, but also as members of an audience. Readers imagine themselves to be part of a general community of women, in which everybody shares the same problems and the basic presuppositions about how to solve these problems.

An illusion of intimacy is created by the repetition of intimate words such as *bra, kickers, orgasm, boobs, nipples, sex, etc.*, generally uttered by close friends in face-to-face communication. They create an impression of great confidence and privacy. The lexis of intimate sphere is also presented by metaphors, for example, for the sexual activity: *bedroom fun, hot sheets, etc.* They connote the intimate private sphere and give the feeling of an agreement between two parties involved in intimate communication.

Similar is the function of emotionally charged words. They participate in forming the lexico-semantic field which essentially contributes to the dominant meaning of women's magazine texts: *Sometimes she would drag me out of bed by my knickers and beat me. She would hold me against the wall, grab hold of my breasts and squeeze my nipples (Cosmopolitan November 2014).* Emotional power of these words gives the sense of intimate conversation and helps naturalize the ideology of the texts.

Intimacy is also imitated by using paralanguage which is represented by vocal gestures of speaker's reactions: *'how would you feel if ...um, you find it...'*, *'wow, this feels good'*; by the use of short, incomplete sentences, which sound conversational: *'Quickly. Quickly. No signs of the car'* and contact words and phrases such as *'look', 'you know', 'well', 'you see', etc.* These linguistic tools increase the effect of co-operation, give the impression of direct conversation.

The strategy of pseudo-intimate discourse employed by women's magazines is realized through a special set of linguistic tools and aims at constructing simulated intimate private communication, which implies intimacy, co-operation, agreement, symmetry of power and knowledge between participants and a commonly held view of the world. It establishes the terrain for 'common sense' and a 'consensus' concerning the presented information and ensures the preferred reading of the ideology of what it means to be a woman.

ROLE PLAY IN TEACHING ENGLISH

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Once Dr. Harold Palmer indicated the important difference between understanding how a language works and learning how to use it. Since that time, many effective techniques have been developed to enable pupils to learn a foreign language. In the light of intensive modern research, no one would seriously question the basic principles that have been evolved since Palmer's day [2].

Language teaching has moved forward not in equal and similar steps as one takes when running, but more by hops, skips and jumps. One kind of advance comes from new attitudes

taken over from the linguistic science, another kind comes from new ways of applying these attitudes to language teaching; yet a further kind, of a different order, come from new strides in methodology and educational practice [1].

One of the ways to achieve the goal of using language by pupils is to introduce into language teaching such a form as a role playing type activity.

Incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful.

Role-playing games are of great didactic value as a teaching technique, as they contribute to the effective learning of the material, improve psychological atmosphere in class, break psychological barriers among the students and between the students and their teacher. Role-playing games give communicative orientation to the educational process, strengthen motivation for mastering a foreign language and considerably improve students' linguistic knowledge and speech skills. Role-playing games are a powerful level of psychological adaptation of the child in the lingual reality, an approach that can solve the problem of non-violent introduction of foreign languages into a child's inner world.

Role plays are used to allow students to practice speaking in a conversational situation, build confidence and fluency, assess progress and put learning into action.

In the classroom there are four main types of role plays:

- The conflict role play puts participants on a collision course and asks them to deal with this as best they can. They test language skills under pressure and are best for students who have some maturity and confidence in their abilities.
- The cooperative role play takes the opposite tack and requires participants to work together for the common good. Especially cooperative role plays are good for building relationships within a student group.
- Informational gap role plays are based around filling in holes in the participants' knowledge. They are an excellent way to practice question and answer patterns and prepare students for real-life encounters.
- Task-based role plays require participants to complete a set activity such as checking into a hotel, giving directions to a taxi driver, ordering a meal or getting the phone number. They are useful for helping students to practice realistic survival English skills [3].

To summarise, role play is a classroom activity which gives the opportunity to practice the language, aspects of role behaviour, and the actual roles a pupil may need outside the classroom. It motivates speech activity and stirs up children's aspiration to the contact with each other and with a teacher. Role play breaks a traditional barrier between a teacher and a pupil, when teacher is a lecturer and pupil is a listener.

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ABILITIES AND SKILLS FORMATION AT TEACHING TRANSLATION OF SCIENTIFIC AND TECHNICAL LITERATURE

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The era of scientific and technological revolution covers all aspects of modern society. One of the factors that ensure the success of professional work of modern specialist is the ability to operate confidently in today's information environment, receive, process and transmit professionally significant information. Consequently, the learning process takes on special significance training of scientific and technical translation, which allows to form professional competence of future specialist.

Modern science has a number of translation definitions that reflect different sides of this phenomenon. According to Korunets I. translation - is the transfer of information contained in this composition, by means of another language. Translation means the messages' transfer of full value by means of one language into another language.

The main tasks of the translation of scientific and technical literature lies in the fact that the translation must meet the following requirements: equivalence, adequacy, informativeness, consistency and clarity of presentation. Klyuchnyk O. accents on accuracy, abstraction, logicity and objectivity in making translation which are actually extra-linguistic features of scientific style.

To translate scientific and technical literature successfully next items are necessary:

- 1) to have a certain vocabulary (special terminology in a particular field of knowledge);
- 2) to know English grammar;
- 3) to know lexical, grammatical and stylistic translation issues;
- 4) to know how to use a dictionary to have the knowledge about parts of speech;
- 5) to have an idea about the field of knowledge which the text refers to.

Thus, the students especially future philologists should master general and specific translation skills and abilities, which are formed by means of theoretical knowledge about phonetic, lexical and grammatical language structure, language practice and extra-linguistic knowledge in speech activities. These items are part of learning scientific texts translation.

It is necessary to develop skills and abilities in order to translate scientific text on the basis of available knowledge. The skills may be defined as the operation reached the level of automaticity as a result of its multiple implementation which is an automated component of consciously performed activity.

Skills of lexical units (lexical skills), grammatical phenomena (grammar), "voice switching skill" from one language to another refer to translation skills of scientific texts.

We think it expedient to consider foreign-language linguistic terminology skills and terminology speech skills within the framework of lexical skill in connection with problem of definition of cross-language correspondences in the subject area. We assume that knowledge of terms is the most important in the process of scientific text translation.

Two skills groups are formed during the process of scientific texts translation. The first group includes the ability of semantic text analysis. The second one consists of abilities to transmit text information in the form of abstracts and full written translation.

The above mentioned knowledge, skills and abilities make up the procedural aspect of teaching future philologists to translate scientific texts. The level of maturity of these skills and abilities influences the effectiveness of realization of this kind of translation.

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THE OUTSIDE WORLD AS AN EXTENSION OF THE EFL CLASSROOM

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Most EFL/ESL teachers trained in any kind of communicative methodology make use of materials and resources which help to bring the outside world into the classroom. However, in addition to bringing fragments of the world into the classroom, we can, take our students out into the world, effectively using it as an extension of the classroom. Outside-world tasks are perhaps more obvious activities for intermediate or advanced students, but there are compelling reasons for embarking on such activities from a very early stage in the language learning process.

Building bridges between the classroom and the outside world, and facilitating students' entry into that world, has many benefits -- not only for lower-level students -- including:

- whatever language students encounter in the outside world is authentic language
- by engaging in real transactions involving relatively limited areas, and with sufficient preparation, students are exposing themselves to input which is largely comprehensible because they themselves are initiating the transactions and have some idea of what kinds of responses to expect
- when well-prepared, students can gain a lot of fruitful listening practice and vocabulary reinforcement from television shows, films, lectures, etc.
- a knowledge of how to execute everyday linguistic transactions has obvious survival value for students newly arrived in a country where they may not speak or understand very much of the language, which can be a disorienting and even frightening experience

- students may also gain practical information, such as how to find their way around, where to purchase certain products or even how much it costs to send letters to their own countries.
- students may gain a great deal of cultural knowledge and insight
- once initiated into the international anglophone cyberspace community -- whether through net surfing, emailing or webpage building -- they will be able to participate in it long after having finished their studies, and continue to refresh and develop their language skills in this way
- the early development of a degree of competence in dealing with everyday linguistic transactions is inherently motivating, partly because of their necessity, but also because students rapidly see their own progress as they extend their ability to deal with one area after another, and thus develop the confidence to begin to explore on their own
- this puts them on track to becoming independent learners, who can make use of the English-speaking environment to learn in their own time.

Visuals, realia and authentic texts have long been used as aids in the EFL or ESL classroom, and can have great value as an integral part of English lessons. If teaching in an English-speaking country, however, it is possible to go further, and make use of the outside world so that it becomes, as it were, an extension of the classroom, where students are able to put into practice what they have learned, and are taught how to make use of their surroundings as a source of comprehensible input. We should definitely begin this process at lower levels, and expand it as students advance in their learning. The bridges built between the classroom and the outside world, and the more gradual transition to “post-classroom experience”, will not only make language study more meaningful and motivating, but will stand the students in good stead when it comes time for them to go forth as completely independent learners, without the support of teachers, classmates or a language classroom.

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AUTHENTIC MATERIALS IN THE CLASSROOM

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What do we mean by “authentic”? What are “authentic materials”? For me, “authentic materials” are reading texts that were written by native speakers and published in contexts

designed specifically for native-speaker consumption, with no thought given to non-native accessibility, videos, television programmes, and any other sources of language – or anything that might stimulate language use. The topics, language, syntax, structure, etc., are all pitched at a target audience of native speakers and offered through media intended primarily for native speakers.

In the ESL classroom, materials are an important aspect of the curriculum. They are the most observable feature of a teacher’s methodology, and can contribute greatly to a course’s syllabus. O’Neill provides justifications for the use of coursebooks. Firstly, a large portion of a coursebook’s material can be suitable for student’s needs, even if not specifically designed for them. Secondly, coursebooks allow for students to look ahead, or refresh themselves with past lessons. They remove the element of surprise in student’s expectations. Thirdly, coursebooks have the practical aspect of providing material which is well-presented in inexpensive form. Finally, and I believe most importantly, well designed coursebooks allow for improvisation and adaptation by the teacher, as well as empowering students to create spontaneous interaction in the class.

Most experts agree, however, that heavy dependence on a single coursebook is detrimental to students’ needs, and that adaptability and supplemental materials are supportive additions. The general view among current researchers supports the opportunity for choice, in accordance with student’s learning needs and interest. Informal, teacher-made materials with a specific group of students in mind will always assist professional, published materials.

A well-designed coursebook which allows for adaptation and a certain degree of learner spontaneity is generally regarded as the most visible tool in the balanced teacher/learner relationship. At best they should provide only a framework for which this interaction and improvisation occur. As the aims of the coursebook should correspond as closely as possible to the teacher’s own methodology, it is of great importance that teachers evaluate coursebooks in terms of their ability to realize these aims. Due to the recent growth of materials in the ESL publishing industry, guidelines are necessary to raise teachers’ awareness to various coursebook designs. Rather than criticizing instructors who are handcuffed to a certain text, relevant evaluation criteria should instruct teachers how to best select coursebooks that fit their certain needs.

The advantage of authentic materials is that they give higher-level students exposure to unregulated native-speaker language – the language as it is actually used by native speakers communicating with other native speakers. I see authentic materials as key in receptive skills and learning conventions – “authentic listening” to speakers, ideally on video, in particular.

Choosing the “right” authentic materials for teaching English, maximize the benefits of authentic materials in your ESL lesson by evaluating its content and readability. Try to pick topics that are relevant and of interest to your students. Providing materials that are both practical and applicable can spark interest, while helping students to see the relevance of ESL classroom lessons in real life.

Make authentic materials fun and interesting by seasoning your classroom activities with a dash of creativity.

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CRITICAL THINKING IS A KEY SKILL FOR 21st CENTURY LEARNERS

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Drastic changes of our functions in modern society have influenced on teaching and learning. Reading, writing, mathematics and knowledge remain a necessary component of each person's education, but along with them importance of critical thinking skills is increasing. "The Future of Jobs" report 2016 by the World Economic Forum in Davos represented Top 10 Skills in 2020, according to the report the first three places are occupied with: 1) complex problem solving; 2) **critical thinking**; and 3) creativity. If we compare their positions with Top 10 Skills in 2015, we see that "critical thinking" occupies the fourth position and creativity the tenth [6]. It follows from this that critical thinking is a key skill for a successful position on a labor-market in the future.

So, no doubt that critical thinking is crucial nowadays and we don't stop to think about what it means or how to use it. If we type the term "critical thinking" in Google, we will have a choice of over 100 million results to search through.

Critical thinking has been the subject of much debate and thought since the time of early Greek philosophers such as Plato and Socrates and has continued to be a subject of discussion into the modern age.

John Dewey is widely credited with the contemporary critical thinking movement with his books "How We Think" [2] and "Democracy and Education" [3]. The term 'Critical Thinking' first started emerging in academic circles and literature in the midtwentieth century. In 1941, the academic Edward M. Glaser stressed that critical thinking referred to the search for evidence to support (or discredit) a belief or argument [4]. In 1956, a committee of educators chaired by the educational psychologist Benjamin Bloom worked towards developing a system of thinking that would go beyond traditional rote learning in education and encourage 'higher-order' thinking. In the 1970s the term "metacognition," literally defined as "thinking about thinking," emerged, and critical thinking became a widely accepted educational virtue.

If we start with the etymology of the word *critical* in the term "critical thinking", we find out that it derives from the Greek word κριτικός (*kritikos*) and identifies the intellectual capacity and the mean "able to judge or discern". The closest definition was offered by

Barry K. Beyer (1995), according to him critical thinking means making clear, reasoned judgments [1].

Hence critical thinking skills are interpreting, analyzing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesizing, appraising, testing, and generalizing.

Additionally, critical thinking can be divided into the following three core skills:

1. **Curiosity** (the desire to learn more information and seek evidence as well as being open to new ideas).
2. **Skepticism** (a healthy questioning attitude about new information that you are exposed to and not blindly believing everything everyone tells you).
3. **Humility** (the ability to admit that your opinions and ideas are wrong when faced with new convincing evidence that states otherwise).

Critical thinking is about being an active learner rather than a passive recipient of information. Critical thinking is independent thinking and it is challenging for countries with the 'culture of silence' (a very good term offered by Brazilian educationalist Paulo Freire [5]). They were under an authoritarian rule for decades and unquestioning obedience was a core value. It explains why we still deal with students who lack the confidence to question things. Moreover most teachers have never been explicitly taught the intellectual skills inherent in critical thinking. Many of them teach as if learning were equivalent to rote memorization. Teachers tend to teach as they have been taught. Some teachers confuse schooling with intellectual development.

So, current generation of teachers has to overcome a lack of confidence and develop their own critical thinking and then create a space in classroom where a culture of critical thinking can grow and thrive.

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PROJECT METHOD: ITS ADVANTAGES AND CHALLENGES

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The main task of a teacher of English is to develop communication skills of the pupils. In this connection, recent approaches to language learning and teaching stress the importance of cooperation between learners, on the one hand and learners with their teachers, on the other.

But there are some factors which make these tasks rather difficult to fulfill:

- a) lack of motivation for studying and learning in general (and learning foreign languages in particular) as it requires much time and efforts,
- b) students are limited by “the close space of class communication” [1] which results in low intensity of pupils speech activity,
- c) superficiality in forming basic skills.

Project method seems to be well- suited to solving the mentioned problems as it helps to revise students’ knowledge and use it in different situations. This is the most valuable experience for language users. Secondly, it gives students an opportunity to develop their self-confidence and ability of independent work combining it with the development of team-work skills. In addition, Project method encourages learners to use a wide range of communication skills. And finally it is good for mix- ability classes as allows students to work at their own pace and level.

However, practical application of Project method arises a lot of questions each teacher has to answer, especially on the stages of organizing the groups and assessing the results of students’ work on joint projects (in this article we deal only with short- term joint projects usually done during the lesson). The teacher has to define:

- a) *How to organize the most efficient group?*
- b) *How to motivate all students to active participation in the work?*
- c) *How to assess the results of project work?*

We usually deal with three main ways of uniting students into groups:

1. Mixed groups are appointed by the teacher or chosen at random(they are most frequently used by the teachers and are considered to be rather efficient).But there is one essential drawback - students of low knowledge level very often are not engaged into work and they simply become a hassle for the group. One of the ways out of this situation is to propose students mix-level tasks with the regard of their knowledge level but all the tasks must be important for the final results.

2. Friendly groups (here students themselves choose the partners they are eager to cooperate with). We consider this kind of groups to be the most efficient and cooperative. We usually propose to choose the team and be responsible for its work to a student with a lower knowledge level in order to raise his social status.

3. Homogeneous groups include students with approximately the same level of knowledge and require differential tasks with the regard of students’ abilities.

The problem of assessment aspect is connected with the attempts to evaluate the contribution each student has made into common work. In this connection, we practise several ways of assessment:

- a) oral assessment with post- project activity (for example, an exhibition of the best students’ works);
- b) introduction of supervisors into groups with the aim to assess group members;
- c) self- assessment works well when the students are used to keeping fair play rules;
- d) collective assessment (we consider this is the most suitable way of assessing the results of joint work). Each group has to assess its members while giving answers to the following questions:

Whose work was the most effective?
Whose contribution was the most valuable?
Who has produced the greatest number of ideas?
Whose work was a real discovery for the group?
Whose efforts were the most essential? Etc.

In conclusion, Project method can be efficiently applied only under the condition of introducing teachers' creative approaches into all its stages.

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STUDENT-TEACHER RELATIONSHIP AS A TOOL TO SUCCESSFUL TEACHING

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There is just one true key to successful behavior management and successful teaching. It doesn't matter how many effective teaching skills and useful behavior strategies you have in your arsenal because without the student-teacher relationship your efforts will eventually come unstuck.

Children spend approximately 6 to 7 hours each day with a teacher for almost ten months a year. A positive relationship between the student and the teacher can be difficult to establish for some, but it can be achieved with a little bit of work. The qualities for a positive relationship can vary to set a learning experience approachable and inviting for the students to learn. A teacher and student who have the qualities of good communications, respect in the classroom, and show interest in teaching from the point of view of the teacher and learning from the student will establish a positive relationship in the classroom.

Getting to know students as individuals will help you learn their unique goals, needs, and interests. By discovering what makes each of the students unique, we will find that it is easier to develop lesson plans and assignments that are tailor-made for our group. By incorporating topics and activities of interest, it is much easier to capture students' attention and actively engage them in the learning process.

Furthermore, if a teacher shows a genuine interest in his/her students, they will pick up on it and know that the teacher truly cares about them and their education. When you reach out and get to know any child in school you show them they're valued as a individual, not just a student in your classroom. Once they learn this, their ability to take an active role in other positive relationships is improved; they fit in better and so are less likely to get into serious trouble.

Once you get to know them, anything is really possible; doors are opened to a whole new world of communication, cooperation, fun, and mutual respect. Spending some one-on-one time getting to know the class as individuals allows you to form a special connection with each and every one of your students; thus making it easier to detect and help them overcome their weaknesses. The situation with problem students will improve quickly and dramatically once you make the effort to get to know them as individuals as well, making the student-teacher relationship an extremely effective behavior management tool as well as teaching technique.

Children always learn from those they love. Mutual understanding, attachment, care taking, involvement, interested in their welfare will enhance teaching learning effectively. Teachers have a very important role in the world. A good teacher must have two things: love for the subject s/he teaches and love for the students. If you don't have these, you probably ought to get out of the classroom. Humaneness is the key. Recognize your learners as human beings, respect and admire their strengths, help them in every possible way to get over their hesitations, to develop their self-belief, encourage them to shed their weaknesses, give them time to grow.

Teaching young adults requires immense love, commitment and innate respect for your profession which one then projects in executing one's task. Respect begins with the teacher showing compassion and wisdom, the pupils can smell fear and insecurity. Knowledge of your subject matter is vital, moreover, psychology is also important, reverse psychology is even more important.

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HAIKU IN TEACHING ENGLISH, DEVELOPING ECOLOGICAL WORLDVIEW AND FOSTERING RESPECT FOR OTHER CULTURES

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Teaching English in a globalizing world means embracing not only latest methodological advances but also facing current philosophical, ideological and cultural challenges. Thus ESL/ EFL teachers' concerns are not limited to finding effective methods of teaching English phonetics, vocabulary, grammar, functional language and developing their students' reading, writing, listening and speaking skills but they reach out to the questions of fostering a particular world view and promoting certain values while teaching English as a second/ foreign language. The needs to support environmentally friendly thinking and cultural tolerance are among the world's top priorities.

Haiku as a unique type of poetry possesses great potential for facing both of the mentioned above challenges. Reading and writing haiku in English can be used in the ESL/ EFL classroom with the learners of different levels.

Haiku abides by the well-defined rules for both its form and its content. It is a short 17-syllable verse that is clearly connected with one of the seasons through the usage of the specific seasonal words, focuses on one particular animal, insect, bird, tree or flower and dwells on the compassion to every living creature [3; 4]. Because of this interest to a single and thus unique but by no means exotic plant or animal, haiku embodies the deeply ecologically friendly way of thinking. According to Julia Wood, haiku poems “encourage the readers to visualize the animals and plants in a positive way and thereby become more appreciative and emotionally attached” [4]. In Arran Stibbe’s phrasing, haiku poems “encourage empathy with natural phenomena” [3]. In other words, exposing students to the world of haiku will help them to understand and accept environmentalism.

Promoting cultural tolerance comes in tune with the appeal to combat linguistic and cultural imperialism in the ESL/ EFL classroom since English linguistic and cultural imperialism is interpreted as a non-productive dominance of English [1; 2]. When freed from the negative dominating impact, English is viewed as a language that enables speakers to explore and connect to various cultures, not necessarily those that have English as the first and/ or official language. Hence helping students to understand and appreciate haiku that represent a very different cultural tradition will enable them to become more culturally sensitive and tolerant. Discovering the philosophy that lies behind haiku will empower students with centuries-old wisdom and help them to create their own senses as they go through the education process.

On the linguistic side, using haiku is a reach source of helping ESL/ EFL students to enhance their comprehension of the lexical semantics and develop their ability to find and create associative semantic links between words.

The following activities may be used among others by teachers who desire to bring haiku to their classrooms:

- students read one haiku poem and discuss which season it describes and why they think so;
- students read two haiku poems and compare them (the poems may describe the same animal, or similar/ contrastive emotions, or refer to the same/ different seasons);
- students make word maps for one haiku poem or a set of haiku poems revealing the semantic relationships between these words and then compare their maps;
- students write short poems about encountering animals or plants in their everyday lives and share these poems with each other.

The first two activities may make good starter activities especially replacing traditional conversations about the weather. The third one is a way of working on students’ vocabulary enrichment. Writing haiku may evolve into a larger educational project of creating students’ haiku anthology.

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TEACHING INTERNATIONAL MANAGEMENT AND MARKETING STUDENTS WITH *CLIL* APPROACH

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In the last few years, there has been increasing interest in the instructional approach known as Content and Language Integrated Learning (*CLIL*). The acronym itself was first used by Finn David Marsh, University of Jyväskylä, Finland, and the Dutchwoman Anne Maljers in 1994, and explained as follows: “*CLIL* refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.” [4, p. 87]. Thus, *CLIL* is a didactic methodology which involves the building of linguistic and communicative competence in a language different from the mother tongue in the same context as the development and acquisition of the disciplinary knowledge and skills.

CLIL compendium contributors (A. Maljers, D. Marsh, D. Coyle, A. K. Hartiala, B. Marsland, C. Pérez-Vidal, and D. Wolff), informed by a research-driven project with support from the Directorate-General for Education and Culture of the European Commission, identified several important dimensions that relate to core principles of this educational approach as it is practiced in Europe. The five dimensions are as follows: *culture, learning, content, language and environment*. Each of these dimensions is to be considered in relation to three key factors: the range of ages of the students, the social-linguistic environment, and the students’ degree of contact with *CLIL*.

The cultural dimension fosters intercultural knowledge and understanding, develops intercultural communication skills, informs about specific neighboring countries, regions, and/or minority groups, and introduces the wider cultural context.

As for the environmental dimension it prepares for internationalization (as in EU integration) and international certification as well as enhances student profile.

The language dimension improves overall target language competence, develops oral communication skills and multilingual interests and attitudes, and deepens awareness of both the native and target languages.

The content dimension provides opportunities to study content through different perspectives, provides access to subject-specific target language terminology and prepares for future studies and/or working life.

The learning dimension complements individual learning strategies, diversifies methods and forms of classroom practice and increases overall learner motivation.

Based on the dimensions outlined above, proponents of *CLIL* list several key benefits for students: increased motivation; meaningful use of English to reach immediate, real-life goals; development of multicultural awareness; and preparation for future studies and work in a global context. In addition, as Berton states, “learners will develop linguistic and communicative competencies by using language as a tool in a natural and innovative way” [1, p. 101].

Teachers from subject-area backgrounds and teachers from language backgrounds face different challenges in the *CLIL* classroom, particularly in the area of methodology. In the typical subject-area classroom, teachers are responsible for covering a large quantity of facts and information required by the university curriculum. Often, the most efficient delivery system involves a lot of lecture and explanation from the front of the class. Students may ask questions from time to time and answer questions from the teacher, but interaction is limited. Teachers usually do not have time to scaffold student learning through modeling, focused vocabulary work, visuals, writing frameworks, or graphic organizers.

In the language classroom, on the other hand, teachers make student interaction a priority through pair and group work and deliberately try to reduce their own “teacher talk” in order to provide maximum production opportunities for students. They sometimes focus on fluency of expression rather than on accuracy and see mistakes as a learning opportunity rather than as a lack of effort on the students’ part to master material. They take the time to scaffold their students’ learning in a variety of ways and provide as much context as possible to help students understand and use their English by supplying many opportunities for repetition and extended practice.

Another challenge for potential *CLIL* teachers centers on their own degree of familiarity and knowledge in two areas – subjects and the English language. Subject-area teachers are confident in their command of facts and depth of knowledge, but they may feel their own English language skills aren’t sufficiently developed to teach in the language, and they may have little understanding of second language acquisition or the types of activities that foster it. Language teachers understand how students acquire a second language, have realistic expectations about the length of time and the amount of practice needed, and draw on a repertoire of activities that encourage interaction. They may lack confidence, however, in their command of content areas such as management or marketing and how to teach them. Clearly, for best results, both sets of teachers will benefit from rethinking their usual practices to some degree in order to adjust to the specific requirements of the *CLIL* classroom.

In summary, Content and Language Integrated Learning (*CLIL*) is a competence-based teaching approach that is gaining ground in European education systems and Ukrainian in particular. The idea is to teach both the subject and the language, and is captured in the phrase “using language to learn, learning to use language.” [5, p.109]. *CLIL* encourages the use of curricula which promote the right interpersonal skills, cultural sensitivity and communication and language abilities which are in demand by today’s employers.

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EMPLOYMENT OPPORTUNITIES OF NON-NATIVE VS NATIVE ENGLISH TEACHERS

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There has been written a number of articles comparing efficiency of native and non-native English teachers. Having analyzed the main factors that influence the demand for both categories it is possible to identify the following aspects.

Education/qualifications. In Ukraine in order to become a teacher of English one has to obtain at least bachelor's or master's degree teaching/linguistics, students may have part-time jobs during last courses of university. Local job ads for native speakers state that a degree or teaching certificate, the same as teaching experience, would be a plus but is not a necessary requirement. It is hard to escape a conclusion that knowing a language automatically makes person able to teach it. However, it does not reflect actual situation – it is hard to imagine, for instance, an ordinary Ukrainian successfully teaching Ukrainian to a foreigner.

Language fluency/pronunciation. Native teachers of English can definitely demonstrate better and more natural pronunciation, intonation and rhythm; knowledge of slang, buzzwords and frequently used collocations. Ukrainian teachers, who in turn adopted pronunciation from those who learnt language during the USSR time, sometimes lack such fluency. Not every person had an opportunity to have internship or training abroad because of financial and visa problems. In order to be competitive in employment market non-native teachers have to improve their level of English, apply for scholarships to study abroad, be ready to invest in their professional development during all career. Meanwhile we should bear in mind that even using a language since childhood does not guarantee correct and literate speech, so both native and non-native teachers require linguistic education.

Teaching style. Native speakers tend to be more tolerant to students' mistakes and provide more communicative forms of work rather than strictly following a textbook. At the same time non-native speakers correct mistakes much more frequently and dedicate more

time to doing strictly controlled exercises. This leads to different roles of teachers: participant of the process for native speakers and controllers for non-native speakers.

So, not to go into a long debate – a professionally trained non-native teacher with a degree, experience and excellent command of English is definitely more helpful for students who want to master English than a native speaker whose only advantage is natural knowledge of English. But if both native and non-native teacher have all qualifications and experience, native teachers can offer extra benefits – inherent cultural knowledge and perfect accent. In addition, due to marketing strategy of many language schools many clients would choose a native speaker because it is believed to be “cool”.

If competition in a local employment market is fair enough and a well-trained, well-educated teacher will always find good employment no matter what his first language is, in the international market things are by far more complicated. Many vacancies are not simply open to native speakers only, but require a passport from one of the English-speaking countries.

Though non-natives are encouraged to send CVs by international employment consultants, they are warned to be ready to receive refuses and a selection of countries would be rather limited. Employment portals like Gooverseas.com, Onlinetefl.com mention countries like Turkey, Thailand, Cambodia, Mexico, Costa Rica or Argentina available for non-native teachers.

Can we talk about discrimination in the international employment opportunities? In my personal opinion: *yes*. The analysis of job offerings from leading sites for international employment of teachers prove that a job offer would be given to a native speaker with CELTA or TEFL certificate (in some cases with BA) and no prior experience rather than a non-native speaker with university degrees, experience and expertise proved by certificates.

The issue of equal employment opportunities for native and non-native teachers is broadly discussed on teflequityadvocates.com. The main message to be sent out is that unfair competition based on the factor of “nativeness” is not only a moral or ethical issue, but also a legal one.

SOME TIPS TO MAKE LESSON PLANNING MORE EFFICIENT AND LESS STRESSFUL

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All teachers understand the importance of lesson planning and often devote to this process a lot of time which could lead to work stress or even burnout. Nowadays there a great number of teacher’s websites with ready-made lesson plans or templates for teaching speaking, reading, writing and listening. The aim of planning is also to map out learning activities in a coherent, logical way, in order to help students understand, learn and practice concepts and skills which will develop their abilities in English [1].

Plans include things like class, time, materials and aims as well as notes about each stage of the lesson and lots of extras which can be found on teacher’s book pages. There

are ideas for warmers, fillers, extra activities, tips and ideas aimed at getting your students thinking about material that will be used later on in the class or make them wake up. It is useful for a teacher to have a special folder with these types of materials in order to use them in other classes and avoid wasting time again selecting, cutting and drawing all these materials again.

When writing lesson plans, be sure to include what part of the textbook you are covering in the lesson, the target structure, new vocabulary, and directions for all the activities you intend to use, and the approximate time each section of your lesson will take [2]. According to curriculum you have to set up aims of the lesson and choose what language skills you are going to focus on. While planning a lesson it is important to break the material up into several sections and choose activities suitable for each. Time limit is a key element of lesson planning. Knowing approximately how much time an activity will take is important. After having the first lesson in each new class or group you may need to adjust things accordingly as different study groups respond to material differently.

Having introduced new material organizing some practice is essential for both students and a teacher as students are working and a teacher is controlling and assisting them. It could be practicing model dialogues, completing worksheets, and doing short activities, working in pairs or individually. The final part of a lesson should be devoted to production section when student have to read rather big abstracts, answer questions, make their own sentences or short texts and play different games including board ones using new knowledge and skills. But you need to have a backup variant if this part of a lesson goes wrong. A review of a lesson usually takes some minutes and can be in the form of a warm-up activity or revising the most difficult parts of a lesson.

When you start planning a next lesson you should think back to the last lesson. If possible, do the planning immediately after the previous lesson. This ‘coherence’ will be appreciated by the students - even though some might not notice [1]. It will save time and help teachers feel more confident rather than worry about preparation for a lesson.

In his articles “Planning1” and “Planning2” for Teaching English Callum Robertson identifies 3 important ingredients in lesson planning: Engage (the students); Study (the new content for the lesson); Activate (getting students to do something with the content) [2]. If you have motivated students they could help you with lesson planning, choosing songs or short videos for a lesson and preparing some presentations on topics which have personal significance to them.

Thus, it can be more helpful if you apply systems and strategies to the lesson planning process. Moreover, if you engage you students in the language learning process, update your lesson material regularly and encourage students to produce their own language products, it will be easier for them to learn effectively in the class and help you with lesson planning.

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ONLINE POSSIBILITIES OF PROFESSIONAL DEVELOPMENT FOR ADULT *EFL* EDUCATORS

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A common problem in adult education system is the lack of professional development opportunities for adult educators. It can also be difficult to bring teachers together in one place and at one time for professional development events; group teachers appropriately according to their experience and needs; sustain activity over time after an initial presentation or workshop.

Professional development provided online offers a way to address these challenges. Educators and researchers are seeking ways to use the Internet to deliver content, provide opportunities for interaction, and build community among groups of teachers who are not in the same place at the same time. Online professional development programs hold great promise for use with adult EFL educators. They can have a positive impact on teachers' practices. Besides, online courses offer flexibility and choice, can help in overcoming physical barriers, and can provide an effective environment for promoting self-reflection and community building among learners.

The problem is, not many educators make frequent use of the resources on the Web site. Some measures should be taken to encourage teachers in the use of online professional development programs, to find factors contributing to teachers' use of online courses. In order to be successful, a course must be centered on the teachers and their needs – both in content and delivery style. This encourages teachers' continued participation and provides a useful model of learner-centered teaching. Teachers have an interest in technology for instructional purposes, but often feel uncomfortable or ill prepared to use it in their teaching. Therefore, one way to facilitate teachers' successful participation in online professional development may be to first train them to integrate technology into their instruction. The key to ensuring teacher commitment goes back to the administrators, whose responsibility it is to make sure that teachers receive the time and incentives necessary to participate in professional development opportunities.

Professional development options available online for adult EFL educators are divided into two broad categories: online resources and online training. Both have an important role to play in a teacher's career-long learning experiences.

Online resources include a broad range of Web sites and online materials. They can be accessed by teachers in order to learn about and share ideas on topics related to the profession of adult EFL teaching. These sites are often free. They do not provide formal feedback to the teacher and therefore may involve interaction online with other adult EFL practitioners. Use of these resources is on an informal basis and does not result in a formal outcome such as a certificate or professional development points. It is possible to distinguish among three types of online resources that adult EFL educators can access: professional texts, discussion lists, and Web spaces.

Online training refers to courses or programs in which adult EFL educators can enroll and learn about the adult EFL profession under the guidance or direct instruction of an online facilitator or teacher. Upon successful completion of the course or degree, teachers earn some formal recognition in the form of Professional Development Points, Continuing Education Units, university course credits, certificates, or degrees. In distinguishing among the various types of online training available, it can be useful to consider five key factors: **Time commitment.** Teachers need to consider the amount of time they are able to invest in completing the training; **Content.** Teachers need to ask what type of information is most important to them at their stage of professional development and in their particular teaching context; **Outcome.** Teachers need to know what types of outcomes are recognized in their teaching organization or context; **Style of required tasks.** Online training varies widely in terms of the interaction required. It may also require different types of interaction; **Cost.** The price for online training ranges from free to very costly.

Online resources and training programs increasingly offer adult ESL practitioners a wide choice of options for professional development. While online professional development can contribute to the life-long learning experiences of adult EFL teachers, it should not be considered an easy solution to professional development needs.

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NON-VERBAL MEANS (NVM) OF COMMUNICATION. GENERAL OUTLINE

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The domain of my research work is “Non-verbal means of communication in a conflict discourse”. This is a brand new field for study as it is not quite enough studied and still a lot of information and material is in the process of its investigation. This subject attracts a lot of linguists from different countries.

Modern linguistic research, which has anthropogenic tendency, focuses its attention on different processes of communication. A wide-spread idea is that the behavior of a man is communication itself, as its different aspects bear information about communicants; and it’s a well-known fact that the non-verbal means of communication are much more informative than the verbal means.

The communication field under the study is a combination of 5 different disciplines, namely psychology, psychiatry, anthropology, sociology, ethnics, etc. This combination of disciplines that are human-oriented makes a mixture where human communication is studied

from the psychological, physical and cultural points of view at the same time. Namely because of it papers in non-verbal communication study are rather an example of observation of people interaction in a real life than in the sphere of science and require knowledge of various methods of cognition that are used by these disciplines. [An Overview of Nonverbal Communication in Impersonal Relationships: //www.nvc.net].

The ever-growing interest to NVM is represented in a series of works that focus their attention on the given subject from a theory-of-communication-position, psycholinguistic position [Leonhard K.], sociolinguistic position, anthropogenic cultural science [Birdswistle], non-verbal semiotics [Vereschagin, Kostomarov, Gorelov, Kreidlin, Piz, Trusov and others], etc. At the same time there is no systematic description of linguistic representation of non-verbal means of communication, except for some papers, devoted to separate aspects of the given problem. (e.g. [Yanova, Vasilenko, Bartashova]).

A number of linguists points out, that there are two main aspects of speech influence, namely: verbal and non-verbal [Sternin, Vatslavik P., Bivin J., Jackson D.]. The verbal speech influence, as for Sternin, is the influence with the help of words. In case of a verbal speech influence the powerful means are language means and their influential efficiency depends on their selection, arrangement and intonation. As well relevant for the verbal speech influence are both language means selection and the contents of speech itself – its meaning, the given argumentation, arrangement of text elements relatively to each other, speech influence technique use, etc. The result of a verbal influence - a subtext - is important as well – it's a concealed meaning of a message, which is transmitted indirectly with the text.

There is a point of view, that the verbal communication is impossible alone. The non-verbal communication (NVC) is a complementary to the verbal communication (VC), proving the mutual complementariness of the verbal and non-verbal behaviour. The latter is strengthened by the term use of “coverbal”, as well as «non-verbal». [Sternin] Thus, we have 2 types of units: super-segment units mean that they are in the symbol language field defining it prosodic, rhythmic and intonation characteristics of an expression and also those that are out of this language field – kinetic elements of communication. Namely the synthesis of a language (segment and super-segment series) and kinetic symbols that include mimics, that is, all the gestures of a face, gesticulation and body movements, which denote the semiotic syncresity of phases in the process of spontaneous communication [Chanysheva].

The non-verbal speech influence, as for Sternin, is the influence, made with the help of verbal signals which accompany speech (gestures, mimics, behavior at the moment of speech, movements of a speaker, distance to an interlocutor, physical contact with an interlocutor, object manipulation, etc.). All these factors make the speech more vivid and are considered in a speech influence exclusively in their relation to speech which allows to use the term of non-verbal communication [Sternin].

Some researchers consider that modern non-verbal semiotics is comprised in general of 3 main separate studies: para-linguistics (prosody) – the study of voice codes of non-verbal communication; kinesics (kinetic behaviour – the study of gestures (kinemas, kinetic signs, kinetic elements), gesture processes and gesture systems; proxemics – the study of a communicative space and spaces of communicative behaviour of an individual.

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METADISCOURSE MARKERS OF ACADEMIC AND PROFESSIONAL ENGLISH

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Today metadiscourse is considered as a new concept in the fields of discourse analysis and language education although the term itself was coined by American linguist Zellig Sabbettai Harris in 1959 [2: 3] to denote the pragmatic use of language to comment on the discourse, and guide the perception of the message by signalling the author's attitude towards both the audience and the content.

Metadiscourse markers are words and phrases that do not contain much information on the subject matter but explicitly indicate the presence of the text's author, and help the reader interpret the text. It is interesting to note that metadiscourse markers, sometimes also called indicator phrases, differ from discourse markers, or cue phrases, in that they are non-propositional, usually considerably longer, and far more varied. In fact, variation in the use of metadiscourse markers depends on the author's intentions, the type of audience as well as the socio-cultural context of communication, which makes it an interesting linguistic area to deal with.

According to Ken Hyland's taxonomy [1: 132] metadiscourse can be divided into two dimensions – “interactive”, which stands for text features that embody the author's performance in the text, and “interactional”, which expresses the author's position and represents his/her personality. In short, the major purpose of interactive metadiscourse is rhetorical or organizational, while the purpose of interactional metadiscourse is mainly to involve the audience. Both of them are realized through five kinds of markers.

Markers of interactive metadiscourse tend to anticipate the audience's probable knowledge, interests, rhetorical expectations and processing abilities so that to present the information in the most coherent and convincing manner. These include

- transitions, or logical connectives, used to express relations between propositions (*in addition, further, moreover, but, although, however, therefore, thus, consequently*);
- frame markers, which refer to different text development stages, and contribute to topic shifts and sequencing (*First, The next step of this work will be ..., Finally*);
- endophoric markers, which are either reminders of previous content or references to other parts of the text (*As indicated above, As shown in Figure 4, In what follows*);
- evidentials, which make the arguments more plausible by citing the others' studies or ideas (e.g. *According to the data provided by SGCC, ... [3: 61]; The "Annual Energy Outlook" for 2003 indicates that ... [3: 29]; A recent paper by Halvgaard, Poulsen, Madsen, and Jorgensen has shown how ... [3: 51]*);
- code glosses, helping to grasp the meaning of the message by rephrasing, illustrating or explaining (*for example, i.e., such as, essentially, say, in other words, which is*).

Interactional metadiscourse markers simulate real interactions as they allow the author to intrude and comment on the message. Among those we can find:

- hedges, which are sugar-coaters that serve the purpose of softening the author's claims (*It appears that..., This could result in..., This may require..., perhaps, likely*);
- boosters, or emphatics, which emphasize the degree of author's certainty (*What is most significant is that..., not only ...but also, especially, very, dramatically, ideally*);
- attitude markers, which express the author's perspective or evaluation of the propositional content (e.g. *These goals are highly challenging, and without intensive research the challenges may prove insurmountable. [3: 55]*).
- self-mentions, which contribute to revealing the author's stance, for example, by personal pronouns (e.g. *We address three planning issues in this article. [3: 25]*);
- engagement markers, or relational markers, which explicitly address the audience so that to draw it into the discourse (e.g. *For a more detailed description, see the paper by Corradi, Ochsenfeld, et al. listed in the "For Further Reading" section. [3: 52]*).

As participants of academic and professional discourse are constantly in need of finding linguistic means for informing the audience in a persuasive manner, they often use metadiscourse markers to present propositional material. One should remember, though, that because of rhetorical and social distinctiveness of disciplinary communities the functions of interactional metadiscourse markers may have different functions, and thus require further investigating.

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IMPROVING LANGUAGE SKILLS THROUGH DIFFERENT APPROACHES, STRATEGIES, TECHNOLOGIES AND WORLD WIDE WEB

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In the given abstract it is presented some approaches to enhance listening and speaking skills in the modern ESL/EFL teaching. It must be singled out general strategies and steps to enhance listening and speaking skills: 1) establishing a learner-centered environment; 2) using learning strategies: “Metacognitive”, “Task-based”; 3) teaching pronunciation; 4) fostering discussion in classroom community; 5) using songs in language classroom; 6) practicing word suprasegmentals (stress, rhythm, intonation); 7) Using useful sites to teach speaking and listening (during the lesson or set as a home task; 8) using audio journal to exercise speaking and pronunciation (Audacity program can help in recording).

Nowadays teachers and book publishers try to overcome difficulties in teaching speaking skills through huge amount of approaches. Such as “...direct approach which is based on oral interaction (topic management, question strategies) and indirect approach that create conditions for oral interaction through group work, task work and other strategies <...>” [4].

Hayriye Kayi points out that “<...> today’s world require that the goal of teaching speaking should improve communication skills” [1]. According to this author’s point of view and it is investigated by many ESL teachers and methodologists and linguists that teaching speaking is taught through students “interaction”. Communicative language teaching is based on real life situation that require communication. So it is important to create English language community environment to give students opportunity to have more pair work or group work speaking during the class. It is also important to organize real life communication, authentic activities for meaningful discussion.

Hayriye Kayi provides the list of activities to promote speaking. They are: discussion; role play; simulation; information gap; brainstorming; storytelling; interview; story completion; reporting; playing cards; picture narrating; picture describing; find the difference. Also it is given the strategies for teachers to use to teach speaking. The list: 1. Provide more opportunity to students to speak during the lesson; 2. Involve each student; 3. Reduce teacher speaking time; 4. Indicate positive signs when commenting a student’s response; 5. Ask eliciting questions; 6. Provide written feedback; 7. Do not correct students’ mistakes while students are speaking, only after that. 8. Circulate around classroom to ensure that students are on the right track and see whether they need your support; 9. Provide the vocabulary beforehand. 10. Diagnose problem faced by students [1]. So in order to improve speaking skills students should speak more and each student should be involved in the speaking process. It can be achieved through group work and pair work performing different tasks about which it were written earlier. Some teachers are aware of noise during the lesson and do not use pair work

activities. Very often teachers say that students make mistakes when they perform and teachers can not correct the mistakes. In this case it must be mentioned that teachers should use alternative assessment technic. Here is provided the kinds of alternative assessment: self-recording keeping, peer feedback and assessment, portfolios, performance assessment, observation, conferencing, dialogue or learning journal, self-evaluation or peer-evaluation rubrics.

According to approaches in teaching listening as comprehension it is known that there are two different kinds of processes in understanding spoken discourse – bottom-up and top down processing. Bottom-up means to receive data that are analyzed like sounds, words, sentences and here comprehension is viewed as a process of decoding information. Exercises to develop bottom-up processing are the following: dictation, the use of multiple choice questions, cloze listening. Top-down listening is the process which refers to use background knowledge in understanding the meaning of a message [4]. So, to teach top-down processing it is must be assessed the students' level of background on particular topic before the students listen. Such activities can help: word association tasks; pre-listening questions, making lists of possibilities, ideas suggestions; looking at pictures before listening. While-listening: focus on exercising that require selective listening, gist listening, sequencing. The post listening phase involves a response to comprehension.

Useful links to enhance listening and speaking skills which teachers can use during the class also they can be used as self-practice:

Listening: <http://www.npr.org/>, <http://www.npr.org/podcasts/>, <http://www.esl-lab.com/>, <http://www.ted.com/>, <http://www.bbc.co.uk/nature/collections/>, , <http://www.bbc.co.uk/learningenglish/>, <http://www.eslvideo.com/index.php>, <http://www.listen-and-write.com/>, <http://www.engvid.com/>, <http://www.loyalbooks.com/>.

Speaking: <http://soundsofspeech.uiowa.edu/>, <http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/>, <http://www.soundsofenglish.org/>, <http://www.pronuncian.com/Podcast/Default.aspx>, <http://esl.about.com/od/conversationlessonplans/>, .

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SELF-RECORDING AS AN EFFECTIVE MEANS OF IMPROVING FUTURE EFL TEACHERS' PRONUNCIATION SKILLS

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In spite of numerous researches on teaching phonetics, the abundance of audio and video materials for improving phonetic skills, future EFL teachers' pronunciation leaves much to be desired. Consequently, new techniques and means of teaching are to be searched for and introduced into practice. In our opinion, self-recording can be an effective means of improving future EFL teachers' pronunciation skills. Let us dwell on the ways and advantages of its usage in teaching EFL to students of the first year of studying at the Language and Literature Department.

Teaching phonetics in the first year of studying is mostly based on the analysis of different phonetic and intonation phenomena and their thorough imitation. We consider it reasonable to start each module of the course English as the First Foreign Language with a text, which is the source of basic phonetic, intonation, vocabulary, and grammar patterns on the topic. This text is usually literary translated, phonetically analysed, practised from the point of view of expressive reading, and finally retold on the basis of some communicative situation. Each module also includes several dialogues (not many, two are usually quite enough), which are selected in accordance with certain criteria. They are usually presented by native speakers with Received Pronunciation, correlate with the topic, and possess basic grammar and vocabulary patterns. Such dialogues are, first of all, checked from the point of view of listening comprehension, then intoned on the basis of the authentic version, practised for expressive reading on the basis of imitation, and finally enacted by heart. At the last stage of working with the text and the dialogue, giving students the task to record themselves (video recording is highly appreciated) for the teacher to assess their pronunciation skills has numerous advantages.

On the one hand, it facilitates self-reflection as students have an opportunity to listen to themselves, to reflect upon their pronunciation skills and mistakes, to compare the way they sound at different stages of the studying the course or with the authentic version, and to make conclusions as for their progress. As our experience shows, students are often dissatisfied with what they produce and hear first, and it makes them read or present the text and record themselves again and again before they finally receive a "satisfactory version".

On the other hand, this technique helps the teacher to save time in class, as she/he checks the recordings as students' self-study assignment or homework. What is more, the teacher has an opportunity to listen to the recording several times, to pause it or to turn back to some disputable point(s), to put down the student's drawbacks and mistakes, to classify and analyse them before giving a certain mark for it and discussing the drawbacks and mistakes with each student individually.

Finally, as nowadays it is quite popular among young people to create and share videos of different types, with their participation in particular, by the help of their gadgets, self-recording may be regarded to as a way to motivate students as well.

In conclusion, it is to be said that video recording is also good in improving future EFL teachers' pronunciation skills at a higher level, as an essential part of speaking. At this stage a teacher creates some communicative situation and asks the students to dwell on it. Each student is supposed to prepare his/her "speech", to create a video recording of it, and to share it with the teacher for its further assessment and discussion.

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ADAPTING TEACHING STYLES TO SUIT STUDENTS' LEARNING STYLES

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This article is aimed at finding ways to reduce conflicts between teaching styles and students' learning styles in real-life English classes. It means that the way we teach Ukrainian students English should be adapted to the way Ukrainians learn.

The problem is that most Ukrainian students would prefer knowledge received from the teacher rather than discovered by them. In this case they become dependent on the teacher and less autonomous, less creative and anxious. Another problem is the learning environment. It is of common knowledge that the learning environment is artificial in Ukrainian classroom learning. The teachers try and use a lot of helpful facilities to create a true to life atmosphere at the lesson, but it can't be completely real, just very close to it.

One more serious challenge is that the learners have different individual learning styles. They depend not only on students' personal interests, talents, needs, desires, potentials and capacities. It is evident that people learn differently because of their biological and psychological differences.

In order to bridge the gap between teaching and learning styles teachers should take into consideration all the above mentioned posers and create their strategies accordingly. Thus, they should take some important actions to reduce teacher-student style conflicts.

The first one is to change the learning behavior of Ukrainian students from passive observers to active participants. It can be achieved by providing the students with the tasks aimed at searching necessary information, logical analyzing the given material, picking out significant details of the topic under discussion, creating projects, displaying own opinions, emotions and taking more speaking turns.

To solve the second problem the teachers should concentrate on the quality of the learning environment. It includes not only the place where the lesson is held but mostly the whole range of interactions between the students and the complex of teaching methods,

technics, and materials. The Ukrainian teachers consider a communicative approach to be the best and the most suitable language teaching strategy as it helps create the surrounding very close to a real one. Within this approach the teachers are able to guide the students into real communication in authentic language situation, in expanding the scope of getting not only linguistic knowledge but acquiring speaking skills and habits as well.

And at last, in order to adapt teaching styles to suit students' learning styles the teachers should take into consideration the age of the students, their learning context, their cultural background and their biological and psychological differences. In order to make the students feel at home in the classroom the teachers should use different forms of involving students into active participation. By having them work individually, in pairs, in subgroups and groups the teachers can avoid students' being left on their own in class, students' indifference, their anxiety and discomfort.

In conclusion I would like to emphasize that to reach good results in teaching students English the teachers should remember about the advantages of natural language environment and create such in the classroom. Next it is worth remembering that all learners have individual attributes relating to their learning process and requiring individual approach. Once teachers understand students learning styles they will plan their work to match them and better assist students in becoming more successful language learners.

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THE BASICS OF BLENDED LEARNING: USING TECHNOLOGIES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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IT innovations and the popularity of the Internet have had a profound effect on the forms and methods of instruction in the ESL classroom by enabling educators and students to overcome barriers of distance and enhance the content of instructional materials as well as to encourage cooperative learning and to stimulate increased teacher – student interaction.

One of the latest ESL teaching trends that allows to combine traditional classroom methods with technology-mediated instructional forms and practices is known as “blended learning”. This teaching technique means a much greater change in basic instruction rather than simply adding computers to classrooms; it represents, in many

cases, a fundamental change in the way teachers and students approach the learning. The efficiency and main benefit of this method is that the online and in-person learning experiences would go side by side and complement one another: students might attend a class taught by a teacher in a traditional classroom setting and later on, independently, complete online components of the course outside the classroom. Thus, this “hybrid” system enables to incorporate new forms of collaborative and independent learning activities, personalized training experiences and teacher’s feedback as well as freedom, convenience and flexibility that are not possible in traditional courses. Besides implementing blended learning into ESL classroom helps to create an authentic environment that most closely resembles actual use of the target language in that way significantly improving the learning experience.

Blended learning is a mix of three different components:

- traditional classroom instructor-led foreign language teaching;
- synchronous online formats such as eMeetings, instant messaging and e-mailing, webinars, online conferences etc;
- asynchronous self-paced study that can include web/computer-based training modules, taking online tests or quizzes, gaining access to the variety of reference materials (documents, presentations, web pages, video and audio files, discussion forums etc).

Compared to traditional education, blended instruction offers teachers the possibility to spend more time with learners in both small groups and individually, create a flexible and active learning environment that has the potential to change students’ experiences and outcomes and can allow teachers to monitor their students’ progress more closely than traditional methods. Reasons for using blended instruction include “improved pedagogy, easy access to knowledge, more interaction among learners, personal presence, cost effectiveness, and ease of revision of learning content” [2, p. 28]. Additionally, blended learning puts forward new demands for teachers and students: students have to be responsible for their own learning process, and teachers need to take on roles as material designers, producers of media resources, managers of the learning environment, and online tutors [1].

As a result when implemented effectively, a blended learning program can make better use of English language instruction as it allows students to explore and practice new language not only in the classroom, but also in their own time and at their own pace according to their own personal learning needs thus resulting in student success, satisfaction, and retention.

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BUILDING INTERCULTURAL COMPETENCE IN THE LANGUAGE CLASSROOM

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The Internet has made it considerably easier for foreign language teachers to create an environment in which meaningful interactions between Ukrainian students and students of the target culture can take place. A great variety of techniques and approaches have been successfully implemented by teachers in Ukraine and abroad. One of the brightest experiences is Furstenberg's (2010a) *Cultura* program, according to which American students studying French are engaged in online discussions with French students learning English by comparing and analyzing texts of a similar nature derived from both cultures.

The online experience suggests that students from two different cultures ask each other questions in order to become more open to the other's viewpoint during the perspective exchanging process. All participants are supposed to write in their native language, but read in the target language, and what seems to be the most important is that sessions in the classroom take place entirely in the target language as an extension of what is discovered online. The students get different tasks like comparing materials such as surveys, films, websites, literature, images, and video. Specifically, the teacher gives the task to students to compare the websites for the two schools involved in the web-based exchange. Based on these website observations, students begin a process of inquiry leading to mutual cultural discovery of the differences and similarities between the two schools. Students from both cultures not only obtain vital information about the foreign culture as a result of having their questions answered, but more importantly are provided the opportunity to present their perspective thus, becoming more aware of their own culture in the process. Furstenberg (2010a) describes her program as a process of negotiation, in which students work together to make observations, craft hypotheses, and search for patterns, while simultaneously confronting and pondering their own attitudes, beliefs, and values. Online activities, like the one employed by Furstenberg (2010a), guide students toward becoming more open to other perspectives while simultaneously creating the opportunity for students to inquire further into explanations of their own cultural beliefs and actions. Through this process of inquiry, students encounter many of the themes weaved throughout intercultural competence such as, self-awareness, student as researcher, and the importance of process. This type of classroom environment creates possibilities for attitude transformation, as well as the acquisition of knowledge of other cultural norms, institutions, and beliefs. Students obtain real-life skills in interacting with others via the online forum. This type of exercise also increases students' acquisition of new vocabulary and grammar structures in the target language through the reading of online material and blog posts from the foreign students.

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STUDENTS' MOTIVATION FOR L2 LEARNING AS A SOURCE OF TEACHERS' CPD

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Our research looks at the problem of L2 motivation in general and the use of motivational strategies in the language classroom as the source of professional development (CPD) for teachers in particular. The leading researchers in the field of L2 motivation (R. Gardner, Z. Dornyei, W. Lambert, R. Clement, R. Schmidt, M. Williams, B. Burden, etc.) consider it to be a complex, multi-dimensional and dynamic construct. Therefore, our research is based on a process-oriented approach introduced by Z. Dornyei. According to this approach, motivation consists of several distinct phases: 1) creating the basic motivational conditions; 2) generating initial motivation; 3) maintaining and protecting motivation; 4) encouraging positive retrospective self-evaluation [1].

As we deal with the students of a teacher training university who have chosen to study foreign languages, there is no need to generate their initial motivation. Therefore, the teacher's responsibility is to create the basic motivational conditions, maintain and protect students' motivation and encourage their positive retrospective self-evaluation.

The strategies of creating the basic motivational conditions include an appropriate teacher behavior and a good relationship with the students; a pleasant and supportive classroom atmosphere; a cohesive learner group with appropriate group norms. In the process of maintaining and protecting motivation the teacher makes learning stimulating and enjoyable, presents tasks in a motivating way, sets specific learner goals, creates learner autonomy, promotes cooperation among learners, etc. And finally, to encourage positive retrospective self-evaluation the teacher provides motivational feedback, increases learner satisfaction, offers rewards and grades in a motivating way, etc.

Each of the strategies is based on a number of techniques which are used in the classroom to a greater or lesser degree. A survey was conducted among 110 first and second-year students to find out whether the teachers practise these motivational strategies in their L2 classrooms. The students were given a list of 20 possible motivational and 2 demotivating techniques. Their task was to decide *how often* (never (0) – sometimes (1) – usually (2) – always (3)) their teacher uses each strategy in their teaching practice.

The survey reveals that the teachers are almost always (2.5) approachable, they maintain the atmosphere of mutual cooperation and respect; explain the purpose of a task and provide appropriate strategies to carry it out. The teachers usually (from 2 to 2.5) have high expectations for their students' progress, are objective in attitude and assessment and tolerant to students' failures and mistakes; engage students in decision-making, help the students to understand their weaknesses and strengths, encourage the students, share their own experience of L2 learning, etc. The teachers sometimes (from 1.69 to 1.99) demonstrate their interest in their students' success and their satisfaction working with this particular class, encourage humor in class, take into consideration the students' desire to participate in this or that activity.

The results of the survey show at least two areas where the teachers of our university can improve their strategies of motivational teaching: we should learn how to control the way we express our attitude to students' abilities and reduce the time of our speaking in class.

The survey also shows that not all first-year students are ready for democratic teaching style and they are consciously or unconsciously waiting for authoritative approach in teaching. However, the answers of the second-year students prove that being exposed to the democratic style of teaching the students gradually get used to studying in the democratic environment, appreciate the tolerant attitude and react appropriately.

Though the survey has found that the teachers of the department use a lot of motivational teaching practices in their classrooms, there is still much room for improvement for each of the teachers. And now when we know what is to be improved we can seek the ways to do it in the process of our professional development.

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BUSINESS TEXT EXPLORATION FOR STRONG INTERCULTURAL COMPETENCE BUILDING

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Integrative cognitive-communicative study of business texts (commercial correspondence and documentation specimens) provides solid ground to explore business texts (BT) as structurally, informatively and functionally completed speech products, integrated into business discourse thus possessing its characteristic features. A BT is generated in the business communication environment as a product of cognitive-discursive activity of an individual to formulate and consequently fix the orally stated mutual commitments of the business community members in the proper written form, giving the arrangements their legal force.

Conventionalized format of letters, faxes, e-mails provides neutral or less formal lexical means to code 'PAYMENT'. According to the text genres the key concept is described differently in terms of its procedure (1) *to effect payment/to pay*; method (2) *advanced payment, issue a draft/how will you pay*; form (3) *pay in cash/on credit*. Bilateral commissive-oriented essence of modern BT provides less formal representation of the documentary *terms of payment* as *conditions of payment* in commercial correspondence. Being structurally open to post-modification [Eggins 2014, 231], the elements of terminological word combinations (1 – 3) are lexically saturated, thus language-saving.

The rhetorical role of the introductory phrase *We have just wired [i.e. payed]...* [Ashley 2012, 142] typical rather for a friendly e-mail in a public sphere [Mided 2010, 64] than for a standing order contributes to cooperative atmosphere of the request to transfer the stated amount to the account specified. Expressive means possessing the function of convincing elements to effect the payment prove the flexibility of personal and text communication between the parties.

Unlike written institutional discourse the discourse of business text communication is characterized by including personal evaluation and attitude to paying or being paid. Complex coinages illustrates representation of conceptual integration network [Fauconnier 2014, 103], containing key elements of two different concepts, when a new structure emerges representing both financial and life environment knowledge. Less formalized genres encompass metaphoric examples as *to play for high stakes, i.e. to risk a lot of money on being the most successful* [OBED 2015, S2] with the theme of health introduced to emphasize the treatment with care in *The company is bleeding cash on the project; An injection of funds from shareholders* [OBED 2015, S3] though PAYMENT is meant.

The language resources to verbalize it varies in accordance with the discourse type (oral or written, more or less formalized), communication form (personal or text communication), text genres (letters, faxes, e-mails, contracts, shipping documents). Thus not only the terms but less formal word combinations along with the synonyms and corresponding collocations are to be explored and studied in-depth as the means to represent the concept in constantly changing global business environment.

The further theoretical research need is driven by the issues raised by recent work in the more applied domains to explore the interplay between the theoretical insights of formal ontology and their application to information systems identified in the present paper along with the emerging semantic technologies, namely for e-Business, Enterprise integration along with the relevance of the work described above to formal ontology and to information systems in domain-specific ontologies.

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FORMING CULTURAL COMPETENCE OF LAW STUDENTS THROUGH CLASSICS

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Nowadays in conditions of the world becoming tough, the English language spreading rapidly in all spheres of the globalized world gaining cultural competence is one of the means of language, personal and professional development. While teaching and learning the language it is important to know about the culture it is a part of, to work out the capacity for cultural assessment, to be adapted to the behaviour, attitudes, policies of the foreign language surroundings.

Cultural competence includes everything connected with national origin, history, geography, politics, religion, linguistic background, law, arts, etc.

Forming cultural competence means gaining knowledge about patterns of behaviour of the representatives of the culture, their ways of thinking and communication, their traditions and customs, beliefs and values, as well as specific institutions and their functioning. After all, a student is expected to have the capacity of application and integration of this knowledge in appropriate settings.

There are different methods of forming cultural competence available. One of them (and that one which is never old-fashioned) is reading classics. If it may be difficult for a modern law student to read all volumes of Shakespeare or Dickens, there are the ways for a teacher to try to arise in the students' interest for reading. A teacher can suggest pure reading episodes, following the plot or a character, describing a case or a situation, discussing the behavior of a character, commenting the phrases, images, etc, and what is more important, evaluating all of this from the point of culture.

Classical literature provides necessary components for gaining cultural competence. They are history and time, society and institutions, personal features and values, language functioning and its concepts.

Law students should be advised to read classical literature with the background or episodes from the legal sphere. Thanks to this they will not only develop their language and feeling of it, they will go back to historic times which have formed the traditions, ways of thinking and behaviour and all those things spoken above. There is one important specifics of the English culture should be mentioned. It is its highly traditionalized political and legal systems, judiciary and etiquette and others. From time to time if learning about English legislative system and institutions we can find such terms as chancery appeal, King's Bench, the Inn or Old Baily, Master of Rolls and others which have come from historic times but are still in use.

Much information to cultural competence of law students can be taken from the novels of Charles Dickens, an outstanding English writer and the greatest humanist. Legal system of XIXth century England is sharply criticized in 11 of Dickens's 15 novels. The most famous are "David Copperfield", "Great Expectations", "The Posthumous Papers of the Pickwick Club" and, of course, "Bleak House".

In “Bleak House” the description of the Court of Chancery (now abolished and transformed) functioning reveals its disfunctionality and corruption. Numbers of attorneys and clerks running here and there collecting and fetching kilos of unnecessary papers, pretending they do an important work; depraved solicitors and barristers thinking about their own benefits; miserable judges who pretend to be venerable, and inefficiency of the Chancery are depicted by Dickens. The events in the novel might have happened on or about 1827, but it is still actual as a window to ineffective and corrupt judicial system which should be radically changed. Following the Act of Parliament in 1852 many faulty things as for judiciary and litigation shown in the novel were altered.

Dickens’s novels about lawyers are filled with legal terms. The students should be taught how to see, to find and to remember legal terms in fiction, how to connect them with characters and appreciate literature.

LINGUAL AND COGNITIVE PECULIARITIES OF THE JEWISH CONCEPT *CHANUKAH* IN ENGLISH

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Nowadays the linguists are interested in the peculiarities of the conceptualization of the world by different ethnic communities and the linguistic results of this process. The novelty of the paper is determined by that. The *aim* of the paper is to analyze the linguistic and cognitive aspects of the Jewish concept HANUKKAH in English. So, Hanukkah, (Hebrew: “Dedication”) or *Chanukah, Chanukkah, Feast of Dedication, Feast of Lights, Feast of the Maccabees*, it is Jewish festival that begins on Kislev 25 and is celebrated for *eight days*.

Hanukkah commemorates the rededication of the Second Temple in Jerusalem by the lighting of candles on each day of the festival. According to I Maccabees, the celebration of Hanukkah was instituted by Judas Maccabeus in 165 bce to celebrate his victory over Antiochus IV Epiphanes [http: ... britannic; Dictionary 2006, p. 59]. Chanukah is called “miracle of the lights”, when a one-day supply of pure olive oil burned for eight days, ... until fresh oil could be prepared [Chanukah 1989, p. 13].

In this research we analyze such notions as metonymy and synecdoche. Metonymy is the figure of speech in which the name of an object or concept is replaced with a word closely related to or suggested by the original. In synecdoche a part represents the whole or the whole represents a part. Synecdoche is an important device for vivid imagery [http: ...britannic]. Thus, metonymy and antithesis are used in the example: *We celebrate the oil because it was God’s means of showing us what we would otherwise not have known - that it was He Who delivered the strong, many, and wanton into the hands of those who were weak and few but who fought for the sake of God’s Torah* [Chanukah 1989, p. 15]. In its turn in antithesis irreconcilable opposites or strongly contrasting ideas are placed in sharp juxtaposition and sustained tension. In the following usage the metaphorical and metonymic effects are combined: *the lesson of the oil goes further* [Chanukah 1989, p. 15].

The lingual context with indirect meaning is given in the following: *we are grateful for the triumph of Torah's light over Greece's darkness; the heroic Jews of the Hasmonean era dispelled darkness with the light of Torah* [Chanukah 1989, p. 30]. Two opposite notions caused metaphorical effect, so, LIGHT is the embodiment of GOOD and DARKNESS is the embodiment of EVIL as it is in the universal opposition. In the following context the hyperbole is used, an intentional exaggeration for emphasis: *Even if one has no food to eat except what he receives from charity, he should beg – or sell his clothing – to buy oil and lamps, and light them* (Rambam, *Hil. Chanukah 4: 12*) [Chanukah 1989, p. 102].

The celebration of Hanukkah includes a variety of religious and nonreligious customs. The most important of all is *the lighting of the menorah* [http:... britannic; Dictionary 2006, p. 60]. In Jewish culture lighting of the candles is considered to be *mitzvah*. It is one of the 613 specific Jewish obligations [Dictionary 2006, p. 110]. There are also a number of nonreligious customs: potato pancakes (*latkes*), doughnuts (*sufganiyot*), other treats fried in *oil*. Children receive *Hanukkah gelt* [http: ... britannic; Dictionary 2006, p. 60], children *play dreidel* [Chanukah 1989, p. 108].

At present cross-cultural communication takes place between different cultural communities, so we should mention the usage: ... *America's consumer culture has tried to make Hanukkah into a Jewish version of Christmas* [Diamant 1997, p. 32], but it is not so indeed. *Christmas* and *Chanukah* belong to different traditions, thus, *christmukkah* is not spread. However, such word combination as *Hanukkah bushes* [Diamant 1997, p. 33] with the implication of *Christmas tree* or *Happy Chanukkah* as the greeting can be met. Such word combinations as *Chanukah blessings*, *Chanukah flames*, *Chanukah meals* occur in English.

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LANGUAGE LEARNING APPS IN THE MODERN CONTEXT OF *ESL*

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Mobile digital devices like smartphones, tablets, and even laptops have made it much easier for learners of English as a second language to immerse themselves in constant practice and speed up their learning process. ESL and TESOL teachers and learners can find a world

of useful apps for every platform to help with such crucial language learning processes as: vocabulary building, reading comprehension, pronunciation, etc.

Mobile apps are just one part of the picture for ESL learners. Total immersion is the best way to learn a language. That means spending time conversing with native speakers, and practicing vocabulary by speaking, writing, and reading will always be important. However, mobile apps for ESL and TESOL provide an amazing addition to the arsenal of tools available for motivated learners.

Around 70 million people – including Bill Gates – have signed up for the language learning app Duolingo. The app has received plenty of media attention, and its creators claim that it can help anyone with a smart phone learn a new language.

The app is free, and promises all kinds of cutting edge features, such as adaptive algorithms to suit users' learning speed, as well as gamification to boost motivation. They also claim that this app can provide members of poorer communities with access to language learning that would otherwise be denied them; a worthy aim indeed.

For those who haven't tried it, Duolingo works as follows. The user is introduced to some vocabulary, and then every day they spend a few minutes doing language exercises, such as translating sentences.

There is a level of adaptivity: words that you get wrong come up again and again, while words that you get right come up less often – although they do still appear. This recycling and repetition is a core element of the app – it is what the creators hope will eventually lead to acquisition of new vocabulary. As users complete the exercises successfully, they can move up through the “levels”, and unlock bonus lessons on “flirting” and “idioms”.

As experienced language teachers, we wanted to think about whether or not this technology is really cutting edge. Clearly the delivery mechanism is new, and textbook writers would be amazed at selling 70 million copies.

So where does Duolingo fit in with the theoretical background? Well, when using the app to learn, say, Italian as a beginner, you are drilled on sentences like “I am the child”, or “I have a bowl”. This is audio-lingual drilling: there is no communication happening. Instead of basic communication, the users are drilled again and again in decontextualised, effectively meaningless sentences.

But there are two things that no theorist would deny about learning a language: the importance of learning a lot of words, and the need for constant effort. And this is where an app like Duolingo really comes into its own: it reminds you every day to practise, and reinforce the words you have learnt, while encouraging you with virtual rewards (if that's your thing). Since the chunks of time needed are so small, it can be done in the coffee queue, allowing the users to learn without sacrificing other things in their lives.

So we believe that apps like Duolingo can be a useful supplement when you are learning a language – but not a substitute. It can help you learn some words, and some basic constructions, but it isn't going to allow you to leap into a conversation in a new language.

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USING PODCASTS IN THE CLASSROOM

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Podcasting is a process of publishing/broadcasting on the Web that uses Really Simple Syndication (RSS) to deliver multimedia content to end-users. Podcasting is still young and is now being examined by researchers inside and outside the world of education. Podcasting has a lot of potential in education. It was embraced first in higher education, when professors began sharing collections of content such as audio files of class lectures.

Universities today are sharing significant amounts of content, both as a convenience to their students and as a public relations tool. Several schools have partnered with Apple to create a podcasting presence through Apple's iTunes U service. Universities are using Apple's servers to host content, and the students are using iTunes software to download and access this university-published content.

Example Lesson 1: School News. Students will act as reporters to collect information important to teachers and fellow students, and act as broadcasters to publish this information as a podcast for the school. Some schools may elect to do this on a daily basis; others, on a weekly basis.

Objectives: Students will research identified information of interest to students and teachers from a variety of sources and produce a short, regular podcast show after completing a script worksheet. Students will write a script for the podcast and record the script using a computer. With the assistance of an educator, they will publish the file onto a server.

Example Lesson 2: Book Review. Students will create a podcast that takes the book review into the 21st century. Students can be asked to make an enhanced podcast by producing graphics that can be used to depict scenes in the book. The feedback students receive from a potential audience of parents, peers, and teachers elevate this brand of book report. Teachers must demand a student's best work before the podcast is published online. This lesson is enriched when students must work in small groups, to collaborate the planning, writing, artwork production, recording and editing of the podcast.

Objectives: Students will effectively communicate the characters, plot and favourite parts of a book they have read. Working toward the production of an enhanced podcast, they will communicate through writing, speech and creating visual elements such as drawings and photographs.

Example Lesson 3: World Language Conversations. In this lesson, students use the podcast medium and a social photography Web site to develop a conversation between two

or more people, conducted in a foreign language. To create an enhanced podcast, students may use the photographs chosen as the basis for the conversation in the podcast.

Objectives: Students will analyze a series of photographs depicting action between one or more persons. In small groups, students will develop a plausible conversation in the foreign language that is supported by the photographs. Students will record the conversation as an audio podcast.

Podcasting for students in the classroom is a worthwhile project for two principal reasons. One, the thrill of having their original content available to netizens both familiar and unfamiliar to the students is an exciting, motivating prospect. The second reason podcasting offers students a valuable learning experience is because of the requisite planning, writing, and organization that podcasts demand. Students who podcast are writing, considering and manipulating content within formal structures. Students also have the opportunity to learn concepts through research and production – often evaluating, synthesizing, and analyzing the content of their and others’ podcast episodes. Student podcasters are also using modern authoring techniques that catapult them into a society embracing new economic frontiers brought about by globalization and collaborative benefits.

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METACOGNITION IN FOREIGN LANGUAGE LEARNING

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Metacognition can be considered as a complex of phenomena related to knowledge about the domain of cognition-consisting of all the mental activities connected with thinking, knowing, and remembering – and its regulation. Metacognition refers to higher order of thinking which involves active control over the cognitive processes engaged in learning [2]. Metacognition plays a central role in successful learning as it guides the individual throughout the process. It is often described as “thinking about thinking” and can be successfully used to help students learn how to learn. Furthermore, it shapes person’s beliefs about and attitudes toward learning which in turn affect his/her behavior [1].

Although there are numerous definitions of metacognition in the literature, all of the definitions share a common core which refers to individuals’ awareness and management of their learning processes. Metacognition is composed of two underlying components: metacognitive awareness and metacognitive strategies. Metacognitive awareness is the

learners' knowledge about their learning, while metacognitive strategies refer to learners' regulation and management of their learning which encompasses a wide range of activities: selecting the most useful strategies for a particular task; planning, monitoring, regulation and evaluation of learning [3]. Research on metacognition indicates that metacognitive strategy/knowledge is closely related to success in foreign language learning. Learners who are equipped with metacognitive strategies, are aware of their learning and they know how and when to employ the most relevant strategies to accomplish a particular task in the most effective way. They plan their learning in advance, monitor their learning during the task performance, and evaluate their learning after task accomplishment [5]. Furthermore, learners who are metacognitive in their learning seem to be more self-regulated learners. According to Wenden (1998), learners who have metacognitive abilities seem to have the following advantages over others who are not aware of the metacognition role in learning another language: 1) they are more strategic learners; 2) their rate of progress in learning as well as the quality and speed of their cognitive engagement is faster; 3) they are confident in their abilities to learn; 4) they do not hesitate to obtain help from peers, teachers, or family when needed; 5) they provide accurate assessments of why they are successful learners; 6) they think clearly about inaccuracies when failure occurs during an activity; 7) their tactics match the learning task and adjustments are made to reflect changing circumstances; 8) they perceive themselves as continual learners and can successfully cope with new situations.

Metacognition combines various attended thinking and reflective processes. It can be divided into five primary components: preparing and planning for learning, selecting and using learning strategies, monitoring strategy use, orchestrating various strategies, and evaluating strategy use and learning. Teachers should model strategies for learners to follow in all these areas. Learners who are metacognitively aware know what to do when they don't know what to do; that is, they have strategies for figuring out what they need to do. Understanding and controlling cognitive processes may be one of the most essential skills that classroom teachers can help second language learners develop.

The teaching of metacognitive skills is a valuable use of instructional time for a second language teacher. When learners reflect upon their learning strategies, they become better prepared to make conscious decisions about what they can do to improve their learning. The use of metacognitive strategies ignites one's thinking and can lead to more profound learning and improved performance.

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CHALLENGES OF TEACHING LSP BY MEANS OF TECHNICAL TRANSLATION TO UNDERGRADUATE STUDENTS

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An LSP (Language for Specific Purposes) is defined as “a formalized and codified variety of language used for special purposes with the function of communicating information of a specialist nature at any level in the most economic, precise and unambiguous terms possible” [6: 3]. Its special features are evident at various levels (morphology, syntax and lexis). In this respect, LSP may be only one part of the picture, but their function in specialized communication is indeed of great importance, and should be clearly identified as one of the main factors involved in the translation process.

Teaching LSP actually means focusing on meeting the specific needs of undergraduate students in terms of their professional activity or study discipline. In this regard, it may need a methodology that differs entirely or partially from that used when teaching General English [2]. Teaching LSP by means of translation aims at preparing undergraduate students to become highly competent in their target discourse community in order to fit the challenges of the global world, and at the same time attain a better professionalization.

It is accepted that, when dealing with specialized texts, the translator needs at least a working knowledge of the domain or subject-field concerned, which involves familiarity with the underlying concepts and constructs as well as their linguistic interpretation, preferably in both source and target language. Thus, translation ensures the use of accurate terminology and stylistically appropriate phraseology, which comprise LSP [1; 3]. Recently, this aspect has become even more pertinent with the increase of specialist knowledge and the fast growing need for effective intercultural communication i.e., the accurate transfer of specialist linguistic elements.

Interlingual translation means a complex process, in which two languages are interfacing all the time. This type of translation is characterized by overuse of technical terms and collocations. The undergraduate translation students are supposed to make better choices concerning terminological and phraseological problems in the translation of LSP texts, conveying the information contained therein more accurately and clearly. Apart from linguistic, cultural and textual aspects, one of the criteria for measuring translation competence is domain or subject-field specific knowledge that amounts to a working knowledge of the domain or subject-field for specialist translators [3].

Another challenging task for technical translation teaching aims at filling the gap of mapping the cultural aspect in language instruction, using translation as *cultural meditation* [1; 4].

In the linguistic aspect of technical translation, undergraduate students usually face the problem of understanding technical information as well as technical terms and collocations. Translating technical texts seems far more complicated than everyday ordinary texts, which deals with the problem of *information transfer* or *re-creation of information* [1; 5]. Translation

training practice proves that singling out specialized terms, their appropriate equivalents, and sentence for sentence interpretation in the target language is becoming still insufficient for the specialized translation course. It means that students should be taught to relate their own knowledge to acquisition of a foreign language teaching, especially through translation.

Also, it seems relevant to always produce appropriate materials that both relevant and useful to heterogeneous groups of students and exclude teacher-generated materials, using resources that contain mostly authentic material. It is vital to get rid of dictionary addiction and provide undergraduate translation students with technical institutions traineeship, which is going to be beneficial for them and minimize a teacher-centered approach in translation training.

Consequently, technical translation as a component of specialized language courses should conform the undergraduates' academic and prospective career requirements in order to develop better professionalization in the area of research and foster communication among specialists.

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METAPHOR IN THE POETIC DISCOURSE OF R.M. RILKE: COGNITIVE AND PRAGMATIC APPROACH

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In this paper metaphorical models in the poetic discourse of R.M. Rilke are described based on the criterion of language expression, they are elementary propositions which correlate two concepts in the interpreter's mind on the basis of a connector, and these models have an explicit or an implicit way of expression.

The metaphorical sense is a correlation of two concepts in the human mind according to some characteristics in the form of elemental proposition (argument + predicate). The

initial concept that is one of key concepts in a poem and fits in the concept list of context is called the target concept; concept that is involved on the analogy to create a metaphorical sense and at first view does not fit in the context is called the source concept; the feature that joins both concepts is called the connector [2]. Formally, we designate these concepts corresponding **T** and **S**, so the model of metaphorical proposition looks like: **T is S (C)** - **T and S concepts are correlated according to the characteristic C**.

With reliance on cognitive-pragmatic typology of metaphorical sense based on criteria of arguments expressing way of metaphorical proposition - explicitly or implicitly [1, p. 51], in the poetic discourse of R.M. Rilke we determinate four metaphorical models: with the implicitly expressed source concept or the connector, with the implicitly expressed source concept and the connector, with explicitly expressed all elements of proposition.

The first model is for the cases when the target concept and the connector are expressed explicitly and the source concept - implicitly. Formal we mark the explicit expression with a capital letter and the implicit with a small: **T is s (C)**: *Wort, das noch im Schweigen reift.* +> *WORT ist FRUCHT, es reift wie ein Frucht („Eingang“).*

In the second metaphorical model all elements - both the target concept and the source concept and the connector are expressed explicitly – **T ε S (C)**: *Wie soll ich meine Seele halten, daß / sie nicht an deine rührt? Wie soll ich sie / hinheben über dich zu andern Dingen?* +> *SEELE ist DING, man kann sie halten, zu anderen Dingen heben („Liebeslied“).*

The third metaphorical model has the implicitly expressed target concept, and the source concept and the connector are explicitly expressed – **T is s (c)**: *Auf welches Instrument sind wir gespannt? / Und welcher Spieler hat uns in der Hand?* +> *SPIELER ist GOTT („Liebeslied“).*

The fourth metaphorical model has the implicitly expressed connector concept, and the target concept and the source concept are explicit – **T ε S (c)**: *...bis der ganze Sommer ein Zimmer / wird, ein Zimmer in einem Traum.* +> *SOMMER ist ZIMMER („Das Rosen-Innere“).*

Among the established models the first is dominating. These models correlate with the leading text concepts of Rilke's discourse, explicats as well as implicats. These concepts are DING, LEERE, EINSAMKEIT, DUNKELHEIT, LICHT, GOTT, LIEBE, NATUR, GEMÜHT, STILLE, MUSIK, BEZUG.

The most R.M. Rilke's metaphors are alive, creative and powerful but there are also conventional metaphors. The most frequency stylistic metaphor type in Rilke's discourse is a personification. There are also metaphors mixed with other tropes - hyperbole, oxymoron, synesthesia, paraphrases, metonymy (metaphonymy).

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GROUPING AND REGROUPING IN ESL CLASSROOM

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Groups are a fundamental part of human experience. They allow people to develop more complex and larger-scale activities. Groups are significant sites of socialization and education and provide settings where relationships can form and grow, and where people can find help and support (Smith, 2008). The ubiquitousness of groups and the inevitability of being in them makes groups one of the most important factors in our lives (Johnson and Johnson 2003: 579).

This paper discusses group work (GW) benefits both for students and teachers, outlines types of grouping and suggests tips how to make the most out of group work activities.

It is hard to define who benefits more from group work students or teachers. All in all, there are indisputable pros that students may take advantage of. Students practice the language authentically and learn how to collaborate and help each other learn. While working in a group, students refine understanding through discussion and explanation, give and receive feedback on performance, pool knowledge and skills. They also challenge and encourage each other. Less accomplished students will become better speakers just by talking to others more advanced, receive social support and encouragement to take risks. Group work reinforces skills that are relevant to both group and individual work: break complex tasks into parts and steps, plan and manage time, challenge assumptions. It activates different learning styles, e.g. social or interpersonal. Students who learn this way work well with others and benefit from working things out with groups.

Group work can be refreshing for instructors as it introduces more unpredictability in teaching and can simulate self-development. It allows authentic performance for assessments: pronunciation, spoken grammar, and ability to communicate just by listening in on some classroom GW. It saves the time, instructor's efforts and can reduce the number of final products instructors have to grade. GW encourages active learning, shifts the focus from teacher-oriented learning to student-oriented learning.

Group work can take different forms. Among the most known and widely used are: think pair share (TPS), group study or collaborative groups, circle of voices, rotating trios, snowball groups or pyramids, jigsaw, fishbowl, group roles.

Group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time. The following suggestions may help implement group work successfully in any classroom:

1. Decide on group size. The size you choose will depend on the number of students, the size of the classroom, and the task assigned. Groups of 4-5 tend to balance well the needs for diversity, productivity, active participation, and cohesion.
2. Decide how you will divide students into groups. To vary group composition and increase diversity within groups, randomly assign students to groups by counting

- off and grouping them according to number; or have them line up according to birthday, height, hair colour, etc., before dividing them.
3. Design collaborative work in multiple constellations and forms: pairs, small groups, large groups, online synchronously, online asynchronously, etc.
 4. Have students form groups before you give them instructions. If you try to give instructions first, students may be too preoccupied with deciding on group membership to listen to you.
 5. Explain the task clearly. This means both telling students exactly what they have to do and describing what the final product of their group work will look like.
 6. Remember to include time estimations for the activities. Estimate on the low side; students will work most efficiently as the deadline approaches.
 7. Provide closure to the group activities. End with a plenary session in which students do group reporting. Ask students to reflect on the group work process. This reflection helps them discover what they learned and how they functioned in the group.

Many problems associated with in-class group work can be prevented with careful preparation, specific instructions, and appropriate facilitation.

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SOME PECULIARITIES OF ENGLISH LANGUAGE COMPETENCE DEVELOPMENT AT UNIVERSITY

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One of the crucial notions connected with the renovating of modern educational system is the definition of competence as a system of knowledge, skills and abilities. Moreover, it presupposes a personal attitude towards a field of study that students work on. The level of a student competence must provide a well balanced interaction with a society including as professional communication as common linguistic skills. Within the current stage of its development, a society can't exist out of foreign information streams that come from different countries and it determines the strong necessity for mastering English as "lingua franca".

The future development of foreign language skills in everyday professional communication depends on the level of competence. It determines the specific character of defining the notion “English language competence” for solving professional tasks by means of a foreign language.

English language competence directly influences students’ abilities to meet: 1) depth and breadth of knowledge; 2) gather, review, evaluate and interpret information; and 3) compare the merits of alternative hypotheses or creative options, relevant to one of more of the major fields in a discipline. There are some peculiarities of English language competence that can be distinguished. First of all, it’s *knowledge of methodologies* as “an understanding of methods of enquiry or creative activity, or both, in their primary areas of study that enables the student to describe and comment upon particular aspects of current research or equivalent advanced scholarship” [1, p. 9]. Secondly, it’s *application of knowledge* as the ability to review, present, and critically evaluate qualitative and quantitative information and make critical use of scholarly reviews and primary sources. Thirdly, *communication skills* as the ability to communicate information and give arguments analyse accurately and reliably, orally and in writing to a range of audiences. While we recognize the importance of English language competence, there can be found features of the context that demand particular attention be given to supporting the development of students’ English language competence: a) the presence of co-operative and other forms of experiential education; b) the size and nature of the student population for whom English is not a native language; c) each university should distinguish itself from other institutions by the extent and breadth of its co-operative education programs in all faculties using certain competence standards [1, p. 9-10]. The competence standard indicates on a particular level that students have evaluating their skills in listening, speaking, reading and writing. Students can and should expect assistance in acquiring skills valuable in job placement, the workplace environment, peer communication, career and personal development and lifelong learning. The university aims to graduate individuals who will be well-rounded and informed citizens. The ability to function in the English language — to read reflectively, listen critically, write analytically, and speak persuasively — is key to all these goals [1, p. 15].

Many current universities explicitly recognize the importance of English language competence in establishing their students’ success and have made the development of this competence a top priority. Within English language competence it’s important to implement “a planning-teaching-learning-evaluation strategy”. It will need to ensure that students are well placed to demonstrate the excellence of their abilities and accomplishments and to speak at a proper level with the help of the education they received.

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IDIOMATIC ADJECTIVAL COMPARISONS IN ENGLISH

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Idioms have always been the center of attention for linguists. The problem of their semantics and boundaries has been discussed by many prominent authors who have contributed to the study of this issue, N. Amosova, V. Vinogradov, A. Kunin and A. Smyrnytsky, V. Telia among them. Still, the semantic analysis of adjectival comparisons of the type “as bold as a lion” is far from being completed. However, they occupy a particular place among comparative structures because they function in the language as ready-made units. If we accept the popular metaphor that describes language as a window into the world of thought, as a vehicle that enables us to understand the way our mind works, we should also agree with idea that idioms (adjectival comparisons among them), are of great interest to a linguist, since they show which exactly objects and phenomena of the objective or subjective world are important enough to be surfaced and **fixed** in the language.

Let us have a closer look at the expression *as brave as a lion*. The first component of the comparison (the adjective *brave*) is used in its direct meaning. The function of the second component (the noun *lion*) is intensifying. It helps to render the structure an exaggerated meaning: *He is as brave as a lion*. Actually, while comparing a person to a lion, we inform more about him than he is just brave. We refer to a whole complex of features that characterize this animal: braveness, physical strength, striving for victory and so on. But it was lion’s braveness that was chosen as its main feature and received verbal expression. So two questions arise: which features of people, things and phenomena undergo comparison in idiomatic expressions of the type *as brave as a lion*? And which things or phenomena may become etalons for comparison?

We found it helpful to refer to the modern theory of metaphor which offers a scheme of the analysis that can be applied to comparative expressions. Unlike traditional linguistics, that viewed metaphor mainly as a figure of speech, modern approach treats metaphor as a cognitive phenomenon which is not just a mode of language, but rather a mode of thought. The new theory of metaphor claims that metaphors help to understand complex and often abstract ideas in terms of other, more understandable ideas which come from our bodily or cultural experiences.

According to this approach, there exist 2 domains that are involved in metaphorical process: **target domain** – the sphere which we try to understand through metaphors; **source domain** – the sphere where we borrow concepts for better understanding of entities from the target domain.

The correlation between these domains is formed on the basis of some common features that act as the ground for metaphoric process. Other constituent parts are the referent (the concept that needs to be understood through metaphor) and the correlate (the verbalized concept that is used as an etalon for comparison)

We have applied this model of analysis to our linguistic data – 217 idiomatic comparisons that come from English-Russian Phraseologic Dictionary by A. Kunin. The *referents* are the

objects that undergo characterization through comparison. They are compared to etalon-objects or *correlates* on the basis of some common feature which becomes the *ground* for comparison.

Our findings support three claims: 1) most often idiomatic comparisons are used to describe people (163 out of 217 idioms are about people); 2) typically people are compared to animals because in animals the same features are often present in a more conspicuous way; 3) it is those characteristics of a person which can be perceived visually that that become a ground for idiomatic adjectival comparisons in the first place.

Therefore, our research provides an insight into something that is hidden from immediate observation, but can be inferred from the linguistic facts, namely: the way human beings conceive the world around them and their place in it.

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AUTHENTIC MATERIALS FOR *ESP* COURSE

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Current geopolitical trends in the political life of Ukraine provide not only businessmen, social workers, etc., but also academicians with new opportunities. Such academic projects/programmes as Horizon 2020, TEMPUS, Fulbright, DAAD and many others contribute a lot to the realization of the academic mobility of University professors, novice teachers, young researchers as well as students. It is not surprising that mostly English serves as a common language for the implementation of a wide range of scientific projects. The decision to introduce a course in English for the academic staff has been taken by the authorities of Khmelnytsky National University. This has already been a second year of such experience and some pieces of valuable experience of this ESP/EAP course can be shared. (ESP – English for Special Purposes; EAP – English for Academic Purposes)

Of all the stages, components, elements of the ESP/EAP course I would like to speak about using authentic materials (texts in our case) in the course. And first of all the definition to the “authentic text” should be given. Taking into consideration the definitions suggested by

J.J. Jordan (1997), C. Thomas (2014), H. Bastrukmen (2010) an authentic text is a type of a text generated by a specialist for professional purposes, for giving the relevant professional information and not for teaching a language. Hence, it can be assumed that not every text in an English handbook of professional direction is authentic. However, from our experience with delivering ESP/EAP course for academic staff of the University it can definitely be noted that the use of authentic materials of all kinds has contributed a lot to the performance of the students and overall efficiency of the course. Among the reasons the following can be outlined: (a) authentic texts expose students to professional English to the full; (b) authentic texts can serve as a beneficial substitute for handbooks which might not be afforded or do not exist; (c) authentic texts contain the information which is typical for professional activity of the academic staff; (d) authentic texts motivate a lot; (e) authentic texts help create a quasireality for solving various professional tasks by means of English (for example Case Study, doing which a University professor can experience what his/her students are expected to do when they have to express their solutions to the business situation by means of English).

However, while looking for the text appropriate for the ESP course, the course developer should not forget about the goal of the text, probable outcomes for the students after they have read it, level of difficulty of the text, what exactly can/should be learned from the text (vocabulary or grammar), how interesting the text is and how it applies to the learning needs of the class, etc. In addition, a special attention should be devoted to the type of practice exercises to the text and possible follow-up tasks. The exercises to the text are of the same importance as the information in it as they help develop vocabulary and improve grammar, develop critical thinking skills and promote interest in English in general.

It may sometimes happen that the text is extremely valuable; however, the level of difficulty is too high. In this case it is allowed to make little changes in the text to make the level adequate. It should be noted here though that the course developer (or language instructor) always remember they are teaching English, and not the content only; or it can be better said that they teach how to express content in English. However, it may be really appreciated by students if their English teacher knows a bit of their field of expertise and they have common topics to discuss.

As a conclusion it may be noted that using authentic texts is an important thing in developing and teaching English for Special Purposes course. However, kinds of tasks and activities to these texts should not be overlooked as they help increase interest in further learning the language. It is also not expected that the language instructor is an expert in the field of ESP, he/she should just be well-informed in the relevant field.

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LANGUAGE PICTURE OF THE WORLD AS A SYSTEM OF CONCEPTS

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The individual picture of the world of a person is formed in the context of the picture of the world of a peculiar social and national group. The picture of the world is reproduced in the language, so a new term can be founded as «the language picture of the world». Humboldt thought the language to be so called interworld between the nation and the objective reality, which identifies the world view. Modern ideas about the language picture of the world deal with the notion which means natural language to show the way of reception and organization of these ways and organization of different objects of the world. The system of notions, which exist in the language, compose one system of views (collective philosophy), which is accepted by the speaker during studying the language.

The language picture of the world is a subjective image of the objective reality. Such a fact can be explained by the individual personal reproduction of the world. «Language picture of the world is a complex of lingual means, in which all the ethnic perception peculiarities of the world are presented», «language picture of the world can be understood as a combination of views of the reality, fixed in the lingual units due to the stage of nation development». Every language is a unique system of ideas, knowledge and can be determined by the national psychology. The language picture of the world presents reality through the verbal forms, which is accepted by consciousness.

The language picture of the world can be described as a system of items which are unique for every language and with the help of which all the speakers percept the reality. Research of the language picture of the world of the nation is a way for better understanding of the specific national features, view system, its originality and mentality. All this can provide successful intercultural communication. Due to all the stages of historical development both of the language and the nation, the language picture of the world gets new changes, research of which can help deeper and clearer investigate causes and peculiarities of the social evolution.

The scientists state the language picture of the world as cultural property of the nation. It is structured and multilevel. It is the language picture of the world which determines communicative behavior, understanding of the inner and exterior world of a person. It presents the way of language and thought activity, which is peculiar for the particular period with its spiritual, cultural and national features. It is the language, the only thing which can describe a people, their inner world, the reality, original world view, also everyday life views.

In modern linguistics, scientists offer the division of the levels and types of the language picture of the world like everyday, mythological and religious, artistic, scientific. It should be stressed that language picture is second in nature, constantly changes, and has, of course, national specificity.

In conclusion, the language picture of the world can be called system of concepts, historically formed in the social knowledge and presented in the language through cultural and national peculiarities, which are specific for the peculiar language society, and also the

language picture of the world interprets the reality due to concept and structural rules of views in the national mentality.

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OVERVIEW THE TEACHER'S PROFESSIONAL QUALITIES

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Pedagogical abilities, called talent, vocation, inclinations are important for successful professional educator. However, they are no means decisive. Practice shows that many people who have had pedagogical inclinations, didn't become successful teachers. And vice versa, a large number of seemingly poor talent teachers, subsequently became consequence of outstanding teachers. This confirms the truth that the teacher is a great worker, whose professionalism formed due to the huge efforts of will and work.

The main feature of the teacher is his ability to work with children. There are some basic teacher's abilities:

- organizational ability, manifested in the ability of the teacher to rally students, to take them plan the work;
- teaching ability, consisting in the ability to choose educational material, encourage the development of informative interest and abilities of students, improve their educational activity;
- communication skills, a teacher skill to install pedagogically reasonable relations between students and their parents;
- research ability as the ability to understand and objectively assess the situation and the pedagogical processes
- scientific and cognitive abilities, is the ability to assimilate the relevant scientific knowledge.

According to the main qualities, formation of a professional teacher includes: discipline; responsibility; the ability to set goals, choose the path to achieve it; persistence; systematic

and professional development level; striving continually to improve the quality of their work, and others.

One cannot be called and negative qualities, which, unfortunately common to many teachers and that should be overcome, these are qualities as bias, imbalance, vindictiveness, arrogance.

Comparing the profession of teacher with some other professions it's important to notice, that tutoring is not simple and usual work. The mission of teacher is very important, because he up brings, teaches, and prepares young generation for the future. So to speak, they work with «alive material», so they cannot make a mistake while training because it will be equal to the greatest disaster, as the years spent on training were spoiled.

Pedagogical skill is more dependent on the personal qualities of the teacher, as well as his knowledge and professional skills. Every teacher is a person and tutor's personality has a huge influence on a pupil. Moreover, it will never be replaced by the pedagogical technique.

Up-to-date researches in the sphere of pedagogy show that love for children should be considered as the most important personal and professional feature of the teacher, and effective pedagogical activity is impossible without it. We also emphasize the importance of self-improvement and self-development for teacher.

To sum up, teaching requires extensive knowledge, the boundless generosity of soul, wise love for children. According to the increased level of knowledge of modern students and the variety of their interests, teacher must develop himself not only in the field of his own speciality, but also in different spheres of social life like politics, arts, general culture to give students wider view of morality and human values.

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TEACHING VOCABULARY AS THE CRUCIAL ELEMENT TO DEVELOP STUDENTS' COMMUNICATIVE COMPETENCE

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Thorough knowledge of vocabulary is considered to be an essential part of learning a foreign language, as you cannot become an effective communicator not being able to use the words properly. Thus, teaching vocabulary is considered to be one of the most challenging and important tasks of a foreign language teacher. During the past decade, the issues of vocabulary acquisition for second language learners have been investigated by a number of linguists, but, nevertheless, this aspect remains one of the crucial on the way to foreign language proficiency.

To develop students' communicative competence, a foreign language teacher should equip them with the most effective strategies of enriching vocabulary. The awareness of how to use words properly makes students more flexible second language users, and, therefore, increases their motivation.

Among the most essential techniques of learning vocabulary are the following ones: selective highlighting, learning vocabulary through word cards, using mnemonics, semantic networks, focusing on language context.

A successful communicator is supposed to possess a certain vocabulary acquisition. But knowledge of separate words does not provide the ability to be a confident foreign language user. It is necessary to fix a word contextual meaning and correlate it with a particular notion. The context makes the meaning of a word clear and provides better understanding. The knowledge of collocations, fixed expressions, antonyms, synonyms, word families significantly boosts vocabulary development.

Taking into consideration the fact that a foreign language cause in Ukraine's higher education institutions is extremely short and restricted by the frames of students' curricular, it is reasonable to determine the necessary minimum of vocabulary that enables a learner to have a certain level of language proficiency. Therefore, to gain a positive result, it is necessary to provide a learner with a certain vocabulary acquisition. Active vocabulary must be the priority, especially at the initial stages of learning a foreign language.

The experience of teaching a second foreign language proves that presenting topical vocabulary simplifies and stimulates the process of memorization. But none of the vocabulary practice stages should be neglected. A good idea is to introduce new vocabulary with visual images which help a learner grasp a new meaning. This approach trains learners' memory and develops their thinking and analytical abilities. Pictures of different types and colours can be used successfully to show the meaning of words and sentences. They simplify memorization, help overcome a psychological barrier, encourage learners' interest, and, therefore, increase their motivation to learn a target language.

Giving illustrative sentences to fix a word meaning can be a good idea as well. Many words have a variety of restrictions on their use. It is better to give appropriate examples that help elucidate the variation of word usage. Equally helpful can be definitions in the target language if they are expressed in the way that they are guessed easier than the word that is defined.

It should be noted that all new words must be pronounced clearly aloud. It makes a learner familiar with the word and improves learners' pronunciation.

Another useful idea is to introduce new vocabulary on short authentic texts providing the possibility to grasp their meaning and then use them in some new context creating the examples of communication.

Therefore, the ways of presenting and teaching new vocabulary are really numerous. In order to improve the efficiency of vocabulary learning, a foreign language teacher should encourage students to make use of different learning strategies that enrich their vocabulary and develop the target language proficiency.

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THE LOSS OF INTEREST IN READING: *IS THERE A WAY OUT?*

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The majority of people expected that coming of the twenty-first century would improve their lives. On the contrary it seems that more and more people are leading increasingly hectic and stressful life partly because of technological advancement. Life has become mechanical and money-oriented. This leaves little, if any, time for leisure activities, the ones which help us not only to relax but also enrich our inner world. One of them is the most pleasant habit of reading.

It is obvious that thanks to Internet we get a great amount of practical information for reading, which can be helpful to survive in this world but nothing can be compared with reading a good book written by a talented author. "Some books are to be tasted, others to be swallowed, some few to be chewed and digested", wrote Francis Bacon in his essay "Of studies". It seems to me that the majority of modern, second-rate literature should be just "tasted" and "swallowed". For further development of a person especially a child it is essential to teach him/her to find books which are "chewed" and "digested". What clearly needs to be done is to encourage children to read more by emphasizing the health benefits that it can bring. Teachers as well as parents can play an effective role in persuading children to change their destructive habits such as sitting by a computer and playing endless amount of games.

The main criteria of how meaningful a book is whether you want to reread it. And while rereading new horizons are opened, new ideas are sprung up; new thoughts are on the way. Therefore even at an early age children must be taught how to analyze in a critical way what they have read. For doing this children as well as adults must read slowly enjoying the process of "digesting" a book. How can it be done if we are always in a hurry?

Firstly, we must exclude those activities from the lists of the daytime ones which are useless and vain. Secondly, it is vital to find people who are interested in your development to discuss with them what have been read. Thirdly, public transport is a wonderful opportunity to escape our dull reality. We can't plunge deeply in reading but at least we can read a few pages. Finally, we can join different clubs, for example English speaking club.

To sum up, the well-written book may well spark off many questions and discussions. "Reading is to the mind what exercise is to the body", wrote Richard Steele in "The Tatler". So we must keep reading as it is one of the best ways to develop, become mature and better understand the sense of our existence.

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TEACHING SPEAKING TECHNIQUES

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Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today’s world requires that the goal of teaching speaking should improve students’ communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

It is important for teachers to understand the different types of oral activities in foreign language teaching as well as the different goals of activities. Unfortunately, teachers often confuse oral practice with oral communication. In general, the goal of guided practice activities is to improve accuracy, whereas the goal of communicative activities is to improve fluency. While guided practice activities have their place in beginning foreign language teaching, they are no replacement for actual communication.

This table distinguishes the defining features of guided practice from those of communication:

Guided Practice	Communicative Task
teacher-controlled	learner-controlled
pedagogical	real life, authentic
analytic (one thing at a time)	synthetic/holistic (many things at once)
closed (one right answer)	open (no single answer)
focus on accuracy	focus on fluency

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by «interacting». Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

Main activities that can be used in ESL class:

- Discussions (This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others)
- Role Play/Simulations (Students are in various social contexts and have a variety of social roles)
- Information Gap (Serves many purposes such as solving a problem or collecting information)
- Brainstorming (Learners generate ideas quickly and freely as they are not criticized for their ideas)
- Storytelling (It's a good way to foster creative thinking)
- Interviews (It gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized)
- Story Completion
- Reporting
- Find the Difference, etc.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

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INNOVATIVE TECHNIQUES IN *ESP/EAP*: DEFINITION OF NOTIONS

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The terminological basis of the research includes such terms as ‘instructional/educational technology’ and ‘innovative teaching techniques’, we suggest their interpretation in regards to teaching English for academic and professional purposes (EAP, ESP). It will help us to define the notion ‘innovative techniques in ESP/EAP’.

As far as the terms ‘instructional technology’ and ‘educational technology’ circulate in academic communication and refer to the same semantic sphere as the term ‘teaching techniques’, moreover they belong to the same professional/institutional environment and are often used interchangeably we suggest considering them first. According to the Association for Educational Communications and Technology (AECT) Definitions and Terminology Committee *instructional technology* (IT) is determined as “the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning” [1]. Often it is referred to as a part of educational technology. IT covers the processes and systems of teaching and learning and is subdivided into teaching technology and learning technology. IT is a growing field of study that uses all the latest achievements in the field of innovative technologies for solving educational challenges both in the classroom and in virtual learning environments.

Educational technology (ET) is “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources” [2]. ET is aimed at developing human cognitive potential and creativity. The synonym to ET is *learning technology*, which, on the one hand, contradicts the *learning technology* as a component of IT, and, on the other – demonstrates how close these two notions – IT and ET – are to each other both in their meaning and sphere of application. Commonly both terms are used interchangeably, though, generally *educational technology* is considered to be a broader notion than that of *instructional technology*. Both terms – IT and ET – rely on a broad definition of the word *technology*. Generally, by *technology* the scholars mean any valid and reliable process or procedure derived from the basic research when scientific methods of investigation are employed. *Technology* can denote material objects such as machines or hardware, but it can also include broader notions: systems, methods of organization, and techniques [2].

The term *technology* comes from the Greek *Techne* meaning *craft* or *art*. The term *technique* is of the same origin. It seems reasonable to use both interchangeably as it is actually taking place in academic communication. Thus, *educational technology* can be broader defined as the study and practice of facilitating learning and improving academic performance by creating, using and managing appropriate academic technological processes, resources, and teaching *techniques*.

Unlike e-sources that mostly use the term *technology*, the printed ones give preference to the term *technique*. For instance, The Oxford Paperback Thesaurus suggests the following definitions of the term *technique*: 1) *new business technique*: method, method of working, system, procedure, style of approach, manner, way, course of action, mode, fashion, means; 2) *technique of performance*: execution, performance, skill, skillfulness, proficiency, expertise, mastery, ability; 3) *technique in dealing with management*: skill, ability, capability, proficiency, capacity, expertise, talent, gift, genius; *inf.* know-how [3: 813-814].

The first meaning deals with the approach to a certain academic/professional problem/task, organization and management of the academic/professional process, as well as means in implementing the tasks – in this respect the terminological unit *innovative techniques in teaching English* means new effective approach to organizing, managing and implementing

the teaching and learning process based on the use of effective methods and ways of work and means of achieving the expected goals. The second meaning suggests high level of proficiency and creativity of a person in employing his/her skills in a certain academic or professional sphere – this semantic touch broadens the definition of the terminological unit *innovative techniques in teaching English* to: new effective approach to organizing, managing and implementing the teaching and learning process that is based, on the one hand, on the use of effective methods and ways of work and means of achieving the expected goals, and, on the other – on a high level of proficiency and creativity of the English teacher in performing his/her tasks in the classroom.

The third meaning concerns personal intellectual and creative potential of a professional in dealing with the organization of his/her professional sphere, in generating new ideas, as well as forms and ways of their implementation. Thus, finally, we can define the terminological unit *innovative techniques in teaching English* in its entire semantic realization as follows: innovative techniques in teaching English are new effective approaches to organizing, managing and implementing the English teaching / learning process that is based on: 1) the use of effective methods, ways of work and means of achieving the expected educational goals; 2) high level of proficiency and creativity of the English teacher in performing his/her tasks in the classroom; 3) personal intellectual and creative potential of the teacher in dealing with the organization of the learning environment, in generating new ideas in the sphere of EAP/ESP, as well as productive forms and ways of their implementation.

As far as the last decades have definitely proven that the latest developments in scientific investigation are connected with the information or computer technologies, we use the term ‘information/computer techniques’ as a synonym to the terminological combination ‘innovative techniques’. Thus, we can further specify the definition of the notion ‘innovative EAP/ESP teaching techniques’ as innovative EAP/ESP teaching techniques that introduce computer-assisted and computer-based forms and methods of teaching and learning English. Taking into consideration all the statements mentioned above we suggest the following definition of the notion ‘innovative techniques in ESP/EAP’ – **EAP/ESP innovative techniques are new teaching techniques and learning technologies that meet the requirements of the cognitive-and-communicative process of the knowledge transfer and the development of the language personality in the modern information society and help to introduce modern computer devices and information technologies into the sphere of university education.**

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SKILLS IN READING

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In the person's individual experience reading is developed on the basis of oral speech. The child begins to read in the native language after oral skills in the native language have formed and developed. Thus reading turns into the process of recognition of the graphical language and speech material known from oral experience. Teaching reading includes the following skills:

- 1) lexical skills (formed on the basis of the number of lexical units required by the Program for different fields of communication);
- 2) grammatical skills (formed on the basis of grammar phenomena required by the Program);
- 3) perceptive skills or reading techniques (formed on the basis of corresponding psycho-physiological reactions);
- 4) cognitive (mental operations responsible for processing of the incoming information).

Reading skills are formed once and forever: once the child has done the synthesis of letters and syllables and has achieved understanding the meaning of the word read, they overcome the difficulty barrier in reading forever. The following process of reading implies improving this initial skill by adding specific skills connected with the perception of the graphics of the text and understanding its meaning. These specific skills are:

- strengthening associations between letters and sounds for better understanding language material;
- widening of the operational view to be able to deal with graphic complexes on the whole;
- foreseeing word meaning by several initial letters;
- fragmenting the text and understanding the correlation between its elements;
- meaning integration judging by the meaning of the language signs;
- foreseeing the contents by definite lexical and grammatical text elements;
- synthesis of the facts, establishing their hierarchy and combining of the meaningful parts, etc.

After the definite reading skills have formed, reading becomes a complex communicative cognitive skill enabling the reader to solve intellectual tasks which lead to the understanding of the text and add to the theoretical and practical experience of the reader. In teaching reading the tasks should be worded in such a way that the students should not only get the information from the text but perform such mental operations as selecting, grouping, reconstructing, making decisions, forming the system of argumentation, etc. Such operations will help the intellectual development of the reader. On the other hand, the emotional development of the reader could be stimulated by the wide use of the tasks of heuristic and creative character. Finally, it should be stated that unlike the skills in speaking which weaken without the language surrounding, the skills in reading are retained during the whole life.

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FIRST AMERICANS AND THEIR HEARWARMING ENCOUNTERS IN POST-SOVIET UKRAINE

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Born and raised in the USSR I suggest looking back to the early 1990s, the timewhen with the fall of the Iron Curtain and the evaporation of communist ideology everybody living in the post-soviet space experienced a deep sense of disorientation and dispare. Most powerfully this sense is evoked by the title of Alexey Yurchak’s book “Everything Was Forever, Until It Was No More.” No more hope for the future. Then back in 1992 for the first time in my life I met an American in my native city. Merylin was one of 30 Americans who fearlessly headed off to the middle of nowhere – the land of great, cruel and painful shortages, potatoes and bread diet, “squatty” potties and wonderful people struggling to get a taste of freedom for centuries.

Then I had a great opportunity to use and improve my Soviet English language skills when working as interpreter for Merylin. During a three-day conference I performed as a mediator between her and seven Ukrainian teachers, who made up one of 20 small groups. Later I found out that at the same time the same big convocations on moral education were taking place in most of the oblast cities of post-soviet Ukraine. Since 2007 many times I have been privileged to deal with at least ten American men and women under the umbrella of the International School Project serving as their interpreter. Who are these adventure seekers? What makes them leave the comfort of their homes in the USA and Canada, travel overseas, take risks, spend their own money, ruin their health, experince language disasters and culture shock and come back to Ukraine time and again?

The answer is reflected in a sentence Ronald Reagan inserted in his “evil empire” speech delivered in Orlando, Florida, 1983: “Let us pray for the salvation of all those who live in that totalitarian darkness – pray they will discover the joy of knowing God.” The role of the American missionaries in breaking cultural stereotypes created behind the Iron Curtain is tremendous. I asked some of American missionaries, my friends, to answer a couple of questions about their encounters in post-soviet Ukraine.

1) What was your funniest\most embarassing\most wierd\memorable experience in Ukraine? 2) Did you experience a cultural shock when you visited post soviet Ukraine for the first time? If yes, what was it about? (Ideology, religion, traditions, rules of etiquette, behaviour, way of life, etc.) Here are just a few of their answers which fall into two categories:

➤ Hospitality, Food&Facilities

James: “My absolute favorite foods are Galoopsie (stuffed cabbage) and dark rye bread. In fact, when I come to Ukraine my first thought is, “Good, my mother is cooking today”.

Dwight: “A “shock” to me is the fear Ukrainians have about a breeze on the neck. I have been in Ukraine many, many times in the hot summer. If air conditioning is on people threaten to leave the meeting unless we turn it off so there will be no breeze on their neck.”

Jerry: “I watched a woman at a hotel mopping the floor with a wood-and-rag “mop.” All she was doing was spreading muddy water around, doing nothing good to clean the floor. I wanted to help her and buy a good mop for her.”

➤ Language disasters, language war and mediators

Bonnie: “While visiting school in Zaporizhzhya the students objected when I encouraged them to be proud to be Ukrainians, they said “We are Russians”.

Cliff: “I developed the strong suspicion that the Russian language is part of the great Communist Plot.”

Harold: “I consider my interpreters more than interpreters; due to their excellent command of the English language, I consider my interpreters a vital part of our teamworking together.”

Leif: “I was always impressed with the professionalism and skills of the teachers we worked with and we have so many wonderful memories and friends in your country.”

My presentation is to pay the tribute to all of those wonderful people, with a good sense of humor and a strong faith, who made impossible - they broke through the borders of the “Evil Empire” to broaden the empire of Christ.

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METAPHORICAL STRUCTURE OF CONCEPTUAL SYSTEM ECONOMY IIN ENGLISH MEDIA DISCOURSE

ROMANIUKHA, Maryna (*Dniprodzerzhinsk, Ukraine*)

Few of us would doubt the importance of metaphors in representing and researching into knowledge. This short paper reveals functional connection between metaphors, denoting

notions of economics in quality press of USA and United Kingdom in 2006-2009. The corpus of linguistic metaphors equals to 3420 ones. The texts analyzed were mainly devoted to the notional field of economy, which is referred to as conceptual system *ECONOMY* in this paper. The analysis of numerical calculations revealed that metaphorical structure of conceptual system *ECONOMY* is represented by core, medial and peripheral zones, which are made up by metaphors with different source fields:

Table 1

Metaphorical structure of conceptual system *ECONOMY*

	Number	Per cent
Core metaphors		
ECONOMY IS WAR	615	18,0
ECONOMY IS A HUMAN BEING	548	16,0
ECONOMY IS A MECHANISM	533	15,6
ECONOMY IS A GAME	491	14,4
Medial metaphors		
ECONOMY IS ENVIRONMENT	295	8,6
ECONOMY IS FAUNA	280	8,1
ECONOMY IS A BUILDING	236	6,9
ECONOMY IS A SHIP	227	6,6
Peripheral metaphors		
ECONOMY IS SPIRITUAL WORLD	81	2,4
ECONOMY IS RECREATION	64	1,9
ECONOMY IS FLORA	50	1,5
Total:	3420	100

We demark complex and simple metaphors according to their highlighting potential and, respectively, to the number of actual linguistic metaphors. The texts of the above mentioned period mainly covered the problem of global financial crisis that started in 2008. That is why the most widely discussed concepts were *CRISIS* and, most importantly, *ECONOMIC REGULATION*, that gained multiple metaphoric representations by metaphors of the core area with this constituent. War metaphors represent economic regulation as opposition to an enemy, anthropomorphic metaphors explain this idea as if it were medical treatment if people. Mechanical and game images represent the opposition to crisis as repair of the mechanism or game strategy. The two first core metaphors are evidently more explicit in representing the aspects of economic regulation, as each of them contains two simple metaphors:

Highlighting potential of the core metaphors

Complex metaphor	ECONOMY IS WAR	ECONOMY IS A HUMAN BEING	ECONOMY IS A MECHANISM	ECONOMY IS A GAME
Simple metaphors with common aspect of the common aspect of the source field	ECONOMIC REGULATION IS WAR STRATEGY	ECONOMIC REGULATION IS MEDICATION	ECONO-MIC REGULATION IS MAINTENANCE	ECONOMIC REGULATION IS GAME STRATEGY
<i>Simple metaphors</i>	INSTRUMENTS OF ECONOMY ARE WEAPONS THE LAUNCH OF ECONOMIC MEASURES IS THE START OF WAR	MONEY AS AN INSTRUMENT OF ECONOMY IS A CURE MONEY AS AN INSTRUMENT OF ECONOMY IS BLOOD	-	-

PUBLIC SPEAKING SKILLS IN ENGLISH LANGUAGE TEACHING

SABAT, Svitlana (*Lviv, Ukraine*)

The purpose of this abstract is to provide suggestions for teaching public speaking skills in English language class and to highlight some of their many advantages. There are several clear advantages to using public speaking tasks in ELT.

Public speaking provides opportunities to practice all four language skills. Presentation and debate tasks utilize and strengthen listening, speaking, reading, and writing skills. There is naturally a strong focus on speaking; spoken language is vital in delivering a clear, coherent speech. Peer evaluation can promote careful listening, which becomes

especially meaningful during debates if participants are required to take notes and respond to their classmates' speeches. Additionally, students will develop strong reading and writing skills during task preparation. Students must skim and scan a wide variety of sources and read key materials in depth as they search for information to use in presentations or debates. Writing practice is highlighted as learners take notes and complete argumentative essays in preparation for oral presentations.

Public speaking supports development of critical thinking skills. Presentation and debate tasks promote a variety of critical thinking skills in addition to specific language skills and strategies. While preparing for a public speaking assignment, students are asked to develop a position, explore beliefs and theories, analyze arguments and distinguish between relevant and irrelevant information. Students are encouraged to question deeply, develop and assess solutions to problems, compare and contrast and explore implications and consequences. The insights gained during preparation activities allow students to approach the materials with a critical eye, and these skills can be transferred to new materials and contexts.

Public speaking tasks require students to conduct research and develop support for their arguments. Once the students have identified a topic of interest, they may carry out an extensive search of materials using library and online search tools. Then the students skim, scan, or read select articles to gain knowledge of their topic. Alternatively, students may tap local resources for useful information. Public meetings, newspapers, interviews, and narratives are great sources of evidence for both presentations and debates. This process promotes strong organizational skills and encourages students to discriminate between primary and secondary information. As students bring several sources of information together, they must synthesize their findings into cohesive arguments with logical support. Furthermore, this information will need to be integrated into the students' existing knowledge base so they can make sense out of what they find in order to develop clear presentations.

Public speaking promotes learning. Presentations are an ideal way for students to display their knowledge. Through their presentations, students are given the opportunity to demonstrate what they have learned. This type of task pushes students to synthesize knowledge from a variety of sources and to take on a teaching role by explaining their topic to the rest of the class. Students learn more through having to explain information to others. Additionally, planning for presentations (and potential questions from peers) leads to deeper processing and a more complete understanding of the content.

These advantages accompany both presentation and debate tasks. Debate tasks require more planning and involvement than presentations but are well worth the effort. In preparing for a debate, students practice reading and note-taking skills, and construct written arguments. Debate preparation also requires extensive collaboration and cooperation among teammates as they collect information and develop ideas. Students will gain confidence in speaking and will learn to express themselves in clear and articulate ways.

Points to remember. The following guidelines will help in the development of public speaking skills for any level.

1. Provide a variety of authentic resources. In order to prepare, you may conduct some personal research to familiarize yourself with the content and resources available.

- A familiarity with text resources will help you guide your students toward fruitful searches and suggest directions for their investigations.
2. Encourage students to be critical and to look at different sides of an issue. They should be prepared to answer questions from various perspectives and to challenge their own assumptions. Expose students to a variety of texts on the same topic and ask them to identify differences in the way the topic is presented. This will help launch a discussion on potential bias and source credibility. Encourage questioning at every stage of the task.
 3. Remember to have fun. Questions, disagreements, and moments of confusion all contribute to critical thinking. As long as the students are engaged with the content and are using language in meaningful ways, they are learning.

Public speaking tasks are an easy way to enhance language learning. As students participate in lively presentations and debates, they develop increased motivation and engagement with the materials. Language skills will improve because students are using language in meaningful ways for specific purposes and are working toward personal goals. Students learn how to access information and gain knowledge. These are skills that can effectively transfer to future learning and employment contexts. Public speaking skills empower students by allowing them to take charge of their own learning and to communicate their knowledge to others in authentic ways.

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USING MOTHER LANGUAGE AT THE ENGLISH LESSONS

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The issue of using the mother tongue (L1) in the English language (L2) classroom is rather complex. It has been debated for many years. A major point of debate for EFL teachers is to decide what is the right balance between using English and the student's mother tongue in the classroom. Dulay and Burt (1977), Steven Krashen (1982) with their natural approach to language acquisition proposed that students learn their second language much in the same way that they learn their first one, and that L2 is the best learned through massive amounts of exposure to the language with limited time spent using L1 [2-3].

However, in recent years, focus has been shifting towards inclusion of L1 in the English language classroom. Research has shown that the occasional use of L1 by both students and teachers increases both comprehension and learning of L2 [4]. The experts and numerous researchers of this field generally agree that the risk of creating

L1 dependence obviously exists, but there are also strong arguments for using L1 in different situations.

Teachers often use L1 when clarification of English is required. It becomes clear that the mother tongue cannot be totally excluded or disregarded when a few words in the mother tongue helps clarify something not comprehended in English, thus saving time for other activities at the lesson. It may be explaining meanings of words, explaining ambiguous and difficult concepts and ideas, explaining complex grammar points.

Students usually use L1 while speaking: 1) to ask each other clarifying questions, 2) express frustration concerning their lack of understanding, 3) to process complex concepts, 4) to understand correctly new ideas, 5) to feel relation to their native culture, 5) when can't find a proper English word [4].

During last years in many countries where English is taught as a foreign language a lot of researches among students have been done. Students were asked some questions about their attitude towards using their first language in the English classroom, about the various occasions when they think L1 can be used, and the perceived effectiveness of L1 in their EFL classroom.

Inspired by these researches and driven by our own interest, we decided to carry out a similar study on the use of the native language in the Ukrainian context. The participants of this study were 40 first-, second-, third- and fourth-year students of the department of foreign languages of Kryvyi Rih State Pedagogical University.

To the question "Should Ukrainian be used in the English classroom?" almost all students answered "yes". They mentioned the situations when it's better to use L1 than L2 and their answers don't differ much from the opinions of their peers from different countries of the world: it's better when a teacher uses the mother tongue to give complicated instructions to avoid misunderstanding and incorrect fulfillment of tasks, to explain complex grammar points, to analyze differences and similarities of linguistic structures and speech peculiarities.

To the question "Why do you think it is necessary to use Ukrainian in the English classroom?" 81% indicated that it helps better comprehend meaning of words and complex concepts and surprisingly 40% of students answered that they felt less loss, but percentage of such students becomes much smaller with increasing of the students' English language proficiency level. Third-year students with upper-intermediate level agreed that L1 may be used "sometimes" – 25%, "very rarely" – 11% and "never" – only 2%. They tend to speak their mother tongue at the English lessons as little as possible.

To conclude I can say that use of L1 at the English lessons is justifiable only when it is limited and really faces certain needs. The purpose of this study was to support the fact that in the EFL classes Ukrainian plays only a supportive and facilitating role.

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GLOBAL DIALOGUE OF STUDENTS FROM DIFFERENT COUNTRIES OF THE WORLD

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Students today live in a very connected and globalized world. Thanks to the rapid technologic development, students have access to social media that connects them to their friends and people in their country and abroad. Social media today has become increasingly popular among young adults and is an integral part of their everyday lives. Students connect with each other through social networks such as Facebook, Twitter, Google Plus, V Kontakte and others that allow them to communicate with each other and continue an ongoing dialogue between each other. Social networks allow students to connect with people not only their own age but anybody in any country.

Teachers need to respond to this trend and the changing methods of communication between students because dialogue between students today mainly takes place online. Teachers have a responsibility to channel the ongoing online communication between students in a way that promotes cultural understanding, peace and respect. Teachers can help students to shape the world to be a peaceful place by teaching them to respect each other and each other's values, connect and communicate not just on random topics but on topics that will help students to understand each other better, become more tolerant of differences in each other, accept different opinions and religions that exist in the world.

Through Face to Faith (F2F) British educational program supported by the Tony Blair foundation teachers in Ukraine can connect their students with students from other countries through Skype video-conferences and create *global student dialogue*. The goal of F2F program is to establish dialogue between young people in different countries, therefore, Ukrainian teachers can use F2F program to establish dialogue between students of Ukraine and students from countries in Europe, Asia, the U.S. and Canada. The main office of F2F is in London but people who work in F2F live in Australia, India, and the U.S. They provide dialogue for students without leaving their own country. Face to Faith has managers, facilitators and technical supporters who help provide student dialogue by arranging video conferences between students, developing the format and plan of the dialogue for students, finding contacts with schools to hold this type of the dialogue. Teachers in Ukraine only need to register in this program if a school wants to participate. Only one teacher from a school needs to register to present your school and be the coordinator between F2F and your school.

The benefits from Skype vide-conferences between students in Ukraine and other countries are tremendous. In such Skype video-conference students discuss various important topics in English. Through these video-conferences between students of different countries Ukrainian teachers can achieve a number of very important goals.

First of all, it creates a dialogue between students of different countries and different cultures. Dialogue is a process – a flow of meaning between students. This means that students are not passive consumers of information, using one another as resources, but engaged in an

exchange where they are empowered to feel that they have a voice that can be heard around the world.

Second, such dialogues among students lay the groundwork for significant and authentic relationships between students from different countries and different cultures, where they recognize each other as individuals and learn to understand cultures that are not known to them. This recognition is vital for peacebuilding, while such a dialogue sparks a moment of student insight and helps students develop a profound understanding and recognition of each other's cultures and beliefs. Student dialogue through Skype video-conferences allows students to learn how to communicate, understand, and learn from students in different countries with different cultural and religious backgrounds. It provides a combination of education and exposure and is a profound way of learning. Skype video-conferences bring students together through a process of facilitated dialogue, which allows students to draw on the knowledge, skills and competencies they are developing in class as they come face to face with their peers around the world through videoconferences and our online learning community.

Third, Skype video-conferences allow teachers to facilitate interactions between students of different cultures and beliefs that have lasting attitudinal change and emotional resonance. Through this type of education teachers can provide young people with the knowledge and skills to understand other cultural and religious perspectives. This provides students with opportunities to have positive exposure to other students who are unlike themselves.

Fourth, Skype video-conferences teach students how to live in today's very connected and integrated world. Students are able to develop a number of skills that are crucial for their success in professional and personal lives. Video-conferences develop critical thinking skills, ability to conduct dialogue with peers from other countries in English language, develop excellent active listening skills and cooperation.

Finally, students have an unparalleled opportunity to improve their English speaking skills through live conversations with their peers while learning important vocabulary as they discuss topics like peacebuilding, human rights, the role of family and community, importance of understanding foreign cultures and traditions, moral values of people in your society, woman – leader of your society, equality in your society, human rights, compassion, what would I change to make my society better?, my school subjects, holidays and many others. Each broad topic is discussed at the level of students' families. Students can really understand how the topic affects them personally and why it's important for the society. This approach to topic discussion really helps students develop critical thinking skills. For example, if student video-conference is about compassion, students first talk about what it means to be compassionate with their family members and then with their friends and then as members of their society.

To be able to provide such a dialogue for Ukrainian students and students from different countries, teachers in Ukraine can set up video conferences with technical support from F2F. Necessary equipment includes: laptop, external web camera, microphone, projector, computer monitor and a classroom where you hold video conference. First step in having a video conference is to do technical testing to make sure equipment works during video conference. Second step is to select a topic to discuss during the video conference.

With the help of a technical expert as well as a facilitator from United Kingdom, students immerse in a two-hour dialogue in English language. During the start of each video-conference, the facilitator emphasizes about the importance of conducting dialogue using “I” language. This ensures that students talk about themselves and their own opinions on a point of discussion. All students are encouraged to respond or ask questions because they can learn so much more from one another when more than one person answers a question. For each question asked, it is ideal to have a number of students answer from their own perspective.

Teachers of English can give their students a unique and invaluable opportunity to participate in a global student dialogue and blogging. Today participation in the project “Global Dialogue of Young People” is one of the most important and effective educational venues for students in today’s interconnected modern world.

TEACHING ENGLISH AND USING THE INTERNET

SAZONOVA, Ievgeniia (*Kyiv, Ukraine*)

The development of modern society is characterized by the rapid growth of various means of communication. At the present time, under conditions of expanding of international ties (economical, cultural, educational, scientific etc.), it is difficult to imagine our modern life without the Internet. There is no need to enumerate its advantages, and every teacher knows that it has endless potential as a tool for teaching and learning languages.

Active development of the Internet, as a communicative and informative space, is an important factor of economic, cultural, political and social life. The rapid spread of the Internet culture, its penetration into all areas of life requires study and understanding of this phenomenon in its various manifestations. There are a lot of ways and forms of communication, most of which are connected with the latest technical features, which are primarily represented by a new phenomenon – the Internet. This is because in the past humanity performed a great scientific and technical step to a new area of human activity.

Using the Internet for teaching and learning is more than relevant. This is, first of all, because of wide use of the Internet by a modern man; secondly, the Internet is becoming more interesting and contains a lot of useful materials and information.

A lot of international methodologists write articles on using the Internet and its importance. For example, we like the ideas of Johnny Lee who emphasizes that “the Internet is one of the most powerful tools for teachers to help students collaborate, interact and participate actively in the learning process. However, the wealth of available resources may cause confusion among students and discourage them from participating, if they are not given the necessary guidelines. When students are faced with thousands of Internet sources they cannot effectively handle such large amounts of information. One of the most important tasks for teachers is to assist their students so that they can discover what they

enjoy most according to their level of linguistic competence. Teachers are also responsible for the evaluation of all the web tools offered” [1].

Thus, the Internet is the new global communicative and informative environment that provides virtually unlimited opportunities not only for teaching and learning languages, but for interpersonal and intercultural communication. The features of the web fundamentally alter the qualitative characteristics of the communication process in general, and, in particular, all its components.

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ENGLISH IDIOMS AND THEIR IMPORTANCE IN TEACHING PROCESS

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One of the most challenging teaching situations is the advanced discussion or speaking class. In theory, the teacher can bring up a given topic and the students will discuss its merits and controversial aspects. In reality, however, this is rarely the case. In most classes, the most confident students tend to dominate the discussion and the weaker students, those who really need this class, quickly withdraw. In order to keep the discussion going, the teacher ends up trying to draw the students out. In effect, this discussion often becomes a question and answer exchange between the teacher and a few students.

So, is it possible for weaker students to dominate? - Why not? How? - Using idioms. You may know just some idioms concerning discussed topic, and it'll help you to outdo the rest students.

It is difficult to use idioms accurately and appropriately in a foreign language. Before you can use them you need to be able to recognize and understand them. An important fact is that idioms are not only colloquial expressions. They can appear in formal style and in slang. What, then, is an idiom? An idiom is a set expression that has a meaning different from the sum of the literal meanings of its components. For example, if you combine the literal meanings of the words “all, of, a, sudden” in the expression “all of a sudden”, you will not get the idiomatic meaning of this expression, which is “suddenly, unexpectedly”. English idioms present a great variety of constructions and combinations which are mostly unchangeable and may not follow basic rules of grammar.

The meanings of some idioms can be easily understood (in general; come out; at first; the root of all evil); the meanings of other idioms cannot be understood from the meanings of their components (on end; pack it in; high and low; hard cash). Some idioms contain

proper names (a Jack of all trades; Uncle Sam; meet one's Waterloo); some other idioms are comparisons (as clear as a bell; as the crow flies). Proverbs and sayings may also have idiomatic character (every cloud has a silver lining; still waters run deep; it never rains but it pours).

Because of the special features of some idioms, we have to learn the idioms as the whole and we often can't change any part of it (except only the tense of the verb). English is very rich in idiomatic expressions. In fact it's difficult to speak or write English without using idioms. An English native speaker is very often not aware that he is using an idiom; perhaps, he doesn't even realize that an idiom which he uses is grammatically incorrect. A non-native learner makes the correct use of idiomatic English one of his main aims, and the fact that some idioms are illogical or grammatically incorrect causes him difficulty. Only careful study and exact learning will help.

The correct use of idiomatic English should be the aim of every learner. It's an aim which is worthwhile and satisfying. Mastery of idioms comes only slowly, through careful study and observation, through practice and experience.

Nowadays English is worth not just knowing, but it is worth really knowing. There is a great importance to understand up-to-date English. A word comes to be a very powerful means of communication but also can be a cause of a great misunderstanding if it's not clearly understood by one of the speakers.

The understanding of the native speakers' language is the international problems for our students. Our secondary schools teach the students only the bases of the English language. They don't prepare them to the British streets, and accommodations. Idioms come to be a very numerous part of English. Idioms cover a lot of drawbacks of the English language and it is one-third part of the colloquial speech. If we develop students' awareness of using idiomatic sentences, we are sure to bring them closer to the authentically sounding speech.

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USING INTERACTIVE METHODS OF TEACHING ENGLISH IN THE *EFL* CLASSROOM

Inessa Scherbyna (*Dnipropetrovsk, Ukraine*)

Nowadays the knowledge of English is an attribute of a successful and ambitious person. If previously it may have been a strategic advantage in career development, now it is a basic tool without which it is difficult to imagine the academic and professional development in today's globalized world.

The ever-growing need for good communication skills in English has created a huge demand for quality English teaching. Therefore, the aim of the English teachers is to create the atmosphere for learning and introduce the English language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiation and interaction found in conversational exchanges. Learners must be self-confident in order to communicate, and we, English teachers, have the responsibility to help build the learner's confidence, find a competent approach to students and motivate our students to want to explore and investigate through experimentation.

We live in the digital age, and our students are passionate about information technologies. That is why we have to plan our teaching process bearing it in mind.

The purpose of this article is to introduce such interactive methods of teaching English as international video conferences (VC), studying online using My English Lab, iPads and smartphones.

Tony Blair's «Face to Faith» foundation is a global school program [<https://facetofaithonline.org/>]. This academic program encourages global cultural exchange. Direct interaction with students in other countries will reinforce the civic values learned in the classroom and bring them to life. It helps young people become global citizens in this rapidly changing world. Video conferences are a visual tool; they add another dimension to the learning experience.

Participating in Face to Faith video conferences inspires students to learn more about different cultures. These VCs allow students to see a wider world and different cultures. Students' participation in VCs improves considerably their speaking and listening skills. It is well known that listening combined with simultaneous seeing is more useful and productive, particularly if some students find it easier to learn through visuals and the others find it easier to learn through hearing. But the main advantage of VCs is a respectful dialogue which is the basis for the further development of respectful and friendly relations among the young representatives of different states and cultures.

When you need to extend the contact hours with your students, make homework a more meaningful exercise, or want a deeper insight into the areas your students need more practice in, *My English Lab* [<http://myenglishlab.com/>] is a solution.

It works like this. The teacher forms the group of students and registers it online, students can sign in and practice when they want to, being in different places. The online resources provide an opportunity for teachers to choose the activities and tests for students to complete. Tasks can be set to be completed by a certain date. It lets the teacher manage and supervise students' online work. Activities are linked to grading columns that allow the teacher to monitor students' performance.

From my own experience, I can say that all students have shown a lot of improvement in their English in a very short period of time.

Do your students use iPads and smartphones? Do not curse and swear at them for using technology in their lives. Turn it to your advantage! Make the students use their gadgets to develop listening skills. A number of good websites now exist that can get you and your

learners up and running using this latest new technology for language learning and practice. Here are some useful websites for more podcasting information:

- 1) <http://wikibit.me/v/british-elementary-podcast>;
- 2) <http://www.learningbritishaccent.com/category/podcasting/>;
- 3) <http://learnenglish.britishcouncil.org/en/elementary-podcasts>.

In conclusion, we can state that the role of interactive methods in EFL teaching is really great especially in the modern global world when all the countries are open to each other.

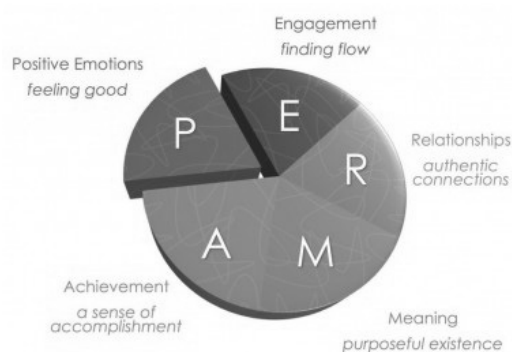
TRANSFORMING LANGUAGE LEARNING INTO POSITIVE THERAPY

SHAN, Maryana (*Lviv, Ukraine*)

Within different important events in our lives, it is emotions that succeed to regulate our adaptative system to these challenges and opportunities. They are especially bright, when it comes to speaking in foreign languages. Although when adult learners start to learn a language, their range of emotions in conversational aspect vary from discomfort and stress to disappointment and discouragement. So how to shift from wasting one's energy on feeling incompetence to accepting the language as a tool for solving a definite task?

According to the new academic approaches, especially in social constructivism, you as a teacher don't have to transmit knowledge within the range "from a teacher to learners", your task is to encourage students to construct it actively in social contexts. That's why it is essential to incorporate authentic projects into your teaching model together with engaging the students in genuine work, where they can reach goals that are not typically achieved without assistance.

Our teaching methods can be profoundly enriched by ideas of well-being, taken from positive psychology, which are focused on bringing improvement to the process of learning and promoting human flourishing. Thanks to implementing of positive psychology approaches you will be able to increase you students' confidence and results in language acquisition. The PERMA model of well-being helps to create environments where students can develop through positive experiences, engagement, good interpersonal relationships, meaningful projects and genuine achievement.



Source: positivepsychologyprogram.com

My new recent experience has shown that the phenomenon of openness to other cultures, called by anthropologists, “cultural curiosity” (which provides mutual interest) can be gained through integration of new technologies with creative techniques. What I mean is usage of online learning practices and methods of art therapy in language learning. Both of these methods provoke reaction in language learners – they bring positive-broadening and negative-narrowing power to the language process, being a new way of constructing a language community, where students overcome their unconfidence by reserving positive memories of speaking in foreign language.

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report. World Economic Forum

The experience of engaging into online learning and making up creative projects discover people’s strengths in order to promote their optimal functioning. This kind of positive therapy can facilitate language learning process, especially for vulnerable groups of people, as it has been proven to provoke complex vision of problem solving, increase in personal effectiveness and social integrating skills. These skills are believed to be the most wanted for successful self-realization in the next five years.

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DIGITAL TECHNOLOGIES IN FOREIGN LANGUAGE CLASSROOM: PERSPECTIVES AND OPPORTUNITIES

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Digital devices and participatory media have become a part of the everyday technology-using practices of young people. However, the simple fact that today's learners use computer technologies for entertainment to present themselves and show off their work does not mean they are enthusiastic about studying through the Web [4]. In order to manage technology-enhanced learning effectively, the role of teachers as well as educational establishments should be re-evaluated. For educators it means the necessity to change the strong patterns of classroom activities that rely on long-standing traditions, i.e. the teachers lecturing and the students listening. As a result a need for exploring theories and practices that bridge formal and informal learning, didactic and experiential learning, peer-based and master-based mentoring, the cognitive and social dimensions of learning has arisen.

According to a new vision of educational process one of the major objectives of teachers is to provide socio-technical environments in which students *want* to learn rather than have to learn. Digital technologies can help educators create “natural critical learning environment” [1]. Classroom instruction is no longer the only way of acquiring new information and mastering new skills. The networked content can make educational environment much richer as it incorporates colorful visualizations, animated graphics, and interactive applications. Although collecting and managing information is really important for learning, it is not the ultimate goal of education. The main focus should be put on encouraging learners to construct meaning rather than to simply sort knowledge into categories.

According to Bruner [2], the active strategic nature of learning comprises the following constituents:

- 1) *agency* of a learner, i.e. a learner's mental activity that leads to the transfer and creative use of knowledge. In the ICT world it means that students recognize when they need new information, ask good questions in order to find this information, and evaluate whatever they find.
- 2) *Reflection* that focuses on recognizing and monitoring students' learning experience. It helps to understand what worked well and what needs improving. For example, educational blogs can encourage reflective discussions through reading the ideas of others and posting comment and feedback. E-portfolios encourage reflection on learning as they help students relate new material to concepts with which they are already familiar, prompt them to think further about issues and consider other perspectives. Podcasts can be part of e-portfolios that present students' oral histories about the results of their work.
- 3) *Collaboration* that presupposes creation of cooperative environment where learners are both active participants and contributors. Networked communication leads to creating “affinity spaces” [3] in which learning becomes collaborative and mentoring becomes peer-based rather than teacher-based.

- 4) *Culture* that considers what is already known and believed. The new media environment brings people with different cultural backgrounds together. It creates the space where like-minded people meet. For educators it is of utmost importance to teach learners understand multiple perspectives, respect diversity of views, understand variety of social norms, and negotiate between conflicting opinions [5].

Implementing the analyzed criteria in foreign language classroom can not only stimulate learner's cognitive development but also improve his/her foreign language proficiency.

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OVERCOMING ANXIETY WITH LISTENING COMPREHENSION

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Listening is a challenging and anxiety-inciting skill for foreign language learners. Listening activities in many language classrooms tend to focus on the outcome of listening and students are asked to respond in appropriate way to what they have listened and they feel anxious. Very often the learners face the challenge of not knowing how to listen once audio begins. They need time to get used to the speaker's voice and 'tune into' the message. The nature of audiotext does not normally allow the listener to slow it down and break into manageable chunks (like in real-life communication). The downside of this practice is the increased level of learner's anxiety. Given the widespread reports on anxiety among learners, surprisingly little research has been done on what teachers can do to alleviate anxiety.

Anxiety is usually associated with some negative feelings such as uneasiness, self-doubt and tension. Such feelings provoke worrying. As a result of this students waste energy which should be used for memorizing and comprehension. Although it is an obstacle in language learning, anxiety can be reduced.

One of the instructional gaps is the lack of guidance on how learners can self-direct and evaluate their efforts to improve their listening. Teachers need a way to engage learners' metacognition in teaching listening. Metacognition refers to the ability of learners to control their thoughts and to regulate their own learning. The use of inappropriate strategies is among the most frequent causes of anxiety. J. Arnold suggested relaxation (breathing exercise) and visualization exercises to reduce the level of anxiety and increasing self-confidence [1].

The following aspects can reduce listening comprehension anxiety:

1. Developing strategies that help learners to reduce their anxiety. Metacognitive strategies are linked with goal setting and monitoring of learning process, which might reduce the anxiety level in learners.
2. Choosing the texts based on familiar, meaningful topics and vocabulary [2], of appropriate level of linguistic difficulty as regards syntax and vocabulary.
3. Considering motivation for listening input. Learners who are motivated to listen have positive attitude towards the target language and can strategically participate in the listening process.
4. Taking notes while listening, combining auditory input with the written input.
5. Developing students' language confidence by experiencing small successes.

In order to be effective listeners, the learners must be able to participate actively and strategically in a low-anxiety environment. Confident listeners are more motivated and possess high levels of self-efficacy. However, a certain level of anxiety can be facilitating, giving learners "edge" to concentrate harder and be more successful [3].

Anxiety is a vast factor that affects the listening comprehension ability and one of the reasons that make foreign language learning a problematic area. In order to overcome it teachers should try to detect the potential sources of their students' anxiety and present some practical strategies likely to reduce the degree of listening anxiety and create low-anxiety environment. Applying effective listening comprehension strategies help to overcome anxiety, uneasiness and tension that students face during the listening process.

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LANGUAGE ACTIVITY OF MEDIATION IN FL TEACHING

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Mediation is an important part of any curriculum for plurilingual and intercultural education. The foreign language mediation activity is a comparatively new field of research and work, which is still in the development phase and has only recently started to receive close attention. In 2013, the Council of Europe commissioned the development of the Extended Set of CEFR illustrative descriptors which includes new scales for mediation. The descriptors have been developed by an international team and linguistic departments of universities were

offered an opportunity to participate in the validation of a new set of CEFR Descriptors for mediation by completing an online questionnaire during 2015.

Initially, in the Common European Framework of Reference for Languages (2001) “mediation” is defined as language activities which make communication possible between persons who are unable to communicate successfully with each other directly [3]. Mediation activities included interpretation, translation, paraphrase, summary and reformulation. It presupposed many new skills, competence levels from foreign language students: ability to switch smoothly from one language to another and to act as an intermediary for people who do not understand what is being communicated by reproducing orally information during an interaction, conversation, team work in a common language; ability to summarize orally or in written form in his / her own language or some other language within his / her repertoire information presented in different languages; to fill information gaps and /or interpret meanings for others who can not understand what is said or written; to reproduce or produce the text from an initial text in order to communicate its content, taking into account internal and external factors of intercultural communicative situations etc. Thus, the key notion implies code-switching, code-mixing and translanguaging.

At present, according to the latest Language Policy Unit publications [1; 2], the notion of mediation takes on a much wider scope, it has been theorized and extends the concept of mediation beyond that presented in the CEFR in 2001. Overall, mediation is interpreted as any procedure, arrangement or action designed in a given social context to reduce the distance between two (or more) poles of otherness between which there is tension [1]. The mediator facilitates access to knowledge, the grasping of concepts, the reduction of tensions, building bridges towards the new, the other [2]. The Extended Set of CEFR illustrative descriptors (draft version) includes descriptors for Cognitive Mediation, which refers to the process of facilitating access to knowledge and concepts that an individual may be unable to access directly on his /her own, and Relational Mediation, which can be described as the process of creating and managing a positive, collaborative environment to enhance the effectiveness of mediation [2]. As the result of experts’ work, we have mediation scales: cooperating in discussion, linking to previous knowledge, generating conceptual talk, collaborating to construct meaning, etc. Thus, mediation descriptors have nothing to do with code-switching and translanguaging.

The above-mentioned scales also have their own value, but the question of the adequate descriptors for the language activity of mediation arises. There is little hope left for the Final version of the Extended Set of the CEFR illustrative descriptors, which is promised to be published in mid 2016.

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WHAT ARE YOUR FEELINGS AND EMOTIONS? (ENGLISH CLASS FOR FUTURE PSYCHOLOGISTS)

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Students know all shades in expressing emotions and feelings in the mother tongue so it is necessary to get to know them in English, especially for future psychologists as curers of human souls.

The purpose of the English class is to present general information on human feelings and emotions, their significance in everyday life, to practice words reflecting positive and negative emotions and feelings as nouns (synonyms, antonyms), adjectives, Participle II and sentences with the verb to be in Present, Past and Future Simple Tense. All tasks can be individual or team, oral or written, class or home assignments.

The class can be started with the question for each person in the group: *How are you? How do you feel today?* Then the following definitions are proposed:

Emotion is a momentary reflection of inner Self as a reaction on surrounding stimulus.

Feeling is a **deep** set of emotions, it is quite steady. Feelings can be contradictive (as you know there is only one step from love to hate).

There are various expressions for a range of mood sets in the English language (a state of mind and soul): to feel (well) bad; to be in (low) high spirits; to be (up) down; to be in a (good) mood; to be in edgy mood; to be down hearted; to feel at a loss; to feel low; to be in temper.

In Ukrainian it is the same word “pochuttya” but in English there are at least four of them: feeling of love, spirit of adventure, sense of humor, common sense, state of mind and soul. Also feelings can be of physical state (a lurch of hunger, thirst, exhaustion).

People express their emotions and feelings **most of all non-verbally but also in ordinary verbal communication.**

The question for a students` group is: *What feelings and emotions do you express and how?*

There are 6 inborn internationally distinguished emotions: Happiness, Sorrow, Disgust, Surprise, Anger, Fear. The teacher shows pictures with the expression of them and students are trying to guess (National Geographic, March 2005, P.62-63).

What a surprising fact: a newborn starts mocking his parents` emotions for the first weeks of life! (Berk, Laura E. Child development. – 3rd ed., 1994, P.147)

But the majority of emotions are uncertain, look at mysterious image of Mona Liza, icons and various portraits. The task to do in pairs is to draw faces with different emotions and guess what a partner wanted to express.

There are personal and national differences in expressing emotions and feelings (for example, Scandinavian, Italian, Japanese, American peculiarities).

A task is to present a personal opinion on how Ukrainians express their emotions and feelings.

The next 2 questions are.

What feelings and emotions do you share and how?

What feelings and emotions do you hide and why?

The task is the following: each of students writes as many positive and negative emotions and feelings as possible and fills in the proposed blank table, then creates an adjective and Participle II, composes a sentence, adds a personal attitude: I am happy because... I am happy when... Also a teacher can propose students to separate positive and negative emotions and feelings from a mixed up set.

The author has composed the table of positive and negative emotions and feelings as nouns, adjectives, Participle II and sentences with the verb to be in Present, Past and Future Simple Tense which contains more than 300 words.

Each day you go from positive emotions and feelings to negative and then back to positive ones – it is a regularity of human life. **The final statement** is that the balance of positive and negative emotions and feelings can enhance or ruin your INNER SELF and influence your self-esteem. So you should always stay on the BRIGHT side, HOPE and BELIEVE that every cloud has its silver lining – LIGHT of WISDOM.

HOW MUCH DO UKRAINIANS KNOW ABOUT NATIVE AMERICAN CULTURE?

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A common question might rise in the mind of a reader: Why should they know about it? The answer is - because they are the indigenous nations of the land known around the world as both American continents. Living in present-day Ukraine we definitely know about the importance of being true to the history of the land. But the majority of Ukrainians would answer my question with another question: Do they still exist? My answer would be: Yes, they are. The reason for such situation is enrooted in the colonial past of the territory known as former Soviet Union as well as such countries as the United States of America and Canada. It was quite popular to talk about American genocide of colored people in Soviet Union, which was kind of hidden contraposition to the “national equality” of the “brotherhood of Soviet nations”. American Indians cultures were researched as an “extinct by capitalism nation” and never admitted to be existing now. Mainstream American society was well aware about their existence, but preferred not to talk about it as of an inconvenient topic. The comparison might be done to the similar situation with Crimean Tatars’ nation in pre-2014 Ukrainian society.

Of course all of us read James Fennimore Cooper’s novels and grieved Uncas’ death as a symbol of decline of great nation. But is it really so? Mohicans are part of Algonquian nation still exists on the territory of Wisconsin where it was forced by European colonialists. Another classical literary reference to the indigenous people of the US land is found in *Mobi*

Dick. Melville's use of "Pequod" as the name of the ship anticipated the commercialization of Native names for vehicles, such as Jeep Cherokee and Dodge Dakota. Pequod is the name of virtual eliminated indigenous nation, as the result of the Pequot war of 1636-1637 and Treaty of Hartford, the major feature of this treaty was to outlaw the Pequot language and name. Any survivors would be referred in the future as Mohegans or Narragansett, forbidding the Pequot from regrouping as a tribe, and required that other tribes in the region submit all their inter-tribal grievance to the English and abide by their decisions. No Pequot town or settlement would be allowed. It is interesting to mention that Cooper's heroic Uncas was at the Pequot Massacre helping to slaughter them, as Mohegans and Narragansetts joined Masons and Puritans against the Pequots. Gradually the Pequot were able to reestablish their identity, but as separate tribes in separate communities. A question might be raised: Is genocide a necessary precursor of branding American vessels and automobiles with the names of Indian nations? It is quite possible that Melville deliberately named Ahab's doomed ship after the persecuted tribe; it was his way of warning to compatriots, his attempt to highlight and to excoriate colonialists' and mid-19th century massacres of Native Americans and oppressions of other native people. This vessel symbol can be read as a state carrying diverse people and it is doomed under unwise leadership: Ahab refuses to end his pursuit of *Moby Dick* no matter the cost of human lives including his own. This book might be interpreted as a jeremiad, prevention of the future failure of the country should it be so rigid, hating and self-righteous.

Modern-day American society in a way heeded that request, the end of 60-s was marked by the Native American Renaissance with such prominent Native American writers such as N.Scott Momaday, Leslie Marmon Silko, Louise Erdrich, Paula Gunn Allen, Gerald Vizenor, James Welch, Louis Owens, Linda Hogan, Simon Ortiz, Linda Boyden and many others. Their books are devoted to recovering indigenous identity. These labors are really necessary; they bear fruits to the whole society, they invite their readers into necessary discussion of the role natives played in the shaping of the modern world. Native American literary works illuminate the issues of nationhood, relationship and memory, citizenship and self-determination through particular native landscape, pretty often it is done through an ironic transnational framework. Writers, representatives of different indigenous nations reveal the peculiarities and determine the locales and ideas of nations, despite discourses of dominance that would preordain and reduce Native American experience to an urban/reservation dichotomy and normalize colonial conquest.

Unfortunately Ukrainian scholars do not pay enough attention to the representatives of these particular US cultures in the context of the critical concepts of transnationalism and globalization. Published in 2002 textbook on the history of 20th century American Lit does not mention native authors at all, while revised addition which appeared ten years later names really briefly only two of them N.Scott Momaday and Leslie Marmon Silko. While the first one is addressed as positively tuned, the second one is attested as a singer of doomed perishing culture, which is very limited interpretation of Silko's writing. It is greatly important for the modern scholars to take one step beyond simple multiculturalism and voluntary affiliate our studies among different communities and cultures; it's time for us to get relied upon broader facts of US ethnical and national history as it may benefit our own culture and nations.

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SMALL TALK AS A GENRE OF CROSS-CULTURAL COMMUNICATION

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In our era of increased cross-cultural communication it is hard to deny the importance of being able to build relations and trust with people from other countries. Small talk is a discourse genre that is aimed at establishing and maintaining successful communication. To be good at small talk means developing solidarity despite of linguistic and cultural differences, and avoiding or overcoming communication problems.

Researchers of small talk point out its various levels, types, and peculiarities. Thus, small talk can be classified into institutional, which occurs between people with different statuses within a company, and informal one [1]. Institutional small talk is a kind of compulsory intercourse that happens between total strangers and is characterized by clichés, rules and strategies of a discourse typical for professional sphere. This kind of small talk promotes initiation of the contact, maintaining the social distance, demonstration of respect and good will.

However, cross-cultural differences might affect the universal understanding of an institutional small talk. Such differences exist, for example, in the extent, weighting, and appropriateness of topics to small talk [2]. In countries like Spain and Italy pre-meeting small talk can last up to 20 minutes, while in Germany meeting starts without a small talk. What is considered a safe topic for people from one country may be absolutely inappropriate for another one.

Topics for small talk can be grouped into three types: those related to the immediate situation, topics related to external situations and topics related to conversation partners such as their family, hobbies and career. When people from different cultures interact with each other, misunderstanding can occur as a result of different expectations from a small talk. Extending the topic from immediate to external context might leave one of the conversation partners disappointed and overrun.

A good way to understand the rules about the propriety of information for small talk is by defining the culture as a “peach” or a “coconut” [3]. In peach cultures, like USA or Brazil, people tend to discuss personal topics with strangers, move quickly to first-name usage, share personal information with them. In coconut cultures such as Germany or Ukraine, people are more closed off in a small talk. They rarely ask casual acquaintances personal questions or offer personal information.

The topic of the intercourse in small talk is not so important, however, as its function in the general scenario of communication. More important than topic is the ability to discuss it easily, superficially, without going into too much detail and exciting negative emotions or disagreement.

In conclusion, small talk as a genre of discourse is a major universal means of managing status and role relations in communication. So, ability to engage in an effective small talk is a marker of a positive image of a communicator, who gains the favor of belonging and acceptance. While on an informal level, elements of small talk might be considered artificial and insincere, they play an important role in establishing contact, maintaining conversation, and filling up the pauses in formal cross-cultural interactions.

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E-LEARNING FOR THE FUTURE TRANSLATORS' LANGUAGE SKILLS DEVELOPMENT

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In the last decades the practice of translators' training has undergone great changes. That is mainly due to the processes of globalisation and expansion of new informational technologies. Therefore, the present-day translator training needs to meet the modern labour market requirements and be technology-enhanced. Technology has become indispensable for translators nowadays. A modern translator is supposed to know how to use the available resources and tools for dealing with the translation.

Translation has become computer-bound. Everyday translators are looking up information on the Internet, text processing, watching YouTube, reading blogs, and using Skype, Facebook, mobile phones and others. Thus, translators' training should get ready students to use the existing technologies to improve their professional skills not only for fun. It should teach them how to use all the necessary tools to improve their language and make translation more efficient.

To teach the students to use new technologies to improve their language skills and their professional competency is may be possible via the incorporation of e-learning into translators' training. E-learning is a diverse range of technological tools and systems that can make learning more meaningful and motivating to the students. In such a way the students are supposed to use electronic tools to get knowledge about many other useful Internet resources and application programs. The instructors frequently communicate with students via email, and materials are mostly made available on websites.

Professional translating increasingly involves the use of the electronic tools used in eLearning. Internet is the biggest source of information today. Students may search the Internet for the necessary background information they need to perform adequate translation. To broaden their mind and to gain new language knowledge they can read articles, subscribe to on-line language courses, participate in conferences in English.

Using YouTube during the lessons may help to enhance vocabulary, accents, pronunciations, voice modulation. The real advantage of using YouTube in teaching English is that it offers authentic examples of everyday English used by people in their everyday life. It is a useful tool for improving Listening, Speaking, Reading, Writing, and Interpretation skills.

Using Skype provides unlimited possibilities for students' collaboration. Another important factor supporting Skype usage is the way it opens up possibilities for, as A. Pym calls it, 'tandem' learning arrangements. Skype technology provides opportunities for the students to connect people in other countries to practice their language skills. "Tandem arrangements have been extensively promoted for the learning of second languages, where they quite obviously make the most sense", claims Pym. Yet they appear not to have risen above the experimental level in translator training, probably because they require significant degrees of inter-institutional organization, across political and cultural boundaries.

The use of mobile phones as a learning tool has a wide variety of applications. Instead of taking out a dictionary, the students can simply download specific dictionaries or books and use them everywhere.

Podcasting is a must-have tool for future interpreters as it gives immense opportunities to listen to the authentic news, music, and radio anywhere and anytime.

We are living in the 21st century and it is the age of technology. Technology is developing day-by-day and penetrating all spheres of life. Thus the future translators' training with the use of modern technological tools is highly important as it provides students with sources of information, tools for language skills development and, hopefully, also guarantees better quality of translation.

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THROUGH CONTENT-BASED LANGUAGE LEARNING TO ACADEMIC PROFICIENCY

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The modern world is gradually turning into an indivisible global village. Communication has become increasingly important. Specialists can be competitive on the global labor market

if they are not restricted by language barriers. The demand for the technical Universities graduates with a profound technical education and good command of English is outstripping supply. It encouraged language and non-language professors to implement across the curriculum a content-based language learning (CBLL) in technical university classrooms, that is teaching all the mainstream subjects in English. A collaboration of the subject specialist with the language tutor became a break through traditional language lessons which seldom bring to high level of language proficiency. One of the undisputable advantages of such educational model is **substantial contact time with a target language**. Another, much more important advantage of subject-language integration is **use of language for meaningful educational and professional activities**.

The number of students willing to plunge into education conducted in English exceeded opportunities provided by the University faculties in integrated education. English as a teaching language was chosen on the grounds that, on the one hand, it is universally recognized a dominant “lingua franca” language, on the other hand, the required number of non-language teachers able to ensure the implementation of Bachelor and Master curricula appeared available only in English and only for majors “Electrical Engineering”, “Material Sciences”. A number of **restraining factors** such as teachers’ availability and assessment, interconnection between language and subject-matter classes, learning materials provision, curriculum adjustment, exit assessment criteria, certification, etc. prevent rapid spread of CBLL model in University.

The requirement which all non-language professors had to meet was a good command of common and scientific (subject-specific) English. For two years they had been attending daily classes and upon the graduation all attendees passed a final examination and got an approval by University language and non-language teachers of their lecture and seminar conducted in public. Only upon completion of these requirements non-language teachers were officially permitted to teach in CBLL classes.

University authorities became very supportive in implementing CBLL, though the proposed CBLL model was a complete break away from the highly centralized, tightly controlled monolingual education universally accepted in the country. A priority was given to publication of CBLL manuals, textbooks, teaching aids materials, subject-specific vocabularies with comments on the “false friends” terms, etc. Non-language teachers are given an incentive to develop new disciplines in English by raising their monthly salaries. To ensure high language level of the CBLL textbooks non-language authors collaborate closely with language teachers.

Language lessons for technical students involved in CBLL project are increased to 6 hours per week. The aim of English teacher is to help students in mastering pronunciation, reinforcing vocabulary, gaining grammar proficiency. Such language-centered approach at English lessons combined with practicing language skills at non-language lessons is a part and parcel of CBLL model. CBLL draws students into a truly communicative setting. The statement “Tell me, and I forget. Show me, and I understand. Involve me, and I remember” holds true. There is no better way to accurately understand and master subject-specific language and core terminology than by means of CBLL model. Language knowledge (competence) through thorough practice (performance) turns into language skills (proficiency).

The researchers insist not to put on the same level basic interpersonal conversational skills (BICS) necessary for face-to-face conversation in social settings and cognitive academic language proficiency (CALP). Teaching experience proves that it takes much longer to read and comprehend content area textbooks and perform cognitively demanding tasks, such as writing research papers, participating in debates, and presenting research papers than to communicate in cognitively undemanding contexts.

CBLI models can be implemented in Ukraine, because students are provided with opportunity to acquire high standard education not leaving the country and spending huge sums of money. There are sound reasons to view CBLI as an alternative to expensive immersion models of language training abroad.

THE IMPACT OF CRITICAL THINKING ON THE EFFICIENCY OF LANGUAGE CLASSROOM

SOLOVIOVA, Olena (*Kyiv, Ukraine*)

What ability do we need to be different, independent and creative? Faculty from American English Institute, University of Oregon, United States of America claim that this ability is critical thinking. And during e-Learning fall course “**Critical Thinking in English Language Teaching and Learning**”, 2015 they proved that learning critical thinking through language learning is not only important and necessary but it can be a rather motivating and encouraging process. Participants from Brazil, Jordan, China, Burkina Faso, Turkey, Ukraine were involved in learning how to understand and explain critical thinking concepts and patterns, to identify relevant resources for developing and using critical thinking, to identify and analyze teaching techniques and materials to incorporate critical thinking in teaching and learning, to apply critical thinking to classroom teaching and materials development: redesign and implement instruction and assessment that require critical thinking.

Throughout the ten weeks of this course, participants discussed a variety of topics on pedagogical issues and practical teaching tips and techniques, completed a series of tasks that enhance comprehension of critical thinking and its application, did occasional exercises in small groups, and developed the course project which consisted of three components: lesson plan, critical thinking assessment, and action plan.

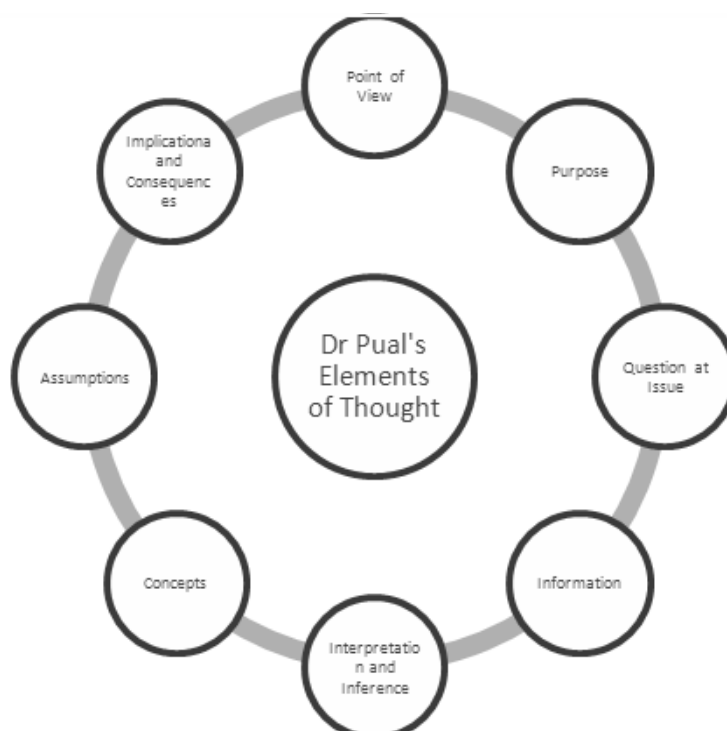
So, what is critical thinking? In Dr. Paul’s words “Critical thinking is thinking about your thinking while you’re thinking in order to make your thinking better” [1].

Does Ukrainian science know much about critical thinking? Ukrainian theorists and practitioners are well familiar with three domains of B. Bloom’s Taxonomy. This classification has stood the test of time. It has been condensed, expanded, and reinterpreted in a variety of ways. Many researchers appreciated it, others criticized. In Bloom’s words, “we intended the Taxonomy as a method of classifying educational objectives, educational experiences, learning processes, and evaluation questions and problems. We did not intend to provide a constraint of educational philosophy, teaching methods, or curriculum development” [2].

But do we know much about R. Paul's Framework?

Richard W. Paul is considered to be an international authority on critical thinking. R. Paul developed a system of elements, standards, and traits which help us to produce a quality thought or idea.

Dr Paul's Elements of Thought are placed in a wheel. That means that each element is as important as others. When we think about something we look at it from a Point of View. We think with a Purpose and then we have the Question at Issue. We check out all the Information, come to Interpretation and Inferences, figure out what Concepts are necessary. We base our thinking on the Assumptions that we take for granted. And finally we think about the Implications and Consequences [3] (Pic. 1).



Picture 1. Dr Paul's Elements of Thought

So, critical thinking is an necessary ability which helps people to be different, to be independent and to be creative. To be different means that a good critical thinker is able to find the core of the problem by gathering, analyzing, synthesizing and assessing the information. An independent critical thinker has own point of view on the situation. Being creative implies being highly original and strongly motivated.

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CONSTRUCTING A MODERN LESSON IN SECONDARY SCHOOL CLASSROOM – A CHALLENGE OR AN OPPORTUNITY?

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One can endlessly discuss the advantages of Bloom's Taxonomy in Ukrainian classrooms as one of the issues on the way to global changes in English teaching, but questions solely asked by regional secondary school teachers are slightly different and more down-to-earth. Creating lesson measurable objectives and implication of innovative technologies can undoubtedly produce good results. Thus, the main problems that teachers encounter are not always connected with their background knowledge, teaching skills and self-development prospects.

One of the major problems, which Ukrainian secondary school teachers face today, is the absence of a basic student's book that can satisfy all needs of a contemporary learner. Implementation of "new" state-approved books by Alla Nesvit brought a number of problems. First and foremost is the actual lack of the books in question in local secondary schools. The coursebooks for the 4th and 7th grades in some schools appeared only after the winter holidays of the current year. Designed by non-native speakers, student's books both by Alla Nesvit and Oksana Karpiuk before them contain serious drawbacks, starting from phonological mistakes which appear on CDs to the impossibility to purchase the mentioned above CDs in city's bookstores and outlets. The workbooks are not granted by the government and due to present situation in this country the majority of parents are not ready to buy them, which creates additional difficulties for the educator.

The second obstacle is connected with the structure of the books, which doesn't work for a couple of reasons. Let's take the course book by Alla Nesvit for 2nd-year students. All 27 lessons appear to be a mess for a young learner. There are columns for reading, but the number of unfamiliar words is much bigger than an average pupil of that age can remember. The results of the survey are presented in *Table 1*.

Table 1.

Page and the number of words given	The number of the familiar words from the list
36 words [p.25]	5 familiar (e.g. <i>pen, seat, etc.</i>)
40 words [p. 31]	3-4 familiar (e.g. <i>pen, name, etc.</i>)
16 words [p. 125]	6 familiar (e.g. <i>cube, zoo, blue, new</i>)
20 words [p.135]	6 familiar (e.g. <i>crab, frog, friend, green, frost, etc.</i>)

But it doesn't end there. Present methods of teaching foreign lesson presuppose memorizing by frequentative repetition. Nevertheless, the system of practical task for the mentioned purposes is literally absent. Besides, due to the book structure, in the case of illness a student who missed a lesson is not able to learn the material without assistance.

A very similar problem is connected with grammar implementation, when several grammatical constructions are taught but not practised within one lesson.

Table 2.

Grammatical structure taught, page	Drawbacks it causes
Do Does [p.69] Can Is	Confusion
Are Is [p.75] Where	Confusion
Do Does [p. 91] Yes	No example of negative form (“NO”) at all

Such lesson structure demands high creativity and competence from secondary school teacher, which makes lesson preparation unjustifiably time-consuming. In cities the state-approved books are official but in practice authentic materials are used. This leads to discrepancies between the state program and the topics covered by chosen coursebooks. As a result students need additional training to pass state-wide exams and to overcome communicative barriers. An average school leaver is not prepared for university programme. Poor pronunciation and poor grammar skills of a student (if they were not lucky enough to study at specialized schools with advance language learning) create additional difficulties in academic environment.

To solve the problem mentioned above the elaboration of a new unified basic coursebook, designed according the specific needs of a contemporary young learner in globalised society, should be a primary task.

The other problems involve: absence of equipped classrooms in rural areas; lack of academic hours for foreign language at school; additional materials such as flash cards, posters video books become an optional financial responsibility of a teacher.

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SOCIAL NETWORKING FOR LANGUAGE EDUCATION

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The Internet has a wide range of variants to provide teachers with necessary recourses of video, written and audio materials to supplement lessons. Tutors can find a selection of materials to study independently in or after class to encourage student autonomy either. The mammoth popularity of social networking has created new space for language learners. They can easily

interact with their compeers in meaningful practice that helps to promote language acquisition and motivation. That is, tasks that make use of social networking interactivity can significantly raise students' potential to generate essential output and motivate their interest in language learning. The Wikipedia definition of 'social networking' is "a platform to build social networks or social relations among people who share similar interests, activities, backgrounds or real-life connections. A social network service consists of a representation of each user (often a profile), his or her social links, and a variety of additional services such as career services. Social network sites are web-based services that allow individuals to create a public profile, create a list of users with whom to share connections, and view and cross the connections within the system" [4].

One of the main reasons for the colossal popularity of social networking is the process of potentially creation, support and developing online relationships. It is not only a way to view pictures of friends such as on Facebook, read short messages on Twitter, or post videos on YouTube, it is also of as a form of formulation, interaction, and community building. An increasing number of teachers and students nowadays are making use of these tools to communicate outside of the classroom.

Pearson Learning conducted a survey in 2011 among 1,920 professors of higher education. The research showed that almost two-thirds of faculties are using some form of social media for the courses that they teach. Almost a third has posted content for class and a fifth have required students to comment on content. The most often used form of social media in class was viewing of on-line videos followed by reading or viewing content. The leading concerns for faculty about the use of social media were: integrity of online submissions, privacy, takes too much faculty time, faculty not confident with media, and lack of institution support. However, Pearson does hypothesize that the benefit of using social media is the potential to "transform from pushing content outward to a way of inviting conversation, of exchanging information..." [3]

Teachers often feel embarrassed by the lack of reading and audio materials that students have access to and the sharp lack of opportunities in English as a foreign language settings for students to practice their English speaking skills in a purposeful way. Social networking Web sites, such as YouTube, Twitter, and Facebook, have become extremely popular among Internet users who wish to share their ideas, videos, and other activities online. These Web sites can be accessed easily; they are free and interesting to users, and are the new tools for learners of English to express themselves in authentic ways. Teachers can support students with this type of social networking activity by having them practice a speech that they want to record before sharing it with the rest of the online community

There are a number of approaches to use social networking to motivate students to listen and to create their own materials to share on the Internet. For example:

- create a Facebook page that your class can 'like'. Start posting updates to your timeline, but only in English;
- create a Twitter account; start tweeting in English, keeping in mind that you have a 140 character limit, and see if your pupils can strike up a conversation with you; impose English only reply and retweet rule;
- create a YouTube account; ask each of your pupils to record a video blog, or 'vlog', of their hobbies, thoughts or opinions on topical news stories, but speaking only in English; those who want to have their video uploaded should send it to you first for checking;

- create a Pinterest account; take some pictures of prompt cards, post-it notes or even objects with their description in English and ‘pin’ them on your boards; you could even look for photos of Britain or USA, or info graphics about languages in general, to help your pupils understand more about why they should learn it;
- create a blog or Tumblr; dedicate it completely to publishing content in English; show your students why you love the language and inspire them to do the same; ask them to write something, and post it for the whole world to admire.

Generally, most of the undergraduate students are busy with other subjects, part-time jobs, and socializing with their friends, however, they have little time for out of class work. There is barely enough time for students to improve their speaking skills much, and it can be challenging to encourage students to practice their English language skills outside of class. To motivate students, it is essential to use materials that are relevant to the students’ levels, professional engagement and needs.

There are many of techniques to use social networking sites to motivate students to listen and to produce their own materials and to share them on the Internet. Notwithstanding, this type of activity used to be very difficult to assimilate into lessons due to costs and technical supplements; however, these obstacles have slowly been vanishing, and it is now absolutely feasible to use these online tools to improve students’ English ability. Even if it is sometimes difficult to keep up with all the latest trends and techniques, this is a very forward-looking trend for both teachers and students of languages, and studying how to use this technology will allow learners to evolve communicative language skills more productively.

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ENGLISH LANGUAGE TODAY: YOUR GATES TO SUCCESS

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Most of us have seen the commercial on TV which shows the “successful” people who keep on saying: “I do not need English”. Hopefully, there are fewer and fewer citizens of Ukraine who are restricting themselves with the knowledge of the native language only. Younger generations of Ukrainians as well as many mature professionals do not belong to

such category of people. They are becoming more and more flexible and it can give them a lot of opportunities to be successful not only in future, but at present. Knowledge of English language provides the Ukrainians with access to the world's economic, social, educational and cultural space and it is due to the fact that the international cooperation of Ukraine has been expanding extremely fast recently.

Such rapid pace in the development of international connections of Ukraine with other countries causes great interest to learning foreign languages and English language namely. 2016 has been declared the year of English and it will promote the information exchange within the world community. English has already become a key means of communication among the professionals of different spheres. English language competence is a must for the modern University graduates. It implies being able to speak in different professional, business, scientific and every day communicative situations. So, the modern society needs professionals of any technical major with fluent English. That is why; such situation necessitates searching for new ideas how to solve the task of teaching process optimization and intensification which can lead to the improvement of speaking skills in English. The latest experience in English teaching at universities demonstrates the focus on professional communication. There is the demand for a University graduate to be able to use a foreign language as a tool in professional activity and further professional growth. Therefore, this trend in English language teaching has become the subject of current interest.

The peculiarity of teaching English for professional communication is based on: communicative approach application; practicing speaking, listening comprehension, reading and writing within the environment which is modeling the situations of real professional communication. Such situations have to deal either with the specific professional topics or with the cultural aspect of language study. As a result, students acquire not only professional speaking skills while training the specific language phenomena, but also confidence in speech in general. This confidence may turn out to be one of the most important components of their future professional success.

We are going global and this is inevitable. So, let us learn, teach and enjoy English language.

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WEB 2.0 TOOLS: ONLINE PLATFORMS FOR TEACHING ENGLISH

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Information technologies have become an inseparable part of modern society. All spheres of human activity – economic, cultural, educational, private etc. depend, to more or less extent, on resources provided by the Internet. Online education started from the moment when Internet network became accessible to everyone. This, in its turn, gave birth to such notion as blended learning in which face-to-face methods are combined with computer-mediated activities. Since its emerging, the content of blended learning has considerably changed. At the very beginning it included just few elements e.g. searching for information, reading articles, doing tests etc. Today we acknowledge ready designed online courses which comprise lots of new technologies and tools possible to use in one content.

There are several models of blended learning nowadays, their advantages and drawbacks are widely argued in the academic circles [1]. The aim of our paper is to disclose the Rotation model of learning, where students cycle through a schedule of independent online study and face-to-face classroom time. More and more teachers of English in Ukraine are eager to use Web 2.0 tools to diversify their lessons. But the question of using online platforms for teaching foreign languages is quite a new one and deserves more research.

There is a wide choice of commercial and open (free of charge) educational online platforms which are possible to use to create one's own online courses. Available open platforms such as Schoology, Canvas, Edmodo, Wiggio, Moodle etc. allow teachers to design their own language course or a part of the course for their learners. Of course, each platform has its advantages and disadvantages, some offer more technical possibilities, others just few. Some are user friendly, others are technically complex and require technical support from the administrator [2]. To decide which one to use, you should try them in practice first of all on your own. Only after that, you'll have an opportunity to compare different features and resources and choose the one which meets needs of your class.

But, whatever platform you would prefer, there are certain advantages to create online course on the bases of one of these platforms. First and foremost, you choose and make content of the course to the level of your students' knowledge, their needs and interests. It's possible to combine various activities (listening, writing, reading and speaking), embed audio and video files, and, if necessary, to pay more attention to some of them. Besides, you may also use various Web tools inside these platforms (e.g. Quizlet, SurveyMonkey, HotPotatoes etc.). What is more, some of the platforms allow you to monitor students' work: in the register you'll see what tasks and when the student did them, how much time he spent doing a particular task. You may comment on and assess your learners' works at once.

Modern platforms give learners the opportunity to work not only individually, but in pairs and groups. Online written as well as oral communication is possible within the platform among all participants: among learners, learners and teachers. Students can write

comments or record audio and video files on their groupmates' works, discuss questions in blogs and wikis, take part in online conferences, make online presentations in groups etc.

Using of online platforms in classes for teaching foreign languages provide benefits for both teachers and learners. Students are eager to shift from traditional ways of learning and thus doing tasks on mobile gadgets. It increases motivation and individualization of studying, allows to work at individual pace, develops research skills necessary for self-studying, provides more opportunity for individual work. It also teaches to work in team, feel responsibility for ones' own work, think critically and assess oneself and ones' colleagues.

Thus, under modern conditions, the aims of teaching of English has considerably changed, new requirements have been set to educational process and its results. In order to achieve high results, the teacher has to find out the ways and means how to intensify the educational process to make it efficient and fruitful. So, online platforms can become one of such means.

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TEACHING VOCABULARY THROUGH AUTHENTIC VIDEO

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Video allows us to introduce any aspect of real life into the language learning environment. Besides, it can be used in many different instructional settings, from the classroom to online distance learning campuses. The great value of video lies in its combination of sounds, images, and sometimes text (in the form of subtitles), together with the socio-cultural information about habits, traditions, culture, etc. All this makes it a very comprehensible tool for teaching vocabulary to foreign language students.

There is an obvious problem in using authentic videos in the foreign language class: they present real language that is rather difficult for understanding, and spoken at a normal speed. That is why the video clips need to be prepared in advance, accompanied by the appropriate pre-viewing, viewing and post-viewing activities. The source of the clips can be sitcoms, soaps, series, films, short films, TV commercials, or documentaries. We are talking about clips because the video sequences need to be short, around two or three minutes long, to have time to exploit all their contents in class. Finally, if we want these clips to be successful as a point of departure to develop foreign language skills, it is necessary for them to be clear, independent, self-contained, and interesting enough to motivate students and stimulate discussion.

Depending on the video clip used and the goal of the lesson, authentic input of this kind can still be very demanding on students. In fact, badly handled video activities can be just as de-motivating. Indeed, text in the form of subtitles helps learners monitor a speech that would probably be lost otherwise. In fact, while TV programs and films that are not subtitled can create a high level of insecurity and anxiety in students, the incorporation of subtitles provides instant feedback and a positive reinforcement that contributes to create a feeling of confidence in learners that can help them feel ready and motivated to watch foreign television, films, etc., with or without the support of subtitles in the near future.

Obviously, whenever students do not know how to use subtitles efficiently in the language class, they need to learn how to use them as a support (for finding new words, for understanding better, fixing spelling, or any other functional purpose) and not as a way of forgetting the information contained in the aural channel. Here follow some instances of activities learners can perform to achieve this goal; these samples can make use of standard or bimodal subtitles, indistinctively or in combination. First of all, they can watch a clip with subtitles, then without them, and subsequently with subtitles again; this activity can make them realize that subtitles are not so necessary so as to understand the dialogues (this should happen during the second viewing) and that it is possible to listen to the dialogues and read at the same time (this kind of awareness would take place in the third viewing). The previous activity can also be performed changing the order of the subtitles, that is, without-without, or using only two viewings (with-without or without-with). Another possible activity that can accompany the previous ones consists in making students note down the words or expressions from the dialogue that do not appear in the subtitles to discuss them in groups afterwards. Finally, accompanying the first and the second activities described above, the class can perform oral pair or group discussions on each student's self assessment of their own degree of understanding when they view the clip with or without subtitles, and how they feel about the experience. Be that as it may, when some or all of these activities are undertaken several times, the learner's mind will quickly learn how to pay equal attention to both channels (aural and textual) at the same time, and so he/she will be able to use subtitles as a support every time he/she faces them.

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WAYS TO OVERCOME DIFFICULTIES IN TEACHING WRITING

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In today's globalised society, the ability to express oneself in a foreign or second language (L2) in writing is a vital skill.

People write to express themselves and to present their ideas. Though we live in an era where print media is faltering, it is increasingly important for more people to have good writing skills. There are different main reasons for this. Firstly, almost all the exams are in a written form and all of them have the writing part when students are to produce a writing sample. Another reason is the influence of the Internet which makes unprecedented use of text. Newspapers did not allow for the reader interaction that news websites have. Furthermore, our society is characterised by a highly competitive job market. The ability to make your application packet stand out of the crowd is a major step for a successful position. This requires developed writing skills. (Sarah Wright, 2011) [1]

Thus, writing has become one of the most important and essential skills teachers are to teach. Unfortunately, teachers face numerous difficulties in their work, which is the result of complexity of this language art, on the one hand, and lack of professionalism, on the other hand. Until now, we do not have a developed course of writing which would satisfy the needs of teachers and could be characterised as elaborate, precise and clear, efficient and effective. Not all the teachers have a complete understanding of what and how to teach and there are still those who are fairly acquainted with effective methods and strategies to be applied in teaching writing.

The biggest challenge for teachers working with ESL students is *translated writing*. This occurs when English language learners develop their ideas in native language and then try to translate them into English. We should also note that the ability to write in L2 is directly related to their level of English language proficiency in writing. (Judie Haynes, 2007) [2].

ESL students have difficulty expressing concepts and ideas in English and have limited vocabulary. Therefore, students end up repeating the same words, which is an obstacle in their creativity. Their written texts are restricted to words which they know. Even if ESL students do not write their native language text down, they think in their native language first. When this happens, their writing is full of inaccurate words, verb tenses and unintelligible sentences. The chaotic structure and grammar make the writing difficult to understand. We often face a phenomenon when everything seems understandable but does not sound English.

Consequently, it is important to have a clear picture of *what we should teach* so that we can develop strategies and make use of suitable technologies in order to understand *how to teach*. First and foremost, we should identify the *main areas* and highlight the *main directions* of teaching writing. There are three main areas teachers deal with while teaching to write.

One of them is connected with the skill to express ideas clearly, correctly and appropriately, which is important both for beginners and advanced learners. It deals with *language skills* such as lexis, grammar, sentence and paragraph structure, syntax, spelling and punctuation. In other words, we should develop students' *linguistic competence* dealing

with morphology (units of meaning in a language: inflexions, suffixes, prefixes); syntax (the structure and formation of sentences, the ability to distinguish between grammatical and ungrammatical sentences); semantics (understanding the meaning of sentences and being able to understand and interpret the non-literal meaning in a given utterance) and students' *linguistic performance* "the actual use of language in concrete situations" (Noam Chomsky, 1965) [3].

Another area refers to the knowledge of *formats or genres* of writing and *writing process* itself, which is connected with the ability to select the necessary material, organise this information according to the type of writing, revise and edit the piece of writing as well as with the knowledge of writing types and register (style, appropriate to this or that situation).

The last but not the least important area has to do with students' *critical thinking skills* which allow students analyse, summarise, generalize, compare, give arguments etc., expressing their ideas in writing.

The last two areas are connected with the knowledge and skills in L1. Thus, certain strategies involved in learning L1 affect L2 writing. Quite natural, we should develop students' critical thinking skills constantly and continuously as without these skills students' writings will not be persuasive, argumentative, clear and precise. Also students are supposed to know different formats of writing as each one has its own rules and peculiarities connected with certain parts of the piece of writing, their functions, style, and linking words. Moreover, they should be aware of the process of writing – stages of creating the sample. We can teach students the formats after they have mastered the skill of formulating their thought, which is problem number one. According to the level of proficiency, at different stages we pay more attention to this or that identified area.

However, knowing how to write a "summary" or "analysis" in Ukrainian does not necessarily mean that students will be able to do these things in English (Kern, 2000) [4].

In my opinion (and my rich experience proves this), it is the area of linguistic competence which is crucial if we speak about teaching writing in L2, especially in artificial conditions (without the opportunity to live among native speakers or without immersion) as it is the core of the contents of any piece of writing, its filling.

Not long ago I made a survey to find out the most common problems students face in writing. Depending on the level of proficiency students have a unified opinion that the most difficult for them area is language skills (elementary students – almost 90 %, intermediate students – about 85%, and upper-intermediate students about 78%). That is almost every 8th-9th student has difficulties in vocabulary, grammar, sentence and paragraph structure. As a result they turn to translation of their ideas from their native language. Out of sixty students interviewed 93% declare they translate from Ukrainian to English first because of poor vocabulary (lack of words, idiomatic expressions, word collocations, common phrases etc.) and imperfect knowledge of grammar. As a result their writing samples have wrong sentence structure, ungrammatical sentences, vague and incorrect meaning, etc.

Most students do not consider it difficult to master the knowledge of formats and the rules they should follow in each case (they learn about them in L1, too) as long as they have no difficulties in formulating their ideas. They think it is much easier for them to learn how

to select suitable material and organise it in paragraphs according to the writing format or learn to write salutations, introductions or conclusions. Almost 76% of the interviewed are of the opinion that acquiring these skills is not as time-consuming as developing linguistic competence. The research and my personal experience prove the same.

What could teachers do to improve students' skill of writing? Here are some important things to follow.

1. It is better to focus first on content and then approach grammar problems in the context of their writing. Students need to use English language appropriate to their level, which is much lower than in Ukrainian. Thus for them it is rather difficult to transfer thoughts from one language to another because of the language gap: they can easily formulate thoughts in their native language and try to translate them from Ukrainian into English.

2. Instruct students to keep their sentences short and enjoyable. Their piece of writing should be concise and clear.

3. Teach to avoid translations. When in doubt, do not let students just guess and make it "sound English." Even looking the words up in a good English dictionary will not help. Word for word translation is not correct. The best way to learn how exactly to express what you want to say and personal present ideas is by memorising similar contexts and having a developed repertoire of phrases which can be useful in different situations.

4. Teach the vocabulary of the future writing product. Students should learn as much material on the topic as possible. New words and phrases are memorised well in context. Only then students will have the so called "their own words" and will freely use them in different situations. Do not be afraid to make them learn as close to the text as possible. Actors also learn by heart, but we say their work is creative. Let your students be actors and actresses. An actor is not allowed to produce a dialogue or a monologue which is not in the scenario written by the scriptwriter or approved by the director.

If students learn a text by heart trying to fill it with feelings and emotions, imagining they take a floor at a conference, make a report at an important meeting, share their opinion or point of view with some scientists or take part in a competition for the best project etc (there are endless ways to visualise a situation), then the texts they learn will come to life, become their second nature and will easily be reproduced selectively at an appropriate situation. The more texts students have learned building up their vocabulary, the easier it will be for them to shape their thoughts and create their own piece of writing.

5. Pay more attention to translation from the native language into English both grammar and vocabulary structures.

6. Before giving the task students should be acquainted with sample pieces of writing on the topic that is let them see how others do this to have an idea of what their final product should be like. Don't be afraid if they will try to imitate something first. In learning a foreign language imitation is the first step in mastering the language.

Show students structured contents. Show them exactly what you want them to produce. Create tables, writing chains etc. Encourage more reading in English as reading is the material students use for their writing. Teachers can make difficult reading comprehensible by building vocabulary, decoding difficult syntax, and teaching background knowledge.

This type of instruction will give students language chunks that they can use in their writing. (Judie Haynes, 2007) [2].

7. Use graphic organisers to introduce the skill of arranging information for writing. Have students learn to write from this organizer:

Parts of writing	Purpose of writing	Useful vocabulary
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Pay students' attention to the questions each paragraph answers, this will organise the material they have chosen correctly. Use both sentences and phrases in this organiser. Introduce questionnaires to have self-check of the piece of writing (Self-Check Questions).

8. At the initial stage (for beginners and elementary students) work out real-life situations. Students may be able to communicate more effectively if they are exposed to models of not only standard paragraphs and essays, but also a variety of genres of writing, including flyers, magazine articles, letters, and so forth. By examining a variety of written texts, students' awareness can be raised with regard to the way words, structures, and genre contribute to purposeful writing. They can also be made aware of different types of textual organisation, which can, in turn, affect L2 students' composing processes (Swales, 1990; Raimes, 1991, 1998) [5].

9. To motivate students, give them topics that interest them. At lower levels students should write only according to the developed plan and after they have all the vocabulary at their finger tips. Do not let them write on their own so that they will not revert to translated writing. Remember, the more clearly, concisely and exactly you explain what students are supposed to do, the easier your students will cope with the task.

Students should:

- Clearly understand what to write in each paragraph.
- Know the structure of different formats (essay, informal letter, formal letter etc.)
- Present a piece of writing according to certain rules and criteria.
- Build up vocabulary on the topic.
- Take notice of general phrases which can be helpful in different topics (*be an important and essential part of life; develop sb's self-esteem; help focus on positive things; take one's mind off problems/troubles; fight stress; cope with; take decisions in difficult situations; ensure good mood; give the joy of life etc.*).
- Have a developed repertoire of link words.
- Check oneself according to the Questionnaire.

10. Teacher's feedback is an important instrument in teaching writing skills. Feedback is of utmost importance to the writing process. Without individual attention and sufficient feedback on errors, improvement will not take place. We must accept the fact that L2 writing contains errors; it is our responsibility to help learners to develop strategies for self-correction and regulation. (Johanne Myles) [6]

To summarise, it is quite clear that for ESL writers the process of writing is rather challenging. I believe that the only way for students to improve their writing is to keep on writing. Practising writing will sooner or later let them acquire the fundamentals, or at least, the standard, required of academic discourse. Learn to write by writing!

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TEACHING ENGLISH LANGUAGE: BOARD GAMES AS A WAY TO TEACH AND COMMUNICATE

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*A great teacher takes a hand,
Open the mind and touch a heart.*

English is without a doubt the actual universal language. By mastering English, people can communicate with other people especially with foreigners easily and it can reduce misunderstanding in communication. Learning a foreign language is not an easy thing. It is a long and slow process that takes a lot of time and patience. Thus, English should be taught to the children as early as possible in relaxed atmosphere. The aim is to make the children as the young learners familiar with English and not to be afraid of listening, reading and speaking, writing as well. So, as for me, one of the best way is to use the board games which help and encourage many learners to sustain their interest and work. Games encourage students to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Games are used as methods or techniques to involve students in learning and motivate them in developing creative and original thinking and communicative skills.

Learning a foreign language using board games has some obvious benefits: teachers as well as students can learn about other cultures, traditions some interesting information about the lives of others, improve their communicative skills. Games are often used as short warm-up activities or when there is some time left at the end of a lesson. But, also, teacher may use the board games in learning either vocabulary or grammar or even both of them during the whole lesson and games can be used at all stages of the lesson. The only one thing the teacher should remember is to choose the appropriate and suitable game carefully to the students' level of English language skills and certain and particular topics. Board games also help the teacher to create contexts in which the language is useful and meaningful. Effective games serve to organize information in a conceptual framework and to make it concrete, make students feel more confident and easy and be more active as well. On the other way

board games provide analogies and metaphors to link new information. When played in teams, students learn together; no one ever feels singled out for not knowing an answer.

There are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort.
4. Games provide language practice in the various skills- speaking, writing, listening and reading.
 1. They encourage students to interact and communicate.
 2. They create a meaningful context for language use.

Board games can be a useful and ready asset for the English as second language learners. Most require little to no preparation, and with a little patience, your students add a new resource to their language studies. On top of all that, board games are a fun way to learn new vocabulary and grammar as well and develop, practice their using in the context and make a change from the normal routine. Teacher should remember that a game must be more than just a fun.

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INFORMATION TECHNOLOGY IN FOREIGN LANGUAGE LEARNING AND TEACHING

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As information technologies evolve and advance over time, use of technology in classrooms has increased in the classroom. There is a wide spread belief that technology-based instruction can contribute greatly to the quality of teaching and learning experience. Technology is a facilitating tool of education which teachers and students get a great deal of benefit from. Today's language teachers need to learn how to take advantage of the technology and how to integrate it into their teaching skills.

Technology doesn't constitute methodology, but teachers utilize technology to complement it. How can teachers begin to integrate technology in language teaching? I think first, teachers need to contemplate their aims pertaining teaching styles. Different technological materials offer different advantages therefore teachers should be aware of utilities technology. Teachers may apply technology to their teaching skills.

Using technology in foreign language learning and teaching is useful for both teachers and students. There is a great tendency among teachers to use technological tools in language learning classrooms. In today's schools, information technologies (IT) are more powerful tools to teach, to motivate, and to make the subjects more interesting. Also internet is getting more common for people to communicate each other. In the last 10 years technology (internet, smartphones, computers etc.) has been used in all parts of lives. We use it with media, shopping, education, communication tools. Similarly it has made great contribution to language learning process.

The most widely used device is smart phone. Teachers and learners use it for developing the skills such as listening, and reading; furthermore watching target language elements on technological tools enable students to improve their second language proficiency. Today's technology is breaking down all borders and bounds faster than physical terms. Young generation grows with the technological devices. Which has become a part of our culture at home, at school, at work, and in our social life. Technology tools for communication, collaboration, social networking... In particular, these tools have transformed how parents and families manage their daily lives and seek out entertainment, how teachers use materials in the classroom with young children and communicate with parents and families, and how we deliver teacher education and professional development (Odera & Ogott, 2014:4). First of all technological devices are more interesting for the students to make some useful activities. For example; making online activities with smart board is very enjoyable for the learners. Integrating technology into language teaching and learning will bring about undivided motivation that will lead to achievement. Sykes suggests, 'integration can include, for example, the use of game content as pre-writing content for a writing task or as an impetus for a classroom debate' (2013: 34). Digital games offer learners a lot of benefits, but too many games especially violence games can be problematic. Today many schools have computer labs and computers in every classroom. Almost all schools are connected to the Internet; a lot of teachers have Internet access in their classrooms. Technology can assist the teachers 'what to teach', 'how to teach', 'when to teach' or how to integrate all these to the curriculum framework.

So, in addition, I can say that technology-based foreign language teaching has provided many effective strategies in the learning process. Learners stand a better chance of improving their foreign language skills if learning is strengthened with technology; therefore, technology-aided learning environment is a key factor that motivates the learners to accomplish better. Traditional methods are considered useful for language learners however technology-based instructions highly contribute to teaching and learning process. It has been argued that motivation that occurs through integration of technology into language teaching and learning process encourages learners to achieve better.

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LEARNER AUTONOMY AS AN INTEGRAL PART OF MODERN TEACHER'S TECHNIQUE

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Learner autonomy as well as teacher's role is the central issue of numerous linguistic researches. The article aims to define the notion of teacher's role within the framework of students' autonomy.

The notion of learner autonomy is multifacet and, thus, numerous attempts have been made to devise the definition of this phenomenon. For instance, Holec considers learner autonomy to be "the ability to take change of one's own learning". Another term has been suggested by Dam, who presses for the fact that "it is largely the teachers' responsibility to develop learner autonomy".

The classical language teaching advocates stuck out for a teacher to be the focus of learning process for a long time. Educator was regarded to be more important than the students. It was a common way to describe the classroom as a stage in the theater where the teacher was an actor.

The modern approach to learner autonomy involves the role switch of teachers and students. Thus, it is necessary for teachers to be ready to perform a variety of new functions and to understand them. Moreover, they should adapt themselves to the modern requirements. As opposed to the traditional role of the teacher, he / she should replace the function of an actor by the roles of manager, prompter, and audience as well.

Nowadays the person, who adopts methods of teaching, learner strategies, materials to the students' needs, is regarded to as a teacher. For the sake of learner autonomy improvement, teachers should create the optimal conditions under which students' autonomy is possible.

In order to stimulate students' autonomy, to make the learning process more interesting and successful, it is necessary for teachers to perform the function of a manager. Teachers should organize various kinds of activities which meet the students' needs and interests. Afore-mentioned method results in profound learning material acquisition by students. So the precise students' work planning contributes to successful students' autonomy.

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CREATION OF LEARNING SET WITH THE USE OF VISUAL AIDS FOR THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

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The practical orientation in teaching a foreign language on professional purpose led to the revision of traditional teaching methods, intensified work on theoretical studies and practical development of effective means of learning a foreign language is an important integral part of the educational process at higher law enforcement educational establishments.

Using visual aids - drawings, paintings, diagrams, tables and photos, plays a major role in teaching cadets foreign language. Their usage brings diversity in the learning process. Cadets have the opportunity to visualize what it is in a particular situation. After analyzing the methods and approaches using visual aids we can conclude about the necessity to provide teachers with teaching materials and activities for the foreign language learning process.

At the foreign languages department of the National Academy of the State Border Guard Service visual learning tools are used to help in organizing effective teaching of foreign languages for specific purpose. For this reason, for optimal organization of educational process visual aids should be provided in learning sets, which cover the educational needs in different areas of training.

One of the requirements that apply to the implementation of teaching methods is to provide a set of visual aids. Usage of visual aids in educational process promotes individualization of learning, increases time for language practice for each cadet and student. Educational opportunities for foreign language teaching and modern teaching methods have been studied at the English language department. Textbooks, manuals and other elements of the course wear are being worked out for various areas of training.

So preparing materials for educational and methodical complex for foreign language teaching, we take into account the peculiarities of service activities at the academy, level of language of the cadets and curriculum requirements.

All learning set, which includes audio-visual material, makes it possible to diversify learning activities, to maintain interest in learning and to intensify the process of learning. The use of visual illustrations improves semantization, control and vocabulary activation in English learning communication process. Visual materials reproduce real situations that define the language content of the action, contributing thus to the formation of linguistic skills.

Usage of situation cards makes it possible to work out different service situations. In training exercises, the cadets themselves can create situational stories according to the pictures, describing problem situations.

Thus, the process of foreign language learning should be based on a system of situational exercises with visual aids. The development of such a system of exercises requires a variety of situations that make it possible to stimulate communicative activity. Usage of visual aids in educational process promotes individualization in learning, increases time for language practice of each cadet.

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TEACHING LISTENING IN THE ESL CLASSROOM

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Listening is an understanding of the spoken language perceived by the ears. Our brain converts sounds, stress, rhythm and pauses into messages that become understandable to us. Listening is one of the four language skills. If we want our students to become fluent English speakers we need to develop their strong listening skills. According to Vandergrift, listening comprehension is a complex process in which listeners play an active role in discriminating between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally, making use of all the skills mentioned above, interpreting the utterance within the socio-cultural context [5, p.168-176]. Many ESL students have difficulties with this language skill and they feel most frustrated with it. On the one side, they can't control the speed of speech and they have problems recognizing sounds that don't exist in their mother tongue. On the other side, even when they hear sounds correctly, they interpret incorrectly due to a lack of vocabulary. All mentioned above means that successful listening skills are acquired over time and take a lot of practice.

When English teachers want their students to practice listening skills, they use audio materials on CDs, MP3 players or computers. It has its own advantages and disadvantages. Among advantages are: it gives an excellent opportunity to students hear voices other than their teacher's; they can hear people talking in different situations; audio materials are portable and relatively cheap. That is why most coursebooks contain CDs and they are significant source of authentic language material. Mentioning about the disadvantages want to point that all students have different abilities but in the classroom they have to listen at the speed dictated by the recording; the classrooms may have a poor acoustics; it is sometimes difficult to understand if all the students can understand and hear equally well.

If students are to get maximum benefit from listening, then we should replay it two or more times, since with each listening they may feel more secure, and with each listening, they will understand more than they did previously [2, p. 305]. On the contrary, the methodologist Penny Ur points out that in real life the dialogue is rarely "replayed" and suggests that our task as teachers is to encourage students to get as much information as necessary or appropriate

from a single hearing [4, p.108]. P. Ur acknowledges, this “one listening” scenario conflicts with our wish to satisfy our students’ desire to hear things over and over again.

When we offer students to listen audio materials we use a variety of strategies to help them to pick up the message. S. Brown suggests that some of them are connected with (1) listening for main ideas, (2) listening for details, (3) listening and making inferences [1]. He also indicates that in a typical listening lesson there are “pre” activities, “while” activities, and “post” activities.

The methodologist Jim Scrinever in his book “Learning Teaching” points out on some guidelines for listening skills work in the ESL classroom. Among them are: (1) Keep the recording short. (2) Play the recording a sufficient number of times. (3) Let students discuss their answers together (perhaps in pairs). (4) Don’t immediately acknowledge correct answers with words or facial expressions; throw the answer back to the class: “What do you think of Claire’s answer – do you agree?” (5) Don’t be led by one strong student. Have they all got it? (6) Give help if they completely stuck. (7) Consider giving the students control of the CD player or tape recorder – to listen when and to what they wish. (8) Don’t change your requirements halfway [3, p.176 -177].

To sum up, we would like to say that listening is the basis of communication. No wonder, that it’s the first among four language skills. It’s impossible to separate listening from speaking, reading and writing. Listening helps to understand and to be understood. An authentic audio materials may help to increase the motivation in listening. They are the samples of the language that native speakers use in everyday life and using them helps to create a foreign language atmosphere in the ESL classroom.

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TECHNOLOGIES IN TEACHING ENGLISH

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We’re living in time of deep global changes. The growing importance and new dimensions of the face-to face learning have been opened by the growth of popularity of the Internet in recent years. With the rapid development of information and communication technologies

in education the delivery of learning programs has gradually shifted from local desktop to online-based applications that can be accessed from any computer and mobile device. These applications are especially useful in teaching languages. They allow implementing objects of many kinds to make the materials look more entertaining and attractive as well as to get students interested in the subject and to make their language learning more effective. There are some technologies every teacher should know how to use:

A **mobile phone** is equipped with other devices such as a camera and internet connection. The usage of handheld technologies, together with wireless and mobile phone networks, to facilitate, support, enhance and extend the teaching and learning and is referred to mobile learning, or m-learning. Mobile learning is the delivery of learning, or learning support of mobile phones. It's a form of e-learning distance education, this form of allow m-learners to use mobile device educational technology in many locations at any for them time. It makes the educational content and materials available to students when and where they need it. M-learning also encourages students to identify what they don't know through personal assessment and questions of the specific content or related topics. M-learning empowers students to ask questions and to find the answers to those questions via access to using of smart phones.

Powerpoint is a critical way to impart important information to students because of its visual and interactive nature. Slides provide more information than the teacher can give by lecturing: showing pictures of Project work in Ecology, for example, is more powerful than just discussing them. In addition, it is possible to print out a set of lecture guides with each presentation for students to take notes on them, so this provides a kind of scaffolding that traditional lectures do not.

DVD and CD players remain staples of technology for teaching. Many ESL books come equipped with CDs for listening practice and DVDs for presenting concepts, so access to both a CD and DVD player is desirable.

Understanding how an **overhead projector** works is important today because many texts come with pages being used on overheads. Overheads are especially useful for demonstrating to students how to fill out a form or a page on a laptop. Instead of attempting to copy from the book the sentences with blanks on the board, the teacher can simply make an overhead and fill it out on the projector. This saves time, improves accuracy and reduces confusion for students with learning difficulties, in particular, whose confusion is connected with what is on the board, with what is reduced in their textbook, what is on the overhead is the same as their textbooks.

E-readers, electronic devices for downloading and reading electronic books, are the coming technologies in education. Their advantages are their portability: an e-reader can store thousands of texts and save space by traditional in their textbooks. Many e-readers today also come with devices to mark and highlight electronic texts, which are not so damaging as marking a print copy. All teachers and students should consider getting one of these devices.

In addition to the changing roles of instructors and students there comes the newness of mobile technology. The latest mobile devices coupled with the rapid rate of technological advancement and innovation require a student-teacher relationship being focused on different

uses of mobile devices in academic, personal and professional environment. It will require educators to have greater understanding of specific educational theories, mobile technologies, both devices and apps, to implement successfully along with knowledge of the resources needed to support mobile devices and app adoption, implementation and sustainability in learning contexts.

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ENGLISH LEXICAL NEOLOGISMS IN COMPUTER TECHNOLOGY AND PECULIARITIES OF THEIR TRANSLATION

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Language development is largely determined by the development of its word-formation system, the formation of new models of word building patterns, changing of existing ones, their productivity increasing or decreasing and many other factors of word-building process.

Formation of new words is carried out primarily as a reflection of society needs in new concepts expressing in the language which are constantly arising as a result of the development of science, technology, culture, social relations, etc. Development trends specification of formative processes in the language, lexicography theory and practice improvement has always been the most important problems of lexicology.

Neology resources are improved with the development of technologies. Its development, in turn, sets new problems to researchers. Today linguists can use computer technology to control and record new words and expressions. On the one hand, such possibilities significantly facilitate the task of researchers; on the other hand, they generate new questions that need to be solved.

With the development of computer technology and the World Wide Web there is a need in language personality adaption to the virtual world specifics. As a result, we can observe changes, occurring in the national cultural and linguistic systems. Thus, English language enrichment with new computer terms influence the development of other languages neology, adding new word forms in the given area.

Among the word-formative processes of English lexical neologisms in computer technology are: affixes and affixation derivational elements (*e-book*); abbreviations and acronyms (*3-D, three-dimensional* – тримірний), i.e. the abbreviations that have the status of words (*WI-FI, Wireless Fidelity* - Вай-Фай, стандарт безпроводної передачі даних); telescopes, i.e. intergrowth or fusion of words (*Vlog, video +blog* – «влог», блог, в якому переважно

відеофайли); word composition (*Smartphone – смартфон*, інтелектуальний телефон, який інтегрує функції сотового телефону та портативного комп'ютера); conversion (*a click - to click*); semantic processes of terminologization (*to crack - тріщати, тріскатись - «зламувати програму»*), reterminologization (*allergy, infect, vaccine*) and determinologization (*404 Not Found - Не знайдено, Помилка 404, також означає “Someone who’s clueless”, нетямущий*). All these processes are quite productive in reinforcement of the English language vocabulary and have a number of features. Their understanding gives a basis for neologisms interpreting.

Computer neologism is a dynamic system that actively develops. This is one of the means of Anglicisms penetration into the Ukrainian language. Many words from the computer technologies area move into the formal terminology. Today the topicality of English computer terms translation into Ukrainian is determined by the need to translate technical documents, literature and other software products.

Polysemantic words, untranslatable vocabulary, a choice of lexical element from a number of synonyms, lack of background knowledge, specific terms and abbreviations intensity is only a small range of issues that arise when working with branch text.

In the course of our analysis we found that such translation methods as calque, concretization, and method of semantic development, transcription, replacement and conversion of sentence parts were applied for the interpretation of the English computer vocabulary translation. In turn, practical translators develop algorithms, so called translation models, to standardize and facilitate the process of translation. Despite the method of translation, the main task of the translator is adequate expression of subject-logical meaning. It must be monosemantic and nominative.

The development of computer technology provides the emergence of new kinds of language denominations. Material for studying is continuously increasing, and therefore we seem promising further research in this area.

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WORD-FORMATION AND CHARACTERISTICS OF ENGLISH AGRICULTURAL TERMINOLOGY

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A continuous extension of human knowledge relates to the formation of new communication spheres, where language use takes on specific registers (professional and scientific jargon), e.g. English for agriculture. L. Bloomfield assumes that professional and scientific jargon reveals such characteristics as a precision, a continuous exchange with

standard language, an exact definition of terms, a large use of different linguistic structures, use of terms, figures, symbols and signs [1].

English for Agriculture is characterized by its professional vocabulary, in particular, its terminology which makes it more informative and recognizable. The globalization of the vocabulary contributes to a number of borrowed words in the modern English Terminology of Agriculture.

The results of the carried out research prove agricultural terminology to be polyfunctional. It should be mentioned that many terms belong to different language subsystems, e.g.: *mature* is used in standard language as adult, grown-up; ripe; in medicine as mature fetus; in genetics as morphological resistance of plants. Terminological units are characterized by hypero-hyponymy relations. The origin of motivated terms is based on metaphor, metonymy and transfer of function. The semantic way of creation of new terms is the most productive in the creation of nouns. In the process of determinologization the terms lose their exactness and sometimes obtain emotionality.

The main ways of term-building fall into affixation (e.g.: *fertilizer, infiltration, irrigation, seeder, separator*); abbreviation (e.g.: *AIMS - Agricultural Information Management Standards*); word-composition (e.g.: *washer-shredder, windrower, grassland, smallseed (box)*); conversion (e. g.: *motor - to motor, to fall out - fallout, empty – to empty*).

. The most frequent units among multicomponent terms are two-component terms (about 78 %, e.g.: *corn combine, fruit duster, vegetation crusher*). The three-component terms have second place (about 21 %, e.g.: *drum root cutter, grain cleaning machine, high speed cultivator, selectiv flame weeding*). The special terms of compound structure form the major part of the analysed term subsystem.

The concrete terms of Agriculture form microfields. The onomasiology structures of these microfields are formed on the basis of integration of three basic frames: object frame, possession frame and action frame. Each microfield can be composed by term groups and subgroups which are formed on the basis of lingual or extra lingual criteria. Synonymic, antonymic, hyper-hyponymic relations in these groups are revealed. The presence of considerable number of synonyms is a salient feature of English Agricultural Terminology.

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SOME ASPECTS OF TEACHING HISTORY OF ENGLISH

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The modern treatment of the historical development of any language focuses on two important aspects of the language evolution: linguistic changes in different sections of the language system and the establishment of social functions of the language in the speech

community. Since the time Henry Sweet proposed it, his famous division of the history of English into three major periods with some transition stages has remained traditionally and almost universally accepted by scholars concerned with the subject. What makes Sweet's tripartite division of the history of English an up-to-date issue is its convenience, its validity, and its reference to the factual evidence. The division seems to show more or less objectively the main identifiable and distinct factual stages in the evolution of English [1: 211-212]. Still, the general characterization of each of the periods now gets a more complicated linguistic treatment in which many factors that influenced the development of English are under consideration and contemporary linguistic concepts have been introduced.

Scholars usually concentrate their efforts on the number of subdivisions, or on the problems of specifying boundary dates, of the evolution of different forms of the language and its social functions in the English-speaking community, on the main features of the sociolinguistic situation and on changes in the speakers' sociolinguistic attitudes. Other problems that have become the focus of their attention are the following: forms of the historical and ethnic organization of the English people, historic events that shaped the course of English history and marked off the main phases of the evolution of the English society. It is clearly true that any historical division of the development of English is rather arbitrary and relative, not absolute through the objective complexity of the subject, as many factors have been at work in shaping the English language in communication in the speech community throughout its history. Like all other divisions in history, the division of a language history into periods is, to a large extent, a matter of academic choice, convenience and convention because precise clear-cut lines of demarcation are hard to draw as all language changes are gradual and sometimes imperceptible to speakers and the periods merge into each other very slowly.

The suggested amendments to Henry Sweet's division of the history of English may receive a favourable or a critical recognition, still they all are worth thorough consideration as they aim at a more comprehensive, scientifically grounded and systematic presentation of the history of English. They can help to discover new ways in our scholarly treatment of the subject and to show new aspects of the evolution of English. In its structural evolution the English language passed several stages of transformation against a background of marked, significant shifts in the social, political, economic order of the society that reflect the complexity of various and diverse historical ways which the English people have passed. Hence, the up-to-date linguistic approach demands to view the development of English in the frame of its historical and social contexts.

Modern linguists tend to focus their attention on the following range of problems important for better understanding of the evolvement of English through an all-embracing examination and description of the main stages in its development. Firstly, the structure of the English language and its levels that are interrelated in functioning: the phonetic system and the inventory of phonemes, the grammatical structure and the inventory of grammatical categories, the lexis, foreign influence and word-formation processes. Secondly, characteristics of the historical and social contexts of the evolution of English, the formation and the development of the English-speaking community. Thirdly, the main features of the

sociolinguistic situation that include the social functions of the written and oral forms of English, contacts with other languages or with other speech communities, changes in the modes of speech behaviour. Fourthly, the absence or existence of the literary pattern, the state of literary activity and the rate of literacy in the society, a geographical and cultural expansion of English and the dispersal of its speakers, the growth in the number of the English-speaking people and the English-speaking communities.

In conclusion, teaching history of English to university students can be rewarding if different approaches to the evolution of English are regarded as helpful in teaching practice to raise students' academic levels.

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THE USE OF COMICS IN FOREIGN LANGUAGE CLASSES

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Comic strips, or “comics”, are a good source of activities for foreign language teaching. They can be used with all kinds of students, using different instructional objectives or activities. Comic strips appear in almost all newspapers all around the world and are included in leisure time reading by millions of people. Thus, teaching students to create and use comics in classroom work is getting popular nowadays. Comics' creation is a good way to have the students apply their methodological skills in practice. Strips can be used as a multi dimensional teaching tool in a school environment making both the process of learning and teaching more creative and interesting. Pixton, Toondoo, <http://www.makebeliefscomix.com/Comix/>, <http://garfield.com/game/comic-creator> are amazing digital tools for students to create digital storytelling projects.

The following is a series of activities that can be used at all levels in foreign languages:

1. Comic strips without words can be used to illicit oral or written performances. Students can be asked to provide an oral or written description of the comic strip. Collaborative learning can be used for groups of students to develop their oral or written descriptions. Homework can be assigned with written descriptions of the comic strips. The teacher may select to guide the descriptions with questions to promote high level thinking skills, such as problem solving or evaluation of alternatives. It is open to the teachers' creativity to develop activities using comic strips without words.

2. Grammar and vocabulary could be also presented using comics means.

3. Synonyms, antonyms, main ideas, inferred ideas, cause-effect, literary devices, and any other of the high-level language concepts can also be taught using the “funnies” to make them fun to learn.

4. Characters appearing regularly in comics can be a source for written activities or oral practice in the classroom. Students can describe the personality or other psychological traits

of a character. Students can make believe that they are the characters, presenting their points of view during discussions, debates, round tables, etc. One student can represent one character during an interview made by another student. The interview can be done orally in front of the class while the rest of the students are taking notes. This can be followed by an open discussion.

5. Students can write, by themselves or in small groups, a newspaper report about the situation or topic presented in a comic strip.

6. If there are students inclined toward drawing in the class, a collective comic can be developed by groups in the class. Characters from different comic strips can be combined to produce a new comic if nobody wishes to draw. However, in most classes there are students who can and like to draw.

7. A very entertaining activity is to ask students to prepare short plays based on the comic strips and present them to the class. They can also be videotaped for further entertainment, presentations to the parents, etc.

It is necessary for the teachers to understand certain concepts and devices used in the comics. Because of this shorthand, cartoons communicate very efficiently in a small space with a few words. Will Eisner (1985) has termed this method of communication visual narrative: telling a story with pictures in such a way that these two elements are interdependent. Neither the words nor the pictures alone communicate the idea. Cartoonists use both literal representations (icons) and non-literal likenesses (symbols) of persons, things and ideas to create their visual shorthand. Without icons and symbols that are understood by readers, cartoonists would not differ from newspaper writers. They would need to write columns of explanation to describe their work. Visual images are powerful tools for learning and in cartoons their impact is often increased through the use of humor.

In conclusion, comic strips can be used, in a funny way, to present most of the concepts to be taught in foreign language and ESOL classes. A little imagination from the side of the teacher, coupled with the lots of imagination coming from the students, is all that is needed.

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SOME MORE IDEAS ON CARD AND BOARD GAMES IN THE *EFL* CLASSROOM

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Being addressed to both emotional and intellectual domains, game activities in the EFL classroom appear to be good performance enhancers, which is undoubtedly essential

for skills and knowledge acquisition. Quite a number of regular board games are perfectly applicable for language learning objectives in terms of the rules and procedures.

The games to be presented in this article can be seen as educationally redeeming entertaining practices that are both intellectually challenging and emotionally engaging.

The game “Love All” is similar to a regular card game involving several categories of cards entitled to beat each other according to their rating. It may be added to the St. Valentine’s classroom activity pack.

Duration of the game: 30 min.

Number of players: best for small groups of 8-10 participants.

Components: thematic cards (approx. 25) with short statements under such categories as FACT, OBSERVATION, JOKE & VALENTINE POEM:

<p style="text-align: center;">VALENTINE POEM</p> <p>I gave a hundred Valentines. A hundred, did I say? I gave a thousand Valentines One cold and wintry day. I didn’t put my name on them Or any other words. Because my valentines were seeds For February birds.</p>	<p style="text-align: center;">FACT</p> <p>Males in other species develop a deeper voice to attract females and intimidate other males. Scientists believe the change in the male human voice during puberty occurs for the same reasons.</p>
<p style="text-align: center;">OBSERVATION</p> <p>When you are single, all you see are happy couples and when you are in a relationship, all you see are happy singles</p>	<p style="text-align: center;">JOKE</p> <p>Girl: How much do you love me? Boy: I cannot find the words to say. Girl: No, just tell me. Boy: ok, I am like a cell phone and you are my sim card, I am nothing without you. Girl: Wow! That’s so romantic! Boy (saying to himself): thank God she doesn’t know this is a China phone with three sim cards.</p>

VALENTINE POEM cards can beat all the other categories while FACT can beat OBSERVATION and JOKE, and OBSERVATION beats JOKE only.

Procedure: the participants are invited to sit in a circle and draw one card each from the pile placed in the middle of the table. On the teacher’s command they take turns in reading what is on their cards and commonly deciding what category each of the cards belongs too (the name of the category is not to be indicated on the cards). Those who wish can beat immediately or keep their cards till the end of the game. The cards beaten are put aside together with the beating ones. The game goes on until all the cards have been drawn and all possible cards have been beaten. Those players who appear to have no more cards leave the game. Those who are left with the biggest number of cards lose. In order to make the end less discouraging for the “losers” the teacher may say that those who are left, are in for good luck for the rest of the day.

The “Agree or Disagree” game is applicable to any thematic field and can be a great brainstorming as well as speaking practice for pre-intermediate to advanced students.

Duration of the game: 30 to 50 min.

Number of players: up to 15 participants.

Components: a set of cards with statements referring to a certain topic area or of any other kind (quotations, proverbs etc.).

Procedure: Student 1 draws a card, reads it silently to himself and asks Student 2: “Agree or Disagree?” Student 2 makes a blind choice, i.e. says, for instance, “Disagree” without seeing what the statement is about. Then Student 1 reads the statement on the card aloud. If Student 2 said “Agree”, he/she is to formulate an argument in favour of the idea stated, if he said “Disagree”, he should think of a statement to disprove the one on the card.

Examples of statements related to the topic “Education and Schooling”:

PE should be optional not compulsory.

Set books and stationery should not be much too colourful or else they distract children’s attention.

School uniform should be mandatory.

The games described herein may vary in terms of rules and subject matter. The main point is to make them a positive and encouraging experience in language learning.

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READING SKILLS AND LEGAL DISCOURSE IN ESP CLASSROOM

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One of the practical aims of learning English for students mastering law is to develop their general and professionally-oriented language competences (linguistic, sociolinguistic, and pragmatic) to enable them to communicate efficiently in their academic and professional environment, facilitate their academic and professional mobility, provide them with a platform of long-life learning.

Students are supposed to develop their integrated skills in legal discourse. Legal discourse is understood as a specialized area of communication that includes: 1) employees’ activities in a legal advice office (lawyer – client); 2) questioning witnesses; 3) legal documents (contracts, laws, legal reports etc.). The communication in the legal sphere includes activities of associations, institutions, and individuals. The existence of special methods and means of legal activities should be also mentioned. Along with general ethics and culture, legal ethics and culture should be taken into consideration by law students taking ESP course.

Students need to be exposed new specialized legal and educational materials in English and assisted in processing them and learning from those materials.

A modern ESP teacher cannot teach reading and translating any more. Reading itself cannot be a kind of skills considered separately. Reading now means obtaining information, ideas and opinions, with a large degree of independence, from a range of study and specialism-related sources, understanding terminology and abbreviations, and using reference sources selectively; identifying the content and relevance of new items, articles, reports; doing an information search in Internet; finding information in library catalogues; understanding articles and reports concerned with contemporary issues; understanding essential meaning of correspondence; understanding complex instructions and regulations.

Flexibility in reading and ability to cope with numerous reading materials include flexibility in speed as well as comprehension. According to Edward Fry, educated native speakers of English generally read at three different speeds, depending on their purpose, the difficulty of the material, and their background knowledge: study speed, average reading speed and skimming. People read textbooks and complicated documents such as legal documents at the slowest speed. The reader studies the materials carefully in order not to miss a single point. Law students and professional lawyers can work with legal materials at study speed to understand every part of them.

The reading process should be highly organized. Developing the skill of reading requires attention to four aspects: specific reading skills, vocabulary development, intensive and extensive reading, and class discussion to solidify the ideas derived from read texts. Reading and vocabulary have a symbiotic relationship: one really is impossible without the other. There is an important question: what words in the text are vital to understand in order to read the text critically?

Speed reading deserves special attention. Through speed reading students can obtain general or detailed information, these skills can be applied to find information quickly; to see if a newspaper article worth reading; to find law-related information using library catalogues, reference books and dictionaries, Internet.

Reading skills development includes a lot of learning-by-doing activities, which help students extract meaning from texts by using note-taking skills, following directions, following the sequence of ideas, solving problems set up in the texts. Information in the text, which is highly structured in nature often lends itself to being transferred to graphic forms, such is lists, diagrams, and flowcharts. By manipulating the data, learners gain more experience with the language as well as with the underlying organizational systems presented in the material. A vital aspect of learning by doing goes beyond reading itself for it moves into peer discussion activities. The talking which follows reading is an important part of both: language learning and content learning.

Legal discourse is highly specialized use of language so reading and working with the texts require special attention to details and meaning of every term or word.

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ENGLISH FOR SPECIFIC PURPOSES FOR THE STUDENTS MASTERING ELECTRICAL MACHINES AND APPARATUS

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Annually Zaporizhzhia National Technical University enrolls a group of students who master all subjects in the field of Electrical Machines and Apparatus in English. The combination of their specialised technical expertise and their knowledge of the language of international communication is of great use for them in the labour market, their further study abroad and scientific activity.

The curriculum of English for Specific Purposes (ESP) is implemented by reaching the following objectives: practical, educational, cognitive, developmental, social and socio-cultural.

The tasks of learning ESP as a university subject are determined to prepare these bachelors-to-be efficiently and can be summarized as follows:

- to grasp basic ideas and recognize necessary information in the course of reports, lectures, discussions and conversations, authentic radio and TV programs connected with the study and future occupation in the field of Electrical Machines and Apparatus;
- to analyze and master the distinctions at different levels of the English and native language systems that contact while the student is translating specialized technical literature;
- to avoid native language interference in the language contact;
- to refine different types of reading while working with professional texts;
- to prepare reports concerning academic and professional fields;
- to understand authentic texts on the subject of the study and future occupation (manuals, specifications, scientific and technical articles in particular);
- to participate in conversations and produce monologs touching upon Electrical Machines and Apparatus;
- to comment on and compare tables, graphs and drawings;
- to paraphrase and summarize ideas from different types of texts (articles, researches, etc.);
- to write various types of texts concerning academic and professional fields (applications, reports, etc.);
- to write abstracts of professional texts both in English and student's native language;
- to cite and make up a bibliography accurately;
- to discern stylistic registers of oral and written speech with the colleagues, employers, people of different age and social status when there are various purposes of professional communication.

The assessment of a student's work is carried out through the course of study.

Placement assessment (test) is necessary to allocate the students to the groups according to their level of knowledge. Current assessment is used to evaluate students' speech behaviour

taking into account their current preparation of home-tasks and class work, specifically various tests. The aim of final assessment (exam) is to check the outcome knowledge of the subject.

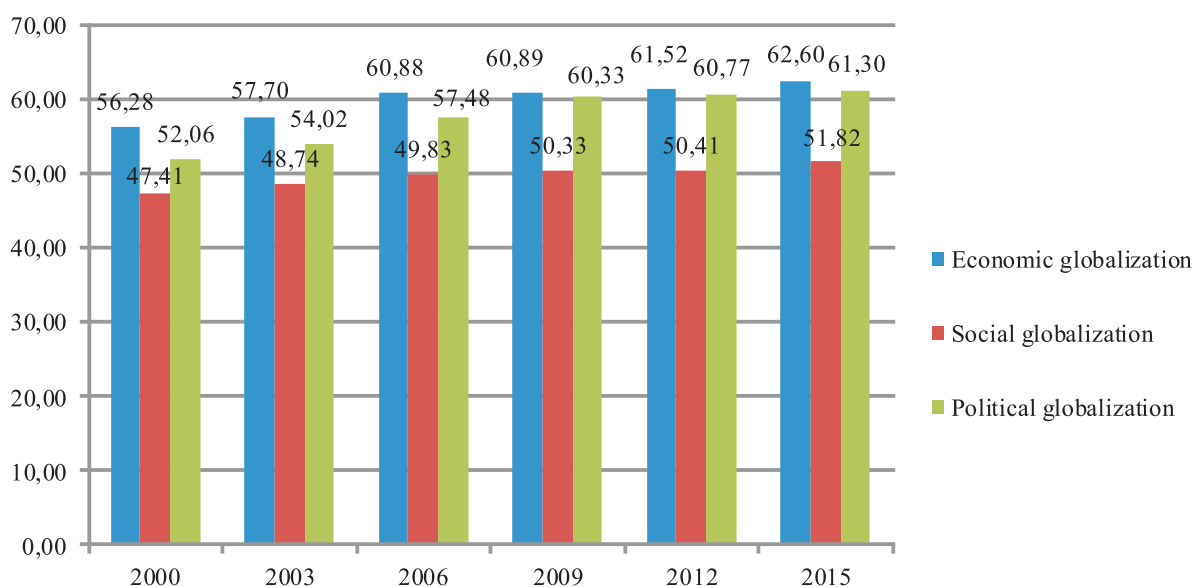
At the end of the 4-year course the abilities of the students are estimated via the following tasks:

- to translate an article in the field of Electrical Machines and Apparatus from English into the student’s native language;
- to make up an abstract of a general scientific article written in English;
- to discuss a number of topics in the field of Electrical Machines and Apparatus.

THE ROLE OF FOREIGN LANGUAGE IN PROFESSIONAL TRAINING OF INTERNATIONAL RELATIONS SPECIALISTS IN CONDITIONS OF WORLD GLOBALIZATION PROCESSES

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Globalization causes transformation of the structure of the modern world. Globalization is the development of integration processes in all areas of society, intercultural interaction and increase of interdependence in all areas of human activity. According to the methodology of the Swiss Economic Institute, the level of globalization is defined by an index of globalization. The index of globalisation measures three main dimensions of globalization: economic, social and political.



Drawing 1: The level of globalization Worldwide

With reference to the positive changes of worldwide globalization, it can be stated that there is the dynamic process of the global political system that eliminates national borders, prompts strong diplomatic, political, trade, financial and cultural relations.

These modern trends reinforce the urgency of development of new ways to provide fundamental training of international relations specialists.

Professional training of international relations specialists is a key factor in providing the effective foreign policy, socio-cultural development and a country's safety level. The primary element that ensures it is a foreign language. The task of government is to prompt professional communicative competence of students. In addition to this, the government should encourage all citizens to learn and speak more languages, improve mutual understanding and communication, increase the quality of language teaching at all levels.

It should be mentioned that main directions in language professional training of future international relations specialists are the ability to adopt to dynamic globalization processes, the ability to engage in professional dialogue in various spheres of the country's foreign policy with international partners, understanding of the global political system and the capacity to make diplomatic documents, draft agreements, contracts, programs.

Methods that can provide professional communicative competence of students are acquirement of basic analysis skills of international situations, learning a foreign language in the focus on national characteristics, history, norms of behaviour and intercultural conflicts, forming of abilities to communicate in typical conditions of professional activity. Moreover, students have to acquire such skills as usage of sources, evaluation of evidence, time management, team working and problem solving in an intercultural context.

Finally, a foreign language is the important tool in professional training of international relations specialists that further their knowledge and understanding of cultural, political, economic and social differences in world globalization processes.

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DEVELOPING WRITING SKILLS

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Writing is a creative process which requires a perfect organization. The teacher can not require a perfectly written essay, immediately after suggesting the topic. A good written essay

is a thorough work of a teacher. At first students have to understand the purpose of writing and the audience they are writing to. Sometimes it is an immediate purpose to complete an assignment and get a good mark but in a long term aspect its purpose is to develop the skills of compiling the theories and making an insightful analysis of the relevant literature. Speaking and listening are natural abilities, while writing is often seen as unnatural, boring and difficult. Writing is not a simple process. Writing words together doesn't usually make sense. The usage of different grammar constructions doesn't make up a good summary. Moreover, the focus on complex grammar structures can distract students' attention from the original topic. But what to do if the students feel "blank" and don't have inspiration? The best way to write an outline of an essay is to use some brainstorming techniques.

1. *Freewriting*. This activity allows students to write down all the ideas connected with the topic. On this level the concentration on grammar, spelling and punctuation is not important. Though, it is important to set a time limit.

2. *Cubing*. Looking at some issues from the different prospective can help the students to see it more completely. Cubing allows to consider your topic from 6 different directions. a) Describe it. b) Compare it. c) Associate it. d) Analyze it. e) Apply it. f) Argue for and against it.

3. *Mapping*. Use a sheet of paper and write down the main topic in the centre. Students work in small groups and fill in with as many related ideas, words they can associate with the central topic. The usage of colored pens helps to make ideas more distinct.

4. *Journalistic questions*. This technique includes asking "big six" journalistic questions. They are: *Who?*, *What?*, *When?*, *Where?*, *Why?* and *How?*. Write each question on a separate sheet of paper leaving space for information. This task often reveals that it is necessary to do some library research.

5. *Dictionaries, thesauruses, encyclopedias*. These are valuable sources providing relevant facts and background.

Brainstorming allows students to collect information and ideas needed for writing an essay. The next phase is to organize these ideas into paragraphs using rhetorical markers. a) Semantic markers indicate how ideas are being developed (e.g. firstly, secondly, finally, etc). b) Markers for illustrations and examples (e.g. for instance, for example, etc). c) Markers that introduce an idea that runs against what has been said earlier (e.g. but, nevertheless, yet, although, by contrast, etc). d) Markers showing a cause and effect relationship between one idea and another (e.g. so, therefore, because, since, thus, consequently). e) Markers that show the speaker's intention to sum up his message (e.g. to summarize, in other words, it amounts to, etc). f) Markers indicating the relative importance of different items (e.g. it is worth mentioning, it is important to note that, the next point is, etc). g) Markers that express a time relationship (e.g. then, next, after, while, when).

Having the first draft of their summary written or typed advise your students to discuss it informally with his/her friends, group mates, teacher and revise the draft bearing in mind comments made in discussion. After this the students can produce the final variant of the essay. Writing includes such skills as brainstorming, speaking, listening, paraphrasing, note-taking, summarizing, planning, quoting etc. The combination of these skills helps to overcome monotony. Assessment is another phase of the writing process but not the final one. It is

useless to give a paper full of red ink without discussing the mistakes. It is more useful to introduce “writing sessions” when the teacher can explain the student personally his/her mistakes.

Thus, the teacher’s main task is to overcome the negative attitude towards writing, to encourage students’ critical thinking and not to kill the desire to write.

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