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TEACHING LEGAL VOCABULARY: CHALLENGES AND SOLUTIONS

Coursebooks began to include activities that specifically targeted vocabulary with the advent of the communicative approach in the 1970-s. Recognition of the role of lexical chunks in the acquisition of language and achieving fluency raised awareness as to the key role vocabulary development plays in language learning. This is reflected in the way coursebooks are now promoted:

“A systematic and extensive lexical syllabus enriches students’ topic-based vocabulary and develops their awareness of lexical patterns”.

(Straightforward *Pre-Intermediate*)

“Activities and tasks present, practise and extend the language in the meaningful context... Systematic vocabulary building which focuses on high-frequency, useful words and phrases”.

(New Cutting Edge *Intermediate*)

“Great emphasis is placed on helping learners boost their lexical range in terms of word and phrase building, phrasal verbs, collocations, fixed and semi-fixed expressions. Additional self-study “Lexis links” effectively double the vocabulary input”.

(In Company *Upper Intermediate*)

Language emerges first as words in terms of the way we learn our first and any subsequent language. Both coining of new words and acquisition of words never stops. Learning the vocabulary of a second language presents the learner with the following challenges: making the correct connections between the form and the meaning of words (e.g. “judge” – “judiciary”) and using the correct form of the word for the meaning intended (e.g. “advise” – “advice”; “a suspect” – “to suspect”). To meet these challenges the learner needs to: acquire a critical mass of

words for use in both understanding and producing language, remember words over time and develop strategies for coping with gaps in word knowledge.

Regarding the question of how many words the learners need, most researchers now recommend a basic vocabulary of 3,000 word families, while for more specialised needs, a working vocabulary of 5,000 word families is probably desirable. But no matter how many words students acquire, they will always be coming across unfamiliar words in their reading and listening. That is why guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom.

It is important to pay students' attention to the words with the same root but different endings. These include **inflexions**: e.g. argue – argues – arguing and **derivatives**: e.g. law – lawyer – lawful, litigate – litigation, indict – indictment, etc. If the students are demonstrated these phenomena – **word families**, we can say that they will know not just individual words, but word families. Another way that words are formed is **compounding** – combining two or more independent words: e.g. law-court, lawsuit, fingerprint, etc. **Multi-word units**, or **lexical chunks** vary in terms of how idiomatic and how fixed they are, and present another trouble-spot for the learner. For example, in the following extract the lexical chunks are in italics:

“In Britain the *vast majority* of judges are unpaid. They are ordinary citizens who are selected not because they have any legal training but because they have ‘*sound common sense*’ and understand their fellow human beings. They *give up* time voluntarily. A small proportion of judges are not Magistrates. They are called ‘High Court Judges’ and they *deal with* the most serious crimes...”

Due to the lack of legal coursebooks of low level (A1-B1), the teachers at Donetsk National University use supplementary vocabulary books, such as “*Just English*”, “*Test Your Professional English. Law.*”, etc. The course of Legal English has been divided into the following topics: Law and Order, Crime and Punishment, Constitution and Law.

The vocabulary is presented in different ways: the basic form of presentation is lists (with translation) that accompany the texts, or lists of words that should be matched to the corresponding definitions, or filled in the sentences, or divided into some logical groups. The most effective way of vocabulary-building is presenting words in context, as the learner

can not only derive the meaning of the word but can also notice its collocations or grammatical structures. The typical procedure of dealing with the lexical chunks is as follows:

- Ask learners to read for gist (What is it about? or What legal professions are described?)
- Ask learners to find all the examples of a target lexical feature (Underline all the nouns meaning 'crime' / Circle all the verbs connected with the work of the police.)
- Ask students to work out the meaning of the target lexis from the context or using dictionaries.
- Ask students to match the target lexis to the synonyms / antonyms / definitions.
- Provide students with another text in which the targeted items are blanked out. See if they can complete it.
- Ask learners to invent a story / write their own text using as many items they have learned as possible.

In the current situation when only 140 academic hours are allotted for a university course of English, this is the task of the teacher to encourage enthusiasm of vocabulary acquisition and to provide the students with the strategies for self-directed learning. Vocabulary can be presented, explained, included in various exercises and activities, but eventually it must be learned by the students themselves. Such individual learning will help them to develop their own techniques to acquire a very personal selection of items.

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PROJECTIVE TESTS IN TEACHING ENGLISH

The question “Why do many adult English learners fail to speak English easily and quickly after so many years being taught the language at school?” could be asked by English teachers everywhere. I have encountered the problem teaching ESP to engineering students at the university. As a rule, each new student group is mixed-ability where the learners are of different abilities and levels of English. In every student group you can find a number of students whose level of English is not even elementary. Such students often feel uncomfortable at classes and need to be treated with special care by the English teacher.

A.J.Hoge, Director of the Effortless English Program, explains that the root of all that failure in successful English learning is bad methods and bad psychology. So, the English teacher who wants to improve the situation in his/her particular group of students should be directed to improving a teaching style adjusted to the learners’ ones.

Also it should be mentioned that ‘a great method is only 20% of success. The other 80% is psychology’(Anthony Robbins). Psychology helps the teacher understand some learners characteristics, their personality, their learning styles and work out some strategies how to interact with the particular student and lead him/her to success in English learning.

Some psychological tests could be used in teaching/learning English. Given here is an idea of applying some personality tests in teaching English, in particular, projective tests. They could be used as fun at English classes and at the same time the English teacher could get some more information about the learners to individualize his/her teaching. Personality tests are divided into objective tests and projective tests.

So then what are projective tests? Projective tests have their origins in psychoanalytic psychology, which argues that humans have conscious

and unconscious attitudes and motivations that are beyond or hidden from conscious awareness. According to the psychology terminology, a projective test is a personality test designed to let a person respond to ambiguous stimuli, presumably revealing hidden emotions and internal conflicts. Projective tests allow for a freer type of response. An example of this would be the Rorschach test, in which a person states what each of ten ink blots might be. Another common projective test is the Thematic Apperception Test (TAT), where enigmatic pictures are used to evoke responses that may reveal facets of the subject's personality by projection of internal attitudes, traits, and behaviour patterns upon the external stimuli. Other projective tests include the House-Tree-Person (HTP)Test, Draw-A-Person (DAP)Test, Robert's Apperception Test, also there are other projective methods requiring subjects to build wooden block structures, complete sentences, paint with the fingers, or provide handwriting samples; additional methods include association tests in which spoken words serve as the stimuli. The responses to projective tests are content analyzed for meaning.

These tests are used frequently, though the scientific evidence is sometimes debated, many of them have no standardized criteria to which results may be compared.

Projective test House-Road-Fence

Projective tests are mostly used by clinicians, therapists, and psychologists. I once attended the lecture "How to restore your eyesight" by Dr. Zhdanov V.G.. The audience was offered to take a projective test, one which was like HTP test. (The description of the test is available at <http://zdorovja.com.ua/content/view/493/72/1/18/>).

The people were given some paper and were asked to draw the following objects: house, road, fence, birch and oak-trees, a sack of apples and a snake. As the result a number of drawings were to be interpreted this or that way by specialists. As an English teacher I was impressed by the process of drawing and the potential of the activity to introduce at my classes. I asked my students (it was a group of 10 programming students) to draw the objects and as the result I got 10 drawings. Drawings can reveal feelings, influences and interests – the artist's inner emotional state and development. Tests like this one or the House-Person-Tree test or the Draw a Person test help the psychologist (or the teacher in our case) gain an understanding of the person's mental and emotional

state. Every student will draw a house or a tree, but every house and tree will differ. The result is a collection of projective material organized around standard themes and freedom from stimulus bias.

Interpretation clues. Here are some clues how the objects in the drawing (See **Fig. 1**) could be interpreted.



Fig. 1

House is the central element of the drawing. The house relates to the person's home life and relationships with the family. It is the place where we spend most time of our life.

The second element of the drawing is the Fence. The Fence shows to what extent you are an open-minded person, whether you are ready to cooperate with other people or tell them about yourself.

The next, third element is Road. Road is unconsciously associated with our job, work, business, study. Along the road we go to work and come back home every day.

The fourth element is the Oak and Birch trees. The Oak tree represents Man and the Birch tree, Woman. The place is important where the trees are drawn, their disposition. Also the tree by itself shows the experiences of the subject and the person describes the subject's relationships with people other than their family.

The fifth element is a sack of apples. Sack of apples relates to our Soul/Heart. The place where people draw the sack of apples is also important.

And finally, the last element is Snake. It is not the symbol of wisdom in the test. Snake symbolizes Trouble/Worries. It is important where and how a person draws the snake.

In the description of the test it is said that this test could be taken

as a fun though 75% of the test interpretation could truly reflect the person's problems (the inference is mostly empiric).

As an activity at English classes the projective test House-Road – Fence works well enough. It depends on the teacher's vision how to incorporate it in the lesson plan. It could be used as a warming-up or at the end of the classes to let the students relax. As a rule, students are involved in drawing activities with great interest, even those who cannot draw well. First, they work individually and then in pairs and groups. In this case the teacher can apply the techniques of teaching English with pictures: to describe a picture, to compare pictures, to find idioms or proverbs to the picture, lexis, antonyms, synonyms, to name the objects in the picture using the particular grammar structure, and many other. As the result a student's dialogue/monologue speaking skills are developed, listening skills, as well, a student's vocabulary is enriched. For example, using the picture of this projective test the following proverbs and phrases were mentioned: A house divided against itself cannot stand; apple of my eye; to get the sack; on the fence; birch-rod; oak-wood; a snake in the grass; hit the road; the tree is known by its fruit etc.

At classes the clinical side of the test is not discussed. The teacher could give the internet link to the students how to interpret their drawings from psychological point of view.

The teacher's reflections: As for the teacher, he/she gets additional information about his/her learners as personalities, also the possibility to estimate their attitudes through drawings. The figures of houses, trees and other objects could provide dependable knowledge regarding the "student's attitude and self-image" (J.Buck). Just from looking at the drawing you can comment about the artistic skills of the person who has made the drawing, also about the person's imagination. The teacher could see how different the students are in projecting their vision of the test objects, at the same time the similarities could be distinguished as well which could be used in classroom management while grouping students.

For the teacher needs to clarify which physical senses the learners prefer to use to learn, their way of interacting with other people, their style of thinking. The given test could be used as a good ice-breaker in establishing positive pattern Teacher-Learner to find out learners' strengths and weaknesses. In addition to the drawings the teacher makes up questions to ask students about the objects he/she has drawn to gather the individuals' feelings. It should be mentioned that it is up to the teacher whether

to master his/her psychological skills or to incorporate personality tests in their teaching. Professional psychology interviewers and researchers need to be properly trained in the interpretation of the drawings.

Thus, the projective technique interprets drawings and provides questions that may readily assess the personality of the student and find out the possible factors which cause psychological barriers in their learning. Applying psychological tests including projective tests at English classes let the teacher capture projected personality characteristics, find out how the learner learns, processes and remembers information and skills, and then work out the strategies which help the learner to learn best.

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FACING UP TO STEREOTYPES IN QUOTED WRITTEN AND VISUAL TEXTS AS INTERCULTURAL KNOWLEDGE RESOURCE

*The kindest word in all the world
is the unkind word, unsaid.*

Anonymous

The relationship between language and culture is deeply rooted. Language is used to maintain and convey culture and cultural ties. L. Hantrais puts forth the idea that culture is the beliefs and practices governing the life of a society for which a particular language is the vehicle of expression [9]. Therefore, everyone's views are dependent on the culture which has influenced them, as well as described using the language which has been shaped by that culture. The understanding of a culture and its people can be enhanced by the knowledge of their language. This leads us to an interesting issue pointed out by Emmitt and Pollock, who argue that even though people are brought up under similar behavioural backgrounds or cultural situations but, however, speak different languages, their world view may be very different [6]. As Sapir-Whorf argues, different thoughts are brought about by the use of different forms of language. One is limited by the language used to express one's ideas. Different languages will create different limitations, therefore, people who share a culture but speak different languages, will have different world views. Still, language is rooted in culture and culture is reflected and passed on by language from one generation to the next [6]. From this, one can see that 'learning a new language involves the learning of a new culture' [3]. Consequently, 'teachers of a language are also teachers of culture' [5]. Language teachers must instruct their students on the cultural background of language usage, choose culturally appropriate teaching styles, and explore culturally based linguistic dif-

ferences to promote understanding instead of misconceptions or prejudices.

Intercultural awareness is not really a skill, but a collection of skills and attitudes better thought of as a competence. Intercultural communicative competence is an attempt to raise students' awareness of their own culture, and in so doing, help them to interpret and understand other cultures. It is not just a body of knowledge, but a set of practices requiring knowledge, skills and attitudes. Among the attitudes and skills that make up the competence are: observing, identifying and recognizing; comparing and contrasting; negotiating meaning; dealing with or tolerating ambiguity; effectively interpreting messages; limiting the possibility of misinterpretation; defending one's own point of view while acknowledging the legitimacy of others; accepting difference. Intercultural knowledge and skills combine with language knowledge and skills to explore topics such as: how to construct personal notions of the Self and the Other; how to interact through speech and writing in different contexts; how to respond politically to globalised language, commerce and media; how to relate the behaviour of others to their attitudes and beliefs; how to emphasize with, respect and value the beliefs of others.

What makes intercultural learning distinguishing? Despite the fact that the competence is more than just a body of knowledge, intercultural awareness skills can be developed by designing materials which have cultural and intercultural themes as their content, a kind of loop input, if you like. For many students, learning experiences are primarily course-book-oriented and test-driven, with a focus on form rather than meaning, and accuracy rather than communication. Such standard teaching materials quite often lack a realistic, meaningful context, which in its turn could be effectively compensated by the use of authentic quoted visual and written texts.

In learning another language we are engaged in learning another linguaculture and in that process stereotypes frequently occur in order to make a try to incorporate the unfamiliar and the strange into the familiar cultural horizon. For this reason, a teacher should be aware of stereotypes and be ready to discuss them openly in the EFL class. The dialogue about stereotypes can be initiated by the teacher or occur naturally as a result of students' interpretations. Either way, the educator should use all opportunities to help the students deal with the unfamiliar and proceed to a better understanding of the other. [16]

Critical intercultural literacies may be defined as the skills necessary to help one “...‘read’ cultural events and activities’ in a variety of media and multimedia formats in one’s own culture and other cultures; to reflect on them critically in light of one’s own previous knowledge, experiences and perspectives; and to use them to reflect critically on one’s own previous knowledge, experiences and perspectives” [5]. These skills are crucial for students preparing to head out into today’s increasingly globalised world, where countless cultural and subcultural discourses rub against each other with ever greater frequency and intensity, and where the consequences of misreading, miscommunicating and misunderstanding are potentially dire.

The whole idea of stereotypes is a rather confusing one; there are as many definitions as there are dictionaries; as many opposing ideas as to what constitutes a stereotype as there are individuals. There are many differences in our society, including age, religion, physical and mental abilities, gender, sexual orientation, income, family or social status, and physical appearance. Any place where differences are found leaves room for stereotypes. “Stereotype is a standardized conception or image of a specific group of people or objects. [1; p.11] “Stereotypes are generalizations about people usually based on inaccurate information or assumptions rather than facts. Stereotypes do not take into account the great diversity of people within a group of people. Nor do stereotypes consider the present circumstances of the individual. Even worse, stereotypes can lead to prejudicial or discriminatory behaviour.”[12]

Stereotypes are learned. Young children and teenagers, even adults learn to stereotype others by the comments or behavior of their parents or other adults in their lives. Some stereotypes show up in television, movies, animated cartoons, music, books, school textbooks, and advertising. People may learn stereotypes by believing someone else’s opinion when they have not had firsthand experience. The stereotypes can be conceptualized from two complementary perspectives, and that a full understanding of stereotyping process involves looking at both types of approaches. On the one hand, stereotypes are represented within the mind of the individual person. On the other hand, stereotypes are represented as part of the social fabric of a society, shared by the people within that culture. Milton J. Bennet asserts that ‘stereotypes arise when we act as if all members of a culture or group share the same characteristics. Stereotypes can be attached to any assumed indicator

of group membership, such as race, religion, ethics, age or gender, as well as national culture. The characteristics that are assumedly shared by members of the group may be respected by the observer, in which case it is a **POSITIVE STEREOTYPE**. In the more likely case that the characteristics are disrespected, it is a **NEGATIVE STEREOTYPE**. Stereotypes of both kinds are problematic in intercultural communication for several obvious reasons. One is that they may give us a false sense of understanding our communication partners. Additionally, stereotypes may become self-fulfilling prophecies, where we observe others in selective ways that confirm our prejudice'[4;p.6]. Under this circumstance, stereotypes operate much like object schemes, allowing easier and more efficient processing of information about others. Whereas a variety of stereotypes are based on real group differences (e.g. cultural stereotypes about food preferences), we believe that stereotypes based on relatively enduring characteristics of the person (such as race, religion, and gender) have enormous potential for error. Thus, the second route to stereotyping occurs when stereotypes are formed about various groups independent of real group differences.

Media stereotypes are inevitable, especially in the advertising, entertainment and news industries, which need as wide an audience as possible to quickly understand information. Stereotypes act like codes that give audiences a quick, common understanding of a person or group of people—usually relating to their class, ethnical group or race, gender, sexual orientation, social role or occupation. But stereotypes can be problematic. They can reduce a wide range of differences in people to simplistic categorizations; transform assumptions about particular groups of people into “realities”; be used to justify the position of those in power; perpetuate social prejudice and inequality. [13]

The stereotyping literature has grown considerably over the past decade. In large part, this growth can be attributed to progress in understanding the individual mechanisms that give rise to stereotypic thinking. Quotations have been very often neglected and not perceived as good sources for language learning. Our aim is to show that they may be successfully applied during EFL lessons as the perfect teaching material – authentic, non-trivial and, thus, really motivating for the students. [10] More than that they truly depict culture and mental concepts applicable to human beings and objects as well. It is with their utilization for educational purposes a particular emphasis is given to the cognitive

and motivational factors that contribute to stereotype formation, maintenance, application and change. A delightful collection of proverbs, sayings, celebrity styled quotations, contemporary aphorisms, bushisms, notorious mistranslations may lay the basis of numerous tasks, as well as offer EFL learners a wealth of linguistic and cultural information to be relied on in the process of mastering language skills – authentic, non-trivial and thus motivating. [8; 9; 15]

The assignments based on authentic video should be multi-layered in order to exploit all information and elements contained in the aural and visual texts. Additionally, it is essential that video tasks and lessons be perceived by the language learner as a challenging and requiring effort. It is crucial to make sure that students are able to answer questions based not solely upon what they see but also of what they hear. At the same time, foreign film is a vehicle for exploring intercultural literacy, since it is one of the means through which we may regularly encounter other cultural discourses. It is important to introduce students to the ‘stories another culture tells about itself’ [11; p.21]. As R.Kern later points out: ‘Through our stories we tell the world not ‘as it is’ but rather as we see it, or as we would like to see it, or as we would like others to see it’ [11; p.99]. The visual medium of film, which seamlessly entwines language, culture and context, is a good place to start ‘looking’ through the lenses of other cultures. It is a good place to start to ‘read the world’. Students should be provided with sufficiently rich and varied material to enable them to see that each so-called ‘culture’ is divided against itself in countless ways, an insight which of course applies in equal measure to their native culture(s). Thus, films could be chosen to introduce both mainstream and marginal voices.

Quoted text and movie samples are coherent pieces of real discourse, written or spoken for a communicative purpose. If carefully selected, they motivate learners and involve them in critical thinking about true-to-life problems and situations. Modern methodologists reiterate this by suggesting that communication on the grounds of authentic language resources offers a link between classrooms and society, providing an enormous resource of vocabulary and realia, slang, professionalisms, socio-cultural peculiarities of language use, funny examples of language misinterpretations, humour, as well as tactics for removing cross-cultural communication barriers and stereotypes. In addition, they serve as a wittily informative insight into how the English language can be used

and abused, depicting the culture, mentality and outlook of the English-speaking world. Consequently, samples of authentic language are more likely to provide the basic information which characterizes a communicative situation that is social and psychological roles of participants' relationship between members of conversation, content, communicative intent, attitude, mood, type of text message, mode of communication and language features. Language teachers are prone to instruct their students on the cultural background of language usage, choose culturally appropriate teaching styles, and explore culturally based linguistic differences to promote understanding instead of misconceptions or prejudices.

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Appendix 1

List of Modern Films Picturing Stereotype Issues in Them

- Bridget Jones's Diary (Дневник Бриджет Джонс)
- Chocolat (Шоколад)
- Everything is Illuminated (Свет вокруг)
- I am Sam (Я-Сэм)
- Indecent Proposal (Непристойное предложение)
- Forrest Gump (Форрест Гамп)
- The Fur (Мех)

- Guess Who (Смотри кто пришел)
- Laws of Attraction (Законы привлекательности)
- Milk (Харви Милк)
- Notting Hill (Ноттинг Хилл)
- My name is Khan (Меня зовут Кхан)
- Prime (Мой лучший любовник)
- Revolutionary Road (Жизнь сначала)
- Terminal (Терминал)
- Spanglish (Испанский английский)
- Twilight / New Moon / Eclipse (Сумерки/ Новолуние/

Затмение)

- The Reader (Читатель)
- The Story of Us (История о нас)
- Slumdog Millionaire (Миллионер из трущоб)

Appendix 2

List of Modern Animated Cartoons Picturing Stereotype Issues and Portray Certain Races and Cultures in a Negative Manner

(from *'Stereotype and Racism in Children's Movies'* by Libby Brunette, Claudette Mallory and Shannon Wood. – electronic resource:

http://www.nhaeuc.org/newsletters/articles/Racism_in_Childrens_Movies.pdf)

- Alladin (Алладин)
- The Jungle Book (Книга джунглей)
- Lady and the Tramp (Леди и бродяга)
- The Lion King (Король Лев)
- Oliver and Company (Оливер и Компания)
- Pocahontas (Пакахонтас)
- Peter Pan (Питер Пен)
- Tarzan (Тарзан)

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TEACHING STUDENTS TO BE ENVIRONMENTALLY AWARE AND ECOLOGICALLY CONCERNED

Cherkasy First City Gymnasia, the UNESCO Associated School, joined ASPnet in 1996 and its main theme of work is Man and His Environment. In 1990 a Deputy Head teacher N. Ananieva initiated creation of the Ecology group, which is a public organization with a lot of experience in ecological work.

Since that time a lot of work has been done by the Ecology group. Its members represented FCG at international conferences in France, India, Switzerland; took an active part in all-Ukrainian projects and became a local branch of the Ukrainian UN Environmental Committee in Cherkasy oblast. Celebrations of the annual Earth Day and Water Day have become the main projects of the Ecology group.

In 1995, to help the senior students to develop their positive attitudes and improve their effectiveness in dealing with the environment, I was proposed to develop the syllabus of Ecology course. As a result a two year course was designed: *Ecology* for the 10th graders and *Learn about Yourself and the World Around* for the 11th year⁷ learners.

The course *Ecology* is aimed at educating and informing the students about environmental and ecological concerns. The main objectives of the course are: awareness, knowledge, skills, attitudes and participation in ecological work at school and within the community.

The course helps the students to understand the problems and consequences of current and alternative behaviours through activities and experimental learning. It assists them in recognizing the positive difference that alternative actions can accomplish.

The course comprises a total of 70 lessons structured throughout the year, with two lessons held each week. Classes include group discussions and participation, brainstorming and problem solving as well as various

other tasks, including activities at the gymnasia and in the community. Some of the topics studied by the 10th graders are:

- Ecology as a science, its history, practical application of ecology, new trends in the development of ecology;
- the history of ecological movement in Ukraine;
- the school club Ecology, its principle objectives and projects;
- the fundamentals and biotic components of an ecosystem, a food chain and interaction of species: negative and positive;
- the food we eat, a healthy diet, dieting: pros and cons; nutritional facts, generically modified food;
- water in our lives, water in our future, water pollution, ways of saving water and diseases caused by polluted water;
- ecosystem of the brink, sea and ocean pollution endangered species, contaminated marine fishery products, the effect of the oil spills from oil tankers on the ecosystem and marine life;
- the tropical forests and why they are important;
- recycling and the environment, types of waste, what is recycle.

I think it is very important to teach students to be naturalists and to love and respect every living creature, that is why I use a lot of feelers and warmers at the lessons from which the students learn the names of trees and berries, flowers and greens, vegetables and fruit, insects and natural wonders and a lot of other nature related things. A video course Focus on the Environment by S.Stempleski brought from our sister-school in Belgium helps to make the Ecology course still more informative and educative.

The aim of the course *Learn about Yourself and the World Around*, which also comprises a total of 70 lessons, is not only to convey to the students a sense of love, respect and responsibility for nature's beauty, power and vulnerability. Its far-reaching effect is to prepare students for life through fostering awareness of the fragile balance between people and nature and teaching them to find the way out of any difficult situation in life while discussing different life situations. The course is based on a users-friendly text-book *Health for Life* by J.B. Rich, E.T. Pounds and Ch.B. Corbin, and the book *The World We Live In* by Victoria Lichkevich and Joanna Fomina, Ternopil, 2003, and recommended by the Ministry of Education of Ukraine.

Besides the knowledge of their body, how it works and how to take care of it, the students learn about positive and critical thinking, toler-

ance, life chances and values, big and small dreams and the ways to achieve them. Students learn a lot about drug, alcohol and tobacco abuse and dependence on them through watching and discussing films, group discussion and simulation of life situations. Other topics include different kind of learning disabilities and how to develop memory and diligence; love, different kinds of love and the problems of the teen age; kinds of stress and how to cope with stressful situations; problems of suicide and alternative decisions; global environmental problems and illnesses caused by pollution of the Earth. This course helps students to become independent thinkers and decision-makers in life.

Students who study Ecology course are active participants of the school Ecology group and are actively involved in making International Water Day (22, March), International Earth Day (22, April), in project work. They deliver lectures on water and effective water management to juniors and the kindergartens in the community.

The students who have chosen the Ecology course as a selective subject have a great start to an exciting range of careers connected with environmental protection and nature conservation.

Not many schools offer *Ecology* as an elective subject, but the following set of activities may be useful while teaching environmental issues.

Theme: The Rainforests: Why They are Disappearing

I. Write down the answers to the following questions. Then compare your answers with those of another student.

1. What do you already know about the rainforests?
2. What are you unsure of about the rainforests?
3. What do you hope to learn about the rainforests?

II. Quiz: Some More Facts About the Rainforests.

1. All rainforests are located in hot, tropical areas. True or False?
2. Which three countries contain the world's largest remaining rainforest?
 - a. Brazil, Indonesia and Zaire
 - b. Brazil, Canada and the United States
 - c. Brazil, Mexico and Panama
 - d. Australia, Brazil and Russia

3. How many people live in the world's rain forests?
 - a. 14 thousand
 - b. 14 million
 - c. 140 thousand
 - d. 140 million
4. At what rate are the world's rainforests disappearing?
 - a. 100 acres a day
 - b. 100 acres an hour
 - c. 100 acres a minute
 - d. 100 acres a second
5. What percentage of the world's plant and animal species exist only in rain forests?
 - a. 5 percent
 - b. 15 percent
 - c. 35 percent
 - d. 50 percent
6. At least how many species of insects live in rain forests?
 - a. 10 million
 - b. 20 million
 - c. 30 million
 - d. 40 million
7. Which of these woods does not come from a rain forest?
 - a. mahogany
 - b. black walnut
 - c. teak
 - d. rosewood
8. Which of these animals does not live in a rain forest?
 - a. llama
 - b. gorilla
 - c. howler monkey
 - d. mouse deer

Answers: 1. False. A rain forest is any forest where the heavy rainfall leads to dense vegetation. Tropical rain forests are found in hot, tropical areas, but there are also cool rain forests found, including on in south-east Alaska. 2. a 3. d 4. c 5. c 6. c 7. b 8. a

III. A lecture

Rainforests are forests characterized by high rainfall, with defini-

tions setting minimum normal annual rainfall between 1750 – 2000 mm.

Some scientists recognize over 40 different types of rainforest, each with its own variety.

Tropical rainforests are rainforests in the tropics, found near the Equator (between the Tropic of Cancer and Tropic of Capricorn and present in southern Asia (Indonesia, Papua New Guinea, Northern and Eastern Australia, the Amazon Rainforest. Hawaii...)

Temperate rainforests are rainforests in temperate regions. They can be found in North America (Canada, the Rocky Mountain Trench), in Europe (Ireland, Scotland, southern Norway), the Balkans (along the Adriatic coast, Georgia, Turkey), in East Asia (China, Japan, Taiwan, Korea, the Russian Far East Coast).

The Jungle refers to a dense forest in a hot climate, such as a tropical rainforest. About 6 % of the Earth's land mass is classified as the jungle. About 57 % of all species live in the jungle environments.

Imagine:

- a forest unchanged for 60 million years;
- the temperature hardly changes from day to night, season to season, year to year;
- heavy downpours are common;
- humidity is high, it's hard to breathe;
- a lot of venomous insects, spiders, plants around;
- leafy branches block out light to the forest floor, it's dark.

Layers of the Rainforest:

- the forest floor gets 2 % of sunlight;
- the understory (shrub layer) gets 5 % of sunlight;
- the canopy-trees 30-45 m tall. It is the home to 50 % of all plant species (half of all life on Earth can be found here);
- the emergent layer-trees, reaching heights of 45-55 m (a few species may grow up to 70-80 m tall).

Life in the Layers of the Rainforests

More than half of the world's species of plants and animals are found in the rainforest. The forest floor – the humus: is home to more than two-thirds of the Earth's species. This amounts to over 5 million species of plants and animals.

Little grows on the forest floor. Most rainforests life is found about 40 m above the ground, in the canopy.

Fauna of the Rainforests

mammals	unvertebrates	omnivorous
reptiles	carnivorous	scavengers
birds	habivorous	preditors
flies	snakes	wild boars
beetles	frogs	deer
wasps	termites	sloths
ants	worms	boa constrictors
spiders	bats	leopards
lizards	parrots	jaguars
scorpions	squirrel	humming bird

Gifts from the Rainforests

Tropical rainforests provide timber as well as animal products such as meat and hides. Rainforests also have value as tourism destination. A lot of foods originally came from the tropical forests. They are: tea, coffee, cocoa, spices, nuts and many others. The domestic chicken, which is now farmed worldwide, began life on the forest floor. There is an Amazonian tree that produces a sap very similar to diesel fuel. The sap can be poured straight into a truck's tank and used as fuel.

A quarter of all medicines found in our drug stores owe their origins to rainforest plants and animals.

Rainforest insects could offer an alternative to expensive pesticides. In Florida, three kinds of wasp were successfully introduced to control pests that were damaging the citrus tree crops.

There ate at least 1500 potential new fruits and vegetables growing in the world's rainforests.

Deforestation

Tropical and temperate rainforests have been subjected to heavy logging and agricultural clearance throughout the 20th century. Tropical scientists believe that at the present rate of destruction, there will be no rainforests left by the year 2050. Due to destruction of the rainforests possibly more than 50000 species of plants and animals will disappear a year. Every hour 3 species of plants and animals become extinct now.

Rainforests are cleared completely to reach mineral reserves, such

as iron, copper, or uranium, or to make huge cash-crop plantations of coffee, cocoa or bananas. But business is only half of the story.

An estimate 500 million people have moved into the world's rainforests and more are sure to follow. They clear the forest to farm small areas of land for food and money. They are called slash-and-burn farmers because they build simple homestead in the forest and then burn surrounding vegetation to enrich the soil.

When rainforests are burnt down to clear land, the trees stop taking in carbon dioxide. Also, the forest fires give off carbon dioxide. Too much of this gas in the air may make the earth's climate hotter. It can take less than 10 years for rainforest land to become as barren as lifeless as a desert.

IV. A multi-media film about the rainforests (the contents)

A rainforest is any forest where the heavy rainfall leads to thick vegetation. Tropical rainforests are located in hot, tropical areas, but there are also some cool rainforests, including one in southeast Alaska. When people say "Save the rainforest," they usually mean tropical rainforests: jungles that have hot humid weather all year.

A rainforest cannot be replaced. When a rainforest has been destroyed, it is gone forever. Once the web of interdependence has been broken, plants, and animals have no way to rebuild their complex communities.

There are about 14 million people in the world's rainforests. Some of them are indigenous people who have lived in tropical rainforests for thousands of years. Some have never seen outsiders before. As the forests are destroyed, the homes and culture of these people disappear. Many die as they catch modern diseases.

Rainforests are disappearing for many different reasons. In some countries, especially those of South America, rich landowners own most of the farmland. Poor farmers have to use tropical forestland to grow food for their children. Some farmers use forestland to grow cash crops, such as coffee and pineapples. Other activities that are destroying rainforest include mining, logging, farming and cattle ranching.

Why they are called the rainforest? Because they are wet! Tropical rainforests receive between 160–400 inches (400–1000 centimeters) of rain each year. Because rainforests are near the equator, their temperatures stay near 75–80 degrees Fahrenheit (24–27 degrees Celsius) all year-round.

Rainforests are essential to everyone on earth. They help control the world's climate. Burning and clearing rainforests release carbon and this causes the weather to become much hotter. This is called the "greenhouse effect". Rainforests reduce floods and help to prevent droughts, soil erosion, and air pollution. Rainforests are the world's most important source of new medicines. Many medicines, such as aspirin and heart disease treatments, come from rainforest plants. It is possible that a cure for cancer or AIDS will be found in a tropical rainforest someday

Rainforests have been evolving for 70 to 100 million years. They contain plants and animals that live nowhere else on earth. When a rainforest is destroyed, the plants and animals which have lived there for millions of years are also destroyed.

Most scientists say there are about one million different species of plants and animals in the rainforests. A typical 4-square mile area of rainforest contains up to 1,500 species of flowers, 750 species of trees, 400 species of birds, 150 of butterflies, 125 of mammals, 100 of reptiles, and 50 of amphibians.

Before 1900, rainforests covered 14% of the world's surface. Today they cover 7%. The reason for this is simple. They have been cut down to provide land, paper, wood, medicines, minerals, fuel. But it's not only trees, which are disappearing. Every rainforest also contains millions of animals, insects and flowers. These are destroyed too.

If man continues to cut down rainforests, more than one million species of plants and animals will become extinct by the year 2030.

True or False?

1. Tropical rainforests are located only in hot, tropical areas.
2. Jungles have not humid weather all year.
3. When a rainforest has been destroyed, it is gone forever.
4. There are about 14 million people in the world's rainforests.
5. Farming helps rainforests to develop.
6. Rainforests help control the world's climate.
7. Rainforests may cause floods.
8. Rainforests are the world's most important source of new medicines.
9. Rainforests cover 7 % of the world's surface nowadays.
10. More than one million species of plants and animals will survive by the year 2030.

Answers: 1-f; 2-t; 3-t; 4-t; 5-f; 6-t; 7-f; 8-t 9-t 10-f

What do these numbers tell about the rainforests in the film?

Rainforests in Figures

1. 14 million
2. 400-1000 centimeters
3. 24-27 degrees Celsius
4. 70 to 100 million years.
5. 1 million
6. 7%
7. more than 1 million (by 2030)

Answers:

1. There are about 14 million people in the world's rainforests.
2. Tropical rainforests receive between 400-1000 centimeters.
3. Because the rainforests are near the equator, their temperatures stay near 24-27 degrees Celsius all year-round.
4. Rainforests have been evolving for 70-100 million years.
5. If man continues to cut down rainforests, more than one million species of plants and animals will become extinct by the near 2030.
6. Today the rainforests cover 7 % of the world's surface.
7. If man continues to cut down rainforests, more than one million species of plants and animals will become extinct by the near 2030.

V. Values clarification

The list below presents some of the reasons people have given for saving rain forests. First rank the reasons from 1 (most important) to 10 (least important). Then work with five or six students and try to reach a group consensus on how the statements should be ranked. Present your group's final rankings to the class.

- To preserve knowledge. (As native rain forest people die or are forced to move, their knowledge of rain forest plants, animals and cycles is lost forever.)
- To prevent local problems. (The destruction of rain forests causes serious local problems such as soil erosion and water pollution.)
- To respect nature. (People have no right to destroy the world's rain forests and other habitats for their own purposes.)
- To preserve inspirational sources. (Tropical rain forests are unique, exotic places that have inspired the work of artists, writers, and others.)
- To save bird species outside the tropics. (Many bird species from

other parts of the world, e.g. North American songbirds, migrate to tropical rain forests and depend on these forests for survival.)

- To keep the climate in balance. (Destroying tropical rain forests would drastically change weather patterns around the world.)

- To preserve cultural traditions. (Destroying rain forests destroys the cultural traditions of the native peoples who live in them.)

- To preserve tropical plant and animal species. (Destroying tropical rain forests would cause many tropical plant and animal species to be lost forever.)

- To allow new medicines to be discovered. (Unstudied plant and animal species in the rain forest could provide new medicines, including cancer cures.)

- To prevent wood and food products from becoming scarce. (People all over the world depend on rain forest products and foods, such as mahogany, bamboo, teak, bananas, nuts, and coffee.)

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MEETING THE TERTIARY LANGUAGE TEACHERS’ NEEDS

The article contains a rationale for the need of professional training and development of ESP teachers at tertiary level in Ukraine. The authors suggest an ESP INSET training/development programme to this end and provide a retrospective view of the course piloted at “KROK” University in April 2009.

The premise

The creation of the European Higher Education Area by 2010 (Bologna 1999) offers scope for greater student mobility, increased effectiveness of international communication, better access to information and deeper mutual understanding (Bakayeva *at al.* 2005). The Bologna process has evoked inevitable changes in European higher education system which triggered Ukrainian higher education establishments to react to the change. The university students received an opportunity to enjoy the study and job mobility in Europe and an easier access to the international job market. This gave rise to the reasonable expectation that national universities should provide an appropriate training to assist in developing such students’ competences that will enable them to function effectively in a variety of the situations they are likely to encounter in educational and professional contexts.

Ukraine’s increasing economic attractiveness is drawing European and world businesses to the region, and more national firms expand internationally. A growing number of company offices are offering jobs with challenging prospects and highly competitive salaries. The open opportunities make national university students strive to increase their

English language competence in order to meet the requirements of the job market. These factors can not but influence the way the English language should be learned and taught at universities nowadays. Are the tertiary teachers prepared to do the efficient job in the situation when the language learning has begun to play a significant if not a crucial role?

Transition to the modular system in national higher education, which is a requirement for the Bologna Process membership, proves a challenge for Ukrainian university teaching staff at large, and language teachers in particular. The communication with university English language teachers in the course of dissemination of the ESP National Curriculum for Universities has revealed a range of concerns the teachers have about a variety of issues concerning both ESP learning and teaching, and transition to the modular European Credit Transfer System: the ESP approach, curriculum and module design, assessment, material adaptation and design, students' independent study, etc. In search of answers to their concerns Ukrainian tertiary language teachers attend occasional training events, not numerous though, participate in the conferences organised by universities, IATEFL and TESOL thus taking every opportunity to learn the new, voice their professional challenges, question the existing theories and practices, exchange the experience. However, the intermittent events prove to be insufficient to support the professionals in their adaptation to the current changes. A regular basis in-service training/development course could be an excellent chance to meet the teachers' needs. Moreover, such training would be a proficient response to the national Education and Science Ministry's requirement for the university teachers' professional level upgrade which is due every five years.

As a response to the ESP teachers' needs and the Ministry requirements "KROK" University for Economics and Law, based in Kiev, has designed a 152-hour in-service ESP teacher training/development programme. Its overall aim is to further build up the professional capacity of Ukrainian ESP teachers by focusing on strategic issues of continuous professional development. The training is expected to encourage deeper understanding of the principles and methods of language learning and teaching at university, assist in module and materials design, assessment and adaptation. The INSET programme is also believed to help participants to develop and enhance the skills which lead to professional independence, autonomy, co-operation, enquiry and reflection.

Simultaneously, the programme is supposed to assist the participants in adaptation to the new educational environment which was brought around by the Bologna Process. Any imposed change is known to be a slow and complex process as teachers are often quite comfortable with their existing routines and may resist innovation if they are not aware of the benefits the change can bring into their professional or personal life. Based on the premise that ‘people act according to values and attitudes prevalent in a given society or culture, and that accepting change may require changes to deep-seated beliefs and behaviour’ (Kennedy 1987:164), normative-re-educative (Kennedy 1987) strategy is accepted as the overall approach of the course. In a non-threatening collaborative environment the participants are expected to be able to experience the key aspects of the academic process described by Wallace (1991): acquisition, reflection, application and evaluation. These can enable the course participants to uncover their hidden beliefs and make ‘their own decisions about the degree and manner of change they wish to accept’ (Kennedy, *ibid*).

The growing educational, professional and societal need for learning English for study and job purposes at universities makes high demand for skillful knowledgeable professionals able to ensure the quality education standards. The INSET ESP teacher training\development programme offered by “KROK” university is an answer to the challenges tertiary language teachers are facing in the changeover period on the way of Ukraine’s integration to European community.

The retrospective

The INSET ESP teacher training\development programme was piloted at ‘KROK’ University of Economics and Law in April 2009. The participants were all ESP teachers working for the university and its affiliate College for Business and Economics. Some of the trainees have been teaching ESP for more than 5 years, others were new to the approach. However, the course, reportedly, turned out to be challenging for all of them.

Following Nunan and Lamb (2001:33) who identify an ‘ideal learner-centered context’ as the one in which ‘not only the decisions about what to learn and how to learn be made with reference to the learners, but the learners themselves will be involved in the decision-making process’, the programme trainers made every effort to ensure that the

trainees also actively participate in the processes of planning, implementation, assessment and evaluation of the programme. The outcomes of each module of the programme were subject to either formative or summative assessment.

Module One of the programme aimed at the trainees' realisation of the aims, objectives, methodology and assessment system of the course. The wide range of activities the participants were engaged in made it possible to discover the gaps in their teaching practices and formulate their own expectations of personal and professional development. The trainees also learned and practiced a variety of ways to create a favourable, motivating and friendly atmosphere for group work. The module resulted in quite a number of warming up activities created and demonstrated by the participants.

Module Two focused on laying a societal and methodological background for the national tertiary education policy. The participants received a chance to increase their understanding of the Bologna process by having a deeper insight into the European Higher Education Area dimensions and requirements. The thorough analyses of the descriptors for the bachelor and master level competencies encouraged the trainees to re-think their current values and beliefs of ESP teaching and learning at universities. The trainees were offered an opportunity to make comparative analyses of the existing syllabi to identify those preferable for their current ESP teaching practice. An outcome of the module was an outline of ESP course content for a certain specialism designed by the participants.

The methodology of ESP teaching and learning was given a thorough consideration in the course of Module Three. Communicative, learner- and learning-centered and constructivist approaches employed in the ESP learning/ teaching process raised a hot discussion which triggered the participants to re-evaluate their constructs concerning the roles of both the teacher and the learner in an ESP classroom environment. A variety of interaction patterns, namely individual, pair and group work, were introduced and practised during the workshops. The participants had a genius opportunity to experience the effectiveness of the modes of interaction and evaluate their advantages and disadvantages. The new learning for the course trainees involved different ways of giving input: mini-lectures, buzz-group discussions, loop input, project work, case study, round table discussion, cross-over groups, etc. The entire content

of the module targeted at teaching the four language skills (reading, listening, speaking, writing) interactively.

Assessment of the learning outcomes was yet another issue considered in the course of the module. Design and use of assessment criteria proved one of the greatest challenges for the ESP teacher trainees, since the criteria tend to be interpreted differently by different teachers depending on their own values, beliefs, attitudes, experience and teaching practices. Assessment of the language behaviour during the role plays and simulations, introduced by the course trainers, appeared to be useful in the participants' efforts to apply the new knowledge into practice.

At the end of the course the participants were asked to design and conduct a mini lesson focused on one of the four language skills development. The trainees demonstrated their ability to adapt learning tasks and materials according to different approaches to ESP and to use various input giving techniques. They also revealed the knowledge of the possible ways to develop the communicative language skills.

The course evaluation was conducted by assigning a review task, in which the trainees reflected on the aspects of the training programme and shared their views, opinions and feelings in the middle and at the end of the course.

The following are the voices of the course participants.

“The programme is true to life. Everything is necessary for our everyday work with students, and I really find useful all the materials.”

“I think the programme will help to improve our professional level and make our classes more interesting, communicative, and proficient.”

“I have realised the significance of giving accurate instructions before doing any task. As a teacher, I can choose. It was important to learn that the type of feedback chosen by the teacher influences the students' reaction.”

“What I most like about the programme is different aspects we focused on. It embraces important areas in the English language teaching. All the material is given in accordance to the contemporary educational demands. So, this course helps gain more knowledge about modern approaches to teaching.”

“So far one of the things I have learned is the importance of the student-centered teaching process. So I have to learn and practice a ‘mute teacher’ technique. Besides, I've learned a lot, for example, different tools and techniques which I can use in my work.”

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ELT IN UKRAINE: CHANGES AND CHALLENGES

The article analyses the changes in the approach to teaching the English language in Ukraine for the last decade and identifies the areas for improvement in order to facilitate adoption of the communicative method of teaching in English classrooms and successful integration in Bologna Process.

INTRODUCTION

The aim of this paper is to look at the changes which have taken place in ELT in Ukraine for the last ten years, to describe a project for in-service teacher training (INSETT) programmes which was designed to improve EL provision in Ukraine and to identify the problems to be solved in order to adopt the communicative approach in English classrooms.

CHANGES IN ELT IN UKRAINE

Changes in education policy

Since considerable changes in political system were introduced in early 90s, Ukraine has gradually been moving into the international community, both socially and economically, which has led to a great increase in the demand for foreign languages, especially English.

In 1994 the Ministry of Education and Science published the ‘Concept’ of teaching foreign languages, which closely adhered to the Communicative approach. Taking into consideration the facts that all the areas of the educational system needed urgent innovation, the only approach to teaching foreign languages financially supported by the government until middle 90s was the conscious comparative approach, the traditional teaching methods took very strong position and the financing

was insufficient, the Ministry saw the transition to the communicative approach as a gradual process. As Fig.1 shows, there was a wide gap between the situation in ELT in 1990s and the changes expected:

	Situation in ELT in middle 90s	Desired changes
Teacher training system	Trainer-centred Prescriptive in its treatment of approaches to teaching foreign languages Using the applied science model for teacher training	Trainee-centred Developmental in its nature Using reflective model for teacher training
Method of teaching	Grammar-translation	Communicative
Curricula	Language competence - based	Communicative competence - based
Course-books	Based on grammar-translation method	Based on communicative approach
Testing system	Content-based exams	Skills-based exams

Fig. 1

Since 1994, when the Concept was launched, education policy in Ukraine has had an increasing impact on the delivery of foreign languages. This has included aims for achievement, design of national standards, a function-based curriculum for secondary school, a new curriculum for English language development in universities and institutes, a curriculum and development course for in-service institutes.

Introducing changes in INSETT

One of the first steps to change the situation in foreign language teaching was designing a core curriculum and course for INSET institutes. At the same time a function-based curriculum for secondary schools was being written and introduced in 2001.

During the period of September 1997 – March 1998 a team of 15 representatives from the Ministry of Education and Science, universities, schools and INSETT institutions with the support of the British

Council conducted the Baseline Study of INSETT in Ukraine. In response to the findings and recommendations of the Baseline Study the pilot version of In-Service Curriculum and Development Course for English Language Teachers (INSCDCELT) was designed in 1998 and piloted in 23 in-service institutes of Ukraine in 1999 – 2000. As a result, the team of authors was expended to review and rewrite materials and to add Young Learners Component, and in 2002 the final version of the Curriculum and Course was edited.

INSCDCELT

Methodology and Aims of INSCDCELT

INSCDCELT reflects developmental reflective trainee-based approach in comparison with the previous one: trainer-centred, based on the applied science model of training. As it was stated in Approach and Methodology section of INSCDCELT, it is:

...task-based and experiential, and involve reflection on experience. It also includes a variety of teaching and learning modes that ‘mirror’ activities that are common in the communicative approach, so that participants can see how these can be implemented in their own classrooms. If teachers are to understand and have confidence in using the communicative approach to language teaching, they have to experience it and reflect on it during the INSET course.

And aims to:

- facilitate participants’ (Ps’) understanding of the principles and practice of English Language Teaching (ELT), with particular reference to the Communicative Approach
- improve Ps’ knowledge and use of English with respect to the needs of the training course and their teaching needs
- develop Ps’ ability to evaluate, adapt and design teaching and testing materials appropriate to their learners’ needs and teaching contexts
- encourage Ps’ current and future professional development through reflection on their practices and beliefs, self-evaluation and co-operative work with other teachers. (INSCDCELT 2002: xix)

Course content

The Course consists of 90 x 45-minute sessions for a one-month INSETT programme and includes components which cover the fol-

lowing aspects of methodology: comparative analysis of approaches to teaching foreign languages with the focus on the communicative approach, methods and techniques for teaching and developing skills (speaking, listening, reading, writing), skills integration, teaching vocabulary and grammar communicatively, classroom management, classroom language, dealing with large mixed classes, lesson planning, dealing with errors and mistakes, giving and getting feedback, teaching young learners. Young Learners Component was added to the Course when a compulsory course of a foreign language for young learners was introduced in Ukraine in 2001. This component is really important since the higher education institutions which train English language specialists are separate from the institutions which prepare teachers to work with young children. Therefore, those teachers who have a high level of English fluency do not know how to work effectively with primary school students.

Challenges of piloting INSCDCELT

The authors of INSCDCELT and teacher-trainers could foresee the challenges they would face while piloting the Course. According to Roberts' classification (1998), INSCDCELT is a 'centrally determined programme', i.e.:

...controlled by a central authority ... to attain long-term educational outcomes set by government policy. Central initiatives are ... required by curriculum innovations, systemwide changes which may demand changes in teaching style (Roberts 1998: 223)

So, the teachers' resistance was highly predictable since they were required to depart from traditional teaching methods, to adopt those which were new for them, and, thus, to change their beliefs and attitudes. Furthermore, according to The Report on the Baseline Study into the Ukrainian In-Service Teacher Training for English Language Teachers (1998), most teachers were overworked and underpaid, which lead to a flow of English teachers with well developed language skills into commerce, and, thus, to a large number of vacancies, which were occupied partly by pensioners, partly by part-time teachers, partly by students in the fourth or fifth year of their education degree and partly by graduates of education colleges who were qualified to teach in primary school but were not qualified enough to teach English. Moreover, most teachers themselves learned English as a content subject, not as

a skill to be used and found it difficult to converse in the language. In addition to this, despite the fact that a new function-based curriculum for secondary schools was edited in 2001, the assessment system wasn't changed. Thus, there were a lot of objective reasons which made the task of introducing the Course quite challenging, and, of course, one month was evidently not enough to change the teachers attitudes, beliefs and teaching styles which had been formed for many years and differed very much from those recommended by the Course. Fig. 2 illustrates the difference between the traditional English teaching practices experienced by most teachers in Ukraine and the principles of INSCDCELТ:

	Traditional ELТ practices in Ukraine	ELТ practices recommended in INSCDCELТ
Approach to teaching	Conscious Comparative Approach	Communicative approach
Theory of learning	Didactic, "jug and mug" theory	Cognitive code theory, learning by doing (using language communicatively)
Goals	Academic knowledge, learning about the language, literature, etc.	Communicative competence, social appropriateness, acceptability
Focus on studying	Language: grammar, vocabulary, pronunciation	Functional use of the language: agreeing, apologising, giving and receiving information, etc.
Main skills focus	Reading, writing, translating	Integrated approach to all the four skills development: listening, speaking, reading, writing
Key teaching techniques	Translation of unconnected sentences, memorising paradigms, grammar exercises in the form of substitution drills, close-ended questions, reading aloud, retelling texts, dictations, learning word lists	Task-based activities, information-gap activities, problem-solving tasks, role plays, simulations, open-ended questions

Typical forms of interaction	Teacher – Student, Teacher – Class	Whole class discussions, group work, pair work
Teacher’s role	Dominant, source of information, ultimate authority	Facilitator, informant, consultant, manager
Attitude to errors	Negative, appear through students’ carelessness, must be immediately corrected	Students are encouraged to take risks, errors are inevitable, they are learning steps
Attitude to use of native language	Ample use of native language for instructions, explanations, comparison, translation	Occasional use of native language when it is necessary

Fig. 2

Results of piloting INSCDCELT

This section explores the extent to which it is possible to make statements about the effect that the Curriculum will have upon teachers’ classroom behaviour and describes the results of the piloting stage.

To evaluate the impact of the Course the trainers used formal and informal feedback: pre-course and post-course questionnaires, informal written and oral feedback, group-work and micro-teaching observation. Having analysed the data collected, the team of authors and trainers drew a conclusion that the teachers liked the process of training, which included discussions, sharing experience, brainstorming, experiential activities, guided reflection, task-based activities, materials adaptation, micro-teaching, etc. They also appreciated the course model, which Woodward calls ‘the greenhouse’ (where there is a protected environment and plenty of preparation for life outside)’ (Woodward 1992: 3) and the psychological atmosphere in which the sessions were carried out.

On the other hand, the following expressions prove that just disseminating ideas among teachers will not make them change their obsolete teaching styles and become adepts of communicative approach:

- I’ve been teaching for 25 years and I’m sure I’ve been doing it well. Why should I change?

- My students won't be able to pass the exams if I teach them this way, since they will not be expected to converse, but to tell a prepared monologue, read, translate and retell a text, and write a grammar test.

- I won't be able to correct my students' mistakes if they work in pairs or small groups.

- I can't teach my student to speak accurately if I don't correct all their mistakes.

- I won't teach my students to read properly if they don't read aloud.

- Group activities are too noisy and it's too difficult to control them.

- My students can't afford to buy foreign sourcebooks because they are too expensive and I don't have enough time to adapt our national materials, since I have to run 36 lessons per week.

Furthermore, micro-teaching demonstrated that some teachers adopted the techniques without understanding their purpose, i.e. used tasks, pair and group activities but focused more on grammar and vocabulary using mini-lectures for input, were dominant and constantly intervened into group-work. In other words, they were trained but did not develop. In spite of the fact that the course was called *Development Course for English Language Teachers*, it turned to be a training one, since it was focused on methodology. As Head and Taylor (1997) point out:

Teacher training essentially concerns knowledge of the topic to be taught, and of the methodology for teaching it. It emphasises classroom skills and techniques. Teacher development is concerned with the learning atmosphere which is created through the effect of the teacher on the learners, and their effect on the teacher. It has to do with 'presence' and 'people skills', and being aware of how your attitudes and behaviour affect these. (Head and Taylor 1997: 9)

So, the teachers were trained to use some modern methods and techniques but they did not change their attitudes and beliefs, which made it improbable to expect considerable changes in teaching foreign languages.

All things considered, the following conclusion was drawn: it was too optimistic to expect considerable changes in ELT in Ukraine immediately, since changing just several aspects would not change the system. Therefore, the next essential steps on the way of change were planned:

- designing a competence-based curriculum
- changing the testing system and introducing skills-based exams
- designing national coursebooks based on the communicative approach
 - designing a development programme for teachers which will focus on developing personal and professional skills, changing teacher's and student's roles, developing students' independence and creating trustful co-operative atmosphere
 - introducing a new system of assessment

ENGLISH FOR SPECIFIC PURPOSES

The next step towards introducing changes in ELT in Ukraine was made in 2005, when National curriculum for Universities 'English for Specific Purposes (ESP)' was designed. A fundamentally new approach to teaching foreign languages was basically informed by the Bologna process in higher education and the Common European Framework of Reference (CEFR) in language education, since language learning plays a significant if not a crucial role in ensuring student mobility in Europe and beyond.

Transition to the modular system in national higher education, which is a requirement for the Bologna Process membership, proves a challenge for Ukrainian university teaching staff at large, and language teachers in particular. So does an ESP approach to modern languages teaching and learning. Communication with university ESP teachers in the course of the national ESP Curriculum dissemination has revealed a range of concerns the language teachers have about an ESP module design, effective ESP teaching and learning, students' independent study, etc.

The ESP courses offered in University KROK is a response to the growing demand for ESP teaching/learning and the need for change in the ESP community. According to the students' needs, five different syllabi were designed: Business English, English for Economists, English for Managers, English for analysts, English for Interpreters.

The syllabi are realized through practical, educational and cognitive goals and are aimed at facilitating students to achieve the B2 – C1 language proficiency levels as the standards of achievement for the Bachelor's and Master's degrees. The objectives of the syllabi are designed to meet both the needs of future professionals and societal expectations

and incorporate professional communicative competences in terms of generic language skills, language knowledge and socio-linguistic and pragmatic competences. Furthermore, the syllabi provide a guide for assessing learning outcomes and help identify the objects and forms of assessment.

ASSESSMENT

Despite the fact that many changes have been introduced in Ukrainian educational system, there are still areas for improvement, and the most challenging one is assessment, which has to measure the progress students make. That means teachers must have a clear idea of the learning outcomes, the indicators of students progress and the criteria for measuring students' performance.

Assessment is often associated with tests and exams, which are components of formal assessment and make a lot of students feel worried and inadequate, since they cannot perform well under the pressure of test or exam conditions and time limits. Teachers also might feel uncomfortable when they have to give lower marks to hardworking students who are not able to cope with their anxiety. Another reason for negative attitude to assessment is that learners' progress is expressed by a grade or mark that classify students but give them hardly any idea on what their problems are and how to cope with them. However, formal assessment is not the only one possible and informal assessment, the one carried out by a teacher in ordinary classroom environment, might be much more useful as it gives immediate information about learners' performance, and, thus, feeds back into both learning and teaching process. According to Jennifer Moon,

“There are many purposes for which assessment is used other than simply to attribute a mark that indicates quality of performance. Assessing work allows for various forms of feedback information. It provides feedback for the learner on her performance; it provides an indication of the quality of the instruction for the instructor; and it enables the instructor to provide the learner with feedback. Assessment might also indicate to the learner whether her learning is sufficient for progression to a further stage in learning. Depending on the purpose for assessment, assessment criteria may or may not relate to the learning outcomes and assessment criteria identified at the beginning of the course. If assessment concerns the quality of the overall learning on the course, then

it needs to measure the learning that is described in the learning outcomes.’ (Moon, 2001).

It is really important to make our assessment valid, ie to ensure we are assessing what we intend to assess and not something else. For example, if we want to assess speaking, we should only consider learners’ ability to speak and not assess their attitude to studying or their participation in class.

It is also vital to make sure our assessment reflects the syllabus objectives and the priorities we have are those outlined in the syllabus plan of the school or university we work in. Thus, assessment tasks should be selected in relation to the learning required and the learning outcomes for the course. So, some assessment tasks might include essays, role play, simulations, presentations, projects, responses to a quiz, formal or informal letters, responses to questions, reports, summaries of articles, reading or listening tasks, etc.

Although assessment has traditionally been considered teachers’ responsibility, it is possible to invite learners to participate in the process. Peer- and self-assessment can add a lot to the evaluation system and can become highly motivating for students. As Harris and McCann claim,

“Not only do we gather useful information through self-assessment, but involvement of students in the assessment process also means that their attitudes towards their own learning can change significantly. Rather than being motivated by the threat of examinations, student can start to feel more responsible for their own progress, thus acquiring greater and more intrinsic motivation for learning. At the same time, self-assessment can help students to become more efficient as learners, to diagnose their own weaknesses and problems and then to try to do something about them.” (Harris, McCann, 1994)

Peer- and self-assessment might be especially useful in assessing non-linguistic factors, such as participation in group work, contribution in team work, attitude, punctuality, and so on.

It is essential to design an assessment system which will help us to make objective and reliable judgements about our students’ progress. The system must include learning objectives and outcomes, areas to be assessed, tasks for formal, informal and self-assessment, and, of course criteria and the descriptions for them.

Teachers can work out their own criteria, but it is very important

to make sure that our colleagues use the same assessment scales and decode criteria in the same way. Otherwise, the assessment will still be subjective.

As regards descriptors, Common European Framework of References (CEFR) might be really helpful, since it gives descriptors of proficiency levels. This is how qualitative aspects of spoken language use are described for the level B2:

“Range: has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.

Accuracy: Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.

Fluency: Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.

Interaction: can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.

Coherence: Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some ‘jumpiness’ in a long contribution.” (CEFR, 2002)

However, there might be some problems with using these descriptors. Firstly, the descriptions in CEFR are given only for proficiency levels, not for specific purposes to be used in the classroom. Secondly, we have to clear up what “a sufficient range of language” or “a relatively high degree” mean, how much is “some”, etc. That is why it is vital to discuss the perception of the descriptors we use with other teachers and agree on what we mean using this or that qualifying word.

To make the assessment more objective, we made an attempt to produce criteria for assessing fulfillment of different tasks. For example, to assess oral presentations we suggest the following criteria:

- Task fulfillment (Are all the points of the task covered?)
- Content (Is the content and approach relevant, interesting and engaging?)
- Structure and Cohesion (Was the structure clearly outlined? Is

the order logical and easy to follow? Is it signposted throughout? Is the balance of various elements effective? Is timing accurate?)

- Vocabulary and grammar structures range (Are different structures, synonyms or parallel constructions used?)
- Accuracy (Are there mistakes of language use? Do they hinder comprehension?)
- Fluency (Is the speech pattern fluent, indicating familiarity with the material and rehearsal of delivery?)
- Pace (Is the pace of the speech, or flow of ideas, too fast or too slow?)
- Eye Contact (Is the presenter making eye contact across the audience and avoiding becoming note-bound?)
- Tone and Energy (Is there sufficient variation in tone? Does the presenter seem enthusiastic?)
- Body Language and Gesture (Is the presenter's posture upright and confident? Does their movement and gesture enhance, not distract from, what they are saying?)
- Use of Visual Aids (Is there a suitable amount? Are they easy to read? Do they effectively support the oral delivery? Does the presenter use them competently?)

In conclusion, the systematic approach to assessment can not only help to evaluate learners performance in a reliable and objective way, but also provide valuable data for students on what they have to improve to make there performance more successful. On the other hand, this approach requires hard work from the people working in education.

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THE IMPACT OF RECENT CHANGES IN ELT METHODOLOGY AND TEACHING MATERIALS ON CLASSROOM PRACTICE IN TERTIARY EDUCATION IN UKRAINE

This work is an effort to analyse the current state of affairs in ESP classroom practice in Ukraine in the light of the recent changes in EFL methodology and teaching materials. It looks from inside the ESP classroom at the teaching/learning reality of higher professional education, the changes that are under way in teaching English for professionals and the challenges the participants of the process face in their intention to harmonise with the European dimensions.

The reforms recently introduced in Ukraine find their due reflection in most spheres of everyday life including national education system. Guided by the conventions of Bologna process the system is being modified at its every level. The Ukrainian government and the Ministry of Education and Science of Ukraine have currently adopted a number of acts, which are supposed to bring the national education in compliance with the European educational standards. By doing so the decision-making bodies have engaged themselves to ‘facilitate Ukrainian and European cultural integration, and open broader professional and academic career horizons for school leavers and college graduates’ (ESP in Ukraine. A Baseline Study. 2003). Thus, the issues of ‘improving and extending lifelong language learning, making foreign language teaching more effective and creating a more language friendly environment’ (ESP in Ukraine. A Baseline Study. 2003) have become the key areas of consideration for educationalists and EFL practitioners.

ESP in focus

Overwhelming majority of institutions in the higher education system in Ukraine train specialists in areas other than foreign languages. For them (students) the English language is not only an immediate effective tool for academic research, but a great advantage in their career prospects as well as ‘a common medium of communication’. (Kennedy and Bolitho, 1984:1) Knowledge of English has become ‘the demand of a brave new world’ inhabited by ‘a new generation of learners who knew specifically why they are learning a language – businessmen and -women who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with developments in their field and a whole range of students whose course of study included textbooks and journals only available in English’ (Hutchinson and Waters, 1987:6). For these reasons issues of teaching and learning English for Specific Purposes in national education environment have gained a considerable attention of the many concerned: policy makers, employers, material developers, university teachers and students, etc.

The approach used for teaching and learning ESP

The approach to teaching the English language in higher education in Ukraine as in any other former Soviet Union republic didn’t traditionally differ much from that one in secondary education. The difference could mainly be found in the content of written texts university teachers suggested for the students to read and translate. The texts normally were highly specified in context of the field areas, contained complex structures and subject specific vocabulary. The language structures were taught, if this was the case, irrespectively of their functional use. The scope of the language the students were assumed to acquire used to be estimated in ‘thousands’ of lexical items the texts selected for translation contained. There was little or no interaction and spoken production whereas listening was simply ignored. As a result, the generation of professionals entered the world of work being unable to communicate with foreign counterparts and experiencing problems reading special literature. These people are adding up to the great number of those whose need in ESP is immediate.

The approach adopted

The situation seems to be changing of late. As the 2003 ESP Baseline

Study research reveals ‘in the majority of higher educational institutions, the *communicative approach* to ELT is currently recognized as the dominant approach. It implies teaching language as a skill and as a means of communication, in communicative contexts based on authentic materials, by modeling communicative situations from the real world in the classroom.’ It would be only natural to suggest that the approaches underpinning the communicative theory of teaching the language have been adopted by implication. Insofar as the ELT community in Ukraine have admitted ESP as the English language to be taught at the universities, the further suggestion would be that the whole ‘family of approaches, each member of which claims to be ‘communicative’ (Nunan, 1989, 1990:12), have been acknowledged. ESP development will draw on a number of them, of which a learner - and learning-centered, function- and process oriented ones are considered to be vital.

Changing views

Nunan and Lamb (2001:33) remark that changing views on the nature of teaching and learning are reflected in the objectives and content of language programs, as well as activities, materials, and teacher/learner roles. The analyses made by the Baseline Study managed to identify the tendencies to retreat from the traditional approaches that are gaining momentum in the ESP teaching and learning in Ukraine. Though the tendencies are rare and could be traced only at some stages of the course development, they are a sign of the changing views process. There is also a strong belief that the national ESP curriculum, which is currently being designed, will facilitate and guide the process.

It is a ‘key assumption that the learner is at the heart of any teaching programme’ (McDonough, 1984:29) which is exceptionally true for the ESP context. Nunan and Lamb identify an ‘ideal learner-centered context ‘ as the one in which ‘not only the decisions about what to learn and how to learn be made with reference to the learners, but the learners themselves will be involved in the decision-making process’. They also actively participate in the processes of planning, implementation, assessment and evaluation of the programmes. Nunan (1988:2) also suggests that such a learner-centered, ‘negotiated curriculum cannot be introduced and managed in the same way as one which is prescribed by the teacher or teaching institutions’ for the burden for all aspects of its development is shared between the teacher and learners.

The origin of ESP implies that the role of ESP teacher is ‘one of many parts. It is likely that in addition to the normal functions of a classroom teacher, ESP teacher will have to deal with needs analyses, syllabus design, materials writing’ or adaptation and evaluation. (Hutchinson and Waters). Moreover, ‘he may have to develop a working knowledge of his students’ subject. ...he may be required or advised to team teach with a subject specialist... The language teacher may be able to integrate his materials with the methodology of the subject class. (Kennedy and Bolitho). Together with the changes of teacher roles ‘the status of English changes from being a subject on its own right to a service industry for other specialisms.... In addition to the roles that we have outlined ... the ESP practitioner frequently has to be a negotiator’.

It should be noted that in the ESP context the learners are mainly adults – meaningful persons who bring their specific needs and expectations about the language into the ESP course. They are pre-experience or in-service specialists with various levels of professional subject knowledge, previous learning experience and their own concerns.

The givens help to outline the ESP course by identifying its objectives, content and the means to make the most of the learning process for these very learners.

I would agree with Mackay and Mountford saying,

‘...where the language courses at the tertiary level merely repeat the content and techniques of those at the secondary level – with emphases on the teaching on grammatical structure and lexical items in exercises that do little more than manipulate linguistic forms - the results are unlikely to be any more effective than they were before. Moreover students become disillusioned with the value of such instructions and increasingly sceptical of their capacity to learn the language. (1978:2)

However, this may well be the case of the language classes in many universities of Ukraine. The classroom observation data analysis implies that ‘in the majority of classes visited non-communicative activities and techniques prevailed.’ The classroom practices demonstrate teacher-centeredness of the study process where teachers by their own intuition make decisions about what, how and when should be taught and assessed without giving much thought to the question why these should be such. It seems that having accepted the communicative approach as

prescribed for the language study the ESP teachers fail to implement it in their classroom practice. Those of them who have participated in conferences, seminars and workshops demonstrated interest and openness to the changes. They are enthusiastic about learning more ways that make ESP teaching effective and ready to share their own successful experience. The teachers experiment with innovative techniques trying to shift the paradigm of traditional language teaching by humanizing the study process. Some teachers make attempts to design their own teaching materials being dissatisfied with the published ones. However, there are also quite a number of those who, driven by their own conveniences, are reluctant to accept the changes. The latter has been more characteristic of state funded universities than of private ones and there is a hope that the increased competition on the market of educational services will make the situation change.

Rational

Considering the fact that ‘the majority of teachers are very concerned about their teaching’ (ESP Baseline Study, 2003) much of what goes on in ESP classroom could be explained by the teachers’ low awareness of the theories of language teaching and learning, the principles upon which an ESP course is based and the concepts underlying the processes of adult learning. In an interview an ESP teacher, for example, expressed her sincere belief that ‘memorizing most of the material from a communicative textbook on Business English’ provides students majoring in international law with an appropriate scope of language for their professional communication. It can also be supposed that the teachers are either unable or reluctant to re-think their own professional values and believes often strongly influenced by the traditional approaches or a craft model of their own teachers or peers.

As the ESP Baseline Study states Ukrainian University teachers have been trained as EFL teachers and therefore have little awareness of the theory of ESP teaching and learning. There is currently no effective, well thought over system of either pre-or in-service ESP teacher training and development. The currently existing system of pre-service EFL teacher training does not seem to provide it efficiently for the national would-be-university teachers. The occasional development available for the in-service teachers via seminars and workshops ran by peers or trainers from abroad is infrequent or inaccessible in

most regional institutions. In majority of the cases the training suggests ready-made recipes of classroom activities which have little to do with the underlying concepts of ESP teaching and learning. Applied Linguistics, which could enable ESP practitioners to bridge the theory and classroom practice, is a distant relative if not a complete stranger at the events. Combined with the limited number of contact teaching hours the lack of underlying teaching and learning principles relevant to an ESP situation results in low satisfaction of both learners and teachers, which in its turn leads to low reputation of university language courses and their teachers.

The situation could be changed by creating a system of teacher development available for every teacher in every university, reliable in terms of relevant training content, capable of ensuring successful implementation of the new methodology into ESP teaching practice in Ukraine. Introduction of the reflective model of teacher development will enable efficient feedback from the ESP classroom in the period of piloting the ESP curriculum and the credit/modular system.

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TEACHING BUSINESS IN ENGLISH

The fundamental goal of education is generating learning that is durable, flexible, and transferable in a generalized way to new situations. Cognitive scientists have drawn several conclusions about learning that have special application for teaching, and one of them states that ‘people learn by focusing on the relevant material, organizing it into a coherent mental structure, integrating it with their prior knowledge, then retrieving that new knowledge’. Students are much more likely to import information that relates to ideas or experiences they already know. Teachers should spell out how new material relates to previous material, show students how specific skills can be applied to real-world problems, create class activities or assignments that ask students to fit new information into the overall themes of the course. By integrating new material into the students’ existing knowledge base and experience, these techniques make it more likely that students will be able to remember and transfer the relevant information.

Business English is a challenge not only for teachers to teach, but for students to learn. Though with learners the situation is more or less clear – they have started this faculty so they have made up their minds to get into economics and, as we can guess, they are interested in it, at least theoretically. And what should teachers who face such a high challenge do as this presupposes not only absorbing business vocabulary, but also become aware of economics in different spheres such as Management, Finance, Import Export operations, Mergers and Acquisitions etc. Thus, as a result, teachers of Business English tend to or at least they should (and we insist on this) become experts if they want to succeed. Of course, one of the ways is to get extended education in economics or gain knowledge in different business topics with the help of Internet. It will aid to extend not only your awareness and experience in business

field, but also your opportunities in organizing lessons, communication with your students and choice of the materials to work with, as you will not be limited any more with the shackles of a text book.

There are many advantages of this approach. First of all, the experience your students gain at your classes should be applicable in real life helping them to enrich themselves with something new, stocking their mind with knowledge, and not only in the English language but also in the field of their specialization. So when you discuss a topic with your class, first and foremost is that you know what are you talking about, Secondly, you can tell learners more and, hereby, stimulate their curiosity and make them search for this information or review this topic with the help of different media. It is not a new one that teacher's role in a class akin to manager's, so by doing all the above mentioned you lead students by your own example. You are perceived as the person that is always at your best and is restlessly on the go. Besides, your awareness in the topic will help in choosing materials that you can or want present in a class and vocabulary you desire your students to acquire. The implementation of the materials into the teaching process can be provided with the help of the worksheets that compile message with images and tasks for either fun or vocabulary practice, or terminology drilling, etc.

For example you start the new topic, say International Business Styles, which presupposes first of all discussing such issues as Culture, Cultural Differences or Cultural Diversity. Searching the Internet you find some video materials that introduce Dr. Fons Trompenaars and his model of differences in national cultures and how diversity influences the management of international business. To introduce the theme you have to identify a Culture supplying students with a worksheet to complete definitions on culture given by different famous economists and then to give their own view on a culture decoding each letter of the word. At the end learners have to match the halves of the famous quotes about culture and cultural differences that will help them to extend vocabulary and intelligence. You can also prepare the introductory worksheet for video materials to practice terms Dr. Fons Trompenaars will use and prepare set of questions to discuss after watching. So this can release the strain from perception of the new vocabulary, help to understand the material and prepare for discussion. One of the aspects that represent cultural peculiarities in business is gift giving which has always been an amazing topic to consider with your students. The worksheet can include a quiz

about gift giving culture in different business environments and also a set of rules on how to present a gift to your business partner. The worksheet contains pictures to match and vocabulary exercises if required.

Teaching that appears to create difficulties for students, such as presenting material in different contexts and different formats, may seem to slow the apparent rate of learning in the short run, but this improves long-term remembrance and transfer. Teachers should purposely confuse students, but a lesson that challenges students engages them more and helps them learn. And finally, teachers must begin any studying process with an end in mind. If a deeper understanding of basic principles is what is needed, then teaching and learning need to be structured accordingly. Teachers and students should have clearly articulated goals. Teacher's intentions should be transparent—students should be able to see right through you.

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PLAYING GRAMMAR

Teaching grammar is an integral part of every EFL teacher's classroom. There are several vital questions that we need to find answers to: How do we teach grammar? How do we help students learn the grammar they need? At first view teaching grammar might be considered by most teachers as just a matter of explaining rules. Still teaching grammar productively is a much more complicated issue. Traditionally, grammar teaching methods are rather boring. An effective way to attract your students is by playing grammar games. Look back to your grammar lessons in school and you will remember the dreadful hours of sitting and writing, and correcting and rewriting sentences trying to learn proper grammar usage. Although some people may still teach grammar this way, it is time to face teaching grammar with games. Just think of your class smiling and cheer with excitement when you announce that it is time for a grammar lesson. It is possible and believe it or not, teaching grammar with games will still be as effective, if not more effective, as just teaching it through repetitive writing and rewriting.

There are several tips on how to use grammar games in class successfully and the first thing to pay attention to is **organization**. Firstly, what you should do is to identify how to organize your class. For the younger students you will want to change your activities every five to ten minutes if not, they will soon start losing interest. As for elder learners you can expand the time you spend per activity. This is crucial as you can lose control of the class if you do not keep them engaged in any activity. The next step is **expectations**. If you notice that your class is getting negatively irrepressible, it is time to change activities. You have to pay attention to your expectations for activities that are required, better to find a balance between active and quiet activities.

If you want to make sure your activities appeal to all sorts learning styles, even when you are using games to teach grammar, you should vary the types of things you expect your students to do. So we get to **variation**. Depending on the level and age of your class use games that apply talking, listening, looking and moving and add in some games that use writing and reading. Another vital issue to consider is **respect**. In desire to make games work for you and your class, both a teacher and students have to treat each other with respect. This includes giving encouragement and following the rules that are clear and manageable. As a result, students will feel safe enough to participate in the games so that they can get the most educational value out of them. Even if you only have one class a week, establishing a **routine** will help the class go smoothly. First year students usually do well on routine, If they know what to expect next, they will be more able to participate in what is going on now. Set up a schedule for the type of activities you will be doing at any given time throughout the class. Then, when you are planning your class, insert the appropriate activities into each section of time. Perhaps the most crucial thing you can do with your students is to **nurture** them everyday. Be supportive, patient and friendly while playing games and taking part in activities and they will like you as a teacher and a person which will, in turn, help them get excited about your class and do what they have to do everyday.

Even such a boring task as drilling tenses can be rather interesting and exciting if you insert the following game that makes students become a private eye, i.e. “Crime and punishment” simulation: a teacher writes the clues on a blackboard/whiteboard (glove, 30 years, buried finger, garden, vanish, jail/prison, lover) and tells the story (“One day on a train, in a compartment there was a man. On one station a woman came in, after some time she took off her glove. A bit later a man called the police, and the police arrested the man, but in some days the man was logically released”). The task for students is to find out the truth by putting yes/no questions to the teacher. The questions must be put in the Past Simple or the Past Perfect depending on which event they refer to. So the whole story that the teacher knows and the students should detect is “The man and the woman who met on a train had been a husband and a wife. 30 years earlier the woman and her lover had cut her finger, buried it in the garden and vanished. The police had found the finger, accused the man of his wife’s murder and sentenced him to 30

years in a jail. Having met his wife on a train the man recognized her by a cut finger and killed her, but he was logically released as according to the law the person cannot be convicted twice for the same crime”. [4; 37]

Employing games in teaching grammar can be both fun and rewarding for you and your students. You should only learn to keep them involved and ensure that your games are truly teaching the current skill and you will soon have a class full of students who get excited about learning grammar!

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LEXICAL APPROACH

The article analyses the Lexical Approach to teaching English language as a foreign one, proposed by Michael Lewis. The article includes a number of exercises, designed to improve the skills of using chunks.

In recent years, there has been a worldwide increase in demand for English for Specific Purposes (ESP), which is essential for professional development. We are involved in teaching ESP at the University for Economics and Law “KROK”, constantly trying to enhance the efficiency of the learning/teaching process. Michael Lewis’s ideas in “The Lexical Approach” (1993) can be applied to teaching ESP skills.

The Lexical Approach is one of the approaches to teaching English language. When it appeared, it stimulated wide and lively debate. The Lexical Approach can be summarized in a few words: language consists not of traditional grammar and vocabulary but often of multi-word prefabricated chunks (chunk is any pair or group of words which are commonly found together, or in close proximity; they can be Words, Collocations or Word Partnerships, Fixed Expressions or Semi-Fixed Expressions).

Teachers using the Lexical Approach will, instead of analyzing language whenever possible, be more inclined to direct learners’ attention to chunks, which are as large as possible. A central element of language teaching is raising students’ awareness of, and developing their ability to ‘chunk’ language successfully. Also they will encourage students to:

- record adjective + noun rather than noun alone
- highlight certain expressions as having a special evocative generative status

- explore the environment in which certain kind of word occur
- emphasize the pronunciation of lexical chunks, not individual words

The Lexical Approach also shows that to speak English is not necessary to have a large vocabulary. In developing learners' spoken English vocabulary it is best to give learners practice in being able to say a lot using a small number of words. For any given word, students also should know a range of other words, which can occur or collocate with it, in other words, combinatory possibilities of a word. Therefore, students should listen and read extensively, consuming much larger quantities of material.

Most of comments from teachers working in regular language classrooms have been positive and show how they believe they can incorporate lexical insights into their day-to-day teaching. The question which arises to every teacher is how to maximize the probability of learners turning input into intake.

There exist a number of exercises, activities and techniques that help students acquire the language. They are not revolutionary; actually the Lexical Approach doesn't represent a revolution. It provides principles for re-thinking many familiar exercises, activities and techniques, and a new way of looking at the content of courses. The fundamental principle is that exercises, activities and techniques should be designed to encourage noticing of chunks. This will often be coupled with encouraging learners to record new language in their lexical notebooks in ways which emphasize Collocations, Fixed Expressions, and patterned Expressions with slots, all of which, in their turn, help learners build their phrasal lexicon.

If we want Lexis to be accessible to learners we must encourage students to:

- record a new lexical pattern in their notebooks
- consciously think of other similar examples to those of the pattern
- learn whole expressions containing useful words, rather than just words, even though that seems much more difficult

Galina Kavaliauskiene and Violeta Janulevieiene in their article "Using the Lexical Approach for the Acquisition of ESP Vocabulary" wrote that at the beginning of the ESP course, they spent some time on developing learners' strategies for dealing with unknown lexical items.

The second step was to help them to identify lexical phrases – whole expressions with high-priority ESP lexis. This stage is very important for developing the learner’s ability to recognize chunks. They suggest using a more discovery-based methodology. They have encouraged students to analyze a number of authentic passages, each of which contained the target lexical item. From these, students are led to discover what different collocations exist for the item. In the article they provide readers with some chunks that their students identified in an authentic passage on contract killing: *was killed by assassins/was seriously wounded by... etc; a heap of twisted metal; a write-off car/vehicle; a fugitive is at large.*

There are a lot of techniques how to organize students’ vocabulary. Here are some examples (based on the book “Implementing the Lexical Approach” by Michael Lewis):

five verbs	+	noun
dismiss		
express		
meet		objection
raise		
withdraw		

five adjectives	+	noun
bleak		
daunting		
dismal		prospect
exciting		
vague		

These may be combined into 5-5-1 box:

five verbs	five adjectives	+	noun
attract	adverse		
be subject to	blunt		
deserve	constant		criticism
react to	helpful		
provoke	severe		

Sometimes other 5-1 or occasionally 1-5 formats are useful:

five nouns	+	noun
export		

management
labour costs
transport
overhead
verb + **five adverbs**
change abruptly
drastically
for the worse
significantly
visibly

Oral practice for processing target vocabulary is advisable. Revision and consolidation are a required part of the process of vocabulary acquisition. In this article some of the exercises, activities and techniques are demonstrated focusing on Lexis. Some of them are also taken from the book “Implementing the Lexical Approach” by Michael Lewis.

Exercises

A. Which of these things do you have in your office?

1. printed envelopes
2. letterhead
3. address labels
4. plain paper
5. compliment slips

B. Make five word partnerships. Match each verb to a partner.

- | | |
|--------------------------|-------------------------------|
| 1. book | a. the Annual conference |
| 2. reserve | b. extra supplies |
| 3. make arrangements for | c. an early flight to Athens |
| 4. order | d. the AV equipment |
| 5. hire | e. a table for 6 at 8 o'clock |

C. Which one of these words is not usually used with “file(s)”?

open save copy delete create make merge

D. Choose from these words five which make strong word partnerships in business English with each of the verbs below:

bill	presentations	discount	invoice	costs
debt	lunch	deal	expenses	message

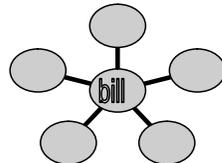
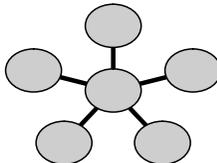
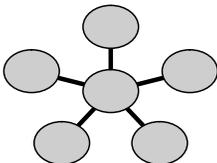
- 6. HIGH season, price, opinion, spirits, house, time, priority
- 7. MAIN point, reason, effect, entrance, speed, road, meal, course
- 8. STRONG possibility, doubt, smell, influence, views, coffee, language
- 9. SERIOUS advantage, situation, relationship, illness, crime, matter

G. Put a tick if words make a word partnership:

	a bill	somebody's pares	a school	the headlines	what someone said	the meaning of a word	a patient	the records
check								
examine								
inspect								
scrutinize								
scan								

H. Complete the 'spider grams' using the words given below:

meticulously, perfectly, again and again, pay, properly, quickly, readily, regularly, foot, automatically, receive, widely, reduce, carefully, submit, closely, mutually



I. There are many common expressions with the words **MAKE, DO, HAVE** and **TAKE**. Four students are at the board. They choose from the words that the teacher dictates to make fixed expressions with the verb each of them has:

a mistake, homework, a rest, food, a meal, money, the housework, a drink, subjects, an exam, a photo, a bath/shower, a decision, friends, a bus/train/plane/taxi, a party, a course, a noise, the shopping, research, a baby, progress, a favour, a time, something/anything/nothing

J. Fill in Column 2 with an adjective which is opposite in meaning to the adjective in Column 1 and also makes a correct collocation with the word in Column 3

Column 1	Column 2	Column 3
helpful	unhelpful	suggestion
efficient		system
careful		piece of work
safe		choice
light		green
light		suitcase
light		rain
light		work

K. The following expressions help you to show your reaction in discussions.

Match the expressions with the situations:

- | | |
|---|---|
| 1. It's difficult to say. | a. avoiding a digression |
| 2. We are not getting anywhere. | b. avoiding a disagreement |
| 3. Yes, but it depends on what you mean by. | c. avoiding saying what you think |
| 4. I don't see what you are getting at. | d. showing doubt or suspicion |
| 5. You can say that again. | e. showing frustration – try to speed up the discussion |
| 6. Perhaps, we'd better agree to differ about that. | f. showing strong disagreement |
| 7. No way! | g. agreeing strongly |
| 8. Stick to the point. | h. focusing on a possible |

L. Rearrange the given word partnership in the table in the wrong order.

	main	course	strong
possibility	serious	illness	changeable
weather	withdraw	money	valuable
experience	routine	job	provoke
criticism	desperate	effort	heavy
rain	helpful	suggestion	safe
choice	dark	green	express
objection	hard	work	careless
person	pay	bill	make
money	give	promise	high
building	tall	boy	bright
idea	light	lunch	new
year	exciting	prospect	clear
instruction	high	spirits	slight
hindrance	cushy	job	

M. Complete the following with as many different words as you can.

- a. The Lexical Approach has had a strong on me.
- b. They me to try out the Lexical Approach.

One more important aspect of the Lexical Approach is that lexis and grammar are closely related. If you look at the examples in exercise M, you will see in (a) that three semantically related words – *impact, influence, effect* – behave the same way grammatically: *have a/an impact/influence/effect on something*. In (b) verbs connected with initiating action – *encourage, persuade, urge, advise, etc* all follow the pattern **verb+object+infinitive**. The kind of ‘pattern grammar’ is considered to be important in the Lexical Approach. The key principle of this approach is that “language consists of grammaticalized lexis, not lexicalized grammar”.

Within the Lexical Approach, special attention is directed to Collocations and Expressions. As Lewis maintains, “instead of words, we consciously try to think of Collocations, and to present these in expres-

sions. Rather than trying to break things into ever smaller pieces, there is a conscious effort to see things in larger, more holistic, ways” (1997a, p.204). Collocation is “the readily observable phenomenon whereby certain words co-occur in natural text with greater than random frequency” (Lewis, 1997a, p.8). Furthermore, Collocation is not determined by logic or frequency, but is arbitrary, decided only by linguistic convention. Some Collocations are fully fixed, such as “*to catch a cold*” while others are more or less fixed and can be completed in a relatively small number of ways, as in the following examples: *blood/close/distant/near(est) relative; learn by doing/by heart/ by observation/by rote/from experience*.

There are specific types of Collocations in ESP which cause students’ errors due to a lack of translational equivalence between the first language and the second language. Teachers must help the learner become familiar with ESP Collocations, and such familiarity will develop best when the learner is consciously aware of this tendency of words to go together (Lewis, 1993).

Identifying chunks and collocations is often a question of intuition as well unless you access to a corpus. For example, lexical chunks that are not collocations: *by the way, up to now, upside down, a long way off, out of my mind* while lexical chunks that are collocations: *totally convinced, strong accent, terrible accident, sense of humour, sound exciting, brings good luck*.

Fixed Expressions are phrases or sentences which have an idiomatic pragmatic meaning (*Nice talking to you. You are kidding.*); Semi-Fixed Expressions are items with one or more variable slots which must be filled by an item chosen from a relatively small group of items which share particular language characteristics (*It’s/That’s not my fault. Could you pass....., please?*).

Word is a difficult term for many linguists; easy to agonise over *don’t, isn’t it, etc.* Often the term is used in the native sense of a thing which is surrounded by two spaces when it is written down. On this definition *don’t* is one word, and *by the way* is one lexical item, and *don’t* is either part of the grammar of English, or can be treated as a single unanalyzed item. This definition is not as innocent as it appears – lexically *don’t/haven’t* can be covertly shifted from their previously “obvious” *do/have*.

The Lexical Approach operates with Words, Collocations, Fixed Expressions, Semi-Fixed Expressions, so it is useful to distinguish between

these notions. Here is a game on Words, Collocations and Expressions for your competition.

Task

There are three groups of learners. Each group receives a “turtle” with a category on its back. Fill in the squares on each “turtle” with the words which belong to the category on “turtle’s” back: *table, It’s obvious something’s gone wrong, Two heads are better than one, carry out service, I was upset when they told me, moral values, bread, scrutinize documents, seminar, passion, draconian measures, inspect a school, optimistic, Better late than never, I’ll see you soon, pay bill, mutually acceptable, It takes two to tango, It wasn’t my fault.*

The Lexical Approach helps to make learning more challenging and useful. Students really appreciate leaving the lesson feeling that they have learned something they can use right away and not have to think about lexicalizing some grammatical structure at some point in the future. The language is easily tested, reviewed and built on. So the Lexical Approach can make lessons more valuable and involve students in language –enriching experiences. Learning ESP in multi-word chunks means a change for the better in the second language vocabulary acquisition. It is not only desirable and beneficial, but also indispensable, because learners become involved in the process of becoming aware of and identifying lexical phrases, processing them orally or in writing, distinguishing between high-frequency and low-frequency lexical items.

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CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) : TASKS AND MATERIALS

CLIL is an umbrella term covering a dozen or more educational approaches (e.g. immersion, bilingual education, multilingual education, language showers and enriched language programmes). What is new about CLIL is that it synthesizes and provides a flexible way of applying the knowledge learned from these various approaches. The flexibility of the approach is, above all, evident in the amount of time devoted to teaching or learning through the second language. CLIL allows for low- to high-intensity exposure to teaching/ learning through a second language. The approach can also be used for short-term high-intensity exposure e.g. student exchange, international projects, modules, work-study abroad, one or more subjects; total, partial, two-way or double immersion etc.

CLIL prefers an approach that could be defined as “Production, Practice, Presentation”, especially where the language is always considered in context. CLIL requires students to speak and write, using concepts that are often beyond their linguistic range. It is this attempt to express oneself that is the key to language development in CLIL.

One problem that opponents of CLIL often cite is the problem of the concept-language gap as in foreign/ second language classes, the learner never has the same resources that they know they possess in L1 and there is a definite tension between the cognitive demand of the material and the linguistic level of the students. So CLIL teachers normally know that their students will probably not be able to talk in groups in L2 without help; that they will find it hard to write sentences without making grammatical errors and hunting for the right words to use; that they

may have difficulty following all the details of what a subject teacher says; and that they may read subject textbooks in L2 more laboriously and less efficiently than in the L1.

In CLIL programmes students are still developing social fluency and academic language ability, thus learning basic language skills, academic language skills and new subject concepts all at the same time.

Recent research has confirmed that CLIL has positive effects on the language skills of EFL learners, placing them well ahead of their non-CLIL counterparts. At the same time, studies also indicate that the learning of content does not suffer in this process; in some cases CLIL students even outperformed their non-CLIL counterparts. Taken together, there is much evidence to suggest that CLIL students are equally, if not more successful, at learning a subject than students learning content subjects in L1. This means that CLIL may be considered as an approach that is mutually beneficial for both content and language subjects.

This might be explained by the fact that they are often very well-motivated, selected or self-selected, which means that many will come with at least half-developed academic language skills in L1, which they will use with some success in L2. Besides, their teachers will, either explicitly or part-consciously sense that they have to teach in a different way and begin to accumulate new pedagogical strategies. CLIL teachers should recognize what language problems learners will have by acknowledging the language demands of lessons and help learners to deal with language problems by providing support for language and learning.

As learners have to be able to listen to, and understand, teachers talking about subjects; talk about subjects themselves – to each other in groups and to the teacher in the classroom; read subject textbooks, and write about subjects, they will have at least some problems in doing these things in most lessons. So when teachers plan lessons, they have to ask themselves when and where in the lesson the problems will occur, and what the nature of the problems will be.

Teachers solve these problems as they go along. They gradually become skilled at anticipating language barriers and the process of planning lessons to overcome them becomes routine, rather than laboured. And they gradually accumulate the new strategies which they need for providing support. The teachers may use the following support strategies:

- To help learners listen, subject teachers highlight or explicitly teach vocabulary. At the text level they help learners to follow them by using visuals and by adjusting their talking style: they enumerate points, give examples, explain, summarise, more than they would in L1.

- To help students talk in the classroom, they adjust their questions (asking some cognitively demanding but short answer questions); they prompt (for example, they start learners' responses for them); they provide vocabulary, they may allow some L1 responses.

- To help them talk in groups, they provide support at the word level by listing key words to use; to help with making sentences they can offer supportive task types such as talking frames, sentence starters or substitution tables; or they ask students to use their L1 when discussing but their L2 when reporting.

- To help students with reading they may check that they understand key vocabulary before they read; they may provide them with pre-reading questions to reduce the reading demands of the text; or they may offer help at the text level by giving reading support tasks, such as a chart to fill in, a diagram to label, etc.

- To help them with writing, they can offer support at all three levels by providing a vocabulary list, sentence starters, or a writing frame. They can also ensure that the learners talk through their writing at the word, sentence and text level, with each other, probably in L1, before they write.

These strategies amount to a different pedagogy from L1-medium teaching. When you work in L1, you don't often have to anticipate the language demands of lessons in this way; neither do you have to provide much of this kind of language support. CLIL has its own specific pattern of teaching and CLIL teachers have to learn it. It means acquiring a new set of language-supportive task types, developing a different quality of teacher-talk, using a variety of forms of interaction and knowing whether or when to encourage the learners' to use L1. These strategies will be familiar to subject teachers who are experienced in working in L2. They often acquire many of them simply by working them out for themselves. But many do not, and if they get no training they may carry on struggling with some of these problems for longer than is necessary.

In CLIL, there appear to be four basic types of activity that can help students to prosper, despite their relative lack of linguistic resources:

1. Activities to enhance peer communication (assimilate conceptual content + communicative competence).

2. Activities to help develop reading strategies (where authentic texts are conceptually and linguistically dense).

3. Activities to guide oral and written student production (focus on the planning of production).

4. Activities to engage higher cognitive skills (make students think and offer more opportunities for employing a range of operations).

We should mention that the demand for CLIL materials is incredible. Sometimes subject teachers are required to teach their subject in English; while at other times English teachers are asked to teach content, or subject matter, in their English classes. EFL teachers often have a tendency to focus a lot on language. However, it is important to remember that in CLIL the language needs to “emerge” from the content. Therefore, although there may well be an activity or two which has a language focus, this should be part of the lesson and not the main focus. When EFL teachers are confronted with subjects such as economics or accounting, their initial reaction is often one of horror. But the key thing is that you do not need to know everything about the subject you teach and, if you keep an open mind, you’ll learn new and interesting things yourself.

Despite CLIL’s documented potential, there are still limited methodological resources and practical guidance to enable teachers to plan and teach with a multiple focus that is vital to the successful integration of content and language. The 4Cs-Framework offers a sound theoretical and methodological foundation for planning CLIL lessons and constructing materials because of its integrative nature. It is built on the following principles:

- Content: Content matter is not only about acquiring knowledge and skills, it is about the learners creating their own knowledge and understanding and developing skills (personalized learning);

- Cognition: Content is related to learning and thinking (cognition). To enable the learners to create their own interpretation of content, it must be analysed for its linguistic demands; thinking processes (cognition) need to be analysed in terms of their linguistic demands;

- Communication: language needs to be learned which is related to the learning context, learning through that language, reconstructing the content and its related cognitive processes. This language needs to

be transparent and accessible; interaction in the learning context is fundamental to learning. This has implications when the learning context operates through the medium of a foreign language;

- Culture: the relationship between cultures and languages is complex. Intercultural awareness is fundamental to CLIL. Its rightful place is at the core of CLIL (see Coyle, 2006: 9-10).

In order to succeed, CLIL teachers and textbook writers need flexible tools and recommendations on how to develop quality materials based on the 4Cs-Framework.

The two main ideas behind CLIL materials are that the approach is topic focused and that students learn the language through the content. When the content is interesting and relevant to their other studies, students may be more motivated than when the focus is on the language (i.e. grammar). The second idea is that, by using topics that they are familiar with and, if possible, that they have recently studied in their mother tongue, students will be able to learn more as they will already know a lot of the content and context. This familiarity enables them to pay attention to details that they would otherwise miss.

CLIL also promotes a holistic approach to teaching and learning. Rather than starting with the small and building to the large, it works the other way around. This “top-down” approach, using existing knowledge, contextual clues and overall meaning is almost certainly faster and probably a more useful way of learning, than a “bottom-up” approach.

On the other hand, a number of English language teachers worry about using CLIL materials because they feel they do not have the background knowledge of the subject. Although this may well be true to some extent, it is important to remember that the material is only a “vehicle” for the language.

You can dispel this problem before it even begins by talking to other subject teachers, explaining why you are using CLIL materials, asking for their help and finding out how you can help them by knowing what they are teaching and by using your lessons as an opportunity to review what the students are learning across the curriculum. Learning should be about exploring new horizons together and enjoying the whole process.

To unlock the inherent potential of CLIL, a holistic methodology is needed that transcends the traditional dualism between content and language teaching. The shift from knowledge transmission to knowledge

creation in multilingual settings requires students to be skilled in not only assimilating and understanding new knowledge in their first language, but also in using other languages to construct meaning. To realize “life-shaping” potential and to prepare their students for the challenges of a globalized world, teachers should focus on: “developing the values... of young people’s character; emphasizing emotional as well as cognitive learning; building commitments to group life... not just short-term teamwork; cultivating a cosmopolitan identity which shows tolerance of race and gender differences, genuine curiosity towards and willingness to learn from other cultures, and responsibility towards excluded groups.” (Hargreaves, 2003, xix)

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USE OF TEACHING TECHNOLOGIES AIMED AT DEVELOPING PROFESSIONAL AREA SKILLS AND CAPABILITIES

Having examined the process of implementing educational technologies in the system of professional training in Ukraine one can notice that there is a constant necessity in teaching methods and approaches focused on encouraging students’ cognitive activity, developing their critical thinking and involving them in tackling the issues related to their future professional sphere [3]. Thus, methods of imitating the students’ professional environment, regarded as creative learning methods, are gradually becoming of tertiary instructors’ primary interest. The methods of imitating are generally divided into game methods and non-game ones [2]. The diagram below provides the types of methods of imitating the students’ professional environment aspects.

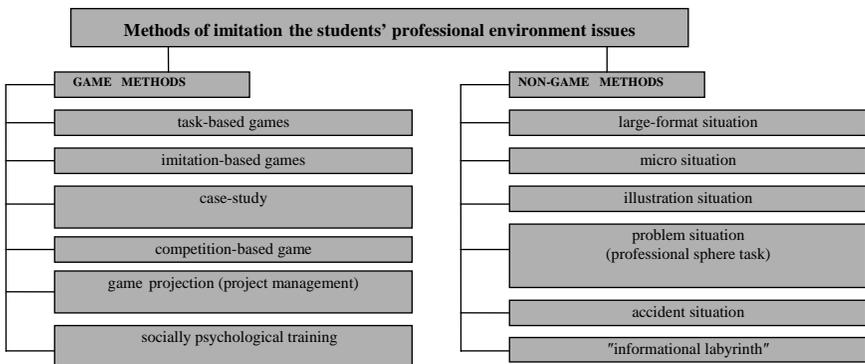


Figure 1. The structure of the teaching methods of imitation the students’ professional environment issues

Such an approach to organizing educational process in a higher educational establishment is currently considered an excellent alternative to other teaching methods since participation in the "true-to-life" situations analyses in order to perform professionalism related tasks maintain consolidation and gaining "know-what" and "know-how" knowledge constituents as well as provide good practice for gaining skills and capabilities. Moreover, the game participants develop their responsibility for their own work and that of the whole team, as an overall result of the game, depends on concurrency and desire to cooperate of every member of the game field. The wide analytic and ampliative subjects' activity is accompanied by intuitive search for the solution of the problem with further verbalisation of all the intellectual processes [1].

In spite of its significantly positive impact on the study process, the methods of imitation have some drawbacks. Primarily these are connected with the use of various electric and electronic equipment, (boards, simulators etc). However, it is not just the classroom equipped with a computer and multimedia projector which is enough to successfully organise the learning process but an instructor should be appropriately trained to be able to use the equipment and software relatively and properly.

Therefore, it is still a matter of challenge for the educational authorities to maintain the national educational system that is to consider the latest trends in implementing innovative pedagogical technologies, in particular, those supposed to develop professional area skills and capabilities creating new system of data ware which allows Ukraine to join transcontinental data base computer systems and "The Europe of Knowledge" society.

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MILL DRILLS IN TEACHING A FOREIGN LANGUAGE

The idea of mill drilling

Drilling as a kind of controlled practice activity is an essential part of the teaching-learning process at all stages of acquiring a foreign language. It provides the basis for further communicative activities. Among different types of drills, i.e. substitution, repetition, chaining, question and answer, transformation etc. mill drills occupy a special place, providing a secure learning environment and being highly motivating for the learners.

A mill drill is an interactive way of drilling newly-presented language, using cards with picture or word. It fulfils the function of repetition and substitution drills. As the name suggests, the learners stand up and ‘mill’ (circulate) around the class, interacting with several partners [1]. A mill drill is an effective way of providing controlled practice of a new structure or function after initial presentation, because it gives learners the opportunity to repeat the same language with several partners.

Advantages of mill drilling

A mill drill makes controlled practice more communicative and enjoyable for learners and basic repetition becomes more stimulating and active. A mill drill can also be reassuring for less confident learners, not only because of the constant recycling of the structure, but also because they are not required to speak alone. So the mill drills are rather learner-centred and address different learner styles – visual auditory and kinaesthetic because they involve a visual image, active moving and speaking. Mill drilling provides physical tactile learning together with auditory and visual learning which is best for young learners.

Mill drills represent an **activity based approach**. The principle behind mill drilling is that **all** the children are “doers” and learn the language

structure better because they are motivated within the situation close to real communication. Another advantage is that they are placed into the familiar communicative environment (among their group mates) and are not distressed or demotivated with outside factors, controlled or assessed. They have no fear of making a mistake and can easily correct themselves observing the same task being done by their group mates. This is a controlled practice activity where the teacher performs the function of the monitor. Such kind of drilling enables the teacher and the learners to achieve high learning outcomes.

Disadvantages of mill drilling

It will normally take some time to have the class get used to mill drills especially if the teacher didn't practise movement in the lesson before. Some mill drills can be time consuming and cause some misbehaviour. The number of the cards will depend on the number of the learners and can actually differ from what the teacher has originally planned and from class to class. But such problems are easily overcome with time and experience. Moreover, if the learners enjoy the activity, they will try to assist the teacher in all possible ways. There might also appear problems with storing the cards for each activity. One of the ways is to use envelopes, on which the name of the activity, the level and the number of cards are marked to store the cards for further use.

Resources for mill drilling

Many textbooks offer supplementary resource packs with additional worksheets and materials for mill drills. They also provide teacher's notes for the activities. There are many other resource packs that can be used as a supplement for any course, such as Reward Resource Pack (different levels) [1, 2], Fun Class Activities (1, 2), Inside Out Resource Packs (different levels) and others. Such resource packs (or free examples) can be downloaded as PDF documents from <http://www.reward-english.com/supportindex.htm>, <http://www.insideout.net>, <http://www.elibase.com> and other portals for ESL teachers.

Cards for mill drills can be easily created by the teacher himself, as it is possible to use words. However, with young learners pictures are preferable.

An example of a mill drill

Find someone who has got ...

Level – elementary. Time – 5-7 min.

Cards for the learners

a pet dog	a pet cat	a parrot	a hamster
a fish	a rabbit	a guinea-pig	a canary

The number of the cards depends on the number of the students. Resource packs offer ready-made cards with tasks and pictures).

Students circulate around the classroom asking each other and practicing the necessary structure / vocabulary and then report about the results of their surveys.

In the above mentioned example each of the learners gets a card with the name of the pet and asks the others if he/she has got this pet.

Learning outcomes

As a result the learners will be able to use the structure *have got / has got*, recycle the target vocabulary (pets, in the example), ask questions, learn to interact and communicate.

To sum up it should be said that mill drills bring variety and fun into the classroom environment and facilitate learning. They help to achieve accuracy and make a good foundation for fluency.

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MASTERING BUSINESS ENGLISH TEACHING

The purpose of any teacher is to show students how to communicate their message with the best possible language. Students need to listen and understand as much as they need to speak. Inevitably all students want to speak English and teachers aim to teach them. Teaching English is a business tool and it has to show dividends.

Business English is an actual and living language so teachers must use authentic and current material e.g. newspapers (British/American) magazines, trade journals, technical texts, sources from the Internet, leaflets, brochures, company information, radio, TV and company videos which are an ideal source of up-to-date information. The first principle here is that the material should be intrinsically interesting and therefore motivating. Ideally they have to reflect life, not just language. The content of the course should be stimulating and informative. As Business English teachers we see a lot of advantages in using such materials. First of all, they bring learners into direct contact with a truly professional English speaking world. Real Business English used by business people to communicate with each other can be a great incentive. If you work and practice real Business English you are developing a tool that you can use in real life. Also authentic materials drawn from periodicals are always up-to-date and constantly being updated. Materials that are always current and topical have their own reason for being read with interest. Your students not only practise English, they also update their knowledge so that at the end of the English lessons, they are better informed – and maybe also become better business people? Also, language itself is constantly developing and changing, so working with cutting edge materials leads to the perfecting the language itself.

As for the Internet material there are corporate websites which can serve as a source of authentic materials. Even though these materials are clearly focused on native speakers, you can adapt them to fit all levels of

students you are working with. You can choose company websites that are related to your students' work, and therefore provide the vocabulary practice to meet your students' needs. You should always keep up to date as it is the professional way of doing business. Besides, teachers must convince learners to take an active part in their work during English classes. They should discuss questions, deal with problems, and identify important issues in their business life. Students should not only get their home task but also do it if they want to know English and even master it.

The next important step in successful teaching is making students speak most of the time. Expressing students' opinion and asking "why" questions – are suitable methods to be used. They are both important and will help students to express themselves. You may teach students who have roles you know very little about. In order to be ready, it is advisable to learn more about their jobs in general terms. This will stand you in excellent stead when it comes to asking questions and setting contexts. When asking your students questions, you can ask in a little more detail, thereby giving students the opportunity to practise explaining their role in English. For example 'So you are an IT Coordinator. Does your job involve training staff, for example, in Word and Excel?' You will feel able to prompt responses more effectively. You can find lots of job profiles on this website: <http://jobprofiles.monster.com/>. Teachers should not be satisfied with what has already been achieved; they must always seek new ways and means to help students speak.

An important item is a friendly and relaxed atmosphere in the class. Unfortunately we cannot always have a group made up of people with common interests and common characteristics. Teachers should choose topics and subjects that interest their students or find things that a group has in common. The lesson should combine corrections, grammar points and new vocabulary for the discussion. Also the teacher has to be flexible to what his/her students do. Nowadays it is often spoken about team and team building and teachers are not the exception. They must perceive themselves as team leaders who help their team to communicate fluent English. Attitudes are more important than facts; be an integral part of your team. Teachers always must learn from their students in a desire to help them to master English.

To sum up, it may be said that a successful lesson is an interesting lesson. Teachers are always on the lookout for new and interesting ideas

and a very good source is their students. It is very useful to ask your students for feedback about your style of teaching and the content of your lessons. Go on...try it. It is good to learn and even better to feel good.

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INSPIRING ICT TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

Foreign language teachers have always seemed to be at the forefront of using technology in a classroom. They have eagerly integrated analogue tape/cassette-recorders, record players, VCR tapes or TV into teaching. In the past few years, along with the unprecedented growth in the number of digital technologies, language teachers have been experimenting with, and adopting, Internet websites, emails, podcasts, interactive whiteboards, blogs, PowerPoint presentations, social media and tens of other recent developments.

One of the very recent, and already popular, technologies is a digital language lab. It is an environment where students have their own networked multimedia PCs or wi-fi netbooks which allow them to learn with resources in all possible media formats, and, the teacher has all the means to demonstrate learning materials, interact with students by means of audio, video and text communication tools, facilitate collaborative activities and resources, monitor students' learning progress and fully control student computers in the classroom and at even remote locations. It is a combination of a classroom management system with functionalities of a language lab.

Another solution, growing in popularity, is based on "cloud computing" technology. It is a service provided over the Internet. This environment does not require end-user knowledge of the physical location, configuration, installation or maintenance of hardware and software. With a cloud-based solution, one just opens a browser, logs in, and starts using the application.

Sanako (Finland) has supplied educational technology solutions to more than 26,000 universities and schools in the world. Live, teacher-led interaction is at the heart of our approach to learning. Interactive

digital language lab Sanako Study 1200 ensures that teachers stay in full control of learning activity, web or multimedia-based exercises, while students focus on task and assignment. Study 1200 helps teachers and students to effectively use ICT technology in teaching and learning. It promotes collaborative learning as well as encourages independent study. It fully immerses students in the language, culture and customs of the country whose language they practise.

Sanako cloud solution Sanako Speak! is a web based system for teachers to create language learning exercises with various material and content, and assign them to students for their homework activities. Exercises are managed in the institution's own Speak! site, accessible for students and teachers from any computer with an internet access.

This presentation will demonstrate both Study 1200 and Sanako Speak! in greater detail.

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ENCOURAGING VERY YOUNG LEARNERS TO COMMUNICATE IN ENGLISH

Nowadays the demand for teaching English to pre-school age children is growing worldwide. Although research findings on the optimal age for foreign language learning remain inconclusive, this does not deter parents around the world who not only perceive English to be the language of opportunity for their offspring, but who also wish them to have access to it at an ever younger age.

Who are very young learners and how do they learn language?

We refer “very young learners” to children who have not yet started compulsory schooling and have not yet started to read. This can mean children up to the age of six or seven.

We need to think back to how very young children learn their mother tongue to replicate the successful characteristics of this process in the English language classroom. In a mother tongue context the characteristics include: immersion, imitation, interaction, internalization. Let us focus on them in more detail.

1. Immersion. Children are immersed in language, they hear it all around them and in the first two years of their life, the latent period, they are soaking it up before they are ready to produce it.

Classroom application: teachers need to provide as much oral language as possible to give them maximum opportunities to soak up the new language. However, very young children may find it stressful to be in a foreign language environment for the whole lesson. So it seems reasonable that teachers should revert to mother tongue for specific purposes, e.g. cultural discussion and comparison which helps to sustain motivation.

Here are the several ways that help to avoid using the children’s mother tongue:

- flashcards, pictures, toys, realia:
- gesture
- using international words
- English hats
- dolls and puppets

Flashcards, pictures, toys, realia: Instead of translating words into the mother tongue, flashcards, pictures, toys, realia can be used to introduce and check the vocabulary.

Gesture is an important tool, particularly with very young learners, who still rely on body language and facial expression to communicate. The teacher can accompany instructions, stories, songs, and rhymes with actions and gestures, and mime to show the meaning. Some cultures have a variety of gestures which they use when speaking and which the teacher can exploit.

Using international words: Nowadays many English words have been absorbed into other languages, for example, *taxi, hamburger, jeans*. By using some of these words the teacher can make the learning of a new language easier.

English hats: In order to signal to the children when they must use English, the teacher could put on a special hat, which should always be the same. The teacher tells the children that this is their “English Hat” and when they are wearing it they cannot speak or understand anything but English.

Dolls and puppets which “can understand only English” are both an effective way to avoid using mother tongue for the teacher and a splendid opportunity to encourage the children to use more English and make the learning funny and exciting.

2. Imitation. Young children are great mimics that is why they like to listen and repeat. This is where the audio component of a course can provide a valuable and authentic source.

Classroom application: Some authors suggest that listening to a taped dialogue the children “shadow” the tape, i.e. speak with the tape rather than repeat after each sentence. Shadowing supports the children’s efforts and gives them confidence rather than exposing them. Shadowing also helps them to imitate the correct intonation, pronunciation and speed of delivery.

3. Interaction. The best way to learn to speak is by speaking. Even if the children can only say “yes”, “no” or short, simple phrases, the

teacher should encourage them to ask and answer questions, participate in dialogues, and interact while listening to a story.

Classroom application: As fluency is more important than accuracy in building up confidence and self-esteem, the children should be encouraged to try out their emergent skills without being afraid of making mistakes. They should be allowed to stop, think for some time and then speak.

4. Internalization. This is when children are trying out language phrases and forms and gradually refining and becoming more accurate and thus “internalizing” a rule which they are too young to grasp if it were articulated and explained.

Classroom application: It is important for the teacher to recognize and respond to the child’s meaning by remodeling it correctly, e.g. Pupil: “Me go park”, Teacher: “Yes, I go to the park, too.”

To help very young children to use English for communication teachers should:

- arrange listening to stories and songs to increase the children’s attention and recall
- join in with repeated refrains in both stories and songs and predict what might happen next
- use the vocabulary and forms of speech which can be developed as learners’ experience grows
- give simple instructions and ask the learners to respond
- use simple statements and questions with plenty of scaffolding and Total Physical Response (TPR) support
- focus vocabulary on objects and people that are of particular importance to the learners
- use intonation and rhythm practicing activities to help develop learners’ pronunciation

Pre-school children learn through direct experience via the five senses, and do not yet understand abstract concepts. For these reasons language teachers find it very useful to use what is known as “**Total Physical Response**”. This means getting the children to actually do or mime what they hear. If the teacher says: “Maxim, give me the red pencil, please” and Maxim gives the red pencil. This example illustrates total physical response. The younger the children are, the more important TPR is. The teacher can use it in many ways, i.e. by getting the children to follow instructions in a game or craft activity, in miming a song, rhyme, or action, or in acting out a role-play.

Here's an example of a song that very young learners can act out:

Put your hand up (Tune: Hokey Cokey)

Put your hand up,	<i>Hand up in the air.</i>
Put your hand down,	<i>Hand down.</i>
Up, down, up, down,	<i>Hand up and down twice.</i>
And shake it all around.	<i>Shake hand around.</i>

Do the Hokey Cokey,	
And turn yourself around.	<i>Do turning round action.</i>

Turn yourself around.

An **information gap** activity is another effective way to encourage very young learners to use English for communication. An information gap is considered to mirror real life communication. We usually ask a question to find out something we do not know. For example, children can ask a new puppet hero his name, age, or find out what their favourite toy is. Alternatively, there is no need to ask the classmates the same questions if they already know the answer since they have known each other for years.

In conclusion, listening (understanding) and communication are paramount for pre-school language learners and the teachers should pay considerable attention to the skills development while dealing with pre-writing and pre-reading tasks.

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HALLMARKS AND HURDLES IN TRAINING INTERPRETERS AND TRANSLATORS

Like good athletes, even very good interpreters are themselves quite non-analytical and oblivious in their *modus operandi*, which means that not all good interpreters (or athletes) can work successfully as good instructors. Moreover, the practice of interpreting is significantly more financially rewarding than the teaching of it. It is common knowledge that language training began with the ultimate goal to provide competent interpreters and translators for performing quite a number of pragmatic tasks – facilitating commercial, political and diplomatic relations between countries and individuals; translating common documents, contracts, treaties and texts of paramount value like the Bible. Strange as it may seem, up to the present moment, there is no generally acknowledged system of interpreters’ training with a sufficiently developed background of principles and approaches based on essential skills’ criteria. Each school of knowledge tends to suggest its own framework of reference and list of competencies that form the foundation for educating interpreters.

To begin with, it should be noted that the post-Soviet system of interpreters’ training, contrary to their European and American counterparts, has not distinguished between educating interpreters and translators. Thus, graduates from Ukrainian translation departments are theoretically “multiskilled”, but, in reality, they are lacking rigorous practice in their specialty. An analysis of translation department curricula shows that as a matter of fact there is a substantial bias towards developing *translating* skills per se at the expense of *interpreting* ones. Another reason why competent professional interpreters are so few and far between is the lack of experienced interpreters working as experienced instructors. Like good athletes, even very good interpreters are themselves quite

non-analytical in their *modus operandi*, which means that not all good interpreters can work successfully as good instructors.

It is obvious that skills of interpretation and translation are separate from foreign language skills. Though profound language competence is a prerequisite it is not sufficient for successful performance both as an interpreter and translator. Furthermore, the skills for interpretation are distinct from the ones for translation since these two activities are basically different. Interpretation involves the immediate communication of meaning from one language to another. Although there are correspondences between interpreting and translating, an interpreter conveys meaning orally, while a translator conveys meaning from written text to written text. As a result, interpretation requires skills different from those needed for translation, namely “behavioural” skills.

British National Network for Interpreting has developed a *map of interpreting skills* including, in addition to an excellent knowledge of the foreign language and mastery of mother tongue: empathy, flexibility, adaptability, sense of initiative, stamina, analytical skills, cultural awareness, tact and diplomacy, research skills, public speaking skills, note-taking skills and team-working skills. These specialized non-linguistic skills related to the workplace must be acquired through training, practice, or both. Because a high degree of concentration and stamina are a necessity, interpreters usually work in teams. Because interpreting takes place in a wide range of formal and informal settings (such as hospitals, courts, and international conferences), applicable protocols and conventions must be mastered and followed. The interpreter must also be able to use special equipment and follow accepted professional practices (such as setting aside personal opinion and maintaining confidentiality of information).

As with any language mediation, knowledge of socio-cultural factors and familiarity with the subject matter are necessary. Interpretation tasks vary in complexity and often require extensive preparation in advance. Topics may be highly specialized, therefore, in addition to broad experience in interpreting, use of language tools and resources, consultation with experts will serve to enhance the interpreter’s performance. Analytical and research skills allow the individual to proceed methodically in order to gain basic knowledge of various specialized fields, develop subject matter glossaries, and verify appropriateness of the equivalents chosen. In consecutive interpretation, interpreters generally take notes

as memory aids to reconstruct the message and seek clarification if the respect will not disrupt the event.

Interagency Language Roundtable, a US federal organization, developed a number of documents which analyse the factors that interpretation performance level depends on: 1) command of two working languages, 2) ability to choose an appropriate expression, 3) familiarity with the cultural context of both languages, 4) knowledge of terminology in specialized fields, 5) observance of protocols applicable to different settings and 6) mastery of modes applicable to these settings. On the basis of these criteria, it is possible to work out the skills level descriptors for assessing the professional competence of interpreters. The only reliable way to gauge how well a specialist performs is to administer tests in a given setting, reflecting real-world tasks and content.

The term “*translation*” is normally reserved for written renditions of written materials and applies only to document-to-document renderings. A successful translation is one that conveys the explicit and implicit meaning of the source language into the target language as fully and accurately as possible. From the standpoint of the user, the translation must also meet the prescribed specifications and deadlines.

The translator must be able to (1) read and comprehend the source language and (2) write comprehensibly in the target language and must also be able to (3) choose the equivalent expression in the target language that both fully conveys and best matches the meaning intended in the source language (referred to as congruity judgment). These three abilities must be considered when assessing translation skills.

Various non-linguistic factors have an impact on a translator’s performance, such as the time allotted to deliver the product. Familiarity with the subject matter and the socio-cultural aspects of either, or both, source and target languages may also affect performance. Given previous knowledge of these factors or appropriate training, an individual with limited skills may be able in certain instances to produce renditions of various texts that might be useful for specific purposes. On the other hand, an otherwise skilled translator who lacks subject matter knowledge or who is unfamiliar with certain socio-cultural aspects may provide an unreliable translation of some points if he or she has no access to relevant resources. Moreover, analytical and research skills as well as adeptness in using translation tools and resources (such as monolingual dictionaries and glossaries, on-line aids, and consultation with experts)

allow the individual to proceed methodically and verify the appropriateness of the equivalents chosen. Such specialized skills must be acquired through training and practice.

In summary, an individual's translation performance level depends on (1) command of two languages, (2) ability to exercise congruity judgment and apply a translation methodology, (3) familiarity with the cultural context of both languages, (4) knowledge of terminology in specialized fields, and (5) ability to finalize the product within time constraints and according to specifications.

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MULTI-DISCIPLINARY APPROACH TO EFL UNIVERSITY COURSE DESIGN: EXPERIENCE AND CHALLENGES

Nowadays there is a strong need in English as a means of communication between professionals of different countries that is dictated by globalization and integration processes. That is why EFL course is obligatory for students of different specialism areas trained at higher educational establishments of Ukraine.

Educational qualification standards (EQS) and educational professional programmes (EPP) clearly identify the target situation in which graduates will use English in future. From this perspective, EFL university courses can be seen as ESP courses, i.e. courses designed for specific purposes of learners.

In accordance with Hutchinson and Waters ESP is defined as an approach to course design (1987: 53) which starts with students' needs. Therefore, the specific nature of a typical ESP university course is specified by students needs, among which are immediate needs: study and exam/test needs and delayed needs: pre-service or pre-occupational needs listed in EQS. In this context ESP encompasses EAP (English for Academic Purposes) and EOP (English for Occupational Purposes).

This paper is focused on what is taught at ESP course and how to develop students' competences and strategies needed to function effectively in the study process and in the professional situations.

The content of an ESP university course is aimed at helping students to achieve target B2 language proficiency level that will enable graduates to function competently in a professional and academic contexts and provide them with a platform for life-long learning (ESP National Curriculum for Universities: 2005).

These can be achieved by developing students' general and profes-

sionally-oriented communicative language competence in English including sociolinguistic and pragmatic competences. Learning English is not limited by developing language skills (listening, speaking, reading and writing), vocabulary use and grammar structures usually taught at General English courses.

As EAP is a component of ESP course study skills and ability to learn are also developed through the course. IT skills and soft skills as information technology can be added to study skills identified in the ESP Curriculum as information location, academic speaking and writing, organization and self-awareness, assessment skills including self-assessment. These skills are widely used nowadays in all spheres of human life that influence greatly on our expectations of what students must learn in order to function effectively. Besides, exploitation of the modern technologies radically changes EFL teaching providing shift from teacher-centered approach to student-centered approach. The use of computers and IT facilitates the teaching/learning process and contributes to students' motivation and effectiveness of ESP course as well.

Developing all the mentioned skills in integrated way will make the learning process interesting, close to real life and appropriate to students needs that will lead to the outcomes relevant to the specialism of students. In addition to communicative approach, a multi-disciplinary approach and learning-centred approach are widely used.

Proposed by Tony Dudley Evans and Maggie Jo St John multi-disciplinary approach has proved its efficiency in teaching/learning English. Multi-disciplinary approach is usually used in problem solving that involves drawing appropriately from multiple disciplines to redefining problems outside normal boundaries and reaching solutions based on a new understanding of complex situations. It is also known as task-based approach used while teaching various specialist subjects and aimed at developing skills.

According to Widdowson, the task is concerned with 'pragmatic meaning' and outcome, which 'refers to what learners arrive at when they have completed the task' (Ellis 2004: 8). Tasks engage cognitive processes, which are sorting, classifying, ordering, reasoning, etc. and have clearly defined communicative outcomes. While performing tasks students interact with each other using the language and in this way develop all the above mentioned competences.

Cooperation and collaboration at English classes while performing

tasks students develop their soft skills as well as tolerance and flexibility that will help them to function adequately in the professional environment.

All these ideas are reflected in an ESP coursebook '*English for Study and Work*' (2010) soon to be piloted by the Ukrainian universities specialized in Engineering and Mining. The results of the piloting at the National Mining University and students' feedback are encouraging. Students who have used the coursebook found the process of learning English interesting, materials of the book - appropriate to their needs, tasks - motivating and encouraging, self-study – useful, self-assessment – challenging.

Among the main challenges of ESP course design is the number of hours allotted to EFL university courses and low entry level of students, which is often A2 making it difficult for students to reach B2 proficiency level. This challenge may be overcome by increasing the length of the courses at universities' discretion, allotting more hours for self-study and redesigning the EFL course.

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