

ФИЛОЛОГИЧНИ НАУКИ

МЕТОД НА ПРЕПОДАВАНЕ НА ЕЗИК И ЛИТЕРАТУРА

Лашук Н.М., Гузій Т.М.

Чернігівський інститут економіки і управління, Україна

ДО ПРОБЛЕМИ НАВЧАННЯ АУДІЮВАННЯ ІНОЗЕМНОЮ МОВОЮ СТУДЕНТІВ НЕМОВНИХ ВНЗ

Навчання аудіювання є однією з актуальних проблем сучасної методики навчання іноземних мов. Актуальність цієї проблеми, по-перше, зумовлена роллю, яку відіграє говоріння і слухання в процесі комунікації, а по-друге, складністю цього виду діяльності. Аудіювання пов'язане з декодуванням чужих думок і, як наслідок, з подоланням фонетичних, лексичних та граматичних труднощів, а також з роботою механізмів психічної діяльності людини: увагою,

довгостроковою та оперативною пам'яттю, прогнозуванням і осмисленням. Сприйняття і розуміння мовленнєвих повідомлень на слух залежить від ряду факторів, таких як: наявність мотивації, життєвий і мовленнєвий досвід студентів, вміння концентрувати увагу, ступінь розвитку слухової пам'яті, емоційний стан аудиторії, незвична вимова і т.д. Аудіювання – це не лише слухання висловлювань, але й розуміння ситуації: хто говорить, про що, яка мета висловлювання, звуки оточуючого середовища (unspoken background). Аудіювання пов'язано зі складним процесом пошуку і вибору інформативних ознак з ряду можливих, що залежить від наявності в слухача асоціативних зв'язків, встановлених у результаті мовного досвіду. Разом з тим відбувається «гальмування силівання несуттєвих ознак», тобто побічних зв'язків, що не відносяться до контексту. При сприйнятті рідної мови вибірковість зв'язків здійснюється досить легко, що ж стосується іноземної мови, то слухач повинен оперувати не тільки активним словником, але й пасивним, придбаним, в основному, у процесі читання. Необхідно навчати студентів розуміти зміст повідомлення, навіть якщо не всі слова були почуті та зрозумілі. Ключових слів достатньо, щоб зрозуміти про що йде мова:

Listen for the main idea of the conversation. Don't concentrate on detail until you have understood the main ideas. Do not translate everything you hear into your mother tongue. Accept the fact that you are not going to understand everything. Keep cool when you do not understand – even if you continue not to understand for a long time. Do not focus on the word/s that you don't understand, but the words you do understand. Using the known words, you can manage to get the meaning of the unknown words. Listen for the key expressions.

То публикува «Бял ГРАД БГ» ООД, Република България, гр.София, район «Триадица», бул. «Витоца» №4, ет.5

Материали за 8-а международна научна практична конференция, «Бъдещите изследвания», - 2012.

Том 11. Филологични науки. София «Бял ГРАД БГ» ООД - 64 стр.

Редактор: Милко Тодоров Петков

Мениджър: Надя Атанасова Александрова

Технически работник: Татяна Стефанова Тодорова

Материали за 8-а международна научна практична конференция, «Бъдещите изследвания», 17 - 25 февруари на економика.

За ученици, работници на проучвания.

Цена 10 BGLV

ISBN 978-966-8736-05-6

© Колектив на автори, 2012
© «Бял ГРАД БГ» ООД, 2012

V. Ishchenko (PhD, Associate Professor)

Poltava University of Economics and Trade, Ukraine

CASE STUDY METHOD FOR TEACHING ENGLISH FOR SPECIFIC PURPOSES

As we know that we are living in the world of globalization. English language is a common language and is spoken in many countries. It is considered as universal language. Most of the universities worldwide include English as one of their major subject. Ukraine is also competing with the other countries in terms of education and many other things. Hence, we are forced to meet global standards. English is the first and foremost criteria whether you are applying for a job or you are seeking admission in a reputed college/university/institution. Companies welcome those candidates who are fluent in English and have the relevant qualification and skill set. However, candidates with the relevant qualification without having proper knowledge of English language are being rejected. For this, everybody wants to learn business English and thus there is an increase in the demand for business English teachers. If you want to make a career in this field then you have to know the proper way of teaching business English. In this paper we are going to share our experience and we hope it will help you in this concern.

Case studies for ESL teachers can be a useful tool for developing your classroom instruction, whether you're new to teaching or a seasoned professional.

A case study is an intensive analysis of an individual unit (e.g., a person, group, or event) stressing developmental factors in relation to context. Thomas offers the following definition of case study: «Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods. The case that is the *subject* of the inquiry will be an instance of a class of phenomena that provides an analytical frame – an *object* – within which the study is conducted and which the case illuminates and explicates.»

Case studies may be descriptive or explanatory. The latter type is used to explore causation in order to find underlying principles. They may be prospective (in which criteria are established and cases fitting the criteria are included as they become available) or retrospective (in which criteria are established for selecting cases from historical records for inclusion in the study).

In our opinion the following two factors are as important in case study teaching as they are in any other forms of teaching, perhaps even more so, because an instructor has less control with case discussion than other forms of teaching.

First of all you need to clarify objectives, so you need to find the answers for the following questions:

- What do you want students to learn from the discussion of the case?
- What do they know already that applies to the case?

- What are the issues (central and peripheral) that may be raised in discussion?
- Can the case «carry» the discussion (Is it appropriate to your objectives)?

The next step is planning and preparation. That means you should take into account some of the issues listed below:

- how the case and discussion will be introduced
- preparation expected of students (written, submitted, papers?)
- the opening question(s)
- how much time is needed for the issues to be discussed
- concepts to be applied and/or extracted in discussion
- concluding the discussion
- evaluating the discussion (students', your own)
- evaluating the participants (grades for participation?)

To get started – select a short case study that covers the skills you want your students to practice. Read it several times and consider how it fits with your student-learning objectives for the class (you need to think about why you are teaching this case at this time).

Arrange the classroom so that students can talk face-to-face.

Prepare a set of questions for students to write out as homework before running the case in class. For class, prepare another set of questions to move students through the stages of case analysis. These questions can look like these: Who are the people in the case? Why has the situation (problem) occurred? What possibilities for action are there? How should the people in the case study proceed?

At the end conduct a teacher-led summary and conclusion discussion, assessing what your students have achieved.

The case study method provides an opportunity to develop writing competence. For instance one group of students may be asked to take the minutes of the meeting called to solve the problem or to write an agenda of the meeting. When the discussion at the meeting finishes and the final decision is taken, all students are requested to use the information in a written form. It may be a letter, a memorandum, a list of points, a mind map, an action plan, a report, an e-mail or a note – any kind of business writing which best suits the situation. To do that kind of task they need instruction from their teacher on the layout, style and appropriate tone.

The case study method gives teachers a lot of flexibility in assigning tasks, roles and functions. The teacher should not blindly follow the instructions in the teacher's book. Helpful as they are, they are not the only directions in using a particular case. Teachers should be encouraged to experiment and use cases as input materials that are alive in class – modified, changed and exploited in various ways.

References

1. G. Thomas (2011) A typology for the case study in social science following a review of definition, discourse and structure. *Qualitative Inquiry*, 17, 6, 511-521
2. Davies, Paul, Pearse, Eric Success In English Teaching, Oxford Handbooks for Language Teachers. – Oxford University Press, 2000. – 276 p.

V. Ishchenko (PhD, Associate Professor), V. Artyukh (PhD, Associate Professor)
Poltava University of Economics and Trade, Ukraine

ROLE PLAY AS A SUCCESSFUL ESP ACTIVITY

Once you start teaching ESL Business English classes, you soon realize that grammar explanations and simple activities aren't enough to satisfy the needs of your students. We have experienced this when meeting face to face with advanced students. To create an interactive atmosphere that is student-centered, you need to create scenarios where students are required to speak much more than you. Role plays are one of the best ways to accomplish this goal.

Role play can be a particularly effective way of providing practice for the participants on a business English course, and it is invariably popular. The participants may well be familiar with this approach from the business training courses they have completed. It involves the participants in taking on a role in the same way that an actor might take on a role on the stage.

The participants in role play will have a situation to work with and their role card will state who they are, what they want to do, and what their attitude is. If the card has been well prepared, the participants will be clear about how they should respond, although there may be some degree of choice.

There are at least four reasons why you should include role play in all of your business English courses.

1. The change of activity is always welcomed by participants and will help to keep your sessions lively and interesting, as well as keeping the participants alert and active.
2. Role play gives the participants the opportunity to practice the new language that they have been working on in the course.
3. It helps to make them aware of gaps in their knowledge and the language that they need to practice and learn.
4. Role play can help you to assess the progress of your participants; as they are fully involved in their activity you can observe their actions and also keep a check on their language. You can address some of the points arising from your observations in the feedback session after the role play.

What sort of role play activities would be appropriate in a business English class? Here are just a few possible examples.

1. Person A is the designer of a new style of cordless iron for the home and he is looking for a manufacturer; B is the managing director of a manufacturing company but is sceptical about this product.
2. A is the managing director of a small company; B is the advertising director and wants to advertise the products on television. The MD is keen on

advertising in newspapers and is unconvinced about the value of television advertising (in terms of costs and returns) so B has to try to persuade the MD.

A simulation game is similar to role play except that in a simulation the participants are free to take their own decisions and are not directed in any way by constraints laid down on a role card.

For example, in a role play activity, a participant may be asked to take on the role of someone in the purchasing department who wants to buy a particular product while their partner may be asked to take on the role of someone in the marketing department who is very anxious to buy a different product. Their role play task will be to discuss their products and use persuasive language. There will be no need for them to agree on one particular product by the end of the activity as the process of talking and using persuasive language is the core purpose of the activity.

In contrast, in a simulation game there are likely to be more than two participants and each will be given a role. For example, one may be the accountant and another may be the marketing manager while another may be the purchasing manager and so on. They will start off with a basic scenario; for example, they may be told that their company sells bicycles and that a new type of folding bicycle has come on the market and they need to consider how best to take advantage of this product and make a profit.

So, for example, they would have to think about what they could afford to pay for each bicycle, what the selling price would be, who would be interested, how they could market it and so on. They could take whatever decisions they wanted. They would start with a cash sum and they would have to think about how best to use that money. They will be using language they have learnt, but another aim of the simulation will also be to, for example, make as much profit as possible in the course of the game.

From time to time, the simulation 'umpire' could add additional pieces of information (higher interest rates, higher transport costs, new competitors, a successful web site and so on) which the members would have to take into account and adapt to.

Educational innovations certainly do not come about automatically. They have to be invented, planned, initiated and implemented in a way that will make educational practices more adequately geared to the changing objectives of instruction and make them more consistent with changing standards of instruction.

References

1. Chesler, Mark and Robert Fox. *Role-playing Methods in the Classroom*. Chicago: Science Research Associates, 1966.
2. Fuhrmann, B. S., and A. F. Grasha. *A Practical Handbook for College and University Teaching*. Boston: Little, Brown, 1983.
3. Shannon, T. M. «Introducing Simulation and Role-Play.» In *Strategies for Active Teaching and Learning in University Classrooms*, ed. S. F. Schomberg. Minneapolis: Office of Educational Development Programs, University of Minnesota, 1986.