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The collection includes conference abstracts of the reports made at The 16th International TESOL-Ukraine Conference "Current Studies in English: Linguistics and Methodology Perspectives", that took place in Zhytomyr Ivan Franko State University on April 13-15, 2011. More than 330 teachers from the higher and secondary educational establishments of Ukraine, US, Great Britain, Canada, Vietnam participated in the work of the Conference. The reports presented at the Conference deal with a wide range of research problems in the spheres of linguistics, discourse analysis, ELT methodology, CALL, sociolinguistics, translation studies, literature studies, etc.

The publication is aimed at EFL professionals, researchers, students, post-graduate students.

Збірник наукових праць містить статті та тези доповідей учасників 16-ої Міжнародної конференції "Current Studies in English: Linguistics and Methodology Perspectives", яка відбулася у Житомирському державному університеті імені Івана Франка (Житомир) 13-15 квітня 2011 р. У конференції взяли участь понад 330 викладачів вищих та середніх навчальних закладів України, США, Великої Британії, Канади, В'єтнаму. Доповіді відображають широкий спектр досліджень, які здійснюються науковцями та викладачами вищих і середніх навчальних закладів у галузі лінгвістики, дискурсознавства, лінгвометодики, комп'ютерної лінгвістики та лінгвометодики з впровадженням новітніх інформаційних технологій, соціолінгвістики, перекладознавства, літературознавства тощо.

Видавня розраховано на науковців, викладачів, студентів, магістрантів, аспірантів та на широке коло осіб, зацікавлених у вивченні англійської мови.

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...of the Blogosphere, an annual survey of blogging behavior and trends, more than 133,000,000 blogs were indexed by Technorati between 2002 and 2009, and the number is growing by the day; 77% of all internet users at least occasionally read blogs according to Universal McCann. Our students are most certainly familiar with blogging, and incorporating blogs into the classroom is not only an interesting creative way to increase students' interest in their coursework, but it can also provide opportunities to teach students valuable hands-on lessons.

The use of creative blogging projects and course blogs can:

- provide easy access to texts, resources and digital media
- allow students to interact with a real-world audience
- motivate students to read by moving away from familiar textbooks
- give students an alternative outlet for creative energies not well-suited for traditional writing projects
- promote in students a sense of pride and ownership in their learning
- improve student confidence levels, as students will have time to participate and put thought and energy into discussions that they were too timid or overwhelmed to bring up in traditional classroom environment
- increase proofreading, site design and typing skills, which could be important in preparing students for future careers, especially on the international level.
- provide opportunities for controlled lessons about such important topics as in internet safety and security, use of blog technology, internet responsibility (what Dawn Corley calls "digital citizenship"), authentic audiences, and basic internet design, such as simple coding, interfacing, and networking—adding other relevant links in an increasingly interconnected world.
- work as digital logs or portfolios of student work that parents and future teachers and employers can view.

This presentation will focus most strongly on the practical issues surrounding the use of blogs inside and outside of the classroom environment, especially the use of a course blog to act as a virtual hub for classroom resources and discussion and the use of creative blogging projects that feature the art of writing of students and teachers alike. In the end, by helping to initiate our students into the larger blogging community and giving them the tools and the platform to speak out, we are enabling them to discover new, relevant voices in a live, real-world context.

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ENGLISH IN BUSINESS

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Globalization and internationalization pose new challenges to social cohesion and integration. Given Ukraine's position at the crossroads between Europe, Asia and the Middle East, it has sought successfully to become a significant player in the region, notably in gas industry, metallurgy and tourism. The significance of the linguistic competences of young people for the social and economic development of Ukraine is recognized, and the implications for them and their careers are emphasized, for example, in Common European Framework of Reference for Languages: Learning, Teaching and Assessment. Now more than ever before, communicative performance is essential for interactive survival in a global environment. Language skills remain vital if individuals are to benefit from opportunities in employment and mobility.

To make learners more responsible for their own learning, we create a learner-centered classroom environment with several subjects taught in English for students who major in International Management and International Economics. Together we plunge into English-language learning books: English-language textbooks on management, marketing, economics, international business and other business disciplines. Activebooks provide interactive, online and digital experience that integrates multimedia resources with the books to greatly enhance student learning and take full advantage of the online environment. Active Concept Checks allow students to test their understanding of the material at the end of major sections. Chapter Wrap-Ups include a practice quiz, which gives students a chance to test their knowledge. English-language magazines and other periodicals are very useful sources for students to get the information on the latest developments, connect new information to existing ideas, and discuss current challenges facing the country and the world. This type of learning integrates content/subject matter into language learning and two processes take place concurrently. English is seen here as the tool for acquiring profession-oriented knowledge. As the experience gained by the English faculty of Business English department attests, a comprehensible input can have its effect on learning only when affective conditions are optimal: (1) the learner is motivated; (2) he has self-confidence and a good self-image, and (3) his level of anxiety is low. Such approach allows students to practice language in

context for some simulated or real communicative purpose and leads more readily to the development of oral proficiency than do methods that are primarily teacher-centered. It also asserts that language learning is mainly the result of critical thinking and arises from a desire to communicate. Communicative practice, in this case, involves exchanges of meaningful information in situations where some information gaps exist. That requires active mental processes based on existing knowledge the learner already possesses or he/she may be invited to do extra research to fill in the gap.

Learning English also involves learning about cultural values and ways of thinking. Culture is in fact a source of significant differences in people's behavior everywhere. Understanding people from foreign cultures is often a baffling business. To help managers to deal with a new culture and anticipate what people's reactions might be in different situations, students pay closer attention to the way how the people think and behave. Along with the structured material presented in the textbooks on intercultural communication, students also take advantage of the fiction in English available in the university resource center. By reading books, students not only meet their personal interests in the subject but look into the typical examples that form social norms for behavior and in business they form "the way of doing business" in a foreign culture; the would-be managers gain the right mindset with which to approach potential partners; they get global awareness and cross-cultural understanding. They can also evaluate how difficult it may be to do business in a country culturally distant from their own. The knowledge of the clients' language to better communicate and the knowledge of the clients' culture to better answer their needs are key skills that add valuable advantage for intercultural citizens capable of interacting across linguistic and cultural boundaries whether they want to gain qualifications to improve their career prospects or to study abroad.

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PEER-EDITING USAGE FOR TEST TAKERS

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One area of impact that has received attention in recent years is the impact of tests, particularly large-scale, high-stakes tests, on curricula and instruction, frequently referred to as washback. As with any consequence, it can be positive or negative. Positive washback can be defined as any effect of a testing procedure that encourages teachers to adopt practices that are in line with the current best thinking in the field with respect to pedagogy (Tribble 1996).

The Independent Testing in Ukraine is likely to have positive washback on curricula and instruction. Teachers of English feel responsibility for preparing their students, especially school leavers, for taking the test. Teachers are seeking methods that are useful and effective. Writing skills are the most difficult for my students to acquire, that is why I was looking for the ways of preparation them for the production of written English at more advanced levels. Unfortunately, going through all the stages of writing, such as prewriting, composing, drafting, proofreading and revising, does not ensure clarity of expressions and accuracy.

As we seek to provide evidence to students' growth as writers, it becomes clear that a single grade is generally a poor indicator of writing development. Evaluation should indicate students' knowledge and use of steps in the writing process, and of being active participants with other class members in order to complete high-quality pieces. They also need to realize that revising and editing is an integral part of the process of writing.

As Bumgardner J.C. points out, peer evaluation can be an effective, practical, and useful tool for helping students to improve their writing. The teacher shows students that two jobs exist in this cooperative effort: the job of the author and the job of the editor. This requires training and support in the early stages, but as learners become more confident they are able to see the benefits of this way of working. Students are quick to recognize that their peers can see problems in their texts more easily than they can themselves.

Peer-editing may be easily implemented in any educational establishment and tailored according to the needs of a particular curriculum. First of all, students should become aware of expectations before they can meet them. Therefore, criteria or rubrics should be shared and demonstrated to students. The best way to do this is discussing the rubrics and conducting editing under the guidance of a teacher. Information they need to know is qualities which determine papers to be acceptable or unacceptable and changes which are necessary to make. After this preliminary stage peer-editing may be conducted.

Students get the task, complete the writing and then they swap the papers and conduct peer-editing putting symbols for different kind of mistakes on the margins, such as Gr, Sp, L, etc. After that the editors calculate the total sum of points. The final stage of the project is when the teacher assesses the writer and the editor separately and then discusses with students the most problematic issues concerning writing and editing in class.