УДК 811

The 4 Es of the 21ˢᵗ Century: Education, Effectiveness, Efficiency and Experience. XIII National Conference of the Educational Association of Teachers of English to Speakers of Other Languages in Ukraine, April 14-16, 2008. Abstracts. – Poltava, 2008. –152 p.

The edition features abstracts of papers delivered at the XIII National TESOL - Ukraine Conference "The 4 Es of the 21ˢᵗ Century: Education, Effectiveness, Efficiency and Experience" held at the Poltava University of Consumer Cooperatives of Ukraine on April 13-15, 2008. The Conference attracted about 250 scholars, teacher-trainers AND TEACHERS. The papers reflect a wide range of current research carried out both in Ukraine and abroad in the fields of linguistics, methodology of teaching the English language and literature of English speaking countries.

The publication is intended for scholars, lecturers, teachers, undergraduate and postgraduate students involved in studying and teaching the English language and literature of English speaking countries.

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1. COGNITIVE EXPLORATION OF LANGUAGE AND LINGUISTICS

Natalia Derkach
Kyiv National Linguistic University

LANGUAGE MEANS INTERACTION IN THE REALIZATION OF ENGLISH PROVERBS COMMUNICATIVE FUNCTION

It is well-known that realization of the proverb pragmatic aim in the process of communication is related to its emotional, volitional and aesthetic influence on the addressee. Therefore proverb communicative function should be regarded as sociolinguistic, with its further differentiation into evaluative, influencing and generalizing subfunctions, whose effectiveness can be achieved through interaction of numerous linguistic and extralinguistic factors. Consequently within the scope of our research aimed at the study of prosodic organization of a proverb, it is necessary to analyze the language means' interaction in its communicative function realization.

A frequent use of proverbs in oral communication is interrelated with the application of various phonetic means, capable of arousing certain psychical states in the listener and contributing to proverb memorization due to alliteration, assonance, rhyme, regular rhythmic structure, etc.

Besides, proverb prosodic organization is usually shaped by traditional stereotypes, consisting in combining certain vocabulary with corresponding intonation patterns. As a rule, such typical prosodic features comprise contrasted logical stresses, decelerated tempo, narrowed voice range, melodic fluctuations, falling tones of final intonation groups, etc.

Moreover, the specificity of proverb prosodic organization is determined by image-bearing tropes, represented by similes, metaphors, metonymies, hyperbolas, litotes, antitheses, and others. For instance, the antithesis "good – evil" is realized due to voice range fluctuations and changes in melodic contour, while the antithesis "large – small" is achieved by means of contrasted pitch levels.

Proverb expressiveness is increased by figures of speech, formed by specific syntactic structures, e.g.: inversion, rhetoric questions,

enhance students' interest in the subject and their progress. So it is very important to create such a spiritual setting in the classroom which can appeal to the students' senses. This setting is usually created by the teacher with the help of communicative situations. Unfortunately, their abundance makes them routine for university students and gradually ceases to stir strong emotions in them.

Everyone knows that bright things draw our attention. Hence sometimes the feeling of surprise may be more effective and motivating than communicative situations. Inspiration is not intended to sustain an argument. Its aim is to please students and to provide their imagination with a few windows through which they could look out upon life while learning.

There is much variety in such an approach. One of the ways to creating the climate of literary appreciation that sensitizes students' responses and imprints their memories with soul-stirring emotions. We know that esthetic response can only be nurtured. It cannot be taught. By a wide and continuous exposure to stories, poems, art, photos and language that possess some pretension to taste, students reflect on what they do or do not like.

Another way is a teacher's presentation. Since every teacher is unique, every class has subjective characteristics. Therefore an emotionally bright and creative presentation can also be inspiring. The same refers to surprising material (texts, poems, music, games, pictures) a part of which shouldn't be included into a textbook and students shouldn't be told about them beforehand.

Encouragement is also important. While trying to 'capture' a student by making him respond to different tasks we should never forget about the role of appreciation as we help him discover and respond to his own inner motivation.

In conclusion, let us consider the psychologists' statement, "A child would rather pat a rabbit than a robot." Making our classes 'alive', we will appeal to our students senses which will undoubtedly result in better language learning.

Varvara Chernukha, Lyubov Novak
Poltava University of Consumer Cooperatives in Ukraine

AN APPROACH TO TEACHING ACADEMIC WRITING SKILLS

Living in the age of global interconnectedness compels higher educational establishments to introduce changes to meet high standards of the most progressive educational systems in the world. It helps them become more attractive to applicants on the market of educational services as globalization processes result in strong competition in all spheres of economy, higher education being one of them.

Writing and academic writing, in particular, belong to top skills which a student needs to prosper in academic environment and later in his/her career. Development of writing skills has always been one of the priorities of the English teachers. And here we are faced with two alternatives: either to offer students an independent writing course or to develop some useful activities aimed at forming writing skills and incorporate them into the basic course. As most Universities are provided with not enough time for the Language course, they tend to choose the second alternative which means using a rather pragmatic approach.

Two basic forms of academic writing are the essay and the research paper. An essay can be defined as a short piece of writing on a single subject. A research paper is a longer piece of writing which needs information found in a number of sources and is aimed at informing or convincing the reader. To succeed in essay and research paper writing, students are expected to be skilled in such procedures as note-taking, paraphrasing, summarizing, and quoting. To help students develop skills, they need teachers are to provide them with special training activities and rules to follow. They need to practice in writing formal and informal essays gradually improving content, organization, and mechanics (spelling, punctuation, sentence structure, and grammar).

The teacher's task is to facilitate the learning process through timely instructions, and supporting teaching materials (rules and requirements, essay and research paper samples, peer evaluation cards with criteria, transition lists, etc).

To conclude, teaching academic writing is a vital necessity for higher educational establishments. To help students develop effective

writing skills, teachers are supposed to use a fair amount experience, some inspired quesswork and logical approach.

Lyudmila Golovina
National Technical University of Ukraine "KPI", Linguistic Faculty

SOME ASPECTS OF TASK-BASED ASSESSMENT

The term "task" traditionally refers to any tool for carrying out an assessment of the learners' communicative ability in a second language. The assessment tasks are considered to be efficient in evaluating communicative skills of the learners in the context of language use when they are directed to a concrete goal.

The task-based assessment possesses a number of advantages Firstly, assessment becomes more closely integrated into the learning process as both learners and teachers perceive language as a tool Secondly, it provides the necessary feedback for the learners on their progress and achievement. The validity of the assessment is achieved through a close correlation of the tasks a learner carries out during the test, and what he/she is supposed to do in the real-world situations There is no unanimous opinion as to the variety of tasks involved in the task-based assessment. Alongside with traditional tasks for evaluating general language ability, the researchers and we, teachers of high schools, also include the tasks based on simulating real-world situations.

There exist some difficulties referring to the task-based assessment. One of them is representativeness. In the process of testing it is desirable to elicit the best performance from a learner and, at the same time, to examine a performance that is representative of the real-world language use. If we take an oral interview test, for example, it is evident that the role of the interviewer is very important. The manner in which the teacher interacts with the learners definitely influences how they converse and, therefore, the rating they obtain One of the common approaches to the problem is that an interviewer should be formal and distant. In other words, the test should ensure the conditions the learner will experience in the real-world situation We keep to the opinion that an interviewer should be more informal and supportive, a kind of an ally of the learner.

Another problem referring to task-based assessment is authenticity. Establishing situational authenticity is problematic enough. The teacher faces the difficulty of modelling real-world situations in the classroom. On the other hand, the learners should display their skills, to show what they can do but the discourse itself differs from a real-life conversation. The matter is open to dispute.

Nadiya Korvegina
Tavria State Agrotechnological University

INCREASING LEARNERS' MOTIVATION THROUGH IMPLEMENTING A TBL APPROACH

The social processes developing in the modern society are forming the new pragmatic generation. Today's students must be able to think, make decisions, transfer knowledge, acquire new skills, and work together in teams. All that requires new approaches in ELT. This approach presupposes that students:
- choose their own projects;
- work at their own individual pace;
- show excitement about learning new things;
- work with students of different abilities;
- demonstrate their knowledge in unique ways;
- are actively engaged and participating in individual and group learning activities;
- go beyond minimal assignments.

The TBL framework consists of three main phases. These are pre-task, task- cycle and language focus.

1. Pre-task: introduces the class to the topic and the task activating topic-related words and phrases.
2. Task Cycle: offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher's guidance while planning their reports on the task. Task Cycle offers learners a holistic experience of language in use. There are three components of a task cycle:
   a) Task,
   b) Planning,
   c) Report.
3. Language Focus: allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Language focus has two components:
   a) Analysis,