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The publication is intended for scholars, lectures, 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

Oksana Anastasieva

Kharkiv National Technical University of Agriculture

COGNITIVE ASPECT IN EXPLORATION OF ENGLISH APHORISMS

The presentation concerns with the study of cognitive-communicative potential of English aphorisms. An analysis of value-labelled utterances (e.g. aphorisms) is an important element of the conceptual analysis as they convey common sense through the words of their author. So an aphorism is an intersection area of individual and common to all mankind knowledge about the world.

From the standpoint of functional approach a concept is regarded as a dynamic substance: both a process and a result of giving a meaning to a language sign in the situation of communication. Discourse is the only medium where concept can exist. A certain type of discourse forms a specific conceptual system which represents an individual mental-informative portrait of the discourse. Being a cross-discursive phenomenon, aphorism has a wide conceptual sphere with a special structural organization possessing specific features when used in different discourses. *A cynic is a man who knows the price of everything but the value of nothing.* Oscar Wilde. *A dwarf standing on the shoulders of a giant may see farther than a giant himself.* Samuel Taylor Coleridge. – fiction. *Buddhism is not a creed, it is a doubt.* Gilbert K. Chesterton – religious discourse. *Democracy means government by the uneducated, while aristocracy means government by the badly educated.* Gilbert K. Chesterton – political discourse. And the first known aphorism by Hippocrates *Life is short, Art long* is from medical discourse by origin. A concept or its field displays a certain cognitive-semantic selectivity in its actualization in various discursive formations. The conceptual system of aphorism is believed to comprise mainly the fields of the concepts: LIFE / DEATH, HAPPINESS / MISERY, WISDOM, VIRTUE / VICE, LOVE / HATE, MAN / WOMAN, WAR / PEACE, SUCCESS / FAILURE, WEALTH / POVERTY, LAW, POLITICS, HEALTH / DISEASE, SCIENCE / FAITH.

It is worth saying that according to the type of discourse the nucleus of conceptual system is organized by the fields of different concepts and in the case than a concept is used in different discourses it reveals a specific meaning in each of them.

Lyudmyla Andrienko

Kharkiv National Academy of Municipal Economy

ENGLISH-GERMAN INTERACTION IN THE LIGHT OF THE COUNCIL OF EUROPE RECOMMENDATIONS

It is obvious for any member of modern society that the influence of English on many European languages is enormous, which brings both positive and negative consequences, makes language instructors solve a complex of problems and look for

competence development becomes a leftover category of studying languages. Students' teaching skills remain underdeveloped, since it is impossible to allow equal amount of instruction hours for all the above fields within one program. Under the existing conditions, reflective techniques, namely, guided classroom observations and written logs could serve an intensive way for students to develop professionally. Foreign philology students observe lessons of their peers and teachers during their practicum, but since their observations do not have particular tasks, they are viewed as a negative experience associated with the evaluation of a teacher's performance.

J. Richards (1996) claims that considering observation 'as a way of gathering information about teaching, rather than a way of evaluating teaching' can help to overcome this stereotype [1: 12]. We consider that guided classroom observations in combination with reflective logs can also become a means of transforming theoretical knowledge about teaching methods and principles into practice. To demonstrate this, the author analyses the observation log that she wrote while studying in the American TESOL program. The task was to observe the variation in teacher's eliciting strategies and prompts. The author concluded that within learner-centered teaching (one of the principles of Communicative Language Teaching), teachers' re-phrasing should not lead to the decrease in student's talk time. Also, to reduce students' anxiety, teachers should vary the types of questions according to the students' level of language proficiency.

Varvara Chernukha, Lyubov Novak

Poltava University of Consumer Cooperatives in Ukraine

BUILDING A LANGUAGE-FRIENDLY ENVIRONMENT

In a modern, increasingly interconnected globalized world, multilingualism and intercultural competence are essential components of successful and efficient business communication. Studies have shown that investment made in the development of the employees' language skills, provide a sustainable basis for lasting intercultural business relations and the positive effect on productivity and export.

Learning a foreign language in the classroom is a developmental process, where students acquire both thinking and interpersonal skills, and group dynamics. Students exchange their ideas from their previous learning experiences, combine and refine them to form better and greater solutions. As a result, the learning environment becomes more productive when students take on proactive roles in communicating their findings and solutions.

To that end, when students are studying a content area of interest, for example, International Business, etc, they are more intrinsically motivated to learn both the content and the English language simultaneously. Students write, speak and seamlessly integrate a statement from the text. They apply a theory from this discipline to describe, analyze, explain, compare, and/or evaluate something in a new situation.

Task-based learning that can be used in the speaking classroom assists in getting students talking; it is characterized by the integration of multidisciplinary knowledge across a central theme. With repeated exposure to interdisciplinary thought, students develop more advanced critical thinking ability, and understanding of the relations among perspectives derived from different disciplines. Growing interdisciplinary

connection between students and faculty develops students' ability to sustain professionally oriented discussions.

To sum up, interdisciplinary learning is both language acquisition and study of subject matter. In this context students learn language through content in a meaningful learning environment, developing a critical sense of response to learning and integrative habits of mind.

Iryna Drozdova

Kharkiv National Academy of Municipal Economy

FUNCTIONS OF PROFESSIONAL COMPETENCIES TRAINING OF THE STUDENTS AT HIGHER TECHNICAL UNIVERSITIES

Historically, the system of formation of professional competency is thought to possess integrating and informing roles: *e.g.* deepening, updating, and replenishing the knowledge of the students of technical universities in specific scientific and professional areas of their future activity. The majority of researchers tend to believe that the personal approach means not just taking into account person's individual qualities in the professional activity, but also researching into the ways of person's development as a professional.

The key functions of formation of professional competencies of the students and specialists in a certain field are as follows:

- *the cognitive function* which provides for satisfaction of intellectual, professional, and information needs of the students in their future profession;
- *the compensatory function* which consists in eliminating any gaps in the education related, *e.g.*, to insufficient knowledge, need for a more in-depth, individually realized mastering of the subject matter as well as professional knowledge and skills;
- *the diagnostic function*, the importance of which consists in identifying the students' inclinations and preferences, determining their qualifications level, level of individual psychological properties and directions of the personality development;
- *the design-prognostic function* which allows identifying students' abilities and preparedness for their professional activity, their future creative potential;
- *the adaptive function* which consists in the development of information culture, basics of professional management, ability to project and design professional technologies and systems. The scope of information a student needs to become a professional is rapidly growing today and only a radical change in the teaching technologies would allow satisfying the needs of state and private institutions which require a high quality of professional training.

Nataliya Kovalska, Nadiya Prisyazhnyuk

National Technical University of Ukraine 'KPI'

CHALLENGES OF THE SECOND FOREIGN LANGUAGE

When the students come to our English classes in 10 minutes after their German lesson we need a 'powerful tool' to make a shift from one foreign language to