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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

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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 psychological 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,

Where comprehension of meaning is interfered by grammatical weakness, the relationship between meaning and form can be taught or revised in contact through analysis and explanation. This often includes the following:

- 1) the verb form, notably tense and voice.
- 2) In scientific and technical English present simple and perfect, past simple, active and passive are considered to be predominant. The choice of active or passive is constrained by functional considerations. modals, particularly those that indicate the degree of certainty or uncertainty (the so-called 'hedging' modals – might, could, may);
- 3) logical connectors (moreover, therefore, however).

These are extremely important for understanding the logical relationship in texts.

- 4) prepositions and phrasal verbs.

It is worth allocating some time to teach the mentioned material when students learn to describe various technological processes.

- 5) noun compounds.

It is important for students to know the translation technique applied to such structures for correct understanding of the device or procedure described.

The context determines what aspect of grammar is appropriate. Certain very specific contexts will require very particular uses of grammar. And the way to teach grammar (to integrate it into teaching of language use, with comprehension work or make it part of home assignment) is certainly determined by each ESP teacher's own considerations.

Volodymyr Goshylyk

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TEACHING SYMBOLS IN THE EFL CLASSROOM

It is a well-known fact that the high-speed mankind development has resulted in the growing tendencies of globalization and convergence of cultures and languages. The initially steadfast national insularity of the peoples is now replaced by their barest necessity to cooperate fruitfully in different spheres of human life. Their national and historical specificity now becomes the object of various investigations and constitutes the core of the data necessary for the formation of the so-called cultural-communicative competence of the foreign language speakers.

The paper is dedicated to the analysis of the role of teaching symbols in the EFL classroom as one of the ways of helping the students of Foreign Languages Departments to understand the cultural and language peculiarities of the English-speaking nations. Symbols are regarded as peculiar containers of information about the important cultural-historical events and valuable national icons worshiped by all the representatives of the given nation.

The paper contains the main ideas of how to use symbols for stimulating classroom learning, described thoroughly in the author's manual "Symbols in the EFL Classroom" as a rich resource of material about the lives and cultural heritage of the British and American peoples. The manual aims at whetting the students' appetite for study and provides valuable reference material for the teachers of English. Providing focus for the way the symbols are created and render the nationally specific information they are able to develop the students' imagination, involve them in multi-skill activities, build their communicative competence in a lively and relaxed atmosphere, form their professional skills and prepare them for successful cross-cultural communication.

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LEARNING COMMUNITIES – AN EFFECTIVE TEACHING STRATEGY

Learning Communities (LC) mean classes that are linked during an academic term, often around an interdisciplinary theme, and enroll a common cohort of students. The goal of LC is to build community among students, between students and their teachers, and among faculty members and disciplines.

The three general types of Learning Communities structures are as follows: Student Cohorts/Integrative Seminar, Linked Courses/Course Clusters, Coordinated Study. In Poltava University of Consumer Cooperatives in Ukraine we use Linked Courses which we define as Learning Communities that involve two or more classes linked thematically or by content which a cohort of students takes together. In this instance, the faculty do plan the program collaboratively.

Six courses based on learning through content approach have been developed since 2000. We call them "Language of Marketing",

“Language of Management”, “Language of International Economics”, “Language of Human Resource Management”, “Language of Information Systems in Management”, “Language of TNC”.

We believe that Learning Communities strategy offers an array of opportunities both for teachers and students. The approach utilizes case studies with different types of activities problem solving, simulation, discussion, written reflection, point of view presentation, mini-research, etc. It helps explore issues in cross-cultural communication in the business context and encourages them think critically to find solutions to business problems thus developing communication skills and skills they need to succeed in an increasingly diverse and technologically enhanced workplace of today.

Faculty members involved in Learning Communities that facilitate cross-faculty collaboration are expanding their repertoire of teaching approaches, continually revising their course content, and acquiring new scholarly interests. Learning community faculty members are also building mentoring relationships with each other and are more frequently engaging with beginning students and general education offerings.

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TEACHING REGIONAL ECONOMICS IN ENGLISH: POSITIVE AND NEGATIVE ASPECTS

We had an experience of teaching Regional Economics in English for first year students of speciality “International Economics”. There are some *advantages* of teaching economics in English. For example, the students improve their English significantly, especially their knowledge of professional terminology. But there are some *disadvantages*, for example, being not able to know and to operate freely Ukrainian terms.

There’s a disputable issue. There’s so called “*brain drain*”. Ukraine is a donor of highly skilled specialists for other countries of Europe and America. And this is a real serious problem for the country from where engineers, doctors, programmers, scientists move abroad leaving native country much weaker. It appears that with teaching our students in English we stimulate their work abroad because in fact we train personnel for foreign company.

While teaching, we had some *difficulties* explaining terms in English. During a lecture, there might be a lot of them. To eliminate or at least to diminish the problem of not knowing Ukrainian terminology we gave the students wordlists before the lecture. The words in wordlists are arranged due to their appearance in the lecture.

We had one more *problem with literature*. Regional Economics is in fact a discipline about Ukraine, its resources, people, economy and the territorial arrangement of above-listed. Evidently, all literature is in Ukrainian. As far as students need for preparation more than one book they have to work with Ukrainian literature and periodicals. On the one hand, it’s positive because of their work with Ukrainian terminology. But on the other hand, they have difficulties working at the seminars.

We think it would be useful for such students to have more time for studying English and Business English.

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TEXT-BASED EXERCISES AS STIMULUS FOR TALK IN TEACHING BUSINESS ENGLISH

The idea of regarding texts as sources of information and stimuli for talk is certainly not new, but it is one worth discussing when we consider the problem of teaching Business English (BE). The reason for it is twofold. First, though information gathering and information processing skills are considered to be essential in ESP teaching, in teaching BE they are somewhat neglected, the main emphasis being on teaching oral interaction in terms of such skills as socializing, telephoning participating in meetings, negotiations, making presentations. Second, nowadays the approach “From text to talk” in teaching not only ESP but Business English as well has been proved to be one of the most efficient one, yet theoretical and practical issues of this approach in BE teaching need further examination and discussion. Text-based exercises may serve as an efficient stimulus for developing oral speech skills providing complying with certain requirements. The first requirement is the proper choice of functional style and genre in text selection. Our experience in linguostylistic text analysis, BE teaching, material designing proves that the following three functional styles are the most productive in teaching an