

PEOPLE'S UKRAINIAN ACADEMY

25 YEARS OF FOREIGN LANGUAGES TEACHING
at Kharkov University of Humanities “People’s Ukrainian Academy”
Specialized Economics and Law School:
integrating traditions and innovations

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The purpose of the monograph is to systematize the experience of foreign language teaching accumulated during more than 25 years at Kharkov University of Humanities “People’s Ukrainian Academy” Specialized Economics and Law School and discuss the teaching methods and approaches conducive to facing the educational challenges of today.

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Contents

List of Abbreviations	4
Preface <i>Natalia Molodcha</i>	5
Introduction Chair of Foreign Languages at PUA Specialized Economics and Law School <i>Galina Zobova</i>	9
Chapter 1 Teaching English in KhUH “PUA” Pre-school and Primary School <i>Tatyana Okhotska, Julia Rudakova, and Julia Didenko</i>	19
Chapter 2 Teaching a Foreign Language at Middle School <i>Tatyana Lagutina and Svetlana Batmanova</i>	36
Chapter 3 Challenges Faced by in KhUH “PUA” SEL High School <i>Oksana Tarasova and Oksana Tsyganok</i>	49
APPENDIX 1	66
APPENDIX 2	70
Invitation to cooperation	74

List of Abbreviations

CSED – Children’s School of Early Development

KhUH PUA – Kharkov University of Humanities “People’s Ukrainian Academy”

SELS – Specialized Economics and Law School

FL – Foreign Languages

FLT – Foreign Languages Teaching

L1 – First Language, Mother tongue (Russian, Ukrainian)

L2 – Second Language

Preface

The Ukrainian system of education has been experiencing deep transformations due to various factors. World globalization and Ukraine's integration with the European Union have stressed the necessity for a more profound training in foreign languages starting from primary and all through middle and high secondary school. Teaching foreign languages at secondary school is aimed at developing young learners' communicative and sociocultural competencies to a degree sufficient for them to continue their studies at university.

To help learners achieve the required language qualifications, progressive secondary schools in this country are introducing new innovative teaching methods, modern technology, using up-to-date course books, designing new syllabi and curricula. They also employ committed enthusiastic teachers with an excellent command of a foreign language.

The present publication is intended to show how it is being accomplished at **Specialized Economics and Law School (SELS)**.

The purpose of the monograph is to systematize the experience of foreign language (FL) teaching accumulated during more than 25 years of FL instruction and discuss the teaching methods and approaches conducive to achieving the educational challenges of today. SEL school makes part of **Kharkov University of Humanities "People's Ukrainian Academy" (KhUH PUA)** – an innovative educational establishment in which education is based on the principles of **life-long learning**. The university was established in 1991 and was one of the first private educational institutions in independent Ukraine. Since that time, it has been an experimental platform for the Ministry of Education and Science of Ukraine in their efforts to develop a new educational model – that of integrated life-long education.

The People's Ukrainian Academy includes 4 main learning stages: Children's School of Early Development (CSED), providing training to pre-schoolers based on original syllabi; Specialized Economics and Law School (SELS) which implements a secondary education curriculum with specialization in foreign languages, Economics and Law, and the University of Humanities, with Bachelor's, and Master's programs

in Economics, Business Administration, Translation, and Sociology. Our university also offers PhD programs in the above listed professional areas and has a Further Education Center – an institution that provides for post-diploma education to adult learners.

All the stages of the educational complex are integrated into one single structure with vertical and horizontal interaction of its units. Vertical cooperation of the educational units within the system provides for continuous education. Starting from pre-school and all the way through secondary school young learners are being prepared for university training and beyond. Horizontal integration implies a cooperation of secondary school and university teachers within the KhUH PUA educational complex. At KhUH PUA there are Chairs of Economics, Ukrainian Language and Literature, and Foreign Languages, whose faculty and staff join their efforts in order to mold the young learners' personalities by harmoniously combining training, research, and sociocultural development. The result expected from this model of “blended learning” would be a successful future graduate.

High quality standards of training learners for future successful careers is achieved due to dedicated work of our unique teaching staff: 71% of the Academy lecturers are holders of Bachelor's, Masters', or Doctor's degrees in Economics, Sociology or Philology, and over 30% of the teaching staff are the Academy graduates who have chosen to build their professional careers at their alma mater.

The Chair of Foreign Languages integrates two sections: a) an English section catering for the students of Business Administration and Sociology departments and b) a section of foreign languages at Specialized Economics and Law School. The Chair was officially established in 2016, though the history of each section goes back to the early 1990s. It provides continuous training in foreign languages from secondary school to university.

The Chair's members include a professor, Doctor of Philology; two associate professors with PhDs in Germanic Languages; a senior teacher and nine secondary school teachers of various levels of professional qualification. The Chair today is represented by three generations of teachers: those with long and successful pedagogical records share their experience with their younger colleagues; some of the

Chair members have been working at the Chair for over 15 years, others are just taking their first steps in the teaching profession.

Secondary school teachers of foreign languages work in close collaboration with their university colleagues, doing joint methodology research, writing course books, discussing topical teaching issues. The teachers of both sections hold monthly meetings to discuss current academic and organizational matters. The research work is being organized within mini-research groups, those for primary, middle and high school teachers. Research work is coordinated by PUA university supervisors.

The teachers are constantly working on updating programs and syllabi, designing teaching materials, including digital options, and experimenting with new teaching techniques. The Chair organizes regular methodological seminars and workshops devoted to topical problems like *Working with talented students*, *SWOT analysis*, *Teaching Mixed-ability classes*, *Ethomethodology* and others.

In order to maintain and upgrade their FL teaching skills and proficiency our teachers participate in regional, national and international FLT-focused events, methodological conferences, seminars, training courses and language summer schools.

The quality of classroom practices, attendance and subsequent discussions of the open / demonstration lessons given by our secondary school or university teachers have been significantly contributing to raising the standards and quality of the activities practiced in our FL classrooms. The tradition of university teachers conducting lessons at secondary school has also been very useful in this respect. Solid training in a FL enables our students to participate successfully in FL contests, such as those organized by Junior Academy of Sciences, attend summer language schools abroad, take Cambridge exams preparation courses, participate in our university English Club. All those activities certainly contribute to the development of the learners' sociocultural competence, as well as their communication and leadership skills, habits of working in a team, etc.

It is a combination of the best traditional methods and innovative approaches to teaching FLs, the use of authentic materials, application of the latest methodological findings and recommendations by leading Ukrainian and international teaching

methodologists that makes the teaching of foreign languages at SELS so effective and rewarding.

We hope that the experience, ideas, and successful practices we are using and are ready to share in this publication will be helpful and beneficial to all secondary school teachers and instructors as well as all professionals taking an interest in FL education.

A few words about our further plans and our expectations for the future.

On May 29, 2017 the Academy entered into partnership and signed a corresponding agreement with the Ukrainian representative office of the "Pearson Education" international educational group (UK). The purpose of this joint collaboration project is to improve the quality and raise the standards of English language teaching in the KhHU "PUA" educational complex, with a special accent on EL instruction in its SELS division. Leading methodologists and regional representatives of the "Pearson Education" group have participated in a number of seminars, workshop and conferences on some topical issues of ELT methodology and practice at the city and regional levels, some of which have taken place in the Academy.

In the 2017/2018 academic year SELS is receiving a status of the Pearson Company's "Institution Partner" and launching a pilot project MyEnglishLab aimed at its 1st graders. The goal of the project is to create a virtual language laboratory for our school-kids to learn better English. The learning tools provided by this training platform are very effective will, hopefully, enable us, EL teachers to solve a whole range of problems related to increasing the children's interest and motivation for learning a foreign language, teaching mixed-ability classes, developing our learners' skills of independent work.

Natalia Molodcha, PhD (Philology),
Head of Foreign Languages Chair

Introduction

Chair of Foreign Languages at PUA Specialized Economics and Law School

Galina Zobova

The Chair was established as a self-contained unit on February 7, 1994, with the goal of practical implementation of innovative methodological approaches to the teaching of foreign languages. In September 2017, our Chair was merged with the Academy's English Chair, so that now our secondary school and university teachers are working together, joining their efforts to better the standards of teaching foreign languages to both PUA secondary school and university students and to more consistently implement the idea of continuous integrated foreign language education.

There are three foreign languages taught by our Chair members: English as the compulsory language, French, German and Spanish as elective ones.

The Chair members are all highly qualified specialists who successfully combine well-tested traditional methods with new innovative technologies. Among our best practices are pair and group work, the method of project preparation and presentation, discussions and debates, to mention but a few. Audio, video, multimedia, including digital equipment, are also used for a more effective acquisition of the language by the students.

There are three main directions in the work of the Chair:

1. Raising the professional level of the teachers which presupposes:

- using authentic course-books recommended by the Ministry of Education and Science of Ukraine as alternative ones to the standard textbooks written by Ukrainian authors;
- active participation in seminars conducted by “Pearson Publishing House” methodologists, and other events, such as language summer schools, professional workshops, etc. at the city and regional levels, conducted by leading methodologists from Ukraine and other countries;

- coaching pupils for taking exams of University of Cambridge Local Examination Syndicate (UCLES), for levels of Young Learners English tests (YLE), Key English Test (KET), Preliminary English Test (PET), First Certificate in English (FCE);
 - designing methodological materials and testing them both in the foreign language classroom and at annual teaching conferences held in the city;
 - participating in developing the unique model of continuous education initiated and advanced by People's Ukrainian Academy. An Integrated Curriculum of Continuous Teaching English at preschool, medium and high-school levels (stages I –III) has been recently developed for that purpose, co-authored by the members of the Chair;
 - using information technologies in the learning process;
 - introducing innovative methods of teaching foreign languages including digital options;
 - realizing different pedagogical approaches while working with different age-groups (primary, middle and high school) and learners of different levels of proficiency,
2. Searching for more effective ways of increasing pupils' motivation for learning foreign languages, which includes:
- organizing meetings and sessions (both formal and informal) with native speakers of a foreign language – guest lecturers, visitors, etc. to expose students to samples of authentic communication in a FL;
 - supervising pupils' research within the framework of the Junior Academy of Sciences;
 - organizing pupils' visits to English and French speaking countries during holiday and vacation time;
 - finding pen-pals for our pupils to communicate in a foreign language with;
 - continuing the PUA SEL school exchange Programme with a secondary school in our twin-city Lille (France).
3. Contributing to our young students' personality development during classes and out-of-class activities by:
- organizing thematic lessons of a FL with the use of audio and video aids;

- organizing Weeks of Foreign Languages during which the kids are encouraged to speak only English (or another foreign language they are learning) to each other and their teachers outside the classroom, play games and act-out sketches in a foreign language;
- organizing the activities of the School Euro-club;
- encouraging high school students to “take patronage” over our primary school children by staging performances for them, organizing joint extra-curricular events, etc.;
- celebrating traditional English/French/German holidays;
- involving primary school children in participating in concerts devoted to festive events, such as the New Year, the Women’s Day, St. Valentine's Day celebrations and others;
- holding annual contests of school wall newspapers devoted to various socio-cultural aspects of the countries of the languages studied.

Our Foreign Language Teacher’s Professional Competencies and Skills

The professional competence of the teacher presupposes availability of specific professional and personal qualities necessary for conducting effective pedagogical activities. A professionally competent teacher is someone who is capable of providing high quality teaching, the proof of which should be invariably good results achieved by his/her students. Development of professional competence is inseparable from development of creative thinking, a constant search for pedagogical innovations, an ability to adapt to a changing teaching and learning environment.

We single out the following aspects of the teacher's pedagogical competence:

- the *managerial aspect*, which pertains to how the teacher analyses, plans, organizes, controls and regulates the learning process and his/her relationships with the students;
- the *psychological aspect*, which reflects how the personality of the teacher affects his/her students, how the teacher takes into account the individual abilities and psychological characteristics of the students;

- the *pedagogical aspect*, which embraces the means, forms, methods and techniques the teacher has at his/her disposal for schooling the pupils.

The main indicator of the foreign language teacher's professional competence is his/her ability to develop learners' proficiency in a foreign language. Professional competence can be described as a complex, consisting of linguistic, socio-cultural and cognitive competencies. The teacher's communicative competence implies not only an ability to instill in his/her students such personal traits as sociability, openness to new people and ideas, but also things like independence, creativity, responsibility and other qualities that would enable them to objectively evaluate their progress and achievements.

A students' progress in learning a foreign language depends on how strong their motivation is. Hence, the challenge for the teacher to make teaching interesting and exciting, using, if necessary, untraditional, unorthodox forms. This can be achieved through the use of original teaching aids and devices, designed by the teacher him/herself, discussion of problematic issues, doing crossword puzzles, fulfilling various cognitive tasks like problem solving, making slide presentations of projects, etc. Not a small role in this process belongs to the teacher's technical and IT skills, such as computer literacy, information processing, adapting media materials and modern digital technologies for teaching purposes, etc.

Among the ways of developing our teachers' professional competence are:

- membership and active participation in professional associations, creative groups, etc., working on topical issues of foreign language teaching methodology;
- doing research into various aspects of foreign language teaching methodology;
- search for innovative pedagogical approaches and techniques;
- analysis of their own and other teachers' positive (and negative) pedagogical experience.

Thus, the competence of the teacher may be presented as a synthesis of managerial, psychological and pedagogical dimensions, creativity in organizing the learning process including the choice of optimal means, methods and techniques.

An Integrated Curriculum for Continuous Foreign Language Training

The teaching process at Specialized Economics and Law School is based on the Integrated Curriculum of Continuous Foreign Language Training, designed jointly by PUA secondary school and university FL teachers. Its ultimate goal at each stage – preschool, primary, middle and high school, is to develop our learners’ language, socio-cultural and strategic competencies in a FL necessary for continuing education at university.

Goals and Objectives of Teaching Foreign Languages

Today’s secondary school methodological guidelines for teaching a foreign language at secondary school prescribe realization of major goals: *educational*, *developmental*, as well as those related to *upbringing* [1].

The basic language skills our students are expected to acquire include:

- an ability to maintain oral communication in a FL in typical social situations;
- an ability to read and understand the content of uncomplicated authentic audiovisual and written texts or different genres and types;
- an ability to present information in writing.

According to the “Common European Framework of Reference for Languages: Learning, Teaching, Assessment”, by the end of the 4th grade, students will have achieved level A1, 6th graders – level A2, 9th graders – level B1, 11th graders – level B2. Our teachers are working persistently towards our students’ meeting those standards.

The *educational* goal of foreign language teaching is realized through exposing the students to the culture of the country of the language studied. This includes:

- encouraging their positive attitude to the country, its people, history, values and traditions, including the specific features of communicative behavior that characterize people belonging to the given linguo-culture;
- awareness, understanding and tolerance of the socio-cultural differences that may exist between their own and other cultures.

The *developmental* goal is realized in the process of foreign language acquisition and means teaching students the importance of creativity, of a search for something new, analyzing and evaluating the facts, events and phenomena of reality, identifying similarities and differences.

Learning a foreign language contributes to:

- the development of students' intellectual and cognitive abilities, their psychological readiness for participation in communication in a foreign language;
- their ability and willingness to learn by themselves, take responsibility for their own learning;
- their ability to analyze and critically evaluate their strengths and weaknesses in learning a foreign language;
- their ability to practically apply the knowledge and skills acquired while doing research and fulfilling assignments [3].

The goal of *upbringing* consists in:

- educating students in the ways of life in society and international community;
- alerting students to understanding different ways of conceptualization of reality by the people through the prism of their language;
- broadening their knowledge about the world, as well as the culture, history, customs and traditions of the country of the language studied;
- getting students into the habit of working with reference books and other sources of information (textbooks, dictionaries, Internet resources, etc.) in order to foster self-education.

In the learning process all the above goals are realized simultaneously.

Basic Principles of Teaching a Foreign Language

In accordance with the Integrated Curriculum we adopted, the four basic principles of foreign language teaching are: *communicative orientation, individual approach, students' autonomy, integrated teaching* [1]. We highlight the four major skills – listening, speaking, reading and writing. The principle of *student autonomy* is

a relatively new one. One of the forms of its realization is independent project work done by students. The Curriculum recommends to introduce the method of projects into the foreign language learning process as early as the 5th grade, when students already possess an ability to think analytically. The Curriculum, however, does not prescribe specific project assignments for this early stage. Students are free to choose a research topic according to their personal interests. Involvement into project work also enhances students' cultural and socio-linguistic competencies, enabling them to carry out successful communication with the representatives of a foreign culture, raises the student's self-esteem and creative potential, thus broadening the range of his/her communicative skills [1].

The Method of Projects in foreign language teaching encourages students to:

- practically work with the foreign language they are studying;
- search independently for resources for obtaining and processing information;
- get more interested and motivated in learning the language;
- learn the language on their own without the teacher's guidance or control.

The Method of Projects is usually characterized by the following features:

- students work in small groups (in case of team projects), collaborating in finding solutions to problems that arise;
- students perform tasks that go beyond the curriculum;
- students integrate developing FL language skills with those of intercultural communication;
- doing their own research, students discover interdisciplinary ties in the process of solving a problem [2, c.106].

Introduction of Multimedia Technologies in Foreign Language Teaching

One of the remarkable features of the modern world is an acceleration of technology development. What seemed like a technical miracle yesterday, today is just a routine practice, so we, teachers, have to move on with the times and technical progress. The multimedia in the foreign language classroom is an important instrument of raising the standards of FL education, enhancing students' motivation

and interest in learning. Among the necessary requirements for the introduction of multimedia technologies in order to more effectively develop students' communicative competence are:

- use of adequate software while training language skills or making Power Point presentations in a foreign language;
- use of the multimedia for preparation and presentations of students' research projects;
- making full use of Internet resources to get access to all sources of necessary materials and information;
- organization of online teacher-students (audio-visual) sessions (e.g., on Skype);
- watching films online with their subsequent discussion in class;
- working on the interactive smart board.

Introducing modern multimedia technologies into the foreign language educational process is effective because it:

- intensifies the educational process;
- ensures easy access to colour, video, sound, music, computer graphics, pictures, etc.;
- allows students some degree of autonomy in learning a FL;
- assists in broadening pupils' general and cultural scope;
- helps to perfect learners' computer skills;
- helps to increase their motivation in learning a foreign language;
- provides new ways of objective evaluation of students' achievement [2, c.104].

It must be emphasized, however, that introducing multimedia technologies in the foreign language classroom does not exclude using well-tested traditional teaching methods and approaches. It is only through a harmonious integration of new multimedia and digital techniques and a "good teacher with a piece of chalk" that can make learning a foreign language truly effective and enjoyable for secondary school learners.

For the most part, teaching a FL takes place in the classroom. This is where the teacher can make full use of his/her professional skills and expertise. He/she can go by the textbook prescribed by the syllabus or improvise, closely follow the lesson plan or “play by ear”, experimenting with new methodological approaches and findings.

The Interdisciplinary Nature of Foreign Language Teaching at SEL School

At all the stages of learning a foreign language, students at the same time use it as a tool for obtaining information from other areas of knowledge – cultural studies, biology, ecology, history, geography, law, art, astronomy, medicine, healthy lifestyle, nature studies, sociology, psychology, international and interethnic relations, futurology, scientific research and others. In the curriculums for each year of study this interdisciplinary aspect of foreign language learning is heavily emphasized.

The Textbooks We Work with

To implement the Integrated Curriculum of Continuous Foreign Language Training, we have chosen the course books provided by the “Pearson Publishing House”, among them: *Pingu Loves English, Pebbles, My Little Island* (preschool course); *Big English, Fly High* (primary school); *New Challenges, Choices* (middle and high school). All the above-mentioned courses meet the requirements of the State School English Language Curriculum and are recommended by the Ministry of Education and Science of Ukraine.

The curriculum for preschool children emphasizes teaching speaking. Coursebooks like *Pingu Loves English, Pebbles, My Little Island* are very effective for a consistent development of children’s listening and speaking skills, preparing them for reading and writing activities at the later stages.

The primary school curriculum prescribes using the course *Islands* at the initial stage, which is a logical follow-up on the book the children worked with at preschool age. The course is also suitable for those students who are just beginning to learn a FL. The course provides for the development of children’s reading and writing skills. *Fly High* is a course-book based on the pedagogy of cooperation and provides

materials for a harmonious development of all the four language skills – listening, speaking, reading and writing. The interactive activities the book offers prepare the children of primary school age for effective work in groups at the next stage of training.

The middle school curriculum is arranged around the *New Challenges* course-book, which fully meets the psychological characteristics of children aged 10 to 14. The prominent features of this training course are a heavy emphasis on the development of students' communicative skills and interdisciplinary learning.

A seamless transition from the *New Challenges* to the *Choices* is the next logical step. This textbook encourages students' autonomous, as well as interactive learning.

The methodological expediency of using the “Pearson Publishing House” courses consists in the fact that they take into account the psychological characteristics of each age category of students, provide for learners' natural accumulation and consolidation of the language material and foster creative ways of learning at each stage of training.

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Chapter 1

Teaching English in KhUH “PUA”

Pre-school and Primary School

Tatyana Okhotska, Julia Rudakova, and Julia Didenko

Teaching English in Pre-school

At preschool, we only teach English. Preschool English is taught for 3 academic years. We do at least two English language sessions per week, lasting 20 to 25 minutes each, to small groups of children – of about 10 kids in each class. Instruction is based on the tasks that stimulate children’s cognitive activities and encourage them to describe relationships, people, objects, and places [1].

For teaching a foreign language at pre-school it is very important to take into consideration physiological and psychological age characteristics of the children. For pre-school children, learning a foreign language should be fun, hence the necessity for the teacher to vary his/her methods, techniques and approaches.

New vocabulary and grammar are usually assimilated by the children through repetition of speech and grammar patterns used in various communicative situations, during which process respective competencies are developed.

The syllabus for the 1st year of pre-school study mainly prescribes teaching elementary vocabulary pertaining to some basic everyday conversation topics, such as “Myself”, “My Family”, “My School”, “My Working Day”, “My Flat”, “Holidays”, “My body”, “Colours”, “Numbers”, “Domestic animals” and others. The corresponding vocabulary is absorbed by the kids through songs, games, dramatizations, nursery rhymes or tongue twisters. It is well-known that playing games is an effective activity widely practiced to teach children of preschool age. So, the main teaching tools at that stage should be toys and pictures. Video courses, such as “Teddy’s Train” will also help to increase the kids’ motivation for FL learning.

In the second and third years of learning the children gradually broaden their vocabulary and start using it more actively and creatively. In the 2nd and 3rd years of

training we would normally move on to courses like “Pebbles”. Working with this course book often involves drawing, painting or designing simple paper items, which can be later used by the children while playing games or playacting in a FL. At this stage our aim is for the children to be able to understand and react to greetings, requests or instructions; recognize the most common words and phrases, like *Hello! I am... Good bye! Yes. No. Say ... to me. One, two, three, four, five. Sit down. Stand up. Listen. Look at... Put ... Show me... Let's...*; understand the lyrics of favorite songs and the content of popular children’s rhymes; children will also be able to introduce themselves, name objects, recite short poems and sing songs in English.



The topics studied in the 2nd year of learning include “Food”, “Nature (Animals)”, “My House”, “My Toys” and a few others. Pre-schoolers will now be expected to produce and recognize utterances, such as: *Give me... Open... Touch your... Point to... Put... Jump up and down. Turn around. What colour is...? Please... Thank you*, etc.

The topics taught in the 3rd year include: “My Family and My Relatives”, “My Body”, “My Room”, “The Food I Love”, “Nature”, “My Toys”, “Clothes”. The children will understand phrases like: *I am a boy/ a girl. How are you? - I am fine, thank you. Come in. Count from one to ten and back. Stop! Put on your coat (sweater, jacket, etc.).* They will be able to phonetically distinguish between familiar words, follow simple instructions; understand short messages; introduce themselves, their family members and friends; name objects; recite short poems, sing children’s songs; greet people and say goodbye in English.

Every English language course we use for working with pre-schoolers presupposes an active use of audio and video materials. These are effective for listening to and imitating correct English pronunciation and intonation.



In our English classes pre-schoolers are given no marks. Teachers only encourage and praise children for participating in a game or an exercise. Successful completion of tasks by the children enables the teacher to assess the level of their achievement. The main thing is to encourage positive tendencies in the child’s personal and language development.

The aim of our pre-school course of English is to teach the children to communicate orally in that language. This objective is realized by means of developing preschoolers' conversational skills and abilities on the basis of the previously assimilated language material and the child's level of cognitive development.

Our course is based on the assumption that 3 to 6 year-olds have already gained some life experience, possess communicative skills and the necessary psychological characteristics to enable them to learn a foreign language. At that age they are supposed to be able to:

- interpret the general meanings of English utterances even if they may not understand the meanings of some particular words;
- use their familiar English vocabulary creatively;
- enjoy performing their favorite activities and playing games in English.

The teacher's main strategy at this stage should be to develop the children's ability to:

- understand elementary instructions in the foreign language studied;
- use the FL while participating in group games;
- communicate with their peers in the foreign language studied;
- get focused while performing an activity.

The course also aims at developing the learners' social-cultural competence by introducing them to the cultural realia, folklore, habits and traditions of the English-speaking countries, as well as raise their awareness of the culture of their own country.

Even though FL classes should not consist of entertainment only, the focus should still remain on games, which allow the children to spontaneously understand, remember and reproduce new English words and phrases. Kids love being read stories to and would often perceive a story like a game. Both story-telling and playing games fuels children's imagination and creativity and are very effective tools of teaching a foreign language to very young learners.



What is of utmost importance for teaching pre-school children is creating a friendly environment for learning, fostering kids' positive attitude to the foreign language studied. Lessons should be organized in such a way as to make learning enjoyable, so teachers should do their best to let the kids enjoy themselves with the foreign language. Hearing familiar fairy tale characters (Bembi, Winney the Pooh, Cinderella, SnowWhite, the Bun, etc.) speak English will most certainly be stimulating and "whet the kid's appetite" for learning. Watching cartoons and listening to their favourite characters talk can help the kids to familiarize themselves with the sound of foreign speech and develop basic listening skills.

The role of the teacher should be that of organizer and host of the game. The teacher will take into account the children's previous experience of game participation, help them to understand the content, plot, roles and rules of the game. In this way, a game will harmonize its didactic impact with entertainment. Preparing for a game, the teacher should be aware if the kids are in the mood to play this or that particular game, choose the relevant exercises and activities, plan their sequence. The

teacher must also realize what skills are to be practiced during the game, selecting from his/her rich inventory of helpful learning tools like balls, dolls, toys, dishes, bingo, dominoes, cards or pictures. During class, it is also recommended to involve children into some physical activities (jumping, running, walking etc.) in order to give them rest and relaxation from work.



Physical activities for pre-school children may have different forms: doing physical jerks, playing or acting situations by means of non-verbal communication, using gestures and facial expression. Physical activity reduces the stress of learning, makes the process interesting and exciting, contributes to consolidation of knowledge and skills in the children's long-term memory.

To facilitate memorization of new material by the kids, we use the following techniques:

- pronouncing the same word or phrase several times at different volumes - low, moderately loud or loud;
- using different rhythmic patterns - slow, moderate, fast;

- accompanying the pronunciation of words, phrases, sentences, etc. by rhythmic clapping, tapping, gesticulation;
- singing phrases and musical fragments from favorite cartoons or movies;
- varying the emotional tone of utterances to express joy, regret, surprise, thoughtfulness, etc.;
- communicating in groups or pairs;
- voicing a pantomime (driving a car, picking mushrooms, flying, etc.).

L1 can also be used in a foreign language class, though it should be restricted. For instance, organizing a game, the rules and tasks, as well as instructions for their implementation, may be explained by the teacher in the students' mother tongue. The main thing is to ensure that the process of foreign language learning is interesting for the children and has a positive impact on their emotional state and their intellectual curiosity.

To sum up: teaching a foreign language (English in our case) to pre-schoolers is to be based on an approach, integrating didactic methods and techniques into a single systemically organized complex, varying from play to conscious learning of the lexicon and grammatical structures carefully selected by the teacher in order to motivate students, stimulate them intellectually and emotionally.

Teaching English in Primary School

In primary school (from the 1st to the 4th grade) it is important to further encourage learners' interest and motivation for learning a foreign language, strengthen their positive attitude to the subject, instill in them the idea of the importance of foreign language acquisition as a way of participating in intercultural communication. Primary school should ensure consistency and continuity of the process of FL learning in conformity with the corresponding syllabus, in order to lay the foundation for a subsequent development of children's communicative competence in a FL in middle and high school. At the primary school stage, young learners will be trained in doing simple exercises and fulfilling tasks, aimed at the development of creative thinking.

There are certain characteristics of primary school children which teachers should be aware of and take into account. For instance, primary school kids

- are already relatively good at interpreting the meanings of English utterances without necessarily understanding the meaning of each individual word;
- are already able to use basic English vocabulary;
- frequently learn English indirectly rather than directly;
- take delight in what they are doing with English in class and out;
- use their imagination while communicating in English [3].

We are also trying to make a wide use of visual aids, since most of our young learners tend to learn a lot through visual means. Being well aware of the fact, we use a lot of brightly coloured flashcards which are easy-to-use and handy resources that can actually be effective for working with learners of different levels of proficiency. They are excellent for presenting new vocabulary and consolidating it; they can also be helpful to practice grammar patterns.

Here are some ideas for using flashcards in the primary-school classroom.

Using Flashcards for Teaching Vocabulary

Present songs and stories with their key vocabulary and pictures using flashcards to encourage your learners to interact both verbally (oral reproduction) and non-verbally (by actions, gestures or mime). Play or sing a song or tell a story, showing the flashcard pictures with the words or phrases on them in the order in which that vocabulary appears in the song or story. Let the students sing the song or reproduce the story, this time only showing the cards [2].

Place five or six flashcards in a line on the board or on a table so that everyone can see them. Repeat each vocabulary item several times, then remove the last card. Repeat the words again, including those on the removed card. Remove another card. Continue in this way, removing the cards one by one until all the flashcards have been removed and your students have memorized all the vocabulary.

Show your students some flashcards, placing one card after another. Tell them that when they see the word 'horse' on a card, for instance, they must shout "Stop!"

Horse!” Continue showing cards with a different animal/item on each, until they have correctly identified each word (or picture) on each card.

Select 9 picture flashcards, and number them 1 to 9. Draw a 3x3 grid on the board, numbering the squares 1-9. Divide your learners into two teams – “noughts” (O) and “crosses” (X). In turn, each team chooses a number between 1 and 9. If “noughts” choose square 5, for example, show them flashcard 5 and ask them what it shows. If they can correctly identify what is shown on the card, draw (O) in the square. Each team should try to choose squares that block the other team from making three in a row, horizontally, vertically or diagonally [2].

Place a number of flashcards on the board. Describe an animal on one of the cards without saying its name, for example, “It’s big.... It has wings... It can’t fly but it can run...”. The team that guesses right wins a point.

Give each group of students a set of flashcards with two to four copies of each card. Ask the students to shuffle and deal out all the cards equally, face down. Each player now has a pile of cards. In turn, the players turn up a card, say what it shows and place it in the middle of the table. If a player turns up a card which shows the same thing as the previous one, the first player who says “Snap!” wins all the cards and lays them out in front of him/her. The game ends when one player has all the cards.

Using Flashcards for Learning the Alphabet

Make a set of flashcards with the letters of the alphabet on them. Choose a topic or category. Show the letters to the students one by one. The students try to think of a word denoting an item related to the chosen topic/category whose name starts with the letter on the card, The student who comes up with the correct word first gets the flashcard. For a greater challenge, change the topic/category from time to time.

Show the students a card with a picture of an animal and tell them its name which begins with the letter of the Alphabet you want to introduce. If the letter is A, you say: “This is Alf the Anteater”, if it is B, you say “This is Brian the Bear” and so

on. After the kids have memorized the sound of the letter, ask them to find other words starting with the same sound/letter [2].

Make a set of flashcards with pictures and write the names of the objects on them with some of the letters missing from the word. Ask the students to guess the missing letter/s and reconstruct the word. As an option, ask the students to write the reconstructed words on a worksheet.

Using Flashcards for Grammar Practice

Introducing verb tenses. Make a set of picture flashcards with irregular verbs on them and a set of cards with the forms of those verbs (for example, “sang”, “lay”, “drove”, “fell”, “written”, “brought”, “risen”). Place the pictures on the table and hand word-cards to the students. Ask them to match the pictures with the infinitive forms of the verbs with those with their Past or Past Participle forms and then ask them to make up a sentence with that verb. This can be used at any stage of the course for practicing tenses.

Practicing regular and irregular verbs. Make a list the verbs in their infinitive form. Ask your students to divide them into regular and irregular ones, then ask them to conjugate the irregular ones.

Playing a verb-and-picture game. Make two sets of word cards. Write *verbs* on the cards of the first set and *nouns* on the cards of the other. Ask the children to match them producing word-combinations, e.g. drive+ car, travel + bus, jump + rope, drink + milk, read + book, and the like. The activity is good to practice verbs and nouns with beginners. You can make the game more challenging by practicing tense-forms, word-order, set-expressions and so on.



Teaching imperatives. Make sets of cards with instructions for the students. Place the cards in a box and have each student take a card from the box, read the instruction and follow it. Examples: Sneeze! Raise your right arm! Clap your hands! Blink! A dynamic and fun game that will energize the class.



Correcting mistakes. Make a set of cards with sentences containing grammar mistakes and deal the cards to the students asking them to spot and correct the mistake on their card.

The overall aim of teaching English to primary school children is to enable them to use English in oral and written forms, which requires developing their skills of listening, speaking, reading and writing.

Here are some activities that can be helpful in improving learners' *listening* skills.

Moving about

Along with the moving about activities while doing customary things in the classroom, you can ask the students to do some “crazy” things - 'stand on your head by the door' : 'hop on your left foot five times' - and the more language the pupils learn, the more you can ask them to do - 'count up to ten and back, then walk to the

blackboard and back'. As the students learn more and more language, you can let them take over the role of “instructor”.

Miming stories

The teacher tells a story to the students, then the teacher and students together mime the actions. The activity provides physical exercise and gives the teacher a chance to play along with the students.

Listening for mistakes

You can tell a story in pictures and, while telling it, make a few content mistakes for the students to spot and correct. Another option could be reading a story in the right way but using the wrong pictures.

Putting things in order

Students are given a number of pictures, which illustrate a story. The pictures are not in the chronological order. The students listen to the text and arrange the pictures in the order they think is right.

Filling in missing information

Students can fill in the missing words of a song, a story or a timetable. Students are very good at inventing this kind of exercises themselves, so you can get the students in one group to make up a listening task for the members of another group [2].

Here are some activities to enhance your students' *speaking* skills.

One of the effective ways of presenting a foreign language to young pupils is through dolls, puppets (like a Teddy bear) or class mascots. Having “someone” familiar constantly on hand with whom one can have conversations about anything and everything is a wonderful way of introducing new language. For example, the pupils ask Teddy, “Do you like honey? bananas? pizza?”, after which they can go on asking each other in pairs, “Do you like?”. Teachers call this “controlled practice”.

Controlled practice is usually followed by “guided” practice which can often be done, either with pupils working in pairs, or in small groups. Here is an example of such activities:

There are two pupils - A and B. Both pupils have clocks with hands that move. The situation could be that Pupil A's watch has stopped and he or she wants to ask Pupil B the time. This puts the language into context and the guided practice can develop into a mini-dialogue:

Pupil A : What's the time, please?

Pupil B : It's five past ten (looking at the clock in the book and setting his/her clock for five past ten).

Pupil A : Thank you. (Sets his/her clock for the same time. Then the times set on the clocks are compared).

Working with dialogues is a good way of developing speaking skills. Paring students off for performing dialogues is a simple way of organizing even large classes. Another way of practicing dialogues is through role play, during which pupils are pretending to be someone else – act a part of a teacher, or a shop assistant, or one of their parents.

There are a number of ways to introduce *reading* in a foreign language. We use the “Look and say” approach which offers various ways of teaching words and phrases with the help of flashcards. It is usual to start by revising everyday words which are already familiar to the children. The teacher shows the word on a card and pronounces it pointing to the object the word names. The children repeat the word several times. Introduction of a new vocabulary this way takes only a short time, so the teacher may spend only five minutes out of a thirty-minute lesson to introduce as many as four new words.

There are a lot of word recognition games which can be practiced at this stage - matching words to pictures, pointing to the object on a card, guessing which card Teddy has picked out of the hat, etc. This approach encourages recognition of a whole range of words and phrases before “reading” the text. We can also use cartoon

stories. Pupils listen to a story and fill in the "speech bubbles" as they hear the phrases. This is important for your pupils to understand the connection between the spoken and the written word. Encourage the pupils to talk about the story. Ask them questions about the story, either in their own or the foreign language they are learning, to check understanding.

Writing activities, like speaking ones, range from tightly controlled to completely free ones. You will usually do more guided activities with beginners, but you should not neglect a spontaneous use of language by your young students.

– *Copying*

Copying is an obvious enough starting point for teaching writing. It is an activity which gives the teacher a chance to reinforce language that has been presented previously, either orally or through reading. It is a good idea to ask your pupils to read the words aloud to themselves while copying them, this will help them to see the connection between the written and the spoken word.

– *Matching*

You can vary copying activities by asking the pupils to match pictures to texts, or to choose which sentence from the text they want to write.

– *Delayed copying*

You can try "delayed" copying, which is fun to do in class for training students' short term visual memory. Write a short sentence on the board, give the pupils a few seconds to memorize it, then rub it off the board and see if the pupils can write it down from memory.

– *Writing letters, greeting cards, invitations*

Letter writing seems to be a popular language activity, and it is indeed a useful way of getting pupils to write short meaningful pieces. Ideally, letters are written to be sent, but you can have pupils write to each other and 'send' their letters via the class postman [2].

The ideas presented above and the activities described can be easily adapted by the teacher for working with streamed or mixed-ability primary school classes.

Primary School Theater: Staging Performances

A foreign language has become an obligatory component of secondary school education. As has been repeatedly stressed by FL methodologists, the main goal of FL teaching is to form and develop children's communication skills. Amateur children's theatre can be a very powerful tool in achieving this goal. It can be as effective for teaching primary school, as middle and high school.

It is a matter of common knowledge that all kids love acting and are usually very good at it. K.S. Stanislavskii used to advise actors to learn acting from children. Participating in theatrical activities, kids find themselves in a real-life environment that models conflicts and situations children can encounter in real life. While acting a play or sketch, they are also exposed to various kinds of speech and non-verbal behavior patterns and styles, all of which, apart from being fun, will certainly be a great stimulus for learning a foreign language. However, many teachers still believe in the old stereotype, according to which the artist in a child dies as soon as he or she starts school. We want to destroy that stereotype! But how? Well, as the proverb goes, "Where there's a will, there's a way". Our way is to *nourish* the artist in a school child and never let it die. And from this perspective, the idea of a children's theatre seems to be very appealing. So, that was how our primary school theatre was born. But "how much of the theatre" does our school need? What do we want to achieve using dramatization as a pedagogic technique? What are the strengths of "theatre pedagogy" for FL learning?

For one thing, children's acting in a FL helps to enliven the lesson, creates conditions for interaction among the peers, as well as teacher-student communication, making it easier and more enjoyable. Secondly, acting helps children to overcome a psychological barrier in learning a language. And last but not least, acting stimulates creativity and imagination.

Theatre pedagogy presupposes a radical change of the teacher's role from that of a stern instructor to that of a fellow actor or stage director.

Performing in the children's theatre allows primary school children to:

- develop their acting abilities – mime, gesticulation, voice modulation, etc;
- express their individuality based on their life experience;
- use their creativity and imagination;
- develop awareness of other people’s feelings, show tact and delicacy while interacting with others;
- overcome stage fright while performing in front of an audience;
- learn and understand the importance of politeness, good manners and speech etiquette.

We usually stage theatre performances in each grade of primary school at the end of the school year. All the children of the class take part in them. Until recently, our rehearsals were held during our English classes, which was a sort of a nuisance, since we had other tasks to perform in class. Our solution to the problem was to organize a theatre studio, which we called “English with pleasure”. The theatre studio consists of three teams of performers, called “Sunny rays”, “Little stars”, and “Funny friends”. Rehearsals are held once a week and the “first night” takes place at the end of the academic year. Parents and all the primary school children make an enthusiastic audience. The last two plays we staged - “A Wonderful world of colors” and “Mary Poppins” had a great success with all the primary school children of the People’s Ukrainian Academy (see Appendix 1 for one of our successfully staged play scripts).

The linguistic goals of organizing our kids’ theatre performances are:

- to expose the children to foreign (English in our case) speech;
- to encourage their cognitive interest in and a positive attitude to studying a FL (English);
- to alert the children to the basic cultural values shared by the speakers of the language studied.

It is common knowledge, that in every class there are children whose health is not very strong, and who are unable, for that reason, to attend rehearsals regularly. There are others, with untrained memories who find it hard to memorize their parts in English. These kids are not left out, of course, they have their own parts to perform

on stage - dance, sing songs, and so on. Needless to say, at the end of each performance young “actors” receive their awards in the form of “sweet foods and



drinks”. It goes without saying that all - our teachers, our young students, and their parents are very proud of our school theatre and we are determined to continue and develop this traditions in the years to come.

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Chapter 2

Teaching a Foreign Language at Middle School

Tatyana Lagutina and Svetlana Batmanova

I hear and I forget
I see and I believe.
I do and I understand. –
Confucius

Education is a light that shows mankind the right direction to go in. The purpose of education is not just to make people literate but also to teach them to think creatively, stimulate their intellectual curiosity, their desire to learn and broaden their scope of knowledge. When there is a willingness for change, there is a hope for progress in whatever we do [1].

FL education in our school is divided into three levels: elementary/ beginners (1st to 4th grades), intermediate (5th to 9th grades) and upper-intermediate (10th to 11th grades). Middle school is the final stage the foundation for active learning of a foreign language is being laid. At this level, students continue to develop the four main language skills, but the main focus is still on speaking. At this period students' speech becomes more structurally complex, more meaningful and is characterized by a richer vocabulary and a more sophisticated grammar.

Along with the development of speaking and listening skills, much emphasis is made on *reading*. Reading as a kind of verbal activity becomes more varied, the length of the texts that students are expected to read increases significantly. There are not only fiction but also non-fiction (the press, scientific and socio-political texts, etc.).

The *writing skills* students are supposed to acquire include an ability to make and write plans of the texts they read, write personal letters, convey messages in writing, and so on.

At middle school, students are expected to assimilate enough FL grammar and vocabulary to enable them to express ideas and maintain a conversation on a broad enough range of everyday topics.

Middle school students tend to be more independent in their learning, so the tasks and requirements for homework become increasingly more demanding. At this stage, students also develop a more critical attitude to the content, methods and forms of learning. From teachers it requires a considerable effort to maintain students' motivation and interest in the subject, using additional resources, for instance media and visual ones like situational and thematic drawings, diagrams, mind maps, ingenious handouts for the pair and individual work, etc.

So, the main aspects we think it necessary to highlight while teaching a FL at the middle school are: devising exercises that help to model real-life situations and environment for FL learning, encouraging students' independent FL learning, consolidating their conversational skills by organizing pair and group work [3, p. 24-26].

Research into FLT methodology shows that there is no one 'cure-all' method of teaching a foreign language to all learners in all contexts, and there is no single teaching method which is superior to the others. Also, it is not always possible to apply the same methodology to teach learners, who have different objectives, learning environments and needs [2]. This means the teacher has to choose the techniques, approaches and activities that are relevant to every concrete task, context and the goals of the language learner.

The main objectives of teaching FL at Middle school include:

- developing students' communicative competence in a FL, which includes development of their linguistic, cognitive and sociocultural competencies;
- developing students' ability and readiness for independent and life-long learning of a FL.

Our Middle school (5-9 grades) teachers are also trying to harmoniously combine traditional and innovative methods to maintain high quality FL instruction.

Each of our teachers has a university degree in linguistics and has had specialized training in teaching one or two foreign languages.

Nowadays, our young learners are growing up surrounded by technology, which has become an integral part of their lives. That is why our teachers think it is necessary to use various computer-based activities in the classroom. Advanced IT equipment, such as computers and interactive boards, can expose learners to all the four main aspects of the FL studied – speaking, listening, writing and reading. Technology offers new ways of practicing a foreign language and assessing learners’ performance [4].

The integrated learning approach makes it possible to make the process of FL learning more efficient and exciting. It is realized by combining different teaching methods and techniques. Let’s discuss some of them.

The Project method

In our school, we actively use The Project Method working with young learners of the 5th to 8th grades. The approach is based on the principle of “Learning by doing” and is aimed at developing learners’ cognitive, as well as language skills. Our middle school learners always come up with creative, ingenious and interesting ideas for projects that help them to get a more in-depth understanding of the problems they are interested in studying. The teacher in such situations plays the role of a guide or coordinator who helps students with their research topics, making suggestions, giving support, encouragement, and directions.

Practical experience shows that the Project method does not only help students to broaden the scope of their vocabulary and grammar but also makes them think about how their research findings and outcomes can be applied in the future. Working on group projects, our students learn to cooperate with each other as a team, evaluate objectively their own input, as well as that of their classmates, take the initiative, make full use of their creativity and resourcefulness. Also, project work helps to enhance students’ critical and analytical thinking which, without doubt, can be beneficial not only for learning a foreign language but for a lot of other cognitive activities [4].

While working on a project, secondary school students use various sources searching for information. This broadens their knowledge of other disciplines - geography, history or literature of the country whose language they are studying. Discussing problems that arise while preparing group projects also enhances students' communicative and social skills.



The Project method usually gives positive results already at the very beginning of children entering middle school. We introduce it to our 5th graders, and since then, it becomes an integral part of FL education and training all the way throughout middle school.

New Challenges 1-3 English courses, which we use to teach middle school, contain a number of interesting project topics to work on. For example, our 5th grade students have done group research into and made media presentations in class on the following topics: “My favourite sports”, for which the kids had gathered and presented information about world sports stars and the best Ukrainian sportsmen or teams; “Our ideal school day”, in which they had drawn a portrait of their ideal

teacher and described their favourite after-school activities; “Living in Ukraine”, in which they presented a profile of their country, “advertised” its most interesting historical, architectural and cultural sites, pointed out some unique ethno-cultural features of Ukrainians and expressed their opinions about what they like or dislike in Ukraine and what they would like to change for the better.

In the 6th grade, our pupils usually do projects on such topics as: “The history of my family” (research into the history of the pupil’s family, drawing his/her family tree, description of family rituals, traditions, etc.; “My favourite actor/actress” (studying the star’s biography, professional career, awards received, etc.): “Technology in my home” (research into the history of technical inventions, describing favourite gadgets, their advantages and disadvantages, etc.).

The list of project topics for the 7th grade pupils includes: “Healthy living” (studying different views of healthy living, healthy lifestyles, healthy (unhealthy) food, diets, health threatening habits, etc.); “My favourite musician” (a study of various genres and styles of music, the world’s most outstanding composers and performers, discussing students’ own musical preferences, etc) and a few others.

Collaborative Learning

Collaborative learning means school students working together to explore a certain issue or problem. While working on the problem in pairs or in small groups, students are able to consciously analyze each other’s strengths and weaknesses. This not only helps to develop their language skills but also form habits of interpersonal communication and helping each other when dealing with conflicts arising within the group.

It is but natural that in every class there are students with different degrees of proficiency in a FL. Advanced students with a good command of the foreign language learn faster and do not usually need extra coaching. In our school, it is not uncommon that academically “advanced” students take care of and help their “weaker” peers, thus making the learning process more effective and enjoyable for both parties.

Since both "strong" and "weak" students together contribute to the group effort,

it is not always easy for the teacher to assess their individual achievement, however, priority in collaborative learning evaluation should be given to group achievement, rather than to individual performance.

In order to create an environment in which effective cooperative learning can take place, there are three things to do. First, students need to feel safe, protected, but also challenged. Second, groups need to be small, so that everyone could contribute and no one is neglected. Third, the tasks students are working on must be clearly defined [5].

The communicative teaching method

At our middle school FLT is based on the communicative approach which presupposes integration of the four major skills – reading, listening, writing, and speaking. Learners are encouraged to interact with one another, participating in all sorts of activities both in and outside of class. In our school, such activities are usually based on authentic courses and materials. With the 5th to 7th graders, we use Pearson’s “New Challenges” 1-3 English courses. It is a very useful didactic complex, which consists of the Student's book, the Workbook, the Teachers’ Handbook, the Tests book and a set of CD-ROMs. The course offers a broad variety of texts for study – fiction (original and adapted), newspapers or magazine articles, radio and television programs. Written tasks based on these texts include dictations, short essays, sentence completion, sentence reconstruction, cloze tests and others. Each section is built around a certain topic and contains communicative tasks for introduction and consolidation of the grammar and vocabulary of the unit studied. Both written and oral assignments suggested model real-life situations in order to encourage learners to use the corresponding language.

The topics for the 5th grade learners, recommended by “New Challenges 1” are: “Personal interests and pursuits”, “Meeting people”, “Appearance and clothes”, “Favorite food and drinks”, “Sports”, “Food and diet”, “Jobs”, “School life”, “Places of interest in my country” “My leisure time”, “The weather / my favorite season of the year”, “Travelling / public transport”, “Protecting animals”, “My

favorite films, TV programs, movie actors, and TV personalities”, “My holiday plans”, “Celebrating New Year and other festive occasions”.

The “New Challenges 2” list of topics for the 6th grade pupils includes: “My hobbies and interests”, “My friends and neighbors”, “Treasured family memories, including family photos”, “Mysterious / fantasy creatures”, “Charity work”, “Technology”, “Holiday plans and activities”.

For the 7th grade students “New Challenges 3” recommends the following topics: “School facilities”, “Education”, “Secondary schools in the UK”, “World-famous magicians”, “Diseases and their treatment”, “Teenage problems”, “Famous books and their screen versions”.

To maintain our young learners’ interest in learning a foreign language and provide variety in a FL class, we think it right to introduce an “entertaining” element in the form of language games, crossword puzzles, songs, quizzes and the like in order to make the learning process more intellectually stimulating and exiting for the students.

The “entertainment” element aside, our students should also learn how to make a request or ask for permission, express agreement or disagreement, know how to greet or take leave of a person politely, how to write an invitation or a refusal to one [5].

Role-play

We believe that FL language learning can be motivating and stimulating if the teacher uses techniques and approaches his/her students cannot help liking, role play being one of them. Role play is invaluable in the FL classroom [7; 8]. We think that role play is a great tool which can powerfully enhance the effectiveness of FL teaching. It is effective because it encourages learners to use the FL in a relatively natural way. Role play increases motivation. It gives learners a chance to use the language in various contexts and for various purposes. “Role playing may be used to help learners understand the subtler aspects of literature, social life and even some aspects of science” [7, p.3]. By using role play in class, teachers are building on something that learners naturally enjoy. It is an effective method of teaching a foreign

language to young learners especially because for them “fun” must be a vital part of learning.



Kids of the 5th to 8th grades are very creative, they like performing and dramatizing funny situations in both their mother tongue and in the foreign language they are studying. Role play can engage learners in all the four basic learning activities – listening, speaking, reading and writing.

Pearson’s “New Challenge 2” and “New Challenge 3” English courses offer stimulating opportunities for role play practice. For example, in the 5-th grade we usually do the topic “Food and Drinks. Ordering Meals.” Preparing role-play for this topic the teacher needs to decide whether the activity should involve pair or group work and how many pupils should be in each group. Warming-up activities for this role-play game should also be relevant to the topic. At the pre-game stage, we would usually introduce new words - their pronunciation and meanings, revise the grammar structures to be used in “play acting” the topic. The learners also need to familiarize themselves with typical restaurant scenarios, like booking a table, ordering a meal, acting a waiter, paying the bill, etc., so they are introduced to some phrases and clichés that are normally used in a restaurant situation. Only after all that preparatory

work is done, children could be trusted to create their own “impromptu” monologues or dialogues on the topic.

Children are always enthusiastic about role playing which is good for it certainly strengthens their motivation for learning the language. It so happens that many of our kids have opportunities to travel and spend their holidays abroad, and they are usually very proud to be able to communicate in English while eating out with their parents or friends.

As was stressed above, we, teachers, should do a great deal of preparatory work before practicing role-play in class, and our responsibility is enormous, especially where vocabulary consolidation is concerned, because, “without knowing the words one should use, the project can easily become an exercise in frustration” [7 p.12].

Since the key motivator for FL learning is interest, it could help, while organizing role playing, to take into account our learners’ *individual* interests. What I mean is, if we know, for example, that a particular student likes to play football, we might let him assume the role of a professional footballer who is being interviewed by a reporter after winning an important match. Another option: a girl dreams of becoming an actress. Let her imagine winning “the best actress” Oscar award and ask her to prepare and deliver her speech at the award ceremony.

Summing up our experience of practicing role playing, we can conclude that it is an extremely effective and rewarding activity that can be used to motivate learners of all school ages and enhance their communicative competence in a FL.

The books we are using

The teachers of our school are loyal followers of the Pearson Publishing House production. We have been successfully collaborating with this publishing company for more than 10 years. It was mentioned before that our 5th to 8th graders work with New Challenges 2 and New Challenges 3 courses. The levels in both correspond to the levels described in the Common

European Framework of Reference for Languages (CEFR), which is used throughout Europe and in some non-European countries to set common standards for FL teaching and learning.

The CEFR also defines language competencies students are expected to acquire

in various languages and at different levels. They provide a firm basis on which teachers can plan their lessons, evaluate their students' progress and the degree of its conformity to the European educational requirements. Most international language examinations correlate with the levels defined by the CEFR.



These levels are defined in terms of what a learner *can do* in the language he/she has acquired. The language competencies in CEFR are outlined for all the major language skills to be taught: listening, reading, spoken interaction, spoken production and writing.

The European Language Portfolio

In our view, working with the European Language Portfolio has a great potential for keeping up with the CEFR standards. The Portfolio is a popular and effective way of motivating young learners, providing a fun way for them to experiment with new ways of learning.

The Portfolio is a collection of pieces written by the student him/herself and put together in a file. These may be chronicles of the student's academic progress or accounts of his/her out-of-class experiences or impressions. Their content can be updated by the student as he/she continues to learn the language by adding to or taking away some of the information [9].

Apart from their academic work, our kids participate in various extra-curricula activities, such as drama, language and sports contests, all sorts of projects, concerts and trips. All of those are registered in their portfolios in a systematic way. Thus, the Portfolio can be viewed as a personal journal of a child's achievements and experiences. Needless to say, it should be written by a kid in the FL he/she studies.

The Language Portfolio is made up of three parts:

1. *The Passport*, which contains factual information about the language learner and reflects his/her level of achievement, i.e. what they *can do* with that language and what they *can't*. It keeps track of the learners' learning experience, the exams they have taken, for instance, qualification examinations, such as Cambridge exams. Stored in the Portfolio, are the certificates or other qualification documents the student received, like certificates of participation in a FL summer school abroad, prizes and awards won in language competitions, and other official proofs of the student's proficiency in the FL.

2. *The Language Biography*, which reflects the learners' progress in the language studied. It may include a short account of the pupil's experiences at a FL summer camp but its main focus is on self-assessment - an objective self-analysis and evaluation of one's own strengths and weaknesses as a FL learner, of the "gaps" in the language that must be bridged.

3. *The Dossier* which reflects the work accomplished by the student during the course. It may include test and examination papers, earlier accomplished homework, project reports, essays, etc., corrected by the teacher, with the student's analysis of the teacher's feedback. The learner may also want to include reports, voice or video recordings of the project work done earlier.

The advantages of keeping a Language Portfolio can be summarized as follows:

- it helps learners to reflect on their own progress and achievements (or lack of thereof), review and re-organize their own work;

- it increases learners' motivation and encourages them to look for new cultural experiences, opening their eyes to the possibilities available to them through the FL studied;

- it leads to greater learner autonomy, since it involves elements of self-assessment and self-evaluation and a possibility for learners to work with the Portfolio in their own time and at their own pace.



Our School Summer English Language Camp

Every June (the first month of the summer vacation) our Specialized Economics and Law School organizes an English Language camp. During two weeks our children are productively engaged in the activities in accordance with a specially designed English language learning program. The aims of those activities are to enhance the kids' proficiency in English, letting them have as much fun with English as possible. Fortunately, we have adequate facilities to engage our students in challenging and interesting outdoor and indoor games, sports, drama and other activities. While in the English summer camp, everyone can gain and enjoy a broad range of language and cultural experience which include tours of Ukraine's most prominent historical landmarks, visits to museums and art galleries and enjoying other tourist attractions [6].

Parents need not worry about their children while they are at camp. They can rest assured that their kids will be safe, usefully occupied and well looked after, because all the teachers working at the camp are very experienced and enjoy working with children. They understand the importance of giving each student individual attention in their efforts to broaden their charges' general scope and their cultural horizons.

Life in our camp is never dull. Every day is different, because we are trying to make learning English fun and an adventure (in Appendix 2 to this paper you can see our every-day agenda which will, hopefully, give you an idea of its richness and variety).

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Chapter 3

Challenges Faced by KhUH “PUA” SEL High School

Oksana Tarasova and Oksana Tsyganok

The teaching of a foreign language (FL) in high school (grades 10th to 11th) has its specific features, the main of which being an active integration of all the basic language aspects - listening, speaking, reading and writing. In high school, the language experience, accumulated by students at the previous stages of FL learning is systematized and generalized by both teachers and students.

The specific nature of this stage of learning a FL has also a lot to do with the psychological characteristics of this age group, which are to be taken into consideration in order to achieve the goals set by the corresponding syllabus. Senior school students have already assimilated the basic rules and norms of social behavior, developed an awareness of their own personal identity, as well as their own set of values. They already show an aptitude for self-assertion, self-expression, an ability to voice their views and beliefs. By the age of 15 and 16, many students are already quite capable of expressing their thoughts coherently and logically. In the process of communication, they can analyze and predict the outcomes of their actions and draw conclusions. All these features should be taken into account in the teaching of a foreign language. It is at this stage that the communicative methods of teaching should take precedence over the traditional ones.

In view of all that and in order to realize the goals of teaching a FL to the 10th and 11th graders, the syllabus presupposes the use of authentic materials that enhance the “feeling” of the foreign language studied, stimulates sharing opinions and encourages self-assessment [1]. Authentic materials can be original FL texts, descriptions, stories, newspaper and magazine articles, etc. Personal letters, anecdotes, jokes, ads, commercials, cooking recipes, fairy tales, etc. can also be beneficial for increasing students’ motivation. Below is a standard list of the topics offered for discussion to our high school students: “Generation Gap”, “Teenagers

Relationships”, “Famous People”, “Secret Societies at British and American universities”, “Great Inventions and Discoveries”, “Global Social and Political Issues”, “Culture and the Arts”, “Campaigning for Noble Causes”, “Problems of Youth in the World today”, “Everyday life”, “Crime Prevention”, “Advances in Medicine: the use of DNA”, and others. Discussing these and other topical issues is supposed to contribute to developing students’ cultural awareness, intellectual curiosity and maturity, their willingness to participate in intercultural communication.

Reading

At the senior stage of secondary school, the main goal of teaching reading in a FL is to prepare students for further education. Accordingly, there are a number of requirements for the choice of texts that can help to effectively develop senior students’ reading skills. The texts selected should be of cognitive interest to the students and contain information relevant to the youngsters of the given age group. Depending on the didactic tasks set by the teacher, different types of reading are practiced, including: *skimming reading, fluent reading and close reading*.

Skimming reading is aimed at evaluating the content of the text from the point of view of its interest and usefulness to the reader. It presupposes identifying the topic and the object of description, as well as the degree of the reader’s interest in the information contained in the text.

Fluent reading is aimed at familiarizing the reader with the general content of the text, with a possible omission of details of secondary importance.

Close reading is aimed at an in-depth understanding of all the details of the text content.

Further development of students’ reading skills can be achieved by fulfilling *pre-reading, while-reading and after- reading tasks*.

Pre-reading tasks are aimed at accumulation by the learners of the scope of knowledge necessary for the understanding of a particular text, including its linguistic (lexical, grammatical, semantic and stylistic) features.

While-reading tasks presuppose performance of a series of exercises with the focus on the search of specific information, understanding vocabulary, idioms, etc.

After-reading tasks are designed to check if a profound understanding of what has been read, is achieved [2].

In our experience, the most effective activities in the teaching of reading at the high-school level are: asking / answering questions on the text, categorizing the information, doing the text-based cloze and multiple choice tests, sentence completion and sentence reconstruction, identifying and correcting content mistakes, gap – filling, jig-saw reading, matching exercises, mind – mapping, text sequencing, building story pyramids, etc. Such tasks are conducive to the development of students' abilities to analyze, compare and structure information, separating the focal points from the supportive secondary details, identifying the message of the text, its main characters, their motives, etc [4].

In the 11th grade, students' reading skills are expected to meet the following requirements:

- understanding the essence of original foreign language texts of various genres and styles (a personal letter, a newspaper or journal article, a piece of fiction – a story or novel);
- identifying the main idea, the focal points and the message of the text;
- differentiating between the basic and secondary information, understanding the interrelation of facts and events, the logic of plot development;
- being able to predict a further unfolding of the events, generalize the information, draw conclusions and write a two-hundred-word summary of the text, recognize the cause-and-effect relationships of facts and events, assess information critically, understand its relevance to the specific communicative task set by the teacher.

The texts selected for reading practice would normally contain up to 6% of new words, the meanings of which can be derived from the context, and up to 3% of words unknown to students, which would not, however, prevent the learners from understanding the general content and the message of the text [10].

Listening

Within the framework of the communicative competence oriented methodology, developing learners' listening skills should become the teacher's number one priority. An important step towards achieving this goal is exposing your students to real-life conditions and situations in which the FL normally functions. When selecting materials for audio comprehension, preference should be given to original materials that model the topics, vocabulary, grammar patterns, styles and registers of natural communication. Introducing the most frequently used words and phrases contributes to a better understanding of foreign speech by the students. New vocabulary should be introduced at the pre-listening stage with definitions, synonyms, antonyms, stylistic equivalents, etc. It is also desirable to introduce students to different genres of audio texts - informal talk, formal encounters, interviews, disputes, phone calls, discussions, arguments, etc.

Working with songs deserves a special mention. Modern teenagers spend a lot of time listening to their favorite music groups and idols. So, it is but natural that analyzing songs, working with the lyrics and singing songs together increases learners' interest and motivation to learn a foreign language.

Audio-visual resources, such as educational and feature films, popular soaps and serials has always been effective and rewarding while teaching listening. To understand the specifics of native speakers' speech behavior, to get to know the socio-cultural features of the target country and its people, one must "experience" how people behave and talk in their natural environment – in shops, on the subway, at the airport, in a bank, in the classroom, at the theater, in a restaurant, a fast-food place, etc.). Authentic audio-visual materials can be very powerful tools the teacher could use for the purpose [7].

Finishing their 11th grade, students are expected to have developed the following competencies and meet the following requirements:

- to understand the general content of relatively uncomplicated original texts, educational and popular radio and television programs, films, etc.;

- to understand the plot, main facts, events and conflicts of an audio story (TV program);
- to be able to use linguistic and contextual cues in the story line;
- to be able to identify significant information from listening to audio texts, such as radio or TV news, weather reports, TV commercials, talk shows, documentaries, etc.;
- to be able to summarize and evaluate the information received.

Texts recommended for listening comprehension can contain up to 5% of words unknown to the learners, who should be able to derive their meanings from the context, and about 2% of the new words that would not prevent the listener from the understanding of the text's general message. The duration of the audio (visual) texts students are exposed to is not to exceed 6 minutes [10].

Writing

When students start high school, their writing skills are already fairly well developed, so at that stage, what they need is consolidation and solidification of those skills. High-school students can actually write in a foreign language better than they can speak it. Senior pupils' essays and compositions frequently show originality and independence of thought; high-school students are capable of expressing their views on a broad variety of topics with coherence, grammatical accuracy and a rich enough vocabulary. The teaching of writing in a FL at this stage should be focused on developing specific writing skills, such as abstracting, summarizing, annotating, commenting on and translating texts in writing both from L1 into L2 and vice versa.

The types of exercises contributing to the formation of such skills may include sentence substitution, sentence re-phrasing, sentence completion, sentence reconstruction, etc. Of no less importance are exercises and tasks that encourage students to express their thoughts in writing. Other useful activities could be: writing a reproduction of a text from memory (composition), drawing up a plan of the text, writing a summary or annotation of a written or audio text, writing descriptions of people or places, drafting personal or business letters, writing creative essays [8].

Before completing the 11th grade, students are expected to meet the following requirements:

- to be able to write a letter to a friend or pen pal describing various facts or events;
- to be able to share ideas and impressions in writing;
- to be able to fill out an application form or a questionnaire, a travel document, etc., providing basic factual information;
- to make up a plan or take notes of a text or recording;
- to write a for-and-against essay on a controversial topic, a report or review;
- to be able to work on individual or group projects, summarizing its findings and results in the written form [10].

Speaking

Teaching speaking in high school is essentially based on the speaking skills acquired by learners in primary and middle school. At this stage, learners are usually more proficient in speaking in terms of content, grammatical accuracy and authenticity, than at the previous stages of FL learning. The main goal of teaching speaking to high school students is to enable them to communicate fluently in a broad variety of situations – real or modeled [5].

Teaching speaking involves the development of students' skills of both dialogical and monologic speech. Teaching dialogical speech would usually mean training students in asking questions and responding to those of their conversation partners, formulating arguments and counter-arguments, using conversational formulas and clichés, appropriate in the given situation, giving advice, expressing consent, refusal or disagreement [6].

Monologic speech in a FL is usually more difficult for students to produce, as it requires a higher level of grammatical competence. So, students should be given extra training in observing grammatical rules, while formulating their thoughts. Students' speech should not only be grammatically correct but also logical and coherent. Monologic speech does not only presuppose a mere retelling of a text, but

also an expression of the student's own vision of the problem within the thematic framework prescribed by the syllabus.

In our experience, the most effective forms of teaching your students to speak are pair and group/team activities. This would mean engaging them in role-play, discussions and debates, language games, etc. Such activities help to consolidate the previously assimilated language material and use it in speech situations that model or simulate natural communication in the language studied. The above techniques of teaching speaking also help to develop students' habits of independent thinking, initiative, creativity, perseverance and self-discipline [3].

Fulfilling individual and team projects in a foreign language is also of great didactic value for improving students' speaking skills. It encourages learners to search for relevant information, increases students' communicative competence, sociability and creativity.

Developing students' **critical thinking** is one of the major tasks of school education today. Critical thinking is normally understood as an ability to analyze the situation, anticipate its consequences; form one's own attitude to what is happening in the given act of communication, etc. on the basis of prior knowledge, experience and intuition. A very important stimulus for the development of students' critical thinking is problem solving activities. Critical thinking is often stimulated by a necessity to react to and make decisions in controversial, non-standard, unconventional situations for which there is no simple or only solution. This necessity to respond to such situations provides an internal motivation for students' learning activities [3]. Examples of such problem situations practiced in our high school are "brainstorming", predicting the future development of events (from studying a portrait, a picture or keywords), marking statements about the content of a text as 'True' or 'False', searching for answers to the questions arising from skimming, scanning or reading for detail, participating in round table discussions, practicing creative writing, doing research into topical issues, etc. From the teacher it

requires an ability to be flexible, open-minded and often spontaneous in the process of interacting with the students.

Regarding monologic speech, students who have completed their 11th grade are to be able:

- to express without preliminary preparation their thoughts on a given topic logically, consistently and coherently;
- to describe people, places or events that appear in the text and express their attitude to them;
- to produce a non-stop monologue of about 22 utterances.

As for dialogical speech, high-school students are expected to be able to converse spontaneously with one or several other students within the context of an impromptu situation, as well as participate in a dialogue in a prescribed situation within the thematic framework of the curriculum for the 11th grade. Students' expected input in a dialogue would normally be 12 to 14 utterances [10].

Information technology is another essential component of foreign language teaching in high school nowadays. Information technology provides opportunities for choosing more interesting, diverse and up-to-date educational materials, for taking an individual approach to each student, thus contributing to a broadening of the students' general scope and their language skills.

Using the Internet resources assists the teacher in a more effective implementation of his/her didactic tasks, among them:

- improving students' reading skills with the help of 'live' Internet materials of various degrees of complexity;
- improving students' listening skills on the basis of authentic audiovisual Internet texts;
- improving students' writing skills, with them working individually or in groups, making notes, answering questions, doing research, writing summaries, reports, essays or theses;
- enriching and updating student's vocabulary, both active and passive;

- alerting students to the cultural aspects of the use of the foreign language studied, including speech etiquette, rules and norms of people's speech behavior in various communicative situations;

- strengthening students' motivation for participating in foreign-language activities during and out of class by a regular use of 'live' materials in 'live' situations, including discussions on the "hot" issues of the day [9].

Multimedia tools enable the teacher to make the learning process more efficient. Preparing multimedia presentations of projects, students learn to be more independent, realize their creative potential and work productively as a team.

The overall goal of secondary school is to train well-informed, active, independent young people, confident in their future, capable of self-education and with a strong desire to learn. A good command of a foreign language is a crucial part of implementing this goal. The ultimate goal of foreign language training at secondary school is to make it possible for secondary school leavers to successfully complete their final school exam and pass the External Independent Knowledge Test (equivalent of GCSE).

External Independent Knowledge Testing (EIT)

External independent evaluation or External independent testing (EIT, external testing, ET) is a complex procedure which aims at determining if the level of secondary school leavers' academic performance is sufficient to get them admitted to university. The purpose of introducing external evaluation in 2004 was to improve the quality at public education and guarantee Ukrainian young people their constitutional rights of obtaining quality secondary education, and ensure that their academic performance conforms to the State Standards of secondary education.

Since 2008, EIT has become an official prerequisite for admission to higher education. The new assessment model received the name of the "External Independent Knowledge Testing" and replaced the traditional secondary school finals and university entrance exams in Ukraine. The changes of assessment strategies in

the Ukrainian educational system reflect the global trend of substituting diverse forms of national examinations by standardized multiple-choice tests that can be objectively evaluated by machines and could be viewed as a new page in the history of educational assessment [12].

It has been ten years now since the external independent testing (EIT) in English was introduced as an instrument of assessing Ukrainian secondary-school leavers' competence in a foreign language both at their secondary school final exam and for admission to university. The EIT has already become a standard objective national testing system. The EIT in a FL is one of its main parts. In Ukraine EIT has been met positively by both educators and the society at large. Even the test-takers who at first viewed the EIT as an inevitable evil, have come to realize by now that they can actually profit by this new form of assessing their merits.

Our teachers are able to meet the challenges of the EIT in foreign languages and act as agents of change on the road to a reliable, valid and internationally recognized language testing system.

To give SEL school leavers confidence in being able to successfully pass the Test, our foreign language teachers think it necessary to give the issue of preparing students for these tests a serious consideration. As a result, our students receive extra coaching in fulfilling the EIT tasks and analyzing EIT test samples.

The People's Ukrainian Academy provides a number of courses for the secondary school leavers of Kharkiv and the Kharkiv region on Ukrainian Language and Literature, Math and English by way of preparing them for the External Independent Knowledge Testing. During the training course of English, our teachers help students to better understand and deal with the exam tasks. The syllabus for the course takes into account the laps in the students' competence revealed by the previous EIT testing. Our 11th graders, who attended this course last year, scored highly on it and were admitted to higher educational establishments of Ukraine and other countries, including the USA and the Czech Republic.

Our School Euro-club

The school European Club "Discovery" has a big membership of both students and teachers who work enthusiastically together to broaden their knowledge of Europe, European history and traditions, European integration, and share it with the students of 5-11 grades.

Historically, the first European Clubs at schools first appeared in Portugal, later the tendency spread around Europe. In Ukraine, the first European clubs appeared 10 years ago. The idea of organizing a European Club was unanimously supported by the students of Kharkiv University of Humanities "People's Ukrainian Academy". Our school Euro-club started its activities in 2007.

Historically, geographically and culturally, Ukraine is a European state. Therefore, our country's admission to the European institutions is naturally to be expected. What does it mean to be a "European"? Can Ukraine become a member of the EU? What is "European education"? It was with the aim of finding answers to these and many other questions, broadening our knowledge about the member-countries of the European Union, that the students of People's Ukrainian Academy have organized the Euro-club. The club's meetings do not only have an educational value but also enable us, citizens of Ukraine, to feel an integral part of the European Community. So, the club members are busy working in order to:

- get into the spirit of the European unity via promoting knowledge about European history, values, and traditions;
- prepare young people to live in the united Europe, be well-informed about the life of people in the European countries, their culture, language;
- have the opportunities of meeting new people, exchange ideas and experiences;
- inform students about the integration processes in Europe, the basic principles of functioning of the European Union and the Council of Europe.

Since 2012, the students of our secondary school have been taking part in regular club meetings, at which they have been making presentations on new

educational opportunities, hosted friends from abroad, encouraged students to study foreign languages, exchanging books, CDs and having a lot of fun.

The students of PUA secondary school study at least two foreign languages. They can choose between English and German, English and Spanish, or English and French. We realize a foreign language will be "dead" to us, if we remain ignorant of the culture and the traditions of the countries whose languages we study. Therefore, the students of our school and members of the school Euro-club pay much attention to broadening their cultural horizons -studying cultural values and traditions of those countries. Our students also prepare presentations and participate in discussions on such topics as "Education Around the World", "New Discoveries in Medicine", "The Achievements of the 21st Century Technology", "Ecological Problems", "Let's Save Our Planet" and many others. The meetings are usually held four times a year in October, December, March and April. Annually, our school Euro-club traditionally celebrates a "Week of Foreign Languages", during which students participate in contests for designing the best poster, hold discussions on various topics, choosing a new burning issue every year.

We also put up shows and performances, participate in the Days of Europe in Kharkiv, give concerts at which they perform Spanish, German, French music, dances and songs. We regularly mark the Days of Europe, making a special emphasis on the European cuisine ("The Sweet Europe" holiday), hold "The Spring in Europe" poster competitions.

The activities of our Euro-club are not only limited to a study of folklore, cultural and historical traditions of other countries. Work in the club teaches its members independence and responsibility. At our meetings, it is impossible to be a casual observer, all the participants of the club make their own input into the shared effort.

The members of the Euro-club have initiated and continue working on the following projects: "Christmas Traditions Around the World ", "Endangered Species of Animals", "Social Etiquette in Different Countries". The students who take part in

the school Euro-club are doing a lot to prepare themselves for further education, life and work in a united Europe. Participating in the Club activities teaches students to successfully socialize with their peers and their seniors. In the times of integration and globalization, the ability to effectively communicate is of paramount importance. Our Club members practice their communication skills, taking part in literary evenings – “English Romantic Poetry”, “The Poetry of Spring” among them, organize contests for the best translation of poetry. Among the events, that are best-loved by the Club members are also our virtual trips to historical, educational and entertainment sites of various European countries.

Alongside the above-described activities, the members of our Euro-club participate in charity fairs, selling homemade cakes, candies and pies, particularly, when the meetings are devoted to traditions of national cuisines.



All that taken together, gives our school students a wonderful opportunity to learn to actually “do things” with English, German, Spanish French, not just “know” those languages.

Participation in FLEX Programs

The future Leaders Exchange Program (FLEX) is sponsored by the Bureau of Educational and Cultural Affairs of the US Department of State, administered in Ukraine by the American Councils for International Education: ACTR/ACCELS (American Councils) and supported by the Ministry of Education and Science, Youth and Sports of Ukraine. The program provides Ukrainian students with an opportunity to study in a US high school and stay with an American host family for one academic year.

FLEX was established in 1992 as the centerpiece of the Eurasian Secondary School Initiative under the FREEDOM Support Act. The program's purpose is to ensure long lasting peace and understanding between the people of the United States and the countries of Eurasia, enable the young people from these countries to learn about the U.S. and Americans first-hand. The primary goal of FLEX is to improve mutual understanding among countries and enable the young citizens of Eurasia to have an opportunity to observe and experience the American system of civil society. Over 22,000 young citizens from Eurasia have participated in FLEX and have returned to their respective countries imbued with a new enthusiasm and desire to help others and share their newly acquired experiences and knowledge for the betterment of their home countries and communities. Along with life-long friendships with American families, these students return to their home countries as "active agents of change," who will help lead and strengthen their country, transforming it into a democratic and civil society [11].

An independent commission in the US consisting of highly-qualified specialists in the sphere of education and international exchanges select program candidates. The program includes several unique components which help a student selected gain insight into the US economic and political life. Taking part in volunteer and community service, an International Education Week celebration, a visit to the host state capital, a subscription to the Time Magazine are just a few of the benefits that FLEX winners enjoy during their year in the United States. In addition, students are

encouraged to apply for extra educational programs while staying in the US, including that for Civic Education. Such additional programs are generously funded by the US Department of State and provide specialized leadership training to international exchange students [11].

In recent years, a number of students of Specialized School of Economics and Law have taken part in the FLEX program



and successfully passed the first and second rounds of the competition. In 2017 two of our 10th grades – Daniella Danshina and Stanislava Borovskaya succeeded in winning the FLEX program. We hope that for both of them their time and experience in the US will be fruitful, memorable and beneficial and that they will be a credit to the Academy.

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APPENDIX 1

THREE BILLY – GOATS

(After Three Billy – Goats by Cathy Lawday and Richard Mac Andrew)

Characters:

Narrators
Daddy Goat
Mummy Goat
Baby Goat
Mountains
Rivers
Fish
Grass
Bridges
Troll

SCENE 1

Narrator №1 comes from the right

Narrator №1: This is the story of the three goats.

(Daddy Goat, Mummy Goat and Baby Goats comes from the left. CD-TN№1).

Narrator №1: This is Daddy Goat.

Daddy Goat: Hello! I am Daddy Goat!

Narrator №1: This is Mummy Goat.

Mummy Goat: Hello! I am Mummy Goat!

Narrator №1: These are Baby Goats.

Baby Goats: Hi! We are Baby Goats.

(a boy) These are my sisters.

Baby goat №2: Hello! I live on the mountain and I like eating grass.

(a girl)

Baby Goat №3: Hello! I like having fun. I run and jump.

(a girl)

Baby Goat №4: My family is very friendly. We love each other very much.

(a girl)

Narrator №1: They live on the mountain.

Baby Goats run away together mountains come in and stand in the center of the stage CD-TN№2.

Mountain №2: Hello! Look at me. I am a mountain. I am a very high mountain. I am old and beautiful!

Mountains go away together. Baby Goats run in CD-TN№2

Narrator №1: Baby Goats are little.
Baby Goat №1: I am little!
Baby Goat №2: I am very little!
Baby Goat №3: I am very, very little, too!
Narrator №1: Mummy Goat is big.
Mummy Goat: I am big!
Narrator №1: Daddy Goat is very big!
Daddy Goat: I am very big.

All the characters appear on the stage. Sing the song “The Goat song CD-T№3”

SCENE 2

Baby Goats, Mummy Goat, Daddy Goat and Narrator№2 appear on the stage.

Narrator №2: The three goats are hungry. There is any grass on the mountain.
Babby Goat №1: I am hungry!
Babby Goat №2: I am very hungry!
Babby Goat № 3: I am very, very hungry!
Babby Goat № 4: I am very, very hungry too!
Mummy Goat: And I am very hungry!
Daddy Goat: And I am very, very hungry!
Narrator № 2: Baby Goats see a river.
Babby-Goat № 1: Look! A river!
Babby-Goat № 2: Look! A big river!
Babby-Goat № 3: Look! A long river!
Babby-Goat № 4: Look! A deep river!

Baby Goats run away. Rivers appear on the stage and dance on it CD-T№4.

River№ 1: Hello! I am a river. I am a big river. Come and swim!
River№ 2: Hello! I am a long river. I am a very long river. And I am quick.
Let’s run together.
River № 3: My water is blue and very clean. And I am very deep.
River № 4: I have got a lot of fish. They are my friends. I like playing with them. These are my friends.

Rivers go away CD-T№4 Fish appear on the stage and swim on it CD-T№4.

Fish №1: Hello! We are fish. We live in the river. We are small, but very beautiful!
Fish №2: We like swimming. We can swim very well.

Fish № 3: I like to play funny games. I am always happy.

Fish swim away. Baby Goats run in and stand in the center of the stage CD-T№4.

Narrator № 2: Then Baby Goats see green, green grass!

Babby-Goat № 1: Look! Glass!

Babby-Goat № 2: Look! Green, green glass!

Babby-Goat № 3: Look! Fresh glass!

Babby-Goat № 4: Look! Tasty grass!

(Baby-Goats run away. Grass appear on the stage and dance on it CD-T№5

Grass № 1: Hello! I am green, green grass. I grow near the river. I am always fresh and tasty.

Grass № 2: Yes, I am very tasty, Daddy Goat, Mummy Goat and Baby Goats like to eat me very much.

Grass № 3: Oh, dear! We are here and the goats are there. And they are very, very hungry! Daddy Goat! Let's go!

Daddy Goat, Mummy Goat, Baby Goats look at each other and talk together. They look sad.

All the characters appear on the stage, Sing the song "The Grass song".

SCENE 3

When all the boys and girls run away. Narrator №3, Baby-Goats stand.

Narrator № 3: Baby-Goats see a bridge.

Baby-Goat № 1: Look! A bridge!

Baby-Goat № 2: Look! A big bridge!

Baby-Goat № 3: Look! A very big bridge!

Baby-Goat № 4: Look! A strong bridge!

Baby-Goats run away. Bridges come from the left and stand in the center in the center of the stage CD-T№7.

Bridge № 1: Hello! Guess what am I? I am a bridge strong. Look at me.

Bridge № 2: I am very strong. Look at me. Come, you can walk over me!

Bridge № 3: I am a very nice bridge. I am made of bricks. And I am very old.

Narrator №3: Yes, it is a nice bridge. It is a very nice bridge. But under the bridge there is a nasty troll. It is a very nasty troll. The troll is big and green.

When all the boys and girls run in and stand on the stage. Behind the troll. The troll stands in the center of the stage. Everybody sings the song “The Troll Song” CD-TN№8.

SCENE 4

All the boys and girls run away. Narrator№4, Baby-Goats and the Troll stand on the stage.

Narrator № 4: Baby-Goats walk on to the bridge, too.

Troll: Hello! This is my bridge. Who are you?

Baby Goat № 4: We are hungry. We want to eat the green, green grass.

Troll: Well, I am hungry, too. And I want to eat you. Come here.

Baby-Goat № 1: Please, don't eat us.

Baby-Goat № 2: Wait for the next goat.

Baby-Goat № 3: She is big.

Troll: Mmmm. Erhhh. Arhhh. Ok, Baby-Goats, it's a good idea. You can walk over my bridge.

Baby-Goats: (together) Thank you!

Baby-Goats run away. Mummy Goat come in. CD-TN№9.

Narrator № 4: Now mummy Goat walks onto the bridge.

Troll: Hello! This is my bridge. Who are you?

Mummy Goat: I am Mummy Goat!

Troll: Where are you going?

Mummy Goat: I am hungry. I want to eat the green, green grass.

Troll: Mmmm. Erhhh. Arhhh. Ok, Baby Goats, it's a good idea. You can walk over my bridge.

Mummy Goat: Thank you!

Mummy Goat runs away. Daddy Goat comes in CD-TN№10

Narrator № 4: Now Daddy Goat walks onto the bridge.

Troll: Hello! This is my bridge. Who are you?

Daddy Goat: I am Daddy Goat!

Troll: Where are you going?

Daddy Goat: I am hungry. I want to eat the green, green grass.

Troll: Well, I am hungry, too. And I want to eat you. Come here.

Daddy Goat: Ok, here I come.

Daddy Goat hits the troll.

Troll: Help!

The troll runs away. CD-TN№11.

Narrator № 4: Now Daddy Goat, Mummy Goat and Baby Goats are not hungry. They eat the green, green grass every day. This is the story of the three goats.

All the boys and girls run in and sing “Over the Bridge” CD-TN№12.

APPENDIX 2

SCHEDULE

For Specialized Economics and Law School

SUMMER ENGLISH LANGUAGE CAMP

to be held at

Kharkov University of Humanities «People's Ukrainian Academy»

from June 1 to June 16, 2017

Date	Time	Activities	Location
01 June	9.00	Welcoming ceremony	Entrance to the Academy
	9.15	Morning exercises. Announcement of the day's activities	The Academy's sports ground
	10.00	Breakfast	Dining room
	10.30	"Here We Are" - presentation of the camp teams. English practice.	Rooms 401, 402
	12.30	Sports and outdoor games	Sports ground
	13.00	Lunch	Dining room
	13.30	Rest time	Lounges
	15.40	Afternoon snack	Dining room
	16.00	"Let There Always Be Sunshine" - a contest of asphalt drawings dedicated to the Day of Protection of Children	Entrance to the Academy
	17.00	Giving out awards to the contest winners	The Academy's sports ground
2 June	9.00	Morning exercises. Announcement of the day's activities	The Academy's sports ground
	9.30	Breakfast	Dining room
	10.00	Bus tour to Skovorodinovka village	Museum in the village of Skovorodinovka
	13.30	Picnic	On a scenic site of Skovorodinovka.
	14.00	Sharing the impressions of the excursions	Lounges
	16.00	Afternoon snack	Dining room
	16.30	Summing up the day's activities	Rooms 401, 402

6 June	9.00	Morning exercises. Announcement of the day's activities	Sports ground
	9.30	Breakfast	Dining room
	10.00	Bus excursion to "Gomelshanskiye Forests" - the "Gomelshanskiye Forests" Enterprise	Entrance to the Academy
	13.30	Picnic	On a scenic site of the forest
	14.00	Sharing the impressions of the excursion	Rooms 401, 402
	16.00	Afternoon snack	Dining room
	16.30	Summary of the day's activities	Rooms 401, 402
7 June	9.00	Morning exercises. Announcement of the day's activities	Sports ground
	9.30	Breakfast	Dining room
	10.00	"In Search of Treasures" quest. English practice.	PUA's premises
	12.00	Culinary master classes	Dining room
	13.30	Lunch	Dining room
	14.00	Rest time	Lounges
	15.30	Afternoon snack	Dining room
	15.45	"You Have Entered the World of Museums"- virtual tour №1	PUA Center for Scientific & Humanitarian Information
8 June	9.00	Morning exercises. Announcement of the day's activities	Sports ground
	9.30	Breakfast	Dining room
	10.00	Camp Golf championship	Sports ground
	12.00	Rehearsals for the song contest. English practice	Rooms 401, 402
	13.30	Lunch	Dining room
	14.00	Rest time	Lounges
	15.30	Afternoon snack	Dining room
	15.45	Outdoor games.	Sports ground
	16.15	Rehearsals for the song contest. English practice.	Rooms 401, 402
	17.00	Summary of the day	Rooms 401, 402
9 June	9.00	Morning exercises. Announcement of the day's activities.	Sports ground
	9.30	Breakfast	Dining room
	10.00	Bus excursion to "Kharkov Botanical	Meeting at the entrance to

		Gardens" with a subsequent visit to the Kharkov children's Railway Station	the Academy
	13.30	Lunch	Dining room
	14.00	Rest time	Lounges
	15.30	Afternoon snack	Dining room
	15.45	Brain Ring Contest. English practice	Rooms 204, 205
	17.00	Summary of the day's activities	Lounges
12 June	9.00	Morning exercises. Announcement of the day's activities	Sports ground
	9.30	Breakfast	Dining room
	10.00	"Funny Starts" – sports competitions	Sports ground, gymnasium
	12.00	"Favorite Cartoons" quiz. English practice.	Rooms 203, 204
	13.30	Lunch	Dining room
	14.00	Rest time	Lounges
	15.30	Afternoon snack	Dining room
	15.45	Outdoor games	The Academy's sports ground
	16.30	Rehearsals for the song contest. English practice.	Rooms 401, 402
17.00	Summary of the day's activities	Lounges	
13 June	9.00	Morning exercises. Announcement of the day's activities	Sports ground
	9.30	Breakfast	Dining room
	10.00	Excursion to Feldman's eco-park	Meeting at the entrance to the Academy
	12.30	"In the World of Animals" quiz. English practice	Rooms 401, 402
	13.30	Lunch	Dining room
	14.00	Rest time	Lounges
	15.30	Afternoon snack	Dining room
	15.45	Rehearsals for the song contest. English practice.	Rooms 401, 402
	17.00	Summary of the day's activities	Lounges
14 June	9.00	Morning exercises. Announcement of the day's activities	Sports ground
	9.30	Breakfast	Dining room
	10.00	"Cossack Games" - sports competitions	Sports ground
	11.30	"Lost City Journey" game. English	Rooms 401, 402

		practice.	
	13.30	Lunch	Dining room
	14.00	Rest time	Lounges
	15.30	Afternoon snack	Dining room
	16.00	“The World of Museums” – virtual tour №2	Academy’s Center for Scientific & Humanitarian Information
	17.00	Summary of the day’s activities	Lounges
15 June	9.00	Morning exercises. Announcement of the day’s activities	Sports ground
	9.30	Breakfast	Dining room
	10.00	Going to a Puppet show	Kharkov Puppet theatre
	13.30	Lunch	Dining room
	14.00	Rest time	Lounges
	15.30	Afternoon snack	Dining room
	15.45	Rehearsing for the song contest. English practice	Rooms 401, 402
		Outdoor games	Sports ground
	17.00	Summary of the day	
16 June	9.00	Morning exercises. Announcement of the day’s activities	Sports ground
	9.30	Breakfast	Dining room
	10.00	Outdoor games	Sports ground
	11.00	Final rehearsal for the song contest. English practice.	Rooms 401, 402
	13.30	Lunch	Dining room
	14.00	Rest time	Lounges
	15.30	Afternoon snack	Dining room
	16.00	Closing camp festivities and celebrations.	Sports ground , Room 401

Invitation to cooperation

Members of the **Chair of Foreign Languages** have been carrying out activities in the following areas of inquiry:

- Teaching General English at different levels to students of different age-groups, including adult learners):
- Teaching Business and Academic English;
- Teaching English for HR Management;
- Teaching English for Social Management;
- Conducting research into:
 - foreign languages teaching methodology for pre-school, primary and secondary school, and for university levels;
 - Ethnography of Communication, including Ethnomethodology;
 - problems of Cross-cultural (mis)communication;
 - various problems of discourse analysis, including those of Economic and Academic types of discourse;
 - novel developments in contemporary English;
 - Lexicography, including dictionary compilation;
 - various aspects of Cognitive linguistics, including conceptology.

We are open for cooperation in:

- Co-writing scientific articles and conference papers on various aspects of Linguistics and Foreign Language Methodology.
- Organizing joint workshops and conducting master classes on topical issues of Linguistics and Linguo-didactics.
- Organizing Faculty exchange programs, including guest teaching and lecturing, working on joint projects, conducting joint language courses, etc.

Навчальне видання

25 YEARS OF FOREIGN LANGUAGES TEACHING
at Kharkov University of Humanities “People’s Ukrainian Academy”
Specialized Economics and Law School:
integrating traditions and innovations

(англійською мовою)

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