

References

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WORKING WITH NEWS IN ESP CLASSROOM **Olga Zelinska, Valentina Simonok (Kharkiv, Ukraine)**

One of the objectives of the education nowadays is to contribute to the development of well-informed, effective and responsible citizens who can decide for themselves about different personal and public issues. The global trends towards cultivating human rights and civil society are essential part of civic education especially for future lawyers. The most valuable source of authentic materials for the development of political culture, socioeconomic, legal and cultural awareness is mass media. TV, Internet news, reports and analytical articles from newspapers and journals contain a huge variety of material on any topic and of any length to deal with in a classroom. Teaching English through the use of mass media authentic materials can prove effective, creative, innovative and interesting for both English language teachers and learners. What we mean by authentic materials in teaching are the materials that have not been designed for teaching purpose.

There are a lot of different ways of using mass media materials in the classroom, for example, reading, listening, and viewing with further discussions and activities. Students' assignment as homework can be preparation of brief breaking news reports with possible predictions of the events development. If video news is used in the classroom the work with a news item should start with preliminary discussion to find out what students know about the news. They can be given questions to answer in the process of viewing. During viewing the learners can take notes and write comments. Students can be allowed to make comments during the program but reminded not to disturb others. Quiz questions and surveys included in the television program can engage student interest and participation. After viewing students may be engaged into discussions designed to encourage them to think and develop deeper understanding news and current affairs issues that influence their daily lives.

The following activities help engage students in listening, speaking and responding to issues presented: learning new words each time they watch news and then teaching these words and their meanings to other students; they can reflect on their favourite news pieces; summarize the ideas; work in small groups and create quiz then swap for other small groups to answer the questions; ask and answer questions in pairs about one of the stories in the program, alternatively they can write answers and other students have to come up with corresponding questions. Students also eagerly participate in reporter role-plays when one student is a reporter and others can be people who appear on the news and interviewed, students can record the interviews and show to others in the classroom. After watching the program students pair up and prepare a skit or short talk about one topic from the television program where one part must be inaccurate. Two groups then pair up and take it in turns to present their skit or talk, whilst the others have to work out what the error is. Students can be divided into pairs and immediately after watching play "Agree or disagree?" He/she must convince his or her partner of her own point of view. After two minutes students can find a new partner and repeat the activity. Students can work with viewed materials and do follow-up activities, for example, writing a letter to an editor or their reports on local events, some analytical materials from the point of view of future lawyers.

Mass media materials can serve as a useful tool in the ELT and ESP classroom for language skills development, enhancing students' knowledge of current affairs, their ability to understand and evaluate the principles of civil society and citizenship. However, the success of work with mass media depends on how meaningful resources for both linguistic development and cultural understanding are selected to suit the needs of the language learners. Most of the time students should be left free to find the sources that interest them. The teachers also need to assume the role of researchers in order to access current, timely and interesting news stories from target language cultures that are meaningful to students. Active participation in activities based on news items can develop students' communicative strategies and skills, sense of responsibility for the learning process and motivate them, develop their political and cultural awareness.

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MNEMONIC AID FOR TEACHING THE ORDER OF ADJECTIVES

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Any language has some embarrassing phenomena a native speaker will never concentrate on. But these phenomena may cause some difficulties either for the teachers or for the learners who are non-native speakers. So, a teacher of a foreign language has to be a creative person ready to apply the individual approach whatever he/she is teaching. The word order of adjectives is one of such problems, because one of the easiest ways to identify a non-native English speaker is by the incorrect order of adjectives in a sentence. Teaching this issue we used to get one of the most frequently asked questions how to put adjectives in the correct way. For example, what is right "an intelligent young