

they felt while they were doing it, whether they regret it now, what they think will happen next etc. Another student could write about the same story from the point of view of the victim, another from the point of view of a police officer etc. They should try to incorporate some of the key language from the story if possible.

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NEW APPROACHES TO TANDEM LANGUAGE LEARNING

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Abstract. The article analyzes tandem language learning, specific features of this method and the history of its development. The author focuses special attention on new approaches and ways of implementing this method in modern conditions.

Key words: tandem language learning, principles of reciprocity and learner autonomy, Mobile Assisted Language Learning, learning via Skype, learning via E-mail.

НОВІ ПІДХОДИ ДО ТАНДЕМ-МЕТОДА ВИВЧЕННЯ МОВ

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Анотація. Стаття аналізує тандем-метод вивчення мов, особливості цього методу та історію розвитку. Автор особливу увагу приділяє новим підходам до застосування зазначеного методу в сучасних умовах.

Ключові слова: тандем-метод вивчення мов, принципи обопільності та автономності, навчання за допомогою мобільних засобів, навчання через Skype, навчання за допомогою електронної пошти.

Nowadays language is understood as a complex multifunctional phenomenon that links an individual to other individuals, to communities, and to national cultures. That is why broad, intellectually driven approach to teaching language and culture in higher education is the priority of today's world education. Different studies of the best ways of implementing this approach to situate language study in cultural, historical, geographic, and cross-cultural frames within the context of humanistic learning are carried out.

Among other methods special attention today is given to *Tandem* language learning which is a method based on mutual language exchange between tandem partners (ideally each learner is a native speaker in the language the proponent wants to learn). [3]

Although this learning method has been systematically practised for over 30 years by many language schools in the world, organised as TANDEM International, as well as by more than 30 universities and other educational institutions that have researched and successfully implemented eTandem learning opportunities in various European Union funded (LINGUA, ODL) research and development projects, nowadays due to development of new technologies new ways of implementing this method are devised.

The roots of this learning method are traced to the beginning of the XIX century when in England the "mutual system" was established by Joseph Lancaster and Andrew Bell. Similar phenomenon was developed by Peter Petersen in the "Jenaplan schools".

The concept "Tandem" appeared first in 1971 in connection with the "audio-visual method" of Wambach, and from there it was transferred to the binational courses organised from 1968 at German-French youth meetings.

In the middle of the XX century this model was widely used in Germany where in Munich and then in Bremen, Frankfurt and Zürich courses to work with immigrants in the German-Turkish area were organized by Klaus Liebe-Harkort and Nükhet Cimilli.

In 1979 the Tandem learning partner mediation, in the beginning only for Spanish and German, was developed by Jürgen Wolff. In 1982 a course programme was started. The Language partner mediation later became the basis for the Tandem

network. This idea travelled over the world, new small "alternative language schools" appeared that in 2002 merged into 'Tandem International'. The material for the partner mediation was translated into almost all the important European languages. It encouraged new courses abroad, youth exchange, peripatetic cultural events, correspondence between classes and similar cross-border and international activities.

Tandem learning is an autonomous learning method at a distance usually using any communication media to which they have access: e-mail, telephone, video conferencing, fax, letters, instant messaging, SMS, etc. In this process both partners take responsibility for their own progress. Learning takes place through authentic communication with a speaker, who can correct the learner and also support in attempts to express themselves. Since each partner can speak the other person's language at least to some extent, they have more opportunities to help one another: through explanations in the foreign language, through comparisons, etc. As learning in tandem is always based on communication between members of different language communities and cultures, it also facilitates intercultural learning.

In Tandem learning both partners may have primary learning goals to acquire or enhance competencies which the other partner already has such as skills/competencies to communicate in a certain language, cultural competencies, professional skills /competencies. Beyond that, each tandem partner can gain new competencies resulting directly from the learning process (secondary learning goals): autonomous learning skills, inter-cultural communication skills, communication in the working language skills.

There are two main principles that Tandem learning is based on:

- 1) the *Principle of Reciprocity* that means that successful learning in tandem is based on the reciprocal dependence and mutual support of the partners; both partners should contribute equally to their work together and benefit to the same extent;
- 2) the *Principle of Learner Autonomy*, according to which all tandem partners are responsible for their own learning: they alone determine what they want to learn and when, and they can only expect from their partner the support that they themselves have defined and asked for.

Together, the two partners define their aims and timeframes, strategies, and the material they wish to cover. The effectiveness of this method depends on the communication strategies and learning techniques the students are able to set. It does not replace language courses but rather complements them. It is a form of out-of-class learning that has the function of independent preparation and follow-up work at home, learning through communication and also from foreign language newspapers, books, radio broadcasts, television programmes or videos.

Today, due to the growth of wireless and emerging technologies, special attention in Tandem learning is given to *Mobile Assisted Language Learning (MALL)*, an approach that is assisted or enhanced through the use of a handheld mobile device (mobile phones, iPods, tablet PCs, hand-held computers, etc.). These devices can easily be utilized outside of the classroom; learners can study or practice manageable chunks of information in any place on their own time.

thereby taking advantage of their convenience. Ultimately, MALL has special potential in expanding social inclusion in language learning.

Modern tandem instruments are: e-mail, telephone, fax, voice-mail, web-conferences, chat, messenger, etc. Depending on the objectives different media can be chosen. For example, to improve oral skills (listening comprehension and speaking) telephoning and video conferencing are well suited, reading and writing skills can be developed with written media such as e-mail, fax or letters (partners have enough time to read and respond to texts with the help of a dictionary and learning materials). But combination of various media with each other is the most productive way.

Among the most common and quite effective forms of Tandem learning nowadays are learning via Skype and via e-mail.

Learning via Skype is a new opportunity to practice foreign languages with native speakers on the Internet for free. It also provides an effective way to find tandem partners online by the *Mixer* website that is an educational site created to help learners and teachers to find partners for language exchange via Skype. Skype is perfect for oral communication; it's synchronous which means authentic, real-time interaction; as partners can see one another it means body language can be read to a certain extent and a sense of presence is highlighted; it doesn't require high-level digital literacies.

Scholars think that a digital tandem exchange via Skype is an excellent method to put into practice a model for learner autonomy, where the subject to self-develop the capacity for directing personal learning during the language acquisition process is offered. [1]

Learning via E-mail is a form of asynchronous computer-mediated communication that provides a context for communicating with other speakers in authentic communicative situations. Interaction via e-mail lends a feeling of reality to students' communicative efforts that may seem artificial in a classroom setting. This communicative interaction is much like spoken language because of its informal and interactive nature. [2]

In e-mail communication foreign language learners can experience increased control over their own learning, since they can choose the topic and change the direction of the discussion. The end goal is to communicate with another person in the foreign language and to produce a mistake-free composition. Corrections are simple as the partner can automatically insert the letter and make comments directly. Any document can be attached to e-mails, including pictures, graphics or audio files. It is cheap and fast as only a few seconds are needed to receive and send messages on-line.

Since open, self-determined, self-contained and independent learning has become more and more important nowadays, Tandem learning as a way of authentic inter-cultural communication has to be given special attention not only as a way of self-learning but also it has to be integrated into existing curricula.

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SILENT WAY AS THE EFFECTIVE WAY OF TEACHING ENGLISH AT HIGH SCHOOL

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Abstract. The paper highlights an idea of the Silent Way and its most striking features which distinguish this method from other alternative ones. Discussion of pros and cons of method application at English classes at High School.

Key words: Silent Way, method, language, approach.

НЕВЕРБАЛЬНИЙ МЕТОД ЯК ЕФЕКТИВНИЙ МЕТОД ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ В ВИЩІЙ ШКОЛІ

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Анотація. Робота висвітлює головні риси невербального методу, які вирізняють його від інших методів. Також обговорюються "за" та "проти" застосування методу у викладанні англійської мови в Вищій школі.

Ключові слова: Невербальний метод (Silent Way), метод, мова, підхід.

The role of education and its approaching have drastically changed in the XXI century. The part of English instructor is not major in the teaching process anymore but a student as a person, is interests and needs.

Silent Way is "brainchild of the late Caleb Gattegno"[5]. The use of the word "silent" is significant, as Silent Way is based on the premise that the teacher should be as silent as possible in the classroom in order to encourage the learner "to produce as much language as possible"[6]. The Silent Way is characterized by its focus on discovery, creativity, problem solving and the use of accompanying materials. A good silent way learner is a good problem solver. The teacher's role resides only in giving minimum repetitions and correction, remaining silent most of the times,