

## **help to introduce modern computer devices and information technologies into the sphere of university education.**

The effectiveness and productivity of the innovative EAP/ESP teaching techniques are determined by their great didactic and communicative potential, namely: 1) **methodological potential** – it is connected with the promotion of collaborative learning and research as far as all the participants can: a) submit the abstracts presenting the results of their research in humanities or sciences; b) read all the abstracts submitted for the conference and participate in further commenting; c) initiate discussion of the problems mentioned in the reports, leave their comments and feedback, thus, e-conferencing encourages new on-line students' research communities aimed at exploring and investigating the unknown cognitive sphere, and English becomes an effective tool of obtaining new knowledge and skills; 2) **functional-and-communicative potential** – it creates a new academic medium where all the participants are both the authors and the addressees, thus, the students become more attentive to their writing and try to improve their knowledge of English and writing skills for the Internet conferences invite discussion; 3) **psychological potential** – it gives more opportunities to verify the communication between the teachers and students, brings new touch to it, helps in creating co-operative friendly atmosphere in their interrelationships.

Thus, the introduction of the innovative EAP/ESP teaching techniques into the practice of teaching English brings in new multiple opportunities into the process of mastering English as a language for specific and academic purposes.

### **References**

1. Instructional Technology. – [Electronic Resource] – [http://en.wikipedia.org/wiki/Instructional\\_technology](http://en.wikipedia.org/wiki/Instructional_technology)
2. Kennedy A.J. The Internet. The Rough Guide. – L.: Rough Guides Ltd., 1999. – 501 p.
3. The Oxford Paperback Thesaurus / Comp. B. Kirkpatrick. – Oxford: OUP, 1994. – XII; 912 p.

## **ESP TASKS FOR DIGITAL NATIVE GENERATION**

VALENTYNA SIMONOK, Professor, Doctor of Science (Linguistics)

OLGA ZELINSKA, Associate Professor, PhD (Linguistics)

*Yaroslav Mudryi National Law University*

Using computers, mobile phones and the Internet for language learning is complex, dynamic and quickly changing. Technology adds dimensions to the already multifaceted domain of second and foreign language learning, requiring new knowledge and skills for those who wish to incorporate it into their professional practice or understand its impact on the language teacher and learner. The technology changes so rapidly that knowledge and skills must be constantly renewed to stay apace of the field.

Though modern devices, the Internet and social networking may initially appear to be a distraction to the learning process, with some creativity from a teacher

they can become great tools that motivate, engage and entertain students, increase their involvement while educating them, requiring them to use the mixture of four skills: listening, reading, writing and speaking.

Motivation is always a key issue in the field of education. One supportive and potentially motivating outcome of the Internet use is that students begin to realize that not only is the world connected together through the use of this technology, but as the majority of information on the Internet is in English, they begin to appreciate in more concrete terms the usefulness of acquiring language skills. Thus, English is taken to a new level and considered a means of real communication. Technically assisted learning offers a more practical language experience, providing students with functional communicative activities that serve the learners needs as well as motivate them to use English in their daily lives.

The Internet made possible communication with native speakers and allows learners to practice specific skills such as negotiating, persuading, clarifying meaning, requesting information, and engaging in true-life, authentic discussion. Additionally, the Internet gives the opportunity to construct knowledge together by expressing themselves in print and then assessing, evaluating, comparing, and reflecting on their own views and those of others. It is also a useful medium for teaching culture, learning about the target culture and cross-cultural communication.

Students have almost unlimited access to professional information in the context of second or foreign language learning. The Internet can serve as a platform for experiencing and presenting creative works such as essays, poetry and stories and for providing supplemental language activities in specific areas of language learning. It helps students to improve their computer and searching skills, technical and conceptual experiences. The activities involving on-line search can improve the quality of language: learners have a great variety of speech discourse and use more complex language. The Internet changes the interaction between learners and teachers: there is less teacher and more learner talk in computer classes. Furthermore, it changes teacher and students' roles and makes learning more student-centered.

One of the major skills that are required throughout life, and especially at university, is researching a topic that is relatively unknown. The Internet is a great place to look and obtain background information and formulate a picture of the background of a topic that is relatively unknown to a student. Students mastering law can be assigned with some problematic or controversial topics, such as 'legal aspects of euthanasia', 'legal writing vs. legalese' and given the task to find the necessary information and prove their point of view or position, explain some of the similarities and differences. The Internet has shaped the global lexicon with new words such as 'blog', 'wiki', and 'podcast', along with generic trademarks such as 'google'. It has changed the way many people find and share information. At the same time, the Internet has been accused of "making us stupid" (Carr N. 2010), turning us into more isolated and less creative than we would be if we had no Internet. Such controversies surrounding the growing usage of the Internet offer intriguing fodder for class discussion.

These activities provide students with the ability to practice a number of skills that is involved in the research process, while at the same time giving them useful reading and speaking practice. To create an interactive element to the exercise, students can form pairs or groups in order to discuss the information that they come across, and then present their findings to the rest of the group. Students can be also provided with worksheets containing a series of professionally oriented questions for research and finding the answers. They can work individually or in groups in a race to see who can successfully navigate the Internet to find the answers to the questions.

Presentation of information in a variety of forms other than essays is becoming more and more widespread. Dossiers are a common form of presentation styles of assignments at universities throughout the world. Students can be asked to find out information about political systems, international organizations, legal aspects of environmental issues and current news items, and present the information in the form of a dossier. Rather than focus on the structures of writing, a dossier looks at the student's ability to research information, focusing on the ability to summarise and dissect a large amount of information.

Students should know what is happening in the outside world, and one of the best ways for them to practice their English and find out what most important events are taking place is to make use of the Internet and take a deeper look at the news happening around the world. Students can read newspapers or watch news on-line and bring the items of news in class for the discussion with the rest of the class, adding their own opinions and possible solutions to the situation. This activity can potentially turn into a classroom discussion or debate, and gives the students control over the material used in class.

The content of the news programs used in class is important and should depend primarily on students' interests and background knowledge. They feel more comfortable listening to content that is familiar and that they can make predictions about. In linguistic terms, they need to have some background knowledge to help them comprehend the information presented. Because of this, it is worthwhile asking students about their interests, or giving them a choice of which reports they would like to work with since this is a way of having them predict report content and activate vocabulary before they watch, as well as giving them some responsibility over course content. Negotiating the content of the class in this way will ensure that interest is piqued by the time you actually present the class with the report and will ensure that the content of the class is more relevant to the learners. Given the choice, students are more likely to choose something that they find very interesting, or already know something about rather than something that is completely alien.

News reports and programming from broadcasters can be used in the ESP classroom as they are easy to find, manageable, timely and interesting. Because news is constantly changing and goes out of date quite quickly, it is more useful for teachers to learn techniques and activities to use with a wide variety of reports rather than making labor intensive worksheets which may be unusable next time around. Teaching students how to deal with the barrage of information presented in news reports through vocabulary activation, prediction, confirmation, note-taking and a

combination of top-down and bottom-up exercises can help to increase students confidence in their ability to understand news and may even stimulate them to access this huge resource by themselves.

The Internet can be used to offer advice, facilitate analysis, or conduct activities. Numerous sites offer lessons on English language usage, which provide short lessons on specific points given by a lively and charismatic expert, are advice-giving resources that teachers and learners might exploit in the classroom or at home for students working by themselves. The collections of authentic language samples, typically limited to a particular type, such as academic speech, literature and media can be used for analysis.

Using the Internet resources can contribute to learning efficiency: learners are able to pick up language knowledge or skills faster or with less effort; to the access to materials or experience interactions that would otherwise be difficult or impossible to get or do; convenience: learners can study and practice with equal effectiveness across a wider range of times and places; motivation: learners enjoy the language learning process more and thus engage more fully.

#### **References**

1. Carr N. *The shallows: What the Internet is doing to our brains.* – New York/London: Norton, 2010.
2. Chinnery G. M., *CALL Me... Maybe: A Framework for Integrating the Internet into ELT / English Teaching Forum*, 2014. – № 52 (1), P. 2 – 13.

## **TEACHING INTERCULTURAL COMMUNICATION**

MARYNA TSEHELKA, associate professor  
SHARON WORDEN, senior specialist  
*Kryvyi Rih National University*

The Common European Framework of Reference published in 2001 has greatly influenced the foreign language teaching. Alongside with other important issues it recognized the importance of intercultural competence and intercultural awareness in foreign language teaching. Intercultural Competence is understood as the acquisition of intercultural understanding and the ability to act in linguistically and culturally complex situations.

Thus in foreign language teaching and learning we can define three interrelated components:

1. Language use.
2. Awareness of the nature of the language.
3. Understanding of foreign and native culture [1].

The third point – understanding of foreign and native cultures is the main focus of Intercultural Communication as a subject. Intercultural Communication (IC) as a subject links two very broad and abstract categories – culture and communication. These very abstract categories tend to blend into each other as culture is a dynamic concept that has many meanings, and the same may be said about communication.