

people will embrace learning the new language fervently, a great deal might find themselves intimidated and simply sit in the class and not contribute.

Speak English. This might seem like an obvious one but it is important to remember that, especially with those who are beginners, many might be tempted to slip into their native tongue and this can be detrimental. Often, students might start talking amongst themselves, usually if they're simply asking for instructions. If this happens, inquire as to what they are talking about and see if they can say it in English. This will help them to learn some new vocabulary and the teacher won't feel so isolated.

Be animated. Don't be afraid to make sound effects, play music, and take walks around the neighborhood to reinforce concepts. Sometimes the best learning doesn't even take place in the classroom, and it doesn't have to be serious to be effective.

Don't assume students know why you are teaching them. For instance, do a role play to demonstrate how bad it would be if they got lost and couldn't communicate. This will show students why they need to memorize their phone number. If they understand why a concept is important they will be more likely to remember it.

References

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- 3.<http://www.teaching-esl-to-adults.com>
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CONTENT AND LANGUAGE INTEGRATED LEARNING FOR LAW STUDENTS

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Language pedagogy has come a long way since the days when repetitive grammar-translation methods were regarded as the only way to learn. Today, task-based and content-oriented approaches are widespread, emphasizing communication and the practical use of language. Content and Language Integrated Learning (CLIL) is a competence-based teaching approach that is gaining ground in European education systems. The idea is to teach both the subject and the language, and is captured in the phrase "using language to learn, learning to use language." CLIL encourages the use of curricula which promote the right interpersonal skills, cultural sensitivity and communication and language abilities which are in demand by today's employers. Content and language integrated learning programs combine teaching content from a curriculum area with the explicit teaching of the target language. There is a focus on the vocabulary and structures required for the curriculum area. Content may include all or part of one or more curriculum areas. In a CLIL program, learners gain knowledge of the curricular subject, for example, International Law, while simultaneously learning and using the target language. One of the advantages of CLIL is the possibility to make curriculum less crowded so it enables one or more curriculum areas to be taught in and through the language, and extends the time for language learning. It was rightly noted by D.Lasagabaster that "the overall benefits of this type of education are linked to improved motivation, increased knowledge of specific terminology, the strengthening of intercultural communicative competence, meaning-centered and communication-centered learning, promotion of teacher-student and student-teacher interaction, and, as a result, improvement in overall target language proficiency." [1]

The teachers who participate in the CLIL program have to coordinate plans where the language teacher ensures that students can understand and use effectively the key terms and concepts in content areas in English. First of all, students should be provided with language support in the form of a preliminary course if their knowledge of English is not good enough to apprehend the course content.

Lexical units, terminology, necessary grammar and structure should be taught prior the main course with much individual attention to students. The task of a the teacher is to develop their ability to work with special literature on the subject, understand and communicate the meaning, and, in the case of legal English, draw up and analyze documents, write on the subject. Then, in the process of learning the subject students continue language studies and that helps them become more confident in their language and communicative skills, promotes interaction and language use. They gain confidence and greater self-awareness of their capabilities in both classroom settings and in terms of their future professional development. At this stage the language teacher should focus on development of productive skills; speaking and writing in the framework of the Subject content. Providing language support in the process of studying ensures that students master the course or its parts more effectively and they learn more language. Special attention should be paid to assessment, review and feedback by both language instructor and the Subject lecturer not only on the final stage of teaching the Subject but through the whole period of teaching the course or its part. This kind of approach has been identified as very important by the European Commission because: "It can provide effective opportunities for students to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education. It provides exposure to the language without requiring extra time in the curriculum, which can be of particular interest in vocational settings." [2]

References

1. Lasagabaster, D.: 2008, Foreign Language Competence in Content and Language Integrated Courses. *The Open Applied Linguistics Journal* 1, 30 – 40.
2. Journal of the European Union Council Resolution of 21 November 2008 on a European strategy for multilingualism. Retrieved from: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:320:0001:0003:EN:PDF>

ENGLISH FOR GRAPHIC DESIGNERS

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English for graphic designers involves teaching and learning the specific skills and language needed for a particular purpose that is a set of skills that students will need in their work or will need in their professional careers. Teaching future designers we face some problems. Firstly there is lack of course periods; secondly there is no official curricular; thirdly there is no course book for graphic designers and finally different levels of students' knowledge.

There is no sense to discuss lack of classes because we can do nothing with this. We have one period per week during 3 semesters.

Two years ago we began teaching graphic design students English for professional needs. We didn't find any programs or curriculums for the course. So we had to work out our own one. It consists of two parts: General English and English for Specific Purposes. General English topics include: Family, People and Personalities, Clothes, Daily Routine, Leisure Time: Pastime, Hobbies, Sports, Ukraine, the UK, Holidays and Traditions, Education in Ukraine, Education in the UK, Learning Foreign Languages, Learning Styles, Career, Hunting for a Job. English for Specific Purposes topics include: Graphic Design, Graphic Design Tools, Elements of Graphic Design, Principles of Graphic Design, Web Design, Colour Theory.

As teachers of General English, we always try to find materials and methodologies which are effective for a particular class. This question is also relevant to English for Specific Purposes but one other factor should also be considered: subject specific knowledge. We didn't find any English textbook for graphic designer. So we design our own one. Our students usually know more about the subject than we, teachers, do. This additional factor is often what makes ESP a daunting, but also an exciting, challenge. Very often we are unfamiliar with the specific subject. Sometimes we begin a specific topic before students