



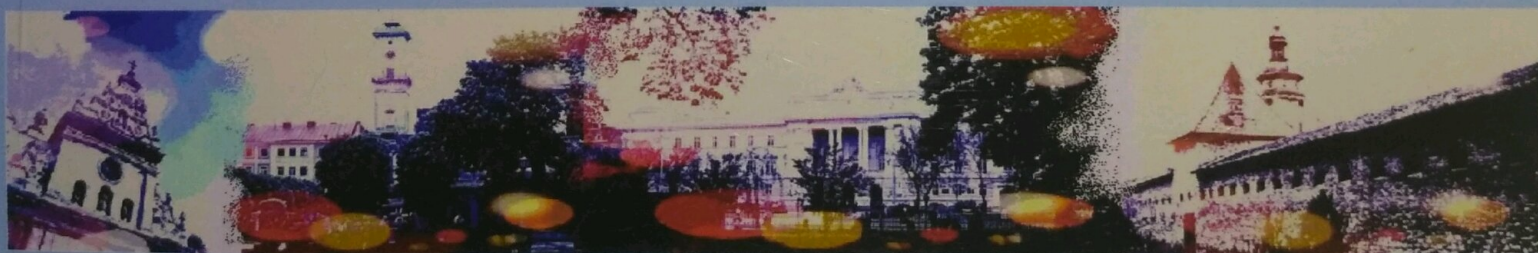
MINISTRY OF SCIENCE AND EDUCATION OF UKRAINE
U.S. EMBASSY IN UKRAINE
TESOL-UKRAINE

2017 TESOL-Ukraine National Convention
Lviv, April 25-26, 2017



**PATHWAYS TO SUCCESS
FOR CONTEMPORARY ENGLISH TEACHERS
AND THEIR LEARNERS**

BOOK OF CONVENTION PAPERS



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The collection includes convention papers of the reports made at The Annual National TESOL-Ukraine Convention “Pathways to Success for Contemporary English Teachers and Their Learners”, that took place in Lviv on April 25-26, 2017. More than 200 teachers from the higher and secondary educational establishments of Ukraine participated in the work of the Convention. The reports presented at the Convention deal with a wide range of research problems in the spheres of linguistics, ELT methodology, CALL, literature studies, etc.

The publication is aimed at EFL professionals, researchers, students, post-graduate students, and at all those interested in the theoretical and practical aspects of teaching and learning English.

Шляхи до успіху: особливості викладання і вивчення англійської мови в сучасних умовах : тези доповідей (англ. мовою) / Укл. А. Раду. Ред. А. Раду, Л. Кузнецова. – Львів: ПП „Марусич”, 2017. –208 с.

Збірник тез доповідей Всеукраїнській конвенції TESOL-Україна “Шляхи до успіху: особливості викладання і вивчення англійської мови в сучасних умовах”, яка відбулася у Львові 25-26 квітня 2017 р. У конвенції взяли участь понад 200 викладачів вищих і середніх навчальних закладів України. Доповіді відображають широкий спектр досліджень, які здійснюються науковцями та викладачами вищих і середніх навчальних закладів у галузі лінгвістики, лінгвометодики, комп’ютерної лінгвістики, лінгвометодики з впровадження новітніх інформаційних технологій, літературознавства тощо.

Видання розраховано на науковців, викладачів, студентів, магістрантів та аспірантів, які вивчають англійську мову та на широке коло зацікавлених осіб.

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<i>Didukh, Oleksandra</i> CHOOSING THE TOPIC TO ORGANIZE DEBATE IN CLASS	42
<i>Donets, Svetlana, El Kassem, Elena</i> POLITICAL CORRECTNESS IN LINGUO- CULTURAL ENVIRONMENT	44
<i>Dubchak, Inna</i> RAISING STUDENTS' AWARENESS	46
<i>Gerasimova, Irina</i> 21 ST CENTURY SKILLS	47
<i>Gladio, Svitlana</i> THINKING GLOBALLY – PERFORMING INTERCULTURALLY	49
<i>Grishko-Dumaievska, Valentyna</i> THE NATURE OF GROUP ACTIVITIES RELATIONSHIP IN A FOREIGN LANGUAGE CLASSROOM	50
<i>Gubareva, Olga, Voronova, Yelizaveta</i> PARTICULAR FEATURES OF STUDYING I-NET SLANG	52
<i>Guseva, Anna, Tkalya, Iryna</i> PROACTIVE AND REACTIVE STRATEGIES IN TEACHING READING FOR SOCIAL SCIENCES	54
<i>Harbuz, Viktoriia</i> DEVELOPING STUDENTS' KEY COMPETENCES THROUGH PARTICIPATION IN <i>ETWINNING PROJECTS</i>	55
<i>Herasimova, Oksana</i> BUILDING COMMUNICATIONAL SKILLS USING VERBAL AND VISUAL MEANS	56
<i>Herasymenko, Liudmyla</i> PROJECT WORK IN TEACHING AVIATION ENGLISH	57
<i>Holter, Iryna</i> THE FEATURES AND STRUCTURE OF THE LITERARY CHARACTER IN THE NOVEL "THE ADVENTURES OF PEREGRINE PICKLE"	59
<i>Hrichchina, Alina, Novikova, Yevgeniya</i> CULTURE-RELATED EXTRA-CURRICULAR EVENTS FOR UNIVERSITY STUDENTS	61
<i>Hrynya, Nataly</i> THEORY OF OPPOSITION AS A BASIS OF CONTRAST	64
<i>Iliencko, Olena</i> REINFORCING THE CONCEPT OF BLENDED LEARNING IN ACADEMIC ENVIRONMENT	65
<i>Kalko, Oleh</i> USING INTERACTIVE WHITEBOARDS IN TEACHING ENGLISH	67
<i>Kalko, Yaroslava</i> WAYS OF AROUSING INTEREST	69
<i>Karpenko, Nina</i> UNDERGRATED WRITING AS A TOOL TO DEMONSTRATE LEARNING	70
<i>Kazmina, Natalia, Demianenko, Tatiana</i> THE WAYS OF NEOLOGISMS CREATION IN MODERN ENGLISH	71
<i>Kholmakova, Iuliia</i> THE ADVANAGES AND DISADVANTAGES OF DRAMA TECHNIQUES IN FOREIGN LANGUAGE TEACHNIG	73
<i>Kholodenko, Tetiana</i> PROJECT WORK IN TEACHING ENGLISH	74
<i>Khomyakova, Iryna</i> BENEFITS OF USING DRAMA AND DEBATE TO TEACH COMMUNICATIVE ENGLISH BRINGING UP TOLERANCE AND CREATIVITY	76
<i>Kirsanova, Svitlana</i> TEACHING ENGLISH IN MULTICULTURAL EDUCATIONAL ENVIRONMENT	79
<i>Klymchuk, Angelina</i> CREATING PODCASTS AS AN EFFECTIVE TOOL IN SECOND LANGUAGE COMMUNICATIVE COMPETENCE FORMATION	81
<i>Kolodii, Myroslava</i> VERBALIZING CONCEPTS OF SPIRIT AND SOUL IN "FAUST" (based on English and Ukrainian translations)	83

more intelligent than their peers, at school they learn the material quicker, and thus finish it earlier than peers.

Gifted children with early specialization have mentally strong interest to a particular field of study. Basically it is noticeable in adolescence. Gifted children with some outstanding features of capabilities are not shown up among peers by high academic achievements. However, they have well developed some cognitive processes (memory, imagination, observation), which are potential signs of cleverness which can later develop into special abilities.

The study of gifted children made it possible to establish the essential features that form the structure of intellectual giftedness. They include: great attentiveness and concentration, constant readiness for hard work; escalation of readiness to work into the love to labor and demand; the speed of the processes of thinking, the increase of capacity to analyze and syntheses, high, high-productive of intellectual work.

The specificity of the talents of every child lies in the focus of interest. Further development of the abilities of such a child is in a particular activity.

The theme of education of gifted children developed all the scholars and psychologists of different times. Despite the solid theoretical and practical attainment in this direction there are many gaps caused by the complexity of the subject.

Theoretical education indicates that each mentally completed child is talented in his own way and a teacher should penetrate into the inner world of each kid. It is inappropriate to adjust all the children under one yardstick. It leads to the spiritual slavery. Therefore, the system which is focused on the education of a gifted child will positively influence the awakening and development of natural inclinations of each child.

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THE WAYS OF NEOLOGISMS CREATION IN MODERN ENGLISH

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The study of neologisms of recent decades shows that the vector of development of the English language is changing in the direction of creating new words from its own resources. According to the California organization Global Language Monitor, which aims to fixation of

new words in the English language in the vocabulary of the language of the modern world a new word appears every 98 minutes. Such a large number of neologisms in the vocabulary of modern language scientists explain as the existence of its different variants, from American English, including tens of thousands of words that are not in the standard (UK) version of English to Chinese English, which is frequently used vocabulary, which only the inhabitants of China can understand.

A neologism is a newly coined word or phrase or a new meaning for an existing word, or a word borrowed from another language. At the present moment English is developing very swiftly and there is so called neology blowup. The problem of neologism is considered by such famous researchers as I.V. Andrushyak, R. Berchfield, Yu.A. Zacniy, V.I. Zabolotkina, Yu. O. Zhklutenko and many others.

The intense development of science and industry has called forth the invention and introduction of an immense number of new words and changed the meanings of old ones: *microbot* (*micro* + *robot*), *bug* (*error*), *cybermoney* *E-money*, *podcaster*, *audioblog* and so on.

Neologisms have been developing in three main ways:

1. A lexical unit existing in the language can change its meaning to denote a new object or phenomenon. In such cases we have semantic neologisms: the word "umbrella" developed its meanings as a political protection.
2. A new lexical unit can develop in the language to denote an object or phenomenon which already has some lexical unit to denote it. In such cases we have transnomination: the word "slum" was first substituted by the word "ghetto" then by the word group "inner town".
3. A new lexical unit can be introduced to denote a new object or phenomenon. In this case we have "a proper neologism", many of them are cases of new terminology. spintronics (meaning "spin transport electronics"), also known as magnetoelectronics, is an emerging technology.

The language rapidly changes through the influences of time, development of technologies, appear new tendencies in economic and social development. As the result of these processes the new words "are born"; the society creates neologisms that are widely spread in communication, but never have been found in the modern dictionaries. The professor of English language Anne Curzan says that every year, a great number of the best known linguists in the United States go to the American Dialect Society annual meeting, where among other things, they vote on the word of the year.

Some of the modern words were not included to the dictionary, but have widely used, especially in social networks. The most commonly used method in the vocabulary word formation is compounding. Formed as a result of compounding derivative is a whole, a new concept, is not always equal to the sum of its values, for example: *flat* + *platform* = *flatform*. Compounding was common back in Old English, but many of the words were later replaced French and Latin borrowings. For example, instead of the Old English word *goldhoard* began to be used the French word *treasure*. In modern English there are words that have appeared by compounding notional basis, but at the moment their components are no longer perceived as a self-employed form. For example, the word *woman* originally had the form *wif-man*

(wife-man), where the middle f was too weak and so eventually disappeared. From the point of word-building we can see some kind of modelling new words from old once: the reflection of the sample model and its morphological structure. For example model with an element i: iCrime, iWork, iPod, iCloud, iBook and so on.

We can make a conclusion that new words are formed with the help of rethinking of the existing words, giving them the new meaning. So in the process of creating new words we can see the usage of traditional forms of word-building and completely new ways.

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THE ADVANAGES AND DISADVANTAGES OF DRAMA TECHNIQUES IN FOREIGN LANGUAGE TEACHNIG

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The past few years have seen a marked increase in the number of language teaching textbooks and materials which include role-play. But despite this fact some teachers still prefer to stick to the teaching model which was used when they were students themselves, and try to keep innovations away from their classrooms. They apprehend dramatization as something that disturbs teaching process, requires a great deal of time and is unnecessary for students. This delusion results from the fact that they accept dramatization as a mere adaptation of literary works for the stage and its performance at the student theatre (which is kind of dramatization, of course, but at the same time just one of its numerous varieties); or they refer to role-play as to a simple reproduction of dialogues in order to consolidate knowledge of the new words or grammar.

Role play is an exercise which gives the student freedom to select and use his own language and accompanying para-linguistic and extra-linguistic behaviour, without the interference or guidance of the teacher. As the student is not yet proficient in the foreign language, it is obvious that students will make mistakes in the execution of such an exercise.

Mistakes will be made during role plays, no matter how carefully prepared, and, due to the nature of the exercise, they cannot be corrected immediately. To many teachers, especially those trained in a language teaching method based on behaviorism, this is heresy.

The language teacher will be wise to take advantage of this to enliven his or her work. Once students have discovered that there is another world, much closer and more real than that of imaginary characters, the problem of 'how to keep their interest' will gradually disappear. And, strangest of all, this other world does not need to be conjured up with expensive equipment – all that is needed is a roomful of human beings.