

Communicative Approach in teaching it. You may use other material and training aids to support your lesson. In one of the lessons, you should use material developed from your portfolio.

The pedagogic function of the ELP is to make the language learning process more transparent to students, to help them develop their capacity for reflection and self-assessment, and thus to enable them gradually to assume more responsibility for their own learning. The ELP enhances 'learning to learn' and promotes the development of thinking skills.

In addition to the standard components of the General Language Portfolio, ESP teachers need to develop the ESP-specific component which should comprise a grid and self-assessment checklists for self – assessment of language skills for professional needs.

Ванівька О.С.

PROFESSIONALLY-ORIENTED COMMUNICATIVE LANGUAGE COMPETENCES IN ENGLISH

The practical aim of ESP is to develop student's general and professionally-oriented communicative language competences in English to allow them to communicate effectively in their academic and professional environments.

The Communicative Approach to language learning emphasises genuine communication between students or between student (s) and teacher, leading up to communication between student (s) and native speaker (s) of the target language.

Therefore, in the classroom there should be a work-related purpose to activities, with a focus on fluency rather than accuracy.

There should be a variety of activities to maintain learner's interest, with pair-work or group-work for learners to carry out tasks such as role-plays, information-gap activities and jigsaw activities.

Listening and reading texts should be of interest to the learners, with plenty of workrelated authentic material.

The Communicative Approach is learner-centred, with emphasis on the learners' needs; the teacher's role is a facilitator or a guide.

The classroom should be a safe, comfortable environment where learners feel good about taking risks in the target language.

With all these factors in place, the Communicative Approach leads to successful communication in the target language.

Hints for Communicative Teaching

Tailoring to Individual Needs/Interests

- Have I adapted the material, taking into consideration students with vision or hearing problems?
- Do I have an expert in the class whose knowledge I can tap into?
- Are there activities that will appeal to my visual/auditory/hands on learners?
- Do any students have embedded errors? Have I got a strategy to handle this?
- In my lesson, what structures will I target for correction?

Grouping

- If I have an odd number of students, have I factored this into the grouping?
- If I have an even number of students, what will I do if one is absent?
- What will I do if one group or pair finishes early?

Architecture of the Lesson

- Is my objective clear? What will the students be able to do with the language by the end of the class? Even if grammar takes up most of my lesson, what will they be able to do with it when they walk out of the classroom?
- Is there a theme/context connecting all my activities?
- Is the context realistic for the students?
- Will the opening pique the students' curiosity?
- Is the sequence of the activities simple to complex?
- Have I designed an activity to get the students to understand the information?
- Have I designed an activity to facilitate the retention of the material?
- What is my favourite KIND of activity?
- Have I overused a particular activity type?
- Do I have a VARIETY of activities in both number and style?

- Do I have too many activities in one lesson?
- Have I decided which activity I can drop if a good discussion prolongs an activity?
- Do I have a reserve activity?
- Will my closing show the students what they have learned?

Student centred Activity (Learner centred means that the students are more active than the teacher.)

- How long will the students be active during this activity?
- How long will the teacher be passive?
- Will there be an opportunity for students to move about the class?
- Is there an opportunity for the students to speak freely on the topic so that fluency can be more important than accuracy?
- Am I spoon-feeding the students information or am I providing an opportunity for them to discover the language?

Teacher Talk

- Is there a student who is quiet/intimidates me/irritates me? What is my strategy to include/control student?
- Have I worked out how I am going to give instructions for my activities? Will my weakest student understand?
- Do I have good questions ready to elicit information?
- Discussion topics: If the students stall before having fully exploited the topic, have I prepared divergent question?
- Have I checked with a native speaker about the pronunciation of suspect words?
- I understand the vocabulary, but can I explain it if I can't get another student to do so successfully?

Instructional Material

- Will everyone be able to see the material from their seats?
- Where am I going to put all my 'stuff' so I have easy access during the lesson?

- Have I made all the necessary copies?
- Are my copies clean?
- Did any text get cut off while copying?

Audio/Video Activities

- Have I cued the cassette to the beginning of the text?
- Have I set the counter to zero?
- Is it too long? Can I break it into smaller components?
- What will I do if there are unforeseen mechanical problems?
- Have I checked the equipment? The more expensive the machine, the worse the quality.
- Have I given credit to authentic sources? Will this be evident to my students?

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ІДЕНТИФІКАЦІЯ ПОНЯТІЙНОГО АПАРАТУ МОНІТОРИНГУ

Сучасну, науково обгрунтовану педагогіку не можливо уявити без активного використання інструментарію об'єктивних методів вимірювання та оцінювання якісних характеристик, притаманних людині, до яких належить і рівень знань. Такий інструментарій створювався протягом останніх ста років, вдосконалюється й тепер. Мова йде про моніторинг – старанне спостереження, нагляд за процесом та змінами, що відбуваються.

Моніторинг [англ. monitoring] характерний для англійської мови суфікс “-ing” свідчить про латинське походження цього слова. Англійський тлумачний словник пропонує такий варіант перекладу дієслова monitor v. - to watch, to listen, to examine – спостерігати, слухати, перевіряти.

Звертаючись до витоків поняття «моніторинг» зазначимо, що слово «моніторинг» походить від латинського *monitor* – наглядач, контролер. Монітором називався старший учень, помічник учителя в школах, які працювали в школах за белланкастерською системою взаємного навчання. Такі школи існували в Англії, США, Франції, Швейцарії, Бельгії, Росії