

As literary texts are suitable for developing intercultural competence they not only invite students to engage with a nation or an ethnic group by portraying specific values, prejudices, and stereotypes but also they offer their audience the chance to exchange their culturally restricted points of view with the fictional character(s) or with the narrator.

The rationale for including literary translations in the language classroom is to promote students' curiosity about the target culture and to raise awareness of their own culture. The above skills-based approach, where the students observe, analyse, and form conclusions, is based on their prior knowledge of their own culture, which can then be compared and contrasted with the target culture. Comparisons to other cultures are not idle as they often result in real consideration of one's own cultural values where blind acceptance has existed before – for students and teachers alike.

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THE IMPLEMENTATION OF BRITISH COUNCIL RECOMMENDATIONS IN TEACHING ESP: OPPORTUNITIES AND CHALLENGES

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British Council (BC) – the United Kingdom's international organization for cultural relations and educational opportunities – has been celebrating 25 years of activity in Ukraine. The flagship programme – English for Universities Projects – is the result of partnership with the Ministry of Education and Science of Ukraine (MoE). The program was aimed at deep baseline studying of universities across the country “to evaluate the current English provision as well as the role and status of English.” (p.11). It was supported by previous studies carried out by the British Council in cooperation with MoE [2; 3]. This research is focused on the recommendations and

findings of BC in teaching ESP course as well as partial analysis of their implementation on the courses of ESP on the non-linguistic faculties of Vasyl Stefanyk Precarpathian National University.

In December 2017, Vasyl Stefanyk Precarpathian National University joined the English for Universities Project. In winter and summer 2018, the representatives of the Foreign Languages Department took part in Teacher Development School and passed the 36-hour course in Vocational English Language Teaching. The information gained was disseminated among the staff during the department meetings and peer observation discussions.

The teaching staff of the department has put forward an action plan aimed at improving English for Specific Purposes teaching at the university. The first step toward modernization was in updating the curriculum documents taking the 2005 MoE / BC ESP National Curriculum for Universities as a starting point. However, the problems concerning Common Reference Levels arose. According to the mentioned document, “if the language proficiency level of university entrants is below B1+ (e.g. A2 – Basic User) for any particular reason (e.g. other foreign language background), universities should encourage their students to bridge the gap through extra language training, and perhaps, offer optional language courses to take their students from A2 to B1+ proficiency level before they take the compulsory ESP core course. In that case more contact hours will need to be allotted in order to cover the learning/training gaps” [3, p. 29]. The contact hours required for the progress are 200 per level. Moreover, the authors of the programme suggest that “the professional areas of Law, Journalism, Business, or Tourism require higher language proficiency for effective professional communication than, say, Technology, Pure Sciences, Agriculture or Engineering. This difference is explained by the fact that the former professions involve more communicatively intensive activities than the latter” [3, p. 29-30].

However, the real situation is that the contact hours tend to be decreasing on some faculties due to the initiative of the faculty authorities. For example, students of Philological Faculty get only 60 hours of English in the second semester of the first year. Therefore, by the time they receive the Bachelor’s degree, their level of English

is far cry from the recommended exit proficiency level B2 (independent user) and they experience difficulties in achieving the sufficient B2+ level, not to mention the C1 level required for highly verbal specialisms. The better situation is at the Law Department, where the faculty authorities have increased the contact hours to 60 in the first year of studying and 30 hours per 2nd and 3rd years.

As it has been required by the organizers of the Teacher Development School, the workshops and seminars were provided for the Department staff with the intention to disseminate the information about methodological approaches. For example, the teachers of the department were able to evaluate and implement the English-for and English-through approaches, introduced by Jeremy Day [6]. It has been agreed that English-for approach is relevant on the faculties with the shortfall in contact hours of English lessons since it is more short-term. Hence, the syllabus should be more flexible and needs-oriented. On the other hand, the English-through approach is more applicable on the Philosophical Faculty or Foreign Affairs Department, where the range of topics for discussion is quite vast. It should be mentioned, that such kind of dissemination is piecemeal in nature since there is no fully worked out strategy for dissemination. The BC recommends to provide teachers with training in modern approaches, curriculum design and materials development.

As to the materials, the teachers of the department are equipped with modern textbooks from international publishers. However, there is a pressing need in highly – specific ESP textbooks that should equip students with the English language knowledge they will need in their working environment. Unfortunately, there is still a requirement for the teachers to publish the in-house *metodichkas* for attestation, which are based predominantly on the grammar- translation approach due to “the little understanding of the variety of approaches and methods utilized in similar teaching contexts globally” [5, p. 87]. Therefore, the BC highly recommends universities “to develop and implement a continuing professional development policy for teachers of English, with the requirements for regular updates in teaching methodology” rather than engage them in “obscure and irrelevant areas of literature and linguistics” [5, p.

86-87], which actually distracts teachers from the enhancement of their teaching skills and personal language proficiency.

Although international materials and coursebooks are now available for teachers, they should preferably select suitable materials from the existing printed textbooks. As Ellis and Johnson emphasize, the choice of materials has a major impact on what happens in the course [1]. This impact is demonstrated on the following three levels:

- It “determines what kind of language the learners will be exposed to and, as a consequence, the substance of what they will learn in terms of vocabulary, structures, and functions”;
- It “has implications for the methods and techniques by which the learners will learn”;
- Last but not least, “the subject of or content of the materials is an essential component of the package from the point of view of relevance and motivation”.

The selection of ESP materials should thus above all depend on the needs of the learners in relation to their future or present jobs: that is, materials should focus on the appropriate topics and include “tasks and activities that practise the target skills areas” [1]. Another important criterion that should be taken into account when selecting materials is the level of language knowledge students have already acquired and the target level they will need to communicate successfully in their jobs.

ESP is predominantly student-centred, and consequently students’ considerations should be at the top of the list of selection criteria. According to Lewis and Hill, students’ considerations include the following [1]:

- Will the materials be useful to the students?
- Do they stimulate students’ curiosity?
- Are the materials relevant to the students and their needs?
- Are they fun to do?
- Will the students find the tasks and activities worth doing?

To sum up, the ESP teacher has to select materials that will help the students achieve the course objectives. These materials should also relate closely to the learners’ specific skills and content needs, which is an important present condition for full exploitation of the materials as well as the learners’ motivation.

The BC recommends to continue collaborative dialogue about ESP across higher education institutions in the country [4]. Some options might include:

- A regular (every two years) national conference which focuses on ESP.
- A social media platform through which ESP teachers across the country can continue to interact.
- The creation of an online journal through which ongoing research and pedagogical developments in ESP across the country can be shared.
- Annual meetings for Heads of Departments in which they can share experiences and discuss issues related to ESP.

References

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ШЛЯХИ ФОРМУВАННЯ МОТИВАЦІЇ ДО ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ В УЧНІВ ЗАКЛАДІВ ПРОФЕСІЙНО-ТЕХНІЧНОЇ ОСВІТИ

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Іншомовна компетенція є однією з характеристик, що позначають конкурентоспроможного фахівця на ринку праці. Окрім цього, у контексті активних процесів євроінтеграції України, активізувалися міжнародні зв'язки, що зумовлює необхідність вивчення іноземної мови у навчальних закладах різних видів акредитації. Мотивація – це запорука результативності у процесі опанування будь-якого предмета, про що свідчить значна кількість публікацій освітньої тематики. Утім, часто питанню мотивації під час вивчення іноземних