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## ON PECULIARITIES OF TEACHING ENGLISH PRONUNCIATION AT NaUKMA

A two-year programme of teaching Basic English to NaUKMA students does not envisage the introductory phonetic course. Correction of pronunciation is done during the first two terms.

For those who want to improve their pronunciation habits and get a more profound knowledge of English phonetics, a 24 - hour phonetic course is presented in the third summer term.

Pronunciation techniques are trained individually when students work with phonetic courses in the language laboratory and are controlled in class by special tests.

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## TECHNIQUES FOR USING VIDEO IN ELT

Video is becoming more widely recognized as a useful tool for teaching languages. But how many teachers really know how to exploit it? How many teachers either avoid using it because they are afraid to try, or just put it on for entertainment for their students hoping that they will "get something interesting from it"?

This session takes a look at a popular British comedy and explores ways of using it as a means of teaching English. It is directed at English language teachers in higher educational establishments: universities, institutes, adult education programmes.

It may also appeal to teachers of advanced senior level school pupils, but is perhaps too sophisticated for lower school forms.

*П.Брелсфорс*

## МЕТОДИ ВИКОРИСТАННЯ ВІДЕО У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ

Відео все ширше визнається корисним засобом у викладанні мов. Але чи багато викладачів дійсно знають, як його використовувати? Скільки викладачів або уникають використовувати його, оскільки не наважуються спробувати, або використовують його для

розваги студентів, сподіваючись, що останні “дізнаються із відео про щось цікаве”.

Пропоноване семінарське заняття розглядає популярну британську комедію та методи використання її у викладанні англійської мови.

Рекомендації по використанню даного відео можуть бути цікавими також для вчителів англійської мови старших класів середньої школи, але, можливо, виявляться занадто складними для застосування у молодших класах школи.

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## **PRESENTING AND PRACTICING VOCABULARY IN THE BUSINESS ENGLISH CLASSROOM**

Vocabulary, like all aspects of a foreign language needs to be “acquired” by the learner, that is internalized by the learner so that she is able to use words and phrases spoken and written discourse spontaneously, accurately and appropriately.

This process of acquisition is a complex one and we are still far from understanding the exact mechanisms by which it takes place. However it is increasingly widely recognized that the teacher’s role in facilitating this process is of a dual nature: on the one hand the teacher needs to help learners recognize and develop their personal vocabulary learning techniques, and on the other hand the teacher needs to present new lexical items in a way which clearly demonstrates their usage and facilitate practice in using the target lexical items.

I aim to consider the latter aspect of the teacher’s role, i.e. that of presenting and facilitating practice in new vocabulary.

With regard to presenting new vocabulary, the following questions will be raised:

- the effectiveness of translation methods
- the need for “comprehensible input”
- the need for multi-medium presentation
- the need to check the learner’s response to the presentation

With regard to practice activities, the following questions will be raised:

- the effectiveness of the problem-solving approach
- the need to return to lexical groups for further practice after the initial practice session
- difference between practising vocabulary and testing it