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Philological Faculty
Department of Theory and Practice of Foreign Languages and Teaching
Methodology**

Diploma research of the educational qualification level «Bachelor Degree»

Effective approaches and methods for teaching young learners English Poetry

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Rivne – 2025

CONTENTS

SUMMARY	3
INTRODUCTION	6
CHAPTER 1. Introduction to contemporary approaches and methods for teaching English young learners	10
1.1. Effective approaches and methods for teaching English young learners	10
1.2. Contemporary approaches' and methods' strategies	15
1.3. The role of teachers in providing contemporary approaches and methods for teaching English young learners	20
Conclusions to the first Chapter	23
CHAPTER II. Facilitative Role of a Teacher in using contemporary approaches and methods for teaching young learners	
English poetry	26
2.1. Principles of Facilitative Teaching in using contemporary approaches and methods for teaching young learners English poetry	26
2.2. Characteristics and Behavior of a Teacher when he/she uses contemporary approaches and methods for teaching young learners English poetry	29
Conclusions to the second Chapter	33
CHAPTER III. Contemporary approaches and methods for teaching young learners English Poetry	34
3.1. Methods for teaching young learners communication and its types	34
3.2. Contemporary approaches and methods for teaching young learners non-verbal communication, which helps them to understand English poetry	40
3.3. Contemporary approaches and methods for teaching English young learners to make you a good communicator	51
Conclusions to the third Chapter	77
CONCLUSIONS	79
REFERENCES	88

SUMMARY

Ilona Genyk (2025). Effective approaches and methods for teaching young learners English Poetry. Diploma research of the educational qualification level «Bachelor Degree». Rivne State University of the Humanities. *The manuscript.*

The object of this research is teaching of foreign language articulation and intonation skills at the initial stage of mastering oral speech, which helps pupils to understand English poetry. The subject of the research is contemporary approaches and methods for teaching English young learners within the articulation-intonation exercises for teaching the pronunciation at the initial stage of mastering oral speech, which helps pupils to understand English poetry.

The purpose of this research is to reveal the main principles and ways of using contemporary approaches and methods for teaching foreign language articulation and intonation skills, to theoretically justify and develop articulation- intonation exercises for teaching pronunciation at the initial stage of oral mastery.

The scientific novelty of the research is that it considers a new approach to the use of contemporary approaches and methods for teaching English poetry young learners within the limits of articulation-intonational exercises, as well as the ways of their application in the process of pronunciation at the initial stage of mastering oral speech.

The theoretical value of the research is:

1) to provide the experimental selection of optimal structural models within the limits of articulation-intonation exercises for teaching the pronunciation of young pupils;

2) to do scientific substantiation of these exercises for teaching pronunciation.

The practical value of the research is to develop articulation-intonational exercises with the inclusion of structural models for use at the English lessons at secondary schools.

Key words: contemporary approaches, methods, understanding poetry, teaching pronunciation, articulation-intonation exercises, oral speech.

Геник Ілона Віталіївна (2025). Ефективні підходи та методи навчання молодших школярів англійської поезії. Дипломна робота освітньо-кваліфікаційного рівню «Бакалавр». Рівненський державний гуманітарний університет. *Рукопис.*

Об'єктом дослідження є дослідження іншомовних артикуляційних та інтонаційних навичок на початковому етапі опанування усного мовлення, що допоможе школярам розуміти англійську поезію. Предметом дослідження є сучасні підходи та методи викладання англійської для молоді в рамках артикуляційно-інтонаційних вправ для викладання вимови на початковому етапі опанування усного мовлення, що великою мірою допоможе школярам розуміти англійську поезію.

Метою даного дослідження є виявлення основних принципів і способів використання сучасних підходів і методів навчання іншомовних артикуляційних та інтонаційних навичок, теоретичного обґрунтування та розробки артикуляційно-інтонаційних вправ для навчання вимови на початковій стадії усної майстерності.

Наукова новизна дослідження полягає в тому, що у ньому розглядається новий підхід до використання сучасних підходів і методів викладання англійської для молоді в рамках артикуляційно-інтонаційних вправ, а також окреслено шляхи їх застосування в процесі опанування вимови на початковому етапі засвоєння усного мовлення.

Теоретична цінність дослідження:

1) забезпечити експериментальний підбір оптимальних структурних моделей в рамках артикуляційно-інтонаційних вправ для навчання вимови маленьких учнів;

2) зробити наукове обґрунтування цих вправ для викладання вимови.

Практична цінність дослідження полягає в розробці артикуляційно-інтонаційних вправ з включенням структурних моделей для використання на уроках англійської мови в середніх школах.

Ключові слова: сучасні підходи, методи, розуміння поезії, навчання вимови, артикуляційно-інтонаційні вправи, усне мовлення.

INTRODUCTION

The actuality of the research of effective approaches and methods for teaching young learners English Poetry. Knowledge of a foreign languages is an important prerequisite for personal, cultural, professional and economic contacts. The success of communication depends on how clear the interlocutors make their speech. The growing need for communication and cooperation between countries and people with different languages and cultural traditions requires the proficiency of foreign languages in general and of English in particular, because in the connection with the requirement of time English is the most prestigious and promising. The practical purpose of teaching a foreign language involves the possession of two types of communication – oral speech and reading. But in order to learn to understand foreign languages, speak and read a foreign language you need to master the sound side of the language.

The initial stage of mastering the language is a period that allows you to lay the foundations of communicative competence, that is, to learn to understand speech by hearing (listening), expressing your thoughts in the language of the language being studied (speaking), reading, that is, understanding the foreign language text, and writing, that is, learning to use foreign language graphics while performing written tasks aimed at reading and speaking fluency. This condition can only be ensured by purposeful work on the formation of spoken skills of pupils (Stanovitch & Cunningham, 2004). Under the pronunciation we understand not only the correct pronunciation of English sounds, but also the intonational design and expressiveness of speech.

Acquiring oral speech and reading aloud is absolutely impossible without stable acoustic and rhythmic-intonation skills. The problem of organizing foreign language pronunciation at the initial stage has always been actual. The pronunciation is the basic characteristic of speech, the basis for developing the skills of foreign language speaking. Only in the presence of persistent pronunciation skills is provided the normal functioning of all types of speech activity without exception.

Analysis of methodical literature on pronunciation instructions (Wilson & Keil, 1999), observation of the educational process showed that at the present stage there is no scientific substantiation for the use of articulation-intonation exercises for teaching the pronunciation.

The need to solve the problem of teaching foreign language articulation and intonation skills at the initial stage of oral mastery encouraged us to turn to the existing experience in teaching pronunciation as well as to determine the effectiveness of the use of contemporary approaches and methods for teaching English Poetry young learners. This conditioned the actuality of this research.

The object of this research is teaching of foreign language articulation and intonation skills at the initial stage of mastering oral speech, which helps pupils to understand English poetry.

The subject of the research is contemporary approaches and methods for teaching English young learners within the articulation-intonation exercises for teaching the pronunciation at the initial stage of mastering oral speech, which helps pupils to understand English poetry.

The purpose of this research is to reveal the main principles and ways of using contemporary approaches and methods for teaching foreign language articulation and intonation skills, to theoretically justify and develop articulation-intonation exercises for teaching pronunciation at the initial stage of oral mastery.

To achieve the goal, it was necessary to solve **the following tasks**:

- 1) to show contemporary approaches and methods for teaching young learners English poetry;
- 2) to determine what is included into the phonetic minimum of young pupils at the initial stage of studying a foreign language;
- 3) to formulate the basic requirements for the pronunciation of young pupils;
- 4) to determine how appropriate is to organize the introduction of a new sound;
- 5) to reveal the value of phonetic charging at the English lessons;

- 6) to reveal the character of pupils' actions with new communicative techniques based on structural intonation models;
- 7) to describe ways to prevent typical error in pronunciation;
- 8) to select phonetic exercises for teaching articulation-intonation skills;
- 9) experimentally verify the effectiveness of the use of contemporary approaches and methods for teaching young learners English poetry within articulation-intonation exercises in the process of pronunciation.

The following research methods were used to solve **the tasks**:

1. To study and do critical analysis of literature on methods of teaching foreign languages, pedagogy and age psychology on the research problem.
2. To observe the process of teaching pronunciation at the English lessons of the 2-nd – 4-th forms at secondary school.
3. To provide the experiment to determine the effectiveness of the use of contemporary approaches and methods for teaching English young learners within articulation-intonation exercises for teaching pronunciation.

The hypothesis of the research is that the use of contemporary approaches and methods for teaching English poetry young learners within the limits of articulation-intonation exercises at the initial level of oral mastery facilitates effective pronunciation training, creates conditions for the successful formation, development and improvement of articulation-intonational skills and abilities of schoolchildren.

The scientific novelty of the research is that it considers a new approach to the use of contemporary approaches and methods for teaching English young learners within the limits of articulation-intonational exercises, as well as the ways of their application in the process of pronunciation at the initial stage of mastering oral speech.

The theoretical value of the research is:

- 1) to provide the experimental selection of optimal structural models within the limits of articulation-intonation exercises for teaching the pronunciation of young pupils;

2) to do scientific substantiation of these exercises for teaching pronunciation.

The practical value of the research is to develop articulation-intonational exercises with the inclusion of structural models for use at the English lessons at secondary schools.

Approbation and implementation of the research results into the practice of general secondary school was carried out through discussion at the pedagogical councils of the Alternative school KrOK of t. Kropyvnytskyi, meetings of the Department of Theory and Practice of Foreign Languages and Teaching Methodology of Rivne State University of the Humanities, reported at the conferences on modern problems of teaching methods of foreign languages (Rivne, 2025). One article was published:

1. **Genyk Ilona (2025). THE WAYS OF ORGANIZING CLASSROOM MANAGEMENT.** *Матеріали VI Всеукраїнської науково-практичної конференції здобувачів вищої освіти та молодих вчених «Актуальні проблеми сучасної іноземної філології» (20 травня 2025 року).* Рівне: РДГУ. С. 84–89.

The structure of the research for Bachelor Degree includes an introduction, 3 chapters, conclusions, summary, the list of sources.

CHAPTER 1. Introduction to contemporary approaches and methods for teaching English young learners

1.1. Effective approaches and methods for teaching English young learners

In the scientific literature researchers (Klass, 2008) often refer in their definition of Contemporary approaches and methods of teaching English young learners to the actions of teachers which are done to create and support environment for the academic and social emotional teaching of pupils of secondary school. As a rule scientists describe five types of actions. In order to attain a high quality of classroom management, teachers have to: (1) *develop caring, supportive relationships with and among pupils*; (2) *organize and implement instructions in the ways that optimize students' access to learning*. The importance of developing favorable teachers-pupils relationships is also expressed by L. Morska (Morska, 2003). Additionally, J. Soars & L. Soars (1986) state that teachers should (3) *encourage pupils' engagement in academic tasks*, which can be done by using group management methods. Also, teachers have to (4) *promote the development of pupils' social skills and provide their self-regulation*.

Scientists (Freeman, 2008) refers to this problem as making pupils responsible for their behavior. Finally, J. Soars & L. Soars (1986) state that teachers should be able to (5) *use appropriate rules to assist pupils with behavioral problems*. The last two actions proposed by J. Soars & L. Soars (1986) indicate that effective classroom management improves pupil's behavior. In such a way classroom management is the process of “ongoing” interaction between teachers and their pupils. That's why scientists (Mykhalchuk & Ivashkevych, 2019) presents a similar definition, which tells us, that classroom management refers to different actions which are taken with the aim to create and to maintain learning environment, presenting it to be conducive for successful instructions (arranging the physical environment, establishing rules and procedures, maintaining pupils' attention to lessons and provide their engagement in the classroom activities). Both definitions emphasize the importance

of actions which are taken by the teacher to facilitate learning among pupils.

Even though there are many factors (both internal and external ones) that should be taken into consideration while we are engaged in the teaching process. Under “the internal factors” we mean “factors inside the classroom”, such as:

- ***Proposing effective instructions.*** Teaching practice due to the attention to individual of pupils lead well-planned instructions, which tend to enhance the order and the effective learning.
- ***Setting and implementing rules.*** The main goal of teaching at school is to achieve maximum amount of learning information within minimum time.
- ***Feedback according to appropriate behavior.*** It is the best principle to remember that praise of behavior would be more effective if it is linked with good performance.
- ***Classroom environment.*** Managed classrooms in the best way will increase pupils’ desire to study in such supportive learning environment.
- ***Teacher’s Approach.*** The best way to teach pupils is to develop their activity that lets them to create the rules instead of telling schoolchildren what the rules are.
- ***Disabilities.*** If one pupil has a learning disability, the teacher may need to spend more time with this pupil or provide the development of technician to organize the activities with him/her.

Under external factors we mean the factors which lie “outside the classroom”, which affect such class management, as: *planning, the development of the teacher’s person, organizing parent-teacher meetings and providing psychological factors.*

The external factors are distinct because they deal with the behavioral problems in class management whereas the latter deals with the way how teachers teach and how pupils learn. While dealing with pedagogical matters (learning-teaching process) teachers deal with the behavior matters either. All these factors are just like pieces of a pie that make the main figure. In this case it is “successful class-management” and “successful teaching and learning process” in general.

So, the teachers’ role in managing a classroom successfully is of much

importance since the teacher should consider different factors in order to make a successful class management. And as a result of this we'll propose some of the psychological factors that affect on class management.

In a situation of a rapid change, increasing innovation and proliferating knowledge, lifelong learning are the most important educational objectives. Because of the exponential growth rate of information, knowledge and skills become outdated before acquisition or mastery. To address effectively the impact of the information explosion on the preparation of pupils for their future, professional schools and educators need to utilize instructional methodologies that not only help pupils to acquire content knowledge and to develop problem-solving and reasoning skills, but also to develop lifelong learning skills. We teach the most effectively when we help our pupils to learn how to learn...not what to think and make and do in (we mean the current year); but how to think and how to learn for those years of life and profession than lie ahead.

So, we propose such psychological factors which in a great degree affect the classroom management. We think that these factors will influence the pupils' understanding of novels.

1. Pupils' Motivation

Unfortunately, as children grow, their passion for learning frequently seems to shrink. Learning often becomes associated process with drudgery instead of delight. A large number of pupils – more than one in four – leave school before graduating. Many of them are physically present in the classroom but largely mentally absent; they fail to invest themselves fully in their own experience of learning.

Pupils' motivation naturally has to do with their desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although pupils may be equally motivated to perform some task, and the sources of their motivation may greatly differ. So, there are schoolchildren who are INTRINSICALLY and others who are EXTRINSICALLY MOTIVATED.

A pupil who is intrinsically motivated undertakes an activity for his/her own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. Extrinsically motivated pupil performs “in order to obtain some reward or avoid some punishment which is external to the activity itself”, such as grades, stickers or teacher’s approval.

So, teachers can do enough with pupils who are extrinsically motivated in order to make a successful management and a successful classroom in general. We found that when pupils were confronted with complex intellectual tasks, those pupils with an intrinsic orientation use more logical information-gathering and decision-making strategies as the schoolchildren who were extrinsically oriented.

Pupils with an intrinsic orientation also tend to prefer tasks that are moderately challenging, whereas extrinsically oriented ones gravitate toward such tasks which are low from the side of degree of their difficulty. Extrinsically oriented pupils are inclined to put forth the minimal amount of efforts who understand the necessity to get the maximal reward.

Although every educational activity cannot, and perhaps should not be intrinsically motivating. Such situations suggest that when teachers can capitalize on existing intrinsic motivation there are several potential benefits.

2. Solving of disciplinary Problems

As it was noted the public’s attitude toward public schools consistently identifies lack of discipline as the most serious problem facing schools today. Although our researches address discipline at the school level, it is the individual teacher who at the first line is of defense according to discipline problems.

Many of teaching strategies and the ways of problems’ solving are used to address discipline issues at the school or classroom levels; they are administrative in their nature. These strategies and the ways of problems’ solving involve the school principal or a classroom teacher. Examples of these strategies and the ways of problems’ solving include suspension policies, a teacher is proactive from time to time. Also the teacher organizes daily communication, debriefing and family group

conferencing. The staff and the administration of school need to consider carefully the use of these procedures and to develop policies for their general use.

3. Teacher-Pupil Relationships

If a teacher has good relationships with pupils, then schoolchildren more readily accept the rules and provide procedures and the disciplinary actions that follow their violations. Without the foundation of good relationships, pupils commonly resist the rules and procedures along with the consequent disciplinary actions. The goal of teacher-pupil relationships should be like a balance between High Cooperation and High Dominance.

4. Mental Set

Of the four elements having been outlined, this is probably the most unusual one, at least in terms of a title – Mental Set. Mental-Set or “mindfulness” is a heightened sense of situational awareness and conscious control over one’s thoughts and behavior relative to this or that situation. It is a tendency to someone who can only see solutions that have worked in the past. This type of fixed thinking can make it difficult to come up with solutions and can impede the problem-solving process. Meta-analysis shows that this element has the largest effect. These mental sets can sometimes lead to rigid thinking and can create difficulties in the problem-solving process. While in many cases we can use our past experiences which help us to solve the issues we face, and all these factors can make us difficult to see a novel, to find its understanding or creative ways of fixing current problems.

What can be done to overcome these factors?

The first step for teachers is to recognize the problem that causes the pupil to be unmotivated or passive, and then to interrupt this state by assigning him/her with homework he/she likes accomplishing. The next step is to give him/her a choice of assignment (we have to determine three assignments and then let pupils to choose one of them). This choice makes them feel happier. There is also a process called “attribution retraining”, which involves modeling, socialization and practice exercises, it is sometimes used when we have a deal with discouraged pupils.

The goals of attribution retraining are to help pupils to: (1) concentrate on the tasks rather than becoming distracted by fear of failure; (2) respond to frustration by retracing their steps to find mistakes or figuring out alternative ways of approaching some problem instead of giving up; (3) attribute their failures to insufficient efforts, lack of information or reliance on ineffective strategies rather than on the lack of abilities. That's why because of the reason that potentially lazy pupils who value learning for their own sake is priceless, it is crucial for parents, teachers and school leaders devote themselves fully to engendering, maintaining and rekindling pupils' motivation to learn.

So, these behavioral challenges can usually be addressed by home and/or school management and discipline practices. Many of these difficulties can be addressed by having well-developed school – global procedures in each school. Problems' solving at this level usually is involved the Core Team and the In-School Team. As a school develops appropriate strategies and the ways of problems' solving for pupils with discipline problems, these basic practices should be kept in our mind.

1.2. Contemporary approaches' and methods' strategies

Classroom management is a multi-faceted activity and extends beyond the traditional behavior management techniques recommended to deal with pupils with disruptive behavior. Teachers should develop caring, supportive relationships with and among pupils; organize and implement instruction in ways that optimize pupils' access to learning; they may use group management methods that encourage pupil engagement with academic tasks; promote the development of pupil social skills and self-regulation; and use appropriate interventions to assist pupils who have behavior problems.

Some scientists also believed (Belkhir, 2022) that if pupils were engaged in their lessons, they would be less likely to misbehave. If lessons are precise and completed at a steady continuous pace, students will have little time to misbehave or to get into conflicts. When students are engaged, they are concentrating at the

lesson and focus on learning, and it prevents problems. It is important for the pupils to be part of the decision-making processes. If pupils are having fun, they will be engaged. When they are engaged in a lesson, they will not think about misbehaving, and will be focused on the task.

Pupils should play an active role in setting classroom rules. By allowing the pupils to help create the rules, the pupils are participating in classroom community building. Everyone is working together and is able to clearly understand the rules.

Teacher needs to Focus attention on entire class and must not talk over pupil chatter. At times silence can be effective. Pupils should know what is going to happen in the class and monitored to check progress. Teacher should move around the room so pupils have to pay attention more readily and give pupils non-verbal cues. Lessons should be planned to ensure that the period is filled with learning activities. Teacher should have a knack to memorize pupil names as quickly as possible. It enhances class control and confidence of the teacher.

As stated above, class management is the creation of appealing environments for pupil learning. Classroom management strategies are tools that teachers can use to create such an environment, ranging from activities aimed at improving the relationship between teacher and pupils, with rules for regulating pupil behavior. Only when management efforts are not successful, teachers need to resort to reactive and controlled strategies. Therefore, it is important to distinguish between preventive and realistic classroom management strategies. There is a difference between strategies that are used to prevent behavioral problems and strategies used to respond to problem behavior. For example, the establishment of rules and procedures for favorable relations between pupils and teachers are considered to be preventive strategies, while disciplinary interventions, such as prevention or punishment, are considered to be reactive strategies. While it is generally believed that prevention strategies are more effective than reactive, sometimes reactive strategies are needed to reduce the destructive or other undesirable behavior of the learner.

Learning requires a teacher to help the pupils understand the learning materials. What the teachers observe in the learning environment, many pupils do not stay passive but active. Thus, the teachers need to create an environment that pushes the pupils to learn the learning materials. This beneficial environment can give a scope for the pupils to participate in learning materials. Participation is likely to help the teacher for better guidance that can enhance performance and success of the pupils.

Firstly, education should be by knowing the structure of society and era we live, keeping in mind the requirements and needs any improvement activities to be done. Nowadays pupils firstly we must make them love the lessons, to help and faceplate them in good manners otherwise pupil may hate both teacher and lesson and as a result he will not achieve and will fail. Teacher shouldn't behave just as an officer that does his job regarded with the curriculum and after lesson gets away, but behaving as a parent providing them help, love and facilitating things would be more useful during the processing of course.

Of course, as it happens usually extremism is not good, even in our pupils they shouldn't find everything ready, when we help them we should keep the balance otherwise students will become lazy and want to find everything ready. They might think that we don't need to study hard and whipping effort however our teacher will help us, and could not make mental exercise (think a lot). Again, not helping them and letting them alone to study may push them to pessimism and may not succeed. They might become despair and then give up. In this aspect, the soft language, a friendly face and an optimistic heart facilitate pupils to success in the training course.

A separate group of CMS is a group of unforeseen situations that represent various reinforcement strategies, aimed at improving the behavior or activities of pupils. These include preventive and reactive strategies. These group contingencies can be classified into three types: independent, interdependent, and dependent group contingencies. Independent group contingencies refer to reinforcement interventions that apply the same assessment criteria and reinforcements to each child. *Dependent group contingencies* refer to interventions that require a single student (or a few

students) to reach a designated criterion in order for the whole group to receive reinforcement (e.g., when a pupil attains a 100 percent score on a test, the teacher will hand out sweets to the entire class). Interconnected group of unforeseen situations require that whole groups of pupils reach a certain criterion for obtaining reinforcements (for example, team members need to cooperate for a team project, and the whole team gets an estimate for their final product). Returning to preventive-reactive classification, both preventive and reactive strategies can be applied to the whole class population (for example, by discussing class rules or giving group conclusions) or to individual pupils (for example, allowing a pupil, who is easily distracted, to sit alone during independent seatwork or placing a student temporarily outside the classroom when showing disruptive behavior).

Improving pupil behavior (for example, self-control) is an important goal in many school management programs at the moment, while this group of components is not sufficiently represented in the various classifications mentioned above. In addition, many activities use both preventive and reactive strategies. Therefore, there are the following classification (“types”) of classroom management interventions, based on their main focus:

- 1) Teachers’ behavior-focused interventions. The main focus of the intervention is to improve the management of teachers (for example, the maintenance of order, the introduction of rules and procedures, disciplinary measures), and thus on changing the teachers’ behavior.

- 2) Teacher-pupil relationship-focused interventions. The main focus of the intervention is to improve the interaction between teachers and students (teacher-student interaction), and consequently, to develop caring and supportive relationships. Only preventive interventions are included in this category.

- 3) Pupils’ behavior-focused interventions. The main focus of the intervention is to improve the pupil’s behavior, for example, through group unforeseen events or improving the self-control of all students. Both preventive and reactive interventions are included in this category.

- 4) Pupils’ social-emotional development-focused interventions. The main

focus of the intervention is to improve the social and emotional development of pupils, such as strengthening the feelings of empathy for other children. Both preventive and reactive interventions are included in this category.

It is also clear that the appropriation of learning activities has a great impact on learning and achievement. The selection, creation or adaptation of such activities is largely informed not only by the profile of the learner himself/herself but also by the way in which teachers perceive themselves and their role in society. These self-images in turn influence teachers' teaching strategies and behaviour in class. In this sense, successful teaching depends on the teacher's:

- optimal involvement in the learning material;
- personal interest in the learner;
- development of certain personal traits, such as relaxation, openness, originality and spontaneity (Самонова, 2001; Richard, 2001).

Some contemporary approaches and methods for teaching English young learners may fit into more than one of these categories; the types are not considered to be mutually exclusive. The proposed classification was used in the meta-analysis to identify the differential effects of different types of interventions. One particular type of intervention might be more effective than other types.

So, the facilitative role of a teacher is not to grade a student and to control, but the main role of the teacher is to help every pupil reach the highest possible level of achievement. The long-term goal of any classroom management program is self-management. The procedures typically involve the use of classroom management program which is positive reinforcement, negative reinforcement and time to time interventions. Effective classroom management must be aligned with instructional goals and activities. Scientists (Чепіль, 1997) noted that when teachers identify what good student behavior looks like; they can work backwards from desired outcomes to determine which management systems will be most effective. Arriving in class and being in one's seat on time, being prepared for a lesson, paying attention, volunteering information and responding to questions lead to effective class control. Accepted behaviors may vary for different classroom and unique

strategies may be adopted for different contexts and environments that emerge in classrooms.

1.3. The role of teachers in providing contemporary approaches and methods for teaching English young learners

When pupils ask questions and find the answers for themselves, they get involved in their own learning. The facilitative teacher is one who guides, instigates, and motivates pupils to learn. As such, the teacher is the facilitator, rather than the source of learning (Canning, 2000). In addition, the facilitative teacher understands that learning is a complex process which involves an interaction between the curriculum, instruction, the student, and the milieu (Heffernan, 2005). Further, the facilitative teacher effectively implements appropriate instructional strategies and creates a positive learning environment in the classroom. This positive environment, referred to as “invitational education” (Matlin, 2005), is based on four principles: all children “are able, valuable and responsible”; and “this potential can best be cooperative activity”; children “possess relatively untapped potential”; and “this potential can best be realized by ... inviting development”. Finally, the facilitative teacher serves as a guide and resource person, encouraging the student to reflect and bring meaning to experiences.

The pupils’ positive attitudes toward schooling creates positive self-concepts, high motivation, and successful achievements (Хорышко, 2002). The child’s self-concepts is first based on how others perceive him. Teachers then must behave in a manner that conveys positive regard for pupils and high expectations for both achievement and behavior. The relationship between teacher and student plays an important role in developing the child’s perception and self-concept.

Firstly, teachers must adapt to a new way of teaching by managing more open ended discovery by pupils. This means shifting roles from a lecturer to a facilitator who provides resources, monitors progress and encourages students to problem solve. Teachers reap benefits when they see how excited their students are about

applying their knowledge to solve a problem.

Secondly, facilitative learning requires that pupils do the work. However, many students, especially those who prefer to know “how to get an A,” are uncomfortable with the open-ended design of facilitative learning. They are not familiar with projects that require them to apply their knowledge and problem solve. So, at first, pupils can get frustrated. Teachers must teach students to manage their own learning. The result will be pupils who are more creative and able to apply their learning to life’s challenges. An added benefit is that teachers find once the shift to facilitative learning is implemented, pupils are more motivated in the classroom resulting in fewer discipline problems.

Thirdly, facilitative learning requires pupils to apply their knowledge across subjects and that requires teachers in different disciplines to work together. Teachers feel comfortable managing their own classrooms but sometimes may not be used to working with their peers. Teachers must use facilitation skills to find positive ways of working on a single project with teachers in other disciplines. As a result, teachers find that working with their peers offers them more resources and ideas to share with pupils in their classrooms.

Besides being responsible for providing pupils the access to information and transforming it into knowledge, teachers also act as facilitators of dialogue and exchange. This happens both in the traditional classroom and in the virtual one, with the difference that in the latter this role seems to be more important than the one described in the previous section. If the focus shifts from “teacher” to “curator”, since knowledge transfer is no longer the primary goal of education, in learning the need for the teacher to take a step back becomes even more obvious. Through the nature of the environment, in the absence of direct contact, teachers should create space for interaction and discussion. This can be seen as fulfilling a social role, that of building a learning community and thus enhancing the chances for the pupils to stay motivated throughout the course and to actively engage in discussions.

In the context of online and blended learning, teachers develop their virtual management techniques; these involve organizing and moderating the debate,

encouraging pupils to participate and critically assessing their participation, maintaining a separate, neutral stance, without forgetting about the basic pedagogical goals.

Teachers have the opportunity to create a safe space for “trial and error”, a virtual space in which students interact with each other, with teachers and with content. This is the type of learning experience that supports this learning environment. In order to maximize this potential, the teachers, as facilitators, must carefully understand and fulfill their role. The role of the facilitator can be seen from different points of view. On the one hand, the teacher plays the role of “coach”. This involves the constant preparation and motivation of pupils, encouraging them to take the initiative and responsibility for their own learning. On the other hand, the facilitator can also be seen as a guide and a co-learner.

The traditional classroom model is being, therefore, changing, and the teachers take also the role of pupils, always updating and upgrading their knowledge, sharing it with the students. This collaborative approach replaces the one-way training, which allows much more flexible and non-hierarchical learning experience.

The knowledge-building teachers are facilitators, but they demonstrate additional characteristics that are developed as part of collective or school culture over the years. They appreciate the social connectedness between people, talk about the learning processes with colleagues as well as their pupils, plan activities, link curricula, invite others to their classroom, collaborate with and instruct teachers inside and outside of the school, document their experiences in journals, record pupils’ activities, collect data in their classrooms, participate in the discussion and present at conferences. The knowledge-building schools are heading by principals who show leadership in learning and in applications of technology, supporting and encouraging teachers and raising expectations that teachers and pupils share knowledge.

So, the transition from facilitator to knowledge-builder assumes that the teacher acts within the community of practice, which requires collective will and favorable or supportive leadership. In cases where participants take risks, reflect on

experience and share experience, they create organizational knowledge and develop individual skills. The knowledge-building role was well-developed mostly in primary schools, where the training teams used collaborative planning, reflective journal and video conferences. In the secondary schools, teachers were experimenting with new technologies, but they usually did not systematically reflect their practice or their role, nor did they collaborate in their daily work, partly because of the pressure they perceived to fulfill their individual teaching responsibilities of the series of lessons.

Conclusions to the first Chapter

Even though there are many factors (both internal and external ones) that should be taken into consideration while we are engaged in the teaching process. Under “the internal factors” we mean “factors inside the classroom”, such as:

- ***Proposing effective instructions.*** Teaching practice due to the attention to individual of pupils lead well-planned instructions, which tend to enhance the order and the effective learning.
- ***Setting and implementing rules.*** The main goal of teaching at school is to achieve maximum amount of learning information within minimum time.
- ***Feedback according to appropriate behavior.*** It is the best principle to remember that praise of behavior would be more effective if it is linked with good performance.
- ***Classroom environment.*** Managed classrooms in the best way will increase pupils’ desire to study in such supportive learning environment.
- ***Teacher’s Approach.*** The best way to teach pupils is to develop their activity that lets them to create the rules instead of telling schoolchildren what the rules are.
- ***Disabilities.*** If one pupil has a learning disability, the teacher may need to spend more time with this pupil or provide the development of technician to organize the activities with him/her.

Under external factors we mean the factors which lie “outside the classroom”, which affect such class management, as: *planning, the development of the teacher’s person, organizing parent-teacher meetings and providing psychological factors.*

So, we propose such psychological factors which in a great degree affect the classroom management. We think that these factors will influence the pupils’ understanding of novels.

3. Pupils’ Motivation

Unfortunately, as children grow, their passion for learning frequently seems to shrink. Learning often becomes associated process with drudgery instead of delight. A large number of pupils – more than one in four – leave school before graduating. Many of them are physically present in the classroom but largely mentally absent; they fail to invest themselves fully in their own experience of learning.

4. Solving of disciplinary Problems

As it was noted the public’s attitude toward public schools consistently identifies lack of discipline as the most serious problem facing schools today. Although our researches address discipline at the school level, it is the individual teacher who at the first line is of defense according to discipline problems.

3. Teacher-Pupil Relationships

If a teacher has good relationships with pupils, then schoolchildren more readily accept the rules and provide procedures and the disciplinary actions that follow their violations. Without the foundation of good relationships, pupils commonly resist the rules and procedures along with the consequent disciplinary actions. The goal of teacher-pupil relationships should be like a balance between High Cooperation and High Dominance.

5. Mental Set

Of the four elements having been outlined, this is probably the most unusual one, at least in terms of a title – Mental Set. Mental-Set or “mindfulness” is a heightened sense of situational awareness and conscious control over one’s thoughts and behavior relative to this or that situation. It is a tendency to someone who can

only see solutions that have worked in the past. This type of fixed thinking can make it difficult to come up with solutions and can impede the problem-solving process. Meta-analysis shows that this element has the largest effect. These mental sets can sometimes lead to rigid thinking and can create difficulties in the problem-solving process. While in many cases we can use our past experiences which help us to solve the issues we face, and all these factors can make us difficult to see a novel, to find its understanding or creative ways of fixing current problems.

CHAPTER II. Facilitative Role of a Teacher in using contemporary approaches and methods for teaching young learners English poetry

2.1. Principles of Facilitative Teaching in using contemporary approaches and methods for teaching young learners English poetry

In the learner-centered model, the teacher takes on the role of facilitator: guide, coach, conductor, midwife, gardener. Why? Because the pupils are doing the work of problem solving, reviewing, discussing and creating. Initially, this may feel like the teacher's job has been replaced by her pupils. However, the teacher's voice becomes more critical because she/he is now engaging her/his pupils as they work through higher order thinking skills of application, evaluation, and creation. This doesn't mean that learner-centered teachers stop giving examples, telling stories, and exploring content in front of their pupils. But pupils shouldn't be doing these tasks all or even most of the time. Ultimately, the responsibility for learning rests with the pupils".

We offer seven principles for teachers who want to develop their facilitation skills:

1. Let Your Pupils Do More Learning Tasks: Set your pupils up to do all of the things mentioned in the quote at the top of this post. The challenge we encounter here is that our pupils aren't going to do these tasks as well or in the same way as we would. It's like learning to walk, they will pick up the skills of our discipline as they try it out.

2. Teachers Do Less Telling so that Pupils Can Do More Discovering: Most teachers I know spend an entire class session reading through their syllabus. Weimer offers a totally different and interactive approach where here pupils explore and discuss the elements and structure of the course.

3. Teachers Do Instructional Design Work More Carefully: In short, the lion's share of a teacher's work is done before class. I think that online teachers have

an edge here because their classroom time has been displaced and is most often asynchronous. For those of us moving our courses to a hybrid format, we are offered an opportunity to rethink and better integrate the learning activities in our courses. Instead of just preparing lectures, we are designing learning activities for our students to participate in.

4. Faculty More Explicitly Model How Experts Learn: In the place of a polished talk, we explain our own process: what we do when we encounter difficult learning tasks, how do we decide if a resource is worthwhile, and how they are encountering new information in their field. She explains that “Pupils need to see examples of learning as hard, messy work, even for experienced learners.”

5. Faculty Encourage Pupils to Learn From and With Each Other: Most pupils and teachers groan when they hear about “group work” (see the image ->).

But I think that’s because we expect collaborative projects to work right out of the box. They don’t. Later in the chapter, the author shares one such experience and what she learned from it. Given time by perseverance, and improvement through redesign and skill development, group work can be a very effective teaching strategy.

6. Faculty and Pupils Work to Create Climates for Learning: When students are given responsibility for their classroom experience, classroom management becomes a secondary issue.

7. Faculty Use Evaluation to Promote Learning: Pupils learn to evaluate their own work and the work of their peers. Teachers still issue grades, but the evaluation process becomes formative as well as evaluative.

So, the facilitator role means that pupils will see the limits of teacher’s expertise and abilities to perceive and communicate.

D. Strange (1989) highlights the eight critical roles of a facilitative teacher in



a plan of using by them contemporary approaches and methods for teaching English young learners:

- Provide a meaningful context for learning where lessons are framed by the context of the pupils' life situations.
- Encourage “hands-on” and interactive approaches to learning activities to allow learners to think about and apply concepts learned.
- Establish learning outcomes that are clear in their intent to achieve “work-readiness” for learners.
- Give learners the opportunity to collaborate and negotiate in determining their learning and assessment processes.
- Understand learners as “co-producers” of new knowledge and skills.
- Recognize that the prior learning and life experiences of learners are valuable foundations for constructing new knowledge and skill sets.
- Use flexible teaching approaches that address the different learning styles of pupils.
- Value the social interactions involved with learning in groups.

So, we proposed such *psycholinguistic mechanisms* of teaching pupils to understand English poetry:

1. Prepare pupils for the challenges of the 21st century through academic, career, and personal/social development.
2. Relates educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Provides advocacy for pupils.
10. Encourages facilitative, co-operative peer interactions.

11. Fosters resiliency factors for pupils.
12. Assures equitable access to educational opportunities.
13. What broadens knowledge of our changing world.
14. Provides advocacy for pupils.
15. Encourages facilitative, co-operative peer interactions.
16. Fosters resiliency factors for pupils.
17. Assures equitable access to educational opportunities.

So, the aims of facilitative role and guidance service in schools is to assist the pupil in fulfilling his/her basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence.

2.2. Characteristics and Behavior of a Teacher when he/she uses contemporary approaches and methods for teaching young learners English poetry

The facilitative teacher model is fully integrated into both our curriculum and our evaluation methods. We support the notion of scientists that “the individual has within himself vast resources for self-understanding, for altering his self-concept, his attitudes, and his self-directed behavior” – and that these resources can be tapped only if a definable climate of facilitative psychological attitudes can be provided (Shrobbree, 2008). Consequently, in this environment, learning is an active process, the teacher is the facilitator, and students are invited to learn.

It is also believed that the focus of the curriculum should be the child. As such, the teacher must address the needs and interests of the child (the affective domain, as well as the cognitive domain) in the classroom. In his *Freedom to Learn* (1969) and *Freedom to Learn for the 1980's* (1983), scientists (Robinson & Ellis, 2008) have developed these ideas; and his model has served as a basis for hundreds of inservice workshops conducted to help teachers become facilitators of learning.

The model of scientists (Robinson & Ellis, 2008) incorporates six primary characteristics of the facilitative teacher, four of which fall into the affective domain:

1) **to be attentive** – communicating, accurately listening, effectively taking time for a student, looking for meanings and feelings behind words, and observing facial expressions;

2) **to be genuine** – being honest in interpersonal relationships and displaying a real concern and caring for the student;

3) **to be understanding** – having empathy for others' frame of reference, including different cultural backgrounds, and perceiving and responding to pupils' feelings;

4) **to be respectful** – valuing each pupil as being unique, showing a positive regard for each pupil and accepting his or her feelings and being polite to pupils, even when handling misbehavior.

The remaining two traits of the model of scientists (Robinson & Ellis, 2008) to reside primarily in the cognitive domain.

5) **to be knowledgeable** – processing knowledge of one's subject matter, developing the ability to use a variety of instructional strategies, and serving as a resource person;

6) **to be communicative** – possessing effective interpersonal skill, being able to convey ideas and feelings clearly in both written and verbal form, and having an awareness of subtle meaning behind words.

They describe a number of strategies and techniques for the teacher to facilitate a positive learning environment. In order to develop a positive self-concept in pupils, the teacher must convey the message that the student is able, responsible, and valuable. The facilitative teacher supports these beliefs which form the basis for the teacher's behavior toward pupils. These teacher behavior corresponds to Carl Rogers six affective characteristics of the facilitative teacher: attentive, genuine, understanding, respectful, knowledgeable and communicative.

1. Teacher's Characteristic: ATTENTIVE

Teacher Behavior:

- Maintains eye contact
- Listens actively
- Demonstrates awareness of verbal and nonverbal behaviors
- Monitors pupils' activity
- Monitors progress and provides feedback for all pupils

2. Teacher's Characteristic: GENUINE

Teacher's Behavior:

- Is honest in interpersonal relationships
- Displays a real concern and caring for the pupil

3. Teacher's Characteristic: UNDERSTANDING

Teacher's Behavior:

- Demonstrates sensitivity and responsiveness to pupils' personal ideas
- Demonstrates sensitivity and responsiveness to pupils' needs
- Demonstrates sensitivity and responsiveness to pupils' interests
- Demonstrates sensitivity and responsiveness to pupils' feelings
- Demonstrates sensitivity and responsiveness to pupils' diverse cultural backgrounds

4. Teacher's Characteristic: RESPECTFUL

Teacher's Behavior:

- Values each pupil as being unique
- Shows a positive regard for each pupil
- Accepts pupil's feelings
- Shows politeness to pupils, even when handling misbehavior.

5. Teacher's Characteristic: KNOWLEDGEABLE

Teacher's Behavior:

Content-specific Dimensions of Teacher's Knowledge

- Demonstrates current knowledge of subject matter
- Identifies concepts, facts, and/or skills basic to the content area(s)
- Utilizes outside resources pertaining to their field

- Follows clear, concise objectives
- Provides appropriate instructional opportunities adapted to diverse learners

General Dimensions of Teacher's Knowledge

- Facilitates pupils' learning through presentation of the content in clear and meaningful ways
- Utilizes a variety of strategies, including technology, to communicate subject matter
- Keeps pupils actively engaged
- Asks high level questions to elicit critical thinking, problem solving, and performance skills
- Accurately assesses and analyzes pupil's learning

6. Teacher's Characteristic: *COMMUNICATIVE*

Teacher's Behavior:

- Interacts positively with pupils including active listening
- Speaks and writes articulately using the language of instruction
- Integrates multiple technological approaches
- Provides clear and precise directions that pupils can easily understand
- Recognizes and builds upon teachable moments.

So, the person in a facilitating role therefore performs the task of providing assistance in the forms of, for example, active support and encouragement in order to familiarize fellow teachers with the contents of a proposed change. New skills have to be learned since the introduction of a new program involves changes in, for example, teaching methods and materials as well as in teaching convictions. A facilitative role indicates smoothing or clearing the way in order to achieve this without causing teachers to feel threatened.

Conclusions to the second Chapter

In this Chapter we proposed such *psycholinguistic mechanisms* of teaching pupils to understand English poetry:

14. Prepare pupils for the challenges of the 21st century through academic, career, and personal/social development.
15. Relates educational program to future success.
16. Facilitates career exploration and development.
17. Develops decision-making and problem solving skills.
18. Assists in acquiring knowledge of self and others.
19. Enhances personal development.
20. Assists in developing effective interpersonal relationship skills.
21. Broadens knowledge of our changing world.
22. Provides advocacy for pupils.
23. Encourages facilitative, co-operative peer interactions.
24. Fosters resiliency factors for pupils.
25. Assures equitable access to educational opportunities.
26. What broadens knowledge of our changing world.
14. Provides advocacy for pupils.
15. Encourages facilitative, co-operative peer interactions.
16. Fosters resiliency factors for pupils.
17. Assures equitable access to educational opportunities.

CHAPTER III. Contemporary approaches and methods for teaching young learners English Poetry

Approbation and implementation of the research results into the practice of general secondary school was carried out through discussion at the pedagogical councils of the Institution of Alternative school KrOK of t. Kropyvnytskyi, in 2-A, 3-B and 4-C forms. These classes were experimental for our research during February-March, 2025. For pupils we proposed our author's exercises which proved the use of contemporary approaches and methods for teaching young learners English Phonetics.

3.1. Methods for teaching young learners communication and its types

Communication is the process of sending and receiving messages to achieve understanding. Everyone has undoubtedly heard the expression «Say what you mean and mean what you say». Saying what one means is precisely what communication is all about. Anytime one speaks a sentence, makes a gesture, or merely grunts, one is «saying» one has some idea in one's mind that one wishes to transfer to another person. Words, body movements, facial expressions, and voice tones are all symbols one selects attempting to transmit the meaning in one's mind to the mind of the receiver.

Communication is one of the most important aspects of our everyday activity. In fact, most things we do are directly or indirectly connected with communication. Even «talking» silently to oneself is a form of communication, called **«intrapersonal» (inner) communication.**

Speech communication, which involves more than one person, is **«interpersonal» (outer) communication.** It falls into several types – one-to-one, group, public and mass communication. Speech can also be oral and written.

The components of the communication process:

- **Thought:** First, information exists in the mind of the sender. This can be a concept, idea, information, or feelings.
- **Encoding:** Next, a message is sent to a receiver in words or other symbols.
- **Decoding:** Lastly, the receiver «translates» the words or symbols into a concept or information that he or she can understand.

During the transmitting of the message, two elements will be received: **content** and **context**. **Content** is the actual words or symbols of the message that is known as *language* – the spoken and written words combined into phrases that make grammatical and semantic sense. We all use and interpret the meanings of words differently, so even simple messages can be misunderstood. And many words have different meanings to confuse the issue even more.

Context is the way the message is delivered and is known as **paralanguage** – it is the nonverbal elements in speech such as the tone of voice, the look in the sender's eyes, body language, hand gestures, and state of emotions (anger, fear, uncertainty, confidence, etc.) that can be detected. Although paralanguage or context often causes messages to be misunderstood as we believe what we see more than what we hear; it is a powerful communicator that helps us to understand each other. Indeed, we often trust the accuracy of nonverbal behaviours more than verbal behaviours.

Some people think they have communicated once they told someone to do something. But a message has NOT been communicated unless it is understood by the receiver (decoded). How do you know it has been properly received? By two-way communication or feedback. This feedback tells the sender that the receiver understood the message, its level of importance, and what must be done with it. Communication is an exchange, not just a given, as all parties must participate to complete the information exchange (Fig. 3.1).

TRAINING

1. TONGUE TWISTERS:

- A quick witted cricket critic.*
- Something in a thirty-acre thermal thicket of thorns and thistles thumped and*

thundered threatening the three-D thoughts of Matthew the thug – although, theatrically, it was only the thirteen-thousand thistles and thorns through the underneath of his thigh that the thirty year old thug thought of that morning.

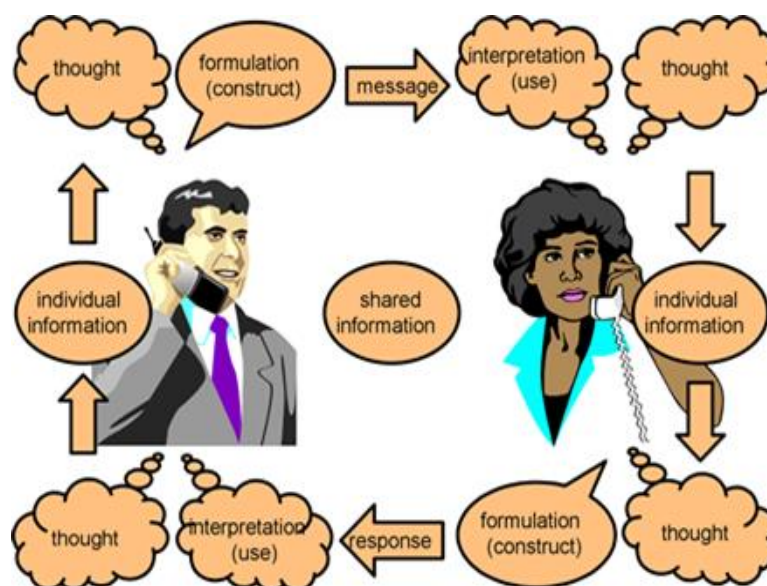


Fig. 3.1. The stages of communication

2. Tape-recording of the pupils' reading.

(**NOTE:** Here are seven short texts. Pupils should read the texts in turn and comment on the pronunciation of the words in bold type. At the end of the lesson they listen to the records of their reading and analyze their intonational and pronunciation mistakes.)

- I. Shirley's favourite season is spring. She waits all winter for the snow to melt. When the (1) **birds** return and the trees start to bud, she is very happy. She knows that those (2) **buds** will soon be blossoms and leaves. She enjoys getting up early in the morning and walking in a park near her home. There, she watches the birds as they build their nests. She also likes to examine the flower buds that are getting ready to bloom. She thinks about how beautiful they will soon look. Shirley can't help telling everyone, «Spring is a wonderful time of the year!» Don't you agree?



II. Many modern ships have metal decks which can become very slippery when wet. In order to warn passengers of this danger, many cruise ships have signs which read «Slippery when Wet». They don't want anyone to (1) **slip** on the deck and get hurt.



In addition to these warning signs, other signs are placed along the deck which ask the passengers not to (2) **sleep** on the deck overnight. These signs were put up after a serious accident occurred. A passenger fell asleep on a deck chair late one evening. When he awoke early in the morning, he was so disoriented in his search for his room that he fell over the side of the ship.



III. Ken loved to cook, but he was careless. One day he left a pan on the stove and forgot about it. The food inside burned to a crisp, and the pan became black and ugly. So, Ken bought a shiny new (1) **pan**. It cost a lot, but he figured it was wise to pay extra for top quality.

The next day while Ken was boiling noodles in his new pan, he noticed that water was leaking out of it. When he looked closely, Ken was surprised to find a tiny hole in the bottom. Upset that his new pan leaked, Ken decided to write a letter of complaint to the company that made it. When he sat down to write, Ken noticed that his (2) **pen** had leaked ink all over his important papers. He was so angry about the pen and the pan that he threw them both away.

IV. Paul and Matthew were walking along the lake when they found

something exciting. It was an old canoe. They pushed it into the water, got into it, and started to paddle toward the middle of the lake. They thought it was fun, but after they had gone a short distance, they noticed a lot of water leaking into the canoe. There were big cracks in the bottom. Paul screamed, «Oh no! I can't swim! I don't want to (1) **sink**. I might die!»

Matthew laughed and said, «Relax. You don't need to worry about a thing. This lake is not deep at all. You can stand on the bottom». Then Paul was embarrassed. All he had to do was walk to the shore.

On the way back home, Matthew joked, «Aren't you going to thank me for saving you?»

But Paul was still embarrassed. He just said, «I don't want to (2) **think** about it again».

V. Every year the fifth grade has a spelling bee. Last year, Sally wanted to be the champion. She studied the words on the spelling bee list every day after school. Some of the words were hard to spell, but after two weeks of practice there were just three that Sally still had trouble spelling – *thermometer*, *withhold*, and *complementary*. After a little more practice, she could spell even those three perfectly. Then she continued to practice until she could spell all the words automatically, without even thinking about them. She was certain that she was going to win the spelling bee.

Unfortunately, on the day of the spelling bee, Sally was eliminated in the third round. She was so overconfident that she didn't pay close attention and mixed up the spelling of the words (1) **thigh** and (2) **thy**. She was sad, but all she said was, «Wait until next year. The sixth grade has a spelling bee too».

VI. At a shopping centre near homeless man who sat on the asking people for money. Some coins, and others gave him food,



my home, there used to be a curb or went from car to car people offered him a few but he didn't get much.

(1) **Begging** was a pretty miserable way to survive. Unfortunately, he didn't have any special job skills, so he didn't know what else to do.

Then one day his luck changed. The manager of a grocery store in the shopping centre offered him a job (2) **bagging** groceries. As shoppers went through the check stand to pay, he would take their groceries out of the shopping carts and put them in bags. That was something the homeless man could do. He went to work enthusiastically. Bagging groceries hour after hour was harder than begging, but he earned more money, and he also seemed happier with himself.

VII. Elizabeth was on her way to Hawaii, and she could hardly wait to get there. She wanted to see all the sights of «paradise». As her plane descended through the clouds, she held her breath. Then she saw the tops of lush green mountains beneath her. After that, she saw the deep blue-green ocean and white beaches surrounding the island. Farther out in the ocean, the waves were breaking on the coral (1) **reef**. It was beautiful! But even more beautiful was the (2) **wreath** of tropical flowers that was placed around her neck as she got off the plane. In Hawaiian, this wreath is called a lei. What a beautiful beginning to her vacation! She couldn't help but laugh out loud with joy. She knew that she was going to enjoy this tropical paradise.



3. Spoonerism

A Spoonerism is one sort of mistakes in pronunciation, where the consonant sounds at the start of two words (a group of words) are swapped (e.g.: *You have tasted a whole worm* = *You have wasted a whole term*). The following text is full of Spoonerisms. Work out how the words should be written.

Sunday morning...

We live in an old **bread rick** house in Sussex. The **heather's** been really **what** the last month or so. In fact we've never known such **hummer seat**. Most mornings there's a **might list** at first, but that clears away quickly, leaving a fine **dunny say**.

But some mornings have started with a fence dog.

Anyway, when I **mow cup** this **warning**, I was expecting another lovely dot hummer say. But when I looked outside, I saw that it was **roaring** with **pain**, and it felt so cold that I decided to **fight** a **liar**. Then I spent happy twenty minutes in the bath **beading** a **rook**. My life win prefers to **shake** a **tower**, but I always like to **toke** in a hot **sub**.

After breakfast I **chord** myself a final **pup** of coffee, then settled back to **mead** yesterday's **rail**, which I'd been too busy to deal with. There was a **stole hack** of **monk jail**, as usual, but I was pleased to **pet** a **ghost-card** from my **dumb** and **mad**, who were spending a few **rays** in **Dome**.

It was **rhyme** to get **teddy** for church, so I put on my best **toot** and **sigh** with black **Susan shocks** while Lyn decided to wear the **silly** pink **fruit** she'd bought at the Harrods' sale.

Unfortunately, when I tried to **cart** the **star** I found that I had a **bat flattery**. Luckily, my next **poor** neighbor **Denny** helped me out, and we were soon on the road.

4. Comment how the joke can be related to the subject «Practical English Phonetics» and difficulties one can have in case of misunderstanding.

Two old men were sitting next to each other on the London subway (tube). Their hearing wasn't so good. One says, "Is this Wembley?" "No", the other says, "It's Thursday". The first replies, "No thanks, I already had a drink".

3.2. Contemporary approaches and methods for teaching English young learners non-verbal communication, which helps them to understand English poetry

Language, our most highly developed communication system, uses the channel of sounds. Apart from speaking and listening, people can also communicate in writing and in non-verbal ways – through gestures, movements, and even clothes. You can

show that you agree with someone just by nodding your head. You walk in such a way as to indicate something about your personality or the way you feel. You can also communicate about yourself by what you wear.

The system of human communication is the entity that includes verbal and nonverbal channels of communication. Nonverbal information can double, contradict, substitute, compensate, emphasize, or regulate verbal forms.

Scientists consider nonverbal communication to be prior to speech, as it is quicker and much simpler mastered by children who start using it all ready at the age of one.

The knowledge of the types, peculiarities and differences between the non-verbal systems of different countries is very important. Non-verbal systems vary between languages just as speech and writing systems do. Non-verbal communication learned even earlier and less consciously than speech seems as natural breathing or seeing.

Culture affects almost every aspect of non-verbal communication. For example, culture governs how close we stand while talking with another person, how we use (or avoid) eye contact, how we express (or suppress) powerful emotions such as joy, disapproval, and anger. Culture even governs the expression of love, because culture determines whether we feel free to express love in public settings by holding hands, hugging, or kissing the person we love. When people are in an environment where the language, attitudes, values, and behaviours are different from their environment, they may suffer disorientation and frustration. This experience is known as «culture shock».

Citizens of the United States of America are generally known for addressing one another by first names, a habit that most of the world does not follow. However, there are many U.S. citizens who are more comfortable with formality, and prefer to use last names and titles. How can the model of cultural orientation help you? It can help you predict how in certain cultures they will speak, act, negotiate, and make decisions.

The part of non-verbal communication called **paralanguage** includes volume,

pitch, rate, and voice quality.

In addition, paralinguage includes a number of specific **vocal sounds** people make (coughing, grunting, yawning, sighing, hissing, snoring, etc.) as well as the silent pauses between words or sounds. Non-verbal vocal sounds accompany speech but they are not properly part of language. They give us information about the biological characteristics of speakers.

Ukrainian and English people share a great deal in their interpretations of voice qualities, which carry information about age, gender, body condition, physique, mood, and status. Gender is clearly indicated by voice qualities.

There is a great taboo on body noises, including sniffing or throat-clearing in the English culture. If uncontrolled, all body noises are expected to be strictly suppressed and profusely apologized for. Ukrainians take a rather more relaxed view of these noises, considering them difficult to control and therefore inconsequential. If they cause embarrassment to anyone, apologizing for them would simply compound the damage.

There are surely some situations in which typical English vocal qualifiers use more pitch and volume than Ukrainians. For instance, they apparently find it quite improper for lecturers to laugh heartily while at the podium. English would probably join the speakers in laughing; Ukrainians become clearly embarrassed and, if they laugh at all, seem to laugh out of embarrassment for, rather than with, the speaker. The relatively uniform contrast of Ukrainians and English is that the Ukrainian volume and pitch will exceed the English in public address situations.

When Ukrainians watch television, they tune the set quite higher the English do. The pleasant level of volume for playing music in trains, boats, planes, bars, restaurants, and even private homes, not to mention discos and contemporary musicals in Ukraine, is so high as to make conversation hardly possible. In all of these settings, the English can be observed asking that the music be turned down.

The study of the use of body motions to communicate is called **kinesics**. Rolling one's eyes, frowning, staring, laughing, gesturing, crossing one's legs, or any similar body movements fall into this category. People express a great deal with

their movements. They can communicate nervousness or calmness, intensity or relaxation, even sincerity or hypocrisy.

Professional actors and dancers have known since antiquity that body gestures may also generate a vocabulary of communication more or less unique to each culture. A genuine lexicon of American gestures was prepared in detail by Francois Delsarte, who described complex language of contemporary face and body positions for theatrical purposes.

A gesture is a form of non-verbal communication in which visible bodily actions communicate particular messages, either in place of speech or together and in parallel with words. Gestures include movement of the hands, face, or other parts of the body. Gestures differ from physical non-verbal communication that does not communicate specific messages, such as purely expressive displays, or displays of joint attention. Gestures allow individuals to communicate a variety of feelings and thoughts, from contempt and hostility to approval and affection, often together with body language in addition to words when they speak.

It is often said that in face-to-face and even body-to-body communications, the words we speak actually account for less than 10% of the message that we convey, while body language accounts for more than half of our message

Very few gestures are universally understood and interpreted. What is perfectly acceptable in the United States may be rude, or even obscene, in other cultures.

Each of the following responses gives a general guide to cultural differences in the meaning of gestures.

1. *Beckon with index finger.* This means «Come here» in the U.S. But to motion with the index finger to call someone is insulting, or even obscene, in many cultures. Expect a reaction when you beckon to a person from the Middle or Far East; Portugal, Spain, Latin America, Japan, Indonesia and Hong Kong. It is more acceptable to beckon with the palm down, with fingers or whole hand waving.

2. *Point at something in the room using index finger.* It is impolite to point with the index finger in the Middle and Far East. Use an open hand or your thumb (in Indonesia).

3. *Make a “V” sign.* This means «Victory» in most of Europe when you make this sign with your palm facing away from you. If you face your palm in, the same gesture means «Shove it».

4. *Smile.* This gesture is universally understood. However, in various cultures there are different reasons for smiling. The Japanese may smile when they are confused or angry. In other parts of Asia, people may smile when they are embarrassed. People in other cultures may not smile at everyone to indicate a friendly greeting as they do in the United States. A smile may be reserved for friends. It is important not to hurry to judge people from other countries because they do not smile, or smile at what we would consider «inappropriate» times.

5. *Form a circle with fingers to indicate «O.K.»* Although this means «O.K.» in the U.S. and in many countries around the world, there are some notable exceptions: in Brazil and Germany, this gesture is obscene; in Japan, this means «money»; in France, it has the additional meaning of «zero» or «worthless».

6. *Pat a person on the head.* This is very upsetting to people from Asia. The head is the repository of the soul in the Buddhist religion. So, people from cultures which are influenced by Buddhism will feel uncomfortable if their head is touched.

7. *Pass an item to someone with one hand.* In Japan this is very rude. Even a very small item such as a pencil must be passed with two hands. In many Middle and Far Eastern countries, it is rude to pass something with your left hand which is considered «unclean».

8. *Wave hand with the palm facing outward to greet someone.* In Europe, waving the hand back and forth can mean «No». To wave «good-bye» raise the palm outward and wag the fingers in unison, this is also a serious insult in Nigeria if the hand is too close to another person's face.

9. *Nod head up and down to say «Yes».* In Bulgaria and Greece, this gesture means «No».

Our bodily actions are equally strong as our words we use in communication. Movements of hands, face, legs, and other parts of the body to express something could be either voluntary or an automatic instinctive response, and such activities

are known as gestures. Purely expressive display of gestures allows us to convey our feelings, sentiments, and thoughts very explicitly. Use of gestures in non-verbal communication is extensive while in verbal communication they are just an addition to words in order to make the communication more effective and appealing.

When we meet a person, the first gesture that we usually use is a **handshake**. It seems to be very neutral and used as politeness but still every culture has its own rules. There are the countries where handshake is used quite often, e.g.: Romania, Russia, Ukraine, Slovakia, Egypt, Bulgaria, Italy, and Hungary. But in Germany and Austria handshakes should be firm. In Japan, handshaking is not widely used and you may bow only if someone bows to you. In China, don't make any physical contact – no hugs, kissing, or touching.

Of all the organs of the human body, the eyes are the most communicative. They communicate information through **eye contact**, staring, gazing, and blinking. Sometimes, a person will look directly into the eyes of another person to determine whether he is telling the truth or not. Psychiatrists generally use eye contact to gain an initial form of communication with prospective patients. Eye contact forces the recognition of another human being. Job interviewers also use eye contact to indicate interest or a lack of interest in the candidate. Staring is often used to show concern or displeasure with someone else. When we blink at someone, we show a feeling of **flirting** or interest. People also blink or close their eyes to show displeasure with someone else. When a person closes his eyes while addressing someone, he is telling the person that he considers his opinions of little merit.

In the USA, direct eye contact shows that you are sincere, although it should not be too intense. Some minorities look away to show respect. In Germany and Austria, when communicating with a person, you should use a direct eye contact, while in Japan and China they do not maintain strong eye contact. Ukrainian people prefer when their partner looks directly in their eyes.

Non-verbal communication consists of such culturally determined interactions as the physical distance or closeness maintained between individuals, the body heat they give off, odours they perceive in social situations, angles of vision they maintain

while talking, the sense of time appropriate for communicating under different conditions. The study of spatial communication is called **proxemics**.

Every culture has its own conception of distances between people communicating with each other. For visitors of Arab countries, it is important to know that people usually stand very close in conversation, and stepping back can be considered as offensive. In Britain, physical contact should be minimal. Hong Kong is also considered as non-touching society. In Japan, one should be careful not to make body contact with the other person, and not to crowd the person you are talking to by standing too close. Ukrainians stand closer to each other than people in Britain or the USA.

And at the end – here's how to start using body language to improve your day-to-day communications and so improve your quality of life.

1. Be natural.
2. Make a conscious effort to think about what your body is doing in different situations with different people. A mirror can be useful to examine facial expressions and posture, but mainly you just want to pay attention to what your body does when you're angry, nervous, or happy.
3. Your body language is effective if it communicates the message you want it to communicate. Does your posture communicate confidence, or does it make you seem unsure of yourself even though your words express confidence?
4. Have more than one gesture. This will help you better get your message across. But still you don't have to use a body language gesture (or two) for every word.
5. Direct the most positive gestures toward the listener. Direct the most negative gestures away from yourself and the listener. This way you clearly indicate that you wish that no obstacle stands in the way of your intended message.
6. Use hand gestures carefully. Be conscious of what your hands are saying as you speak. Some hand gestures can be very effective in highlighting your points.
7. Avoid negative facial expressions, such as frowns or raised eyebrows. What

is or isn't negative is dependent on the context, including cultural context, so be guided by your situation.

8. Communicate eye to eye. Eye contact establishes rapport, helps to convince that you're trustworthy, and displays interest.
9. Concentrate on difficult situations. It's most important to make sure your body language is clear in interactions with people you don't know very well.
10. Observe your own expressions. Use your body language to help you understand how you feel. If you're not quite sure how you feel about something or someone, pay attention to what your body is saying.

TRAINING

1. TONGUE TWISTERS:

- a. *If Pickford's packers packed a packet of crisps would the packet of crisps that Pickford's packers packed survive for two and a half years?*
- b. *How many cookies could a good cook cook if a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.*

2. Comment how the joke can be related to the subject «Practical English Phonetics» and difficulties one can have in case of misunderstanding.

Pupil to teacher, "Are "pants" singular or plural?"

Teacher, "They're singular on top and plural on the bottom".

For example, the chorus, like the refrain, emphasizes the main idea of the song. It differs from the general structure of the song in rhythm, structure, but sometimes in size. The chorus of Burns' songs is characterized by repetitions of various types: full or partial repetition of the first two lines:

The lang lad they ca' Jumpin' John

Beguiled the bonnie lassie,

The lang lad they ca' Jumpin' John

Beguiled the bonnie lassie (Burns, 1993: 28).

A complete repetition of the first line in the second one:

Green grow the rashes, O

Green grow the rashes, O

The sweetest hours that e'er I spend

Are spent amang the lasses, O (Burns, 1993: 40).

Repeating the beginning of the first line:

I'am owre young, I'am owre young,

I'am owre young to marry yet

I'am owre young, 'twad be a sin

To tak me frae my mummy yet (Burns, 1993: 160).

or repeating the end of the line:

Bonnie lassie, **will ye go,**

will ye go, will ye go,

Bonnie lassie, **will ye go,**

To the birks of Aberfeldy (Burns, 1993: 180).

Repeating of any word or phrase over all 4 lines:

Corn rigs, an' barley **rigs,**

An' **corn rigs** are bonnie:

I'll ne'er forget that happy night

Amang the **rigs** wi' Annie (Burns, 1993: 110).

Anaphora:

For **oh,** her lanely nights are lang,

And oh, her dreams are eerie,

And oh, her widow's heart a sair,

that's absent frae her deerie (Burns, 1993: 200).

Epiphora:

My lady's gown there's gairs **upon't**

And gowden flowers sae rare **upon't**
But Jenny's jimps and jirkinet
My lord thinks muckle mair **upon't** (Burns, 1993: 268).

The rhythmic organization of Burns' songs is inextricably linked with their intonation and syntactical organization. In his songs we find both complex and complex-contracted sentences, which often cover an entire stanza:

YOUNG Peggy blooms our boniest lass,
Her blush is like the morning,
The rosy dawn, the springing grass,
With early gems adorning.
Her eyes outshine the radiant beams
That gild the passing shower,
And glitter o'er the crystal streams,
And cheer each fresh'ning flower (Burns, 1993: 155).

Rhyme in Burns' poetry is always accurate and rich:

WHEN Guilford good our pilot stood
An' did our hellim thraw, man,
Ae night, at tea, began a plea,
Within America, man:
Then up they gat the maskin-pat,
And in the sea did jaw, man;
An' did nae less, in full congress,
Than quite refuse our law, man (Burns, 1993: 175).

The language of the poems is extremely flexible, changeable and differentiated. The poem "Halloween" approaches its lexical composition and structure to the archaic Old Scottish language:

The lasses feat, an' cleanly neat,
Mair braw than when they're fine;

Their faces blythe, fu' sweetly **kythe**,
Hearts leal, an' warm, an' **kin**':
The lads sae trig, wi' **wooer-babs**
Weel-knotted on their garten;
Some unco blate, an' some wi' **gabs**
Gar lasses' hearts gang startin
Whiles fast at night (Burns, 1993: 300).

With different epithets, the poet gives the same word a different meanings: **undaunted heart, rotten hollow hearts, unsubmitting heart**. The poet willingly uses constant epithets from folk poems. In humorous poems, sometimes a definition becomes a permanent epithet and it is repeated throughout the poem with using different nouns:

HEY, the **dusty Miller**,
And his **dusty coat**,
He will win a shilling,
Or he spend a groat:
Dusty was the coat,
Dusty was the **colour**,
Dusty was the **kiss**
That I gat frae the Miller.
Hey, the dusty Miller,
And his **dusty sack**;
Leeze me on the calling
Fills the **dusty peck**:
Fills the dusty peck,
Brings the **dusty siller**;
I wad gie my coatie
For the **dusty Miller** (Burns, 1993: 307).

In the poem R. Burns uses mostly short words that rhyme and they are easily heard: braw – saw, sweet – compleat, heart – dart, as well as give the poem melody. The poet uses mostly vowels, so the poem is read easily and rhythmically. The author’s affection for the girl is felt, as it is evidenced by the following:

A gaudy dress and gentle air
May slightly touch the heart,
But it’s innocence and modesty
That polishes the dart.

'Tis this in Nelly pleases me,
'Tis this enchants my soul;
For absolutely in my breast
She reigns without control (Burns, 1993: 87).

No less “natural” it is a poem that belongs to the socio-philosophical lyrics is **“Б ропax мoс cepue” (My heart’s in the Highlands)**. In this song, R. Burns depicts the love and devotion of the lyrical hero to his land, to native nature, elevates the idea of longevity, the vitality of the man’s connection with the homeland. Emphasizing the main idea of the poem, R. Burns uses such an artistic technique as framing – the fourth stanza is repeated the first line:

My heart’s in the Highlands, my heart is not here,
My heart’s in the Highlands a-chasing the deer
Chasing the wild deer, and following the roe;
My heart’s in the Highlands, wherever I go (Burns, 1993: 98).

In such a way we’ve to conclude that all these contemporary approaches and methods for teaching English young learners (including the methods of teaching intonation, phonetics, etc.) have to be transferred onto the process of teaching pupils to understand English poetry in middle and senior forms.

3.3. Contemporary approaches and methods for teaching English young learners to make you a good communicator

The ability to speak persuasively and eloquently is an incredibly useful skill

which relies on both natural talent and extensive practice. It is almost impossible to give a description of what makes a good speaker: some people are naturally funny; others always come across as being sincere whilst others are very logical. All these (and many other) styles work! There are, however, some guidelines (given in this part of the manual) which can help you to develop a successful speaking style.

Communication is probably the one skill which made us distinct amongst the animals. Along with our ability to think, it has brought progress in the world.

Since we are born with superb inbuilt tools for communication, we often think we are born with good communication skills too. But unless you consciously exercise your communication skills, just like exercising your brain, it will not be powerful or effective. Even if you learn every rule still the only way to develop speaking skills is to participate. The formal rules and structure are only a portion of what constitutes proper conversing – the rest is wit, enthusiasm and that certain spark that allows you to say to that irritating member of the opposition who is interrupting you, mid-sentence, with a fourth point of information: «Your chair must be very uncomfortable Sir, but please sit down – I have something important to say.....»

It is true that since childhood you have been given verbal and non-verbal inexplicit instructions on how to behave and talk to people. In spite of this, how many of us interrupt while others speak? On the other hand, how many of us can confidently say we are good in handling interruption?

We have been taught to speak to people rather than speak with them.

It was discovered that not only are these the default values passed on from one generation to another; there was no proof that these were the best methods to use.

Most of them can't even be called good communication skills. For example, while we are talking to others, seldom do we stop and ask ourselves what is it that I am trying to communicate? There is no definite goal for most of our conversations. From the childhood, we are taught that those who can talk faster are usually sharper than others.

There are a lot of programs which promise instant success in public speaking. If you come across any one of them, run away as fast as you can. Public speaking or

good communication, in general requires practice and guidance.

Successful public speaking (good communication skills, in general) consists of three parts:

1. Good content – the know-how about the subject.
2. Confidence – enough courage to stand and speak.
3. Connection – ability to convey the message.

The untold rule of communication is to use as less words as possible and still communicate as much as required.

Good communication skills are extremely important to have through your entire life span, and in every possible situation you can think of. If you consider yourself to be shy in nature get over it.

People are shy for many reasons, they may have a withdrawn personality, be insecure, feel like they aren't good at socializing, have a hard time expressing themselves, and so on.

People who are shy, usually do not like the fact that people point out that they are shy, quiet, or both, and chalk it up to «That's just the way I am».

However, the sad reality is that if you don't open up, voice your opinions, and learn to be more outgoing, your communication skills will suffer. If your communication skills are poor you will experience a great deal of trouble in your personal, working, and general relationships. You may have even noticed that being shy causes you aggravation in your day to day life.

Some people experience bouts of shyness, for instance, someone who might normally be outgoing, may be afraid of public speaking, or talking to their boss, or talking to a member of the opposite sex.

Bad communication (be it written, oral, or body language) can send the wrong message in more ways than one. Most people would rather be around those who are easy to communicate with, and are open, than those who need «special treatment» like shy people.

Good communication skills are skills that facilitate people to communicate effectively with one another. Effectual communication engages the choice of the

best communications channel, the technical know-how to use the channel, the presentation of information to the target audience, and the skill to understand responses received from others. Self development, interpersonal skills, mutual understanding, mutual cooperation and trust are also important to set a complete channel of most effective and winning communication skills.

There are mainly **three types of communication skills**: expressive skills, listening skills and skills for managing the overall process of communication. The basic fundamental of all these types of communication is emotional skills.

Expressive skills are required to convey message to others through words, facial expressions and body language. Listening skills are skills that are used to obtain messages or information from others. These help to clearly understand what a person feels and thinks about you or understand the other person closely. Skills for managing the overall process of communication help to recognize the required information and develop a strong hold on the existing rules of communication and interaction.

Importance of communication skills can never be ignored or neglected. These skills are the key to executing good management skills. With good management skills, you can have a team of members who together create an ambience of open communication, concise messages, probe for clarifications, recognize nonverbal signals, and mutual understanding.

The modern world today calls for high scale effective communication skills in order to win the heavy competition in all spheres of life. For effective communication a sender transmits his or her message in a clear and organized form to maintain and promote the need and interest of the receivers. Receivers or listeners show interest only if the person communicating is loaded with confidence, gestures and softness. Apart from management professionals, good communication skills are also required at all stages of life.

Effective communication skills and self development are a quality and ability to communicate well with people around you and add spice to your life. By adding spice we mean that your own communication skills will attract people towards you.

Your friends, relatives, customers, clients or colleagues will show interest in you and you'll feel zing in your life.

Most aspects of good communication may be illustrated by the given diagram:

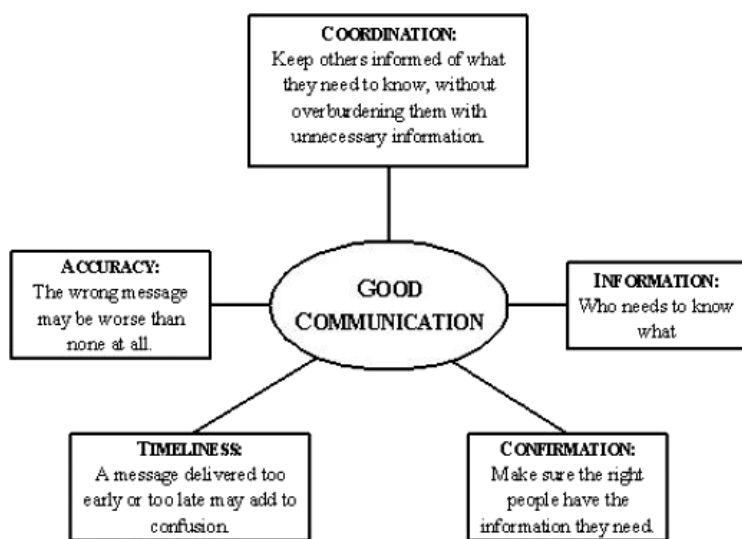


Fig. 3.2. **Diagram of good communication**

Tips that will improve your communication skills

In a conversation, **really listen**. People often *think* they're listening, but are really thinking about what they're going to say next when the other person stops talking. Truly effective communication goes both ways. While it might be difficult, try really to listen to what your partner is saying. Don't interrupt. Don't get defensive. Just hear them and reflect back what they're saying so they know you've heard. Then you'll understand them better and they'll be more willing to listen to you. You can show you are really listening by smiling, tilting your head to the side, nodding, inserting signs/words of agreement and so on. If you want people to hear you, you need to hear them. Be interested in other people – show that you are by asking questions (but don't be insincere or hypocritical). Do not mundane comments about the weather. Say something interesting like: «How's the back yard?» Be tactful. Don't say, «has grannie “popped off” yet?»

Try to **see their point of view**. In a conflict, most of us primarily want to feel heard and understood. We talk a lot about our point of view to get the other person to see things our way. Ironically, if we all do this all the time, there's little focus on the other person's point of view, and nobody feels understood. Try to really see the other side, and then you can better explain yours. (If you don't «get it», ask more questions until you do.) Others will more likely be willing to listen if they feel heard. Try to put

yourself in the other person's shoes.

Respect people (for what they are).

Recognise that right and wrong are never black and white. There are always three sides to any story: your side, the other person's...and the TRUTH.

Try to **expand and develop your voice with softness.** Avoid a monotone and use high pitch and soft sound to communicate. Don't mumble while speaking, pronounce each word clearly. People will judge your capabilities through your vocabulary.

Use the words you know. Don't use any word, if you are not sure of the meaning. Improve your English speaking skills.

Have good body language. Stand up straight, it will show confidence. Smile, you will seem approachable. Don't cross your arms over your chest, this tells people you disapprove. Keep your hands to your side, or if you are sitting, keep them on your lap. Make sure that your words, body gestures, facial expression, message and tone all match with one another. None of these should be different. For example, if you say you are concern, show that in your body gestures and facial expressions along with a soft tone.

When having a serious conversation with your boss, or a higher up, always **turn a negative into a positive...** for instance, if your boss says, I heard that they work pretty slowly, you should say something like «That's true, they didn't meet the original deadline, but the final product was of really high quality». I know it's easy to vent, and skip adding a positive in, but employers want you to be a «yes» person, not a complainer. Tell the good news (without being a «Bible-basher», please). Be positive and other people will enjoy your company. Keep your sense of humour. Tell people what you like about them without embarrassing them.

Respond to criticism with empathy. When someone comes at you with criticism, it's easy to feel that they're wrong, and get defensive. While criticism is hard to hear, and often exaggerated or coloured by the other person's emotions, it's important to listen for the other person's pain and respond with empathy for their feelings. Also, look for what's true in what they're saying, that can be valuable

information for you.

Own what's yours. Realize that personal responsibility is strength, not weakness. Effective communication involves admitting when you're wrong. If you both share some responsibility in a conflict (which is usually the case), look for and admit to what's yours. It diffuses the situation, sets a good example, and shows maturity. It also often inspires the other person to respond in kind, leading you both closer to mutual understanding and a solution.

Use «I» messages. Rather than saying things like, «You really messed up here,» begin statements with «I», and make them about yourself and your feelings, like, «I feel frustrated when this happens.» It's less accusatory, sparks less defensiveness, and helps the other person understand your point of view rather than feel attacked.

Take a time-out. Sometimes tempers get heated and it's just too difficult to continue a discussion without it becoming an argument or a fight. If you feel yourself or your partner starting to get too angry to be constructive or showing some destructive communication patterns, it's okay to take a break from the discussion until you both cool off. Sometimes good communication means knowing when to take a break.

Don't give up. While taking a break from the discussion is sometimes a good idea, always come back to it. If you both approach the situation with a constructive attitude, mutual respect, and a willingness to see the other's point of view or at least find a solution, you can make progress toward the goal of a resolution to the conflict. Unless it's time to give up on the relationship, don't give up on communication.

Ask for help if you need it. If one or both of you may have trouble staying respectful during conflict, or if you've tried resolving conflict with your partner on your own and the situation just doesn't seem to be improving, you might benefit from a few sessions with a therapist. Couples counselling or family therapy can provide help with altercations and teach skills to resolve future conflict. If your partner doesn't want to go, you can still often benefit from going alone.

Look for compromise. Instead of trying to “win” the argument, look for solutions that meet everybody's needs. Either through compromise or a new solution

that gives you both what you want most, this focus is much more effective than one person getting what they want at the other's expense. Healthy communication involves finding a resolution that both sides can be happy with.

Have confidence when you speak. If you are shy and quiet, project your voice. Always look the person in the eye when you are speaking to them. If you avert your gaze, you will look nervous and not trustworthy. Never turn your head away from someone when you are speaking to them, it may show them you don't care enough to give them your full attention, and it will make it harder for the other person to hear what you are saying. Don't mumble and enunciate your words. Even if you feel intimidated, make sure you project your voice enough so that you are being clear. If someone has to keep asking «I'm sorry, I can't hear you, what did you say?», they will get irritated with you and the conversation. If you aren't sure how you sound to people when you are talking, record yourself and listen really closely to how you sound. Then pick out the areas you need to improve upon and get to work. Try to be decisive – this shows confidence. The most important part of having good communication, especially if you are shy, is to remain relaxed, open, and confident. This will give you the appearance of being easy-going. People like to communicate with easy going people, because it's easier to communicate with them! So, it's all about confidence. If you are confident in yourself, you will automatically speak more clearly and have better communication than someone who is not confident (and quiet, shy, and mumbles, etc).

Don't let people intimidate you. If you feel intimidated by someone you are in a conversation with, do not let it show. Think before you speak. Speak in an even tone of voice. Slow down your speech to avoid showing that you are nervous. Like yourself and be positive about your life. Doing this will draw others towards you.

Never answer with «I don't know». This will make others feel like you don't care enough to give a response, or that you aren't knowledgeable enough to answer. When people ask questions, they want answers. If someone puts you on the spot, you don't have to answer them right then and there. Say something like «I'm in the middle of something, can I get back to you?» or «I don't want to ill advise you, let

me find out for you.»

In written communication, always **be clear**. Before you send an e-mail, or any type of written communication, read over it at least once, to be sure it makes sense. If you aren't sure it's clear, have someone else read it before you send it. Avoid spelling and grammar mistakes. Write in clear, concise, declarative English. Written forms of communication can be tricky, because there is no way to put your tone of voice in, so if you feel like you are writing a message on a touchy subject that could be misconstrued, it's probably best to have a face to face conversation.

Be punctual – this shows you are responsible, courteous and respectful of other's time.

Be realistic in your goals, plans and desires.

Spend time alone with your partner/«significant other»... Go on walks together. If you are not in a close relationship, discuss what's happening in your life from time to time with a close friend.

Be assertive, but cautious.

Don't gossip, backbite and backstab. Treat others, as you'd LIKE to be treated yourself – with dignity and respect.

Be true to your values and beliefs. Personal integrity is crucial at ALL TIMES.

Stay Focused. Sometimes it's tempting to bring up past seemingly related conflicts when dealing with current ones. Unfortunately, this often clouds the issue and makes finding mutual understanding and a solution to *the current issue* less likely, and makes the whole discussion more taxing and even confusing. Try not to bring up past hurts or other topics. Stay focused on the present, your feelings, understanding one another and finding a solution.

A good communicator remembers people's names, greets them in a friendly manner and speaks to them with courtesy and respect.

A good communicator focuses on the person with whom he is speaking. He makes this person feel like the most important person in his universe. It will definitely enhance the effectiveness of communication.

A good communicator usually **reads great books to develop his communication skills**. He is also interested in learning the proper way to speak well because he believes in the saying: «Speech is a mirror of the soul. As a man speaks, so is he».

This doesn't work in every situation, but **sometimes** (if you're having a conflict in a romantic relationship) **it helps to hold hands or stay physically connected as you talk**. This can remind you that you still care about each other and generally support one another.

Remember that the goal of effective communication skills should be mutual understanding and finding a solution that pleases both parties, not 'winning' the argument or 'being right'.

Keep in mind that it's important to remain respectful of the other person, even if you don't like their actions.

TRAINING

1. TONGUE TWISTERS:

- a. *How many berries could a bare berry carry,
if a bare berry could carry berries?
Well they can't carry berries
(which could make you very wary)
but a bare berry carried is more scary!*
- b. *Yellow butter, purple jelly, red jam, black bread.
Spread it thick, say it quick!
Yellow butter, purple jelly, red jam, black bread.
Spread it thicker, say it quicker!
Yellow butter, purple jelly, red jam, black bread.
Don't eat with your mouth full!*

2. Do the Communication Skills Test designed by Robin Jacobs, Portland

Community College, Portland, Oregon.

This self-assessment exercise is designed to help you evaluate your own interpersonal communication skills and style, and provide you with helpful tips for becoming a good communicator.

In each of the following, read items A, B, and C, then mark the one that best describes your communication style (24 in total).

Remember the best answer is not necessarily the correct one. In fact there is not right or wrong answer.

1. When conversing with others,

- A. I usually do most of the talking.
- B. I usually let the other person do most of the talking.
- C. I try to equalize my participation in the conversation.

2. When I first meet someone,

- A. I wait for the other person to make the introduction first.
- B. I introduce myself with a smile and offer a handshake.
- C. When I first meet someone, I hug the person.

3. I usually

- A. «warm-up» new conversations with small talk.
- B. I usually avoid small talk and jump into more important matters.
- C. I usually avoid starting conversations.

4. I usually

- A. Make an effort to remember and use peoples' names.
- B. Don't pay attention to names as I tend to forget them.
- C. Only learn the names of important people.

5. I _____ use courtesy words and phrases – «Please», «Thank you», «You're welcome», «I'm sorry».

- A. Frequently
- B. Occasionally
- C. Never

6. I tend to

- A. be serious and don't smile often while conversing.
- B. Smile all the time while conversing.

C. Smile at appropriate times while conversing.

7. **I _____ make eye contact while conversing.**

A. Always. B. Sometimes. C. Never.

8. **While conversing,**

A. I hold my head still at all times.

B. I nod my head at appropriate times.

C. I nod my head constantly.

9. **While conversing,**

A. I stand one-foot away from the person.

B. I stand two- to three-feet away from the person.

C. I stand five- to six-feet away from the person.

10. **I often**

A. Stand while talking to a person who is sitting.

B. Sit while talking to a person who is sitting.

C. Lean down while talking to a person who is sitting.

11. **To end a conversation**

A. I often just leave.

B. I begin to look impatient hoping the person will get the hint.

C. I wrap up with a closing statement.

12. **If a co-worker has put on weigh,**

A. I say nothing about it.

B. I tell the person that he or she has changed in appearance.

C. I honestly tell the person that he or she looks fat.

13. **When I'm listening to the speaker,**

A. I often cross my arms over my chest.

B. I often lean back and turn my body away from the speaker.

C. I often lean slightly forward and face my body toward the speaker.

14. **When I cross my legs,**

A. I cross my legs facing the speaker.

B. I cross my legs away from the speaker.

C. I bob my foot.

15. While listening,

A. I tend to be distracted by things going on around me.

B. I listen for meaning and ask questions.

C. I watch the person speak, but I don't «hear» a word.

16. When someone talks about an unfortunate or sad experience,

A. I don't comment about it.

B. I try to change the subject.

C. I try to relate to the person's feelings and show sensitivity to his or her misfortune.

17. When I discuss a topic,

A. I tend to talk about and focus on positive (good) aspects.

B. I tend to talk about and focus on the negative (bad) aspects.

C. I tend to complain.

18. When I have a negative opinion or comment,

A. I just say it.

B. I lead in with a positive comment first.

C. I say nothing.

19. When I receive unfavourable feedback,

A. I note where I need to improve.

B. I get angry and defensive.

C. I deny the problem, make excuses, or plead ignorance.

20. When I give a person negative feedback,

A. I focus on the person's observable work or behaviour and offer suggestions.

B. I focus on what I don't like about the person.

C. I simply tell the person what to do right.

21. When I give a person negative feedback,

A. I do it around others so everyone can hear.

B. I do it in front of the supervisor.

C. I talk with the person alone in a private place.

22. When I disagree with a person,

A. I listen first, ask questions for clarification, then disagree non-judgmentally.

B. I quickly point out the person is wrong and why.

C. I say little or nothing.

23. When I'm in a group,

A. I tend to frown a lot.

B. I tend to smile and use humour at appropriate times.

C. I tend to be serious.

24. This last item has four choices (A, B, C or D). Which one best describes you?

A. I'm a «hands-on» person. I tend to: prefer hands-on experiences and activities; focus on tasks to be done; refrain from discussions; think in a logical and organized way; do things in an orderly way; have difficulty adjusting to change.

B. I'm a «thinker». I tend to: enjoy listening to a logical presentation of ideas; enjoy analyzing problems and finding systematic ways to solve problems; enjoy creating models based on theory and information; like structure and organization; act slowly in making decisions; show more interest in ideas than people.

C. I'm an «explorer». I tend to: try things by trial and error; explore practical uses for ideas and theories; make decisions that provide quick solutions; decide quickly; take risks; enjoy change; rely more on people for information.

D. I'm a «free thinker». I tend to: base views and opinions on feelings; enjoy tossing around ideas (brainstorming); approach and view problems and experiences from different perspectives; rely on intuition, not logic, for making decisions; dislike structure.

Now that you have completed the test you should know there is no right or wrong answer. It will only help you discover your communication style.

Here are the questions and answers with some explanations for the Communication Skills Test. Look carefully at each question and its answer and think of your answer and what it means. This questionnaire is just a sample and not

concrete in its results. Human beings have a great capacity to change and improve and respond.

1. Best answer: C.

Conversations should be a balanced two-way flow of dialogue.

2. Best answer: B.

It's good to initiate the introduction and introduce yourself with a handshake and smile. If shaking hands is difficult, a quick head nod is a good substitute. Initiating the introduction with a smile and handshake (or head nod) helps build rapport.

3. Best answer: A.

It's good to initiate conversations with small talk. Topics to warm-up the conversation might include a chat about the weather, news of interest, or impressions about the current activity (if you're at a meeting, staff party, or other gathering, for example).

Examples of conversation starters might be:

«It's sure warm today, isn't it?»

«Did you hear about the big accident on the freeway?

Traffic's backed-up for miles».

«What did you think about the Blazers game last night?»

«This is a nice party, isn't it?»

«Could I get you something to drink?»

4. Best answer: A.

It's good to call people by name whenever possible. It makes a good, lasting impression, and it makes the other person feel important and special. To help remember names, try these techniques:

- ✓ **Repeat:** After the person tells you his or her name, immediately use it several times in the conversation.

«It's nice to meet you, Bob».

«I agree with you, Bob».

«That was a great joke, Bob!»

- ✓ **Associate:** Associate the person's name to something unique and special. You might:

Associate the person's name with a unique feature about the person. For example:

«*Gilda has beautiful green eyes*». Think – «GG» – Green Gilda.

«*Jack tells funny jokes*». Think – «JJ» – Joking Jack.

Associate the name with a visual picture. For example:

«*Sandy*» – visualize a sandy beach.

«*Glenn*» – visualize John Glenn launching into space.

Associate the name with a personal connection.

For example:

«*Brian*» – My uncle's name is Brian.

«*Lucy*» – I had a turtle named Lucy.

Jot: Jot the person's name down with an identifying description that will help jog your memory later. For example:

«*Chuck*» – tall; glasses; works in Accounting; has twin sister; runs marathons; new to Portland.

5. **Best answer: A.**

Regular use of these courtesy words and phrases is important to show politeness and build rapport.

6. **Best answer: C.**

Smiling when greeting people and at appropriate times greatly helps build rapport.

7. **Best answer: A.**

Making eye contact is important for building rapport. It gives the impression you're interested and engaged in the conversation, and you have good self-confidence. Eye contact should include frequent breaks to avoid staring (this can make the other person uncomfortable). Break eye contact frequently – glance down to the side, then quickly make eye contact again. Glancing down to the side is important. If you instead glance to the side (as if looking out the window, for

example) or look up, it gives the person the impression you're distracted and not paying attention to what's being said. This quickly breaks down rapport.

8. Best answer: B.

Occasionally nodding your head to indicate you agree or understand helps build rapport. Again, it shows you are interested and engaged in the conversation.

9. Best answer: B.

Your arm's length is the appropriate distance (between two- to three-feet). Standing closer than arm-length makes the other person feel uncomfortable (or feel threatened), standing further away breaks down rapport.

10. Best answer: B.

Communicating at eye level helps build rapport. So, if the person is sitting and a chair is available, take a seat! There's one exception – if you walk into your supervisor's office or co-worker's office, it's best to ask the supervisor or co-worker if you can sit down first. Even better, wait for an invitation to sit. The person may not have time to talk at that moment.

11. Best answer: C.

It's best to bring the conversation to an end by making a polite closing comment or gesture. Good closing (wrap-up) comments might be:

«I've enjoyed talking with you».

«Let me give you my business card».

«Well, I need to go speak with....»

«Do you know a person I can contact?»

12. Best answer: A.

It's best to say nothing. Never say anything that might hurt or offend the person. It's called being tactful. It's always best to give compliments only, and only say things that will make the person feel good.

«I like your dress».

«That's a nice shirt».

13. Best answer: C.

Leaning slightly forward and facing the speaker shows you're interested, and it

helps build rapport. Sitting with your arms crossed over your chest gives the message you are defensive. Leaning back with your body or turning your body away from the speaker gives the message that you are bored, disinterested, or feel in charge. Such body language breaks down rapport.

14. Best answer: A.

Crossing your legs toward the speaker shows you're interested, and it builds rapport. Crossing your legs away from the speaker gives the message that you are defensive, disinterested, or feels in charge. In essence, you are putting up a subtle barrier. And if you bob or swing your foot, you're sending the message that you're anxious or nervous!

15. Best answer B.

If you're a good listener, you keep mentally busy searching for meaning in the message, and you ask questions. This mental «search for meaning» helps keep you focused, attentive, and engaged. If you get easily distracted, try taking notes if the setting is appropriate. Note-taking helps draw and focus your attention as you must mentally «search for meaning» and listen for information in order to take notes. This might be helpful in meetings, for example.

If you watch someone speak but you don't «hear» a word, gauge if you are bored, tired, might have a gap between your speaking and listening rates, or are experiencing «emotional deafness». We all experience emotional deafness on occasion, especially when we're feeling overwhelmed, upset, or nervous.

You hear people ask – «*I'm sorry, what did you say?*» or make the comment – «*I have a lot on my mind right now. Could you repeat what you said?*» If it's a frequent problem, gauge the source and seek help if needed.

16. Best answer: C.

Showing empathy (sensitivity) to another person's feelings helps build rapport. It's called «reaching out to people». Empathy can be shown by making comments, such as:

«*That must have been a scary (or upsetting) experience for you.*»

«*I felt the same way when that happened to me.*»

«I know (understand) how you feel».

«I can imagine how you feel».

«I would feel that way too in your situation».

17. Best answer: A.

Focusing on the positive (good) aspects draws people's attention in a favourable way, and people enjoy the conversation more. People are generally more attracted to a person who has a «positive outlook on life». And when it comes to work evaluations, positive-minded people generally do better. Consider the following examples:

Positive: *«The plan has some good ideas».*

Negative: *«The plan has some serious problems».*

Complaint: *«No one ever listens to my ideas».*

Positive: *«These changes might have some benefits».*

Negative: *«These changes would be awful».*

Complaint: *«I'm always having to relearn and re-do everything around here».*

18. Best answer: B.

It's best to say something positive first, and then express a negative opinion or comment in a tactful way. Consider these examples:

Positive lead:

«I like many aspects of your idea (positive lead), but it may not work well for this department». (Tactfully stated)

Interpretation: The idea won't work.

19. Best answer: A.

When you receive feedback, it's important to know what you do well, but it's equally important to know where improvements can be made to increase your chances for success. Few people do everything well, and you've undoubtedly heard the saying – «No one is perfect».

Simply make note of «weak» areas (we all have them!) and make changes needed. Receiving honest feedback is truly «a gift». It usually means someone cares and wishes to see you succeed.

20. Best answer: A.

When you give negative feedback, you should focus on and communicate your observations of the person's work or behaviour, not focus on nor judge the person. Focus on performance, not personality (or personal traits).

After sharing your observation about the person's work or behaviour, offer a suggestion in a tactful way.

Consider these examples:

Example 1:

«The forms you completed were thoroughly done (positive lead), but I notice (observation) there are a few spelling errors (work feedback). Perhaps they can be corrected with correction fluid (suggestion)».

Important: Notice it says – «...there are a few spelling errors» instead of – «you made a few spelling errors». Leave out «you» whenever possible.

Example 2:

«Your presentation covered the main points very well (positive lead), but I noticed (observation) contact information was left out (work feedback). I wonder if it might be good to include a contact name and phone number (suggestion)».

Notice it says – «...contact information was left out» instead of – «you left out contact information». It avoids using «you».

Example 3:

«I like your ideas (positive lead), but it appears (observation) the delivery (communication style or behaviour) weakens them. Perhaps they could be written down and handed out to everyone to review (suggestion)».

Notice it says – «...the delivery weakens them» instead of – «you weaken them». It avoids using «you».

21. Best answer: C.

It's always best to meet the person privately and away from other people so others can't hear.

22. Best answer: A.

It's fine to disagree, but it's important to disagree agreeably.

This means you should:

- 1) show respect for the other person's ideas,
- 2) listen attentively until the person is done,
- 3) ask questions if needed,
- 4) disagree non-judgmentally, and, if possible,
- 5) offer an alternative solution.

Consider these examples:

«I respect your view, John, (shows respect) but I think the problem is due to a lack of time (point of disagreement). One way to solve the problem might be to computerize repair reports (offered solution)».

«I hear what you're saying (shows respect), but it seems the staff would do better, not worse, with flex time schedules (point of disagreement). I would suggest we try it for six months (offered solution)».

23. Best answer: B.

At appropriate times, it's always good to smile. And when used at appropriate times and in appropriate ways, humour is beneficial for group dynamics. Humour helps «break the ice» when people first meet. Humour helps relieve stress and tension. A humorous observation and comment helps lower the heat when a heated discussion gets too «hot». And most importantly, humour helps build team cohesiveness.

If you observe people at a gathering, you'll notice people naturally gravitate toward people considered «approachable». Approachable people are the ones who smile; they are the ones who add humour and lightness to conversations; and they are the ones who make fun of themselves in a self-deprecating and humorous way. In any group setting, smiles attract, and humour bonds people together. Do you know a good joke?

Idea: If you're like many people who have difficulty remembering humorous lines, puns, anecdotal stories, or jokes, consider creating a humour file. Clip and save humorous jokes, stories, and puns from the newspaper. Write down and save jokes and funny stories you hear. Your file will be a good resource to draw from for

upcoming social events and gatherings.

24. Best answer: The one that fits you!

The four choices above describe and identify four communication (and learning) styles, and no one style is better than the other. This part of the exercise merely serves to illustrate how people can (and do) think, act, learn, and communicate differently. Each person in a group may have a different style.

How well you are able to recognize, respect, and adjust to other people's way of communicating and «doing things» is a key to success when working with a supervisor, group of people, or class instructor.

For example, if you are a «free thinker» – you like to brainstorm ideas and do what «feels right» – you might find it frustrating working with (or learning from) a «thinker» – a person who focuses on and approaches tasks and ideas based on logic, reasoning, and organized structure. The «thinker» would be equally frustrated working with a person or group that loosely brainstorms ideas all afternoon.

How successfully «opposites» work together largely depends on how willing and well each person is able to adjust to the other's style. Flexibility and compromise are the key.

If you find yourself working with a supervisor, co-worker, team player, or instructor who has a style that differs from your own, recognize and respect the other person's individual style, and learn to accommodate the person's style as much as possible.

Consider these «how-to» tips:

How to accommodate a «hands-on» style: arrive promptly; pay very close attention to deadlines; don't procrastinate or make excuses; be organized; accept structure; try to do things in an exact and precise way; make brief and «to-the-point» comments (don't ramble); minimize discussion – get to the task; ask questions in a brief, concise way; use concrete terms and explanations (not abstract); do things in sequential and orderly steps; discuss and show practical applications; demonstrate to illustrate an idea or point; allow for «hands-on» project-type tasks.

How to accommodate a «thinker» style: arrive promptly; pay very close

attention to deadlines; don't procrastinate or make excuses; be organized; use outlines, charts, graphs, and spatial mapping to show information and the relationship of ideas; provide data; provide documentation be open to the use of abstract explanations and terms; support information with facts (proof); support views and opinions with logic and evidence; focus on main ideas, related details, and logical conclusions; be open to topics that allow for debate; be patient with quick and sudden moves from idea to idea; allow for research-type tasks.

How to accommodate an «explorer» style: be open to new ideas; be open to change; allow room for creative innovation; be open-minded to opinions and views; be attentive; show interest; relate ideas to the real world (use real world examples); focus on processes and applications rather than facts; be willing to take a risk or investigate; be patient with disorganization; share humour and laugh at jokes; be patient while jumping from one idea to another; be willing to discuss ideas; allow for innovative and creative type tasks.

How to accommodate a «free thinker» style: smile and be friendly; be willing to chat and visit; share personal experiences; participate in discussions and activities; lean forward – be attentive and show interest; use gestures and positive body language; use humour; be sincere; use images, pictures, and colour; apply personal meaning to ideas; show how ideas and details apply to life; show interest and concern for people; avoid questioning or challenging the person's insight or logic; be patient with interruptions; be open to use of metaphoric language and expression; don't force structure – allow room for flexibility; allow for interactive type tasks.

Now that you have these answers, pin point the areas where you can do well and get Cracking. Developing communication skills is a life long activities – no matter how good you are, you can do even better, be it communication skills or cycling. We humans have tendency to do things and then do it even better.

3. There are communication skills games organized in schools, colleges and offices as icebreakers as well as social events. Take a look at the following games and act them out.

Communication is a very important requirement in society today. Whether it is a preschool or an office, children and adults have to communicate with their fellow mates in order to socialize. When a person suffers from poor communication skills, he/she is limited to a certain level of thinking which is not healthy for them or the society. The purpose of communication is that a group of individuals come together to discuss or talk about things which are of concern. When you have good conversational skills, you can create a positive outcome of not only your thought but also the others around you. Disagreements, misunderstandings, anger and distance are some of the effects of poor communication skills. But when you are good at speaking, you can convey the negative also in a positive and convincing manner. For this purpose, schools and companies come up with certain games based on communication skills for individuals, to make them more open and social people.

For the pupils of the 3-d form

In companies after employees are hired, there are workplace communication events which are conducted for the purpose of socializing and communicating with each other. These events include games and icebreaker activities for teamwork, employee motivation, energizers, personal development, etc. Some such communication skills games used for adults are mentioned below.

Helium Stick: For this game, all you need is teamwork. You have to form two parallel lines, facing each other. Place a long, thin helium rod on the index fingers of each group mate and you have to lower it to the ground together. But the problem is that instead of going down, the rod goes up and it is very difficult to bring it down together.

Warp Speed: This too is a group activity for building team spirit and working together on one goal. The game is, that you have to form groups and stand in circles holding hands. These groups are then challenged to juggle with either a hoopla or any other objects together as fast as possible, in a given time span.

For the pupils of the 4-th form

For pupils in schools and colleges, there are many social events like festivals and fairs. Pupils must have good communication skills at their ages so that they don't face personality problems ahead in life. There are many party games which can also be used to develop communication with others.

Toxic Waste: This game involves more of physical activity along with team spirit and leadership. All you have to is carry a bucket full of «toxic waste» and empty it into a neutralization bucket. But the catch in the group of students are tied with a bungee cord and rope, and have to transport the waste without dropping it as it is toxic.

Mine Field: You must have partners for this game, out of which one is blindfolded. There are a few objects that are scattered indoors and outdoors. The blindfolded partner is supposed to find these objects and the one who can see, is supposed to verbally guide him/her towards them.

For the pupils of the 2-nd form

Children in school also need to learn a few effective communication skills as the earlier they learn, the faster they can implement them. There are a few conversational skills games which are organized for them as well, because they too need to make friends and develop these communication skills as early as possible. These games also help in teaching pupils who have communication disorders, how to observe and grasp a certain concept, so it can be communicated well.

Scrabble: This is a great word game which can be used to develop a child's vocabulary as well as his/her communication skills. You have a board with squares on it and each has some points written on it. You have to make English words out of the letters provided to you and increase your score through them. You can make long words as well as short ones, but there are certain rules for making these words as well. It is a fun educative word game for children of all ages.

Pictorial Games: Since pictures are a great way of explaining what words can't, you can help pupils develop their communication skills through some picture games. You can divide the class into groups and make each group member come up and draw a picture on the board, for the others to guess. Reading and explaining

picture books is also one of the best ways of teaching as well as mixing the children in a class so they get to make friends.

With these games for people of all ages, you can make learning and developing communication skills fun. So, you can pick out any of your favorite games and make it an educative as well as social experience.

4. Sounds like

What homonyms correctly replace the *italicized* words in the sentences below?

1. I *avenue* baby sister. _____
2. He went duck hunting, but he didn't see a *burden* sight.

3. How come you got *insulate*? _____
4. If I place a book on my head, it *falsify* move. _____
5. Mary and I are *cistern* brother. _____
6. *Peruse* a country in South America. _____
7. Suddenly there was a shot and he got a *bulletin* his leg. _____
8. On the *daisies* home, John helps with the cleaning.

5. Comment how the joke can be related to studying English and the difficulties one can have in case of misunderstanding.

NOTE: The hilarious English one often hears in various parts of the world is due chiefly to the uncertain logic, not of the speakers, but mostly of English itself. English Language in its usage has led to some wonderful true to life anecdotes. Even when grammatical, they are uproariously incorrect. The jokes are as much on English as they are on the non-native speakers. Read one of them and decide how the inscription should be changed to sound right:

A Roman doctor's office: "Specialists in women and other diseases".

Conclusions to the third Chapter

In this Chapter we showed contemporary approaches and methods for teaching young learners English Poetry. Approbation and implementation of the research results into the practice of general secondary school was carried out through discussion at the pedagogical councils of the Institution of Alternative school KrOK of t. Kropyvnytskyi, in 2-A, 3-B and 4-C forms. These classes were experimental for our research during February-March, 2025. For pupils we proposed our author's exercises which proved the use of contemporary approaches and methods for teaching young learners English Phonetics.

We showed the components of the communication process:

- **Thought:** First, information exists in the mind of the sender. This can be a concept, idea, information, or feelings.
- **Encoding:** Next, a message is sent to a receiver in words or other symbols.

Decoding: Lastly, the receiver «translates» the words or symbols into a concept or information that he or she can understand.

There are mainly **three types of communication skills**: expressive skills, listening skills and skills for managing the overall process of communication. The basic fundamental of all these types of communication is emotional skills.

Expressive skills are required to convey message to others through words, facial expressions and body language. Listening skills are skills that are used to obtain messages or information from others. These help to clearly understand what a person feels and thinks about you or understand the other person closely. Skills for managing the overall process of communication help to recognize the required information and develop a strong hold on the existing rules of communication and interaction.

Importance of communication skills can never be ignored or neglected. These skills are the key to executing good management skills. With good management skills, you can have a team of members who together create an ambience of open communication, concise messages, probe for clarifications, recognize nonverbal

signals, and mutual understanding.

The modern world today calls for high scale effective communication skills in order to win the heavy competition in all spheres of life. For effective communication a sender transmits his or her message in a clear and organized form to maintain and promote the need and interest of the receivers. Receivers or listeners show interest only if the person communicating is loaded with confidence, gestures and softness. Apart from management professionals, good communication skills are also required at all stages of life.

Effective communication skills and self development are a quality and ability to communicate well with people around you and add spice to your life. By adding spice we mean that your own communication skills will attract people towards you. Your friends, relatives, customers, clients or colleagues will show interest in you and you'll feel zing in your life.

CONCLUSIONS

Even though there are many factors (both internal and external) that should be taken into consideration while we are engaged in the teaching process of studying and understanding English poetry. Under “the internal factors” it means “factors inside classroom” such as:

- ***Effective instruction.*** Guided practice due to the attention to individual pupils lead well-planned instruction, which tend to enhance order and effective learning.
- ***Setting and implementing rules.*** The goal is to achieve to achieve maximum amount of learning within minimum time.
- ***Feedback on appropriate behavior.*** It is good point to remember that praise of behavior would be more effective if linked with good performance.
- ***Classroom environment.*** Fully managed classrooms will increase students desire to study in such supportive learning environment.
- ***Teacher’s Approach.*** The best way to teach students is to develop an activity that lets them create the rules, instead of telling the students what the rules are.
- ***Disabilities.*** If one pupil has a learning disability, the teacher may need to spend more one-on-one time with this pupil or allow the development of technician to work with him/her.

Under external factors we’ll put the external factors, or factors “outside the classroom” that affect class management such as: *planning, teacher’s personality, parent-teacher meetings* and *psychological factors*.

They are distinct because the former deals with behavior problems in class management whereas the latter deals with the way how teachers teach and students learn. While dealing with pedagogical matters (learning-teaching process) teachers deal with the behavior matters too. All these factors are just like pieces of a jigsaw that make the main figure, in this case, “successful class-management” and a successful teaching and learning process in general.

So, the teachers' role in managing a classroom successfully is of much importance since teacher should consider different factors in order to make a successful class management. And as a result of this we'll consider some of the psychological factors that affect on class management too.

Improving pupil behavior (for example, self-control) is an important goal in many school management programs at the moment, while this group of components is not sufficiently represented in the various classifications mentioned above. In addition, many activities use both preventive and reactive strategies. Therefore, there are the following classification ("types") of classroom management interventions, based on their main focus:

- 1) Teachers' behavior-focused interventions. The main focus of the intervention is to improve the management of teachers (for example, the maintenance of order, the introduction of rules and procedures, disciplinary measures), and thus on changing the teachers' behavior.

- 2) Teacher-pupil relationship-focused interventions. The main focus of the intervention is to improve the interaction between teachers and students (teacher-student interaction), and consequently, to develop caring and supportive relationships. Only preventive interventions are included in this category.

- 3) Pupils' behavior-focused interventions. The main focus of the intervention is to improve the pupil's behavior, for example, through group unforeseen events or improving the self-control of all students. Both preventive and reactive interventions are included in this category.

- 4) Pupils' social-emotional development-focused interventions. The main focus of the intervention is to improve the social and emotional development of pupils, such as strengthening the feelings of empathy for other children. Both preventive and reactive interventions are included in this category.

It is also clear that the appropriation of learning activities has a great impact on learning and achievement. The selection, creation or adaptation of such activities is largely informed not only by the profile of the learner himself/herself but also by the way in which teachers perceive themselves and their role in society. These self-

images in turn influence teachers' teaching strategies and behaviour in class. In this sense, successful teaching depends on the teacher's:

- optimal involvement in the learning material;
- personal interest in the learner;
- development of certain personal traits, such as relaxation, openness, originality and spontaneity.

Some contemporary approaches and methods for teaching English young learners may fit into more than one of these categories; the types are not considered to be mutually exclusive. The proposed classification was used in the meta-analysis to identify the differential effects of different types of interventions. One particular type of intervention might be more effective than other types.

In the learner-centered model, the teacher takes on the role of facilitator: guide, coach, conductor, midwife, gardener. Why? Because the pupils are doing the work of problem solving, reviewing, discussing and creating. Initially, this may feel like the teacher's job has been replaced by her pupils. However, the teacher's voice becomes more critical because she/he is now engaging her/his pupils as they work through higher order thinking skills of application, evaluation, and creation. This doesn't mean that learner-centered teachers stop giving examples, telling stories, and exploring content in front of their pupils. But pupils shouldn't be doing these tasks all or even most of the time. Ultimately, the responsibility for learning rests with the pupils."

Scientists offer seven principles for teachers who want to develop their facilitation skills:

1. Let Your Pupils Do More Learning Tasks: Set your pupils up to do all of the things mentioned in the quote at the top of this post. The challenge we encounter here is that our pupils aren't going to do these tasks as well or in the same way as we would. It's like learning to walk, they will pick up the skills of our discipline as they try it out.

2. Teachers Do Less Telling so that Pupils Can Do More Discovering: Most teachers I know spend an entire class session reading through

their syllabus. Weimer offers a totally different and interactive approach where here pupils explore and discuss the elements and structure of the course.

3. Teachers Do Instructional Design Work More Carefully: In short, the lion's share of a teacher's work is done before class. I think that online teachers have an edge here because their classroom time has been displaced and is most often asynchronous. For those of us moving our courses to a hybrid format, we are offered an opportunity to rethink and better integrate the learning activities in our courses. Instead of just preparing lectures, we are designing learning activities for our students to participate in.

4. Faculty More Explicitly Model How Experts Learn: In the place of a polished talk, we explain our own process: what we do when we encounter difficult learning tasks, how do we decide if a resource is worthwhile, and how they are encountering new information in their field.

She explains that "Pupils need to see examples of learning as hard, messy work, even for experienced learners."

5. Faculty Encourage Pupils to Learn From and With Each Other: Most pupils and teachers groan when they hear about "group work" (see the image ->). But I think that's because we expect collaborative projects to work right out of the box. They don't. Later in the chapter, the author shares one such experience and what she learned from it. Given time by perseverance, and improvement through redesign and skill development, group work can be a very effective teaching strategy.

6. Faculty and Pupils Work to Create Climates for Learning: When students are given responsibility for their classroom experience, classroom management becomes a secondary issue.

7. Faculty Use Evaluation to Promote Learning: Pupils learn to evaluate their own work and the work of their peers. Teachers still issue grades, but the evaluation process becomes formative as well as evaluative.



We highlight the eight critical roles of a facilitative teacher in a plan of using by them contemporary approaches and methods for teaching English young learners:

- Provide a meaningful context for learning where lessons are framed by the context of the pupils' life situations.
- Encourage “hands-on” and interactive approaches to learning activities to allow learners to think about and apply concepts learned.
- Establish learning outcomes that are clear in their intent to achieve “work-readiness” for learners.
- Give learners the opportunity to collaborate and negotiate in determining their learning and assessment processes.
- Understand learners as “co-producers” of new knowledge and skills.
- Recognize that the prior learning and life experiences of learners are valuable foundations for constructing new knowledge and skill sets.
- Use flexible teaching approaches that address the different learning styles of pupils.
- Value the social interactions involved with learning in groups.

So, we proposed such *psycholinguistic mechanisms* of teaching pupils to understand English poetry:

- Prepare pupils for the challenges of the 21st century through academic, career, and personal/social development.
- Relates educational program to future success.
- Facilitates career exploration and development.
- Develops decision-making and problem solving skills.
- Assists in acquiring knowledge of self and others.
- Enhances personal development.
- Assists in developing effective interpersonal relationship skills.
- Broadens knowledge of our changing world.
- Provides advocacy for pupils.
- Encourages facilitative, co-operative peer interactions.

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So, the aims of facilitative role and guidance service in schools is to assist the pupil in fulfilling his/her basic physiological needs, understanding themselves and developing associations with peers, balancing between permissiveness and controls in the school setting, realizing successful achievement, and providing opportunities to gain independence.

It is also believed that the focus of the curriculum should be the child. As such, the teacher must address the needs and interests of the child (the affective domain, as well as the cognitive domain) in the classroom. In his *Freedom to Learn* (1969) and *Freedom to Learn for the 1980's* (1983), Carl Rogers has developed these ideas; and his model has served as a basis for hundreds of inservice workshops conducted to help teachers become facilitators of learning.

The model of Carl Rogers incorporates six primary characteristics of the facilitative teacher, four of which fall into the affective domain:

1) **to be attentive** – communicating, accurately listening, effectively taking time for a student, looking for meanings and feelings behind words, and observing facial expressions;

2) **to be genuine** – being honest in interpersonal relationships and displaying a real concern and caring for the student;

3) **to be understanding** – having empathy for others' frame of reference, including different cultural backgrounds, and perceiving and responding to pupils' feelings;

4) **to be respectful** – valuing each pupil as being unique, showing a positive

regard for each pupil and accepting his or her feelings and being polite to pupils, even when handling misbehavior.

The remaining two traits of Carl Rogers' model reside primarily in the cognitive domain.

5) **to be knowledgeable** – processing knowledge of one's subject matter, developing the ability to use a variety of instructional strategies, and serving as a resource person;

6) **to be communicative** – possessing effective interpersonal skill, being able to convey ideas and feelings clearly in both written and verbal form, and having an awareness of subtle meaning behind words.

They describe a number of strategies and techniques for the teacher to facilitate a positive learning environment. In order to develop a positive self-concept in students, the teacher must convey the message that the student is able, responsible, and valuable. The facilitative teacher supports these beliefs which form the basis for the teacher's behavior toward pupils. These teacher behavior corresponds to Carl Rogers six affective characteristics of the facilitative teacher: attentive, genuine, understanding, respectful, knowledgeable and communicative.

1. Teacher's Characteristic: ATTENTIVE

Teacher's Behavior:

- Maintains eye contact
- Listens actively
- Demonstrates awareness of verbal and nonverbal behaviors
- Monitors pupils' activity
- Monitors progress and provides feedback for all pupils

2. Teacher's Characteristic: GENUINE

Teacher's Behavior:

- Is honest in interpersonal relationships
- Displays a real concern and caring for the pupil

3. Teacher's Characteristic: UNDERSTANDING

Teacher's Behavior:

- Demonstrates sensitivity and responsiveness to pupils' personal ideas
- Demonstrates sensitivity and responsiveness to pupils' needs
- Demonstrates sensitivity and responsiveness to pupils' interests
- Demonstrates sensitivity and responsiveness to pupils' feelings
- Demonstrates sensitivity and responsiveness to pupils' diverse cultural backgrounds

4. Teacher's Characteristic: RESPECTFUL

Teacher's Behavior:

- Values each pupil as being unique
- Shows a positive regard for each pupil
- Accepts pupil's feelings
- Shows politeness to pupils, even when handling misbehavior.

5. Teacher's Characteristic: KNOWLEDGEABLE

Teacher's Behavior:

Content-specific Dimensions of Teacher's Knowledge

- Demonstrates current knowledge of subject matter
- Identifies concepts, facts, and/or skills basic to the content area(s)
- Utilizes outside resources pertaining to their field
- Follows clear, concise objectives
- Provides appropriate instructional opportunities adapted to diverse learners

General Dimensions of Teacher's Knowledge

- Facilitates pupils' learning through presentation of the content in clear and meaningful ways
- Utilizes a variety of strategies, including technology, to communicate subject matter
- Keeps pupils actively engaged
- Asks high level questions to elicit critical thinking, problem solving, and performance skills

- Accurately assesses and analyzes pupil's learning

6. Teacher's Characteristic: COMMUNICATIVE

Teacher's Behavior:

- Interacts positively with pupils including active listening
- Speaks and writes articulately using the language of instruction
- Integrates multiple technological approaches
- Provides clear and precise directions that pupils can easily understand
- Recognizes and builds upon teachable moments.

So, the person in a facilitating role therefore performs the task of providing assistance in the forms of, for example, active support and encouragement in order to familiarize fellow teachers with the contents of a proposed change. New skills have to be learned since the introduction of a new program involves changes in, for example, teaching methods and materials as well as in teaching convictions. A facilitative role indicates smoothing or clearing the way in order to achieve this without causing teachers to feel threatened.

In such a way we've to conclude that all these contemporary approaches and methods for teaching English young learners (including the methods of teaching intonation, phonetics, etc.) have to be transferred onto the process of teaching pupils to understand English poetry in middle and senior forms.

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