

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



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Редакційна колегія:

Ніколайчук Г.І., кандидат педагогічних наук, доцент, декан факультету іноземної філології, РДГУ.

Михальчук Н.О., доктор психологічних наук, завідувач кафедри практики англійської мови, РДГУ;

Воробйова І.А., кандидат педагогічних наук, доцент кафедри практики англійської мови, РДГУ.

Рецензент:

Воробйова Л.М., кандидат філологічних наук, професор кафедри теорії та історії світової літератури РДГУ.

Упорядник випуску:

Воробйова І.А., кандидат педагогічних наук, доцент кафедри практики англійської мови, РДГУ.

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Науковий керівник: канд. пед. наук, доцент Богачик М.С.

Ivanna Nedbailo

*Rivne State University of the Humanities
Rivne*

TEACHING RECEPTIVE TYPES OF SPEECH ACTIVITY BY MEANS OF THE INTERNET RESOURCES AT ENGLISH LESSON IN SENIOR SCHOOL OF INSTITUTIONS OF GENERAL SECONDARY EDUCATION

The Internet creates the conditions for getting any necessary information for teachers and students anywhere in the globe: youth news, articles from newspapers and magazines, required literature, real-time news and more interesting information. Materials found on the Internet can be printed and used in a traditional lesson, even if such use of foreign language learning changes: the Internet user receives up-to-date and authentic information. The popularity of usage Internet resources at English lessons has increased dramatically. This is not only because of the development of technology but also a positive impact on the process of studying. The possibilities are enormous as well. The Internet can be used for many purposes: to form competences of all kinds of communicative skills – listening, reading, writing, speaking; to develop phonetic, lexical, grammatical competencies using the materials of the global network; to motivate and interest students in learning English; to immerse them into intercultural atmosphere.

The topic of the article lies in the sight of teaching receptive types of speech activity by means of the Internet resources widely covered in the works of such scholars as I. Kostikova, H. Bezbarvna [1] J. Coiro [3], K. Mariusz [4], E. Peterson [5] and others.

The main aim of the article is to study the role of the Internet resources in teaching English and to determine the ways of using the Internet at the lessons and to present different Internet resources and the opportunities of each of them.

Developing receptive skills such as listening and reading is a difficult task that requires a lot of time, involment and effort.

The Internet offers a great deal of information, authentic or specifically prepared for ESL/EFL purposes that can be used in foreign language classrooms for reading and listening activities. Thus, exposing students to authentic target language on the topics they are learning about should be a primary objective of foreign language teachers [4]. J. Coiro [3] outlines three types of the texts that the readers encounter online: “nonlinear hypertexts” (i.e., texts with hyperlinks), “multiple-media texts” (i.e., texts with animated images, audio or video clips) and “interactive texts” (i.e., texts which can be coauthored by readers). Each of these text types introduces new challenges for readers, especially for ESL students.

An analysis of the scientific literature made it possible to identify the best ways to use the Internet during the lessons.

The first option is to build a whole lesson based on working online with specific training and information programs. Using the Internet throughout the lesson, usually built on work with educational and information sites, this method is effective when presenting new material or exploring specific

topics. These include virtual travels to the UK and other English speaking countries, direct communication with native speakers, business games and more.

Using the Internet in a lesson should not be chaotic and haphazard. When designing a training session using the Internet, the objectives of learning, development and education need to be defined clearly. Specify the level at which the target units will be implemented: general familiarization with a new topic, mastering the theoretical aspect of the material being studied, the formation of practical skills, knowledge testing [2].

The second option is to use the Internet as a structured element of the lesson. The lesson is built on the organization of work with the following activities: the use of e-mail and writing a letter to a friend, working out dialogues, watching videos, performing online tests, quizzes, tasks to consolidate vocabulary, grammar and phonetic skills. During the lesson, teachers can create learning situations several times using an online resource.

The third option is the use of the Internet for self-employed students. That is a very effective means of using the Internet for educational purposes. It includes preparation of homework in the form of presentations about the hometown, prominent personalities, favorite writers or musicians, search and selection of videos or interesting information on the proposed topics, preparation of abstracts, own monologue statements, other projects. The tasks can be individual to each student or collective. In general, the students are more interested in completing project tasks with their classmates. Of course, it will be difficult for the student to navigate the information flow on their own, that is why the teacher should provide methodological advice to the student to perform independent work, to identify the main educational sites with which the students will work. This is usually a list of online sources and educational databases designed specifically for student learning.

There are many ways the students can improve their reading comprehension by using the World Wide Web [6].

Although the following list does not comprehensively include the types of websites available online, they will offer students a starting point when it comes to finding resources and links to improve reading skills [6].

A very user-friendly reading site called ESL Reading Smart offers students access to a variety of reading materials and levels. This site has more than 100 lessons and multimedia activities that contain printed materials for students or lesson plans for English as second language learners. This site offers a free trial and demonstration of its services and capabilities.

NaturalReader offers students the ability to download books to a tape recorder, as well as convert text to Mp3 capabilities.

Grammar quizzes, vocabulary quizzes, websites that use music or movies to improve vocabulary can all be found on the Internet with little patience. Website resources also include help with misspellings, grammar, and providing puzzles and games to ESL students and non-native English speakers who want to improve their comprehension, reading and writing skills [6].

A key factor in using the Internet to improve reading skills can be a variety of tools and materials that will provide the students with a rich and entertaining set of grammar, speaking and comprehension skills to improve both reading and writing in English.

An unending stream of audio and video lessons, television and radio broadcasts, including news and documentaries, and music videos are now available through different sources. In addition to this, a new generation of Internet tools are available (Skype, podcasts, online webcasts and conferences, voice boards). Moreover, social networks create multiple opportunities for authentic communication [5].

Learning English BBC <https://www.bbc.co.uk/learningenglish/> offers a great number of activities and categories such as News, Business, Courses, Pronunciation, Technology, etc. Many materials are delivered as full length courses but each component of the course is standalone and can be studied on its own. This means the learners can choose the best way to study for them. The BBC site is predominantly British English. A very useful thing about BBC audio, video is that it contains single story recordings from one to two minutes in length. Students can choose which topic they would like to listen to.

CNN News <http://edition.cnn.com/video/> is similar to the BBC site. The learners can listen to the clips of individual news items or to whole programmes. The CNN site is predominantly American English.

Breaking News English <https://breakingnewsenglish.com/>. This site has news articles on different topics as well as a soundtrack of an article attached to the resource book, with ready-to-use ESL / EFL lessons and worksheets, with that students can work with on their own [5].

Randall's ESL Cyber Listening Lab, Daily ESL, and EZSlang are created and maintained by Randall Davis. Reading newspapers and textbooks can be useful for academic English, but many students often spend their time reading information that is very complex and cannot be used in daily conversations. At ESL Cyber Listening Lab (www.esl-lab.com) Randall conducts short and long listening sessions for beginners as well as advanced students, accompanied by pre-listening and transcript assignments, transcripts and cultural video clips. Randall Davis states that the main purpose of the site is not to test the listening skills of the listeners; rather, by performing a variety of activities pre-listening, listening and post-listening, students can find the ways to learn how to develop their listening skills. He believes that listening and speaking skills should be developed together, and working together with other students in groups and discussing content in listening activities helps students improve their overall communication skills by focusing on specific tasks. This resource does not require compulsory registration but registered users have a number of advantages: they can pass a test to determine their level of listening skills and have saved history of passed tests and received results. This resource develops listening skills, practises writing skills and is a great tool for enriching vocabulary. The texts which are used are authentic and modern.

Thus, Daily ESL (www.dailyesl.com) aims to help students become familiar with common vocabulary and expressions that they can use all the time in many situations. Students choose a topic, listen to and read it with a paragraph, and then discuss issues with a partner. Then they can compare their thoughts with the recorded interview.

The site EZSlang (www.ezslang.com/) is designed to help students (from intermediate to advance) improve their survival skills in many different situations and make learning slang an easier process for better communication. [5].

Another resource to use for teaching listening is the site *British Council* <https://learnenglish.britishcouncil.org/skills/listening>. It helps to improve listening skills needed for studying or work. The site offers various video and audio materials for all levels. The authors of the site provide help and advice on all types of tests and listening exams, explain what can be done before and during the exam to get the highest scores. The texts should be listened to twice, but first of all, students have to read the task carefully, understand it and try to predict. The actual part of listening to tests is very short, so the learners should focus only on the exam tasks. The context, the spelling, numbers, dates and times, events, intonation, emotions and thoughts are very important.

In the section General English <https://learnenglish.britishcouncil.org/general-english> of the British Council teachers and students can find a wide range of reading, listening and language practice activities for all levels from beginner to advance. There are videos, audios, articles, stories and games. Students will improve their knowledge of everyday English and the language they need for socialising. They will also develop their comprehension skills and enrich vocabulary. Five-minute audio reports and transcripts on topics such as celebrities, pop music and entertainment. Students can listen to or watch the news on their computer or download audio and video files to their mp3 players. Audio and video are accompanied by language lessons that students can do on their computers while listening or watching, or print and do when they want.

Nowadays, the Internet, YouTube and other video sites have become very popular. These sites provide English language learners with a new tool to improve their reading and listening skills.

In conclusion, reading and listening are not the easiest task for teaching English as a foreign language. Students can develop and refine their reading and listening skills by using modern online materials in or out of the English language classroom. Appropriate use of the technology can make learning more active, motivating and learner-oriented.

In our further researches the examples of exercises from some Internet resources will be proposed for teaching receptive types of speech activity the students of senior school.

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Науковий керівник: канд. пед. наук, доцент Богачик М.С.

Viktoriia Prokopiuk

*Rivne State University of the Humanities
Rivne*

FACTORS INFLUENCING YOUNG LANGUAGE LEARNERS' DEVELOPMENT

Teachers who are supposed to teach young learners have to be aware of specific characteristics which they should take into account preparing for teaching them. They have to distinguish between teenage learners and young learners because they are completely different age groups and every group has its specifications. In Ukraine it is not unusual that English teachers in primary schools teach teenage learners as well as young learners and they have to know how to teach young learners.

S. Phillips describes young learners as children from the first year of formal schooling – five or six years old (in Ukraine it is six or seven years old) to eleven or twelve years of age. This mostly corresponds with the first four classes of primary school in Ukraine. She also adds that the age is not the most important aspect the teacher should consider but it is more about how mature the children are. “There are many factors that influence children’s maturity: for example, their culture, their environment (city or rural), their sex, the expectations of their peers and parents” [5, 3]. M. Vagnerova confirms it and adds that children receive their parents’ attitude towards school and education and it can influence children’s motivation towards school work. It is a very important period in a child’s life for many reasons.

In Ukraine, when children are six years old, they start to attend the first year of primary school. When there are some problems in child’s development, for example, the child is not enough socially, physically or mentally mature, their parents are suggested to let the child stay in the kindergarten one

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