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ОГЛАВЛЕНИЕ

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Lidia Agafonova (Tomsk)
**"MATERIALS WORLD": DEVELOPING ESP TEXTBOOKS
FOR NEW PROFESSIONAL FIELDS**

Developing an ESP textbook within a new professional field poses a challenge for the ESP teacher. It is not only hard ongoing work, but also, time-consuming, although undoubtedly, much more rewarding for the teachers ready to accept the challenge.

Textbooks are of great importance in teaching. They lay down a scheme of what we and our students are to do; they provide a permanent guide of what we have already done; they present a lot of authentic material and reflect new theoretical approaches on materials development. Moreover, textbooks give us a psychological prop, a sort of "a security blanket": we are more secure when there are regulators of our and our students' behavior. However, there is no "ideal" textbook which would meet all students' needs. The outcomes of using one single textbook will be different in groups of the same language level.

The author will provide a model for ESP materials development reflecting changing roles and functions of a modern textbook. She will also present the end products – the ESP textbooks developed under her leadership by a team of coauthors – ESP teachers of English Language Department № 4 of Tomsk Polytechnic University. The textbooks are developed for students of the Department of Electrophysics and Electronic Equipment and the Department for Humanities, and namely for the following professional fields: 1) Social Work Profession, 2) Electronics, Methods and Devices of Quality Diagnostics, 3) Industrial and Medical Electronics, 4) Public Relations. They have been piloted at these departments, too. We tried to use mostly authentic materials melting them with our own designed tasks. The textbooks are supposed to encourage students to develop their own learning strategies, to assess their own progress, as well as to develop integrated skills. They include a variety of teaching-learning activities, most of them task-based, including problem-solving and real-life activities, as well as activities required to use the Internet resources. The coauthors are Olga Kvashnina, Natalia Vakurina, Vera Verkhoturova, Tatiana Mylnikova, Julia Shitz, as well as Lidia Agafonova who is the project initiator and coordinator.

Marina Ageeva, Larisa Evseeva, Yuri Potapov, Tamara Reshetnikova (Izhevsk)
ENGLISH FOR LAW THROUGH EFFECTIVE PRESENTATIONS

Traditionally, both English as a Foreign Language (EFL) and English for Specific Purposes (ESP) instructions focus on developing four language skills: speaking, reading, listening, and writing. Due to the limited amount of ESP classroom hours and ESP specific goals, English language instructors are in search of effective ways to accomplish the syllabus aims. The faculty of the Department of Foreign Languages for Law at the Udmurt State University have developed a course *English For Law Through Effective Presentations* as an integral part of the ESP syllabus. This course aims primarily at gaining public speaking experience; however, it also contributes to the development of students' reading, listening and writing skills.

The course is a response to the needs of the faculty to build students' natural and effective speech habits based on good functional English usage, and through the application of active, pragmatic learning techniques to prepare law students for their further independent use of the foreign language as needed for educational and professional purposes.

Effective presentations in addition to developing and polishing students' public speaking skills enable them to compose meaningful and coherent messages, to adapt the messages to particular situations and audiences, to conduct responsible research, to argue and engage opposing view points constructively, to develop critical and constructive listening skills, and to think logically, clearly, and creatively which is essential in building their overall professionally oriented competence.

The course offers practical advice on public speaking skills grounded in an understanding of the basic principles of making effective presentations. A step-by-step approach to teaching is

applied in the course design. English instructors tell students *what* to do, *how* to do it, and *why* it should be done in that particular way. The faculty have compiled a manual with guidelines, sample presentations, and feedback sheets, and encourage students to use appropriate resources, visual aids, and equipment.

Farida Akmalova (Izhevsk)
STATE: THE CONCEPTUAL CATEGORY AND THE DIFFERENCES IN LINGUISTIC ACTUALIZATION

The world exists in the diversity of its forms and is cognized by human thinking. The world cognition implies generalization and categorization; thus there are categories of thought reflecting the forms of the "being" of objects and underlying the semantics of linguistic units. Since human thinking while cognizing reality is panhuman both in its logical structure and basic psychical processes and takes the same paths, these conceptual categories standing for classes of objects or their attributes and accidents are universal and fundamental.

Among the above mentioned global conceptual categories we single out the category of state reflecting a specific form of being characterized by stability, the absence of change within a certain period of time. A state is inseparable from its object hence it is reasonable to focus on the sentence as a language unit describing a state of affairs with its participants.

The semantic structure of the sentence is an abstract formation and is not particular language-oriented while the surface structure is unique and peculiar in every language for languages differ from one another not only in their phonetic structure, but in their grammatical structure as well.

The difference in linguistic actualization can be observed, for instance, in the sphere of the psychological state of a person in the sentences based on the patterns containing a linking verb and a predicative:

$N - V_{link} - A/Part\ II$: *She felt soothed and happy; Sie sind froh; Он был несколько растерян;*
$N - be_{link} - Adv$: *Mir ist traurig zumute; Нам было страшно.*

It is noteworthy that in German and Russian sentences, unlike the English ones, the subject is often expressed by a noun or a pronoun in the dative case and due to the absence of the subject-predicate agreement the structure is impersonal.

In the model $N - V_{link} - A/Part\ II$ with the traditional subject in the nominative case the passivity of the person is not marked while in impersonal structures the inactive nature of the participant is explicitly expressed. The English language does not differentiate a person representation but German and Russian sentences carry the differentiation of the ways to represent the participant in the surface structures. The sentence semantic content finds specific, ethnic forms of expression in every language which is in its turn the expression of a certain culture.

Nadezhda Aleksandrova (Izhevsk)
ON THE "CONNECTIVE" FUNCTION OF FICTION

According to D.S. Likhatchov, "philology is the highest form of humanitarian education, connective form of all humanitarian subjects". Fiction, being its important part, along with philology acts as an intermediary between different spheres of community consciousness - philosophy, art, sciences, etc. The 20th century long-term disputes between the "physicists" and "lyricists" have once again proved its high communication status. Fiction does not only aesthetically enrich, educate and cultivate, it also helps to see life in all of its dialectic diversity.

Within philology, fiction is a link between philological subjects such as linguistics, literature study and translation study. It helps in learning foreign languages. Belles-lettres texts through translations become the common property of readers worldwide. Mastering of any foreign language without using texts of fiction as a material for linguistic analysis comes to be a task impossible to fulfil.

The facts mentioned above have long ago become indisputable, with no need to be proved. However, in practice they are often neglected, which, in its turn, results in reducing the number of foreign literature classes in the syllabi for the students of philology and translation studies. There is no doubt that this issue needs a thorough study on the state level.

Coordination of curricula in linguistics and literature studies is another problem, not less important and solvable within internal higher education institutions' planning. Simultaneous usage of one and the same texts at the classes of history, theory of languages, language practice and at the lectures, academic conferences, practical classes in foreign literature history (English, German, and French) should and can assist in a more profound study of the subject. The English language training curriculum should include in one way or another such works as an Anglo-Saxon poem "Beowulf", Shakespeare's sonnets and dramas, which are studied in the first semester of the first year of study within the foreign literature course; and further on respectively: Defoe, Swift – second year, first semester, Byron, Shelly – second year, second semester, Dickens, Thackeray – third year, first semester, etc. In their turn, teachers of literature should take into consideration the requests of their colleagues - linguists.

The suggested method of cooperation, along with joint conferences, scientific students' society meetings should be of assistance in training high-qualified, comprehensively educated linguists, literature students and translators.

Olga Aleksandrova (Moscow)
CURRENT TRENDS OF LINGUISTIC DEVELOPMENTS IN RUSSIA

Russian Linguistics has a long history and well-established traditions. One of the characteristic features of our linguistics has always been to store the traditions, but, at the same time, to take into consideration new trends in the linguistic research, which become very important for the study of languages.

In the period after 1950s approximately linguistics started to change drastically. A very important impact upon the linguistic study was produced by Generative approach to the language, and, although nowadays it is proved that this theory is hardly applicable to the study of a living language, it appeared to be quite fruitful for the further progress of linguistic research and, in particular, functional studies.

The European school of Linguistics, practically simultaneously with Americans, also developed a new approach to the study of the language, the functional approach to the sentences was suggested by the Prague linguistic school, with special attention to the communicative value of the sentence.

Functional linguistics is one of the leading linguistic trends in the second half of the 20th – the beginning of the 21sl centuries. The interest to the pragmatic, semiotic, sociological, pschychological, artistic aspects of the language is very strong in different linguistic schools. Functional approach to the language considers problems of linguistic functions, which are reverberated in the speech of a Human Being, this was the aspect of the anthropological approach to the problem.

The interest to the Human mind occupies now the main interest in Linguistics. This is a part of Functionalism, because Cognition is a part of our knowledge about language. Cognivism is one of the main trends of study in modern Linguistics, Russian Linguistic studies included.

An overview of the linguistic research works only proves this fact. A brief overview of the works in the field shows the interest of linguists to the cognitive aspects of the language. Russian Linguistics at present is more cognitively oriented, but its traditions make it a bit different from the American approaches to the study of the language.

Svetlana Aleksandrova (Izhevsk)
J.G.GOERDER ON RESEMBLANCE OF MEDIEVAL ENGLISH AND GERMAN POETRY

Johann Gottfried Goerder (1744-1803) – an outstanding thinker, poet, and translator of the Renaissance age – has repeatedly addressed to ancient and medieval literature in his works.

His article "On resemblance of medieval English and German poetry and other things, resulting from it" ("Von Aenlichkeit der endlichen und deutschen Dichtkunst, nebst Verschiedenen, das daraus folget") is the first of the unpublished prefaces to an earlier, handwritten edition of "Folk Lore" (1773). Typical of Goerder, the handwritten variants of the article are much more straightforward and direct in delivering the author's thoughts; the printed edition gives softer definitions in order to avoid controversy. It was first published in the magazine "German Museum" in 1777. Goerder starts from calling for study of medieval literature of Western Europe, being a single whole, brought to life by "the spirit of chivalry", as well as folk lore, fairy tales and "mythology" as a reflection of folk beliefs. All the great national literatures, according to Goerder, have a national tradition, rooting from the past of the nation. In England Choeser, Spencer, Shakespeare borrowed a lot from the sources of "folk beliefs", "the old lore", that was later collected by Percy and others. It was only the contemporary German literature, which abandoned its past and had a totally imitating nature. "We have everything a priori, our poetry and classical education seem to be falling down from the sky to us". "He, who would nowadays get interested in common folk, its kitchen of fairy tales, myths, lore, rugged language, - what a barbarian he would seem to be!"

Highlighting the national past and folk sources of national art significance to contemporary literature, Goerder, meanwhile, is against the exclusive rule of classical canons of taste and poetry standards, borrowed from the ancient Greek sources. "There was a time when the Greeks were savages as well, if you like, and even on the peak of their loom they still had much more of a natural character about them, than a precise wit of a classicist or a scholiast might detect".

Therefore, for Goerder, the national peculiarity of folk poetry contents, its universal-to-mankind features as a definite step of a poetic thought development, made obligatory by history both to "classical" and new European nations as well as to the primeval nations, untouched by the European civilization influence.

Larissa Alexeeva (Perm)
PRESENTATION OF INDIVIDUAL KNOWLEDGE IN SCIENTIFIC DISCOURSE

The problem discussed in my presentation relates to a cognitive aspect of the scientific discourse. Approaching the scientific discourse as the sphere of concepts actualization, I believe to find out the possibilities to study individual manners of conceptualization. From this perspective, our discussion will encompass the problems of the *individual conceptual sphere* (ICS). By this term I mean an individual and motivated way of using metaphors in the scientific text. I regard the scientific metaphor as a means of modelling the real world. Our presentation will aim at two main goals: 1) to discuss the ways of individual scientific knowledge presentation; 2) to find out peculiarities of the correlation between the scientific paradigm and the individual manner of conceptualization. I intend to research conceptualization within the framework of the process of metaphorization. Our primary aim is to find out, how the choice of metaphors reflects epistemological ideas of the investigator. To demonstrate this phenomenon I have analysed various scientific texts and focussed on the individual ways of the scientific knowledge transfer. More specifically, I intend to explicate individual mental models and to demonstrate tight links between the investigator's usage of particular scientific metaphors and mental factors. Metaphors are viewed here as carriers of scientific knowledge. It will be indicated that in cognitive models two types of metaphors are distinguished: *axiomatical* metaphors and *hypothetical* metaphors. We hope to provide evidence of the motivation of

investigators' choice by means of the analysis of language traces, and thus to study the possibilities of interpreting the individual scientific knowledge.

Andy Anderson (USA)
HOMER AND MULTI-CULTURAL UNDERSTANDING

The term multi-cultural usually carries an image of things new as in pop-culture. As one who has taught "the classics" (seldom venturing much past 1600), I suggest authors such as Homer read in translation still provide an important approach to understanding English in a multi-cultural community. This is not an original observation, though it seems increasingly overlooked in today's obsession with the new. At least two avenues of study can illustrate the multi-cultural value of Homer. One avenue obvious in any classroom follows students' opinions about a hero's actions to provoke conversation – and introducing a hero like Odysseus from a past culture frees everyone to speak. They need not fear offending anyone – Homer is dead. It is easy to trace differences of opinion to different cultural values. The second avenue, less appealing to students at first, examines the history of translations representing a classic. Again using Homer, English offers a history of translations from Chapman (1616) to Lombardo (2000). Each translation represents the challenges of expressing or understanding an author's vision in a new language. Various critical theories may suggest a variety of insights. Certainly, the language used in each translation shows a process of negotiating cultural views. We see what the translator values – studying Homer, we see the translator's notion of the epic; we see, too, the translator's understanding of history and his articulation of the language he thinks best represents the culture he is portraying. More simply, the best poetry explores both the universal and the concrete, and here especially is the challenge every translator wrestles, capturing what is culturally unique and culturally universal in every situation – whether focusing only on today or reaching across time. It is always my suspicion, that those stories that have survived over time have done so for a reason.

Lyubov Anisimova (Togliatti)
HOW TO FORM AND DEVELOP THE SKILLS OF USING THREE FOREIGN LANGUAGES IN A CLASSROOM WITH NON-LINGUISTIC STUDENTS

In our times of major economic changes people are more aware of the importance of a bi- or multilingualism.

Among different forms of activity offered to the students of Togliatti Academy of Management at the final stage of studying foreign languages there are multi-lingual summarizing and multi-lingual communication courses. These are integrated training 40-hour courses designed to satisfy students' individual needs. The objective is to develop language knowledge – lexis of a specific professional area and general skills: reading, speaking, listening and writing and also to develop the ability to find out the main idea and supporting ideas in various texts, paraphrase key phrases and key fragments, make lexical and grammatical transformations, analyze and compare different lexis and terminological notions, to comment on terms and national realia, switch from one language to another. But the main goal is to form and develop a special linguistic way of thinking – a multi-lingual competence which is based on the synthesis of both linguistic and professional competences. Students master and become proficient in the whole complex of the language knowledge and skills, and at the same time acquire the ability to better realize the content of their future professional activity. The courses are based on three languages: Russian as a native language, English as the first foreign language and German as the second foreign language. There may be variations: e.g. English, German, and French. The necessary requirements are: 1) the appropriate level of language knowledge and skills, 2) willingness and readiness of teachers to experiment.

The course is aimed at developing the ability to find out the main idea and supporting ideas in various texts, paraphrase key fragments and make lexical and grammatical transformations,

analyze and compare different lexis and terminological notions, to comment on terms and national realia, switch from one language to another. But the main objective is to form a special linguistic way of thinking – a multi-lingual competence which is based on the synthesis of both linguistic and professional competences. A student masters and becomes proficient in the whole complex of the language knowledge and skills, and at the same time acquires the ability to better realize the content of future professional activity.

The courses are oriented at professional content text-based activities, which help to develop consolidated skills in reading, summarizing and translation. These skills are prerequisite for successful multi-lingual communication and summarizing. Students work with several specialty texts covering the issues of economics, banking, finance, or management by first skimming, scanning or reading for general information, demonstrating well developed reading skills, then finding out key words, key sentences and key fragments in the texts, thus extracting and summarizing, and finally translating or rendering the information into the required foreign or native language.

Valeriy Apal'kov (Moscow)
DISTANT EDUCATION: A SYNCHRONICAL VIEW

The concept as well as methodology of distance education has received increasing importance in the field of applied linguistics after the recognition of their importance in the works by E.S. Polat and her school. The importance of introducing elements of distance learning and teaching is reflected in the modern federal foreign language documents (e.g. Government resolution # 498, 25th of May, about the development of secondary and higher professional education in Russia; Conception of creating and developing of a unified system of DE in Russia, etc.). However, many issues in distance education still remain unresolved, which disables practitioners to fully apply its potential in practice.

Since there have been a lot of fundamental investigations on distant education (Andreev, 2005; Polat, 2001, 2004) some pedagogical aspects of DE have been arisen and ways of dealing with them have been offered. In spite of the fact that any situation when a teacher and a student are separated can be called education at distance, there exist more than fifteen interpretations of this term. Although modern researchers differentiate between distant education and education by correspondence a number of specialists mix these two concepts up paying no attention to a certain amount of clear-cut distinctions.

As for the development of DE in Russia and other countries it is necessary to mention that it has quite a different period of time, as the scientific boom in this field in Russia took place in the very end of the twentieth century, whereas in leading countries in this field it had happened much earlier. The last statement explains why Russian scientists rely on foreign researches and take them as a basis for their own theories.

In this report I will give an overview and critical analysis of the major Russian and western frameworks of distance education and will draw conclusions highlighting their differences and similarities, which, in their turn, make the core of the distance education concept.

Yelena Arkhipova (Izhevsk)
**THESAURUS APPROACH IN VOCATIONALLY-
ORIENTED FOREIGN LANGUAGE TEACHING**

One of the main principles underlying the contemporary higher education requires that students' qualifications meet the demands for specialists in the contemporary society.

At present foreign language competence is recognised as one of the major qualification characteristics in non-language higher educational institutions. Enhancing correlation with major subjects on the basis of thesaurus approach and continuity principle of foreign language training contributes to career guidance and efficient teaching.

The present study reveals that such an educational technology serves as a means by which educational contents is selected; if an undergraduate student masters it he will automatically satisfy given qualification requirements.

Working out the bilingual thesaurus of a speciality (on the base of authentic literary sources used by eminent specialists in the field) provides a reverse connection between specialists and teachers, which is devoid of subjectivism and preconceived nature.

Determination of specialists (a standard for qualification of graduating students) must be based on the results of the estimation of the staff working in this speciality.

It is suggested that the thesaurus should be corrected by experts on the base of prognosis for development of a given speciality. Thus, in the future, when graduating students begin working, a maximum usage of the thesaurus may be achieved. Such thesaurus of a speciality ought to be a normative document for the teachers, equivalent to qualification characterisation in the process of adjusting foreign language teaching to major subjects teaching.

Maria Assylova (Izhevsk)
TEACHING ENGLISH TO YOUNG LEARNERS
THROUGH ENGLISH FOLKLORE

The paper discusses the possibilities of using English folklore in teaching English to children under 7. The main goal of pre-school teaching of foreign languages is to give young learners access to a foreign language and culture, to develop a positive attitude to them and arouse interest to different cultures and at the same time contribute to better understanding of their own culture. Folklore proves to be very helpful in achieving this goal.

The process of learning a foreign language replicates in many ways the process by which a child first learns his or her own native tongue. Essential to both processes is a rich linguistic environment that reflects the culture that gives rise to the language. Nursery rhymes, songs, nonsense verses, etc. are a part of childhood, of the time when a child masters his or her native language. In fact, folklore provides the first linguistic skeleton on which a child builds his or her own language proficiency all life long. English nursery folklore provides this elementary language and, what is more, an important cultural background for young learners. Using pieces of English nursery culture in the learning process a teacher may create a comfortable and joyful atmosphere, design life-like situations and encourage activity and creativity of the learners.

As a result, children can understand rhymes, songs, riddles, limericks, games and even short theatrical performances, they can find similar rhymes, songs, riddles in their native language and in this way compare their native and a foreign culture.

Vladimir Avetisyan (Izhevsk)
GOETHE AND ENGLISH LITERATURE

Goethe's peculiar perception of the English literature, along with other literatures, is determined by viewing them in the context of the world literature concept, which from the point of view of contemporary science can be defined as an expanded theory of international spiritual communication. Further on the specifics of Goethe's perception of such outstanding English authors such as Shakespeare and Byron will be examined.

Perception of Shakespeare's art in 1780 – 1790 was a crucial stimulus in the artistic findings of Goethe himself; his works of this period are noted for the internal struggle between the tendencies of classicism and realism, and the final victory of the latter can be treated on a large scale as Shakespeare's influence.

Goethe's attention to the English dramatist reaches its peak in the middle of the 1810-s, which can be justified by the article "Shakespeare with no limits" (1813 – 1816). Its second section – "Shakespeare in comparison with the poets of the past and today", is of great interest. Here Goethe develops Shakespeare's concept, the specifics of which is revealed through comparing it to other interpretations of the great English playwright on

the brink of the XVIII-th and XIX-th centuries. Shakespeare for Goethe – classically – is a romantic poet, whose works naturally combine the traditions of the antique and "contemporary" art. This concept in Goethe's interpretation develops into the whole esthetic program, revealing the necessity of ancient and romanticism traditions synthesis for a fruitful development of contemporary art.

Goethe got acquainted with Byron's works in the middle of the 1810-s, when the poet was working on "West-eastern divan". From the very start his perception of Byron expanded in the context of Goethe's developing world literature concept and – what is particularly important – in many ways naturally integrated in it. Goethe's interest in Byron is as well revealed in the attention of the world literature concept creator to Byron as a representative of international literary communication phenomena. Goethe attentively monitors Byron's translations and translates his works himself; this fact is nevertheless less significant than the poet's interest to translations of Dante and Shakespeare. Out of all contemporary writers Goethe considered Byron (along with Shakespeare) to be a classical-romantic poet, and marked him for being closer than anyone to the ideal of the "world literature epoch" artist.

Considering Shakespeare and Byron to be classical-romantic poets, Goethe viewed his own works in the same aspect. The idea of antique and new art synthesis became a crucial part of Goethe's world literature concept as a universal aesthetic theory. Goethe's perception of English literature played a significant role in the theory creation.

Elena Babina (Gubkin)
"MY LANGUAGE PORTFOLIO" – AN EFFECTIVE ASSESSMENT TOOL

The mini-presentation covers the material development activities that the presenter uses to develop students' creativity, to prepare and present personal portfolios. The purpose of this work is to produce a portfolio for the students of the 5-9th grades that will showcase students' abilities, talents, personal qualities and skills.

My students are in the sixth grade of profound studying the English language. They have their English lesson 6 times a week. In my work I use the textbook by V. N. Bogoroditskaya.

I don't forget about crucial principles and get my students **motivated, interested** and **involved!** A year ago I decided to integrate "Language Portfolio" into my work with my students. Thus the course "My Language Portfolio" ('Dialogue with friends') was developed. The purpose of the course is to prepare a personal portfolio that will showcase personal qualities, abilities and talents.

I collected and wrote the appropriate entries with the help of the newspaper "English" where I'd read about "Journal-Writing Pot of Gold" activity, and "My Special Book" by Dina Anastasio.

I started my work with Portfolio with the Dossier, in which I encouraged my students to keep the best examples of their work. Later I introduced the Biography component and the Passport.

Once a month we devote a whole lesson to the dossier. The students review and rearrange the material in their dossier for the lesson. During the lesson, the students work in small groups, presenting their dossier to one another and explaining which items are most valuable to them and why. Each group prepares an overview of all dossiers for presentation to the rest of the class.

My students are sure that studying English can be both funny and useful, because they were taught not only English and American Studies, they also learnt to plan ahead, to work together as a team, to discuss different problems, to suggest ideas and listen to other people.

My "Language Portfolio" is not only an assessment tool and a systematic collection of students' works that demonstrate their progress and efforts; it is also my teaching portfolio.

Vladimir Baltachev (Izhevsk)
**MODELLING OF PROFESSIONAL LINGUA-CULTURAL
INTERACTION IN LEARNING ENGLISH**

Modern linguistics focuses on different approaches to the development of the grounds of the intercultural communication process. National theoretical and practical studies of intercultural communication phenomenon in various fields are being widely discussed.

Since the idea of human life, interests and property protection is of international value we are nowadays witnessing a tendency to recognize a particular intersection of culture and human interaction in professional fields of knowledge and activities of the world's law enforcement educational institutions. For this purpose, researches are being continuously done in the terms of "professional culture interchange" used as a technical term in reference to a system of creating, sending, storing, processing and exchanging information developed by the files and communication departments of the national law enforcement systems.

Involved police agencies can use numerous info resources from the in-the-past case studies to help to explain their national community- and problem oriented policing approach. From the information submitted to the learners (trainees in particular) the latter learn that although a number of different problem-solving techniques exist, the so-called SARA (scanning, analysis, response and assessment) approach universally serves as the fundamental principle for the national policing itself. An accurate analysis and determining of the problem are supposed to entail an adequate response and the follow up remedial police actions.

Under present cultural clash and cultural diversity in the world lingua-cultural studies attempt to work out a new notional apparatus allowing the learners of professional law English to adequately perceive information from a foreign lingua-cultural interactor. As a central notion, verbal translation/interpretation is suggested as a convergence of communicative activity. As an alternative, a problem of terminology interpreting occurs, especially with those of extended word combinations and multipurpose acronyms. The problem is to be solved with the assistance of an instructor of English profoundly acquainted with the subtleties of bilingual interpreting on a particular professional topic. Whereas the central notion of true-to-fact perception itself, i.e. interpreting of the policing fact acquires manifold communicative characteristics, for instance, linguistic and communicative competence of the learner, the level of which is determined by the learner's necessity for bilinguism.

Lada Baranova (Ryazan)
INTERSEMIOTIC TRANSLATIONS: "PROS AND CONS"

It has become very popular nowadays in manuals of English to compare books and their video-/ filmed versions: *"Books on the Screen: Pros and Cons" ("Super Dossier", Phoenix ELT, p. 48-49); "A Terrific Book but a Terrible Movie!" ("New Interchange", CUP, p. 80-85).* There appear not only critical essays or supplementary materials *(Resource Books)* but also special units in students' workbooks for aural practice. Such editions may contain a logically built chain of tasks comprising such components as: *"Snapshot", "Conversation", "Grammar Focus", "Word Power", "Listening", "Pronunciation", "Script Writers", "Writing Movie Reviews", "Reading (3 Reviews)", "Let's Go to the Movies" etc.* They help the students to train many necessary language skills and abilities.

Although the authors of these helpful practical courses while comparing the originals and their screened adaptations comment on them in detail in favour or against the first or the latter and express likes/dislikes by means of such adjectives as: *popular, favourite, fascinating, wonderful, silly, strange, odd, boring, dreadful, ridiculous etc.,* still none of these books touches upon the problem of the source of numerous "films based on…" In other words they neither turn to the origin of such a phenomenon of secondary texts in the ELT sphere (prof. M.V. Verbit-skaya) nor try to search for the most typical and general features correlating the novel and its version adapted for the screen.

At the same time there can be noticed an interesting observation of Tony Tanner, a literary critic (See: J. Austen's "Pride and Prejudice" ed. by Tony Tanner) who studied Jane Austen's texts and arrived at the conclusion that the word "pictures" in her novels is very important as a key-word for better and deeper understanding of her books. Maybe numerous filmed versions of Austen's novels shot nowadays ("movie mini-trend… the sudden spate of films inspired by Jane Austen", D. Ansen, "Newsweek") are partly due to this fact, i.e. the use of the word "pictures" in Austen's peculiar style connects it with the pictures of the film.

Now a very important point to be made is that a contrastive-comparative analysis of the original novel and its screened version "dramatized from the novel…" brings to life the idea of stylization (L.A. Baranova. Kinds of Stylization) and makes it possible to investigate such texts as a realization of intersemiotic translation (prof. O.S. Akhmanova). This brings us to a more general problem, that is "a transposition of the original text into a different semiotic system", i.e. an intra-arts translation.

Marina Beck, Olga Reshetnikova (Izhevsk)
THE PECULIARITIES OF SELF-WORK IN MULTI-LINGUAL EDUCATION

Language learners in a contemporary world should be able to get adjusted to the fast-changing flow of information, set and achieve goals, analyze both their own activities and the activities of others, to acquire and maintain their knowledge autonomously.

One of the most effective methods of second foreign language autonomous learning is the application of comparative approach, which helps elicit common features and differences of studied material in German and English. Second foreign language learners apply their first foreign language experience in the process of second foreign language acquisition, because both of them belong to Germanic group of languages. Comparative analyses helps prevent interference and facilitates learning lexics and grammar.

One of the ways to organize self-learning is to conduct a lesson of a cognitive type by applying the operations of analysis, comparison, generalization in a resource centre. The goal of classes of this type is to develop research skills of students with applying comparative analyses of lexical and grammatical items.

Students work in micro-groups taking the following stages:

1. Organisational stage: Students identify the necessity of learning lexical/grammatical material, set goals and objectives, determine the outcome of the class and distribute tasks in a micro group. (10-15 min.)

2. Reseach stage. Students work with the sources of information (audio, video records, educational aids, computer programs, and periodicals. (15 minutes)

3. Designing of a project and getting ready for presentation stage. Students apply their creative skills in the processing of information and use it in a text, dialogues, schemes, projects, comparative models of their own. (15-20 minutes)

4. Presentation stage. Students present the results of their research and creative work.

5. Discussion stage. Students fill the questionnaires, discuss advantages and drawbacks of the lesson, observe new, useful and interesting elements of the lesson.

The class of this type provide good conditions to search, to explore, to analyze, to process, to produce.

At the end of the class students create a project and design their self-access to foreign language acquisition in learning lexical/grammatical items and using it in a discourse.

Olga Beloborodova (Izhevsk)
LINGUISTIC AND CULTURAL ASPECTS IN FOREIGN LANGUAGE CLASSES

New historical conditions of the development of our society, strivings for integration of various spheres of human activity stimulate development of diverse scientific knowledge in the sphere of teaching and its application in educational institutions. Linguistic and cultural aspects

play a great role in the process of foreign language teaching as foreign languages study gives an opportunity to get acquainted with another country, its social culture, original cultural heritage.

This aspect plays a significant role in the development of a child's personality who is eager and able to participate in the international communication.

Linguistic and cultural study includes 3 aspects:

cognitive – presentation of knowledge with the help of lectures, texts, audio and video equipment:

communicative – study to communicate in a foreign language in natural surroundings:

intercultural – study to orient in a foreign country, to bring a part of your culture into a foreign one.

At the lessons devoted to Germany students acquire a lot of information about citizens of Germany, its culture, economics and politics, social system and problems.

Situations close to real ones are made at the lessons by means of group and pair work.

To accomplish communication students study communication techniques:

how to start a conversation, to support it, to add, to clarify something, to ask for information, to agree and disagree with the expressed point of view.

Not everyone is able to remember a great quantity of information about the country. To "enliven" the information and to revise it one can use such a method as "linguistic windmill". Students get papers where contours of the map of Germany are depicted. The task to be done at home is to draw symbols, which they associate with any place, event, and representative of the country. It's quite good when the symbols coincide geographically with the map of Germany, e.g., associations and symbols connected with Beethoven are placed approximately near the city of Bonn, where the composer was born.

The second stage of the task is connected with communicative skills of the students. They place the papers on themselves and walk around the classroom. The background music is welcome. When the music stops playing, or the teacher claps his hands, they make pairs with the nearest group mate and communicate with him trying to find out why he has this or that symbol. It is some kind of exchange of information about Germany, which helps to "enliven" the information and the knowledge. Students may change their partners 3 times, but no more, otherwise the novelty of the method may be lost.

Variety of activities may be reached by means of a poster. Students may create their own poster of the country they have studied.

Diverse photos, pictures, signs which characterize the country are glued on a big piece of paper. The students must explain the role this or that personage played in the history of the country, what works he created, what contribution he made to the cultural life of the country.

Students may tell about their city – the native place, a river, some sights; they may present a tour around the country and prepare a dialogue in a tour agency based on the information presented; they may order a typically German dinner in a German restaurant.

Using the poster a quiz can be carried out. To remember the information better it can be classified according to the topics, e.g., "meals", "prominent people", "cities", "economics", "art". Using the poster students can play the game "Guess who/what?" Students think of a personage or an article from the poster and speak as if they were this man/this article. The others should guess the article asking questions. Moreover, students can develop their skills in conversation making up dialogues about the things, which symbolize the country. Students can develop their writing skills presenting letters to the characters of the poster. It is one of the ways to check whether they can write letters or not. Having exchanged the letters the students can answer them or the teacher can do it.

In this way a poster reveals a great number of ideas which help to develop linguistic abilities and to form oral and writing speech skills, communicative skills, to develop creative thinking and imagination.

The intercultural aspect in linguistic and cultural study is most significant. Receiving and interpreting information we refer to our experience and surroundings, our culture. At the lessons of a foreign language we deal with another culture.

Comprehension of different actions in everyday communication is in the focus of communicative linguistic and cultural study. Our comprehension is formed due to our experience, and that's why situations, which happen in another country, may be accepted differently, in the wrong way. So, misunderstanding between interlocutors takes place. At the lessons such difficulties appear more often, and the teacher ought to remove them.

Learning conversational patterns and linguistic models does not lead automatically to understanding another culture. The specific character of any communication in an intercultural situation is in the centre of everyone's attention.

The aim of communicative teaching is to provide an appropriate linguistic behavior in everyday communication in a foreign country, to develop in students abilities to orient in a foreign culture, to insure communicative awareness in intercultural situations.

In the process of developing communicative skills students learn how the people of a foreign country live, communicate, rest, etc.

Intercultural aspects of teaching imply the study of all items of a foreign culture and comparing them with the culture of the native country.

The result of the communicative competence development is the ability to understand another culture.

Instructive aims of communicative awareness can be expanded, that is students must be able to apply their communicative awareness in intercultural situations. They must learn to evaluate another culture and understand it without comparing it with their own one.

Igor Belozyorov (Izhevsk)
ASSESSMENT OF THE QUALITY OF FOREIGN LANGUAGE EDUCATION IN THE ACCREDITATION OF SECONDARY SCHOOLS

The accreditation of a secondary school presupposes supposes the estimation of students' achievements for stating the compliance of content, level and quality of their progress with the requirements of state educational standards.

One of the most important problems is the level of objectivity of the assessment. The standardized methods of assessment students' achievements in foreign language teaching are difficult to design, because this subject requires more time and more effort, in comparison with other subjects. It is also difficult to apply a complex approach to the assessment procedure, which includes the evaluation of all skills of FL speech activities: reading, writing, speaking, listening comprehension.

The organizational aspect of the assessment involves the following elements:
– bias of the educational institution;
– duration of a FL course;
– level of FL studying (basic course, expanded, prolonged);
– status of a FL course (major, second FL, an optional subject);
– complex of educational materials;
– amount of materials studied by the moment of accreditation.

To arrange the assessment procedure the expert appointed by the accreditation committee has to interview (for an hour) the FL teacher working in the group the achievements of which are to be estimated. The strategy and the time of the assessment is appointed by the expert. The most 'popular' in the Udmurt republic forms of FL achievements' assessment are as follows: testing, a written paper, reading tasks with checking the level of understanding, preparing a topic.

Unfortunately, we have to admit that not a single quality control form solves the main problem of increasing the level of its technological efficiency which is primarily based on the reducing time consumption, decrease of efforts spent and increase of its objectivity and validity.

Tatiana Belyaeva (Moscow)
CULTURAL ASPECTS IN A COURSE OF INTERPRETING

Training interpreters is always based on students' previously developed language awareness and background knowledge. As an interpreter is a mediator between people speaking different languages, he/she inevitably has to interpret between cultures. Although culture awareness is becoming more and more part of the general language course nowadays, experience shows that the role an interpreter plays in intercultural communication makes him/her meet very strict requirements to perform successfully.

The goal of an interpreting course is to activate those language skills and those aspects of background knowledge that students previously acquired. Thus, for example, in the course of interpreting they consolidate their knowledge of stylistic aspects of grammar. As far as background knowledge is concerned, students have to add to their knowledge of national history and culture-specific phenomena as well as world cultural heritage. Moreover, the goal of an interpreting course is to enable students to use their knowledge in a stressful situation when they are pressed for time, as an interpreter always is in real life.

The above mentioned requirements mean that an interpreting course is to include quite a number of exercises to consolidate and activate the relevant aspects of background knowledge. On the one hand, there always are various exercises to develop special interpreting skills that could well be based on the names of prominent people or historic places. On the other hand, students could do some preliminary study and compile their own word lists, as an interpreter always does, to prepare for a major interpreting job such as conference presentations, for example. The instructor's task is to clearly define the minimum requirements and the limit of "interpreter's survival kit" that has to be included in the course.

Tatiana Bludova (Irkutsk)
ABOUT NON-VERBAL SIGNS IN TEACHING ENGLISH TO YOUNG LEARNERS

At the beginning of writing mankind used pictograms; likewise it is reasonable to use symbols and other non-verbal signs (for instance, gestures) in teaching English to young learners (6 to 9 years old). With these signs one can depict words, word-combinations, sentences and texts at large (for example, rhymes and songs). By means of the signs children can create their own "books" such as "About Myself", "My Pet", "My Toys", etc. First of all, non-verbal signs help children memorize words and other lexical units. Depicting words in the way of signs, gestures and "cricke`" pictures looks like a game, a cipher, a challenge for children, which they gladly respond to. The task to make or guess the meaning of a sign wakes up their imagination, creativity and sense of humor. Children are fond of drawing and are able to create signs of their own.

The visual presentation of phrases in a very laconic way – in the form of signs – makes it possible to teach grammar to very young learners. One can teach them different grammar phenomena: word order, word formation, tenses (for example, the comparison of Simple and Progressive), use substitution exercises, etc. It also helps to teach dialogue and especially monologue speech. Drawing signs trains the subtle hand motorics of children and prepares them to alphabet writing. The transition from signs to letters is gradual. "Acting out" grammar rules in the way of gestures and other signs develops artistic abilities of children. To some extent signs can be used in teaching foreign languages to adult learners too.

Tatiana Bogrdanova (Elista)
**IMPLICATIONS OF EFL IN THE LOCAL CULTURAL CONTEXT.
THE CASE STUDY OF KALMYKIA**

It is a well known fact today that non-native speakers of English are becoming far more numerous than those for whom it is a mother tongue as the former are increasingly using it as one of the main means of international communication in the fields of science, technology and culture. It should be noted, however, that the reactions to the so called global spread of English are quite mixed as its implications for local cultures and local languages may be quite complicated and need to be further investigated.

In Russia English is one of the required subjects to be taken as an entrance examination to go to colleges and universities, a factor not indifferent to its status in the educational system of the country. Thus EFL has become one of the main focuses of attention at schools including those in Kalmykia as higher education has traditionally been one of the main priorities in the Kalmyk society. With this resurge of interest in English and private tuition in greater demand, financial resources of parents are apparently being diverted to support foreign language teaching while other subjects and namely the Kalmyk language do not receive all the attention they deserve.

English is also being promoted by mass media as journalists are increasingly using Anglo-Americanisms trying to cater to the modern taste of their audience thus facilitating the process of borrowing from the English language. The tendency has been under discussion both in special and general publications with a focus on national mass media. However, even a brief look at what is happening in the local press shows that the same tendency can be observed here. One of popular local newspapers "Izvestiya Kalmykii" has recently started a special two-page section which is devoted to various cultural events in the life of young people and here Anglo-Americanisms are frequently used. The section is called "IzvesTINkii Club" with one of the syllables (tin) of the first word capitalized as its Russian sound form resembles the English "*teen*", short for *a teenager*, a recent borrowing into Russian which also appears on these pages instead of its traditional Russian equivalent "podrostok". Thus the title leaves no doubt as to who the target audience of the section is while its members regularly appear on the same pages in the column titled "*Party*zanskaya RubrIKa" with their contributions in the form of greetings addressed to their friends on some occasions like birthdays or holidays. The title also attracts attention as here again English and Russian are contaminated in an interesting and playful way. The authors of these greetings often signed by English nicknames are teenagers and mostly girls from rural regions. The fact may give an idea of the extent to which the English word has become popular.

Thus, it may be concluded that there is evidence for new complications in the traditional Kalmyk-Russian bilingualism in the Republic which has quite a number of implications for the local cultural and linguistic situation and need to be analyzed more closely.

Olga Boltneva (Moscow)
**DEVELOPING EXPRESSIVE ORAL SPEECH
AS THE KEY TO EFFECTIVE COMMUNICATION**

"Emotional Intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them" (Daniel Goleman).

The workshop will feature:

1. A brief talk on Emotional Intelligence

What exactly is Emotional Intelligence? The term encompasses the following five characteristics and abilities:

Self-awareness – knowing your emotions, recognizing feelings as they occur, and discriminating between them;

Mood management – handling feelings so that they are relevant to the current situation and you react appropriately;

Self-motivation – "gathering up" your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness;

Empathy – recognizing feelings in others and tuning into their verbal and nonverbal cues

Managing relationships – handling interpersonal interaction, conflict resolution, and negotiations.

Why Do We Need Emotional Intelligence?

Research in brain-based learning suggests that emotional health is fundamental to effective learning and effective communication. The most critical element for a student's success in school is an understanding of how to learn. (*Emotional Intelligence*, p. 193.) The key ingredients for this understanding are:

– Confidence;
– Curiosity;
– Intentionality;
– Self-control;
– Capacity to communicate;
– Ability to cooperate.

These traits are all aspects of Emotional Intelligence. Basically, a student who learns to learn is much more apt to succeed. Emotional Intelligence has proved a better predictor of future success than traditional methods of memory development.

2. Small groups discussion on:
    A. What do participants need to achieve effective communication?
    B. What should teachers teach their pupils for effective communication?

3. Summing up the results of the discussion.

4. Small groups discussion on:
What do teachers have to practice with their pupils to make their speech expressive?

5. Summing up the results of the discussion.
Teachers should develop exercises for:
    Speech apparatus;
    Breathing;
    Voice volume, pitch, tone, timbre;
    Varied communicative intonation, pauses;
    Miming, gestures;
    Eye-contact.

6. Doing exercises to develop expressive speaking habits:
    Mouth exercises;
    Exercises for the voice and intonation;
    Exercises for miming and gestures;
    Exercises for emotional speech;
    Role play;
    Expressive reading. Readers' theatre.

Julia Borisenko (Izhevsk)
LITERARY NONCE-WORDS IN THE NOVEL "1984"
BY G. ORWELL AS A PROBLEM OF TRANSLATION

This abstract discusses the problem of translating literary nonce-words coined by the English writer George Orwell in his last novel "1984", where they play a crucial plot-forming role. R.A. Kiseleva states that literary nonce-words are traditionally coined according to the word-building principles of the language but are characterized by unusual combinations of linguistic units. We examined the following word-building patterns of literary coinages in "1984":

– derivation: *pluscold, unperson, speedful*;
– composition: *speakwrite, blackwhite, ownlife*;
– combination of word-building patterns: *goodthinkful, oldthinker*;
– conversion: the nouns *doublethink, newspeak*, the verb *to knife*;
– contraction: *Miniplenty (the Ministry of Plenty), artsem (artificial insemination)*;
– change of the spelling: *Miniluv (the Ministry of Love), Ingsoc (English socialism)*.

The comparative analysis of the two Russian translations of the novel reveals that in most cases the translators try to render such innovations into Russian by means of coining new words in the target language. Unfortunately, this approach is not always acceptable because the meaning of these neologisms is sometimes incomprehensible. In other cases they produce an undesirable humorous effect. Moreover, many new coinages are simply dropped out and not translated at all. It especially concerns those cases which deal with violation of English grammar.

We should take into consideration that the author's message largely depends on the use of literary nonce-words as he devoted numerous essays and reviews to linguistic issues. These innovations create a special atmosphere of the future society in his novel, because they combine fiction with really existing concepts. That is why, while translating them it is very important to take into account their emotive and expressive functions and to preserve the stylistic effect of literary coinages in the target language.

Nadezhda Borovikova (Izhevsk)
COMMUNICATIVE APPROACH TO HOME READING LESSONS AT THE
TEACHERS' TRAINING INSTITUTIONS

Communicative approach means teaching to communicate while the means of communicating are speaking, writing, reading and listening. The goals of these means of communicating differ and so home reading lessons should take into consideration the goals of reading and are to realize the basic principles of communicative approach in teaching.

Home reading is obligatory for all students, additional, constant and extensive reading to get the information. Home reading lessons help not only to accumulate knowledge, but to get aware of spirit, culture, psychology, mentality of the native speakers as well.

The goal of home reading lessons in our Teachers' Training College is to develop in students communicative, linguistic, cultural and general-educational competence.

Taking into account the age of the students, the level of their linguistic education, the choice of the profession, the main tasks of home reading lessons are: to stir the students' interest in reading authentic foreign literature, to develop students' speaking skills based on the information they read, to develop analytic and interpreting skills.

To motivate the students' reading we begin with exploitability (communicative appropriateness) and the topic of a reading text. In selecting texts for the lesson we consider the following:

age characteristics;
students' interests and needs;
contents and appearance of the text;

logical suitability and organization;

readability (prior knowledge, lexical and syntactic appropriateness);

practical meaning.

We select authentic foreign texts that satisfy all these characteristics.

To achieve all the goals of home reading lessons students in Izhevsk Teachers' Training College are involved in pre-reading, while-reading and post-reading activities that provide interactive reading strategies and different communicative exercises.

At home reading lessons it is important to develop students' critical thinking that improves their abilities to correlate the author's ideas and their own perception. This increases awareness of concepts, causes and effects as home reading is intended for out-of-class primary reading and self-assessment.

Much attention is to be paid to special forms of the exercises, that are graphic organizers. They are maps that represent relationship and encourage organization of knowledge and are often used to make abstract ideas concrete and visible.

Various teaching methods help the students anticipate, respond to information they learned, compare items from the text, associate ideas and concepts, review previously learned and read information. The examples of the methods are anticipation organizers (I expect, I know, I want to know, I've learned), assessing prior knowledge, skimming, communicative problem, deduction, organizing for new own concepts that is necessary for speaking based on the information students read.

Communicative approach in teaching at home reading lessons means to develop analytical reading and speaking skills in combination with other forms of activity. That helps the students organize, develop, evaluate and present the ideas of the text they read in unusual ways.

So the students in Izhevsk Teachers' Training College are involved in such creative activities as playing games, making up crosswords, shooting films, making projects, interviewing the characters, participating in auctions, etc.

To sum it up we may say that the complex of various reading strategies, teaching methods and exercises promotes the teaching process appropriate for communicative approach.

Julia Bopp (Surgu)t
THE MEANING OF A NUMBER IN SPIRITUAL CULTURE OF CIVILIZATION AND ENGLISH-SPEAKING COUNTRIES

How many times a day do you think you use a "number" or come across it? Have you ever been thinking about the concept of a "number" or a "numeral"? What are the "numbers"? What are they used for?

A "numeral" denotes an abstract number or the order of things in succession. This definition makes one recollect about counting, multiplication, enumeration, subtraction as they have a form of a numeral as a part of speech or a number.

Do you really believe it is really possible to relate any "number" close to a notion "culture"? At first thought the answer would be "no". And if you come across such numbers as "666" or "777", you remember that their secondary meanings are "the sign of devil" and "the sign of quality and knowledge".

Words meaning a "number" or "counting" are of present interest not only as an ancient group of vocabulary but a special group of cultural one keeping the connection with traditional ceremonies, overviews of ancient people about the world, initial concepts about the Universe. "Numbers" as the special group of traditional symbolism assist to clear up the background closely connected with the cultural history of each person, each language speaker.

Makovskii M. M., the author of the etymological vocabulary, introduces natural series of "numbers" from 1 to 10 like a veiled discourse; separate elements are used both with different preformatives, determiners and various ways of their lexical expression. A numeral "one" has its object of nomination a number "one". A numeral "one" goes back to a genuine form *oi-(d)-nos, *oi-d-(nos) and correlates with *i.-e.* *oid- "schwellen" > "schwellend, stark", "entzürnt" (about

Pegan) > "wachsen, gedeihen" (*comp.* *ai- "brennen; Feuer" «raising up»; *oi- «unity, eternity»). Thus the general meaning of a numeral "one" is Pagan, a male symbol [Маковский М. М. Историко-этимологический словарь английского языка. – М., 1999].

In modern English the meaning of a number "one" correlates to:
− an indefinite article *a, an «one» "a table, an arm-chair";
− a noun or adjective *single "a single-bedroom";
− a noun or adjective *solo "a solo person";
− a prefix, noun or an adjective *mono "monologue, monograph".

In this connection the topicality of our research is determined by little investigation of the meaning of a "number" in modern English in comparative-historical field against a background of cultural and national conception of the world.

Yevgeny Borzov (Ivanovo)
TEACHER - DEVELOPED DIGITAL VIDEO

The digital revolution is now in full swing. The boom in personal computers has created a voracious appetite for all things digital, including those used in education and curriculum. Analog language laboratories with audio tapes and LP records are getting obsolete and are transformed into multimedia studios, which make the learning experience more accessible, flexible and enjoyable.

It was with speech recordings that new technology started to have an influence on language teaching. As well as traditional written aids, students then had access to audio aids (cassettes, audio CDs, radio, etc.) and video aids (films in the source language, and television).

Cutting-edge digital video technology can facilitate speech communication by combining the powerful concepts of stories, visual stimuli and comprehensible input. DVD (Digital Versatile Disk) is today's primary technology for making interactive video available for the language learning experience.

DVD, which once stood for digital video disc or digital versatile disc, is the next generation of optical disc storage technology. It's essentially a bigger, faster CD that can hold cinema-like video, better-than-CD audio, and computer data. DVD aims to encompass home entertainment, computers, and educational information with a single digital format, eventually replacing audio CD, videotape, laserdisc, CD-ROM.

The advantages of the DVD technology challenge today's methodology of linguistic education. Experimental phonetics and acoustic research may gain from the new digital era by producing dynamic articulation pictures and exciting visual stimuli for students studying foreign pronunciation techniques. The almost impeccable audio tracks, incorporated into the resulting video can facilitate both the teaching progress in a language classroom and research activities in a phonetician's lab.

Natalia Boschayeva (Elista)
INVOLVING LESSER USED LANGUAGES IN TRANSLATION

Nobody can deny the fact that the nationalities' languages in the Russian Federation undergo a deep crisis generated by numerous reasons of socio-historical character.

Modern tendency to globalization and mobility of population creates new challenges to lesser-used languages as the young generation is not motivated towards learning their mother tongue.

The Kalmyk language is no exception in this respect. The last half-century saw the rapid decline in the number of Kalmyk speakers in all fields of communication. The use of the mother tongue is limited by a fixed range of communicative situations, namely education, culture and (partly) mass media. It is less and less used as the family language.

The main characteristic feature of the language situation in Kalmykia is bilingualism with Russian as the dominant language. The bilingualism in Kalmykia, if graded according to levels

of proficiency, is represented by a very low proficiency in the mother tongue. Basically school education supplies children with a very narrow scope of vocabulary and syntactical patterns.

In the age of mass communication it is vitally important that lesser used languages should be used in all kinds of social interaction (primarily in oral form). The existing practices of teaching Kalmyk as a mother tongue should be modernized and oriented towards a communicative approach to language learning. Consequently, the Kalmyk language should be viewed as a foreign language, which reflects the present language situation.

In our opinion, language revitalization can be carried out through the extension of language use in various situations, when speakers are able to adequately express themselves orally and in writing. Speaking in particular, the academic use of the Kalmyk language should be promoted, as for the recent period the Republic of Kalmykia has been a venue for numerous international academic conferences, including those devoted to lesser languages promotion. Being declared as a working language, Kalmyk is hardly ever used as such, as participants prefer Russian and English. There is no reason why academic reports (on the Kalmyk language promotion) should not be presented in the mother tongue with consecutive translation into other languages.

The present bilingual status of Kalmyk speakers does not necessarily imply possessing translation skills. Translation/interpretation requires special training and extensive practice for it is a fairly complicated and demanding field of language activity. The issues of translation Russian→English, English→Russian have not been tackled so far, to say nothing of the translation from Kalmyk into English and back. With English as a global language, the need for this language combination is self-evident.

In conclusion, language promotion calls for new approaches to language learning and language practice. The implications of "Mother Tongue as a Foreign Language" approach are that there arises a need for the development of translation concerning Kalmyk, Russian and English.

Artur Bostonov (Ufa)
SOME SEMANTIC FEATURES AS THE CONSTITUENTS OF ROLES OF THE RIGHT-HAND ACTANTS IN THE PREDICATE CONSTRUCTION WITH THE ENGLISH VERBS OF VISION

In modern semantics many researchers pay special attention to the question of making an adequate typology of semantic roles in the semantic structure of the sentence. The review of the works showed that there is a great interest to the semantics of left-hand actants of the predicate (Fillmore, Chafe, Seliverstova, Shabanova) whereas right-hand actants have not been sufficiently considered. The purpose of the current report is to show the ideas and principles which our research and findings are based upon in order to fulfill the following tasks:

1) to reveal the semantic features constituting a semantic role of the right-hand actant, 2) to explicitly describe the revealed features, 3) to make up special tests for their verification, and 4) to compile a typology of semantic roles of the right-hand actants.

In our research we stick to the methodological positions in the field of the experimental semantics, developed by T.D. Shabanova in «Semantic model of the English verbs of vision».

In the present research the content of a semantic role is represented as the fixed set of semantic features. The semantic features included in the structure of a semantic role, come to light on the basis of the analysis of material taken from English prose and of the formulation of hypotheses concerning the structure of a semantic role.

Role classification of the actants is based on the following principles developed in a number of scientific works of different authors such as Seliverstova, Shabanova, Jackendoff. These principles are the following:

1. One should differentiate between the universal and concrete (semantic) levels while representing denotative situations.
2. The content of a semantic role should reflect the language representation of a denotative situation.

3. The content of a semantic role constitutes a set of semantic features.
4. The current meta-language of the research is developed to describe a concrete stratum of verbal lexicon.
5. The test method gives certain credibility in defining whether the structure of a semantic role really has this or that semantic feature.

Thus, preliminary results of the current research prove that it is not enough just to give a name to a semantic role such as Objective, Patient, Locative, etc. but it is necessary to reveal a number of semantic concepts which will help to define the essence of a semantic role.

Galina Bougon (Saratov)
USING MIND MAP TO IMPROVE CRITICAL
THINKING ABILITIES OF ENGLISH LANGUAGE LEARNERS

The presentation will focus on a powerful technique – Mind Mapping – that can improve critical thinking abilities of foreign language students and make the process of foreign language learning more effective.

This technique provides a universal key to unlock the potential of the brain. It employs a wide range of cortical skills – word, image, number, logic, rhythm, colour and spatial awareness – in a unique manner. Originated in the late 1960s by Tony Buzan Mind Maps are now widely used by millions of people around the world in most of life's situations that involve any learning or thinking in general and in English language learning and teaching in particular.

This technique may be used by an individual (language learner) for planning, doing 'lists', organizing (grammar, vocabulary, etc), problem analyzing/solving, remembering, note taking/making, reports, essays, presentations, exams, thinking, concentrating, etc. and by a professional (language teacher) for planning (lessons, courses, projects, etc), communicating, organizing, overviewing, meetings, training, negotiating, interviewing, brainblooming. All these Mind Map applications reduce the time spent on the activity, heighten the thinking effectiveness and clarity, increase the concentration and enjoyment of the activity

The presenter will look at the brain-reflecting foundation structure of a Mind Map, present some rules of effective Mind Mapping, offer some ways of using Mind Map for learning, teaching and professional development, provide some examples of Mind Maps designed by the presenter for different teaching purposes.

Mikhail Brodsky (Yekaterinburg)
UNDERSTANDING LANGUAGES AND CULTURES
THROUGH PRECEDENT PHENOMENA

Quite a few researchers of language and culture argue that certain famous names, dates, texts, phrases, and situations are five of those pillars that a culture rests on. In many ways, they are the core of a culture. These **names** (Napoleon, Winnie-the-Pooh), **dates** (476, 9/11), **texts** (poems, fairy tales, novels, motion pictures, songs), **phrases** (*to be or not to be, forbidden fruit*), and **situations** (Judas kiss, Miranda warning) can be described as **precedent phenomena** (PP).

PP are easily recognized and widely used in a given community, they appeal to emotions and cognition, tend to be renewed/transformed (*brave new baby, Donna Quixote*), are often linked together (*forbidden fruit* or *the 11th hour* are both phrases and situations), and they usually have a minimized invariant of perception (*a Rip Van Winkle* – a stick-in-the-mud).

The precedent phenomena fall neatly into three categories:

universal PP are recognized and used by a "mainstream" homo sapiens;

national PP are recognized and used by a mainstream representative of a given nation;

local or **micro-PP**, which are recognized and used by a mainstream member of a given community, of a social or professional group.

People who come to another country are subject to a stress, linguistic and cultural. They soon realize that they will forever be *one among them* rather than *one of them* unless they learn, among other things, national PP, and especially the invariants of perception because:

in different cultures, universal PP may have different connotations;

national PP may be little known or unknown in another culture.

The educational program *Current Issues* that was launched by the author in 2002 has revealed that communication and translation failures that occur in most cases are caused not by problems with language skills but by ignorance of precedent phenomena.

People who come to live in another country, temporally or permanently, need help during the period of adaptation and learning a new language and culture. Compilation of special lists and whole dictionaries of national PP is, as yet, a challenge for the future.

Anna Brukhanova (Saratov)
TRANSLATION AND INTERPRETATION WITHIN THE CONTEXT OF GLOBAL CULTURE

The process of globalization seems particularly worthy of attention and research effort. Political and economic globalization can't help affecting culture thus leading to formation of "world culture" as the opposite to "national cultures". Though there is some controversy concerning the origins and the future of global culture none of the researchers denies that it is real and is gradually becoming one of the most topical issues.

The process of global culture formation is long and at times troublesome. The article focuses on various approaches to global culture formation (unification, creolization, assimilation), they are briefly reviewed and analyzed and various predictions as far as global culture development is concerned are outlined.

Within the context of global culture the role of an interpreter is most likely to change.

Firstly, due to the information technology and telecommunications development the role of an interpreter as a "translator of cultures" and of cultural contexts will increase as there will be no need in translating "meanings". Secondly, the major function of an interpreter will be not translating cultures to one another as it used to be but adapting cultures to one another, transforming national cultures into the world culture which will lead to a greater creative role of an interpreter so that s/he will become more of a co-writer. Thirdly, the quality of interpretation is likely to increase as within the context of global culture more and more people are becoming linguistically competent and will remain unhappy with poor translations.

Most researchers agree that the leading culture nowadays which forms the basis for global culture is American so the global language is English. Considering the major function of interpretation it is not translation *from* but *into* English that is becoming of great importance within the context of global culture. The time is likely to come when meager American culture is going to exhaust itself thus making global culture require more profound intake from local cultures. Under these circumstances the importance of interpretation as adapting cultures is going to increase as in itself, American culture is to a great extent adaptive (is more prone to adapt local cultures than to literary translate them).

Antonina Bushmeleva (Izhevsk)
FORMING CULTURAL AWARENESS THROUGH WORKS OF RUSSIAN AND ENGLISH FICTION

Recent researches strongly emphasize the importance of mutual cultural understanding. The knowledge of another nation's history, social and cultural background is an essential part of a learner's competence in a foreign language. It is widely assumed that native culture is as much of an interference for foreign-language learning as is native language. It proves the fact that extensive study of native culture is also of great importance. In this case learners are able to recognize the cultural base of their own behaviour, set of standards and values. As a result they

are ready to consider other cultures more favourably, be tolerant of their specific features and peculiarities.

One of the ways to find out about a country's culture, how other people live and think is through literature. A piece of literature is condensed life. It is now widely acknowledged that literature study gives a possibility to reveal and compare features of the source and the target culture. This idea is quite successfully introduced and developed in a new course "Reading and interpretation of Russian and English works of fiction", where *cognitive, historical, comparative and communicative approaches* are applied. This course aims at preparing students to perceive the target language and culture through its national literature.

Reading Russian and English works of fiction in the original can be a *cognitive* process. Students analyze and compare vocabulary, grammar structures, stylistic and literary devices used in the texts. Besides, they work with several variants of the texts' translation, choose the best one and offer their own variant. The linguistic approach provides a higher level of proficiency in the target language, assists in greater sensitivity to it, gets students motivated.

Comparative and *historical* approaches applied in this course are based on the profound study of Russian and English literary texts that belong to the same historical period. Students analyze the main characters, study the peculiarities of their actions and behaviour in the course of time (XIII-XX centuries), single out typical features of national character and make conclusions about their changes and development.

Literature with its ambiguity can easily provide a stimulus for *communication*. Open-ended, multilevel literary texts will give rise to the readers' responses and function as "disagreement exercises". In literature there is no "correct" point of view on how one experiences a text, and a class discussion with expressing different opinions results in development of communicative skills.

Thus, interrelation of the source and the target language and culture applied to literature study can positively affect the development of students' cultural awareness and, as a result, their linguistic success in learning a foreign language.

Olga Buynova (Izhevsk)
CULTURAL DIVERSITY AND PUBLIC EDUCATION

The topic "political correctness" is a diverse array of the most controversial academic and cultural issues of our day. New fields of study, new disciplinary approaches, such as multiculturalism, new cultural critiques, such as those of truth and of politics-free intellectual inquiry – all these have become the terrains of bitter intellectual war-fare in contemporary societies.

Many modern ideological beliefs have challenged the nature of the traditional standards of excellence, views about truth, justice, the objectivity of knowledge, cultural, gender, class, and racial differences. Ideally, the members of academic citizenries and societies at large should regard offensive speech as morally intolerable. But on the other hand the obsessive tendency in the English language to see oppression everywhere is creating a sort of New Age cast system.

Various categories of oppression may range from 'classism' and 'ageism' to 'ableism' (identified as oppression of the differently able by the temporarily able) and 'lookism', which was revealed to be the construction of a standard for beauty attractiveness; and oppression through stereotypes and generalizations of both those who do not fit that standard and those who do. According to that language tendency "heightism" is next: short people may demand to be known as "vertically challenged". The attempt to assign "correct" meaning to art, literature, or thought, to interpret and evaluate it may become nothing more than an exercise in political power by the individual with the authority to impose their view.

In multicultural teaching values of mutual respect, civility and courtesy wherever possible should be supported because multiculturalism, as popularly defined, is a philosophy of education that stresses the unique contribution of different cultures to the history of the world.

Vyacheslav Buzhinskiy (Moscow)
LEARN TO GET IT RIGHT:
NEW WAYS OF TEACHING LISTENING COMPREHENSION

The workshop presents new technology of teaching and learning listening comprehension using natural acquisitions mechanisms. The proposed techniques can be implemented by the teacher in the classroom or individually by the student. It is aimed to train students not only for listening comprehension tests but also for developing overall language performance.

Presentation: Teaching the fundamentals of English - phonological approach.

It is known that the effectiveness of communication largely depends on pronunciation quality. Many problems we face in EFL instruction have their deep roots in pronunciation thus reflecting the necessity to integrate it into other speech skills and classroom activities. The presentation highlights the importance of phonological basis of all types of language practice and shows the technology of integrating this fundamental speech skill with other EFL skills.

Olga Cherepanova (Izhevsk)
CULTURAL ASPECTS OF TRANSLATING VIDEO FILMS

International communication today is continuously developing. Video films prove to be one of the most popular sources of information about different cultures. In Russia English and American films are available for the wide audience mostly in Russian translations. Their analysis shows that translators do not always cope with conveying cultural connotations contained both in verbal and visual forms.

When speaking of cultural connotations, researchers usually first of all mention realia (onomastic, ethnographic, historical, associative). Many of them are already well-known to the Russian viewers: *St. Valentine's Day*, *Halloween*, *Harvard University* etc. Other realia refer to objects and notions, which are unfamiliar for the target audience, for instance, *a nativity play* (a Christmas play performed by young children at school), *Yul Brynner* (an American actor who was famous in the 1950s). It is very important and often extremely difficult to translate them adequately without distorting their meaning and causing misunderstanding.

Having analyzed Russian translations of 11 English and American films, we discovered many losses of background information. We should admit that translators of video films are in a less favourable situation in comparison with translators of verbal texts, who can make notes or comments explaining the meaning of culturally coloured units. Moreover, translators of films have to synchronize the sound track with the screen. Nevertheless, they cannot be justified for using Russian realia in place of English and American ones, for adapting culturally relevant situations to the Russian lifestyle. As a result, in many cases the films lose their local cultural colouring.

Nataliya Chernova (Voronezh)
CULTURAL DIFFERENCES IN LEXIC: STUDYING AND TEACHING

Studying the national peculiarity of language conscience is one of the urgent problems in language teaching. Each language reflects the surrounding world in its own way, thus forming national specifics of world perception. Each culture is characterized by a definite range of fundamental topics which help to systematize national cultural knowledge. Each nation has a set of categories and values which can be found in other cultures but in different configurations. To elicit such differences in culture is impossible without comparing certain language phenomena. A national specific reveals itself in lexis to the utmost, especially in the group of words naming the objects that a person deals with every day. The thematic group of lexis naming buildings and premises is of particular interest in this respect.

The structure of the target thematic group in both languages is the same, though there are a lot of differences both in the number of lexemes constituting corresponding mini and micro

groups and their semantics. Thus, e.g. the mini group "Buildings and premises for storing" has 35 lexemes in the Russian language, while in English this group is almost twice larger. The comparison of these groups in Russian and English also revealed the differences in semantics of the lexemes constituting them. While in Russian the greatest part of the lexemes in this group are general names of buildings and premises for storing, in English besides the lexemes with the general meaning, the bulk of words naming buildings and premises for storing concrete types of goods, like *pantechnicon* and *oilery* prevail. It should be noted that analogous differences might be found in other mini and micro groups of the languages compared. Thus the micro group of words naming buildings and premises for growing plants in the English language is much larger than in Russian (12 and 5 correspondingly). It is due to the fact that the English language has a lot of synonyms in this micro group – *pit, conservatory, greenery, hothouse, greenhouse, forcing house, warmhouse,* etc., which reflects special attitude of the British people to gardening.

So as we can see, cultural diversity is vividly demonstrated in lexis. This by all means should be taken into consideration while teaching English to Russian students. Teachers should draw their students' attention to these facts both in the English classroom while working at lexis and during the special courses in cross-cultural communication.

Karina Chiknaverova (Izhevsk)
PROMOTING PERSONALITY DEVELOPMENT THROUGH LANGUAGE ACQUISITIONS: AN EXPERIMENTAL TECHNOLOGY

Results of psychological and pedagogical research confirm the necessity to build up students` personality traits while teaching. It seems possible to describe a didactic process focused on personality development through an educational technology. The experimental technology laid the foundations of orientation activity at classes of reading (for students purchasing additional qualification). The technology can be presented in the following way.

I. Introduction:
– tasks of training – the ability to motivate one's activity, prove the necessity of its performance, aim at self-analysis, introspection, building up readiness to educational reading;
– cycle of educational cooperation – introduction to activities;
– methods of training – heuristic, discussion, pedagogical testing, self-appraisal, role play;
– content of tasks – discussion, combination of role play and guided discussion, lecture with elements of discussion, heuristic conversation, brainstorming.

II. Training stage:
– tasks of training – development of responsibility, resourcefulness, introspection, independent thinking, reasoning, ability to carry knowledge over to a new situation, autonomy in studying;
– cycles of educational cooperation – shared, imitating, supported actions;
– methods of training – heuristic, role play, discussion, projects, methods of research;
– content of tasks – staging, microteaching, presentations, discussion of creative reading tasks, quizzes, retelling-pantomime, reading contests, reading and discussion of essays, compositions.

III. Final stage:
– tasks of training: – development of self-organization, self-training, self-control skills;
– cycles of educational cooperation – self-regulated, self-organized, self-encouraging actions;
– methods of training – research, projects;
– content of tasks – raising tasks, distribution of tasks, choosing topics.

Thus, using technology in the language classroom made studying more purposeful, eliminated or reduced the number of ineffective pedagogical means and, finally, increased efficiency and successfulness of training.

Pamela Christian (USA)
EXPLORING SPEECH DIVERSITY AND DISCRIMINATION

This paper describes an undergraduate class for theatre students called *Your Life in Language,* in which students explore how social discrimination occurs in their own, everyday life, based on differences in how people speak (i.e., speech style, use of vocabulary and accent). The primary text for this class is *English with an Accent*, by Rosina Lippi-Green, a book that focuses on problems that occur when Standard English, an ideal form of speech in the US, is privileged and enforced over "non-standard" forms of speech found in different communities all over the country. As a class we ask: How does language divide people or bring them together into community? Are some speech styles considered more appropriate than others? Why or why not?

Students are asked to observe a language situation, document what they find, then bring their "field notes" back into the classroom for discussion. One student, for example, might interview his grandmother, who came to America from Japan. What was her experience of assimilating into an English-speaking culture? Another might compare the interactions of a group of African-American students to a group of Mexican-American students on campus. How do these individuals signify their culture and identity through language?

Three major assignments are given that include a *Linguistic Autobiography* (in which students write about what has influenced their own speech), a *Team Presentation* (based on a chapter of the book), and a *Group Performance* (taken from topics discussed in class). The results of this class have been positive, with students claiming a greater understanding of how language functions in the world, and a new awareness of how people unite or divide based on speech differences**.**

Jane Cleary (UK)
LEARNING LANGUAGES: TECHNOLOGIES FOR HUMANS

'Breeze'- All singing all dancing technology - for teachers who have two left feet and can't hold a note!
This presentation will demonstrate '*Breeze'*, a recent multi-media innovation incorporating video, video-conferencing, audio, shared desktops, instant polling, voice and text chat. You can use '*Breeze'* in the classroom or at a distance. Until now, multi-media has had limited application and accessibility for language learners, with most learners struggling to maintain, let alone, improve their level. '*Breeze'* provides the opportunity to develop all language skills with the added benefit of a truly human touch. The application is usable in real-time or as a self-access resource, offering both language teacher and student real flexibility and variety in the ever-changing learning environment. The presentation is a hands-on demonstration of '*Breeze'* and a case study of '*Breeze*' at The University of Central Lancashire, U.K.

Margarita Coppard (Ufa)
**CULTURAL COMPONENT OF 'DISAPPROVAL' IN THE MEANING
OF AAVE ASPECTUAL MARKERS**

1. Afro-American vernacular English (AAVE) consists of two components: the general English (GE) component and the Afro-American (AA) component. They are not tightly connected with each other, but follow the rules of strict co-occurence. The GE component contains the lexical and grammatical systems of standard American English. The AA component is a subset of grammatical and lexical forms borrowed from GE, that developed its own specialized semantics.

2. The units that belong to the AA component can be considered to be inter-language notions, i.e. words that have a common semantic core but differ by some co-meaning that contains specific cultural information. We will call a unit of this information a cultural

component.

3. Grammatical system of AAVE contains a set of aspectual markers that have developed a modal semantics of disapproval. We are analysing the following aspectual markers: invariant *be*, perfect *done*, sequential *come*.

4. These aspectual markers share common syntactic properties with adverbs, as they modify the verbs that follow them, and auxiliaries, as they occupy the first position in the Verb Phrase. But aspectual markers are different from adverbs because they are grammaticalized particles, and they differ from auxiliaries because they do not participate in any of the following syntactic operations: auxiliary inversion, *neg*-placement, tag questions, or cliticization on the subject.

5. The apectual markers *be, done and come* have a cultural component in their meanings, this cultural component expresses social protest. The aspectual markers have developed a specialized semantics that is clear only to Afro-Americans. That gave them the opportunity to express disapproval which could only be understood by the members of their ethnic group, which was essential during the times when their lives were in danger.

Jennifer Crandall (Novosibirs)
USING VIDEO TO EXPLORE THE ORIGIN OF STEREOTYPES

This workshop uses a video clip(s) and supporting activities to demonstrate one of the origins of stereotypes. Participants will learn activities they can use when using videos in the classroom and gain a better understanding of how to tie content that fosters self-awareness and reflection into English lessons.

Contrastive Rhetoric and Process Writing

Process writing is a trend in academic writing. Regardless of the approach, in order to understand the conventions of writing in a foreign language, it helps to know about cultural differences in written texts. This talk will introduce some of these differences, in addition to explaining the fundamentals of process writing as it relates to academic writing in the US.

Lydia Danilova (Izhevsk)
APPROACHES IN SELECTING TEACHING MATERIALS
FOR THE AGRICULTURAL *ESP* COURSE BOOK

The broadening of international contacts in the rapidly developing market economy introduced new activities into the life of the students of agricultural educational institutions. They are able to participate in intensive training courses in farming abroad. Alongside with tremendous benefits different overseas programs provide for the students, they reveal a great need in a good command of a foreign language, mainly English, as a means of professional and day-to-day communication. This fact forced the staff of the Agricultural Academy Foreign Languages Department to tackle the challenge of organizing an ESP course to meet the requirements of highly motivated students of different agricultural fields intending to take training courses in farming abroad.

The course design was determined by practical and pragmatic approaches and considerations, as well as cultural context resulting from obvious professional and common everyday situations the students have to plunge into in a foreign country.

To make the course effective it was necessary to compile a course book with thoroughly selected teaching materials appropriate to the students' needs, their level of ESP, General English and previous experience in farming. The criteria, the selected teaching materials for our course book had to respond to, can be briefly formulated as follows:
  - ➢ Provide interesting (less academic and dry) materials ranging from general agricultural to more specific areas, appropriate for both mastering the terminology and subsequent oral practice and discussions.
  - ➢ Give extracts from different authentic sources (newsletters, booklets, and farmers' letters) intended to provide the students with useful information on the programs, to

demonstrate the use of key words, terms and relevant idiomatic expressions, and to involve the learners in actual current issues of particular fields.

 ➢ Include cross-cultural elements manifested in a variety of forms – from commonly used phrases to broader information concerning the history of the country and its agriculture.

 ➢ Introduce the supplementary materials reflecting both the situations different from professional (being interviewed for participating in the programs, travel to the place of destination, making trips outside the farm) and the problems, students may have to cope with, while being in a foreign country (necessity of making calls in English, health problems, etc.)

These major criteria as well as a number of additional didactic principles have become the basis for compiling a course book relevant to the students' needs. It has been a long and complicated process assisted by native speakers and having no limits for perfecting and supplementing. Alongside with other teaching methods (the use of role plays, appropriate audio- and video materials, arranging meetings with native speakers and the former trainees, etc.) the course book considerably contributes to the development of the relevant skills essential to the learners.

Olga Demyanova (Elista)
**PROMOTION OF CULTURAL AND INTERCULTURAL AWARENESS
IN FOREIGN LANGUAGE ACQUISITION**

Foreign languages as a subject taught at a University (Institute, College) alongside with other arts subjects prove to be called for help to fill in the gaps in students' cultural and intercultural knowledge.

Since language is the expression of human consciousness functioning as a social phenomenon it is a means of cognition of man's thought and nation's mentality. Penetration into the sphere of culture and mentality of the nation is thought to be a proper key to mutual understanding and fruitful cooperation with the people of another culture. So long as language is the reality of thought and thought develops with the development of society and its culture (in the broad sense of the word) acquiring the latter is an essential part of foreign language acquisition.

Understanding of alien language code is achieved through practice, first and foremost in education process. Learning stimulated by authentic language materials helps a person to be capable of taking a personality as a bearer of another culture as well as to be better aware of his/her cultural identity.

Man's ability to compare and evaluate things puts the learners in good stead in acquiring a foreign language and hence the culture from which it originates. Comparing native language and cultural phenomena with the foreign one it is easier to understand and acquire the values of either culture. Comparison helps to establish common features inherent in various cultures and the unique counterparts intrinsic to a particular culture. The parallel study and discussion of vitally important questions based on the learners' life experience against the background of their knowledge about the "other" world promotes the acquisition of both native and alien cultures. They are best acquired in search of the right decision in a dilemma.

Foreign language study embracing cultural and intercultural studies contributes to self-identification of a person in the global world, serves the purpose of bringing the nations together.

Lyubov Dolgova (Izhevsk)
**TEACHING CROSS-CULTURAL COMMUNICATION
IN A MULTICULTURAL GROUP**

Unfortunately cultural awareness is a rare thing among modern pupils studying at school. Very often they are not aware of each other's origin in the broad sense and in the narrow

meaning. They have a very vague idea about the historical roots, ethnic peculiarities, cultural heritage of the peoples sharing the territory of our Udmurt Republic.

The paper presents an attempt to highlight:

culture of pedagogical communication of an English teacher with/within a multicultural group of pupils;

the ways of forming cross-ethnic tolerance – positive attitude towards other ethnic cultures at the lessons of English.

The paper evaluates the role of a school teacher whose task is to promote culturological education and cross-ethic tolerance at the lessons and in extracurricular activities. Only realizing the great significance of national cultures teachers can create the humanitarian system of education and provide their own professional and personality's advance.

Having worked in a secondary school for 21 years I am absolutely convinced in designing special approaches in order to bridge the gaps between different cultures. Lessons of English is a perfect chance and opportunity to develop a positive attitude to different cultures and to stimulate communication across cultures. In other words, through learning the culture of English-speaking people pupils better understand the cultures which they belong to by birth and those people they communicate with. That is why I try to include the corresponding material (so-called nationality component) when it is possible and suitable into the contents of the lessons. Here are some examples of using it at the lessons.

Studying national American and English holidays (the 8th form): we discuss the celebrations in Udmurtiya, find similarities and differences between them.

The 9th form students speak not only about American and English writers and musicians (according to the school programme), but also about the Udmurt ones (before our talks they did not have the slightest idea of them).

The 10th form students compare Russian, American, British national characters. Further they are suggested to determine the typical traits of the Udmurts, the Tatars, etc. The examples can be continued.

We may conclude that specially worked out and organized lessons of English help to:

1) arouse the students' interest to their own and other cultures;
2) make the students understand and realize the polyethnicity of the world;
3) develop national self-awareness in students' personalities on the basis of universal values.

Isabel Donnelly (UK)
PAPER-FREE MARKIN' TECHNOLOGY – RECLAIM YOUR WEEKEND!

This presentation will demonstrate '*Markin*', a fairly recent technological tool for giving language students more effective and more efficient feedback on their writing skills. You may even get some of your weekends and evenings back! '*Markin*' is downloadable software; you import the learners' work and '*Markin*' gives you the tools to analyse, fully annotate and correct the text as you see fit. Your learners can track their individual progress perhaps based on particular linguistic needs e.g. improving use of the definite article. The software is easy to use and can be tailored to your needs or the needs of your learners. The presentation is a hands-on demonstration and a case study of '*Markin*' at The University of Central Lancashire, U.K.

Tatiana Dusheina (Vyborg)
DEVELOPING STUDENTS' CREATIVITY
AND SPEAKING SKILLS THROUGH TELLING STORIES

Imagination is an important skill for people. It is necessary for studies and work. There is no limit to human imagination and it is teachers task to develop it.

This workshop deals with some of the ways of developing imagination, speaking skills and creativity through telling stories.

I have a selection of jokes the task to which is *to finish* them and then to compare them with the original ending. This kind of work is very popular with students of all ages.

Including elements of *physical activity* into story listening brings fun. The procedure is the following: groups of students get a word (5-6 for the whole class). When they hear it, they have to stand up and to sit down. After that students expand the story, providing it with additional details. *Elements of drama* are included – students read dialogues in the story in the manner of the character.

Making *chain stories* develops both imagination and speaking skills. Students get slips of paper with one word. The teacher starts the story by giving the first sentence. A student continues the story including the word on his slip of paper.

Shrinking stories. Five or three students are asked to leave the room. The rest of the class listen to the story and agree on the important points of the story. The first student listens to the story. S/he tells the story to the second student, the last student tells the story to the class. After that the original is read again.

Telling jokes from the cues. Students reconstruct the joke by given parts.

Ranking the characters and their role in the event. There is a number of stories that help do that.

These activities keep the students' mind active and hold their interest.

Olga Dvorjets (Omsk)
TEACHING COMMUNICATION SKILLS WITH AUTHENTIC VIDEO

The increasing popularity of authentic video in second language classrooms has led to little research in the area. The report surveys recent trends in using video in ELT classroom. It examines the context in which video might work and analyzes material development for successful video lessons. Video-based teaching techniques and activities are summarized.

The shift in emphasis from developing linguistic competence to communicative competence has brought about among other things intensive use of video in ELT: the field is experiencing a video "boom". The value of video as a language teaching and learning resource is self-evident. It is very effective at bringing the outside world into the classroom and contextualizes language through the flow of images, making it more accessible.

There is a marked tendency to use authentic video (off-air material) and not ELT series which were originally made for a TV audience of language learners, with a consequent emphasis on redundancy and reinforcement, which makes them less suitable for classroom use. A dependence on off-air materials makes video essentially synonymous with using authentic material, in the sense of any material not specifically designed for the language learner: it creates problems of teaching and methodology. Simply to view video in a foreign language is not enough. Moving pictures have a grammar and discourse all their own which should be decoded if we want the students to understand the meaning that they contain. To do this and to "equip" teachers with the software for effective video management in the classroom special material should be developed. This material is to be based on certain stages of work with video; video is not real life: watching and analyzing an interaction on video is useful, but students still need to practice doing things for themselves after watching. As observers, they may gain receptive skills but only as active participants will they gain productive skills. Video is a means to an end, not an end in itself. Teaching booklets "Lifestyle in Britain" based on off-air recordings, "Watching Casablanca" and others developed at the Foreign Languages Department of Omsk State University could be an illustration of materials of the kind.

Ludmila Enbaeva (Perm)
HUMOUR IN LINGUOCULTURAL PROJECT WORK

It is next to impossible to question the integral part humour takes within a nation's culture. It is a complex phenomenon for alongside universality it has idiosyncrasy and peculiarities that

vary from country to country, thus being 'culture-bound'. The latter brings humour to the foreground as a substantial source of cultural information and one of important instruments to develop culture awareness skills. On these facts the necessity of its presence at the lessons of linguocultural studies is grounded.

One of the modern definitions of linguocultural studies says that synthesizing the sociology, psychology, culture studies and linguistics data this discipline studies specific national and cultural character of people, the one reflected in their verbal behaviour. The main aim of linguo-cultural studies is to provide communicative competence while inter-cultural communication. It can be achieved through the study of ethnically specific language units.

Linguocultural project work aims to enable the student to produce an organized, accurate report of a specific investigation into language use within a chosen topic. It appears expedient to structure it according to the factors of linguo-ethnic barrier: 1) linguistic factors – a) divergence of language systems and norms, b) usage divergence; 2) extra-linguistic factors – divergence of pre-informative knowledge. If the analyses of what is humorous, what can be considered rude humour, what typical punch lines are used in the sphere of life and communication the student investigates, is included into the second part of the projects the latter gains in comprehensiveness, for one more aspect of foreign life and culture is enlightened.

Consequently the second part of a liguocultural project may include the blocks of: a) historical background, b) personal and place-names, c) names of pieces of art, sculpture, literature, cinematography, etc., related to the topic, d) peculiarities of humour.

Natalia Eydelman (Novosibirsk)
TEACHING LANGUAGE AND CULTURE WITH THE MEDIA.
A COLLECTION OF TEN READY-TO-USE ACTIVITIES
TO PROMOTE CULTURAL AWARENESS AND UNDERSTANDING

The importance of raising the learners' awareness and understanding of different aspects of culture of the languages they study derives from the guidelines for the study of foreign languages drawn up by the Council of Europe in Waystage 90 and Threshold 90 specifications for English.

According to Barry Tomalin and Susan Stempleski, cultural awareness is the term educators use to "describe sensitivity to the impact of culturally-induced behavior on language use and communication."

The use of authentic reading materials selected from the current media offers an excellent opportunity to receive access to the up-to-date samples of the target language, get acquainted with a variety of issues topical for the TL countries, and develop students' understanding of the language and culture.

The text selection was made in such a way as to allow students to reflect on their own culture and its manifestations and to provide them with a chance to compare and contrast their own culture with another and value a culture different from theirs.

Stephanie Funderburg (Yekaterinburg)
MULTIPLE INTELLIGENCES IN THE EFL CLASSROOM

Determining the most effective ways to teach, particularly students coming from a variety of cultures and backgrounds is not an easy job. Students grow up with different experiences and expectations regarding classroom instruction and environment oftentimes resulting in learning barriers. Finding communicative English teaching methods that will reach majority of the students can be a daunting task. Dr. Howard Gardner proposed that all humans, regardless of ethnic background, experiences, or cultural upbringing have eight (perhaps more) innate intelligences. If students are taught with lesson tapping as many intelligences as possible, more enriched learning can be fostered.

Discover your teaching preferences according to psychologist Dr. Howard Gardner's "Multiple Intelligences Theory" and find innovative ways to encourage the use of M.I. in your

English language teaching. We will conduct a M.I. self inventory and discover a variety of activities, techniques, and games to develop our students' (and our own) intelligences while promoting language acquisition and communicative language teaching.

Svetlana Galustyan (Izhevsk)
USING MULTIMEDIA PRESENTATIONS IN THE ENGLISH LANGUAGE CLASSROOM AS AN EFFECTIVE TECHNIQUE FOR TEACHING ENGLISH

Using IT facilities makes it possible for a teacher of English to choose various materials and methods of teaching, makes lessons exciting, informative and emotionally colored. Using multimedia presentations in the English Language classroom is based on communicative approach in mastering all aspects of a foreign language: reading, speaking, listening and writing. IT has great potential for enhancing project work. While creating meaningful projects, students choose topics they are interested in, learn to design their presentations logically and aesthetically. They practice in using correct language, reading a lot of additional literature and picking out the necessary information, listening, proper writing, typing. Students learn to think and analyze, interpret, concretize and evaluate. Using this technique increases motivation in learning English and involves participation of all students in the classroom, improves the quality of teaching, teaches students to work on their own and in the collective, to work with different sources of information. It allows to implement a learner-centered approach in teaching a foreign language.

Serafima Gelberg (Izhevsk)
ROMANCE ELEMENT IN ENGLISH LANGUAGE HISTORY

The goal of the paper is to discuss a certain period of English language history research linked with ethnic contacts.

It is universally acknowledged that English as a world spoken language has undergone a long history of contacts with other languages. Some linguists as a joke call it "spoiled French". It should be borne in mind that the English wordstock testifies to the fact that the majority of English words comprise Latin and French roots and affixes, and English language history facts prove it.

Dating back to the first century of our era the learner comes to know that the Romans settled in Britain and stayed there for four centuries thus imposing their civilization on the population of Britain. Latin words referring to various fields of social life penetrated into the languages of the Celtic tribes (the then population of Britain). The Roman way of life, the achievements of economic, social, cultural spheres influenced the Celtic way of life: military terms, construction names, trade terms, everyday usage words, names of foodstuff, household utensils came to be used in society (e.g. wall, street, cup, dish, sack, mint, ounce, cheese, beet, chalk, battle etc.). The remnants of the names/nomination can be traced in the English wordstock and geographical names (e.g. chester, port, colony, via, wic, London, Manchester, Greenwich, Norwich, etc).

In the 5th century when the Germanic tribes Angles, Saxons and Jutes invaded Britain, the Romans had already left and the romanized Celts influenced the dialects of the tribes.

The coming centuries namely the 11th century, the Norman conquest installed the Romance element into the English language. The advanced civilization of the Norman / French invaders who established themselves as rulers of the country and reigned in England for almost four centuries greatly enriched the wordstock: various word groups, referring to state government, army, religion, court, everyday life, made for the growth of the vocabulary, i.e. the Romance element settled in English again (e.g. judge, charter, heir, jeweler, baron, army, lance, river, table, cover, tailor, beef, to pray, etc.).

Latin / French affixes came to be used in wordbuilding (e.g. –ment, -able, -age, -ess, -al, -dis etc).

Thus, due to the contacts the social structure, social life experienced an influence bringing profound changes into English.

Olga Golubkova (Izhevsk)
AMERICAN CULTURE THROUGH LITERATURE

English language university education incorporates studying culture and literature of the USA. These disciplines are traditionally taught as separate subjects, though there are opportunities to integrate them into one course. Such a multidisciplinary approach gives additional aspects to shaping profound professional qualities in students.

Very often students of English feel confused about the values, cultural patterns or attitudes of American people. Russian students of English, even those who have mastered enough English, find that they have not adequately mastered cultural rules. Many of these rules can be understood only within the broader context of American culture. The course "American culture through literature" provides this expanded context.

The course is based on a theoretical idea that the concepts of American culture have always been reflected in literature. This reflection can exist in different forms, either in the form of a direct description, or in the system of characters, or in the narrator's voice, the plot, or theme and the author's message.

The cultural approach gives a number of benefits to understanding and interpreting a work of fiction. The students enrich their knowledge of American life, values, and institutions and find an additional dimension to understanding and interpreting a literary text. Besides, such an approach uses the content-based teaching English methodology which makes the process of teaching meaningful and professionally oriented thus enhancing the integrated skills of English.

The content matter include the information about basic spheres of American life and values: cultural pluralism, religion, regionalism, women issues, race relations, urbanization, Native American culture, African American culture, sports. The literary aspect comprises the studies of the texts which are normally compact and complete: samples of poetry and shorter fiction.

The logistics of the course includes the stages of cultural orientation, texts understanding that is checked through some exercises with further discussions. Types of exercises include outlining, skimming, values clarification, debate topics, suggestions for research and written composition, idioms, proverbs, understanding films based on books, project work. The stage of evaluation includes the analysis of cultural identification and comparing the cultural values with those relevant to the culture of Russia.

Marina Gontcharova (Moscow)
A NEW WAY TO TEACH FUTURE EFL TEACHERS: SHARING EXPERIENCE

This is an attempt to share my experience in the field of EFL teacher training education. After participating in an international educational program I returned home full of ideas for teaching and was eager to share them with my colleagues and students. Here is a brief overview of the approach chosen for that.

While assigned to guide EFL fourth year students' practice teaching and observing it for the first time, I was shocked by their performance which definitely reflected their perception of teaching. I realized the fact that no matter how knowledgeable we are in pedagogy and methodology, we tend to teach the way we ourselves had been taught. Not only was their teaching direct (meaning it transmits information overtly to the learners whereas indirect teaching helps the learners to discover things for themselves) it was strikingly authoritarian and lacked many things that would 'brighten' the learning process. At that point it was clear that lecturing on teaching methodology could not be of help in this case.

So, being their EFL teacher I had them spend the following semester analyzing all my classes, observing techniques used, reflecting on the analyses in their diaries, discussing the advantages and disadvantages of this or that method and finally working on projects of their own

teaching practice. Our discussion of these projects was aimed to improve them. It was followed by students' full class teaching with the follow-up group analysis as a final stage. Not surprisingly they were more professional in their subsequent teaching practice. Moreover, from what I heard from them, they started to enjoy the work of teaching.

That experience confirms the idea I came across in Jeremy Harmer book "The Practice of English Language Teaching". The author wrote: "Teachers who do not investigate the efficiency of new methods and who do not actively seek their own personal and professional development may find the job of teaching becoming increasingly monotonous. Teachers who constantly seek to enrich their understanding of what learning is all about and what works well, on the other hand, will find the teaching of English constantly rewarding" (Jeremy Harmer, 1991).

To conclude, if you manage to inspire your students, they will become collaborators in implementing new curriculum and introducing effective teaching techniques and, by this, ensure the future of education reforms which are vital in educating the generation which is responsible for advancing the growth of democratic civil society in our country.

Ludmila Gorodetskaya (Moscow)
ENGLISH FOR ADULT LEARNERS: NEW PUBLICATIONS AND PROJECTS FROM CAMBRIDGE

This Cambridge University Press workshop will involve its participants into a discussion of the ways in which teaching adults is different from teaching other age groups of learners. The participants will explore their own and their students' specific needs as well as the most important characteristics of a good course book that may satisfy those needs. The newest published materials from Cambridge University Press will be analysed from the viewpoint of the needs and expectations of adult learners with different backgrounds. The up-to-date ideas and practices concerning the opposition of General English and English for Specific Purposes will be shared by the speaker and the participants – representatives of various educational institutions. Another opposition – Business English versus English for Professional Communication – will be looked at from the viewpoints of the competences necessary for both and teaching materials developing the relevant competences. Professional competences necessary for the teachers themselves if they want to meet the challenges of teaching adults will also be explored. Joint projects including the new Cambridge international examination for teachers of English "Teaching Knowledge Test" now piloted in Russia will be presented and the results of piloting showing problem areas specific for Russian teachers of English will be discussed.

Theoretical Course in Intercultural Communication: Programme and Principles of Assessment

The presenter will familiarise the audience with the structure and content of the lecture course in Intercultural Communication she has developed and is currently teaching at the Department of Foreign Languages, Moscow State University. The course consists of five parts three of which are taught within one semester: Culture, Language, Communication. The first part is based on contemporary theories of Cultural Anthropology and includes such themes as definitions of culture and its major characteristics, concepts of ethnocentricity and cultural relativism, cultural universals, cultural change, functions of culture, enculturation and acculturation. The second part introduces students to the foundations of semiotics and major linguistic theories with a special emphasis on the role of language in the development of culture. Classification of languages is reviewed as a basis for further discussion of culture-language relationships. Students learn about regional, social, age, gender and other types of language variation as well as about bilingualism and multilingualism and their cultural implications in the modern world. The third part of the course presents foundations of contemporary theories of communication: models of communication, characteristics, types and genres of communication, communicative styles and the role of verbal and non-verbal communication in the life of an individual and society. In class, students give feedback in oral and written form providing examples of the phenomena and processes discussed in the lectures as manifested in different

cultures and historical periods. At the end of the semester they take an examination in which one question assesses their familiarity with the content of the course and another question checks their ability to creatively expand the material of the lectures applying it to various cultures and subcultures they are familiar with.

Yuri Gorshunov (Bashkortostan)
SOCIOCULTURAL ASPECTS OF JUVENILE LEXICON

In the focus of our attention is a teenage verbal repertoire with a slant on the schoolchildren's vocabulary. The age factor is the most conspicuous of the pragmatic factors involved in language differentiation.

For lack of space we shall concentrate on the vocabulary of young children only and tackle mostly words and expressions heard in the playgrounds. More complex analysis will come later.

The practice *of playing truant,* that is staying away from, school, is found in any society. English kids do it by *bunking off, nicking off, wagging it* or *wagging off.* Junior school pupils may call a younger pupil or a smaller child *a tiny.* If the child is considered insignificant and/or irritating he can be likened to a parasitic insect and called *atick.* An alternative term is *a wart.*

Often heard in playgrounds are the expressions like *mockers* (misfortune, curse, frustration) used by schoolchildren as an exclamation, sometimes of defiance, more usually in an attempt to put off or jinx an opponent in sports or games, *knickers!* (a cry of dismissal, defiance or contempt). Young non-public school children may use the forms *fains, fainities, faynits* as a cry demanding a truce or exemption from something (such as being caught or penalized in a playground game) while an alternative synonymic form *pax* (a request for a truce, usually heard in the course of children's games) is more natural in the public school context.

A weak and feeble child who is unwilling to play games is likely to be called *a softie, a weed* (the usage is inspired by the visual comparison **with** a plant) or *Wendy.* The latter name is typically applied to schoolboys by their fellow pupils and is supposed to **epitomize** "girlishness".

Laird Graiser, Galina Dracheva (Yekaterinburg)
TEACHING LEADERSHIP SKILLS IN A PERSONAL –
ASSISTANT (REFERENT) TRANSLATOR CLASSROOM

Referent translator Additional Programm has been run at USTU-UPI, Department of Foreign Languages for Business Applications for four years. Senior students and graduates from Ural State Technical University – UPI and other universities of Ekaterinburg were trained to take a position in business, government or non-profit organization in a personal assistant (referent) role. At the beginning of the career they will be assisting a leader to promote maximum productivity, effectiveness and efficiency (to say nothing of profit) within the organization. That's why we thought it would be useful to incorporate into a Business Communication course, the course that will teach our students leadership skills.

The better leader they are, the better they may assist their boss in becoming an effective leader. After an apprenticeship and observation period, we expect them to assume successfully more responsible leadership position.

How do we select and train leaders for success in business and governance? One thing we know that good leaders are good and effective people.

- They are guided by their own ideas;
- They are moral and ethical;
- They seek to understand before they are understood but are not unduly swayed by criticism and carping;
- They think before acting but act decisively and energetically when they act;

- They know, by instinct and training, when to obtain more information and when to make decisions;
- They use their time effectively and, almost always, accomplish their required tasks before deadline;
- They communicate their ideas and vision in writing and in oral presentation.

Because of the link between leadership and personal effectiveness, we began the course with the ideas of the Covey Leadership Centre.

The Covey Leadership Centre teaches that highly effective people exercise seven habits. A habit is learned behavior that achieves consistently positive results. These habits are summarized as:

- Be proactive, rather than reactive;
- Begin with the end in mind;
- Put first things first;
- Think win-win;
- Seek first to understand, then to be understood;
- Synergize;
- Sharpen the saw.

All these seven habits were described in Stephen R. Covey's books: The Seven Habits of Highly Effective People and Principle – Centered Leadership skills.

During this course the students were given plenty of time and exercises to think about their own values and principles.

The following exercises were given to students.

Ex.1: What Do You Value? Choose five values.

Health, financial security, free time, family, friends, learning, happiness, lifestyle, personal growth, development of talents, purpose of life, effect, productivity, sincerity, wealth, work.

Value № 1	
Value № 2	
Value № 3	
Value № 4	
Value № 5	

Values are different from principles. The more closely our values align with principles, the more effective we will be. Values are things that are important to us. Principles, on the other hand, are guidelines for human conduct that have proven to have enduring, permanent values. If our values do not align with principles, they may prevent us from producing the results we seek in our lives.

Ex.2: Choose four of the following or use your own words.

Empowerment, encouragement, excellence, fairness, growth, human dignity, humility, honesty, integrity, patience, potential, quality, service, trustworthiness.

In this exercise we ask the students to choose the principles they particularly value or to which they want to more closely align their lives.

Principle № 1	
Principle № 2	
Principle № 3	
Principle № 4	

Ex.3: Consider The Life Of Someone Else.

In this exercise students identify one or two people who have been a positive influence in their lives.

Examples of influential people:

Parent, teacher, historical figure, friend, leader, relative.

Influential person № 1	
Influential person № 2	

Ex.4: What Do You Admire About Them?

Choose from the following list up to six words what you admire about influential person № 1. Repeat for person № 2.

Ambitious, caring, committed, creative, educated, fair, faithful, forgiving, industrious, moral, organized, powerful, proactive, respectful, responsible, selfless, sensitive, trustworthy, wise.

Admirable characteristic № 1	
Admirable characteristic № 2	
Admirable characteristic № 3	
Admirable characteristic № 4	
Admirable characteristic № 5	
Admirable characteristic № 6	

Ex.5: Consider Your Strengths And Talents. Select up to six words that represent your strengths or talents.

Adaptable, articulate, artistic, clever, confident, diplomatic, energetic, entertaining, grateful, hard-working, imaginative, intelligent, kind, a leader, optimistic, reliable, sincere, skillful.

Talent № 1	
Talent № 2	
Talent № 3	
Talent № 4	
Talent № 5	
Talent № 6	

Ex.6:What's In Your Way? Consider your habits and tendencies. Which ones might prevent you from realizing your mission? Select no more than three.

Antisocial, dishonest, disorganized, distrustful, egotistical, excessive, impulsive, intolerant, irresponsible, pessimistic, pretentious, prideful, reactive, sarcastic, selfish, ungrateful, unreliable.

Obstacle № 1	
Obstacle № 2	
Obstacle № 3	

Ex.7: Project Yourself Forward In Time.

What words would you spouse use to describe his or her thoughts about you at some point in future? Select up to three words he or she would use to describe you.

Ambitious, caring, creative, dependable, educated, faithful, industrious, moral, organized, powerful, proactive, respectful, responsible, selfless, sensitive, thankful, trustworthy, wise.

	Spouse	Family	Friend	Business Associate
Characteristic № 1				
Characteristic № 2				
Characteristic № 3				

And finally we ask the student to what their own personal mission statement and present it to the class.

Venera Gromova (Izhevsk)
CONSTRUCTION OF IDENTITY IN NARRATIVE

The social construction of reality theory suggests that meanings are derived from communication with others. Social constructionism describes how individuals explain their views and life-experiences. Social constructionism also states that the realities individuals create, influence their patterns of interaction and emphasizes the formation of relational reality via conversations, actions and interactions, and sequence of events.

Identity refers to a characteristic of the individual and it is held as a social, culturally constructed view of the self. Identity has a continuity that cannot be completely changed at will but the continuity is a product of person's reflexive beliefs about the biography and meanings created in interactions.

Given the theoretical focus upon language the research might take the form of analyzing written material, an interview transcript, narrative.

Self-narrative can be defined as a referring to ourselves or to the self of another person in a variety of ways that derive from different times and in different emotional contexts. Self-narrative allows individuals to tell various narrative versions of more than one self, rather than being limited to the fixed telling of a set narrative.

There is a special affinity between narrative and identity that narrative can be said to play a privileged role in the process of self-construction. Both narrative and identity emerge from the confluence of several dimensions: time, artifacts (language, signs, symbols), activity and self-reflexiveness. Identity appears as an oblong spanning both personal and contextual dimensions. As a narrative, personal identity can emerge only as one moves actively between private and public, personal and cultural, past and present. Everything we are as persons appears explicable through the action of language and discourse: 1) the discourse is inherently a personal statement about the speaker; 2) the discourse has "extended reportability", and has the potential to be retold multiple times.

Discourse analysis of narrative holds the task how people use language to manufacture accounts of events and how our identities are constructed.

Tatyana Gulyaeva (Perm)
VOCATIVITY IN AMERICAN PRESIDENTIAL DISCOURSE:
A SPECIAL COURSE SYLLABUS

Describing presidential discourse as a specific kind of mass communication discourse; revealing the peculiar features of the Sender (as spokesman for the corporate governing group) and collective Receiver. Special attention is paid to the function disparity: for the Receiver, the main function is informative, but for the Sender it is ritual and regulatory.

Discovering the nodal elements of the conceptual field constructed by the Sender, modeling the key ideological concepts (security, liberty etc.) and the field itself.

Revealing the stereotypes used in the text construction (in particular, the usage of archetype scenarios: good – bad, ours – alien, remote – close); discussing the role of stereotypes in this kind of discourse.

Finding the principles of metaphoric modeling of reality and the peculiarities of world picture constructed in this discourse.

Research of strategies used by the Sender to exercise and retain the power: constructing its 'ideal' Receiver and maintaining the existing *status quo*.

This special course is a blend of theory and practice; as a combination of acute authentic material with classical and contemporary theories, it leads to students' better and deeper understanding of the laws of discourse.

Tatiana Guralnik (Samara)
**NEOLOGISMS OF THE SEMANTIC FIELD "MAN":
A COGNITIVE-CULTURAL APPROACH**

The relation between culture and language is well established. Some scholars view language as a reflector and instrument of culture, others as reality constructor. According to W.Burchfield, the editor of the OED, for the past 25-30 years, the English vocabulary expanded very fast, and most of the impetus for the expansion came from the U.S.

American cultural innovations are reflected in the new vocabulary of the English language. The fundamental concept of culture, that of 'man', has always been prolific for neologisms. Man is considered the subject and the target of culture understood here as "the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population". This study *maps* the distinctively new areas of experience in the culture during the quarter century from 1975 to present. In accordance with cognitive science, mapping is done by comparing the new and the old information, and incorporating the new information into the known one. Likewise, new words usually build on older words and create extensions of already existing "semantic fields". New words coined in the semantic field "Man: types of people" serve as a kind of map to the culture areas of concern and types of value. The content analysis of new vocabulary based on the lexeme definitions in the dictionaries of new words showed that the bulk of new terms in this field can be organized around several categories, the choice of categories being arbitrary, e.g. *homo faber, homo agens, homo ludens, homo sociologicus* etc. (Lipka 1992, Zabotkina 1995). Naming of people in American English reflect the values, norms, beliefs, patterns of behavior peculiar to American way of life. The sources of these coinages lie not only in the mainstream culture but also in the counterculture with its contrasting values. New terms originating in mainstream culture group around such thematic groups as social and political movements, ethnic minorities, professions and occupations, whereas numerous terms of denunciation and scorn, containing offensive overtones come from the vocabularies of counterculture .

R. Gozzi (1991) observes that "despite a tendency to stereotype people with uncomplimentary labels, …. the language is recognizing more types of people and points of view than it did in the past. It will be a challenge to the culture to get beyond the stereotypes of its language and discover the common humanity underlying the diverse appearances".

Elena Gurina (Izhevsk)
VISUAL IMAGES AND SYSTEM OF GESTURES IN ELT

I believe that an effective strategy in ELT is one that develops learners' willingness and an ability to reflect on what they have learned. Being a teacher I felt the necessity to find or create an approach that involves not only memory but the process of thinking as well. Now I can admit that when teaching involves both sides of brain in the process of learning and appeals to the visual nature of thinking it can fasten the process of foreign language acquisition and make it more vivid and lighthearted, because visualization is the way we think. "The human brain programs and self programs through its images" (Lazear). It is necessary to stress that non-literate students need considerable exposure to multi sensory input in order to develop a rich visual and kinesthetic representational system. I share the idea that "language body communication… is a powerful principle of learning" (Asher). Throughout the child's development, the left hemisphere shadows the right, and "the optional starting point in acquiring another language is to enter strange language through the right hemisphere" (Asher).

Traditional left brain instruction is verbal and activities associated with the left brain are work, study, memorization, short-term retention and stress. By contrast right brain instruction is non- verbal and processed in patterns. Activities associated with the right brain are play, internalization, long –term retention and zero stress. So in effective learning and teaching we should follow the nature of our biological program.

The main tools that I use are two kinds of visuals:
1) 9 key pictures- symbols in English Grammar and metaphors to them;
2) System of gestures that supports the speaking process with its gesture interpretation. This technique appeals to both verbal and non-verbal hemispheres, and understanding is developed through movements of the students' hands, arms, and body. There are three groups of gestures in my system:
   a) First includes pronouns, auxiliary verbs, modal verbs and question words;
   b) Second- irregular verbs (all three forms);
   c) Third includes all other words- nouns, adjectives, adverbs, and these groups are created just at the lesson to every specific text or pattern.

The first two groups are unchangeable. The use of gestures permits to synthesize and analyze the speech, and these two actions are cornerstones in the process of thinking.

I acquainted with James J. Asher's Total Physical Response (TPR) method only two years ago. Nevertheless, I have been working in this field as a teacher for more than ten years. TPR has not been spread among the teachers of English in Russia. The principle of appealing to right hemisphere permits to achieve minimal input with maximum output. Our biological nature responses to all kind of information we are accepting by different facial and body movements. It is unconscious reaction. That is why it should be our best ally in learning and teaching.

Elena Gusynina (Izhevsk)
THE CULTURAL ASPECT OF PROPER NAMES

Proper names are generally recognized as culturally marked words. This fact however was often taken for granted; thus the approach to the problem in many cases has been superficial. As compared to other three aspects of proper names (historical, social and linguistical) the cultural aspect of names remains the less studied one. Often the cultural aspect of names is presumed to be an integral part of their social aspect. But both the historical and linguistical aspects of names can also be culturally marked. As the close study of the nature of names proves it all the four aspects of proper names are interrelated.

Each culture generates certain types of names with their peculiar characteristics, functions, connotations and traditions of usage. The very idea of the name and its nature can differ from culture to culture. But even in one culture people's attitude towards names can vary from one historical period to another. What is customary and generally accepted at one stage can be forgotten some centuries later. So if we accept the conception that names present a certain national cultural code we also must accept that: 1) this code was formed in the long course of history; 2) it is subject to constant changes caused both by internal and external factors; 3) some fragments of this code can be beyond the standard amount of knowledge of some members of the society. Hence historical and cultural studies of proper names should be interwoven.

Being products of a certain culture proper names can be borrowed into other cultures. In this case they undergo both linguistical and cultural assimilation. They can change their pronunciation, spelling and grammar, pick up new connotations and develop new functional characteristics. As a result the former borrowing becomes an integral part of another language and another culture; sometimes it is impossible to guess its foreign origin. It means that proper names are always nationally coloured and the term "international names" has hardly any meaning at all.

Hence it would be more logical to speak about universal characteristics of names belonging to different cultures. Due to the fact that the peculiarities of human thinking are determined by universal laws, one can notice identical or similar phenomena in the systems of names belonging to different cultures. They are: certain types of names, some peculiarities of the names structure, the transition of proper names to common names and vice versa, phraseological units with similar meaning, the succession of types of names in the official anthroponomical formula. The

study of such phenomena which are beyond any cultural influence enables us to understand the highly specific nature of proper names.

John Harrington (Rostov-on-Don)
GETTING INVOLVED: THE IMPORTANCE OF CITIZEN PARTICIPATION IN AMERICAN LIFE

Visitors who spend a lengthy period of time in the United States are often surprised by the extent to which Americans become involved in community affairs. Hyman and Wright estimated that over 40 percent of Americans are engaged in local volunteer activities during a given year. A recent survey of retired persons found 33 percent of the population over 55 years of age involved in volunteer work. Many Americans strive to improve their communities and the functioning of their schools and local governments by contributing their time and talents to beneficial activities. They serve on committees that give advice to elected officials about matters of importance to their community and engage in volunteer tasks that protect the environment, support local schools, contribute to law enforcement, beautify parks and streets, and contribute to community betterment in myriad other ways. Still other citizens aid their community by refusing to tolerate poor services by the business sector, educational institutions, health care institutions, local governments, and other enterprises. Their complaints about inefficient practices, unprofessional conduct, and other manifestations of poor service help to improve the performance of public and private institutions alike.

This workshop will dispense information about various forms of citizen participation and its importance to American towns and cities. Those who attend will engage in role play and other exercises which help them to understand this often overlooked aspect of American society. They will also receive exercises that can be used in their classrooms to strengthen language skills while encouraging youth people to get involved in community betterment activities.

John Harrington (Rostov-on-Don)
ACTIVITIES THAT CONTRIBUTE TO INTERCULTURAL COMMUNICATIVE COMPETENCE

Culture plays a crucial role in shaping our values, beliefs, habits and expectations. Misunderstandings between people of different cultural backgrounds can prevent the formation of international business and social relationships, impede the development of global markets, and endanger world peace. Language teachers have traditionally incorporated aspects of culture into the language learning experience, but have commonly viewed the development of cultural competence as supplemental or incidental to their primary task. However, in light of the ease with which people from different countries and cultures can now establish and maintain contact with one another, the development of intercultural communicative competence is now a major educational objective. New teaching practices must be employed which prepare individuals for the intercultural experiences many will face in the future, practices that combine the development of language proficiency with the competence needed for the challenges posed by intercultural contact and entry.

This workshop will involve participants in a variety of activities which can be used to increase intercultural communicative competence among teenagers and adults of varying backgrounds, while at the same time promoting language learning. An internationally acclaimed simulation game, a role play exercise, and a thought provoking discussion activity will be among those presented, along with the printed instructions teachers will need to use the activities in their classrooms.

Natalia Ilyina (Izhevsk)
TEACHING ENGLISH WITHIN THE DIALOGUE OF CULTURES:
STUDENTS' NATIVE CULTURE THROUGH ENGLISH

It is well known that the process of learning foreign languages means for the student not only deep interrelations between the native language of the student and the language he / she studies, but also the contacts between the cultures, represented by those languages. In this way teaching foreign languages within the context of the dialogue of cultures gives all the possibilities to involve the students into the multicultural communication, enlarge their outlook and gradually develop their tolerance towards the people of other nationalities, their traditions, customs, cultural values, etc. At the same time the tolerant attitude towards other cultures allows to look upon the students' native language and culture from the point of view of other nationalities, to see its peculiarities and contribution to the world community, support and develop the positive attitude of the students towards their native culture. The latter is most important in the case of minority nationalities, where there is a tendency of treating one's native (minority) culture as if it were inferior to other ones.

In my report I am going to dwell upon the way the principles of the dialogue of cultures, used at the classes of English, help to raise the Udmurt-speaking students' national self-consciousness and interest towards their native culture. As it is known, though the Udmurts are indigenous inhabitants of Udmurtia, in the 20th century because of quite a lot of factors they turned out to be a minority nationality of the Udmurt Republic (about 30% from the total population of the republic). Despite the national policy of both the government of the republic and social organizations, aimed at promoting the Udmurt language and culture, there is still a tendency of Russification among the Udmurts, which is partly explained by the fact that a certain part of the native speakers of Udmurt consider their language and culture to be lower than the other ones and having no interest for the world community.

In this connection, for about 10 years I have been teaching English to the students of the Faculty of Udmurt Philology (Udmurt State University, Izhevsk, Russia), I have been trying to combine different methods and technologies of teaching English with the principles of the dialogue of cultures, aimed at the promotion and popularization of both the cultures of English-speaking countries and the students' native Udmurt language and culture. The class activities directed at these purposes depend on the interests of students and may have various forms. For instance, among the most effective ones are discussions about the national and cultural diversity of the world, national stereotypes, etc; reading texts and watching films about the history and culture of the Englishmen, Americans, Udmurts and disputes based upon these texts and films; translating authentic Udmurt texts of different kinds (e. g. folklore ones) into English and vice versa; role-plays, in which the students have to tell about their native culture, etc. The fragment of the lesson illustrating some of above-mentioned methods and principles will be demonstrated to the participants of the conference during their visit to the faculty of Udmurt Philology.

Olga Ilyina (Moscow)
SIMULATION GAMES IN TEACHING BUSINESS ENGLISH

The reporter holds that simulation games should be treated as central and not peripheral to the foreign language teaching. They are effective to introduce new ideas. In the easy, relaxed atmosphere which is created by using simulation games, students remember things faster. Games are a good way of practising language, for they provide a model of what learners will use the language for in real life in the future. They encourage, entertain, teach and promote fluency. Role-plays are a particularly effective way to motivate students in that they not only supply the topic and context of a situation, they also give the participants an excuse to escape their shyness or inhibitions, and overcome their low-level experience, by providing an alternate, imaginary identity.

The speaker observes that the teacher's aims connected with the simulation game are the following: controlled practice, communicative practice and revision.

The speaker believes that simulation games should be at the heart of teaching business English. Being ESP by nature, business English is content-based. Business students share a common interest or body of substantive knowledge. Their purposes and interests in the educational process are to a large extent uniform. Therefore they regard the simulation game as part of their professional activity and are usually very active while role-playing.

GALINA IONKINA (TOGLIATTI)
Case Study in Teaching Business English

"Case based learning" or " active learning" is of major importance in today's global world. Case study is defined as a "detailed study of a real person or event over a period of time for training or educational purposes". "Active learning", "action research", "problem solving" can be the other names for this method. Problem solving and decision making are indispensable to make a success in the modern career world, especially in the world of business. This process also includes ability to work with texts of different genres and formats, to make professional presentation. To work out the correct decision the students should be able to collect information, evaluate it and only after that to make a proper choice.

Case study method can be employed in different formats which lead to prepared or unprepared speech. These formats are: lectures, discussions, debates, public hearings, trials, scientific research teams, problem based learning, team learning as well as dialogues, structured controversy, role playing, poster sessions, symposia. In all instances, we deal with stories with a message, but the role of the students and the instructors in doing case analysis varies. It's vitally important to provide proper questions for discussions, interviews. The study questions are likely to be "how", "why" and other special questions such as "who", "what", "where" which lead to explanatory-exploratory case study. Thus, we aim at teaching our students critical thinking skills. So our students master the following skills: the ability to ask "think "question, to interpret the responses, to be a good listener, to be adaptive and flexible so as to react to various situations, to have a firm grasp of issues being studied and not to stick to the pre- discussion notes. The students learn to analyze and classify the information obtained and use it in speech. Case study is usually followed up by students' evaluation and self-assessment as well as written home assignment on the basis of the case studied (reports, memos, letters, minutes).

IRINA IOUROVA (SAINT-PETERSBURG)
PRONUNCIATION ACQUISITION IN THE FOREIGN LANGUAGE STUDIES AS AN INSTRUMENT OF FORMATION OF SPEECH CULTURE

The studies of the foreign languages envisage the creation of a proper level of knowledge and of practical skills and habits in the area of pronunciation, accentuation, abilities to use all the functional styles (scientific, publicistic, colloquial etc.) as well as various expressive means which are needed in different situations of communication.

Speaking about the pronunciation standard it is customary to mark the difference between its two aspects: orthoepy and orthophony. Orthoepy prescribes a well-definite phonemic structure of the word. During the first stages of learning a foreign language a number of orthoepical faults occurs to be rather considerable, but it rapidly becomes more and more insignificant. Orthophony prescribes the realization of phonemes with their specific and fixed characteristics. The faults of this type are always noted by the students to a lesser degree. The most often certain accent peculiarities are registed in the speech and in some cases their character could be determined only by a specialist. Besides, while mastering the foreign language phoneme system the majority of students introduce in their pronunciation some features of the mother tongue. So it becomes necessary to create new articulation habbits which are often at variance with those of the native language. Elimination of the orthophonic faults proves to be a rather difficult task, but its solution could substantially heighten the general level of speech culture.

Ivanova Larissa (Elista)
**PROBLEMS OF TEACHING ENGLISH TO PRE-SCHOOL CHILDREN
AND ELEMENTARY SCHOOL CHILDREN**

In 80-90[es] one of the conditions perfecting the educational level became a shift to teaching foreign languages (FL) to pre-school children, this period is considered to be the most favorable for mastering FL.

The advantages of teaching FL to pre-school and elementary school children have been lately well exposed in Russian literature on methods of teaching (Biboletova M.Z., Denisenko O.A, Dobrynina N.N, Lenskaya E.A., Negnevitskaya E.I., Nikitenko Z.N., Trubanyova N.N.). The research concerning pre-school education is mostly based on methodology techniques in the course of intuitive approach in teaching FL. We consider this approach really optimum as the leading activity of children of this age is playing, the speech of a pre-school child is elementary, not complicated, the child can't analyze the structure of his native language.

The transition from the kindergarten to elementary school involves some changes:
- the educational activity begins alongside with the playing activity;
- the children's native speech becomes more complicated in the linguistic aspect: the parts of speech become longer, phrases – more complicated, increased , which also influences the character of teaching communicative skills in FL;
- the character of the educational activity at the lessons of English becomes more various and complicated: children learn to work with a book and the skills of written speech are being formed (graphic skills reading techniques);
- pupils of this age try to analyze their speech in a foreign language as they do it in the process of learning their native language.

So the intuitive way of teaching doesn't give the expected results for the children can hardly build up more complicated and long expressions only with the help of mechanical memory and imitation. It doesn't provide mastering the speech and language units of a foreign language consciously.

Children's speech taught with the help of intuitive techniques remains elementary.

Changes of the character of the children's activity connected with including educational activity alongside with the playing activity gives the opportunity to use other techniques which can help children to build up phrases and whole expressions not only intuitively but logically.

However in this case it's not clear which techniques of conscious teaching we can use, what a rational correlation of intuitive and conscious techniques must be used in teaching speaking. Everything written above proves the topicality of our research.

The working hypothesis of our research is the following: if in the process of early teaching FL we gradually to pass to inclusion of conscious techniques of teaching, it will raise the effectiveness of teaching.

The goal of the research is a theoretical basis and elaboration of strategies of uninterrupted teaching English to pre-school and elementary school children with due regard to the peculiarities of their development.

The main method of research was the teaching experiment, which was conducted at the experimental school "Altyn Gasn" (Elista) in 1998-1999. There were two groups of children:
  the control group;
  the experimental group.

In teaching English to the children of the control group we used mostly intuitive methodology techniques and in the experimental group we used the correlation of intuitive and conscious methodology techniques.

The results of testing the children of these two groups showed that the children of the first group couldn't build up their own expressions though they knew a lot of lexical material. At the same time including of cognitive techniques into the process of teaching foreign languages to the children of 6-7 years old from the second group gave the following results:

- firmness of memorizing teaching material;
- flexibility as the ability for transfer;
- enlarging extent of expressions;
- logical sequence of expressions as it is done with the help of models at the conscious level;
- increasing range of the speech forms:
   a) dialogue; b) monologue (a story, a description, etc.)

So, we can say that in teaching English to pre-school children, directed at their development and at the transition to teaching English to primary school children it is necessary to use cognitive techniques of teaching.

Tatiana Ivanova, Ekaterina Koroleva (Sarapul)
HOW TO BE POLITE

The globalization of daily life sets specific requirements to professional education including professionally integrated foreign language education, the overall goal of which should be intercultural competence. Learning how to communicate effectively is one of the best things that you can do. It's important to know how to express your feelings and thoughts to others clearly and directly. You can deal with different situations and make good decisions by learning how to communicate well.

For successful communication we need to know customs, traditions, history of another culture. It is necessary to have an adequate mutual understanding between members of cross-cultural communication. The cultural experience fixed in the proverbs like "When in Rome, do as Romans do" tries to warn everybody of mistakes that can lead to cultural conflicts.

Every nation has its own peculiarity and sometimes a negative attitude to unknown things causes a cultural conflict. The paper is devoted to the problem of how to use polite phrases and to express politeness in English. It examines the role of special phrases to make English speech more natural. The aim of the paper is to develop a positive attitude to different cultures.

The more one tries to understand English people the more he will enjoy English. The British people are no more or less "polite" than any other nation. However, they are never tired of seeming polite. There are number of words and phrases which are very important and if you one does not employ them he will upset people and that can lead to misinterpretation, misunderstanding and even unintentional insult. For example, a student who shows little reserve in stating his or her feelings may be misperceived as hostile, or perhaps as dangerous. The student, meanwhile, may see himself or herself as an honest person willing to share feelings as a necessary first step in solving problems.

Politeness is a communication strategy that people use to maintain and develop relationships (relation goal). Communication is a product of culture and teachers should teach the norms of cultural behavior. The teacher creates life-like situations to show the use of polite phrases in a natural situation. They help to develop conversational skills and the students learn to communicate with people of various cultural backgrounds. From the first lesson teachers learn students to use polite words.

This paper presents some ways of making the process of learning more interesting. Such kinds of tasks help to understand better the English character. It is well-known that politeness is one of the main features of the English character. So one area of communicative competence in which Russians have problems is politeness. That does not mean that Russians are impolite, that means that the problem which Russian people may have in communication with Englishmen is the lack of various polite expressions in the Russian language. So Russian people when speaking English often use only few words making their speech monotonous and as a result they may be misunderstood as impolite.

Besides widely spread words like "please", "thank you", "excuse me", "sorry" there are other means of expressing politeness. Special tasks arise the students interest to speaking natural

English. The paper gives some necessary information that will help the students to escape mis-communication in intercultural discourse.

To conclude we may say that knowing how to express politeness helps the students to avoide cultural stereotypes and problems in cross cultural communication.

Elena Ivonina (Izhevsk)
RATING SYSTEM AS AN INSTRUMENT OF LEARNING ASSESSMENT

The teachers of Foreign Languages in Law Enforcement Educational Institutions face the problem of evaluating cadets' learning, therefore they are really concerned with the ways or methods of judging the worth or value of learning English.

The assessment of the progress of a cadet has always been a feature of educational practice and a part of the duties of the teacher. The principal purpose of assessment is to determine the progress being made by the cadet in the process of learning.

The traditional examination – oral, written, or both – has long been employed as the chief instrument for measuring the outcomes of learning. The traditional system of assessment generally based on the results of the examinations has aways been entirely subjective; that is, it depends solely upon the teacher's personal judgement.

The traditional system of evaluating progress of learning does not stimulate the cadets to work systematically during the term. The cadets do not study systematically and regularly, hoping that within 2-3 days they will manage to master the material of the term and pass their exam successfully, it results in cadets' and teachers' physiological and psychological over load during examinations. The problem of examination stress arises.

Rating System of Measuring Cadets' Progress is an alternative to the traditional system of measuring the cadets' knowledge.

Rating is a sum of marks collected by the cadet during practical instructions, work without assistance, marks for topics, control reading, dictations, individual reading, etc. Rating depends upon the task, performance quality and the task being done in time. Marks are given according to strict rules which remain unchanged during the whole academic term.

Rating System permits the teacher to take into consideration systematic and successive work of the cadet during the term.

Yulia Jeleznova (Izhevsk)
THE CONCEPT "FAMILY" IN DIFFERENT LANGUAGES

The study of concept world picture in different language cultures is an actual tendency of cognitive semantics. Researches in this sphere permit first of all to analyze isolated concepts as parts of general picture in synchronous and diachronic aspects. Secondly they allow to observe the influence of culture on forming a world outlook. The results of our research will favor the solution of many problems of intercultural communication.

In spite of a great number of scientific papers devoted to the study of this question, the term "concept" has a lot of interpretations and variations of using (Vegbitskaya A., Zalevskaya A.A., Sternin I.A.). In general "concept" may be determined as some thought unit accumulating different information and transforming it in various structures (scenes, scenarios, images, etc.). It is necessary to add that "concept" has cultural characteristics.

The present scientific work is devoted to the comparative study of the concept "family" in different language cultures (English, French, Russian). The materials are taken from different dictionaries, texts, articles and literature.

The main reason for choosing the subject of this work is the moral and social value of family for an individual and for the humanity in total. It is the family which plays an important role in forming a personality, his or her character, and model of social behavior. Meanwhile this aspect of the problem has not studied enough.

The results of the present work may be used in language teaching, in teaching special courses and seminars (comparative linguistics, intercultural communication). The materials may be also useful for dictionary definitions.

The analysis of the concept "family" in different language cultures shows the presence of common and specific peculiarities of this fragment of the world model, which may become apparent in qualitative and quantitative divergences.

Elena Kabanova (Tambov)
THE ROLE OF PRAGMATIC ANALYSIS OF DISCOURSE
IN LEARNING FOREIGN LANGUAGES

Nowadays many teachers of English claim that the process of learning foreign languages should deal with the process of intercultural communication. In other words, students involved into learning foreign languages should be aimed at gaining a certain level of communicative competence. One of the most important components of it is discursive competence. It means that the learners are supposed to know how to deal with different types of discourse. Discursive competence and linguistic competence are treated by many teachers of foreign languages as the mainest things learners should focus on. While communicating with each other the representaives of different cultures should know not only what to say but also how to express their ideas and to see clearly the whole process of their interaction. Consequently, learners should be taught to organise and control their own behaviour in accordance with the pragmatic goals they pursue. They should gain the working knowledge of intercultural communication to be aware of appropriate verbal and non-verbal behaviour and to adapt themselves to the strategic lines of behaviour inherent in characteristic features of different cultures.

While learning English students deal with not only the language system but also with the cultural peculiarities of the English-speaking countries. Verbal behaviour of Russian-speaking and English-speaking people is mostly influenced by the adequate communicative cultures. It means that communicative behaviour is some sort of reflection of communicative culture. Linguistic means that representatives of different nationalities choose while communicating with each other mainly depend on the social factors and communicative norms and traditions which reflect the national mentality and psychology. For example, Russian people are usually more emotional than Americans or English people. Russian people express their points of view more categorically while Americans and English people do this mainly in a round-about way. Consequently, Russians consider Americans and English people to be insincere, while English-speaking people think that Russian people are quite aggressive.

Taking these facts into consideration we can easily discover the source of communicative failures. The process of intercultural communication is aimed at integrating the norms of behaviour and vision of the world that characterise different national cultures. Russian students often face some difficulties when they communicate with English-speaking people. These difficulties may lead to communicative failures and even conflicts at the cross-cultural level. It is accounted for by the fact that students focus their attention on the informative part of communication and very often are not aware of the fact that they subconsciously transfer the norms of verbal behaviour, etiquette and communicative strategies inherent in their own culture to the process of communication with their English-speaking partners. To overcome all the difficulties that cause communicative failures and conflicts we find it necessary to include the pragmatic analysis of discourse into teaching the English language. Moreover, students should not only learn how to do it theoretically but they should also learn how to apply their knowledge in practice.

Olga Kachina (Izhevsk)
**MULTIMEDIA SUPPORT FOR INTEGRATION COURSES
"U.S.GEOGRAPHY AND HISTORY"**

This article is devoted to the product of Fogware Publishing, which is useful for school research and projects and also integration courses on U.S. Geography and History.

Russian students begin to study geography of the USA in the 7th grade. That is why the acquainance with a multimedia program "Explore U.S.Geography" is a perfect opportunity to improve English and scientific knowledge. Working with this program you can:
- play feature presentations over 400 minutes of self-running multimedia content;
- listen to the narrated feature presentations;
- enlarge many of the over 6,800 images to full screen; print or save to clipboard;
- access over 1,000 interactive questions, with explanations, and automatic quizzes;
- link to "The American Concise Encyclopedia" with over 15,000 entries;
- look up key words in the customized electronic glossary;
- access "The Merriam Webster Dictionary" with over 70,000 definitions.

This multimedia project has 10 CD-ROMs:

1. The land and its people (Take a spectacular journey across America, from the Atlantic to the Pacific coasts, then venture on to Alaska and Hawaii. Cross mountains, deserts, plains, and forests as you visit all the states and major cities of each region).

2. Alaska and Hawaii (Get to know two of America's most remarkable states. Discover that, despite their striking contrasts, Alaska and Hawaii share many surprising similarities).

3. The Southwest (Examine Native American cultures and explore the Spanish traditions and cowboy folklore that distinguish this region of scorching deserts and fertile plains).

4. The Southeast (Wander among the moss-covered oaks and breathe the magnolia-scented air of the land that produced mint juleps, king cotton, and William Faulkner).

5. The Northeast (Experience the stunning skylines and charming country roads of this beautiful and historic region).

6. The Midwest (Discover how westward expansion and the railroads helped the Midwest to become the industrial and shipping center of the United States).

7. The Rockies (A hike across one of America's most spectacular regions, where the average elevation is more than one mile above sea level).

8. The West (Discover how the diverse geological make-up of this region has supported such industries as logging, ranching and farming).

9. Florida-the Sunshine State (Learn Florida's main geographical regions, their principal features, and the animal species that inhabit them).

10. Texas-the Lone Star State (See how the diversity of the various ethic groups that make up Texas's populace have contributed to its unique heritage).

From the 7th to the 9th grades Russian students study the principal questions of the American history. The products of Fogware Publishing (www.fog-ware.com) can help them. They are: Elementary US History Expanding Our Nation, Elementary US History Exploring & Colonizing, Liberty's Kids, Road Adventures USA, US History Semester 1,2 (11 CD set).

Olga Kaidalova (Izhevsk)
**THE PRINCIPLE OF CULTURAL INTEGRATION IN THE COURSE
"HISTORY AND CULTURE OF ENGLAND"**

In this report the author gives a personal reflection of the place of "culture" in the course of lectures on History and Culture of England.

The relationship between the knowledge of a foreign language and the knowledge of the culture from which that language originated is a topic of discussion in foreign language teaching.

The necessity to learn a language through learner's cultural integration is considered as one of the main ways of mastering cross-cultural education.

Cultural integration helps not only to gain the major aim – to develop the ability to communicate but it forms motivation for further mastering of a foreign language.

These ideas became basic for the book "The Events in English History. Religion in England». The main postulates on which it is based are:

– the postulate about the link of the language and culture. The relationships between language and culture are very important for the process of integration of a personality into a socio-cultural continuum;

– the postulate of cultural correlation. According to this principle education is based on both universal values and regional peculiarities (traditions). The mechanism of this postulate's work can be explained though by the peculiarities of cognition in cross-cultural communication: the direction of it is from outer to inner substance, from understanding the surface differences to penetration into the essence of cultures and search of the ulterior uniting factors. Two tendencies – universalism and individuallization – are typical for cultural development. Thus the postulate of cultural correlation can be considered as the basis for integration of cultures.

The *Comparative Table Of The Events In The European Countries* takes away the approach according to which the events are handled in an isolated country. It helps to integrate the development of any country into the universal historical process.

Irina Kalinina (Izhevsk)
SOSIO-CULTURAL ASPECT IN TEACHING HUMANITIES
(language and culture learning)

The main task of any programmer of language education is practically the problem of involving students into the sphere of culture. It seems necessary to observe the way learners come to have a good command of their own language and culture and to compare it with the one, which leads to a foreign language-culture domain.

We understand native socio-cultural surrounding as a set of all biological, social and linguistic circumstances, which are necessary for the development of a person as a native speaker. Biological aspect is – home, food, clothes and emotions.

This level of cultural development of a person is the level of instincts formation, which are the basis of the cultural development; the following step is – reflexes (incondition-conditional) – then – intellect.

The second component of socio-cultural surroundings is the linguistic one; and it is more complicated. It can be divided into two parts: a) "natural"and b) specially created linguistic surroundings. In "natural" surroundings children acquire their native language. The part is characterized by emotions: the scheme of development is natural – instincts – reflexes – intellect. This is a positive characteristic of the "natural" (not specially created) part of language surrounding. The negative one here is that it does not guarantee the acquisition of a literary, fixed by the norms of the state, language.

The literary language is some kind of a foreign one for many children. To obtain the literary norm they have to study it in specially created circumstances. Each state uses schools for the purposes of "polishing" native languages because people speak different Russian, English, Spanish, etc. languages.

The main positive characteristic feature of this part of linguistic surroundings (the second one) is that it gives the learners a fixed literary language, demanded by the state. The negative point is that the process of development starts here with the level of intellect: that is – intellect – reflections – intellect; the basis – that is instincts (emotions) is only used as some subsidiary means. The whole scheme of natural cultural development (instincts – reflections – intellect) is destroyed.

Negative effects of this phenomenon are known to all of us – teachers of languages.

The way out is to make specially created educational linguistic surroundings as natural as possible.

Natalia Kalmychkova (Irkutsk)
DEVELOPMENT OF PERSONAL POTENTIAL AND FREEDOM OF A FUTURE SPECIALIST

Living in a changing world every man has to change and develop himself. Life's experience proves to be the source of development. Let us examine what experience in personal growth our students get at Universities.

Teacher's aim doesn't consist in helping students to adapt in new surroundings, the adaptation being just a submission to social needs. According to humanitarian educational trend a teacher should provide necessary conditions for a student's self-development and self-realization in the harmony with himself and society. We know that a personality is perfected by means of creative work, and it is a product of self-education.

In the first place a freshman perceives and adopts examples of his teacher. So teachers' creative search, personal growth and constant self-examination are the main preconditions for creation of efficient educational surroundings. And if a teacher worries only about passing his knowledge and skills to the students, they will not be ready for new life's situations.

During the first training phase it is necessary to help students in comprehending of already chosen type of education in order either to corroborate the correctness of the choice or to realize the wrong choice. A teacher should not put pressure upon a student, otherwise it may break the individual way of self-progress.

If a person perceives a chosen profession as his life's destination, this person does not stop in the way of his (or her) self-education. But he needs support of the people around him. So the teacher's purpose is to search new educational methods making students self-change. It includes elimination of interior psychological obstacles which block the creative power of students, development of their imagination and teaching them to have their own point of view but not to take it for the only possible one.

Julia Karakulina (Sarapul)
EXPERIMENTAL DISCOURSE AND THE PROBLEMS OF ITS TRANSLATION

The concept of discourse appeared in linguistics in the second half of the 20th century. Analysis of this concept causes the research of its language and speech. Experimental discourse is the source of studying the language. Its main characteristics are novelty, the creation of the special language and attention to the form of the text and to the experiments inside it. As a result, some units of the language are hardly translatable and sometimes non-translatable at all. The works of an American writer G. Stein are considered to be an example of experimental discourse.

The problems of translation of Stein's texts are accounted for their resemblance to the effect of aphasia. One of the types of aphasia is nongrammatism. It results in breaking syntactic links with the loss of grammatical and linking words. In Stein's works some parts of speech are arranged so that it is impossible to recognize any syntactic structures. ("Aider, why aider why whow whow stop touch, aider whow, aider stop the muncher, muncher munchers. A jack in kill her, a jack in, makes a meadowed king, makes a to let").

Intentional omission of commas in the sentence, breaking the syntactic links; division of the virtual sentence into separate phrases-words ("They. Must. Be. Wedded. To. Their. Wife."); increasing the structure of the sentence till the size of the passage - all these facts also cause difficulties in translation.

Some linguistic deformations which are beyond translation appear in the sphere of morphology. Stein "picks out" different parts of speech and ignores others, replacing nouns in the function of substantive by participles and gerunds. With the aim of doing it she creates an artificial dialect. This dialect contains words which exist inside the language but do not concern the speech (instead "love" – "loving", "life" – "living", "thought" – "thinking").

Reading and translation of Stein's texts are similar to the process of examining. The reason lies in omission of punctuation marks, frequent repititions, syntactic changes. But the writer intentionally uses resources of the language in order to change the linguistic standard.

Nataliya Kasimova (Izhevsk)
HOW TO CREATE ENGLISH SPEAKING ENVIRONMENT IN A PROVINCIAL CITY

To provide our students with the opportunity to practice their English, to express their opinions and feelings, to enjoy the freedom of communication we, teachers of English, should create the English speaking environment. It is rather a complicated task to organize the language environment in comparatively small cities, remote from large cultural centers. We face the following challenges: lack of native speakers; low living wages of citizens; non-developed tourist service. In my talk I would like to share my experience and explain what we do to help our students practise their English.

The main activities are:
  – Summer Linguistic Camps;
  – Discussion Clubs;
  – Educational trips to London.

Summer Linguistic Camp:
Each year there is an International Conference of followers "Science of Mind" in Izhevsk. From six to eight Americans from San Diego, California come to this conference. They are eager to participate in our program conducting workshops and organizing discussions on American Culture items. It is a unique opportunity for our students to immerse into cultural and language environment. I had an experience of collaborative work with our American friends for two years. The effectiveness of this program is great. The Americans took part in discussions on a particular topic. The peculiarity of this year program was the fact that schoolchildren from the town of Igra, the city of Izhevsk and American teenagers participated in the camp program.

This one week camp program focused on the students' abilities to understand and express themselves in an almost total English language environment.

Program Goals:

Students immerse into English language environment and practice their language to get information they need.

Students discuss different American Culture items in comparison with Udmurt and Russian Cultures.

They develop tolerance to cultural diversity and peoples' lifestyles.

Feel comfortable with themselves and overcome self-consciousness in speaking a foreign language with native speakers.

2. Discussion Club:
The Lyceum Educational Program is aimed at turning students into active citizens. We are strongly convinced that clubs can become an efficient resource to achieve this aim as the club activities originally provide members with opportunities to act. Unfortunately, at present the clubs are not sufficient enough to achieve effective participation of their members in social life. They do not encourage their members to be citizens-activists. They act separately, locally. We observe that in general the social activity is falling down in the society.

The goal of the Discussion Club event is to join the resources, energy and enthusiasm of English speaking clubs to achieve reinforcement of the clubs' contribution into civic education.

So, in the project we see the following objectives:

- To make links among clubs in the town, region, country and abroad.
- To hold an On-line Bridge "Global Democracy Dialogs " with the sister city Salt Lake City.
- To create a club network for further collaboration.

3. Educational trips to London.

This field-trip will take place in March.

I believe that participating in extracurricular activities is beneficial for both students and teachers.

Tamara Kekeyeva (Elista)
TEFL: BILINGUALISM AS AN ASSET

International conferences are of great importance especially when they deal with the process of developing closer links to facilitate an exchange of educational and linguistic information, ideas and problems. They advance cooperation and result in linguistic minorities in Russia. The most significant feature of the present linguistic situation in Kalmykia is bilingualism with the dominant role of the Russian language. There are a number of objective reasons, which determined this situation, but the most important of them are changes in the number, distribution and composition of the population, caused by migrations. Moreover, the 13-year exile of the Kalmyk people had far-reaching consequences as the Kalmyks were deprived of their linguistic environment, the national system of education was destroyed, and the Kalmyk language was not taught in schools.

The present day Kalmykia is a multiethnic republic. The language situation is characterized by the lack of linguistic environment and demand for the language and by a considerable reduction of the spheres of mother tongue functioning. For most Kalmyk students Russian is their home language and Kalmyk is learnt at schools as a school subject.

English is most popular among other foreign languages (German, French, Chinese, Japanese) taught and studied in our Kalmyk State University and in other educational institutions. English has become a tool for communication. Though English serves as a lingua franca the system of language education should not separate the processes of teaching the first, and the second foreign languages. In fact, they should be taught and learnt simultaneously.

When speaking on Bilingualism and Bilingual Education successful models of bilingualism lead to enhanced language skills, greater understanding between peoples. They help to broaden people's horizons and lead to cultural enrichment. Of course successful models of bilingualism cannot exist without good and effective systems of bilingual education.

It's important to distinguish proper correlation between the mother tongue and the target language in bilingual education.

Bilingual knowledge influences and enriches native speakers' knowledge in English.

English has its specific phonic system. Such sounds as [æ], [ɛ:], [ŋ], [dz] are very strange and difficult for Russian speaking learners, but they do not present much difficulty for Kalmyk ones, because similar sounds exist in Kalmyk: ä, ö, н,ж.

But English consonants [w], [ð], [θ], [r] are difficult to produce correctly as there are no sounds like these in both native languages (Russian or Kalmyk).

Another example.

The English vowel [æ] in such words as *[dævɪd] - David*, *[bætl] – battle* is shorter than Kalmyk vowels in the words *дяядя [dædæ]* (when addressing to elder brother or sister respectfully), and in *бяятн* (the verb *to be* when referring to somebody), but the sound [d] here is less soft after Russian *я* in the word *дядя*. The same can be said about the sound [я:] :

English	Russian	Kalmyk	Russian
Murky ['mɛ:kɪ]	Сумрачный	мöрн	Лошадь
Murmur [′mɛ:mɛ:]	Журчание, шорох	Мöнгн	Деньги

Curly [ˈkɛːlɪ]	Вьющийся, кудрявый	кöря	Пила, мерзлый	

For Russian speaking learners the combinations of sounds [ŋ], [dz] are quite strange but in Kalmyk they correspond to *НГ* and *ДЖ* :

English	Russian	Kalmyk	Russian	English
So**ng** - [ŋ]	Песня	Со**нг**сх	Слышать	[soŋh]
Washi**ng**ton - [ŋ]	Вашингтон	Зя**нг**лх	Сообщать	[zæŋlh]
E**ng**lish - [ŋ]	Английский	И**нг**н	Верблюдица	[ıŋgn]
Jump - [d]	Прыгать	**дж**аджлх	Жевать	[dza:dzlh]
E**dge** - [d]	Край, кромка	ээ**дж**	бабушка	[ˈedzɛ]

In conclusion we should say that from methodological point of view bilingualism has certain advantages in the process of teaching English as a foreign language to bilingual (students) teachers.

"…all languages, large and small, can coexist,
develop and continue to enrich our lives".
(Donall O'Riagan)

Elena Kharitonova (Perm)
CLASSIFICATION OF MISTAKES IN SCIENTIFIC TRANSLATION

This research aims at classifing the mistakes in the scientific text traslation. The problem of translator's mistakes is one of the actual problems of the Translation Theory of the XXth. c. Many linguists (L.Barkhudarov, V.Komissarov, A. Shweitser) discussed this issue. Traditionally translators' mistakes were regarded as the result of their failure in "language transformations" and "semantic equivalence". The principles of semantic equivalence implied the equivalence of the sourse text and the target text (Sweitser) and language transformations – linguistic accordance on all levels of the language (V. Komissarov).

Modern conceptions of translation (L.Alexeeva, N.Galeeva, A.Krukov, etc.) point out parameters of the scientific text as belonging to a special cognitive domain and study peculiarities of the translating personality as a complex of linguistic, cognitive, professional and individual factors. The translating personality has success and failure, i.e. mistakes in traslation.

I assume that there are such factors that influence translators' mistakes as comprehension of the author's concepts, knowledge of the typological parameters of the scientific text and translator's strategy – conceptualization.

The analysis of the scientific texts reveals two types of mistakes: concept mistakes and concept variations. The concept mistakes are those that misrepresent the logical relations between the author's concepts, conveying new special knowledge. Whereas the concept variations comparing to the concept mistakes are changes in logical relations between concepts that convey common scientific knowledge. The concept variations do not distort the author's concepts while the concept mistakes do.

Tatyana Kharlamova, Olga Dubrovskaya (Saratov)
MAKING AND ASSESSING PRESENTATIONS

Making presentations for ELT and ESP students, who will go on to use the language for professional needs, presents a certain challenge. It is important for students to be acquainted with different types of presentations, oral presentations in particular, as a whole-lesson or part of a lesson activity.

Presentations are aimed at developing students' autonomy and different skills. Selecting the successful skill mix for a learner in making a presentation means covering of a common skill

element (grammar, vocabulary, cross-cultural relating abilities), a specific skill element (standard business forms, interpersonal communication skills) and several areas of activity in English.

Stages of making a presentation: preparation (choosing objectives, defining the target audience, place, time and length of the presentation, approach and method to use, material development, working out the structure of presentation, notes, rehearsal) and delivery (nerves, audience rapport, body language, cultural considerations, visual aids) should be assessed together with the language and structure of presentation.

The assessment of students' performance will include linguistic and extralinguistic components. While making presentations learners usually face a lack of oral fluency and confidence, language and pronunciation problems. Common pitfalls awareness leads to correct diagnosing of presenters' weak points and eventual improvement of presentation skills. The use of recorded presentations (successful and not very successful) is a productive means of coping with the problems.

The reward of such an activity as presentation is providing the learners with communication, interpersonal and cross-cultural skills they can apply in a whole range of situations.

Nina Khodakova, Raisa Knushevitskaya (Saratov)
PROSPECTIVE TEACHER DEVELOPMENT THROUGH TEACHING SELF-REFLECTION

An approach to teaching self-reflection is action research which is defined as student self-reflective inquiry initiated by a teacher for the purpose of improving the development of students' learning process and their professional development. Self-reflection makes students the agents of decision making and thus gives them control of their own learning.

Self-reflection has to be practised. Teachers do this by asking students to reflect on their own work.

In the junior courses the primary concern is about different aspects of the learning process. It can be adapted for specific kinds of work in listening, speaking, reading and writing. Forms, questionnaires can be used to raise students' awareness of the results of their work. Students respond to questions and gradually they are supposed to add questions to make questionnaires more relevant for them. The questionnaires can also be related to their general interests. Students are engaged to reflect on their own learning, to assess their own strengths and weaknesses and to identify their own goals for learning. The results of students' self-reflection help teachers and students monitor and self-monitor mastery of academic skills and subject matter.

In the senior courses the use of self-reflection is particularly advantageous because it can assist students to reflect on and monitor their own language performance. But as in the third year they begin studying language teaching approaches and methods an important focus is students' progress in acquiring professional skills. In order to plan instruction that is appropriate for individual students it is necessary to understand the factors that may influence prospective teacher performance in class, especially during their school practice. The specific selection of learning and teaching strategies should be the result of students' self-reflection which provides useful information about students' attitudes toward learning and school, interest in specific instructional activities, professional competence and the teacher's personality. Information of students' self-reflection can be obtained from their essays, questionnaires, group discussions, individual reports.

Vera Khoroshilova (Koltsovo)
OPEN EDUCATION IN THE LOCAL COMMUNITY

Education of adults was called 'the key to the XXIst - century' at the Vth - International Conference on the Problems of the Education of Adults (Hamburg, 1997).

The ideas of the life long education, education for all, open education are world wide. The difference is in the amount of people involved: 80% of the adult population of the developed

countries and 30% of the adult population of RF, according the Conception of the Development of the Education of Adults in Russia (Moscow, 2001).

The system of the education for adults is not as developed in Russia as in other European countries. Educational needs of the adult population in developing countries are urgent. Getting general and professional education is a mean of social adaptation, making career, personal development, self-realization, and entertainment for lots of people. May be that is why non-official educational institutions have been gained recently in Russia.

Siberian Teachers Initiative, a non-commercial partnership, is one of the examples. Organized by the team of EFL teachers from some small cities of Novosibirskaya oblast it posesses all the features of the non-formal educational institution. It elaborated its own mechanism, 'Teachers Teach Teachers' program, to provide permanent professional development of the teachers, scientific workers, and other members of the local community.

Siberian Teachers Initiative may be presented as a model of the non-formal educational institution and a model of the education of adults. Both models are examined according to their structural and content aspects.

The adults as specific subjects of the educational process are analysed.

Jean Kijek (USA)
GLOBAL CHALLENGES: COMMUNICATION AND CULTURAL COMPETENCE FOR THE GLOBAL COMMUNITY

Basic to participation in international and global activities are language skills and cultural competence. Simply being grammatically correct in English or any language other than one's native language is not sufficient for the challenges of globalization. If English is the "international language" then what are the issues related to ensuring the cultural competencies needed for our students and teachers. Cultural competence is not learning a language and a country – but to learn how to communicate and understand cultural competence in a multinational/global context. This presentation will encourage participation of the audience to discuss issues and strategies for the challenges of multinationalism and globalization particularly related to the development of international partnerships**.**

Nina Knyazeva (Izhevsk)
SYSTEM OF ENGLISH LANGUAGE POSTGRADUATE SUPPLEMENTARY EDUCATION IN IPK PRO PROGRAMME DEVELOPMENT

IPK PRO is the centre of postgraduate supplementary education in Udmurt Republic. It carries out teacher training and re-training programme in innovative and changing educational system.

The main goals of this programme are: 1) to create favourable conditions for development of a highly qualified specialist ready to acquire new educational technologies; 2) to raise the value of practically oriented research work. Hence, all Institute departments' tasks are:

– to realize state demand teacher development programme;
– to fullfil teacher re-training programme according to regional need;
– to participate in educational market system;
– to improve educational quality monitoring system (including standardised exam);
– to satisfy teacher individual interest demands;
– to work out teacher individual programmes;
– to develop practically oriented scientific research work to raise technological level of modern education;
– to create new corporative educational programmes.

Taking into consideration afore-mentioned, foreign language section of the philological department works in two directions.

First educational module based programme is oriented at different categories of EFL teachers in-service, such as:

– secondary school teachers;
– teacher district associations leaders;
– primary school teachers;
– advanced teachers;
– new course books adapt teachers.

Second Educational programme is aimed at re-training teachers in-service to acquire EFL teacher qualification. This programme consists of professional discipline and subject discipline curriculums, such as history of language, theoretical phonetics, theoretical grammar, stylistics, country study.

The main part of the programme is devoted to English language practice course.

At the lessons students acquire and develop their language, communicative, socio-cultural, discourse competence. More than that, they develop their self-education and selfassessment skills in inter-session periods as well as during sessions. For this purpose a battery of tests is worked out.

Another important part of this programme is theory and teaching EFL methodology. It is made of two parts. The first part deals with the theory of methods and prepares students to write their diploma papers. The second part teaches students EFL teaching technologies and trains them for working in class. This course is provided with different materials such as:

1) tasks for teaching techniques practice;
2) control and final exam paper in methodology;
3) control and exam paper evaluation criteria;
4) hints for writing a diploma paper;
5) methodologyl references for teaching practice.

Since 2000, 47 teachers have got EFL qualification. Seven teachers have got the first category in this qualification. Two teachers attended development seminars where English was the main language of communication. Five teachers were at the lead of teaching practice.

At present re-training course evaluation programme is being developed.

Maria Kobeleva (Perm)
INTERROGATIVITY AS A PROPERTY
OF SCIENTIFIC TEXTS

In recent years the majority of sciences including the humanities are characterized by an anthropological approach to cognition of the world. It is the man who learns the world, since his nature makes him put questions and find answers to them.

The author regards interrogativity as an essential property of a scientific text, which plays a peculiar role in the semantic structure of the text. Since scientific texts model the reality and reveal a scientist`s way of thinking interrogativity helps to create the epistemic situation. In my presentation I try to reveal the nature of interrogativity and analyse its influence on the semantic structure of the scientific text.

Interrogativity may be interpreted in various aspects. In the ontological aspect of knowledge interrogativity corresponds to the stages of thinking. In the axiological aspect its task is to emphasize the comparison of two types of knowledge. In the methodological aspect it is revealed with the help of several textual markers. In the reflexive aspect interrogativity is used to present personal knowledge of scientist. And in the communicative aspect it prevents the recipient's misunderstandings of the text.

Margarita Kochneva (Voronezh)
**SELECTION OF GRAMMAR MINIMUM FOR TEACHING
ORAL ENGLISH IN TECHNICAL UNIVERSITIES**

Grammar is considered to be the "skeleton" without which it is impossible to speak, read and write in the target language.

Taking into account the limited academic hours for learning a foreign language in technical Universities it seems expedient to choose a certain grammar minimum essential and sufficient for developing professionally-oriented oral speech.

Judging by our long-term teaching practice at the Voronezh State University of Architecture and Construction the proper use of English tense system, modal verbs and non-finite forms present a lot of trouble to our students.

While selecting the active minimum for speaking we leaned upon concrete professionally-oriented material and concrete situations of oral communication of engineers. There have been analyzed about 100 dialogues between specialists. Applying the statistical method of investigation we have chosen the verb forms most frequently used in oral technical speech. These are: the Present Simple Tense (Active and Passive); the Present Continuous Tense (Active and Passive); the Present Perfect Tense (Active and Passive); the Future Simple Tense (Active and Passive).

As for modal verbs students are to know well and properly use the verbs: can, should, may, must.

As far as the non-finite forms of the verb are concerned the analysis has shown that the Gerund, Participle I and the Infinitive are often used in oral speech of engineers, so they have also been selected for active assimilation. While working at the above-mentioned grammar minimum we base upon the following principles:

1. The conscious approach to teaching which provides favorable conditions for the speedy development of correct language use;
2. The practical approach to teaching which helps students to master grammar through performing various exercises in using a chosen grammar item;
3. The structural approach to teaching which introduces and drills grammar in structures and sentence patterns and meets the requirements for teaching students the command of the language. It allows learners to make up sentences by analogy, to use the same pattern for various situations.
4. The situational approach to teaching which ensures the choice and consideration of communicative tasks directly related to the students` own ideas and needs.

To sum up, we must stress that grammar should be considered to be one of the main tools for acquiring a command of the spoken English.

Natalia Kondakova (Tambov)
LEARNER ERROR: VIEWS AND APPROACHES

The studies of learner errors have always been part of SLA research. However, views on the phenomenon experienced significant changes depending on the prevailing language teaching approach. This abstract discusses the dynamics of error genesis ideas in the basic language teaching approaches - behaviourism, mentalism and cognitivism.

With the key concepts of their theory being "stimulus", "response" and "language habits" behaviourists only study relations between stimuli and corresponding responses and habits formation. Thought processes underlying formation of responses remain unheeded. Behaviourist attitude implies concern with formal accuracy, i.e. a learner error is regarded as an error of form.

Mentalists treat language learning not as the process of habits formation but as acquisition of the target language rules. Learner errors are viewed as a result of ignorance or improper application of language rules, i.e. in mentalist theory an error is first and foremost an error of rule application.

Supporters of the cognitive approach regard language learning as sensible bringing target language phenomena in correlation with the learner's cognitive system. Cognitivists take into consideration not only superficial accuracy of the utterance but also its correctness in a ceratain context. Grammatically correct utterances, which do not help the speaker to achieve the communicative goal he or she has in mind, are considered erroneous. Consequently, the cognitive attitude holds an error as that of aim-achieving.

Thus, each language teaching approach has its own vision of the problem of learner errors. Ideas of researchers on the phenomenon and its nature differ depending on the way they see the nature of human behaviour, thinking and language learning process. Interpretations given within the bounds of the theories considered discover different aspects of such a complex appearance as learner errors and contribute to its better understanding.

*Konikova E.M.***********(Данные у Пушиной)*
MEANS OF EXPRESSING MODALITY IN THE ENGLISH LANGUAGE AND THEIR RUSSIAN EQUIVALENTS \ SOME ASPECTS OF MODALITY TRANSLATION

Modality is a semantic category indicating relation of message to factuality. A message can be presented by its author as a statement of facts, a request or an order, or something that is obligatory, possible or probable. English makes use of three main types of language units to express modal relationships: modal verbs, modal words and word groups, and mood forms. Modal verbs are widely used in English to express various kinds of modality. The translator should be aware of the fact that an English modal verb can be found in some phrases the Russian equivalents of which have no particular modal forms. Compare the following sentences with their Russian translations:

"She can speak and write English."
"Она говорит и пишет по-английски."
"Why should you write it?"
"Почему ты так пишешь?"

Most English modal verbs are polysemantic. So "must" can express obligation or a high degree of probability. "Can" denotes physical or moral possibility, etc. "May" implies either probability or moral possibility (permission). Compare the following sentences with their Russian translations:

"He may know what has happened."
"Может быть, он знает, что произошло."
"I cannot leave you alone."
"Я не могу (мне нельзя) оставить тебя одного."

A similar difference can be observed if one compares the finite forms of the verb in English and in Russian. The English and the Russian verbs both have active and passive forms, but in English the passive forms are more numerous and are more often used. As a result, the meaning of the passive verb in the text is often rendered by an active verb in the translation:

"You can be done harm by him"
"Он может навредить вам."

It should also be noted that when a modal verb is used with a Perfect Infinitive form, it loses its polysemantic character. Thus, "may have been" always implies, probability, "must have been"- certainty, while "can't have been" - improbability.

Special attention should be given to the form "might have been" where the Perfect Infinitive can have three different meanings: a prior action, an action that has not taken place and an imaginable action:

"I might have spoken too strongly." - *"Возможно, я был слишком резок."*
"You might have written it yourself." - *"Вы могли бы это написать сами."*

Among other means of expressing modality there are different modal words: "certainly", "apparently", "surely", "of course", "in fact", "indeed", etc. They may all express various shades of modality and the translator should select the appropriate Russian equivalents carefully. For

instance, "indeed" may be rendered as « поистине, фактически» и т.п., "in fact" – «на самом деле, более того, словом» и т.п., "above all" - «прежде всего, более всего, главным образом».

There is no direct correspondence between the English and the Russian modal verbs and the translator should choose the appropriate word which fits the context.

Nina Korosteleva (Cheboksary)
PRESENTATION

Student's projects are being done to provide other pupils, students and teachers with English language through speech behavior or etequette of English, Russian. Chuvash and , for example. Sri Lankan people. We investigate habits, behaviours and values of different nationalities to show how nature, climate, national cuisine influnce them. We have organized "A Young Translator Club" at school trying to understand different cultures to make a bridge of effective intercultural communication.

This work allows us to: 1) understand our own culture and culture identities in greater depth; 2) understand perspectives of people from other cultures, respect culture differences and resolve cross-cultural misunderstandings; 3) develop habits of mind (suspending judgments, moving beyond stcreotipieal thinking, seeing a situation from more than one point of view) essential to intercultural communication. Living in a multicultural world we do this work to prove how important it is to teach students intercultural communication. Making different analyses we can say that different languages can coincide, but not always, because of the cultural, historical and social peculiarities. We are different but we must try to live together. And our project work helps us to do it.

Viktoria Korsakova (Moscow)
INTERACTIVE CONTENT RECONSTRUCTION PROJECTS

In this work *content reconstruction projects* stand for a variety of activities in which students assume the roles determined by the studied material (a text of the textbook or home-reading book). Unlike role-play which normally occupies a short period of time, content reconstruction projects last for the whole period while the material is being studied (which may take up to a school year in case of home-reading). Reconstructing the events of the plot or expanding on them, the students take up the roles either of the characters or people acquainted with them thus getting a purposeful objective for communication practice. It helps a teacher to practice all levels of the language students may eventually need outside the classroom. Content-based reconstruction projects create a learning situation resembling an exciting game thus increasing motivation. Though having certain limitations (depend on the creativity of the teacher and demand extensive preparation and checking), reconstruction projects have a lot of advantages:

- acquisition of all competences: linguistic, sociolinguistic, discourse, strategic, socio-cultural, and social;
- individual approach (students learn at their own pace, have choices, and feel in control);
- increased motivation (personally meaningful, challenging, and developmental tasks);
- socialization (students get the experience of social interaction and develop team spirit);
- positive emotional environment.

All this makes it possible to consider content reconstruction projects a real help in increasing motivation and developing creativity in the classroom, providing a multi-purpose source of language learning and giving a unique opportunity to exploit the natural interests of students for improving their knowledge.

Nikolai Korshunov (Selty)
USING SELF MADE VIDEO IN TEACHING ENGLISH

It is becoming an increasingly important and useful tendency among the teachers of foreign languages today to teach their subject not only in class but out of class as well. On the one hand it helps to raise the students' interest to the subject and on the other hand it gives them an opportunity to use their knowledge in real situations or at least in the conditions close to real life.

So, I involve my students in different kinds of extra-curricular activities: contests, Olympiads, staging plays, making various kinds of video clips. I shoot all the activities on video and later use the materials in class for different educational purposes. During my visits to the USA and other foreign countries I shoot a lot of interviews with people of different social positions and age groups, having different kinds of accent. Then I use the shot video at my lessons to give my students a vivid idea of the importance of knowing English. They realize that very soon, after leaving school, their success in life and profession would very much depend on the knowledge of English.

The usage of digital and video cameras in the educational process helps me to develop my students' communication skills, teach them how to use modern technical means for various purposes.

Valentina Kostina (Gagarin)
CULTURALLY CONSTRUCTED ENGLISH LEARNING AT GAGARIN YOUTH LEADERS CLUB

In 2002 I founded Youth Leaders Club in Gagarin, Smolenskaya region. The Club was designed to help outstanding young people to develop leadership skills and achieve excellence in a number of social and cultural areas with a focus on leadership development. The Club has proved to be very constructive and highly successful. It has gained positive responses from parents, pupils and those who show great concern for the growth of school youth.

The young people who fill our Club are increasingly diverse which is a reflection of the modern migration processes in Russia. Children from Dagestan, Chechnya, Ingushetiya, Armenia, Azerbaijan, etc., join our Club every year. It is a challenge more and more of us need to face. Young leaders enjoy a diverse multicultural club community with a total different national enrollment of more than 50 children. All members of the Club enjoy English studies. The Club is a splendid and lively place to widen their experience of the foreign language by giving them well-motivated, socially-conscious reasons for talking and interacting with a broad range of people in addition to their teachers.

All our leaders take an active part in the World International Youth Leaders program \ Washington, USA \. They need English to fulfil all the tasks of the program and to exchange e-mails with youth leaders of the World - participants of the program. They have an unparalleled quantity and breadth of experience of English, the whole of it gained through interaction with the members of the World Youth Leaders International organization from more than 100 countries.

All learning is culturally constructed in the Club. That might not seem so easy when I am faced with 50 or more children, many with different backgrounds and sets of cultural experiences. But there are nearly always valuable resources to be found outside the classroom, resources which can greatly increase the enjoyment of the children and can provide opportunities for real interaction - interaction with a real-life point to it.

Multicultural Education is a way of life in our Club.

Nadezhda Kotova (Izhevsk)
THE SYNTHESIS OF CONCEPTS IN THE PHILOSOPHY OF OSCAR WILDE

Religious and philosophical attitudes of the notorious English aesthete O. Wilde (1854-1900) were marked by paradoxicality and eclecticism. The ability to combine incompatible and

to find non-traditional interpretations of orthodox things enabled him to group together pagan, Christian and individualistic elements and to create his own extraordinary belief.

Pagan Greeks had a great influence on Wilde's philosophy. Almost all his works contain direct or indirect praise of the Greek ideal of life and Greek concepts of art. Classical examples and allusions are always determined by special purposes. They are introduced as arguments in the discussions on the issues of aesthetics; they happen to be the core of his works; they tend to enlighten the reader or to decorate the narration.

Wilde accepted the pagan attitude and most of his life considered himself a pagan though at the same time he was closely concerned with the Christian doctrine. Besides criticizing the Christian dogmas, which did not meet the requirements of his individualistic and aesthetic outlook, he embraced basic humanistic values and found some unorthodox explanations for conventional ideas of the doctrine.

Wilde's interpretations and applications of Hellenism and Christianity seem to be very specific. Enthusiastic worship and devotion to Hellenism remained unfailing throughout his life, whereas the attitude to Christianity kept changing from one period to another. The Catholic enthusiasm of his youth aroused by aesthetic excitement was modified into the aesthetic reading of the doctrine and later transformed into the religion of Beauty and Sorrow - the combination of aesthetic and spiritual elements brought together in the image of Christ as a kind of romantic figure. Thus, the doctrine, which used to be a source of paradoxes, became the key to tragic dilemmas of his personal life and the way to existential truth.

Although taken up with Christian values, Wilde prefered his own moral philosophy to be Oriental rather than Christian. He read the Taoist philosophers and found their world view much the same as his own. He was fascinated by their ideas of inaction, the policy of non-interference and the rejection of moralizing.

Thus, Wilde's religious and philosophical attitudes, since they represented his own nature, tended to be as idealistic as they were paradoxical. He managed to combine the elements of Greek, Oriental and Christian thought and form a new belief out of them.

Irina Kouzmina (Novokuznetsk)
COMMUNICATIVE TEACHING "TO LIVE IS TO COMMUNICATE"

To communicate effectively is to enjoy life more fully. It is vital in all areas of our lives, as we use it for persuasion, to influence relationships, to inform, to share, to discover, etc. Many people believe that effective communication is the key to success in our work and in our relationships.

In our institute we do our best to develop students' activity in using English. Teachers usually choose intensive English courses with a lot of tape recordings which contain dialogs, listening passages, texts, oral drills and all kinds of exercises. Students have to do a lot of oral work. Much attention is paid to pair work and group work, where they practise a dialog, discuss problems and then act them out before the group. At first some of them are too shy to face the group and it is very important to create a friendly atmosphere, to relax them. After listening and reading the texts they have to express their own opinion and attitude to such topics as: "Getting a job", "Out of work", "Personal problems", "Housing problems", "Preferences", "Murder", "Making a complaint", "Religion", "Family", etc. There is always hot discussion at such lessons.

Role-plays are often suggested at the end of the lessons. Shy students will often perform better in role-play discussions than when asked to express their own feelings. All of them usually enjoy the activity. During such lessons the classroom looks like a stage and the students are "real actors". We never interrupt for correction. Role-play sessions help to develop fluency and enable them to use the language actively. The main aim is to test their ability in unpredictable situations.

At the end of each term the students make their own performances using the active vocabulary of our lessons. They have to do everything by themselves. The teachers never take part in preparation. It is a part of students' test in oral practice. Very often we film such performances, where students use a lot of music, costumes, etc. We really enjoy their work.

It is a tradition in our a Institute to hold Foreign Language Festival in April every year. It takes part in our Assembly Hall. Students and teachers can show their ability to speak, dance, recite, imitate, sing and act out in any language they like. The Mongolian students who study economics and law at our Institute bring their native culture, language, music to the friendly atmosphere of the festival. Students' TV cameras film everything.

The final step of communicating is participation of smart students in language conferences every year. All the rest can take part in discussions. The participants have to translate the original texts from the books on sociology and psychology by the leading American authors (later the rest of the students can use this material in our library); to do some experiments on their topic: make a survey, a questionnaire, observation or facts analysis; to make a report in English and to be ready to take part in discussion. We have already had 4 conferences: "Family and Alternative Lifestyles", "The Art of Public Speaking", "The Senses", "Communicate Effectively". All of them have been a success. They make students work hard and feel more confident.

Natalia Kovaleva (Ulan-Ude)
REFLECTIVE LEARNING IS THE WAY TO LIFE-LONG EDUCATION

The learning career today extends over a whole lifetime. Lifelong education for all is not simply the addition of initial education and continuing education: it presupposes the development of a "learning society".

 "Learning society" is sometimes called an information society. The ground for it is the principal changes in the sphere of production and using of information and knowledge. They are the main transforming forces of society.

To compete in the global marketplace and keep current successfully a person need certain qualities of character: initiativeness, strive for success, self-confidence, independence in communicating with people, flexibility. Foreign language classes are the way to give students a chance to acquire and train these qualities.

Learning is more effective if the learners are actively involved in the process. Through communicative tasks and elements of active methods of education a teacher can create an opportunity for students to realize their potential and help them to achieve perfection not only in knowledge of the foreign language, but also in building and perfecting their own personalities.

Fostering the students' awareness of the learning process becomes a way of fulfilling the two needs: paying attention to the process, and catering to individual needs. This can only be done through the students' own reflection on how they learn and what they need to do in any given moment.

Reflection implies adopting an active role in terms of the learning process.

Reflection makes our students active and responsible for their own learning process.

Reflection leads to the students' autonomy from the teacher.

Reflection transforms a failure into a feedback.

Reflecting on what they have done and what they have to do next helps them to break down obstacles.

Revealing the individual potential of students, developing their creative abilities and forming qualities necessary to overcome the difficulties in mastering knowledge are the important results of such reflective learning.

Larissa Kovalyova (Ulan-Ude)
DAILY READING IN ENGLISH AS A WAY OF SELF-STUDY

Reading literature in the original is one of the best ways of learning the language.

Literature is the heart of the reading program. Literature motivates and entertains, inspires and informs, enlightens and ennobles. Good literature is essential; it is a core of reading instruction; it has educational attributes in itself. The topics and values that underlie them provide substance for thought – for discussion, writing, and other activities. To become a vital part of students' life

literature must be more than a subject. It must become a daily activity that promises continual enjoyment and endeavor.

The communication cycle begins when authors search for words and images to express meaning. It reaches completion when students respond by sharing, questioning, refining, revising their views – in short, by reflecting on the meaning of the literature. No matter which way students respond – dramatization, writing, illustration – the process helps them connect what they have read with their own lives.

Students' thinking must be central to the process – the communication process. They should learn not only to read literature but to listen to it and to others' reaction to it, to speak out their own views, to express their attitude to literature in writing. Through reading, writing, speaking and listening – integrated language arts – students can understand and be understood. Writing is the embodiment of thought – it makes thought visible. Students must write frequently – the first law of writing. They must be encouraged to write – the second law of writing. It is a means of clarifying their thinking, that is why it is important to model each stage of the writing process: prewriting, writing, revising and presenting. Speaking and listening activities have to meet two standards. Firstly, the activities should evoke a genuine response to literature. Secondly, the activities should involve students in a genuine communication with each other.

Successful readers take charge of their own reading. They are active, strategic, critical and reflective.

PQ2R is a method that helps students understand what they read: **P**review, **Q**uestion, **R**ead and **R**eview. This sequence of steps helps students get the most from what they read to organize their study time.

To be independent critical thinkers, students must learn to ask questions themselves. They should be encouraged to ask their own questions before, during and after reading. **K-W-L** strategy works very well, it is absolutely helpful: **K** - what I **know, W** - what I **want** to find out, **L** - what I have **learned.**

Before reading, **while** reading, and **after** reading students must be actively engaged, they must be empowered with appropriate skills, behaviors and strategies. They should be instructed in and reminded when to use appropriate reading strategies. They should have frequent opportunities to develop and employ critical thinking skills. They should learn to set reading goals for themselves and to monitor and reflect on their reading.

The author of this presentation is the author of the self-study edition for students "Daily Reading" in which Strategy Workshops are given: **# 1** Study Skills, **#2** Types of Literature**, #3** Author's Style and Craft**, #4** Comprehension**, #5** Metacognition**, #6** Writing Skills**, #7** Word Study.

Evguenia Kovanova, Alevtina Varshavskaya (Saint-Peterburg)
AUTOBIOGRAPHY AS A SOURCE OF INFORMATION ABOUT THE CULTURE OF THE COUNTRY

American autobiographies can be used in teaching English as a source of information about the country. Being self-portraits, they also provide the readers with the information about the author of the autobiography as a representative of some cultural epoch, as a person with his/her system of values.

The author of the autobiography wants not only to educate the readers by describing the people's lives and reflecting their lifestyle and customs, but also to ifluence the readers, show them good or bad examples, prevent them from making the same mistakes.

The system of values depends on the time when the author lives, as well as on his/her psychological features. B. Franklin, a famous US politician, writer and scientist, who lived in the Enlightenment, in his autobiography (1789) stresses such things as: honesty, reason, work, industry and frugality, temperance in eating and drinking, moral perfection, religion, success and progress. He even gives a list of virtues, which must become a habitude: *Temperance, Silence, Order, Resolution, Frugality, Humility,* etc.

Former US president Jimmy Carter and his wife Rosalynn in their autobiography "Everything to Gain" (1987) offer another set of positive values: technology and science, religious faith, home, community, family, better international understanding, travel, sport, promoting good for others. There is also a list of ten rules, which every person should abide by: *Do not smoke, Maintain recommended body weight, Exercise regularly,* etc.

The author of the autobiography evaluates the facts from the point of view of the time period which he/she lives in, while our interpretation of the same events can be entirely different. For example, B. Franklin writes about extirpating Indians (*savages*) with the help of rum, being sure that they prevent the progress brought by Americans (*the cultivators of the earth*). Nowadays the American policy towards Indians is considered as expansionist.

Olga Kovzanovich (Izhevsk)
DEVELOPING INTERCULTURAL AWARENESS IN ESP TEACHING

The purpose of this paper is to give an overview of current approaches to values and norms which can differ among cultures. Cross-cultural research shows that we can examine all cultures by using a basic taxonomy of cultural behaviours which allows students to see the differences and similarities among cultures.

Scholars have never been able to agree on a simple definition of culture. Here we follow both Geert Hofstede, Robert Weber and Zvi Namenwirth who see culture as a system of values and norms that are shared among a group of people and when taken together constitute a design for living.

In this connection, a *value dimension* is treated in this paper as a set of interrelated values that exist along a continuum of relative importance. We use the term to describe the values that influence cultural behaviours in all cultures. Geert Hofstede has developed a taxonomy (a classification system) that identifies 4 original value dimensions, like *individualism versus collectivism, power distance, uncertainty avoidance and masculinity versus femininity.*

In individualistic cultures individual achievement and freedom are highly valued and people base their decisions on their personal goals and feel that each individual is special and different from others. Within collectivism, people are concerned with the group's ideas and goals.

According to Hofstede's classification system, high power distance cultures believe that authority is essential in social structure and strict social classes and hierarchy exist in these countries. In low power distance cultures people believe in equality and all people should be treated equally regardless of their positions and authority in the society.

Uncertainty avoidance identifies the lack of tolerance in a society and a willingness to accept uncertainty about the future. Cultures that avoid uncertainty have long term careers and more formal rules. They tend to avoid risky decisions and express less tolerance for people with deviant ideas or behaviours. Lower uncertainty avoidance cultures express informality, a greater readiness to take risks and less emotional resistance to change.

Hofstede's masculinity versus femininity dimension looks at the relationship between gender and work roles. In traditional masculine cultures roles are clearer and sharply different-tiated and in less traditional cultures sex roles are more diluted.

Kluckhohn-Strodtbeck proposes *a culture's orientation to time* as a value dimension. In our world, we have cultures that are either past-oriented, present-oriented, or future-oriented.

Edward Hall introduced the concept of *low- and high-context cultures* which he argued reflect the way in which people in any given culture communicate with one another. In high-context communication the listener does not need to be given much background information. In a low-context culture information focuses on the word, sentence or gesture. The listener knows very little and should be told practically everything.

In using the Lewis framework, we can analyze cultural differences to find out whether a culture is *reactive, linear or multi active, data- or dialogue-oriented.*

To sum it up, there are a number of widely accepted frameworks for studying cultural differences and dimensions used to classify cultures and explain how they are applied. The

classifications we analyse, which is by no means complete, can serve as a starting point for designing an experimental practical course in order to raise students' awareness of their own culture, to provide them with knowledge and basic attitudes different cultures have towards cultural value dimensions, so that they could apply this knowledge in activities that require them to decide how to act in cross-cultural problem situations based on the information they have learned about that culture's values.

Elena Kozhevnikova (Saratov)
**POLYGLOT PEOPLE: PSYCHOLOGY AND NLP METHODS
IN TEACHING ENGLISH**

The message of the article is to give a general idea of poliglots, of how a person can become one and how we can use some basic NLP and psychology methods to increase the process of teaching any foreign language, to make it more efficient, positive and enjoyable.

Polyglots are people, who fluently speak more than 4 foreign languages. Being a polyglot presupposes good speaking, reading and writing skills and preferably no accent.

Polyglots claim that anyone can handle at least 5 or 6 foreign languages in their life and the lack of capacity is out of the question. Every polyglot has a number of his own original methods to achieve his linguistic goal. But the general idea of any polyglot`s linguistic approach is a wide use of our subconsciousness.

Subconsciousness takes such an integral part in learning and teaching techniques because it denies any control and contemplation and enables a person to store much linguistic (or other kinds) of information. On the contrary, excessive control and contemplation slow the process down.

This article focuses on how our subconsciousness functions when we learn or teach a foreign language.

One of the ways to use our subconsciousness quite efficiently is to plunge into a language which means avoiding theory and focusing mostly on practising – speaking, extensive reading and memorising huge bits of texts, reproducing them, watching movies and TV programmes, etc. The main point here is to do so without deep analysis of how and why most linguistic phenomena came to be such as they are. The target here is to form first language skills as opposed to getting deep into any language`s theory.Theory becomes of greater importance later for intermediate and advanced students.

According to Y.N. Lymar, one of contemporary Russian polyglots, language teacher and professional translator, we get very close to our subconsciousness when we are reading a text without translating it out loud into our own language.

Learning by heart is a process, that also comes very closely to our subconsciousness. One should memorise a text only in case when all mistakes are corrected. We should make sure it is so, because mistakes easily sink in our subconsciousness and interfere with the process of learning, emerging unexpectedly. Thus, exercises that presuppose mistake correction are not always good and helpful.

Most NLP methods are extremely effective starting up a new foreign language. It is important to form motivation and overcome mental blocks of any kind through an assumption that anyone can learn a language, since we speak our native tongue and language learning is a natural process.

Ludmila Kozhevnikova (Samara)
**MOTIVATING SCHOOL CHILDREN BY MODIFYING EVALUATION
PROCEDURES**

To learn a foreign language children have to make great efforts. Such efforts need to be constantly encouraged and one of the best forms of encouragement comes from the feeling of achievement and success. An observant teacher would continuously assess his/her students to see

what has been successfully learnt and what needs further work. Alternative assessment and evaluation (portfolio, project work, reading logs, etc.) as well as self-assessment can make learning more interesting and fruitful and thereby increase student motivation.

 The distinctions among terms 'assessment',' testing' and 'evaluation' will be discussed, alternative types of assessment will be given, the importance of self assessment will be explained.

Lyubov Kozlova (Barnaul)
SPEECH ACTS IN THE CROSS-CULTURAL ASPECT

The theory of speech acts was first introduced on the material of the English language and the maxims of communication worked out by G.P.Grice first appeared to have more or less universal character.

But further analysis of speech acts in the cross-cultural aspect revealed considerable differences of speakers' communicative intentions and in the use of different communicative strategies. Most of these differences reflect specific features of national mentality and types of consciousness. Thus, the main difference between the European and the Oriental types of consciousness consists in the fact that the latter is based not so much on logic but on insight and is more introvert. These peculiarities of Oriental consciousness find manifestation in speech acts. The American principle of communication "Come to the point" can hardly be applied to the Japanese communicative code: the Japanese more often prefer indirect speech acts to direct ones (e.g. the famous "Yes, but…" as an indirect form of disagreement or refusal). Insufficient knowledge of national specificity in the sphere of speech acts often results in communicative failures or misunderstandings.

The most culture-sensitive speech acts are the so-called "face-threatening acts", such as inducement, disagreement, prohibition, etc. The report is devoted to the cultural specificity of the face-threatening types of speech acts and the most frequent 'cultural' mistakes in communication.

Tatyana Krasnova (Izhevsk)
ABOUT TEACHING FOREIGN LANGUAGES AT THE UDMURT PHILOLOGY FACULTY

In 1994 a department of Germanic Languages was opened within the faculty of Udmurt Philology. The main goal of the department is to teach both English and German to the students whose native language is Udmurt. That is why the teaching process, be it a lecture or a practical language course always deals with language typology. All course papers and diploma projects written by students are also based on typological studies of Udmurt and foreign languages.

Our graduates work at secondary schools as teachers of Udmurt, English and German. Many of them have become qualified teachers.

It should be mentioned that there are some special books and monographies about Udmurt and Russian typology, about Russian and English typology, but there is no scientific literature and literature for practical teaching concerning English and Udmurt typology. Now the teaching staff of the department has started to work over the book on language typology where the problems of typology in the field of phonology, morphology, lexicology and syntax should be explained and where practical exercises should be given for students.

Anna Kremneva (Barnaul)
INTERTEXTUALITY ACROSS LANGUAGES AND CULTURES

Intertextuality as a literary and linguistic phenomenon has probably existed since the time the first text was written and was followed by others as the very nature of the text as a form of discourse is meant for multiple reading, interpretation, citation, allusions, etc. Any significant

text becomes a literary event and adds to the cultural background of an ethnos, a nation or the whole mankind. As a term intertextuality was coined by Julia Christeva, though by her own admission she owes the idea of intertextual relations to the works of Michail Bakhtin who stated that any text is a dialogue among writings: that of the writer, the addressee, the character and the contemporary or earlier cultural context. The study of a foreign language in the cross-cultural perspective presupposes a particular significance of the intertextual elements as they contain a lot of important cultural information without which a text or a fragment of a text cannot be adequately interpreted. The information contained in various intertextual elements forms a certain stock of knowledge which has been referred to as background knowledge, or frames (V.V.Krasnikh), or intertextual encyclopedia (G.V. Denisova). Communication (oral or the one carried out between the writer and the reader through various texts) can be successful only on the basis of this shared knowledge contained in the intertextual elements.The classical example, often quoted by various speakers is the conversation that takes place between two Americans in a theatre, when one says to the other "You look like Abraham Lincoln" to which the other replies "Please, only not in the theatre". The meaning of the dialogue can be understood only on the basis of the listener's knowledge about the circumstance of Lincoln's death. Lack of shared background knowledge results in communication failures.

SvetlanaKrouchinina, G .Garifyanova (Izhevsk)
THE SYSTEM OF CONTRASTIVE EXERCISES AT THE LESSONS OF THE ENGLISH, RUSSIAN AND TATAR LANGUAGES

Scientific research based on a psychological and pedagogical experiment has revealed that the problems of multilingual education are extremely complicated.

The process of learning English at the Tatar gymnasium takes place in the conditions of the three languages interaction (native languages – Tatar and Russian, and English as a foreign language). That is why contrastive approach is indispensable. It helps to reveal both common features and differences between the languages.

The Russian, Tatar and English languages present different language families but it does not mean that they do not have common linguistic features.

The teachers of the Tatar gymnasium have worked out the contrastive tables of grammar tenses in the English, Russian and Tatar languages. Reference to the tables at the lessons of the English, Russian and Tatar languages helps to intensify the conscious level of grammar tenses acquisition in the three languages and also develops practical skills of their usage.

It is possible to use the following typology of the exercises compiled by the authors on the basis of the English language teaching methodology. While working with the tables it is possible to introduce the following types of exercises:
 – analytical-receptive exercises;
 – grammar exercises aimed at developing the ability to use forms of the verbs;
 – grammar exercises aimed at developing the ability to use tense forms in meaningful contexts;
 – communicative exercises.

Common methodological approach to teaching the English, Russian and Tatar languages promotes the integration process of the philological subjects at the gymnasia.

The presented system of exercises is partly approbated at the lessons of the English, Russian and Tatar languages in the Tatar gymnasia. Practice proves that the students work with the tables with great interest. They are surprised to discover that the languages which are so different have something in common.

Summing up we would like to stress the fact that the use of the contrastive tables increases the conscious level of learning languages. What is more, contrastive approach when teaching the formation of grammar aspects of the verb helps to develop analytical abilities of the students. It

encourages the students' ability to realize the peculiarities of each language and their common features.

Svetlana Kroutchinina (Izhevsk)
**HOW TO INTENSIFY THE PROCESS OF LEARNING
THE ENGLISH LANGUAGE AT THE NATIONAL SCHOOL
USING CONTRASTIVE APPROACH TO TEACHING**

The paper introduces the result of the contrastive analysis of the tense system used in three languages – English, Russian, Tatar which are not cognate.

The situation of the three languages contact in the Tatar gymnasia has caused a complicated problem of multilingual education. According to I.L. Bim, interaction of languages becomes either the reason for interference, which means negative influence or causes positive transfer. Thus, while teaching bilingual students, it is important to use a contrastive approach which helps to reveal both common features and differences between the languages.

While teaching English to the students of the Tatar gymnasium, we observed that the students make mistakes mostly in grammar (word order and the use of grammar tenses). So, to help the students to reduce the negative influence of the Russian and Tatar languages and increase the role of positive transfer into the process of teaching English grammar tenses, the author of the report has compiled three contrastive tables of the past, present and future tenses in the Russian, Tatar and English languages. The tables give the students an opportunity to make a contrastive analysis of grammar tenses in the three languages.

The analysis was made according to the following linguistic criteria:
- the quantity of grammar tenses;
- the word order;
- the formation of grammar aspects;
- the presence or absence of conjugation;
- the presence or absence of gender ;
- the way how positive, negative or interrogative sentences are formed.

The contrastive analysis helps to conclude that the worst interference in teaching English after Russian and Tatar is revealed in such spheres as the quantity of grammar tenses (there are more grammar tenses in English than in Russian or Tatar), the formation of grammar aspects, the presence of the conjugation category in the Russian and Tatar languages and its absence in English.

Positive transfer from the Russian and Tatar languages in the process of teaching English can be revealed in negative constructions, interrogative intonation and the lack of the category of gender in the English, Russian and Tatar languages in the present and future tenses of the verb.

Unlike Russian, the Tatar language can also be the basis for the positive transfer into the English language when teaching the formation of the interrogative sentences and the word order.

In conclusion, it is important to mention that while teaching the system of the English grammar tenses the Tatar language presents more possibilities for the positive transfer than the Russian language which more often than not becomes an interfering language. Thus, while teaching English to bilingual students in the Tatar gymnasia it is more important to refer to their knowledge of the Tatar language than Russian.

Larissa Kudriavtseva (Lipetsk)
CAN FOREIGN LANGUAGE LEARNING BE A SUPPORT FOR LIFE LONG DEVELOPMENT?

This paper highlights the value of learning about your students' culturally based beliefs and attitudes affecting motivation and language performance together with test & assessment results. A lot of scholars admit that the role English plays in a particular society, both pragmatically &

symbolically, has an important influence both on language policies toward the teaching of English & on how the learning of English is viewed by members of a society. Some social conditions within the country might explain why students either young or adult work hard to pass exams, & why passing English is seen as the key to opportunity today & in the future.

Foreign language learning may be considered as a support for life-long development in terms of intercultural communication, tolerance of other people and their views, building new thinking of the younger generation. The Conception of the Russian Education Modernization for a period to 2010 says, "The modernized society needs highly educated, responsible, dynamic, constructive young people with high moral standards, able to make their own decisions". So, it develops the idea that young people should be successful in the new information era economy.

In line with the society's demands Russian young people need more choice and options in nearly every area of their lives. Today, we can't afford a school system that educates students how to make things. Instead, we need to educate them how to move things, generate and process information by means of learning school subjects, foreign language learning inclusive.

Dramatic changes in educational priorities all over the world in the last decade influenced the Program for International Student Assessment (PISA). One of the most important goals of the program now is to evaluate if our 15 years olds are able to participate actively in the social life of their countries.

Irina Kulikova (Penza)
DEVELOPING DIFFERENT TYPES OF THINKING VIA HYPERTEXT I N L2 CLASSROOM

Teaching professionally relevant L2 to students of Economics, we realized the extreme importance of developing not only their linguistic but also reasoning abilities. The ability to think logically and scientifically is essential for future effective managers and economists. On the one hand, it will guarantee them better perspectives at labour market, on the other, it gives them an outstanding opportunity to brush up their language skills at a higher level.

Psychologists generally consider two major types of reasoning: deductive and inductive. The first is using knowledge that you already have to make an inference about some specific case. The second means generalizing from particular instances. We aim at developing both types of thinking via hypertext learning materials in the course of LSP.

A textbook on Economics arranged in the form of a hypertext presents the language materials as separate but semantically connected passages linked in a kind of a net with possibilities of free moving through the given data. It encourages students to use their abilities to both deductive and inductive reasoning to retrieve or create the necessary information.

As students' success in deductive thinking tends to be affected by the context and their interest in the subject, they can gain more from mental activities similar to those they are used to in other specialized courses. Like the task to find arguments in favor or against some idea, thus, proving it to be either valid or invalid. They can use the knowledge they already have (both professional and linguistic) for analyzing, comparing, making a choice and explaining it.

Speaking about inductive reasoning, being a powerful learning and generalization mechanism, we should explain to our students that liberal inductions sometimes lead to wrong conclusions. The fact that is sure to encourage them to be particularly accurate and critical in drawing conclusions and choosing language means to express their ideas. The task to find some similarities in different situations and to reveal the inner logic of the phenomenon functioning is based on comparing, picking out specific details and synthesizing.

Faina Kuznetsova (Izhevsk)
ASSESSING SPEAKING SKILLS OF ESP INTERMEDIATE PRS STUDENTS

In recent years more and more attention has been devoted by language teachers to oral communication skills due to the increase of various contacts with the English-speaking world.

There have also been introduced new courses in the University curriculum, e.g. Business English, PRs, etc., which demand using a wide range of skills to operate effectively in English. Among such skills is the ability to perform linguistically in a variety of situations, adopting different roles and talking about different topics. The question arises how effectively teachers can assess the spoken word. What sort of scale can they use? What are the reliable criteria?

My experience in teaching ESP to 3rd year students majoring in PRs enables me to formulate certain principles. The first one is that evaluation of spoken English should be based on criterion of "reality", i.e. what real people in the real situation might say. In this respect problem solving and role-play exercises are an obvious possibility as it gives the student a chance to use language in a spontaneous conversation involving a variety of functions.

Assessing speaking skills the teacher has to have a clear idea of what is being looked for in a particular task. A particular situation may demand particular criteria. We can think in terms of accuracy and range of expression, appropriacy and flexibility, fluency and size. Finding the right balance between these aspects of production is rather difficult, and it may well be that different things should be stressed at different times in the learning process.

To begin with accuracy we might ask a question what level we are looking for in grammatical and lexical terms. Obviously, we can not expect total accuracy at the intermediate level. We must admit that the structure of utterance is influenced by the mother tongue. And although grammatical and lexical accuracy is generally high, errors which do not destroy communication are acceptable.

In case of appropriateness the emphasis is laid on a degree of relationship between the forms of the language used by students and that particular message they wish to convey. If we perceive communicative competence as a goal then we should not give a considerable emphasis to accuracy (unless it destroys the flow of conversation). At the intermediate level we expect the clear overall intention of the student, his/her ability to take the initiative in a conversation, adapt to new topics or changes of direction.

In assessing fluency the problem arises how to equate a student who says very little but correctly with one who contributes well to the task but whose language may have some mistakes. At the intermediate level students should manifest the ability to produce complex utterances and develop those into discourse, though we cannot expect at this level lengthy and developed responses and contributions.

Finally, scoring is done on a scale of 1 –5. The teacher can begin with the criteria for scores 3 which can be specified as the following: most of the discussion is relevant, basically understood, although deficiencies in language and style call for clarification, there is lack of flexibility and initiative but the communication is not blocked. Scores 4 – 5 and 1 – 2 are awarded for performance above or below the criteria applied to scores 3.

Ludmila Kuznetsova (Saint-Peterburg)
DEVELOPING TRANSFERABLE SKILLS IN A LANGUAGE CLASSROOM

Nowadays we are witnessing a transformation of the aims of teaching English at the tertiary level. To prepare university graduates adequately for the labour market, language teachers are expected not only to develop their students' communication skills in English but also to build into the teaching/learning process activities which will foster the development of the so-called transferable skills. These include, apart from communication, the ability to improve own learning and performance, application of Information Technology, problem solving and teamwork skills. These skills are believed to enhance students' performance at university, as well as in their future jobs. The proposed workshop aims to seek answers to the question of how an ESP teacher can address this new challenge.

Elena Lapidus (Izhevsk)
**COMMUNICATIVE APPROACH IN THE ENGLISH LEXICS
TEACHING AT THE TEACHERS' TRAINING ESTABLISHMENTS**

The article points out the significance of teaching lexics while teaching foreign languages. In the Izhevsk Teachers' Training College the students have 6 lessons of "speaking up" a week where they get the bulk of all new lexics studied, but we cannot help paying attention to the new vocabulary while teaching grammar, phonetics, etc. To acquire the lexical unit means not only to know its translation and meaning but to be able to pronounce and write it correctly as well. What is more, the lexical unit studied is not isolated in our oral and written speech, being able to link with neighbouring words and structures. Teaching lexics also means teaching its "lexical background" i.e. information connected with the lexical conception of the word but not included in it (national culture component).

The future profession of our students demands an appropriate knowledge of all the aspects of a word. Firstly, they must be able to use a lexical unit correctly (communicative competence). Secondly, they must be able to explain the phenomena connected with the lexical unit (linguistic competence). Thirdly, they must be able to teach everything they had been taught (methodology competence). The latter explains a great variety of traditional and non-traditional teaching methods at our lessons. Moreover, our audience is rather specific, i.e. people who have determined their future occupation, communicative, gifted and capable students. It causes the necessity to vary the forms of teaching at the lesson. The games are widely used at the lessons while presenting, teaching and checking up the vocabulary.

The functions of the games are:
– developing (a game supposes making a decision),
– entertaining (all students are equal, interest and pleasure help to overcome linguistic and psychological difficulties),
– educating (spontaneity is typical of any game).

The games are emotional, they help to keep in contact with each other, they develop imagination, make students concentrate memory and attention. These skills are essential for teachers.

In conclusion it should be noted that the students of teachers' training establishments are rather a specific audience that should be taught in a special creative way. Games at the lesson of a foreign language at any stage of teaching lexics are treated in the article as a necessary component of a communicative approach realization in teaching teachers to-be.

Olga Lashkevitch (Izhevsk)
BILINGUALISM IN ENGLISH LANGUGE ACQUISITION AND TEACHING

Bilingualism has been an object of concern and investigation of many psychologists, sociologists, linguists and writers since any multi-cultural (or multi-ethnic) society produces a forced bilingualism of ethnic minorities. Representatives of a politically or socially dominant culture hardly ever display bilingualism, even if in the area of their residence they are a linguistic minority. The most recent example of such situation are the protest marches against local (state) language schooling in former Soviet republics of Latvia and Lithuania: representatives of a previously politically dominant culture (Russian) are not ready or willing to be taught in a presently dominant language as they are not bilingual, while their Latvian and Lithuanian counterparts had to be in Soviet time. To do justice to the former USSR we should say that the similar policy towards ethnic minorities is followed by practically all multi-ethnic countries (the USA, the UK, Spain, Germany, China, etc., except, perhaps, Switzerland and Canada).

American scholar and journalist Richard Rodriguez, arguing forcefully against bilingual education, insists that the language of ethnic minorities (the mother tongue) is a language for family use, while the second language introduces the individual to society, it opens a wider

world and provides truly equal opportunities for the representatives of ethnic minorities. Thus it is a matter of sheer necessity for ethnic minorities within a larger state to be bilingual. In Udmurt Republic bilingual students are only representatives of Udmurt, Tatar, and other minorities. Their knowledge of Russian is a condition sine qua non of their educational opportunities. The distinction between "a family language" and "language for society" makes the former practically irrelevant for foreign language learning as the sphere of its use is "on the society side". This is probably the reason for a Russian interference in the English speech of Udmurt bilingual students.

My 5-year experience in teaching English to bilingual Udmurt students has convinced me of a futility to apply to grammatical or lexical similarities or analogies of their mother tongue and English. Much more effective are comparisons with Russian linguistic phenomena. Maybe Russian and English as two "languages for society" and social status acquire more links in the minds of students than English and the language for family use. There has been little research conducted in this sphere. However in practice Russian interference into English performance seems more pronounced than Udmurt. Phonetics, lexis, grammar – all get affected by the structure of Russian. The greatest influence is felt on the phonetic suprasegmental level. But the same interference can be observed in English language acquisition by Russian monolingual students.

The conclusion that can be made is confined to three simple points. First, there shouldn't be any specific methodological principles in teaching English to Bilingual Udmurt-Russian students. Second, to teach Udmurt students efficiently a teacher of English doesn't need to speak Udmurt. And last but not least, the more the students are exposed to different forms and registers of English (that is, the less the teacher resorts to Udmurt or Russian in the classroom or outside of it) the better are the results in English language learning, no matter whether the students are bilingual or monolingual.

Lyudmila Litvinova (Glasov)
MODERN SONGS IN THE PROCESS OF LEARNING AND TEACHING ENGLISH

When children begin learning a foreign language no teacher can complain of the lack of their interest to the subject. However two or three years later the interest subsides and according to the research data from 70% to 86% of pupils lose it by the 8th or 9th grade.

The main reason perhaps lies in the fact that the pupils do not practically realize the aim of learning the language. That means they have no motives for the activity, and as there are no motives there is no activity.

Hence the traditional and non-traditional methods of forming the motives must be developed and applied. One of the comparatively new is the introduction of modern English songs into the process of education.

The main problems here are to find out how modern songs facilitate the students' interest to and achievements in English, to define the merits of songs in class, to choose the songs suitable, to work out the stages and methods of using songs in education.

One of the main types of motivation is communicative motivation. A song as any kind of art bears a communicative function, i.e. the author's message to the listener. Besides, unlike textbooks, newspapers, magazines, songs affect students' emotions and emotional attitude is one of the corner stones of the motive.

From the educational point of view a song in English is a specimen of real colloquial speech reflecting features specific of everyday conversation, life and culture of the English. On the other hand being a bearer of culturological information it may improve the spiritual world of a student of English.

So what songs should be chosen as a study aid? In our opinion first of all they must be authentic songs. It would be better if they are songs by native English. They may be either hits of today or the so called "songs for all times" by "The Beatles", "Rolling Stones", Louis Armstrong, Elvis Prestley, Whitney Houston and the like.

There are various values of modern songs for learning. They are as follows: the students' vocabulary is enriched, better remembered and easier realized, songs present the features of real everyday speech, slang, clichés, they help to master many speech patterns, they contain examples of deviations from language norms. All that may help our former students not to be taken aback when they communicate with young native speakers.

Lyudmila Lukina (Voronezh)
TEACHING OF ENGLISH ON THE BASIS OF AUTHENTIC MATERIALS

The paper reflects the author's experience in teaching English to language students. The main difficulty in learning a foreign language is that of the necessity of changing from the structure of the native language to that of a new language. The paper is an attempt to analyze and suggest possible solutions for the problem. Our aim is to discuss some practical techique (with practical emphasis on Cambridge University Press materials). The paper concentrates upon the problems of using authentic materials at the initial stages of teaching English.

Foreign Language education is closely connected with a personal development in the frames of culture. The process of teaching English is carried out accounting to the communicative principles. Practical experience of teaching English to non-language students shows that there are some difficulties dealing with traditions of both languages and socio-cultural differences. And teaching English on the basis of authentic materials helps to overcome some difficulties. There exist some teaching techniques used for this purpose, these techniques are shown in the paper. Some practical teaching methods are designed to help non-language students master the language skills at all levels.

Cambridge University Press materials encourage independent thinking and creativity, and the use of language as a means of communication. Students are impressed by the way English is presented in authentic materials and appreciate the humor found in some of the tasks. The main focus of Cambridge University Press materials is improvement of non-language students' speaking and listening comprehension skills and teaching them to use specific structures in appropriate contexts.

Teaching English to non-language students in mixed-ability groups we also face the problem of substituting a set of new books for old ones, which should not be neglected. However, the advantages of using authentic materials are obvious. Real-life communication and interesting information concerning culture and traditions of both languages promote individual development.

Lyudmila Lukyanova
TO UNDERSTAND ENGLISH YOU HAVE TO UNDERSTAND ITS HISTORY

As Russia is a part of Europe, we should be able to associate with our neighbours. English is one of the best languages for this purpose, because English is on the increase. This is reason enough to give English a central place in the educational system but there is more. It is the language of international organizations, business, government, aviation, banking and industry, computing and education, sport and pop music and so on. But the vocabulary of English is enormous, and the rules of reading are very difficult for pupils. The key to understand them is in English history. Without understanding culture and history you cannot understand some peculiarities of English and to communicate properly. Throughout the history English changed and some historic events influenced it.

Many books on the history of England have been printed lately but sometimes they do not draw attention to diverse methods of teaching English, suggesting reading and translation, and rarely – rendering. In common, they are intended to be used by advanced learners.

According to comprehensive school syllabus, there are only 2-3 English lessons a week. That is not enough, and only optional courses can change this situation. Any optional course should support the development of students' skills.

The optional course "England throughout the history and nowadays" suggests a wide range of historic events, developing the English language. The goals of the optional course are to provide practical classroom-activities as well as the improvement of language.

The tasks of the optional course are intended to lead the learners to increased awareness of the English language learning. Most of them envisage that learners work together in groups of three or four, brainstorming ideas, answering questions, discussing statements or carrying out a variety of other activities which similarly involve the sharing and comparison of ideas about historic events. There are some similarities in history of England and Russia. It is very interesting and useful to compare them and improve the knowledge of history and language.

Erik Lundell (Ufa)
USING AUTHENTIC MATERIALS IN THE EFL CLASSROOM

Creating EFL activities out of authentic English language sources such as newspapers, maps, books, songs, videos, etc. can add life to your class thereby motivating students to learn English. The presenter of this 60 to 90 minute workshop will give demonstration lessons on a variety of communicative activities involving authentic English language sources. Participants will come away with an assortment of materials and ideas.

USING SONGS FOR CREATIVE EXPRESSION: Songs can easily stir one's emotions that can lead to rich creative responses. The presenter will demonstrate how songs can motivate students to develop their reading, writing, listening and speaking skills in communicate and interactive ways. In this 60 to 90 minute workshop participants will generate ideas on how songs can liven up a class while providing student centered opportunities for English language practice.

PERSONALIZING ENGLISH LANGUAGE TEACHING: Motivation in the EFL class can increase dramatically if students are given opportunities to express their creativity, feelings and opinions while learning language structures. In this workshop of 60 to 90 minutes the presenter will share a number of grammar exercises that allow communicative expression. Participants will come away with new ways for creating a communicative classroom.

Svetlana Lyubarets (Izhevsk)
TRANSLATION AS A FORM OF CROSS-CULTURAL DIALOGUE

One of the last publications by the French writer of the XVIIIth –XIXth centuries Germaine de Stael was a relatively short article «On the translation spirit», published in 1816 in Italian in one of the magazines of Milan «Bibliotheca Italiana». The choice of the problem was not accidental: in terms of molding the world literature, translation has become one of the most fruitful forms of the literary process functioning. The translation practice in the countries of Western Europe gained a rapid development during the Age of Enlightenment – a large number of translations of books by the writers, representing international literature were published. For example, France witnessed the publication of French translations of fiction by the German writers, such as Goethe, Schiller, Klopstock, Wieland, Gessner, including theoretical studies by the widely known in Germany men of letters: Winkelmann, Lessing and others. This process also involved other European cultures.

De Stael was one of the first to understand the importance of translation problems for the contemporary status of European literature and responded to the subjects of current importance and demand by her personal thoughts. History has proved the crucial role of the article in the evolution of Italian literature. It appeared that the French writer's critical view of Italian culture contemporary state had evoked an ambiguous reaction in the country. The resulting vehement controversy caused renaissance in Italian literary circles based on the "argument between the ancient and the new". Conservative-biased men of letters took de Stael's article as an offense to their national traditions. Most of the opponents' objections were connected with the fact that the French writer, having indicated the weak sides of the Italian literary activity, appealed to the writers, urging them to enrich their artistic experience with the help of other European nations,

namely Germany achievements in the sphere of literature. They did not take into consideration the fact that it was de Stael's principal point of view: she had always been persistent in promoting the culture dialogue between the peoples of Europe, including France. A number of progressive Italian men of letters gave their support to the key-stone-idea of the writers' judgments, which indicated the necessity of Italian culture and literature going through significant changes and renewal. However, they turned down the way for Italian literary tradition renewal she had suggested, being sure that intensification of the literary process in Italy could be achieved by using not foreign, but national sources for renewal.

De Stael's article calling for interaction between literatures through translation stimulated the European literary process in general.

Eric Main (USA)
THE NEW AMERICAN CLASSROOM:
TEACHING AND LEARNING VIA CULTURAL CONNECTIONS

In large American universities like UCF, international graduate students are often employed as teaching assistants. They sometimes support a professor in the classroom by proctoring tests and grading student work, but often they lead their own lab sections or teach their own classes. Additionally, teaching assistants whose first language is English increasingly find that their students come from all over the planet. This condition presents challenges to effective teaching and learning, yet it offers opportunities to enhance rigorous and open thinking–the foundation of post-secondary education. In this workshop, I will present a professional development program that prepares teaching assistants for the new American classroom. We will discuss methods for developing presentation skills and for enhancing learning through intercultural and interdisciplinary themes.

Nella Makarkina (Izhevsk)
FOREIGN LANGUAGES IN EDUCATIONAL ENVIRONMENT IN MUNICIPAL SECONDARY SCHOOL FOR ADVANCED LEARNERS

It is in the best child's benefit to learn foreign languages during his school period of study at school as it becomes the main means of his development and learning about the world around him, brining up his self-esteem and getting up ready for self-education and further decision making in his life.

Taking into consideration the possibility of creating personal educational environment we form all-round educational atmosphere at the lyceum. Here are some of our primary approaches: multi-linguistic approach, humanity studies in European content, productivity, providing possibilities for creative work in children's groups.

The specificity of our lyceum is the so-called "Linguistic type" which is based on advanced learning of the English language. A foreign language in this case is the means of communication, the language of teaching, the subject of investigation, a special culture uniting students into children's community. It is also the means giving every student an opportunity to study abroad.

"Survival Day" is becoming a good tradition in the lyceum. During that day students from 5th to 11th forms have to speak only English, Russian is not allowed. It is emphasized by the outword attributes – the menu in the school canteen, a special information on the wall – the newspaper for teachers and students, the schedule – everything is in English. One of the most fowourable extra curriculum activities for children is "L – club" where they discover the most significant parts of the history and traditions of English-speaking countries. Students – investigators who are keen on research work are members of "Scientific Research Community". Topics on country studies, multi-lingual diversity of our world, comparisons of native and foreign languages, urgent global questions, ecological problems of our planet are learned and revealed by students at scientific conferences, they become the material for articles in the school wall – newspaper "Focus".

Nowadays, when Europe is becoming a united, international multi-cultural, multi-linguistic integrity we try to create a multi-dimentional identity from the first years of studying in the lyceum leading to successful adaptation of our final-year students to the situation.

Natalia Makhankova (Izhevsk)
TEACHING CREATIVE READING ASPECTS

It is common knowledge that to create is to make something**,** to bring something into being, to cause it to grow. Apparently reading is a creative act, "No matter what we read - instructions**,** newspaper articles, the backs of the cereal boxes, or novels and wether we are reading of our own will or not, we are in fact being creative. Reading is the business of making meaning. It is an active enterprise that requires imagination, effort, and an engagement with a text"(Gould E., Diyanni R., Smith W., Stanford J.). Thus, it is obvious enough for many researchers to determine this activity as "the art of reading" (Nuttall, Grellet, Ur).

There are many kinds of reading: interactive, analytical, aloud, oral, silent, class, home, individual, group, chorus, guide, communicative, intensive, extensive, critical and others. Taking into account the variety of terms we should differentiate the main reading strategies: skimmimg, scanning, receptive reading, intensive reading. Considering that we should develop specific skills needed in reading: word-attack skills (using context clues and structural information), prediction, recognizing organizational patters, distinguishing general statements from specific details, inference and conclusion, evaluation and appreciation

Text-based activities includes such tasks as pre-question (in order to have a clear purpose and motivating challenge), do-it-yourself questions, provide a title, summarize, continue, preface, gapped text, mistakes in the text, comparison, responding/reply, re-presentation of the text in different codes, acting out and others. A teacher should provide a wide variety of tasks and texts to give learners practice in different kinds of reading.

An effective creative reading implies certain aspects. The teacher has a theory on the nature of reading and uses it in lesson planning **(**motivating and encouraging learners to develop their memory, imagination**,** attention). The teacher guides and organizes the lesson in such a way that a learner should know what the lesson intends to accomplish. Creative reading activities should have a "teaching" and "developing" focus, not a "testing" one. A variety of different creative reading activities leads to more interest and a positive attitude and gives students feedback on their performance.

Anna Makhonina (Voronezh)
LACUNAS AS A CULTURAL PROBLEM

A lot of scientific attention has been paid to lacunas due to the difficulties they cause in international communication. The object of our interest is lexical lacunas, i.e. absence of a word in one language and its presence in the other one. While learning a foreign language and emerging into an alien culture students meet motivated and non-motivated lacunas which present certain difficulties in all types of learning activities. Motivated lacunas which existence in a language can be easily explained by the absence of things or phenomena in the life of people, speaking this language, present the main difficulty for learners. For example, *торговля в расчете на инертность покупателя (посылка товаров, главным образом книг, грампластинок и т.п. на дом частным лицам без соответствующего заказа; если товары не высылаются получателем обратно, поставщик добивается их оплаты)* – **inertia selling** is a motivated lacuna because there is no such phenomenon in the Russian reality. An unknown phenomenon which is absent in people's surroundings and needs long complicated explanations, does not always arouse correct associations and makes the communication difficult. Non-motivated lacunas like *привычка завладевать разговором и не давать говорить другим* – **monology**, which appear in the language without certain reasons despite the existence of things

or phenomena in the life of the language community, are easier to comprehend because students have certain ideas of these objects or notions.

Lacunas present a very promising scientific field to study. As they cause problems in international communication, dictionaries of non-equivalent lexis are in great need. Unfortunately no such dictionaries are available and the attempt we are making to create an English-Russian dictionary of non-equivalent lexis is the first step in this direction. The idea is to make such a dictionary which will enable a Russian-speaking student to understand the specific significance of nominating this or that phenomenon in the English speaking society and thus to create a culturally full picture of modern England and the USA.

As the dictionary is primarily intended for teaching purposes the most appropriate form of it might be based on thematic classification. Such classification of lacunas and non-equivalent words may be made like classification of "ordinary" lexis in certain groups and subgroups.

The dictionary is intended for use of students and teachers of English but may also be useful for all those who read or are interested in English whether for pleasure or for a specific academic or scientific purpose.

Natalia Malik (Izhevsk)
ENGLISH AND THEATRE

From the ancient times the Theater has become the sphere where the process of international communication and foreign language learning can be successfully realized. If we look back to the history of theatre, the first thing that may come to our minds is that the comedies and tragedies written by Greek authors were translated by Romans and adopted for the Roman culture and scene. Can we call that experience a cross – cultural communication? Of course we can. Do we consider translation to be a way to learn a foreign language? Sure we do. It means that from the very beginning the Theatre, as one of the art areas, thanks to its emotional and visual influence, has been stimulating a strong interest and motivation for foreign language learners.

Theatre had appeared long before the national English language was formed. But on the modern level of their development, English and Theatre have many common characteristics. Both English and Theatre are international, global and universal phenomena that successfully exist in multicultural regions; as a mean of intercultural dialogues, they unite people of different nations and ages, for example, at theatre festivals and international conferences; in a personal aspect the knowledge of English as well as the knowledge of theatre techniques offer people better job opportunities and provide them with confidence and ability to adapt within the different fields they might work.

Language classroom is the place where both English and Theatre can be employed. Modern communicative approach focuses on the following:

1. The goal of language teaching is learner's ability to communicate in the target language (in this case English).
2. The content of a language course includes the semantic notion, social functions and linguistic structures.
3. The classroom activity may involve reading, writing, listening and speaking.
4. Students regularly work in groups to transfer meaning in situation.
5. Classroom materials and activities reflect real-life situations and demands.
6. Students engage in role play and dramatization to adjust their use of target (English) language to different social contexts.

There is no doubt that the last three points are connected with the Theatre. The life is the Theatre and learning English through the Theatre help students become better communicators. Theatre releases emotions and encourages students to learn a text that is to speak, involves learners as active participants in the interpretation, interaction and expression. Communicative approach requires group tasks (e.g. theatre plays), that have been found helpful in many contexts as a way of providing increased opportunity and motivation for communication.

If teachers take into consideration all the characteristics and advantages of the Theatre, learners can get better language results and progress in the English language communication.

Designing theater activity in a language classroom you may find the given Internet resources attractive and helpful:

http://www.stagepage.info/ - This site offers more than 100 <u>free monologues</u>, scenes, and one-act plays by GLH for actors and directors to use as audition pieces and classroom exercises.

http://www.kaneprod.com/ - This site offers one act comedy plays about love, romance, infidelity, etc.

http://www.jimmybrunelle.com/ - The site offers plays by Jimmy Brunelle and guitar lessons based on creativity and his plays.

http://www.lazybeescripts.co.uk/ - On this site you may find one-act-plays, plays for schools and children's theatre groups and panto scripts all on line.

Marianna Malinovskaya (Koltsovo)
LANGUAGE LEARNING THROUGH PARTICIPATION IN THE INTERNATIONAL WEB DESIGN CONTESTS

Participation in the International web design projects gives young people a good chance to use language as a means of getting new knowledge and international communication. Following the demands of the international project, students should learn how:
   – to choose the proper topic;
   – to describe their team;
   – to find different resources and create a web site in English;
   – to cite properly;
   – to write Project Narrative;
   – to chronicle the project and find support in the local community;
   – to overcome obstacles and analyze them;
   – to take part in the Peer Review Evaluation and to judge other projects.

As all these kinds of activities need a good command of English, it becomes a very educative process. The use of modern computer technologies makes it attractive and arouses the students' motivation in learning English. A team and coaches should work together to complete the project using discussions, brainstorming and wording, creating a draft and polishing web design.

An excellent web project should be well written and well organized. The organization of the information on each page, and from page to page, enhances the main idea of the Project. The order, structure and easy navigation provide a satisfying experience for the Web visitor.

The international frames of the contest (including rules of writing, language style, main steps of the project) make the students' knowledge internationally valid. It will surely help them in their future research work and cooperation with foreign partners.

If students have a chance to start projects of that kind at school, from year to year they will develop their language skills and computer awareness.

Ludmila Malykh (Izhevsk)
THE ROLE OF ENGLISH IN BILINGUAL AND MULTICULTURAL EDUCATION

Bilingual education in Russia is associated first and foremost with the process of a national minority language acquisition alongside the Russian language learning. However, a pronounced tendency to introduce one or, most often, two foreign languages in minority language schools has revealed such new aspects of bilingual education which contribute to linking bilingual education with a broader field of multilingual and multicultural education in Russia. Minority language schools have assumed a two-fold approach to national minority children's education: on the one hand, they strive to maintain bilingual students' national identity. Simultanionsly they

promote the so-called positive socialization of bilingual children into a broader Russian community and with the help of foreign languages – into the international, global, community.

English as the most important international language plays a decisive role in bridging the gap between national and international education of children from minority language schools. First, English is highly attractive for national minority children as a school subject with its wonderful course books, video- and audio materials and the challenge to travel, to acquire international pen friends, host people from abroad. Second, traditionally English is studied as a separate subject, it is not the language of instruction and so-called content teaching (unlike bilingual schools in the USA). However, as a school subject English covers a lot of content areas which are studied in-depth at other school subjects. This fact allows English teachers to incorporate elements of national minority languages and culture directly into the process of teaching English. This turns out to be a very rewarding experience playing an exceptional role in preserving indigenous people's languages and culture. As a practical outcome national minority students are taught to introduce their culture and life of the community at an international level through English.

Being part and parcel of a multilingual education in minority language schools English is expected to be taught in a different way from English as a subject in mainstream schools. The presentation will further focus on the results of a joint research carried out by Second Foreign Language Department of Udmurt State University and Tatar school in Izhevsk which has led to the creation of an experimental integrated program "Introducing National Regional Component though English and Other School Subjects".

Natalia Manilova (Vladimir)
DR. GLASSER'S IDEAS IN AXIOLOGICAL APPROACH
TO TEACHING TECHNICAL TRANSLATION

The theory of axiology originating from the 19th century is now enriched by the ideas of Dr. Glasser. At present his theory is finding its way into the process of teaching. Professional training is becoming very important for the school students. When they go to the preparatory courses of the Universities or to the lessons of Technical Translation at schools they either have already formed their own system of values or are in the process of forming that system. It is the task of a teacher to wedge in this system of values and the works of Dr. Glasser teach us how to do that. I'll share my experience in establishing warm, totally noncoercive relationships with students. It is possible to make even such a difficult subject as Technical Translation by using games, by making boring material interesting so valuable for the students that everyone will find satisfaction in doing well in those lessons. We are to move from teacher evaluation to self-evaluation, to prevent students from failure, to start convincing our students to work hard because there is quality and personal value in what they are asked to do. We can create classroom in which all students not only do competent work but begin to do quality work and get good professional training that might become a firm support for life-long development and for their future careers as professionals no matter what profession they choose.

Elena Markova (Vologda)
TEACHING CULTURAL DIVERSITY VIA MUTUAL PROJECTS

It is not a secret that while teaching a foreign language in class we should also teach cultural diversity and tolerance, and the methods of developing EFL learners' sociocultural competence are widely discussed. One of the ways to study diversity as a norm as well as similarities between Russian and US society is carrying out mutual projects.

I was lucky to be a participant of TEA program and to visit the USA (South Carolina) in 2002, where we had chances to meet American educators and discuss many questions of teaching. Since that time all of us have friends among American colleagues and that is a good opportunity for making mutual projects and engaging our students in the cultural exchange.

The name of my project is "The world through children's eyes" and it involves Russian and American students creating two-dimensional artwork and exchanging the artwork for analysis, discussion and appreciation.

The objective of the exchange is to give Russian and American students an opportunity to share their world with another culture and to provide the students with a creative avenue in which to express their artistic talents.

The Art Exchange project is a hands-on project that reaches across national boundaries, breakdowns old stereotypes, promotes establishing international correspondence and leads to the development of new friendships. It provides a number of unique dimensions for a classroom learning activity because it incorporates artistic skills, English language skills and disciplines with cultural awareness and cultural exchange.

The project allows students to touch and to be touched by two cultures from opposite sides of the earth, promotes geographic and ethnic awareness and emphasizes the richness of cultural diversity and the commonality of people.

My workshop will be an attempt to convey some of the achievements that are the results of the project and will be accompanied by video and slide show.

Sophia Markova (Izhevsk)
ON TEACHING REMEDIAL PHONETICS TO A MULTILINGUAL CLASS IN A TARGET LANGUAGE COUNTRY

The observations to follow are based on a short course (20 sessions) we did within the framework of the exchange programme between our schools in spring 2004 at JCCC in Overland Park, Kansas, USA, teaching remedial phonetics to a multilingual mixed-level class of 9 non-native EFL learners aged from 20 to 70.

Our major concerns before the course started were:
1) Teaching RP(British accent) to Americans;
2) Suspicious initial attitude students may have to qualification of non-native EFL teachers;
3) Various pronunciation challenges not normally dealt with in our teaching practice;
4) Textbooks/teaching materials we may not be familiar with;
5) Social/psychological adjustment problems of "new" Americans making them vulnerable to criticism.

However, having met the students enrolled on the course and finding them highly motivated, enthusiastic about gaining confidence in different types of spoken communication, aware that their accents kept people from understanding them, we chose to turn our doubts into advantages with the following results:
1) RP appeared quite acceptable in the USA as widely comprehensible and not identified with any particular race or region. However, working on receptive skills it is necessary to focus students' attention on differences between British and American accents;
2) Non-native EFL teachers have once been in their students' shoes and had to overcome pronunciation difficulties, in other words they know well the "enemy they are fighting";
3) Coping with variety of pronunciation challenges in a multilingual class may even be easier for psychological reasons since there is never total frustration in class and peer teaching works very well;
4) Phonological difficulties of the class diagnosed and registered, the remedial course is planned with them in mind: teaching aids, materials and activities suitable for this very class are then chosen or designed. (It may be time-consuming, but really effective);
5) The point was made not to criticize students' national accents and to correct only those of their pronunciation habits which might lead to ambiguity, misunderstanding or embarrassment. In daily monitoring the positive – every sign of good effort and improvement – was accentuated.

The results of the course were encouraging. The students improved both their productive and receptive skills, felt determined to continue practising now that they had strategies, learning tools and the course handouts carefully filed. Thus, what started as "Mission Impossible" proved a gratifying teaching experience.

Irina Martynova (Cheboksary)
COMPARATIVE ANALYSIS OF FOREIGN LANGUAGE INSTRUCTION AT RUSSIAN AND AMERICAN UNIVERSITIES

1. Russian educational system is being greatly changed nowadays. The necessity to enter the structure of new economic relationships, intensively developing integration processes, emerging of a new information society bring forward new tasks of improving the educational process. The Russian system of higher education has accumulated a lot of positive experience but still it has to overcome numerous drawbacks for our university degrees to be accepted by foreign universities and companies.

2. Internationalization and globalization make the ability to communicate fluently in foreign languages of great importance, especially for future language teachers who then transmit this knowledge to their pupils. Free communication is also declared by the European Council as the main goal in foreign language education.

3. Integration of Russia into the world educational community makes it necessary to create unified educational plans and programs, in particular in teaching foreign languages. To fulfill this task we need to study carefully both Russian experiences in this field with the ones of the leading countries. The Russian educational system has to be modernized in many ways, including fundamental principles of its former organization under the conditions of plan economy: straight administration, firm centralized structure, non-flexible standards, weak development of informational and analytical functions, etc. All that resulted in serious social and economic contradictions which are hard to be solved now. However, care should be taken not just to copy some outward features of the western experience without analyzing its essential characteristics, national peculiarities and modern tendencies.

4. In our work we try to compare Russian and American systems of foreign language education given to future teachers of foreign languages. We pay special attention to the contents, forms, methods and means of foreign language education at the professional level.

Larissa Mashkova (Moscow)
ART OF SPEAKING: A WAY TO ACHIEVE IT

The art of speaking has existed since time immemorial. It flourished in ancient Greece and Rome where it also received its thorough theoretical grounds. In fact, the image of "the cradle of mankind" is still associated in our minds with an orator addressing his audience (as distinct, for instance, from the Middle Ages represented by a monk bending over his writing in his cell in splendid isolation...).

From the very outset it is essential to clarify at least some of the terms, even though they practically never seem to lay themselves easily to clarifying. The *art of speaking* corresponds largely to *rhetoric* and *oratory* (from the Greek "rhetorike" and Latin "oratoria"). However, in modern English the words *rhetoric* and *oratory* have acquired additional evaluative overtones, and it is necessary, therefore, to put some order into the process in question.

Further analysis naturally brings us to the issue of **functions of public speaking**, on the one hand, and **laws of rhetoric**, on the other.

As for functions of public speaking, they could, perhaps, be described as:
1) informational;
2) persuading;
3) aesthetic;
4) social-communicative;

5) educating... (the list is left open for suggestions).

The laws of rhetoric include:

1) **the law of harmonising dialogue.**

In other words, effective speech communication is only made possible through dialogue-like interaction of speech event participants;

2) **the law of advancing towards the pre-set communicative goal**, when both a communicator(an orator) and a recipient(an audience) steadily move to the previously designated aim;

3) **the law of emotional colouring of speech**.

The speaker is supposed to feel what he talks about with all his heart and soul; he emoionally suffers, as it were.

4) **the law of bestowing pleasure**.

The speaker should aim at pleasing his audience and making communication as rewarding as possible.

A brief commentary regarding the last statement is called for. Obviously, the audience needs to be pleased. And also to be liked, appreciated, respected... And to be kept constantly inspired and enthusiastic! As experience shows, to satisfy this subtle unconscious desire of the audience – to be kept enthusiastic – the speaker is supposed to convey enthusiasm himself. And for that purpose he has to be sincere and to know – only but too well – what he is talking about and why he is talking.

Another question that might crop up is whether the speaker needs to flatter his audience (some speakers start almost to flirt with their audiences!). And then – what is the pleasure actually derived from? Perhaps, it is derived from a combination of different factors, such as: a topic (a proper, well-chosen topic, the one that appeals to the audience), the speaker's behaviour (friendly, respectful), the speaker's voice (well-educated, pleasant), diction (clear), pronunciation (proper), body language (appropriate)... Psychological factors should also be taken into account; thus, it is most important for the audience to feel safe (although it is not very easy to define the constituents of safety).

We have mentioned psychology; in fact, rhetoric is closely connected with numerous branches of knowledge, among them: philosophy (theory of cognition, laws of dialectics), pedagogy, philology and linguistics, culture studies, theory of communication, ethics, aesthetics, sociology...

It goes without saying, however, that for us, teachers, the pragmatic aspect of the art of speaking undoubtedly comes to the fore. Despite all existing difficulties (and even seeming impossibility) we have to learn to teach rhetoric and to educate future orators. In other words, we need to turn an art into a skill, especially that the importance of persuading people in the modern world has been enhanced.

Your humble servant is going to introduce a phenomenon that might be described as "instant rhetoric", to clarify terms and goals, to demonstrate the practical side of the topic and, certainly, to share her own experience.

Nina Matyukhin (Togliatti)
INTERCULTURAL COMMUNICATION IN BUSINESS AND EVERYDAY LIFE

"Intercultural communication " has become one of the "hottest" labels of our times, but more and more people are becoming aware of the fact that "soft skills" are no substitute for technical know-how, and that without knowledge they have little chance of succeeding in the global village.

Our experience as teachers has led us to believe that culture is a vital part of language learning and that language and culture are interlinked in many important ways.

What is culture? Culture in its widest sense refers to everything related to the customs, institutions, and achievements of a country, group or community. It can be divided into two distinct groups-big "C" and small "c" culture. Big "C" culture – the art, music, and literature of

a country or ethnic group may include achievements such as the plays of Shakespeare, the Mona Lisa, the Taj Mahal, and Beethoven's symphonies.

Small "c" culture refers to our "everyday " culture and includes what we learn at school, our social customs, traditions, how men and women's lives differ, what time we get up and go to bed, what we do in our free time, what we eat, and so on.

When learning a second language, successful communication partly depends on an understanding of the culture that comes with it. An understanding of the customs, opinions, and lifestyles of people in a community, and facts about a country's history, economy, achievements and so on. It is also a natural part of the communication process that learners develop a curiosity about the culture of the people who use the language they are learning and wish to learn more about it.

As learners we also wish to communicate our own culture. We have a lot to say about our daily lives, our country, and its customs. We all live within our own family, community, village, town, and city. These are the places we know and understand best and feel most comfortable in. In many ways it is what we most like to talk about.

By giving equal emphasis to learners' understanding of other cultures and ability to describe their own, we hope to develop a sharing of knowledge and mutual understanding of each other's cultures. Although we generally understand our culture, this understanding is often unconscious and we have a tendency to assume our own culture is normal or the "norm". At the same time we may consider other cultures as 'foreign' or 'funny', or in extreme cases 'inferior'. We can encourage learners to become more aware of others and their cultures and to learn that the spectrum of possible ideas, opinions, lifestyles, and tastes is wider than they thought.

Travelling to all corners of the world gets now easier and easier. Some people travel on business, others for pleasure. And in order to avoid embarrassing mistakes or unpleasant consequences people should learn a lot about the countries they are going to visit as well as about their people before their travelling.

Diana Medvedeva (Izhevsk)
CULTURAL SPECIFICS OF THE CONCEPT "PROHIBITION"

(based on English, German, Russian prohibition signs)

The process of globalization and the fact that Russia is entering the world education system prompts a socio-cultural approach to language learning.

Public signs as a special kind of texts are significant for cross-cultural communication because they inform of social rules, at the same time reflecting cultural norms and, consequently, the mentality of nations. Under "public signs" we understand verbal signs, tags, plates containing information and rules that are addressed to all people, that is, to no one in particular. According to S.G. Ter-Minasova's classification, public signs are divided into 4 categories:
1. informative signs *(e.g., Entrance)*;
2. mandatory signs *(Protective clothing should be worn in this area)*;
3. warning signs *(Caution trip hazards)*;
4. prohibition signs *(Entry of unauthorized persons prohibited)*.

The paper is focused on prohibition signs. It aims at revealing similarities and differences in English, German and Russian cultural norms through comparative analysis of authentic texts in 3 languages. To achieve this goal we plan to consider the concept "prohibition" as a social and historical phenomenon, to make a definition of the texts under study and to work out a detailed classification of public signs.

The theoretical basis of the research is the works of Russian and foreign linguists elaborating comparative studies of languages and cultures on English, German and Russian linguistic material (Anna Wierzbicka, Svetlana G. Ter-Minasova, Juliane House). The prohibition signs under investigation are taken from printed and Internet sources, as well as collected directly from various sites in the English, German and Russian linguistic areas.

The collected material can be used in teaching English and German, especially as a third language when a multilingual approach is required, as well as in teaching Comparative British and Germanic Studies, in lectures and seminars on the theory and practice of cross-cultural communication.

Tatiana Medvedeva (Izhevsk)
CROSS-CULTURAL DIFFERENCES OF DISCURSIVE BEHAVIOR

The paper concerns the issue of discursive behavior that undoubtedly reflects cultural norms and cross-cultural differences. The German linguist Juliane House in her works (see e.g. Juliane House 1989, 1993, 1996) generalizes the data of the empirical study of linguistic and cultural norms of English – and German-speaking cultural communities. She analyzes phases of the discourse (initial, main and closing phases), strategies of running a discourse, linguistic cues of following the speech, individual speech acts (requests, demands, excuses, complaints, etc.). Proceeding from these data, the author elaborates the system of differences in the discursive behavior of English- and German-speaking people, representing it as a set of 5 oppositions:
- direct style of communication vs. indirect style of communication;
- orientation at "I" vs. orientation at partner;
- orientation at contents vs. orientation at addressee;
- explicitness vs. implicitness;
- use of spontaneous phrases vs. use of hackneyed / stock phrases.

According to J. House, native speakers of German hold to the characteristics positioned on the left side, while native speakers of English hold to the characteristics positioned on the right, but in general what is meant here is continuity and not subdivision (Juliane House 1996). The author holds to the opinion that revealed characteristics do not contradict the models of cross-cultural differences elaborated by E. Hall and G. Hofstede.

Further investigation of "cross-cultural critical situations" permits J. House to conclude that cross-cultural differences in relation to the mentioned five characteristics can be a reason of various communicative failures, conflicts, false interpretations of information and behavior in the course of cross-cultural communication.

The above-mentioned statements seem to be proven and are confirmed by the results of comparative studies based on Russian and German languages. Through comparing individual characteristics of communication styles and discursive strategies some differences have been revealed that may complicate cross-cultural communication between Germans and Russians.

The German communicative style tends to be more concentrated on information and its detailed elaboration, as well as a greater need in explicitness and giving grounds. Besides, written documenting of oral communication seems to be of more importance in German culture.

Comparative analysis of evaluative statements based on German and Russian languages leads to the conclusion that explicitness predominates in German evaluative statements, and this may cause problems in German-Russian communication. Thus, it seems reasonable to investigate the main characteristics of German and Russian discursive behavior according to the model of Juliane House.

Elena Mendzheritskaya (Moscow)
LANGUAGE PLAY, LANGUAGE LEARNING AND LANGUAGE TEACHING

Language play is a pervasive device which is eagerly employed in nearly every type of discourse in every language. According to Guy Cook, a well known British scholar, "There are two ways of theorizing language play: one is to regard it as an aspect of *play in general*; the other is to seek out distinct qualities in *language play in particular*." Play in general is a universal feature of humankind. Language play in particular is cognitively based on this ability of any human community to treat life not so seriously.

The process of foreign language learning implies deciphering this kind of language use. It is especially true about journalistic discourse. Its comprehension may turn into a formidable task because all sorts of printed media adhere to this kind of language use relying on their target audience cognitive abilities to understand the ideas behind it. Even the titles of articles may require background knowledge and a set of concepts which are shared by all the members of a particular national community and are reflected in journalism as a type of discourse.

It follows, then, that foreign language teaching presupposes not only attention to linguistic means of expressing one's thoughts at all linguistic levels (phonetic, lexical, semantic, syntactic, stylistic) but also to universal and culture-specific means of language play which allows us to understand foreign national discourse adequately and master language. And it is easier to facilitate the process of learning within a framework of cognitive paradigm in linguistics which allows us to treat discourse as a cognitive process, reflection of our thinking with the help of linguistic means of a particular language, which embraces extra-linguistic reality.

Alfiya Merzlyakova (Izhevsk)
ON TRANSLATION OF SCIENTIFIC TEXTS

The main purpose of any scientific text is to transfer scientific knowledge, as well as to keep it and to prove that the information presented in this text is true. So its principle functions are communicative and cognitive functions. This predetermines its basic particularities.

Let's enumerate them. First of all, scientific text must be logic and objective. Logicality is achieved by using logical thinking methods as reasoning, arguments, theses, definitions and hypotheses. Logical structure is assured by means of semantic and formal cohesion. The transmission of semantic connection doesn't difficult because the most of words expressing this connection have their equivalents; but the translation of formal cohesion (adverbs, personal and demonstrative pronouns, conjunctions and so on) is more complicated so long as they seem insignificant and abundant. Their omission, however, breaks the logical development of the text. So the translator has to keep them in the target text by finding equal variants.

Presence of documents, facts and different ways of proof ensure the objectivity of the information. Scientific texts are devoid of subjectivity because the author of the text doesn't speak on behalf of himself but of all specialists in this domain of knowledge. The information he reports is based on achievement of his predecessors, so the scientist uses "we" pronoun to emphasize his belonging to certain scientific group. The aim of the translator is to keep the logic of the reasoning and the objective character of the statement according to norms of the target language.

The second particularity of scientific text is high quantity of terms – words, word-combinations and phrases expressing scientific concepts. They distinguish general scientific terms and special scientific terms. The first ones are used widely in different scientific fields; others are characteristic only for specific sphere. Most of terms have one meaning but one can meet also polysemantic terms as *slot*, for example in computer science, which means "position", "space" and "valency". This polysemantic nature of terms creates some difficulties during translation: dictionaries are not enough to find an equivalent of the term; sometimes it is better to consult a specialist. So the translator has to have very high knowledge of scientific field he works. Special term abbreviations (such as *SO = shift out; ALU = arithmetic and logical unit*) offer difficulty too. Usually one can find their equivalents and explanations in the Dictionary of Abbreviations, otherwise it is necessary to address to special literature, reference books, and encyclopedias but not set up own abbreviation.

The third particularity of scientific text is the absence of emotional, figurative and expressive vocabulary. Abstract words prevail in such texts.

The fourth particularity concerns grammar. In scientific text they usually resort to Present and Past Tenses considered in timeless aspect because facts presented in such texts are right for all times. Passive constructions are often also; they are used as methods of condensation of information. Complex syntax structures predominate over simple phrases; they help to express

complicated logical relations and development of arguments. The translator can overcome a difficulty dividing theses sentences into simple units in order to understand better the meaning; but he must transmit the information in target language by complex sentences according to the rules of the language.

Thus translated scientific texts intended for specialists must preserve all stylistic particularities and be communicative and cognitive adequate to the original text.

Natalia Mikhailova (Tambov)
A THREE-STAGE CONCEPTUALIZATION
OF COGNITIVE LEARNING STRATEGIES DEVELOPMENT

Present day education theory implies the development of an independent creative life-learner. However the experience shows that an average learner who has just finished school has problems with adaptation to different educational conditions at the university or during his self-study because of the lack of general learning strategies.

Learning strategies are conceived as procedures undertaken by the learner in order to make their own learning as effective as possible. They may include: focusing on selected aspects of new information, analyzing and monitoring information during acquisition, organizing or elaborating on new information during the encoding process, evaluating the learning when it is complemented, etc.

Learning strategies can be classified into three categories: metacognitive, cognitive and social/affective strategies. We shall focus only on the development of cognitive strategies that can be viewed as mental operations performed by the learner, such as rehearsal, organization, inferencing, summarizing, deducting, imagery, transferring, elaborating.

A three-stage conceptualization of developing cognitive learning strategies is proposed. We proceed from the notion that cognitive learning strategies are similar to any other procedural skills and therefore may be acquired through the following stages: 1) the awareness stage, 2) the knowledge stage and 3) the skill stage.

Ekaterina Mikhailovskaya (Moscow)
FILMS IN THE CONTEXT OF LITERATURE AND CULTURE

Nowadays films seem to be presenting a more and more intriguing and fascinating field of investigation in terms of intercultural communication. This may be accounted for by the fact that cinema is a very 'democratic' art, as it involves so many people both as film-makers and viewers and is originally treated as a mass art. The second reason is high speed with which the audience is regularly 'bombed' with newcoming products of film industry. There is no doubt that linguists and specialists in ELT are most ardent and professional amateurs among all the viewers, as films present a unique field for any linguistic study and invaluable source of modern, fresh language teaching material. As new films appear so rapidly this linguistic material has to be incorporated in the traditional set of linguistic and teaching materials with a certain acceleration.

At the same time we still appear to be somewhat late, having remained totally unaffected by art (here of course Western and especially American films are meant) for some decades. This is by no means a matter of any particular disregard for the subject: so many samples of it were just not accessible.

There is of course more to it: we are used to think that of all kinds of art cinema is the youngest, as it was invented at the end of the 19th century, and began to develop and acquired great popularity in the first quarter of the 20th century. However, a whole hundred of years have already passed, cinema has its own history, films have become part and parcel of human culture, penetrating among all into such spheres of human activity as language and literature.

The century of history, fast development and great popularity have made films most widely and frequently used sources of all kinds of film and literary allusions. Thus the culture shared by most members of a particular community becomes incorporated in the newcoming pictures and

books. The study of the examples of such allusions shows that they serve as a kind of supporting device bound to attract the attention of the audience of different generations and different social layers.

Radislav Millrood (Tambov)
LANGUAGE TESTS AS TOOLS OF QUALITY ASSURANCE

Language tests are often defined as tools of measurements in education. Such approach appears to be too narrow, limiting the role that testing can play in humanising the process of language teaching and learning.. Language tests are applied for measurement of achievements, assessment of outcomes, monitoring of results, evaluation of assets, exercising control of quality against standards, and managing innovations towards better performance. These functions of language tests make up a model of quality assurance in teaching and learning languages. Many-faceted functions of language tests reveal the controversies that permeates measurements in pedagogy. These controversies are created by issues of validity and reliability of tests, scoring rubrics in assessing holistic and discrete language knowledge, norm- and criteria-referenced tests, speeded tests and the barriers of time limits, formal application of national standards and weighing individual "added value" in language learning. The issue of validity leaves unanswered the questions of what actually is measured in learners through a variety of testing formats. Reliability demands cast doubt on whether language tests are consistent with the results obtained by other means. Measurement of discrete language knowledge contradicts the overall language ability in candidates. Time limits in the exam put pressure on the power of intelligence and reaction time in learners rather than expose their achievements in language learning. Application of national standards to individual learners overlooks the competence criteria important for giving justice to learning individuals and plays down personal progress against the "benchmark". Existing controversies enhance the need for humanising the procedure of language testing, i.e. paving the way towards objective longitudinal measurements, adequate self-assessment and expectancy of success in learners, self-actualisation through individual cognitive styles and strategies, interactive exam policies and alternative testing formats. The research addresses existing controversies and potential solutions. Empirical data proves that the time is ripe for critical reflection on language tests as tools of quality assurance in language pedagogy and opting for innovative approaches.

Natalia Milutinskaya (Izhevsk)
PHONOLOGICAL CULTURE OF SPEECH IN THE EFL PROFESSIONAL TRAINING

The present paper offers the way of acquiring phonological skills in professional language learning.

According to modern humanistic educational system a good command of a language includes distinct pronunciation, use of expressive means of speech, stylistic and grammatical accuracy. Russian linguists O. Goiyhman, V. Kolesov, A. Murashov state that Speech Culture is the main source of professional success. In this regard the majority of phoneticians admit the significant role of the Phonological Culture of Speech (PCS) as the major speech culture component. PCS comprises: *articulation, distinct pronunciation, melody, rhythm, stress, tempo, voice, speech respiration, non-verbal means of communication.*

The course "The Phonological culture of Speech through Music" is designed to develop phonological skills by means of music. The course aims to:
 – develop normal speech respiration and speech cohesion
 – form voice skills
 – change voice intensity and pitch, retaining natural timbre
 – develop intonation skills
 – produce distinct sounds in isolation and in context

- produce rhymes and poems with a certain tempo and rhythm accompanied by music
- express emotional state using different intonation patterns
- encourage creativity and use of imagination

The course is based on psyhcolinguistic concept of speech perception. V. Artyomov, A. Leontiev, L. Velichkova point out that speech perception depends on suprasegmentals (melody, rhythm, tempo, voice) rather than segmentals (consonants and vowels). What is more a great number of studies have shown that the combination of body and vocal organs motion reduces the chances of having strained, monotonous speech.

Taking into account all above mentioned facts acquiring phonological skills comprises several stages:
- tune-in (speech respiration, voice, articulation activities accompanied by music or without music)
- presentation of a text (song)
- picking up rhythmical and intonation groups from a text
- distinguishing rhythmical and intonation patterns in context
- listening to a text for the second time
- imitation
- speech practice
- production (singing\reciting).

The present course is introduced by the following teaching methods: audiolingual, audio-visual, communicative, cognitive, total physical response. It consists of different techniques: learning techniques (independent, co-operative, discovery, individual, experiental) and teaching techniques (clasifying, eliciting, questioning, reconstruction).

The results show a sufficient effectivness of the course "The Phonological Culture of Speech through Music" in developing phonological skills in the vocational training of a foreign language teacher.

Svetlana Mishlanova, Tatiana Utkina (Perm)
THE VCR IN TEACHING ENGLISH AS A TOOL
OF RAISING COMPETENCE IN MEDICAL COMMUNICATION

The most actual thing for specialists in medicine to deal with is medical communication at the professional level. Company PFIZER provides professionals with information not adopted to the English learners' needs. We find it important to encourage medical students to go upward from the level of "Limited User" (with basic functional competence limited to familiar situations) to "Expert User" (with fully operational command of the language in professional situations). One of available methods is video activity which is of great potential for professional training. This activity is aimed at improving students' ability to communicate in English in medical situations, enlarging their knowledge of medicine, developing fluency and confidence in using the language of medicine, increasing efficiency in medical communication. Video activities encourage English learners to draw upon their life and medical experience.

Special tasks to video film "Biology of the Progression of Atherosclerosis" were elaborated to develop language awareness and communication skills in medicine. They fall logically into previewing activities, viewing activities and postviewing activities. **Previewing** activities include the following steps: *Starting up* offering students a variety of stimulating activities (stating the problem, exchanging ideas about it, prediction, answering quiz questions); *Introducing vocabulary* that covers key terms and practised through a wide variety of creative and engaging exercises helping to activate the vocabulary. **Viewing** activities follow the steps of initial viewing to get the answers to the pre-questions, comprehension check by the pre-questions, second viewing for clarifying specific details. **Postviewing** activities are aimed at discussing the medical issues raised in the video that is sure to help students build up their confidence in expressing their views in English and develop essential communication skills in medical

situations doing realistic tasks. This step allows them to use the language and communication skills they have acquired while working through the video.

These video activities based on communicative approach in teaching English serves to enhance the authenticity of basic course of medicine bringing real world of medicine into the classroom, increasing students' knowledge of medical practice and concepts.

Zoya Molchanova (Volgograd)
PORTFOLIO-BASED ENGLISH CLASSES
AS A SUPPORT FOR LIFE-LONG DEVELOPMENT

Portfolio-based approach in learning English is beneficial academically and socially for it serves two main purposes: promoting English and supporting personal development of a teenage learner.

The main idea of creating Portfolio is making difference, awakening self-motivation of students, their wish and desire to change and improve their English, character and skills.

Personal Portfolio is a kind of individual supplement that represents a system of trainings and tasks aimed at developing personality. It consists of 3 main blocks:
1. Self-discovery of students potential for leadership. Identifying needs, values and abilities.
2. Learning to set life goals and planning out the future career.
3. Developing character and life-necessary skills.

The advantages of doing success-oriented portfolio are uncountable: students learn and practice self-evaluation and self-management developing their responsibility and perserverence, tolerance and self-control, stress and time management, they acquire resume-writing and interview skills.

Portfolio-based English classes make learning English more effective, motivated and useful. Creating portfolio helps students succeed at school, and in future life. Students develop their learning opportunities and promote their English using it as a tool to achieve the aim of personal development. That is the most expressive benefit of doing portfolio.

Tatyana Mordovina (Tambov)
TEACHING WRITING A RESEARCH ARTICLE
AS A GENRE OF SCIENTIFIC DISCOURSE

The aim of this paper is to determine the content of the course on teaching writing a research article as an important communicative means in scientific world. We suggest that developing skills of writing a research article should be an integral part of ELT at the stage of post-graduate education.

A research article, as a genre of professional scientific discourse, is a publication of original research results in a journal or other document which is available within the scientific community, in a form whereby peers of the author can repeat the experiments and test the conclusions. Since a research article aims at presenting new knowledge about the world, its content should be new, true, important and comprehensible and its format - generally accepted.

From this follows that the content of the course on teaching writing a research article should comprise such aspects as:
− generic move structure of the research article including such moves as 'Background information', 'Previous research', 'Question raising', 'Indicating a gap', 'Justification for study', 'Purpose of study', etc. which co-occurs with the macrostructure of the article consisting of an abstract, introduction, methods, materials, results and discussion sections;
− coherence, which is revealed through the unity of topic, unity of style, structural unity;
− rhetorical structure of the research article which implies rhetorical functions (description, definition, classification, instructions, visual-verbal relationships) and rhetorical

techniques (time order, space order, causality and results, order of importance, comparison and contrast, analogy, exemplification, illustration);
– cohesion, which is achieved through reference, substitution, use of connectors and repetitions;
– the nature of the EST paragraph (conceptual and physical paragraph structure, ideas of correspondence and core generalization);
– peculiar choice of language means (lexical and grammatical peculiarities).

Viviane Moreau (France)
GLOBALISATION OF THE ENGLISH LANGUAGE:
THE CASE OF FRANCE FROM THE EDUCATIONAL POINT OF VIEW

Nowadays one should think about two types of English: an «International English»: i.e. the English language as a means of communication, as a tool to get one's message through and a «Cultural English», which has existed since the birth of the English language.

«Cultural English»: is the language born from old and middle English first in England, then spread all around the world through waves of immigration and through history. It has travelled to all the English-speaking countries. It has moved to Asia, to America, and Africa. «Cultural English» bears literature and civilization but has changed and been transformed according to its location. If Europe certainly is «Cultural English's» cradle, it has been transformed into another kind of «Cultural English» elsewhere. For the term culture does not carry the same connotations whether you are English or Australian, Ghanaian or South African, Pakistani or Indian, Canadian or from the US. Culture brings alterable criteria. That is why we have been led to distinguish British English from American English, English from India, and that of the Philippines. And all this concerns not only the words but also the culture brought by the meaning of words. Cultural English takes in Shakespeare but also Rushdie, Narayan, Edith Wharton… The same applies to *"français de France"* (the French language from France) and the other French languages in the world. From this point of view, we cannot but assert that English has invaded the world through the centuries, and has become the language number one to be used as a tool of communication.

English has slowly overtaken other languages to be the referential language in many subjects. «International English» has been used in technical domains, in the scientific world, in medicine, computing, economics but also in diplomacy and other fields where communication is paramount. Esperantists have tried to outdo it with the Esperanto language but their attempt soon failed. And if Spanish tends to follow English rather closely in the race, English remains number one.

I would now focus on the standing of English in my country: France. I have been an NQA English teacher for two years (in "cultural English" from Great Britain, "NQA" stands for "newly qualified teacher") and have been teaching in the suburbs of Paris, in those harsh areas where NQA teachers are sent to teach. Our students generally come from low educational backgrounds. The kids I have been teaching have different origins, culturally speaking. Few have two parents who were both born in France. The diversity of their origins and cultures is very precious and enriches our classes every day. Most of them have African blood, they are from Mali, Congo, Senegal, but also from Algeria, Morocco, and Tunisia. Most of them speak French very well, but it happens that others don't. When they get into the first class (at age11) they can choose to learn English or German. A large majority choose English. Only the happy few (whose parents see a future in the apprenticeship of the German language) do German.

When they are 14 (in the third class) they are offered the choice of a second language. Those who have taken English as a first language usually go for Spanish (or sometimes Italian, Russian or Arabic if the school offers such possibilities; those who have chosen German definitely go for English as a second foreign language.) More than 90% of our teenagers do English. In short, in France, English prevails over all other foreign languages.

Olga Morgounova (Staryi Oskol)
LEARNING STRATEGIES AND METHODS OF TEACHING STUDENTS THROUGH PROJECT WORK

The project method is now an essential part of English secondary education. The purpose of this method is to encourage kids to work out things for themselves. It is a highly adaptable methodology. It can be used at every level from absolute beginner to advanced and with all ages. The speaker is going to present some details of the projects devoted to the Amish people, and exchange visits to US, Australia and Canada, to share some ideas and experiences with other colleagues, the results and positive effects in students' motivation.

The presentation is mainly practical.

Irina Morozova (Izhevsk)
**RUSSIAN AND AMERICAN SOUTH FEMALE IMAGES
IN THE USSIAN XIX-TH-CENTURY WOMEN LITERARY TEXTS**

There are many reasons why the first half of the nineteenth century in Russia and American South is considered to be the most tempting period for comparative research. Firstly, during this period, there obviously was an immense number of societal, cultural and historical similarities between Russia and American South: serfdom and slavery, patriarchal oriented social values, gallantry, the elaborate dueling system, etc.

The features noted above, though purely external, inevitably influenced the formation of basically similar socially-cultural paradigms, and gender norms in particular. For instance, the ideal of a woman that was created by men of the pre-reformism Russia and pre-war American South was generally the same: woman was a weak, gentle, fragile, dependent creature whose role was to decorate man's life and to obey his will. It is logical to assume that literary texts of female writers were also very similar in the two cultures: in the choice of themes, approach to the problems, and analogous features of gender self-perception.

However, comparative analysis has proved that there are more differences than similarities between the works of Russian women writers and those of American South. Firstly, they differ in their understanding of woman's goal and perceptione of life and secondly, in the ways of her self-identification and self-realisation. The most prominent feature that is peculiar to the heroines of the Old South is their vital stoical resilience, their ability to act creatively as a leading power that organizes and harmonizes microcosm of the household; and confident understanding of their importance in the part of social life that was allotted to them.

A completely different picture is introduced in the works of female Russian writers. Their heroines are always passive victims of particular circumstances, which they are incapable to deal with. The first reason for such a passivity of Russian heroines lies in the unique spiritual culture that differs drastically from American South. B. F. Yegorov notes that the most powerful ideological, "mental" impact upon the Russian nation through the centuries was imposed by four factors: Orthodox Church, serfdom, powerful monarch-ruled imperial state, and "villageness" (small number of cities). If this formula is applied to the southern states of America, it is possible to define four influential factors as well: Protestantism, slavery, extensive development of a democratic state and similar "villageness".

Therefore two factors which form national mentality are almost similar: serfdom and slavery (not considering the racial component, which undoubtedly represents a pivotal element for American South). But the other two factors - Orthodox Church and absolute monarchy in Russia, and Protestantism and democracy in the US - originate deep differences between two national mentalities and are reflected in the eternal question concerning woman's place and role in the society.

Ludmila Mosina (Izhevsk)
ESSENTIAL PECULIARITIES OF TEACHING ENGLISH
TO EXTRA-MURAL STUDENTS

It s difficult for extra-mural students to combine their jobs and studies and they have to work hard independently. The problem is how to organise their independednt work properly and effectively.

Another problem is the different age of our students. Some students are just after school and some of them are workers and skilled specialists of railway transport. So, I want to say that I should implement an individual approach to students in my work. The matter is that some students have fresh knowledge and others have none. Again I should think over the ways, methods and forms of teaching my students in a proper way.

Beyond a doubt, nowadays English is the world's top tongue. English is the international language of businesspeople, pilots, diplomats and politicians, sportspeople, scientists, doctors and students.

And there is a good and true saying "English can't be taught, it can be learned."

Marina Mosova (Sarapul)
USING VIDEO MATERIALS IN TEACHING ENGLISH
IN PEDAGOGICAL COLLEGE

The intensification of teaching process leads to the necessity of using technical means (facilities) of education, especially while teaching English.

According to the opinions of the scientists about 90% of the information is perceived through the visual channel.

That is why the using of video where the concept of the word is united with its visual image makes a process of learning more effective.

It is necessary to apply communicative, student oriented approach while organizing video lessons and only then they will become an essential part of the teaching course and bring mutual satisfaction to the students and teachers.

The use of different video courses has some disadvantages, because although they are well-planned according to the definite topic, their tasks often lack communicative purpose, the rate of speech is artificially decelerated and after viewing exercises are language oriented. They are useful, but not very effective.

The use of authentic materials such as documentaries, cartoons and feature films is highly recommended because in that case students have the possibility of listening to the varied articulation possibilities and vocal types speaking with their normal rate and watching native speakers in their natural surroundings. It raises language diversity awareness and helps to bridge the gaps between different cultures. Only after that students will be able to understand and communicate properly with native speakers of other languages.

Video material must be selected according to the criterion of its relevance to the interests and needs of the students.

While using video materials teachers must plan three stages of work.

The first stage is previewing. The aim of it is to awaken the students' interest to the problems of the plot, to create the atmosphere of anticipating and to prepare for the viewing.

The second is while viewing stage. The aim of it is to get the main information, to formulate the problems and to find answers to the teacher's questions.

After viewing stage has the aim of specifying the information and organizing the discussion of the problems in small groups or role playing based on real life situations.

It is the most important stage. The potential of video lessons is fully realized only when their content is used as an example for comparison with students' experiences which they can interpret, criticize and generalize. They must serve as powerful impulse for improving their speech skills.

Elena Musaeva (Irkutsk)
AMERICAN CULTURAL VALUES THROUGH METAPHOR

Each culture presupposes a certain "picture of the world", which takes place in the person's individual experience, conditioned by his ethnic origin and a certain stage of development, it's evident, that it does have some national specific.

The national specific in its turn can be actualized only through history. As U. N. Karaulov says: "National is always diachronic" (Karaulov 2003: 40).

It seems that one of the language means assisting to the formation of the cultural values system in a society is metaphor viewed from the cognitive point of view (Lakoff, Jhonson 1980).

Our research interest implies the analysis of the metaphorical structures contributing to the understanding of historical events in connection with their influence on the American cultural values system formation.

We are inclined to consider that this role of metaphor depends on its parameters. Thus, the creative metaphor function provides a certain world image formation in people's mind. The ability of metaphor to structure the world by means of a number of image-schemes correlates with the understanding of the picture of the world as a structure based on the universal categories of space and time. The wholeness of the picture of the world refers to the metaphor unity. And, at last, understanding of the picture of the world as a way of people's experience systematization correlates to the experiential function of metaphor, that allows to investigate this language means as a way of nationally-specified picture of the world formation.

Valentina Narolina (Kursk)
TEACHING MEDICINE IN ENGLISH TO MULTI-LINGUAL STUDENTS

International education has become the reality of life in the modern world, which is characterized by the great mobility of people looking for the better conditions of getting education and work.. The educational situation at the Kursk State Medical University has multi-lingual form for the students who get medical profession in English. Moreover all of them study the Russian language in order to be able to deal with the Russian-speaking patients. Foreign multi-lingual students speak three or four native languages but have rather strong command of the English language which serves as the Lingua Franca in communication between them. The results of the entrance exams which the foreign students passed are the evidence of the foreign language policy which Russia conducts in the sphere of education. Teaching medicine to multi-lingual students starts with simultaneous teaching them two languages in order to improve the underlined situation. First they start learning the Russian language to be able to communicate in the Russian Community and solve different life problems. One of the main subjects in the first year is Latin which assists the multi-lingual students to learn professional ones. All professional subjects are taught in English which performs the part of the Lingua Franca in the medical university training. The beginning of the multi-lingual students' learning and getting practical skills in professional medical subjects in clinics is carried out in English in combination with Latin which performs the role of the lingua Franca too. Sometimes the multi-lingual students make use of the Russian language, they have already learned, while communicating with the Russian-speaking patients about their diseases and complaints. Thus, Russian acts as the Lingua Franca too. Very often the Russian teachers hear the Latin terms, the English and the Russian phrases and the elements of their native language which the multi-lingual students use in their speech during professional discussions that assist them to understand the core of the discussed problem. In conclusion it should be stressed that multi-lingual combination of teaching medicine became very popular, effective and humanistic, because all the languages which the students speak are respected and assisting them to study medicine and to present their way of thinking and speaking.

Valentina Narolina, Tatiana Merkushenkova (Kursk)
**INCORPORATION OF CROSS-CULTURAL COMPONENT
INTO THE ENGLISH LANGUAGE TEACHING**

Nowadays cultural exchange programs for both students and adult learners are popular all over the world. The realization of these programs is fulfilled between the majority of states including the Russian Federation. The cultural exchange programs raise the level of the learners' education, widen their general outlook and develop the ability to acquire up-to-date instructions and innovative technologies.

The multi-cultural community of the Kursk State Medical University is presented by the students from more than 30 African, Middle East and Far East countries who get education in medicine, stomatology and pharmacy.

For the development of mutual understanding based on ethnorelativism principle including sensitivity, tolerance and respect of unfamiliar culture we have to peer into other peoples' culture in order to study and master their civilization but keep our own ethnic identification at the same time.

Interviewing the foreign students and observance of their behavior have proved an urgent necessity of cross-cultural education which has to be done with the aim of approach of their cultures.

Multi-disciplinary approach which has been chosen by us as the most productive one for all humanitarian departments could effectively be of use while educating foreign and Russian students.

The incorporation of the cross-cultural component is planned to be realized through the prolonged annual work of the Academic Linguistic Investigation and Cross-cultural Communication. The program incorporates mutual participation of Russian and foreign students in meetings, discussions, seminars, productive work, dramatizing situations due to which the students acquire the peculiarities of unfamiliar cultures.

Teaching to the successful cross-cultural interaction promotes the acquisition of national models of communication, the acquiring of cultural stereotypes, symbols and signs, patterns of verbal and non-verbal behavior.

The cross-cultural component of the English language teaching develops multiculturalism in learners which supposes the disclosure of a foreign language and another culture.

Nikolay Nedobukh (Ulyanovsk)
**THE CATEGORY OF TEMPORALITY AS CRITERION OF RESEARCH
OF INDIVIDUAL LANGUAGE SYSTEM OF NONNATIVE LANGUAGE**

The research of conceptualization of temporal categories can be done in three ways.

First, the correlation can be defined from the point of view of event. In this case, temporal characteristics represent a component of qualitative changes. In this case, we shall speak about internal temporal attributes of facts or events.

Second, the temporal prospect does not always correspond to real time process in relation to facts or events. In this case the question will be raised about temporal correlation in setting temporal parameters to the point of reference, which is defined be the speaker. Depending on the accepted prospect, one event can correspond to different aspect' subcategories.

Third, the correlation can be considered from a position of an abstract temporal scale. When concrete events are abstracted, the temporal scale becomes objective similar to temporal axis, it puts in order the events. This category gets the meaning of temporal orderings.

The conceptual approach examines the process of learning nonnative language as a system of forms of presentation, which supplement each other, and interprets learning and using of language on the basis of formed conceptual structures. It allows examining changes in individual

language systems as changes of common language system; it allows to correlate semantic, grammatical and functional categories and to highlight their role in learning nonnative language.

The specific role of conceptualising of the native language is one of the components of the process of learning nonnative language. There are categories, which create language code in such conceptualisation. Learning nonnative language occurs through new language forms based on existing concepts. The new form of conceptualising of reality and its interpretation in already existing and systematized reality acquires a regulative character. The question is in choosing such a concept, which would correspond to its best degree to its referential characteristics to the objective (real) events.

Irrespective of its concrete representation in different languages the concept of "temporality" can be determined on the basis of abstract categories.

Alla Nekrasova (Izhevsk)
THE HABIT OF USING THE COMPLEX OBJECT

As it's known, the construction "Complex Object" is the most difficult one in English to learn. The difficulty of its mastering is explained by the fact that there is no such construction in the Russian and Udmurt languages. It raises a great number of linguistic interference, especially while translating this construction by Udmurt students.

That's why we need special exercises both speech and linguistic ones. Unfortunately in the textbooks there isn't enough quantity of exercises which can provide the firm appointing of the habit of using this construction.

Our task was to choose as many exercises of this type as possible. It took us several years to choose and test them. These exercises must provide students with necessary material for getting practical skills in translating "complex object" with Infinitive, Participle I and Participle II (as the most frequent ones) from English into native languages (Russian or Udmurt) and vice versa. And, of course, students must get the habit of using this construction in speech.

We collected this material in the textbook of Grammar exercises. The aim of these exercises is to facilitate the search of solving problems in translation. In general, these grammar exercises are intended for students' individual work with the following control in class. There are communicative exercises intended for work in pairs at the lessons.

It's supposed that students will look through the theory of this material which is listed in this book. The book begins with the analytical exercises, such as "Translate and analyse...". Then there are training exercises, such as "Change sentences...", "Rewrite sentences...", "Combine the two sentences into one...", "Substitute...", "Fill in the blanks..." and so on. We also suggest creative exercises, such as "Make up sentences...", Complete...", "Develop into the situation..." to do in class.

Yelena Nikitina (Voronezh)
VORONEZH - THE USA – TEACHERS – STUDENTS –
COMMUNITY – SOCIAL PROJECTS

Recent research states that the status of both Russian and American teachers has dropped. Teachers are no longer seen as professionals. In order to bring up students in a democratic society, teachers need to believe in themselves. Teachers need to believe in their own ability to empower students and make them see the value of a democratic society.

In both Southern California, U.S.A. and Voronezh, Russia, school budgets and teacher's salaries are being cut. Classroom size is increasing, and teachers are not given credit for their expertise in educating young people. Administrators or citizens who are not directly in contact with the classroom, learning methodologies, and curriculum that directly impact students are making those decisions.

Teachers have to unite.

Teaching English and other foreign languages has become different lately as a result of communicative approach. I love this change, because now I can teach my children to communicate, not only to read and translate texts. We learn English and participate in and organize a lot of socially valuable projects.

Modern society can achieve better success in building a strong community and encouraging new generations to participate in this process by uniting efforts of all sides involved. In recent years, there has been a decline in commitment of young people to participate in service to the community or nation.

Nadezhda Nikulshinan (Tambov)
SOCIAL CULTURAL ASPECTS OF PROFESSIONAL RESEARCH DISCOURSE TEACHING

The paper proceeds from the notion that social culture is not just a fifth skill or even an aspect of communicative competence but the underlying dimension of all one knows and does. This statement holds good for the sub-culture of scientific community which implies a set of conventions, norms, stereotypes, values and ideology shared and used by the members of the community as signs of belonging to this particular social group. Conventional mechanisms of communication consistent with the scientific community are an important constituent of its sub-culture.

Since English has become the leading language in international scientific communication, informed knowledge of different types and genres of English research discourse becomes an essential factor of professional success for non-native English scientists. Research genres such as abstracts, research articles, monographs, grant proposals, reviewer's reports, reprint requests, etc. are the media through which scholars and scientists communicate with their peers. Lack of knowledge of generic move structure and Problem-Solution text pattern of particular research genres can exclude scientists from effective professional interaction.

Scientific writing operates in terms of schemas molded by the research context in which the scientist acts. Scientists not only construct mental representations of their socially acquired knowledge, but such schematic knowledge also influences their writing in various areas such as the rhetorical organization of a text, modes of argumentation, audience awareness, topic choice, etc.

All these aspects are viewed as an integral part of a syllabus designed for researchers, aimed at developing awareness of the role particular subculture plays in human interaction, how to understand and interpret the socio-cultural aspects of language and behaviour, and developing skills in behaving and responding in culturally appropriate ways.

Mikhail Nokhov (Khasavyurt)
NON-TRADITIONAL TYPES OF ENGLISH LESSONS AT THE STAGE OF FINAL CONTROL AND GENERALIZATION

The increase of the level of general preparation of the pupils in many respects depends on the rational organization of the process of teaching and the further improvement of education methods. The most important task in mastering the educational process at schools is the following: in what way the teacher should raise the cognitive activity of the pupils in learning, how to use different forms and means of teaching English at the lessons.

For many years the teachers of English have been looking for new ways to improve the teaching of the English language, especially it concerned the control and generalizing lessons. The problem was how to make the lessons interesting, not scaring for the pupils, in what way to organize the testing of knowledge and skills acquired by the pupils during a short period of time. In what way to create such a psychological climate at the lesson so that to make pupils feel at ease and show the acquired knowledge? How to make the tasks feasible for the pupils and at the same time how to motivate students?

Free possession of English suggests that a pupil should spontaneously react upon different situations of real life that means that the final goal of the educational process at school is the development of the pupil's ability to have an unprepared talk in English.

Today there have been developed a great variety of non-traditional lessons which give full answers to the questions raised above. These are the following new types of lessons: "Lesson – Seminar", "Lesson –Excursion", "Quiz "What? Where? When?", a game "The Field of Woners", lesson "Club of Merry and Cute", "Lesson- Conference", "Lesson Press-conference", "Linguistic Stagecoach", "Television Bridge" , integrated lessons, music lessons and many others. The non-traditional forms of the lessons attract the attention of the pupils, raise their interest in learning English and as a result they motivate their better adoption of the learning material.

Of course we do not work only with excellent pupils in class, our communities are composed of varies backgrounds and cultures, which include pupils of different learning styles and abilities, so in order to involve all the pupils into the educational process we must be very careful, tolerant but at the same time persistent so that none of the pupils would remain unheeded. At these non-traditional lessons we give them a good chance to reveal their may be rather scanty knowledge of the subject and to feel comfortable.

Practical application of such lessons shows that all the pupils are ready to perform them.

Norby Rena Faye (Saratov)
COLLABORATION FOR IMPROVING UNDERSTANDING AND PRACTICE OF ENGLISH

Team Teaching should be more than dividing responsibilities "fifty-fifty". Planning for instruction if it is done as a team can create more fruitful ideas from which the students will benefit.

The goals for our project are to improve students' understanding and practice of English through the collaboration of a native speaker, an assistant professor of a US university, and a non-native teacher of English.

The target group is the 4th year students at Saratov Pedagogical Institute for whom English is the second major and who need extra exercise and study of English before undertaking their teaching practice at school.

We expect to show that these students have improved their performance in oral speech as a result of the collaborative planning and teaching. In order to develop their oral communicative competence we assigned readings in the 2003 *New York Times* bestseller *The Sisterhood of the Traveling Pants* by the young American woman writer Ann Brasheres. We chose this novel as study material due to its literary assets. The book supplied us with a number of absorbing issues for discussion alongside with a strong cross-cultural background.

The plan designed by our team included:
a. the exact amount of the text to be read for each class,
b. a group discussion guide for the term and for each class,
c. cultural and language issues for understanding and meaningful use by the students. It is the latter that requires native - non-native collaboration most.

Last but not least, the plan contains the qualitative and quantitative data obtained through starter, mid-term and end-of - the –term assessment.

The practical outcome of this collaborative work, besides raising students' oral proficiency is a teacher guide, which will be used by other teachers of the department with their students.

Alla Onischenko (Yekaterinburg)
USING AUTHENTIC LITERATURE IN THE EFL CLASSROOM

Basic facts and beliefs.
1. The history of language teaching has seen many different approaches and methods. Most of them share a similar view of the relationship between the learner and what is to be

learnt. The language is seen as knowledge to be transferred or transmitted to the learner. This transfer is most often carried out through the use of a textbook. This has a dominant function, since it determines the situations, topics, structures, and vocabulary the learners will use. The main responsibility of the teacher is then to act as mediator between the learners and the textbook and to control the process.

2. Rather then being identified as the objective of teaching, language in my classes becomes a MEDIUM of expression and communication. It contributes to the personal expression of the participants and the group, and facilitates contact between them. It is lived and experienced instead of being learnt in an abstract and alienating way. Contact with the language occurs through contact between the interlocutors. In other words, it is learnt through relation and interaction.

3. This approach may be considered to be the transition from a pedagogy of having, centered on an accumulation of intellectual understanding, to a pedagogy of being, directed towards knowledge from experience. In the pedagogy of having the members of the class merely function as learners, but they become *participants* in a pedagogy of being since it is with their personality that they participate in the agreed activities.

4. One of my major techniques is to draw on resources originally developed while acquiring the first language - techniques of language acquisition, which may lie dormant within us and are reactivated to facilitate the acquisition of the foreign language.

5. Before becoming a medium for developing and sustaining relationships, language is primarily a medium of self-expression. Language allows us to "tell ourselves about ourselves" before "telling about ourselves to others". Every communication contains an element of self-expression, and listening to ourselves is at the heart of all successful communication. Thanks to language we can express what we feel, experience, and think. This is why individual journals are indispensable part of my classes. Some of them have a sign "For teacher's eyes only" and are not discussed in the classroom. But most of the students' entries are subject to vivid discussion in the classroom.

6. Talking helps us to encounter sensations, emotions, feelings, thoughts, impressions, and images which are often latent within us, of which we may not be consciously aware. So, language has an exploratory function, helping us to encounter that which dwells in our subconsciousness.

All things considered, I see a teacher as a facilitator of the learning process. For this purpose I use authentic literature which lends itself to numerous discussions of controversial issues, one of them being German Boy, by Wolfgang Samuel. In my workshop I would like to share with some practical techniques of using authentic literature in the classroom for which I will need an hour and 30 minutes.

And finally, I would like to quote C. Rogers who believes that:

Such self-discovered learning, truth that has been personally appropriated and assimilated in experience, cannot be directly communicated to another. As soon as an individual tries to communicate such experience directly, often with a quite natural enthusiasm, it becomes teaching, and its results are inconsequential.

As a consequence, I realize that I am only interested in being a learner, preferably learning things that matter, that have some significant influence on my own behavior.

(The Carl Rogers Reader, p. 302)

Natalia Orekhova (Glazov)
WRITING SYSTEMS IN CROSS-CULTURAL ASPECT

For centuries writing and scripts have been at the crossroads of linguistic and cultural contacts. Writing systems of many world languages, though divergent (Latin, Greek, Cyrillic, Armenian, Georgian, Arab, Hebrew, etc.) can be traced to the Phoenecian prototype. Writing viewed both as a code and a communicative process, is a cognitive, scientific and technological revolution according to Ju.M.Lotman. Though a subsidiary means of communication and

word/discourse processing, writing testifies to a higher civilization level of the ethnos that leaves behind visible marks of its cultural, technological and religious achievements (verba manet).

Writing systems are apt to contact, outside impact and constant change due to the exterior character of writing in its relationship with language system ("languë") and conventionality of writing/script. The former and the latter can be clearly seen in the history of writing – from pictorial and ideographical systems to phonography (alphabet). Other categories of writing (direction, characters, orthography, punctuation) are historically changeable; scripts can be simplified or completely altered (e.g. Turkish – from Arabic to Latin). It is also worth mentioning that a writing system becomes part and parcel of ethnic cultural identity and mentality. Therefore, writing reforms (graphic, orthographic, punctuation) should be well-arranged, planned and estimated long before they are started. Minor ethnic groups of the former USSR have been subjected to a linguistic experiment of several stages (1923 – 1938), a change of script first to Latin, with subsequent Cyrillic writing, the whole "reforming" campaign being linguistically unmotivated, with a mere ideological background. All effects of such "reforms" have not yet been fully and objectively estimated.

The above – mentioned *basic property of writing/script exteriority* determines a full-scale code variation that involves the sise/shape of characters, diacritical marks, blank space, paragraphing, etc. A change from papyrus to vellum codex stimulated further search for better spacial arrangement of the text (ornamentation, colour, paragraphing, capitalization). Extra-alphabetic symbols (accent, slash, paragraph, dot) were employed both as punctuation marks and music notation throughout Byzantium, Europe and Ancient Russia; a further search for text delimitation resources involves the use of mathematical symbols against the classic Greek and Latin (with some Hebrew traits) background. As a result, a certain uniformity of majuscule, illumination and arrangement became a permanent feature of the codexes containing the Holy Script throughout pax christianis (XI – XV c.). In Old Russian Cyrillic script, the prototypic Byzantian pattern had survived as an ethnocultural and confessional trait with a bias to manifest loyalty to and staunchness in the traditional Orthodox faith.

The bookprint and subsequent social and political modernization intensified cross-cultural contacts and also the spread of best samples of printing and book design. During the XVIII century Cyrillic writing underwent 4 major and minor reforms (the alphabet and orthography), and by the end of the century Russian bookprinting was on a par with that of Western Europe (Orekhova 2000, 2003).

Nowadays, we are witnesses to a rise and rapid advance of computer technologies; the global Net relying on a multi-media resource has not only become a new communication sphere, but also a symbiosis of oral (audio) and written (visual) codes on-line, unparallel in human civilization.

Tatiana Osintseva, Darja Starcova,Tamara Polshina (Yekaterinburg)
**MANAGEMENT OF EXTRA-CURRICULUM ACTIVITIES
AS ONE OF THE BASIC SKILLS OF A MODERN TEACHER**

Modern school requires teachers who are competent not only in their branch of science, but can be successful in many other aspects of educational process. Foreign language is one of the subjects which give both teachers and students possibility to use their creative abilities and see the results of their joint efforts. It's almost common practice for teachers of English to organize Christmas and Halloween parties, to release wallpapers in English, some schools have drama societies or music clubs. But, as far as we know, no one teaches how to organize this type of work, what aims should it have and what methods should be used.

The new experimental course "Theoretical and Practical Aspects of ELT", conducted in the Institute of Foreign Languages of the Ural State Pedagogical University since September 2004 has the aim of developing managerial skills of future teachers. Its objectives are:

- to develop characteristic features of a modern teacher of English – communicative competence, independence, self-reliance, creativity, self-assessment, etc;
- to discuss possible ways of promoting communicative skills in students, creating language atmosphere, understanding cultural background and extra-linguistic factors;
- to introduce to students basic principles of project management, including motivation, setting of objectives, planning, evaluation, SWOT analyses and final assessment.

The theoretical material is presented by the lecturer and concerns ELT methodology and management of extra-curriculum activities in a foreign language, their types and goals, effective teaching techniques, evaluation and assessment. The practical part of the course offers the students possibility to apply this information to their project work. This year there were 4 independent projects developed by our student: organization of holiday for young learners, students' theatre, students' newspaper and students' website. This type of activity teaches students to work in team, to organize their own work and the work of others, gives them a chance to reveal their creativity and talents.

Liudmila Ostasheva (Saratov)
TOWARDS THE CONCEPTUALIZATION OF THE "THIRD CULTURE"

Since recently, a new approach to language acquisition has been adopted in the TEFL field - that of cross-cultural communication.

The communicative approach is getting out of breath. So is "stranovedenie", which is sometimes proclaimed even as contradictory (A.Berdichevsky) to the modern direction.

Nowadays a weighty accent is placed on the social-cultural perspective as a smooth shift from the domineering mono-cultural communicative approach to highlighting the multi-cultural social competence.

This redirection leads to the revision of the conceptualization of "culture", traditionally viewed as Arts. These days we visualize Culture as an iceberg, with its above-water (history, geography, factual aspects -i.e Stranovedenie) and underwater parts (mainly ethical and esthetical ways, spirituality), the latter having been only cursorily studied and is now being brought to the highlights.

But have we, the ESL teachers, engrained this understanding to our students? A culture-related survey has been carried out in the Saratov Pedagogical Institute (F.L. dptm.), which reflected that the conceptualization of Culture has practically not changed. 94% of respondents indicated arts, 88% – traditions and holidays, 74% History, 66% - geography as integral elements of culture, 64% mentioned a vague concept of "mentality", 42%- "habits". Other scattered responses could be classified into etiquette and esthetical rubrics. Ethical concept seemed non existent. Neither was "religion" mentioned, and no one touched upon working habits, conception of self and society, which is a telling fact. The correlation between the answers of the 3d and the final year students is worth considering.

The idea that ignites the social-cultural approach is: Culture of a separate country, from the inside, is unique, but the same culture viewed as an integral element of the wholeness of cultures, from the outside, is universe. The learners' acceptance of the concept of the unity of cultures as the fusion of uniquenesses, is the crux of the "Third Culture" concept.

Tamara Oukhina (Voronesh)
TEACHING TRANSLATION TO THE WOULD-BE ARCHITECTS

Translation is regarded as a useful didactic tool in foreign language learning. A distinction should, however, be made between the role of translation in language learning and teaching translation as a skill in its own right. The purpose of this paper is to stress the importance of translation both as an effective pedagogic device for the students and as a specialized skill. A questionnaire to evaluate students' attitudes towards translation and its place in the university curriculum was compiled, and its results were in favor of a translation course that covered a wide

range of styles, many students envisaged translation playing a significant role in their prospective careers.

The two-year course was therefore designed to focus on grammatical structures, varieties of English, national specific meanings of words. Special emphasis is placed on selection of lexical items. In the first year learning starts with differentiating international words.

Task 1.DEFINE the international words underlined in the texts below, use the prompts:

international words possessing the same meaning and spelling, also geographic names, personal names in the texts for reading;

international words, having the same roots in the Russian language. They are usually translated by closely associated Russian words with other stems for better sounding;

_____international words with hardly indicated or false meaning. They should be translated by the associated words or other ways to derive their meaning, and thus the words would be learned.

Task 2. Read the text, try to understand all the details.

/SUMERIAN ARCHITECTURE A monumental architecture developed by the Sumerians, who dominated southern Mesopotamia from the end of the 4th to the end of the 3rd millennium B.C. Made use of locally available building materials: tall rushes and clay; tied bundles of reeds (used as structural framing for variously shaped huts, houses, and halls); reed mats and wattle and daub (used for walls and roofing); and clay (used as sun-dried bricks laid in mud or bitumen-mortar).To give character and structural strength to the mud-brick walls, the walls were articulated by buttresses or built with alternating pilasters and recesses. Rooms were narrow, mostly covered by timber and mud roofs; sometimes walls were faced with burnt brick or tile. Large cities were protected by strong ramparts. Mind the following: Millennium-/ не пут. с миллион/-тысячелетие; B.C.-before Christ-до н.э.; clay-/не пут.с клей/-глина; reed-камыш, тростник; rush-тростник; structural-/структура/-конструктивный; framing-/рама, фрамуга/-каркас; variously-/ вариант/- разнообразно; walls-/ валы/-стены; brick-/ср.брикет/-кирпич; mud-/муть/-грязь; articulated-/артикуляция/-обработаны; alternating-/альтернатива/-чередующиеся; covered-/ковер/-покрыты; palaces-/палаты/-дворцы; around-/раунд, круг/-вокруг; tile-плитка, черепица; ramparts-/крепостной/-вал/ы/.

Yevgeny Ovsyannikov (Glazov)
SOME MARKET-DRIVEN ASPECTS OF TRANSLATOR'S WORK
AND THEIR EDUCATIONAL IMPLICATION

For people involved in translation activity it is quite evident that the ever-changing professional environment is setting reference points which should ideally be followed and oriented by the academic community engaged in training students in the translation speciality. These aspects are conditioned by the market and could be analyzed for both outlining the required professional skills, and the resulting educational implications.

The recent growth and diversification of translation due to the increased demand can be characterized by the following factors:

- a growing tendency of outsourcing;
- the increased tempo of trade communication;
- emergence of new fields of translation, such as software localization and web-site translation;
- sweep of translation memory tools;
- communication in the Internet environment.

The above-mentioned factors determine some of the necessary professional skills a translator must possess:

− Responsibility and reliability. Even followed by a keen editor/proofreader check, the translator's work has often to be done as if it were "the final instance".
− Broad-mindedness and inquisitiveness.

- Availability. Awareness and use of state-of-art means of communication.
- Computer literacy, which is not a very minimum any more. The advanced user level is a starting level for a translator. The ability to use specialized applications is required.
- Sufficient knowledge and use of Translation Memory tools.
- Politeness in terms of Netiquette.

To meet indicated requirements, the technical translator training course should be based on a curriculum containing a significant amount of practical work both in a conditioned computerized environment for translation, and in field (shop) practice for consecutive interpretation.

The situation of the unsatisfied demand in technical translation professionals coexisting with the inability of the foreign language department graduates to build a successful carrier in the respective field is a paradox and a contradiction to be settled.

Svetlana Parakhovskaya (Izhevsk)
INTERJECTIONS AND NON-NATIVE SPEAKERS:
PROBLEMS OF ACQUISITION AND INTERPRETATION

The diverse and varied criteria to the interpretation of interjections and functionally equated with them units prove the statement that since time immemorial they have been on the periphery of the linguistic concerns. We can notice that interjections do not fit the scheme of part-of-speech classification ideally. The reason of it lies, probably, in the fact, that interjections form a significant subset of those seemingly irrational devices that constitute the essence of communication and are very hard to handle with different grammatical theories. The only thing that goes a priori with them is the idea that they are characterized as belonging to the purely emotive level of language. They can't emulate with other potentially emotive units such as verbs, nouns and adjectives, but the definitional analysis of interjections registered in different unilingual dictionaries shows that they can express more than 60 emotions. But what we are particularly interested in is not their abstract and general nature but the concrete manifestation of them provided by the immediate discourse content. One and the same form of interjection can have multiple categorizations and this strengthens the idea that they are not barely emotive cries. They may also be directed at someone to acquire a desired reaction or serve communicative intentions more broadly. But of course, due to their context-boundness they can only be interpreted relatively to their context.

It is evident that interjectional units can't be simply learnt and knowing of some prototypical concepts in their semantic meaning could encode the aspect of the particular content for which the interjection is appropriate. The research among Russian and American interviewees proves that handling interjections presents a certain difficulty for Russian learners, because their inability to provide the correct semantic decomposition leads to impossibility of using interjections adequately in speech. The vast domain of these emotive elements is strongly minimized. Sometimes these units are not even recognized by learners due to some phonological aberrance of their nature. For example, 'psst' (used for getting someone's attention without other people noticing) sometimes is mistaken for the Russian 'тсс' (used for telling someone to be quiet) by Russians. Americans, on the contrary, discover much more refined choice of interjections and indicate a great variety of non-standard spelling forms of units not registered in dictionaries.

In general, the process of conceptualization and categorization of interjections appears to be a serious problem for non-natives of English.

John Parsons, Tatiana Kuzmina (Moscow)
"CLICK ON RUSSIA 1-4" SERIES AS A MODERN TOOL
OF CROSS-CULTURAL COMMUNICATION

Globalization and other current tendencies in Russian society made it possible for people to travel, seek a job or university abroad. Learning languages, therefore, is now seen as a vital part of education. The process of integration into global economy has also been reflected in the recent

tendencies in education. The prime example of this is the Russian National Exam (RNE), which started in 2002.

The regulatory documents for the RNE consist of a number of references among which "The Common European Framework of Reference for Languages. Learning, Teaching, Assessment (CEF)/1/" is listed. This book, issued by Council of Europe in the late 90th, is now regarded as the main guidelines for teachers, students, examiners and book designers/publishers.

All the concepts and principals of the CEF are based on further promotion of cross-cultural communication and language diversity. Learning languages, therefore, should become more culture oriented so that learners could speak about their culture with great deal of competence.

However, there are no coursebooks that can fulfill this task. The "Click On Russia" series is designed to bridge the gap.

<u>Choice of topics for "Click On Russia"</u>

"Click On Russia" series was designed in the form of Culture Clips attached to the main course "Click On" by "Express Publishing". The topics in both series correlate. They are shown in table 1:

1.	
Rubric	Name
1	Russia is my motherland
2	Geographical position
3	History
4	We are Russian
5	Culture
6	Regional component
7	Tell me about yourself

Each rubric is presented in "Click On Russia" books from different angles. The example of how rubric 5 is presented is given in table 2:

2.				
Rubric 5. Russian Culture	COR-1	COR-2	COR-3	COR-4
Fairy Tales and Legends	+			
Proverbs and Sayings				+
Literature of the Past			+	+
Masterpieces of Literature and Architecture	+	+	+	+
Musicians and Artists		+	+	+
Then and Now		+		
Heroes and Film Stars	+	+	+	+
Mass Media. Radio and Television				+
My Favorite Books			+	
Fashion		+		
Travel. Free Time	+	+	+	+
Holiday	+	+	+	+
Environment in Danger		+	+	+

The choice of each rubric was determined by the following factors:
The topic must be in school curriculum
The topic must reflect Russian specifics and peculiarities
The topic must be familiar to the foreigner or be of some interest to him/her

The course book of each level consists of 10 -13 Units with two one page sections 'a' and 'b'. Each section is structures as follows:
Lead in, with picture prompts and questions
Reading & Listening, with tasks based on:
    True/False
    Error correction

Sequence completion

Matching

Speaking

All material is presented in bright and eye catching form. Musical background is often used to make associations more vivid and memorable.

<p style="text-align:center">Components of "Click On Russia"</p>

At each level, they are:

Students' Book

Class cassette (1)

Teachers' Notes (in paperback and electronic book)

The most interesting is the electronic Teacher's Book which contains all the necessary elements, including Students' Book and other cassettes on one disk. The pictures/flashcards, teacher notes, key, and other options can be accessed easily. Using electronic books makes the series not only useful, but exciting as well.

The authors hope that "Click On Russia" Culture Clips facilitate teachers and help students speak about Russia with confidence and pride.

Tatiana Penkova (Perm)
TD ESP COURSE IN PERM

This academic year the ESP Teacher Development Course is conducted by a team of teacher trainers representing two major Universities in Perm: Perm State University and Polytechnic. The course participants come from different educational institutions ranging form high school to tertiary level, both non-linguistic and linguistic, the latter being educators to the would be English teachers for Perm Region.

The development of the Course started four years ago within the framework of the Russian Education Support Project on Specialist English –RESPONSE – under the auspices of the British Council and the Ministry of education. Its aim was to improve the quality of teaching English for Special Purposes and English for Professional Communication at Russian universities by serving as a resource for teacher trainers in a number of regions of the country.

The ESP TD Course came out as a result of a collective endeavor of 15 English language teachers coming from different regions of Russia and led by British ESP experts Pat McLaughlin and Mike Scholey. The coordinator of the Project is Ludmila Kuznetsova, an Associate Professor of St. Petersburg State University.

On completing a series of workshops in methodology and passing the CAE exam the Perm team along with the teams from the respective regions could qualify as teacher trainers for the in-service ESP TD Course. The course comprises about 72 contact hours and 36 self-study hours and spans the period from November till June.

The course philosophy is based on such current learning theory as the reflective practitioner (Schon 1983), deep approaches to learning (Marton and Saljo 1984), an education (as opposed to training) view of teacher development (Fish 1995), adult learning (Knowles 1990), autonomous learning, and affective factors (Zymnyaya 1985).

Teachers are encouraged to revisit and develop further their own, individual approach to teaching English through awareness-raising, practice and reflection-based stages of the course activities. They have opportunities to share, discuss and try out ideas, techniques, activities and teaching materials. They get also informed through such aspects as reading, action research, observation of the practice of others and professional diaries. All together this works towards building teachers' professional confidence.

Below are some comments by the teacher trainers on the issues they have dealt with during the course, such as the paradigm shift, i.e. new teacher's/learner's roles, and in this connection the importance of learner responsibility, individual cognitive styles, classroom observation and materials development:

1. It is widely accepted that the perception of the teacher in the learning process has radically altered. Formerly, this role was seen mainly in terms of providing input in the form of models, explanations of the language system, etc. and then closely controlling practice of these models. Now, the role is defined more in terms of a facilitator who sets up conditions and activities that will make it possible for students to operate with language.

In the past the question most frequently asked was "Which is the best teaching methodology?" Now teachers ask, - How can my students best learn the language?" The focus has shifted from the teacher to the learner, and with this has come the realization that each learner is an individual, with distinct needs, learning styles, mental schemata and attitudes.

The teacher is to be aware of multiple individual cognitive and personality factors and able to diagnose and utilize them to the fullest. The teacher must have more than a passing knowledge of recent investigations in linguistics, psychology, sociology and pedagogy.

While the emphasis in education today is on the student as the focus of learning, it must be remembered that the teacher is still the person specially trained to guide the student, help him select appropriate learning materials and create a positive classroom environment.

Interactive activity-based approach and methodological aspects of ESP during RESPONSE workshops help our trainees to perform these tasks. Through active learning the in-service teachers obtain hands on" learning experience that enables them to foster in their own classroom. Feedbacks, written by the trainees at the end of each activity, reveal the process of awareness-raising, building professional competence and confidence.

2. However experienced a teacher may be his/her teaching activity does not necessarily result in a success unless their students are involved in the teaching/ learning process and are taught to develop their own learning strategies, so that they can become independent learners as far as possible.

To help them to acquire study skills the students are encouraged to reflect on the way they learn, to think about their own strengths and weaknesses, their favourite activities or the ones they find too easy or difficult and why, probably with a view to making a plan for future action. At regular intervals (at the end of each month or at the end of each lesson) the students are asked to write their feedback on what they have come across. According to the participants' responses, on the one hand, it has proved to be a valuable indicator of how efficient the teaching process is and informs a teacher of the students' needs; on the other hand, it helps the students to raise their awareness of their individual progress and try to assess it.

What is important is to make the students understand that if they want to be successful in learning English they should be prepared to 'take some of the strain", to take responsibility for their own learning. Teaching / learning process may become a partnership between teachers and students. It could mean that students may be encouraged to choose the reading materials they are interested in (probably with the further work of a teacher to simplify these materials and make them accessible to the students); do project-work; develop some activities; design the teaching materials or checkback paper and even do some micro-teaching.

The participants worked out questionnaires for their students to fill in and the students' feedback on this kind of activity has been definitely positive. It might also be helpful for the teacher to evaluate the course or some specific parts of it.

3. Effectiveness of the learning process depends on many psychological factors. One of the most important questions is – how individual learners process information according to their cognitive styles.

The relationship between certain factors (field–dependence-field-independence, introversion-extraversion, sensing-intuition, thinking-feeling, perceiving-judging and etc.) has been examined extensively by both educational psychologists and ESP methodologists.

The problem of the dominance of either left (logical) or right (gestalt) hemisphere is especially important in teaching ESP. Logical learners acquire knowledge step by step and draw much on analysis. Gestalt learners acquire knowledge holistically, i.e. all at once, and rely a lot on visual and auditory memory associations. (Radislav Millrood, 2003).

Taking into account this information, ESP teachers can give their students a variety of learning activities which are best suited to the students' individual cognitive styles.

4. The individuality of teachers and learners means that no matter how good a course book is, and no matter how much published supplementary material is available, most teachers will generate materials of their own. And they do it for a range of reasons: they might want to bring in realia into the classroom to liven the process of learning up, or they might want their students to respond to some compelling information or breaking news, etc. A tailor-made material developed by the teacher to reach the instructional objectives is not a hard thing to do if the teacher knows *how* to do that. At our workshops the participants get acquainted with and practice the tools which will help them to design original materials with fresh ideas for their classes.

As one of the main goals in teaching English is to assist learners to do in class what they will need to be able to do in real life, materials should reflect the outside world, that is they should be authentic, so should be the tasks, activities and strategies the students will employ.

5. One of the tools for professional development is classroom observation. There is a variety of reasons for observation ranging from assisting inexperienced teachers and learning new things from colleagues to evaluating students' progress. Needless to say, that not all teachers feel comfortable about being observed. What can be done to develop a positive attitude towards observation visits? How can we raise teachers' awareness of how significant peer observation is? It is important to remember that we do not teach in isolation, we are part of a team gaining experience from the practice of others. It has become common for young teachers of our department to attend one another's lessons since they feel comfortable when observed by colleagues of the same age. We also encourage younger staff to observe experienced colleagues as often as possible. Only after that the observation of their lessons is done by a mentor. This type of sequence in the observation process eliminates the teachers' fears caused by the fact that their lessons will be attended. The post-observation discussion is done in a friendly, non-threatening way with both parties reflecting on what worked well and what might be improved, the outcome being educational rather than judgmental. As part of Teacher Development in ESP course, we asked the participants to devise an instrument for observation, an observation form that can be used by them to practice peer and self -observation skills and reflect on how they can use the information obtained from such observation.

In conclusion it must be said that after finishing the TDESP course, participants are entitled to receive:

1. A Certificate of Attendance

This attests to the fact that they have attended more than 70% of the 108-hour TD ESP Course sessions; have completed all of the accompanying Self-Study tasks; and have participated in micro-teaching practice and materials development sessions.

2. A Certificate of Completion

This is evidence that its holder has:

a) attended more than 70% of the TD ESP Course sessions, done Self-Study tasks, and participated successfully in micro-teaching and materials development sessions; development or syllabus design;

c) participated in classroom visits and observation;

b) successfully completed a project on materials.

Tatiana Perevalova (Irkutsk)
ABOUT NON-VERBAL SIGNS IN TEACHING ENGLISH TO YOUNG LEARNERS

At the beginning of writing mankind used pictograms; likewise it is reasonable to use symbols and other non-verbal signs (for instance, gestures) in teaching English to young learners (6 to 9 years old). With these signs one can depict words, word-combinations, sentences and texts at large (for example, rhymes and songs). By means of the signs children can create their own "books" such as "About Myself", "My Pet", "My Toys", etc. First of all non-verbal signs help children memorize words and other lexical units. Depicting words in the way of signs,

gestures and "cricke`" pictures looks like a game, a cipher, a challenge for children, which they gladly respond to. The task to make or guess the meaning of a sign wakes up their imagination, creativity and sense of humor. Children are fond of drawing and are able to create signs of their own.

The visual presentation of phrases in a very laconic way – in the form of signs – makes it possible to teach grammar to very young learners. One can teach them different grammar phenomena: word order, word formation, tenses (for example, the comparison of Simple and Progressive), use substitution exercises, etc. It also helps to teach dialogue and especially monologue speech. Drawing signs trains the subtle hand motorics of children and prepares them to alphabet writing. The transition from signs to letters is gradual. "Acting out" grammar rules in the way of gestures and other signs develops artistic abilities of children. To some extend signs can be used in teaching foreign languages to adult learners too.

Ursula Philipp (Finland)
THE CAMBRIDGE ENGLISH TEACHING MATERIAL
A VIEW ON AN ALTERNATIVE TEACHING RECOURSE

What is Cambridge English for Russian Schools?

Cambridge English for Russian Schools (CESiR) is a teaching recourse which was developed in a team of Russian and English editors. It is based on the standards of the Russian English teaching programm. The Cambridge English course for Russian Schools provides a modern English teaching course for the grades five to nine.

What is special about the Cambridge English course for Russian Schools?

The special characteristic of this English course is that it covers on one side the claims of modern language teaching methods and meets on the other side with the requirements of Russian schools.

The CESiR is developed for russian schools. „Topics presented in CESiR, therefore, contain *curriculum links* with other subjects" (Teacher's Book Three).

The Aims of CESiR

CESiR aims at „*learning English and learning about the world*",*"Student involvement"* and *„Support for teachers"* (all quotations from Teacher's Book Three; 7 f). The first aim is to develop the pupils skills to use and understand English. In order to make language learning interesting for young people (for the age group the course book aimes at) the language material is presented by topics which interest young people. The emphasis on „student involvement" comes out of the experience that students learn much easier, if they feel that learning is in their responsibility and that they may take part in classroomactivities. CESiR therefore provides many tasks in which students may decide what they want to do and also those tasks in which students think about their own learning process. The third aim CESir gives is support for teachers. By this CESiR also hints on the development of English teaching.

The Methodology of CESiR

The methodology of CESiR aims at creativity, personalisation, transparancy, learning centredness, introdifferenciation and the use of the mother tongue.

It suggests a creative approach to language which will allow students later to use English actively. Therefore CESiR provides tasks by which pupils are encouraged to express their own thoughts in creative ways. Its further aim is to give students the feeling that learning is an individual process for which everyone can take personal responsibility. Learning centredness is given by tasks in which students are processing their answers first before they are asked to produce language in front of the whole class. CESiR also gives teachers the opportunity to teach pupils with mixed abilities. It provides many hints on how teachers can help weaker students and foster stronger. Finally one aspect of the CESiR methodology is the use of mother tongue. Students are asked to compare Russian with English and by this to analyse language structures in order to use them correctly.

All in all CESiR is a modern English teaching course which can help to modernize English teaching at Russian schools.

Ursula Philipp (Finland)
PORTFOLIOS IN LANGUAGE TEACHING

What are portfolios (Pf)?
- Portfolios are a collection of learning evidents ("artifacts") which are commended by the author of a Pf. This collection can be in the form of a paper file or an electronic file.
- A Pf also contains an introduction which explains why this or that artifact is chosen as a learning evidence;
- A Pf shows by this a process of work and its result.
- Depending on the chosen emphasis the Pf can be either result orientated or process orientated.

Why portfolios?
- They are a way of holistic access: it is not only the result which is looked at but also the process, the personal involvement
- Pf uncover the way of learning. To know ones way of learning helps to use effective learning strategies.
- Pfs in language learning show how developed the language skills are concerning different aspects of language proficiency
- They require skills like goal setting which are important in the professional career of a modern society.

How can Language Learning Portfolios be introduced into university courses?

- Ask students to keep a learning journal with certain questions: "What was new to me today?" "What do I want to keep in mind?" "What didn't I understand, yet?"
- Ask students to keep a work journal with collected homework, a peer feedback, diagrams or lists of new vocabulary or grammar, sketches for illustration...
- Tell students what kind of documents or materials they could present in their pf: pieces of their learning journal, working journal, successful homeworks,...
- Ask students to order their learning documents according to the field of language proficiency. It can be recommended to have a "writing ability" section, a "vocabulary" section, a "grammar" section and a "listening" section (with solved listening tasks).
- Students can be given certain questions which they have to answer about every learning evidence.
  - *What is it?*
  - *Why do I want to put it in the Pf?*
  - *What did I learn by this "artifact"?*
- Ask students to write an introduction which invites the reader of the pf;
- Ask students to write a resume which tells the reader two or three major insights the author gained in the semester and two or three major questions which are still open to be answered in the next semester.
- Tell students to present their Pf like as an exhibition. Instead of an examination in the usual way you can take the pf as base of your evaluation. Give students a clear guideline of your evaluation.

<center>EXPERIENCES FROM GERMANY</center>

Portfolios in the university education;
Portfolios in the school education: Pf as means of graduation.

Irina Plekhova (Izhevsk)
CULTURAL AWARENESS AS THE NECESSARY COMPONENT
OF TEACHING TRANSLATION

In the past translation was often regarded by the teachers of foreign languages as a means of grammar skills development. Over the last years this approach to translation has undergone a development that has completely altered this activity's identity. Along with language proficiency cultural awareness has now become an important aspect of teaching translation and is viewed as an essential component of the language student's competency.

"Translation and Speech Making" is a special course for students who take translation / interpretation as their major at Udmurt State University. This course is designed for teaching students effective presentation of both a speech in the source language and its translation in the target language. As it has been found out understanding cultural differences in terms of verbal and non-verbal behaviour must become an important element of the learning process. In this connection the course "Translation and Speech Making", besides everything else, introduces students to cultural diversity and makes them aware of the need to accommodate cultural connotations in the process of translation/interpretation.

These are the stages of classroom activities employed when teaching language students cultural awareness:

- observing, identifying and recognizing culturally-marked language units or patterns of non-verbal behaviour;
- discussing their meanings;
- comparing and contrasting them in the source and target language communities in order to limit the possibility of misinterpretation;
- negotiating effective translation of messages (for language units)/possible interpretations (for non-verbal behaviour patterns).

This approach to enhancing cultural awareness in the process of teaching translation has proved its effectiveness so far. Still there are plans to improve and develop it in future.

Svetlana Polyakova (Perm)
DIFFERENT LEARNER STYLES
IN INNOVATIVE TEACHING ESP CONTEXT

The relationship between certain factors (field – dependence –field –independence, introversion – extraversion, sensing – intuition, thinking – feeling, perceiving – judging and etc.) has been examined extensively by educational, social, general, cognitive psychologists, psycholinguists and ESP methodologists.

Different researchers have tried to categorize learner styles in accordance with their scientific fields. For example, NLP specialists (Revell and Norman 1997, Teeler, 2000) claim that most people use a number of primary representational systems to experience the world (the acronym VAKOG stands for Visual, Auditory, Kinaesthetic, Olfactory and Gustatory systems). The Gardner 's Multiple Intelligences theory (Gardner 1983 1996) and Goleman's additional "Emotional Intelligence" (Goleman 1996) suggest that the same learning task may not be appropriate for all learners.

Another aspect of learning styles is the dominance of either left (logical) or right (gestalt) hemisphere. Whereas Logical learners acquire knowledge step by step and draw much on analysis, Gestalt learners acquire knowledge holistically, i.e. all at once, and rely a lot on visual and auditory memory associations. (Radislav Millrood, 2003).

The differences in learners are obvious. However, what is meant by "learning style" and "cognitive" styles?

According to a Russian psychologist Marina Kholodnaya (2001) a cognitive *style is an individual special way of processing information about a present factual situation* (including perception, analyses, categorization, evaluation and etc.).

While they (cognitive styles) are highly organized mechanisms of intellectual regulation which can be found in a wide range of situations, *learning styles are certain learning strategies which characterize individual response of a learner to a particular situation in the classroom* (Kholodnaya 2004).

Thus, individual learning styles depend on specific educational technology (such as the classroom environment, textbook design, teacher's attitude, type of school or college, learner's motivation and their needs as well as coginitive, metagognitive and intentional experience).

However, in every particular classroom situation a learner demonstrates not only separate learning or cognitive styles, but also a **personality-centered style** *which is characterized by different developing stages and represents a multiple and flexible form of intellectual behavior.*

Therefore, a learner style is reflection and implication of personality – centered style.

Taking into account this information, innovative ESP teachers can give their students a variety of learning activities, which are not only best suited to the students' individual cognitive styles but also are challenging and stimulating for the development of their personality-centered style.

Denis Popov (Omsk)
TEACHING THE COURSE OF "THE LANGUAGE AND THE CULTURE OF THE USA" IN THE LIGHT OF THE CURRENT CULTURAL STUDIES

For the last nine years I have been teaching at Omsk State University, the Department of Foreign Languages. Among the various subjects that are of my concern, there is one which seems to be very vital and important in the light of the ongoing modern processes, such as crossing bridges between different nations. The subject in question is called The Language and Culture of the USA, or American Country Studies as it is often referred to.

The main objective of the course, which is designed for 18 classroom lessons for the Foreign Language Department students of the 2nd year, is to introduce the US culture, history, religion, language, political system, as well as some aspects of modern life to the students. As a result, the learners, who in fact suffer a very little and fractured knowledge of the subject, or none at all, get in touch with the various above-mentioned aspects of American life.

It is not the secret that the young people show a real keen interest to the topic in question, which can be explained by the general positive attitude of the younger generations towards the USA, despite some political problems or the questionable US foreign policy nowadays. In fact, students care little about the political situation; they tend to learn more about the lifestyles, the nature and the culture of America.

The course is designed so that it presents the following aspects:

1. The Geographical Position of the USA and the US Economy – here, the students learn about the general data such as geographical, economical and political position of all 50 US states; main industries; the level of life; the trends in the modern US economy.

2. The Political System – here, the main topics are: the three branches of power, the President and his powers, types of local political governments, the Naturalization Process and the rights of the US citizen.

3. The History – here, only several most important milestones are mentioned.

4. Religion – here, the main emphasis is laid upon the importance of Protestantism in the modern life; the influence of Christianity on all sides of American life; as well as a short insight into some most dangerous US sects, with the emphasis on their real harm and activities.

5. Culture.

However, even being so pressed with time, we, together with students, manage to learn enough. The course is planned so that there are lectures, and the workshops, where students can

share their knowledge, by presenting their reports, with the help of pictures, maps, charts, as well as additional audio and even video materials.

The main and the foremost reason of the whole course is to get students acquainted with the US Culture. To say more, it has to be added that to enforce the multi-cultural contact an to invigorate the learning process, I invite the native speakers, in this case, the Americans, to talk to students, to teach whole parts of the course, such as Religion or Economy, to them. That, in fact, increases the interest, encourages young people to talk, to listen and to respond, which is our main goal – to teach English and make it a motivated process, as well as to give our students authentic materials and authentic, up-to-date data.

The real interaction of the cultures happens when the students talk to the native speakers, learn from them, when they read the Internet, watch the US news. All this leads to finding new information and then, as a result, they acquire new knowledge, new facts, new data. Since not all students may go to America to work, such studies can at least help them get closer to the US culture. My primary goal is to help them get rid of certain biases and prejudices concerning America, as well as to dispel some certain myths about the USA. Often, the learners tend either to present the material in very pro-American way, which is not always wise or safe, or to show certain disrespect to all American, which also cannot establish better understanding or provide a correct insight into the US life. Extremes should be avoided at all costs.

Of course, some certain problems occur. Often, students simply cannot work with the Internet, which may seem strange in our modern world, but this is true. Often, they cannot find the correct link to the sites. Mostly, it happens because they use the Russian search engines which fail to get the right information. In this case, my task is to help them learn about the better engines such as http://google.com , or http://hotbot.com. Another problem is the mere abundance of information available, so the students are in real difficult situation trying to choose the best source. Thus, my task is to provide them with the list of good, authentic sites that may give the correct and fresh data. By getting correct knowledge and by learning more from the natives directly, the students then come to a clear and better understanding what a real US culture is and what it may give to us. Thus, the cultural bridges are crossed. The contacts are established.

Yuri Potapov (Izhevsk)
AN INTERACTIVE TOOL FOR DISTANCE LANGUAGE LEARNING

Interest in the remote delivery of language instruction has increased significantly in recent years. One of the most welcome Web products for language learning in most US universities is *Horizon Wimba's WebLab*. The information below is based on the study of the use of WebLab at the University of Nebraska, Lincoln in 2004. WebLab is a web-based vocal communication product that facilitates and promotes vocal instruction, collaboration, coaching, and assessment beyond the traditional language laboratory environment. WebLab is a language lab that supports traditional communicative styles of language learning, and gives students multiple methods of speaking, writing, and listening to foreign languages - all online.

Main features of Horizon Wimba's WebLab:

- *Live Conversation and Voice Coaching.* This real-time voice conferencing feature allows for live oral language instruction, small group role-plays, and other communicative based tasks.
- *Embedded Voice within Course Pages.* It allows to easily add listening exercises and voice messages into any CMS (Course Management System) page. WebLab incorporates a small recorder and playback feature that can be placed within any CMS page allowing instructors to verbally explain complex ideas, post assignments, or simply highlight important ideas that will be discussed in upcoming lessons.
- *Instant Oral Assessments.* It enables language instructors to build a wide range of test questions types, such as multiple-choice, fill-in-the-blank, pairing, voice dialogue, vocal multiple-choice, or vocal pairing multiple-choice.

- *Threaded Voice Boards.* It enables learners to speak and read a language at the same time. Voice Boards allow instructors and students to create threaded voice discussions in any language as instructors and students post vocal messages, with accompanying text, into message boards for practice and review.
- *Voice-Enabled E-Mail.* Students and instructors can send vocal email messages to anyone, and recipients simply reply by sending

Elena Povysheva (Izhevsk)
PETROLEUM TERMINOLOGY AND WAYS OF ITS TRANSLATION INTO RUSSIAN
(on the example of terms – verbal nouns)

With the occurrence of the petroleum industry, in the English language, there arises the question of the lexical units-terms formed under the appropriate rules of the language: word-formation, derivation, transposition. New concepts involve the interest of linguists with the heterogeneity both concerning belonging to a certain part of speech, semantics and structure.

The petroleum industry is considered to be comparatively a young branch in the Udmurt Republic. The first oil well was drilled in 1969. The petroleum terminology which is required to be translated from Russian into English is formed due to a very active contacts planned at the end of 20 centuries and new millennium. There is a keen necessity for the translation of the numerous documentation, the correspondence and instructions on the use of the equipment and new technologies. The great part is made with the verbal nouns ending with – ing, -tion, -ment, -er. The terminology is known to be characterized by a great instability, which is connected with the occurrence and assimilation of new concepts and terms.

On the whole the petroleum industry is characterized by gradual processes, therefore all lexical unites-terms (verbal nouns) are better to consider according to semantic groups or to types of activity: *1) experts – driller, development engineer 2) exploration – migration, formation 3) drilling – drilling cuttings, boring 4) well building – casing, tubing 5) repair works – injecting, tripping 6) extraction – producing, perforation 7) refinery – cracking, refining 8) equipment – preventer, separator.*

In the procecss of their usage the lexical units under consideration may pass into another category, and acquire new meanings. While translating the terminology it is necessary to resort to: a) the correspondent translation (*refinery "to make pure"*); b) expansion of the word meaning (refining " recycling plant "); c) the descriptive translation (fishing "grab the missing equipment from the well").

New concepts and terms are fixed in the language as the terms and words – professionalisms. Thus, an intensive work on overcoming the difficulties is being conducted.

Olga Pozdnyakova (Tambov)
THREE APPROACHES TO HIGH-STAKES EXAM TRAINING

This abstract deals with the description of three approaches to teaching in examination preparation classes.

We distinguish between format-oriented, strategy-oriented and curriculum-oriented approaches.

Within the format-oriented approach learners are exposed to a number of practice tests. The advantage is that it helps learners to become familiar with the format of the examination, the exercise-types favoured in the particular examination. The problem with this approach is that it creates negative backwash effect: doing a lot of past papers is unlikely to teach anything, especially if feedback is limited, it just shows test-takers those things they don't know and the results can be demoralizing.

The strategy-oriented approach means development of specific test-taking strategies, acquirement of exam tips, for instance, "read the questions first in order to read the text purposefully", "don't read every word of the text carefully, you don't have to understand every

word of the text to be able to answer the question", "before looking at the four choices try to answer the question in your own words and only then choose the option closest to yours", "when taking a speaking test don't just give one-word answers, show off your grammar, vocabulary, pronunciation, fluency so that the examiner has some language to assess".

Whereas the strategy-oriented approach is aimed at providing learners with methodical guidance and support to prevent them from making mistakes, the curriculum-oriented approach suggests techniques to develop inference strategies so that to deal with difficult words, prediction strategies in order to listen efficiently, provides exercises to build up language competence, gives model answers for analyzing and discussing, teaches examination writing. In other words testing materials are used to teach all language skills, to increase learners' language ability. We find the curriculum-oriented approach the most educational.

Ekaterina Prokopieva (Izhevsk)
LANGUAGE PORTFOLIO IN THE EFL CLASSROOM

Today higher education aims at the development of students' motivation for self-education, for self-organization and self-control. There are new methods, which are directed toward self-reflexion development.

The experimental program of the self-reflexion development is being realized on the second foreign language department of the Institute of foreign languages and Literature. A **language portfolio** is introduced from the very beginning of the second language learning. It is an individual pack of working materials, which present one or another experience of a student's studying the second language mastery.

The work with the language portfolio is different for each studying year and does not have the same aims. It is important to organize it in a logical order. We would like to present the approximate succession, which is done on the second foreign language department.

The second year

The portfolio is a folder with files for each student. A file contains: self-presentation according to the common form, results of psychological tests (4), first creative works of elementary level.

On this stage it is a teacher who works at the forming and filling.

The third year

It is the same folder with the files for each student. It is allowed to change something, but not to destroy or throw out. The file contains: *self-presentation in a free form, creative work, long – term plan, certificates, diplomas, etc of participation in contests.*

On this stage it is a student who is responsible for forming and filling his/her portfolio.

The experiment with the language portfolio has been realized only two years ago that's why we cannot suggest the program of working for the fourth and fifth year students.

Being a show material, the language portfolio is a self-appraisal instrument of the achievements in the process of the second language learning as well an instrument of the second language independent studying, which favours the self-reflexion development to one or another degree.

The portfolios are kept in the department and are always accessible for a student to be seen and filled up.

Vladimir Prokuronov (Izhevsk)
REQUIREMENTS FOR TRANSLATIONS PRESENTATION
IN RUSSIA AND ENGLISH-SPEAKING COUNTRIES

Market economy and expanding cooperation with other countries make it necessary for Russian translators to master accepted forms of presenting technical and business information in English. The Paper discusses different ways of presenting translations made from Russian into English. OJSC "Udmurtneft" is a subsidiary of THK-BP and at present is in active cooperation

with different foreign companies, which are engaged in drilling and oil production. These partners insist on presenting translations in accordance with very strict rules.

There exists a certain "culture" of presenting translations, a certain format. It concerns dating, the kind of type, files naming, capitalization of letters, etc. THK – BP usually sends its subsidiaries the necessary requirements for various kinds of reports, concerning translated materials and intended for the head company. All these rules and strict requirements usually prove to be unknown to translators – beginners, and it takes time to teach them how to present their translations in the proper way.

Unfortunately many books on the theory and practice of translation do not provide translators-to-be with the necessary material concerning specific features of translating technical texts from Russian into English and their adequate presentation to meet the needs of contemporary market. Translated materials should be also preserved in such a way that they could be easily found and used. For instance, there are certain requirements for archivation. The existing textbooks on technical translation (by A.L.Pumpyanskiy, I.A.Nosenko, E.V.Gorbunova, etc.) lack any information referring to translations presentation, hence, translators have to look for information in the Internet and other sources.

The course of technical translation for the students mastering specialty "translation and translation studies" in Udmurt State University (the Department of Translation and Stylistics) is intended for filling in some gaps in translators' education and making their work with technical texts easier.

Galina Psareva, Dina Shakirova (Izhevsk)
THE IMPORTANCE OF INDEPENDENT FOREIGN LANGUAGE PROJECTS FOR FURTHER PROFESSIONAL DEVELOPMENT

Everything that enriches professionalism, establishes readiness to obtain certain information and tailor it to this or that situation is particularly important for higher education institutions. So universities seek new teaching methods directed at students' reflective development and self-perception of their abilities during the process of preparation for further professional activities.

Students should recognize the point of their own work and master the technique of self-education as well as universities should provide a dramatic breakthrough in the methods of self-development.

Self-development is impossible without students' independent work that is a form of educational activity. Independent work should be perceived as an inner motivator. Students are supposed to be clearly aware of the purpose of their activity, accept educational task and become personally interested in it, be able to time their work, control their performance, etc. During independent projects students have an opportunity to step up their professional development. Mental identification with specialists of their field enables students to reveal their own approaches to problem solving, to work out and implement the technique of decision making.

The psychological aspect of independent work is also essential.

Considering that the above said is particularly significant for social communication specialists foreign language teachers try to make every effort to involve students into independent projects in terms of foreign languages. According to foreign language program independent projects take up to 196 hours for PR students. For example, the topic "Arbeit\ Urlaub" results in independent projects that are based on collecting and analyzing statistic data. The essence of the project is not only to obtain information, state definite facts, learn vocabulary and grammar structures. Being truly absorbed in their projects students initiate their own ideas.

Thus independent foreign language work is fruitful for students as they learn to foresee their future career prospects, look for new information, analyze and interpret it so that to make the right decision.

Natalia Pushina (Izhevsk)
**THE INTERNATIONAL STATUS OF THE ENGLISH LANGUAGE
AND THE INTERACTION OF CULTURES**

A modern international language is the language of global usage caused by the needs of wide international contacts in the conditions of actively developing international commerce, means of mass communication, scientific terminology.

The active functioning of the English language in communication is explained by the fact that modern state of the English language satisfies all the criteria of international status. Fist of all it is its relative simplicity due to the analytical typology of the language which during its historical development lost its complex system of inflections, then there are a lot of native speakers practically on all continents, there also should be noted the variety of its variants (British, American, Australian, Indian etc.) and the active usage of Internet. All these factors help to overcome the differences of communicative, informative and cultural space.

The English language makes the perception of the world, which is performed on the basis of the native language, easy. It extends the possibilities of our reflection against linguistic and cultural background, because as a result of crosslinguistic contacts the English language has acquired a lot of borrowings from different languages both cognate and non-cognate languages – Latin, French, Spanish, Scandinavian languages etc. and actively penetrates other languages such as French, Russian, German etc.

The function of the English language is to make the process of perception and cultural integration active and to enhance the model of another cultural world. This model is enriched with other cultures interiorised through the language making the world outlook of a polylingual man rich, creating his personal multicultural world [e.g., Khokhlova V., Khokhlova. J].

Correct understanding of cultural situation and interaction of cultures determines the adequate choice of linguistic means. In intercultural space and community there takes place the process of comparison, appreciation of other cultures in the light of existing cultural norms.

Minzalia Rakipova (Kirov)
**THE INFLUENCE OF DIALECTS ON THE DEVELOPMENT
OF AMERICAN ENGLISH**

The basic dialects in the USA are considered to be New England, Southern and Western/General American. But according to social scientists there exist more than twenty-four dialects. Some believe that it's actually impossible to count the number of dialects in the United States because under a loose definition of the term, thousands of cities, towns and groups have their own varieties or dialects.

At the end of 1996, the Oakland, Calif. school board inspired nationwide debate with its endorsement of *Ebonics* as a separate language. It passed a resolution declaring Ebonics to be the "genetically-based" language of its African American students, not a dialect of English. But the American public and black leaders condemned the board's decision. They denounced black speech as slangy, non-standard, and unworthy of the classroom.

Most linguists think of black English or African American Vernacular English (AAVE) as a dialect of English though afrocentrists may see a political and cultural advantage in calling AAVE *Ebonics* and treating it as an independent language.

Sometimes descendants of Spanish-speaking immigrants from Mexico or Central or South America speak a distinctive variety of English called Chicano English. Some speak Spanglish. Unlike Chicano English, Spanglish is not a dialect of either English or Spanish but rather an intertwining of the two languages.

There is a unique dialect called Cajun English in Louisiana. Several varieties of French, Canary Island Spanish, German and a dash of English flavor Louisiana's colorful Cajun English dialect. The dialect is spoken mainly in southern Louisiana, although emigrations to southern Texas and southern Mississippi have resulted in pockets of Cajuns living in those areas.

The Smoky Mountain dialect is another dialect that attracts attention. It is a colorful, twangy mountain talk that reflects the history and geography of the people of the Smoky Mountains.

These dialects do not carry the prestige of Standard English, but they influence and enrich the standard language, keeping it vibrant and constantly evolving.

Natalia Ralyk (Irkutsk)
SINGING AND RECITING GRAMMAR

Music and poetry motivate. People listen to music and poetry for pleasure. I use songs and poems to motivate students and provide variety in a lesson because variety is especially important for younger students, who often have very little internal motivation for entering a language classroom. I profitably exploit pop songs in language-learning activities. The focus is studying grammar through songs and poems, but there are many other possibilities too, I will discuss these possibilities under three headings: *Listening, Language* and *Topic*.

First of all, songs and poems provide practice in listening skills. Warm-up work provides a basis for students to make **predictions** before listening. Listening activities encourage **listening for gist** or **listening for detail**. Speaking, reading and writing skills are involved in follow-up activities.

Besides, songs and poems are used to focus on the form of the language, including **grammar**, **vocabulary** and **pronunciation**. Firstly, the song is used as a *sample* of language to be analyzed. This involves activities such as the students answering concept questions about grammar features in the song, searching the song for antonyms or identifying certain pronunciation patterns. Secondly, the song is used as an *exercise*. Students are asked to do gap-fills, transformations, pronunciation drills, and so on using the lyric. In any case, the student makes use of the *mnemonic* quality of songs: the way words are much more memorable in combination with rhythm and melody.

Finally, songs and poems provide topics for discussion and extension activities. **Characters** in the song are used as a basis for role play, letter writing, and so on. The **plot** of the song is a basis for story telling and imaginative reconstruction. **Poetry** in the song is interpreted and converted into prose. The **musical style** of the song and its cultural background is discussed.

Natalia Ralyk (Irkutsk)
HOW TO WRITE AN ARGUMENTATIVE COMPOSITION

Writing is, certainly, one of the problems of particular interest and one of the most different aspects of the language to be taught and learnt. Writing is a complex means of communication and self expression. Preparing for the Cambridge First Certificate in English examination students need to learn models of all types of composition (narrative, descriptive, letters, argumentative, articles, reports and reviews).

An argumentative composition is a piece of formal writing. There are quite a few types of argumentative compositions such as: outlining advantages and disadvantages of the question under discussion, expressing the writer's personal opinion with supporting arguments, expressing for and against arguments and discursive essays. General preparation steps for writing an argumentative composition include notes on structure (paragraphing, layout, etc.), style, vocabulary and connecting ideas. In my teaching writing I follow the way of, firstly, analyzing (the definition and the plan of each type of argumentative), secondly, learning activities with linking devices, useful tips for argumentatives, thirdly, working with each model of argu-mentatives (reading the model, analyzing its structure, finding linking devices, defining their aims, discussing the topic from the points of view advantages and disadvantages, opinions and solutions, for and against, first and last paragraph techniques), and finally, writing an argumentative composition on a subject.

One of the difficulties in teaching writing is how to make a task communicative. Compositions that students write can lead to conversation practice. I make composition focal

points around which conversation is centered. The useful techniques include discussion in small groups during conversation class what students want to write about, their plan of action, etc., loud reading to the class with other students questioning afterwards on points mentioned in the composition, teacher's reading of a student's corrected composition with the class taking notes and then making an oral summary of the composition, talking from notes.

Anna Rodicheva, Tatiana Zaitseva (Cherepovets)
IMMIGRATION IN THE AGE OF GLOBALIZATION: INSIDERS OR OUTSIDERS

All history, in a certain sense, is a struggle between outsiders and insiders. In most human groupings, there are "in-groups" and "out-groups": from the world of a children's playground to the complex structures of a corporation, from the realities of a large family to those of religious institutions, some people are "in" and some people are "out".

Most of the advantages go to the insiders and always have. But one thing that outsiders have, as though in compensation for the advantages they lack, is a special vision. If you are from an outsider culture, generally speaking, you have a better vision of the special properties of the majority culture that excludes you than the people within that majority culture have of themselves (J. S. Knight, 1990).

Throughout the history of the USA there has always been intense debate over the nation's immigration and refugee policies. Even the federal policy of welcome wouldn't mean, however, that immigrants would not encounter discrimination and prejudice. The hostility to potential immigrants reflects not only racial, ethnic, and religious prejudice, but also desire to maintain the dominant culture of the in-group by keeping out those viewed as outsiders. At present day the debate about immigration a highly changed and emotional.

A. Rossinskaya (Moscow)
WESTERN APPROACHES TO THE INTERPRETATION
OF INTERCULTURAL COMPETENCE

The present paper deals with some questions of intercultural competence interpretation and outlines its structure in educational and business oriented professional domain.

Since the second half of the 20th century much attention has been given to intercultural competence in language pedagogy, cultural anthropology, cross-cultural/intercultural psychology and business communication studies. Intercultural education has become a must in a multicultural and multilingual world. For these reasons, two main approaches to interpreting and describing intercultural competence are accepted now according to their application: educational or professional (Sercu L., 2000). The educational approach is mainly employed in the field of foreign language education, whereas professional approach is concerned with problems arising in the business environment.

The comparative analysis of these two approaches based on the study of definitions and descriptions of intercultural competence in English- and Russian-language resources reveals the fact that its structure includes the following three components: knowledge, skills, and attitudes. It can be also observed that some skills, features of character and knowledge are nearly the same or similar in different definitions in both domains. Nevertheless, some important differences in the interpretation by the two approaches are also quite noticeable. If language pedagogy focuses on the learner's realisation in the target culture as a cultural intermediary in the dialogue of cultures, then in business-oriented professional domain the key thing is the person's ability to act in a business culturally marked situations. Secondly, the two approaches disagree on the priority of the above mentioned components. In foreign language education they are considered equally important. As a result the same amount of attention should be given to their development and assessment. On the contrary, in professional domain attitudes are regarded as the central component and attract more attention. That is why in educational domain intercultural knowledge and skills are described in detail, but much less consideration is given to attitudes,

while in the business oriented sphere the question of outlining the major characteristics of a person who is able to communicate in intercultural/cross-cultural business situation has long been in the scope of attention. Consequently, there have been devised several inventories of key intercultural character traits that are nowadays used in professional intercultural training and assessment.

Thus, in other words the interpretation of intercultural competence depends on the domain in which it is used and studied: educational or professional, its three-component-structure (knowledge, skills, attitudes) is generally accepted nearly in all researches.

Tatyana Rubtosva (Izhevsk)
SKILLS FOR ACADEMIC WRITING

Academic writing is one of the most important parts in learning English. All activity you have to carry out can be divided into five steps. First, generating ideas that includes writing a statement of intent and thinking of the readers you are writing for. Second, collecting information: Where do you start, Where do you collect information from Books, Journals, Reports, Internet. Third, activities necessary to elaborate all collected information: taking notes, interpreting data, predicting future patterns, writing paragraphs, writing summaries, maintaining cohesion in arguments. Fourth, planning the order of your project that contains deciding the main points and the subject development larger, developing a pattern for presentation, writing introductions, conclusions; using diagrams, tables, charts etc. Fifth, before making the final copy it's necessary to: make a rough draft; revise, modify, rewrite if it's needed; check spellings, grammar, cohesion; make overall organization; compose bibliography and write references.

To make your topic clear and interesting you can do some activities as rough work to organize your points. These points can be organized by classifying them under stylistic functions like: definition, comparison and contrast, elaboration, examples and illustrations, discussions, causes and effects, description and conclusion.

1. Comparison of two things is needed to draw attention to the similarities between them.
2. Contrast to or more things is to write about the ways in which two things are dissimilar and different.
3. Cause and effect is necessary to show relationship with what happened first and what followed because of that initial action.
4. Illustration can present examples to explain a point.
5. Emphasis is needed to highlight certain points that we think should not be missed.
6. Conclusion ends the essay, we should make a statement that sums up the whole essay.

Now look at how actually to develop the essay. You have to carry out rhetorical functions such as defining the theme and expanding the theme. Let us tell about the last one that includes the next activities: explanation of the definition, giving the examples, illustration of examples with comparisons and contrast, making statements about the importance of the concept and arriving to the conclusion.

To write a good, informative and clear to understand project you must know how to write topic sentence and supporting ideas that make your topic clear to someone reading it. The topic sentence should tell the person who is reading your paragraph what the paragraph is about. Actually, easiness for readers should be one of your main points to get and all previous recommendations will help you to make your point so much clear and interesting as it can be.

Tatiana Rudenko (Omsk)
TEACHING AUTHENTIC ENGLISH AUTHENTICALLY

Teaching authentic English has been a goal for many generations of teachers. But what is authentic English and how can it be taught to non-native students by non-native teachers in a non-authentic environment?

People mainly communicate in the form of a dialogue or /and polylogue which are justly considered to be more difficult to teach than a monologue. Still as far as a monologue is more often than not a constituent part of a dialogue both 'bottom-up' and 'top-down' approaches should be applied to teaching speaking skills.

To make our students sound more authentic they should be equipped not only with authentic language and some real language attributes – discourse markers such as linking words, hesitation noises, fluency fillers but also with communication techniques such as building up short / long turns and turn-taking strategies including attracting attention, changing the topic, emphasizing a point, etc.

The presentation aims at sharing some ideas about and experience of both teaching authentic language and providing students with skills to assist them in using it authentically.

Irina Rusanova (Izhevsk)
BLAME AS A DISAPPROVING ENOUNCEMENT

Communication is a process with a minimum of two persons (speaker and hearer); the speaker chooses this or that type of enouncement according to his/her aims. The enouncement can be defined from the point of view of the speaker's communicative intentions, with information about the situation of communication, but also by taking into consideration intonation, relation to reality, all meanings, explicit or implicit, of the announcement. Besides, non-linguistic knowledge of speakers plays an important role as well as their social and psychological characteristics.

This paper is devoted to speech acts of blame. It is considered as disapproving enouncement of the speaker about the action or the behavior of the hearer. It is necessary to underline that the speaker estimates the object on the basis of ideas about good and bad, she/he judges from her/his own opinion, but also from basic cultural rules and norms of society. These types of expressions have some special features in structural, semantic and pragmatic approaches.

There are some components of enouncement—blame, the most important of them are: subject, object of estimation and action (situation).

For interaction of a speaker and a hearer, it is desirable to remember their social roles (teacher-student, adult-child), and the speaker should be of the higher social position than the hearer, or at least equal to him.

In every enouncement there is a situation (action). We can divide actions according to their correspondence to the norms of the society and their dependence on subjective attitudes to them. More often people rebuke bad actions, behavior, habits, manners, man's qualities, mental abilities and appearance.

Observing all these components we have different types of blame but their choice is defined by the situation, conditions of communication and relationships between communicants.

Anna Rusnak (Vladivostok)
EUPHEMISMS AS A MEANS OF REVEALING CULTURAL TRENDS

The issue of euphemisation has been attracting linguists' attention since the 19th century, but studies were mainly conducted in the field of lexicology and lexicography. Only recently the cultural side of this issue came into light. Euphemisms have been an integral part of cultural development since the ancient times, and now they have the right to be considered one of the oldest layers of vocabulary. In any time there were notions, which needed to be concealed, that's why appeared words and word combinations that replaced these unpleasant and inappropriate terms (taboos). So, euphemisms, i.e. substitutions of pleasant terms for blunt ones, are so-called linguistic indicators of cultural values in a definite period of time. They are used in various spheres of communication that are socially sensitive enough to need replacement.

No doubt, this topic is current now and will always be, since there always will be areas of life that people consider too private or too close to feelings of guilt to speak directly. Also, its

currency is due to their changeability; euphemisms become dated fast, and are replaced by newer and smoother terms. And it means that euphemisms are the best source of learning the cultural peculiarities and tendencies of the country.

Valentina Savinykh (Surgut)
SPOKEN DISCOURSE IN ELT

The effective teaching of spoken discourse to foreign students is perceived as a very difficult task. The complex study of interaction as a process whereby the interlocutors create, negotiate and integrate personal meanings is of great practical importance in ELT. It allows to point to a number of factors which seem to have a strong effect on a successful teaching.

1. Natural speech interaction is ensured by *motivation to communicate*. Language teaching technique *"opinion gap"* encourages the students to discuss their different opinions, they are to work out a common one shared by all (R.P.Millrood). This communicative activity motivates speech interaction between the participants. Some modifications are possible. The interlocutors can think a)in the same way(A+A) (Parted Gap), b)in the similar way(A+A$_1$) (Full Gap), c)in the different way (A+B = C) (Wide Gap).

2. Various communicative discourse processing *models* describing *mechanism of speech interaction* are based on three main components: a)the speaker (addresser), b)the hearer (addressee), c)communicative exchange in situation. Number of discourse models used in interaction (A.V. Kashcheyeva) is one of the key factors for developing speaking skills.

3. As acceptable *criteria* for evaluation of interactive speech can serve the cooperative principles proposed by H.P.Grice (1975). Natural conversation functions efficiently when a set of four maxims (maxim of quantity, maxim of quality, maxim of relevance, maxim of manner) is applied.

The teaching of speaking from a discourse perspective implies taking a pedagogical shift from focusing on linguistic performance to focusing on a more pragmatic perspective. Features of spoken interaction must become an integral part of classroom activities in E

S. Serebryakova (Izhevsk)
INTER-ETHNIC & INTER- RELIGIOUS UNDERSTANDING AMONG TEEN-AGERS

> "You are free to choose , but the choices you make today will determine
> what you will have , be , and do in the tomorrow of your life"
> Zig Ziglar

In last several decades in Russia , especially since the disintegration of the Soviet Union, have been characterized by increasing ethnic awareness . This trend has both positive and negative aspects. The program based on partnership project with Legacy International and Ural NGO Support Centre focuses on the evident need to decrease xenophobia and ethnic violence in Russia today. Udmurtia is surrounded by the national territories of Bashkortostan, Tatarstan, Komi-Permian District which is the part of Perm region. It has unique multi-cultural profile. The current situation is becoming even more complicated by the growing streams of migrants and refugees.

The program is focusing on two priorities:

1. Primary focus: develop young people's understanding of their attitudes about those who look and/or sound different, and about ways to overcome xenophobia in their schools and communities.

2. Additional focus: increase collaboration between different ethnic youth groups. While focusing primarily on ethnic and religious tolerance, the curriculum also teaches the mentality and methods of democratic process through its techniques of discussion, decision-making, and collaborative action .

To prevent violence and misunderstanding between teens we offer inter-ethnic and inter-religious tolerance training. Underneath all the differences that separate people, we are common

in our human-ness. It is not difference that divides, but rather an ignorance of that uniting humanness. Developing the ability to remember and to focus on our human experience is the goal of tolerance training. Tolerance in action is built upon three components: information, values, and attitudes and skills .The curriculum of the program provides learning activities while can help participants to gain all three.

Comprehending information is largely an intellectual activity. Attitudes and values, however, are linked to culture, and emotions, and these must be openly explored. Skills development requires practice and commitment. Thus, training for tolerance is multi-dimensional, taking participants through various step of a "personal growth process ". One frequently-used model to describe these stages is presented below. The stages are presented sequentially, while in fact, they can do overlap: – awareness; – familiarity / knowledge; – empathy; – understanding; – accommodation / ability to co-exit in harmony.

Each workshop is a forum for several components: – introduction of concepts; – reflection on meanings; – expression of opinion; – practice of skills.

Concepts are introduced through worksheets, facilitator presentations, or summaries of observations drawn from a group activity. Reflection and expression of opinion are promoted through discussions and worksheets. Skills development is addressed both directly and indirectly. For example, a get-to-know you activity that requires each participant to speak about him or herself helps the listeners to learn more about each other. Since observation and analysis are building blocks for understanding, questions are asked to promote the development of these skills.

Some chapters of the curriculum present material that explores dimensions of values, perception, and identity. Another chapters focus on a wide range of topics specific to communication: non-verbal communication, listening skills, communication styles, the communication process and discussion techniques.

Program activities bring representatives of various ethnicities and religions together, to learn, to understand and cherish the human rights of others-thus educating participants to the principles behind citizen rights advocacy. In providing tools for teens to reduce stereotypes, respect others, and tolerate differences, training activities for teens will strengthen their sense of identity and level of self-esteem which will help youths to strive for productive lives.

Evgeny Sergeev (Izhevsk)
SOME CULTURAL ASPECTS OF COMMUNICATING
WITH THE PEOPLE OF INDIA

In this paper the author shares his experience gained while working in India as an interpreter and translator. In the course of professional activities a translator has a good chance to compare cultural specifics of the countries he works in. The author's personal experience includes Iran, Syria, Great Britain and India, the latter being a recent experience (the stay lasted for more than a year). Besides performing professional obligations a translator/interpreter studies the mode of life of the people he communicates with, the specific features of their behaviour, which may influence the translation process as well.

An interpreter, for instance, should be well aware of the meaning of gestures used by people. Thus, to express agreement Indians bend their heads slightly aside. In case of disagreement they twist their right hand with fingers apart. In case of flat refusal Indians would make a gesture, which might be taken by a Russian for a sign to go away.

There are also some peculiar linguistic aspects. The English spoken in India has some specific features. There even exists a term for the mixture of Hindi and English called Hinglish. Such words as *airdash* –"travel by air", *lakh*- "100 thousand", *crore* – "10 million", *optical* – "spectacles", *stepney*- "spare tyre", *desi*- "local" may serve as examples of this variant of English. An Indian willing to bring forward some event would rather use the verb "*to prepone*" formed as an analogue to the verb "to postpone". In business correspondence the phrase "*doing the needful*" is often used to express obligation.

Many Indians speak Hindi including English words. This kind of language performs its communicative function only within India. Some English slogans of commercials are transformed in India for cultural reasons. For example, Pepsi has transformed its slogan "Ask for more" into "*Yeh dil maange more*" ("The heart asks for more").

The work of an interpreter/translator without the knowledge of these specific features is almost impossible in India. The awareness of cultural aspects of communication is a guarantee of its success.

Anna Shablakova (Bryansk)
TEACHING ENGLISH SHOULD BE FUN
(SOME AMERICAN TECHNIQUES)

There's a famous saying: "Knowledge is a city to the building of which every human being has brought a stone." I'm trying to bring another one. I'd like to share with you some American techniques that I use in my class. We often say to students that learning English is fin. But many forget that teaching is also fun. What makes it fun? Sure, unusual and just interesting technologies that make you think, invent, create, sing and play. I use such techniques as; movement games, imagemaking, storymaking, drama ,mock trials, role playing, guest speaking, debates and a lot of songs and games.

I'd like to draw your attention to such activity as "Objects can talk" You divide your students into groups, give each an object (f.e. a bottle, a cup, a pen, a bag, jeans, etc.) and ask them to discuss these objects in groups. Each student should tell a story about the given object or connected with it to group- members. Then the leader of each group presents a summary of all stories to the whole class. With intermediate students it's good to give some hints, that is questions. F.e. Do you remember any funny story connected with the object? Can you imagine unusual ways this object may be used? What does this object remind you about? Who does it remind about? It's always fun to give such lessons.

Everybody knows you can make the lesson more interesting by using some unusual striking thing. At home-reading lessons when making analysis of the characters I use "Character Cubes" Make paper cubes, write the name of one character on each cube in one of the squares .Fill each square with descriptive words .Use colored markers, fancy lettering or write the words in a design to decorate your cube. They may hang. Students choose the cube, throw it, read the descriptive word and comment on it using the text, giving characteristics. It may be a contest between teams.

I sing and play a lot. It's fun to sing "Round and Round "songs. One of the traditional rounds is "Make new friends but keep the old. One is silver the other gold." I divide students in pares, first pare sings "Make new friends". Then the second pare starts while the first continues. Then the third and so on. It is very difficult for the students at first but it is fun.

Galina Shaforost (Glazov)
CONCEPTS "COMMUNITY" AND "THE INDIVIDUAL"
IN ENGLISH LANGUAGE TEACHING

Teachers of foreign languages should give some knowledge about cultural meanings of linguistic units which are incorporated in the process of teaching and learning. Our intention is to concentrate on the concepts of "community" and "individual" and the attitude to them in the Russian and English language systems and to explain certain differences to Russian and Udmurt students.

The British are characterized by important national values as tolerance, decency, moderation, concensus and compromise. They define some typical traits of British character, such as being not outspoken, close – minded, reserved, traditional, individualistic. At the same time the British have a strong civic sense and participate in public affairs as their birthright. They have a deep sense of cultural cohesion and unity.

In the course of several centuries and then for 80 years of Soviet times Russians used to be united and live in the collective and to have much in common. The Russian language represents a collective orientation in such terms as "we together", "to be like others", "to work in the collective", "our country", "our house", "our work". Some peculiar Russian structures are hardly understandable for Britons.

Udmurts are also characterized by community solidarity and keep to community spirit in different kinds of traditions. Nowadays lack or loss of ties with the community arouse various problems among Udmurts. Udmurtia takes the first place in the amount of suicides in Russia.

The reasons of the present increase of individualistic tendencies in Russia can include the widespread destruction of traditionally close – knit communities, the decline of cultural solidarity, the migration and mobility of the young generation, the growth of the middle class in which individualism is more popular than community solidarity.

To survive cultural peculiarities more and more national communities are being established in towns and cities of Russia (for instance, in Glazov).

That is why we suggest that culturally relevant information should be introduced in the process of teaching English.

Ludmila Shanskaya (Samara)
AN ACTIVITY TO MOTIVATE LEARNERS IN THE ESP CLASSROOM

ESP courses are commonly built around texts dealing with students' subject area. Hence, speaking (like all the other skills taught in the ESP course) is linked with themes and situations stemming from specialist texts. In their 2nd– 3rd year most students develop a better understanding of their would-be field and display a growing interest in studying English for professional purposes. The evidence was provided by the survey of the 3rd- year law students' needs in September of 2004 (Samara Academy of Humanities). Very often speaking in the classroom turns out to be reproduction by students of the given reading passage rather than expression of their own ideas, i.e. speech production. What is the way to stimulate students to express opinions and exchange ideas through oral interaction, in other words, how can we get them to talk?

A key role in promoting oral interaction in the ESP classroom is played by a **communicative task** which can motivate students if it is organized as a problem-solving activity. The presentation will focus on the important aspects of the task: **problem, communicative goal, language** (vocabulary and structure) and **type of interaction** (dyad, small or large group).

As far as the first aspect – **problem** – is concerned, it arises from a problem situation – a set of conditions providing a stimulus for tackling the problem. Among the ways of creating a problem situation are causing the students to compare and contrast and find cause-and-effect relationships between facts and processes; demonstrating different approaches to explaining the same things and asking questions encouraging the students to develop their intellectual potential. The latter will be called heuristic ones since they contribute to stimulating the learners' critical thinking and resourcefulness. **Communicative goal** will be understood as the purpose that should be attained by the speaker, i.e. influencing the communication partner in a certain way: informing, requesting, expressing opinion, persuading, disagreeing, etc. There is no clear-cut answer as to which communicative goals (or language functions) should be the key ones in the ESP course for students of economics, law, psychology and other non-linguistic fields. Trying to solve this problem it makes sense to address native-speaker ESP instructors, subject specialists, textbooks, films and works of fiction (e.g. books by John Grisham) and attempt to identify a range of functions which should be taught in the ESP course for, say, law students. **Language items** (terms, idioms, phrasal verbs, structures) are the building blocks for performing the task. Using native language, making pauses, silence, seeking help from the teacher or other learners point to the lack of pre-teaching stage. Providing the students with visual cues, working out a sequence of steps in performing the task and demonstrating a model for handling the problem can prepare students for a more effective oral interaction. **The type of interaction** should be

considered with regard to the task type. Dyad is widely used for information-gap activities, interviews, ranking, restoring, etc. Groups of three perform better if the third participant (usually a stronger student) acts as an expert or is given a special task to report the talk and express his/her opinion. Doing tasks in small groups (3 – 5 people) can be productive if each member of the group has a special role to play and if it is possible to divide the class into two or three groups of 3 – 4 people, with each group addressing a different problem whose solution is then presented to the other groups which give their opinions, request more information or seek for clarification. Group discussion in the ESP course is a more complicated form of oral interaction which should be preceded by developing presentation and participation skills and teaching communication strategies.

Irina Sheina, Victor Kryuchkov (Ryazan)
BRITISH AND AMERICAN STUDIES THROUGH "INTERCULTURAL ISSUES"

Any cultural studies course today should focus on eliciting and interpreting issues and concerns that characterize different aspects of intercultural communication. A modern British and American Studies Course will help attain intercultural competence if the classroom problem-based instruction theory allows the students to build and improve this competence through dealing with intercultural issues.

"Intercultural Issues" is a name for an elective course in BAS designed for senior school students and runs for 60-70 academic hours. Its major goal is to develop *intercultural competence* regarded as one's ability to understand and interpret cultural styles and behaviour patterns different from one's own in order to adequately communicate with and participate in the target culture. The major outcome is to become a competent communicator and participant in an intercultural setting.

The syllabus is arranged as a set of eight culture-related issues - 1) sense of home and family; 2) sense of self and attitude to others; 3) sensitivity to age issues; 4) being what you are; 5) a cross-cultural look at global issues; 6) understanding behavioural differences; 7) expressing oneself; 8) sharing multicultural experiences in festivals and holidays; 9) recognizing cultural images. These issues are integrated with the help of universal metaconcepts - values, attitudes, multiperspectiveness, change, tradition, diversity, interdependence, identity, cultural stereotypes, communication, interrelationships.

Each lesson aims at building communicative and intercultural competences and involves five steps of cultural penetration and intercultural understanding: 1) intercultural look at vocabulary, 2) intercultural predictions, 3) intercultural generalizations, 4) exploring the culture, 5) intercultural summary.

The end of the course offers two units for doing project work, presentations and final assessment which includes: a) portfolio assessment, b) oral presentation assessment, c) project materials assessment, d) self and peer assessment.

Anna Shilova (St. Petersburg)
ACHIEVING SUCCESS VIA EXTRA-CURRICULAR ACTIVITY

How often does a teacher realize the necessity of fostering in the minds of the students the desire to be successful?

Making the students understand that they can change and grow a little every day and in this way easily form habits of success rather than habits of failure – is a great challenge for a teacher nowadays.

It is clear that a good teacher creates a lot of opportunities in the classroom for the students to be successful in their own personal progress and growth. However, is it possible to do it within out-of-school activities? The positive answer is obvious. I think that the potential of extra-curricular activities is even greater. It motivates students for developing their personalities, gives

them opportunity to help others and get the help in case they need it. Extra-curricular activities let the students value the process more than the event itself and in the end they understand the necessity of constant growing and developing.

I would like to share my own experience. Firstly, it is giving students opportunity to act on the stage. This helps them not only to become successful learners, but helps them get rid of psychological fear of speaking in public. As I have already mentioned the process but not the event itself is really important. For example before staging "Canterville Ghost" with my students at first we created a play based on Oscar Wilde's fairy tale. Then we spent a lot of time discussing and rehearsing it and only then we showed our performance at school and participated in St-Petersburg Festival of performances in the English language.

Secondly, I would like to mention the Secondary School Scientific Conference, which is held in Kirov District of Saint-Petersburg annually. That is the opportunity for students of all types of schools to make presentations based on their research which they have made during the school year.

Thirdly, the educational programme "Smart Holidays" within which I have worked for 3 years as a teacher and as an administrator, gives limitless opportunities for the students to be successful. They improve the English language (speak English from 9a.m. till 5p.m. there), break psychological problems of communication (they are involved in joint activities and role-plays), feel that they are needed and respected.

Olga Shilyaeva (Glazov)
FROM COMMUNICATIVE COMPETENCE
TO COMMUNICATIVE LANGUAGE TEACHING

Modern foreign language teaching needs consideration of basic concepts involved in the notion of communicative competence.

There is a distinction between communicative competence and actual communication. Communicative competence is the underlying system of knowledge and skill required for communication (skill in using the sociolinguistic conventions for a given language). Actual communication is the realization of such knowledge and skill.

The theoretical framework for communicative competence includes four areas of knowledge and skill: grammatical competence, discourse competence, strategic competence and socio-linguistic competence. These four areas save to illustrate what communicative competence includes.

Grammatical competence remains concerned with mastery of the language code itself. Thus includes here are features and rules of the language (vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics).

Discourse competence concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text. Sociolinguistic competence includes both sociocultural rules of use and rules of discourse which address the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts.

Strategic competence is composed of mastery of verbal and non-verbal communication strategies to compensate for breakdowns in communication due to limiting conditions and to enhance the effectiveness of communication.

Actual (linguistic) communication is a two-way system of interaction. It is speaker-based in that it is concerned with meanings the speaker selects the construction of propositions from concepts and the speakers attitude towards these propositions. It is also hearer-based in that the propositions have perlocutionary effects on hearers.

Linguistic communication succeeds only when the speaker has an attitude which he intends to convey to the hearer in using language, and the hearer recognizes this attitude.

The hearer operates on the assumption that the speaker is using the language seriously and attempting to communicate with his hearers.

Lyudmila Shirobokova (Izhevsk)
METHODS DEVELOPING AND TRAINING TEACHING SKILLS

Modern language teaching and training institutions' system prepares new teachers of foreign languages of new school.

This well-planned system should be one of the ways of training teachers' skills.

It appears that the new teachers of foreign languages try to communicate with people of different cultural backgrounds and develop positive attitude to different cultures.

Any language students' group today consists of native speakers, the people who speak in different native tongues and present a variety of different ethnic traditions. Our goal was to investigate some important issues in different ethnic group teaching and training. The new ethnic situation in Udmurt republic schools demands the new teacher, well-educated and ready for pedagogical and methodical creative work.

These students are eager to communicate with their teacher of foreign language because they'd like to present a knowledge of their own native tongue and bridge the gaps between different cultures, they are ready to share the language information, compare, analyse and learn some more facts about their native tongues. While having their exercises at perfect usage of topical "shopping" expressions the students develop speech habits and sum up special method-term information as "lexical units, grammar patterns, to comment on, illustrate, teaching activities" … etc…, and facilitate their cross-cultural communication.

Thus we think that the teacher of pedagogical institutions should design special programs for students to explain method – oriented techniques and illustrate the usage of them at classes of English at students' teaching practice at school.

In this paper we focus our attention on students' creative pedagogical skills, their readiness for teaching creative work and get them motivated in teaching training.

To achieve this goal we try to make our classes of English more productive and interesting both in teaching language aspects and special methods of commentating class activities. We may conclude that the teacher helps the students to understand his methods of encouraging students creativity and develop their language skills at a time. The student tries to analyse teacher's activities, compare and work out his own lesson plans, creates his own lesson situations. To sum it up we may say that teacher's explanation and usage of different teaching methods is relevant and significant for newly – born teachers, for the beginning of their teacher's career.

Elena Shirokih (Izhevsk)
ENGLISH ARTICLES AS A TRANSLATION PROBLEM

Articles may be considered a translation problem, especially topical for the languages with the absence of articles being the markers of definiteness/indefiniteness category. In this report we attempt to analyze ways to interpret the meanings of the English articles into the Russian language with a view of producing an adequate translation.

It is a commonplace that the category of definiteness/indefiniteness has the communicative nature, thus the given concepts may be considered universal for all languages.

Even though means of expressing this category can be found in most languages, their typology differs both in the inherent structure and functional semantics.

A Russian speaker, having no such formal markers of the discussed category as articles, has to reconstruct the sentence structure during translation process.

The definite article can be used in its primary meaning of a demonstrative pronoun, and the indefinite article in the meaning of the numeral or the indefinite pronoun 'one'.

In some cases articles may be omitted but in more often their meanings must be expressed in the Russian language.

The latter cases include the use of the definite/indefinite articles as means of emphasizing thematic/rhematic element in the sentence, which in oral speech may be assisted by specific intonation, phrasal stress and the like.

In the written language this meaning is revealed through changing the sentence structure:

A woman entered the room.

The woman entered the room.

We may also note the use of some lexical means that in particular contexts begin to perform the same function as the English articles though they don't acquire the universality and grammatical nature of the articles.

The use of the above means is generally limited by different factors (stylistic, structure, etc.). Thus these means serve to the purpose of creating a more adequate translation in the target language.

Shirokikh Vera (Glazov)
MASS MEDIA IN TEACHING ENGLISH: AXIOLOGICAL ASPECT

Each period of human civilization development is characterized by a certain approach to solving the problem of value orientation of the community, the only fact being stable here is the existence and gradation of values. The system of value orientations of an individual in the form of moral principles and the mode of behavior has always remained the most important characteristic feature of society. That is the reason why forming value orientations of the population has always been the object of the state influence, as stability of the system of values ensures the existence of the state itself. Education being part of the state has the duty to serve its needs. So on the one hand, educators should support the state and its policy in general and on the other hand, having a critical mind you cannot but express your own opinion though it may differ from the generally accepted. The dilemma is how to bring up a patriot and a convinced citizen – and a representative of the whole civilization, because sometimes values do not coincide for different nations. A teacher of English should remember that ideological connotations in English and Russian often do not coincide – the same lexemes may be the source of quite opposite associations for representatives of these communities. A trivial example here is the word "politician" which is quite neutral in Russian («Он хороший политик») and derogatory in English ("Oh, he's such a politician"). Psychologically different individual characteristics of an image, on the one side, and typical social characteristics, on the other, are usually the motives, on which the same lexeme creates different associations in the mind of people belonging to different cultural communities.

Cross-cultural study of a foreign language aims at forming a set of universal human characteristics of an individual, such as mutual understanding, tolerance to people of other race, nation, religion. As well as other language materials mass media in the target language can also influence forming value orientation of students. Such influence can be either positive or negative, and it often happens that neither a teacher nor a student notices how the world view develops in the consciousness of the latter. That proves that only knowledge is not sufficient for professional training of a would-be teacher, but the educator should not neglect the subconscious work of the student's mind. For adequate comprehension of newspaper articles and BBC programs students, for the first thing, should share the background knowledge of native speakers. Knowledge, though, is only fifty per cent of success in teaching, as education should not be only informative, but spiritually rich – each student is not an "object of study", but an individual. It is important to mould the students' skill to speak on the latest events , but even more important is to make the students able to form their opinion and to comment on the articles and pieces of news given in television programs, and this is the other fifty per cent of success in teaching. There are of course certain techniques of working on the printed and visual materials separately and in combination, but this is of minor importance.

Some theoretically and practically important questions are: how to develop the students' value orientations? What values should be the target? What role is played here by the state policy? There are no ready-made answers, but work with mass media seems one of the practical ways of making steps in this direction.

Denis Shishkov (Izhevsk)
PARTICLES AS CULTURE MARKS

Linguists assert that language is the mirror of culture, mentality of people. However language not only reflects the reality, it makes a person be the part of the society, develops values, morals, and determines the attitude to people and the behaviour.

The Russians are called very emotional people who have the tendency of overstatement in their speech. And Englishmen are well-known for their restraint in showing emotions and understatement in speech. Besides all other differences the Russian language distinguishes from English by developed particles system that helps a speaker to transmit his/her feelings and thoughts.

The phrase that was told by a sixteen-year old girl during a conversation with her friend can serve a typical example of such an important attribute of Russian culture as free expression of one's emotions. That is:

Ей уже 19, а она еще не замужем!

(She is already nineteen, but she has not got a husband yet!)

First, we should pay attention to the age that the girl defines as obligatory to the marriage. Using particles *"already"* and *"still"* the speaker explicitly shows her opinion full of humiliation to the unmarried person. Without these particles the sentence loses all its emotions and turns to a pure statement. In this case it is possible to say the girls belong to the traditional culture about which S.G. Ter-Minasova wrote that women *"выходят замуж" (get married)*, that in Russian etymologically means "hide behind the husband".

However in other cultures the age of nineteen cannot be considered late for marriage: in Western Europe people aspire to become independent, arrange the career, and only then get married. And the sentence under consideration will carry ironical connotations. And the phrase will become serious, only if the age of nineteen years is changed for much older one.

So if in speaker's opinion their unmarried nineteen-year old friend is nonsense, we may consider the life will «end» for her somewhere after twenty. That means the girls are a bit younger than nineteen and it is very important to get married for both of them.

Speaking about such classic feature of Russian character as overstatement, we should mention that the accent «*еще не замужем*» (*she has not got a husband yet*) is doubled by «*уже девятнадцать*» (*she is already nineteen*). The doubtless humiliation of the nineteen-year girl seems to be quite unnatural for English-speaking people who appear to be more polite and less emotional than Russian.

Thus, even such details as the use of particles can show the speaker's personality and, what's more important, the distinction of cultures.

Tatiana Shmeleva (Izhevsk)
INTERPRETATION OF EMOTIONAL COLOURING
OF A PUBLICISTIC ARTICLE IN THE PROCESS OR TRANSLATION

Newspapers are one of the main sources of information and significant shapers of public opinion. Peculiarities of the publicistic style are determined by two main aims: to give full coverage of the news and to persuade the reader to share some point of view.

To achieve the goal of persuasion the authors of publicistic articles use a great number of specific lexical and stylistic means: colloquialisms, emotionally coloured adjectives, metaphors, phraseological units etc. They give the text some degree of emotional colouring, and it is well known that the more emotionally coloured the text is the better it is taken and the more persuasive it is. We may conclude that emotional colouring is one of the main features of a publicistic article.

It is very important to preserve the emotional colouring of the text in the process of translation. While translating we usually face some problems. Firstly, emotionally coloured lexical and stylistic means in the source language very often appear to be culturally determined,

and it is not easy to find adequate means in the target language. Secondly, the Russian linguistic equivalent of the English text unit may not have any emotional colouring. Thirdly, lexical and stylistic peculiarities of the publicistic style in Russian and English are different.

To cope with these problems a translator has to adopt the text for the Russian reader. It is also necessary to take into acount that publicistic articles in Russian are usually more emotional and the number of linguistic means employed to convey emotions is greater too.

Sometimes it appears to be impossible to use the same lexical, phonetic or syntactic means in the process of translation. For example, in English publicistic articles alliteration is widely used for the purposes of emotional colouring. For Russian articles the use of alliteration is not typical. Passive constructions have some degree of emotional colouring in Russian, but in English the passive voice has no emotional colouring, instead the authors of English articles sometimes use personal sentences with a pronoun "we". Russian articles, on the other hand, are crammed with impersonal sentences, rhetorical questions, abstract nouns. Thus, different lexical and stylistic transformations, descriptions, other syntactic complexes are usually employed to adopt the text for the Russian reader, for example lexical and grammatical substitutions, omitons, additions, compensations, replacements.

Summing up, we may conclude that the main task for a translator in translating publicistic articles is not to preserve the same amount of emotionaly coloured units in the text but to achieve the effect produced by the article in the target language.

Vyatcheslav Shvaiko (Ufa)
DEVELOPING POSITIVE COMMUNICATIVE STRATEGIES IN THE EFL CLASSROOM

The new paradigm in human relationships between people, cultures and countries which is being fostered by the world community today has brought about the need for a new mentality/thinking which is characterised by positive and constructive attitudes towards partner(s) in communication and towards everyday life phenomena in general.

Increasingly, the creative people tend to abide by the principle: "Think positive, speak positive, act positive, be positive!" It is believed, and everyday facts confirm the theory, that this evolving human philosophy is very effective in the world of business and in everyday life situations, in upkeeing one's health, in solving many human problems on an everyday basis.

On the linguistic level this evolving social and psychological phenomenon has brought forth the necessity to use more respectful/polite, more positive and more constructive lexical and syntactical means. Thus, it is considered to be effective to avoid overly critical, negatively charged, reviling, threatening, challenging, confrontational, imperative, directive statements and structures, which can make partner(s) feel uncomfortable, discouraged, disagreeing, stressful and bring about verbal/behavioral aggression.

Toni Morrison in her Nobel Lecture(December 8, 1993; Stockholm Concert Hall, Sweden) writes about the character, a practised writer, speculates about the language and is "worried about how the language she dreams in, given to her at birth, is handled, put onto service, even withheld from her for certain nefarious purposes. Being a writer she thinks of language partly as a system, partly as a living thing over which one has control, but mostly as agency - as an act with consequences". It is certainly true that the speaker has to do a certain amount of mental work turning where it necessary the negativily charged utterances into positively structered ones.

The phenomenon of political correctness might be considered as the reflection of this devolment in the English language and especially in American English. Some scholars like Bill Bryson speak amusingly of the question of PC: 'It seems that last year someone noticed that Maryland's motto Fatti maschii, parole femine ('manly deeds, womanly words') was blatantly sexist. The problem was that the words were expensively carved into a lot of civic buildings and monuments. The ingenious solution reached by Maryland's legislators was to change not the motto but the translation. Fatti maschii, parole femine came to mean 'Strong deeds, gentle words' [Keith Waterhouse 'US and Them'; Review of the book 'Made in America' by Bill

Bryson, Secker]. The phenomena of 'schmoozing', 'PC English', 'democratic English', 'affirmative English' are all reflection of this trend in modern English. The EFL classroom is exactly the place to be used for inculcating and developing positive communicative strategies and it is very good time to summarize some of the accumulated experience and expertise in this area which could contribute to the improvement of the social, linguistic and psychological aspects of communications and that both locally and internationally.

Yaroslav Shvayko (Ufa)
SEMANTIC MODEL OF PREDICATES WITH COMMON COMPONENT OF "TEACHING" IN MEANING

Linguists are currently focusing more on the sphere of construction of semantic models of lexical units. Different schools and approaches give different interpretation of the problem of subject-object relations of the members of the sentence and consider different members as the principle ones. One of the leading tendencies here is the verbal-centric concept that treats the predicate as the leading member of the sentence allotting specific roles to other members of the sentence.

Appropriate semantic description of predicative expressions presupposes their classification that allows to define the conditions of usage. Predicative expressions can be viewed from different angles. On the one hand verbs can be classified according to the correlation on the time axis. On the other hand verbs can be classified according to the roles that they distribute between the subject and the object of the sentence.

Special semantic language that serves as the means of description of natural language is called semantic meta-language.

The "semantic role" as the element of semantic meta-language serves to define common and differential elements, which help to reveal mechanisms of transformation of different lexical meanings between each other according to standard rules.

The method of classification of predicates exists in linguistics since ancient times. Aristotle was one of the founders of this method. He introduced the notion of "essence" that was in fact the qualitative and quantitative characteristic of the subject. According to his point of view the essence can be activity-oriented or negative. Properties of essence might change and acquire opposite features. E.g. "Horse gallops – Horse ploughs – Horse dies". In this example, essence is the union of subject (horse) and its' manifestation (galloping), i.e., life. Modification of this essence lies in the fact that the features of the horse are being changed, i.e. it dies, the predicates are being changed accordingly.

Up to now much has been done to investigate the semantic structure of monogenic predicates, but the heterogeneous (multi-nodal) predicates are also in the focus of researchers.

Predicates with the common component of "teaching" (total of 48 units) have been selected for this research. The corpus of examples includes 500 units of the most frequently used predicates selected from the media of 6,5 thousand pages of fiction and mass media texts. This has allowed identify the most frequently used ones, among which are: *teach, instruct, direct, guide, inform, improve, convince, train, educate, qualify*. The selected predicates have been analyzed single out their common and differential components. In order to do that the following methods were utilized: hypothetico-deductive method, distributional, inductive and component analysis. Finally it helped to draw diagrams reflecting semantic roles of predicates with the common component of "teaching".

Nella Shutova (Izhevsk)
CROSS-CULTURAL COMMUNICATION THROUGH TRANSLATION: BIG PROBLEMS AND MINOR DIFFICULTIES

The globalization of economics, trade development, intensification of political contacts, scientific and cultural exchange lead to broader communication between the bearers of different

cultures and languages. At present this communication is in most cases impossible without translation.

The paper aims at underscoring the main problems related to translation as a vehicle of intercultural communication. The author raises some pressing issues regarding the role of the professional translator in the modern world.

One of the major goals of translator / interpreter is to manage cultural differences between the communicators – the source language audience and the "target audience". Translators are in a mediation position when they transfer messages from one language to another. They must be able to decode and later encode in another language not only verbal but cultural signs as well. The resulting text must be not only an acceptable sample of the goal language, but also a communicatively relevant text carrying the same message, suiting the entire context of communication. In the ideal translators must be not only bilingual, but completely bicultural as well, which is a rare occasion. Their role becomes all the more important if the communicators live in different cognitive environments, have different cultural stereotypes and social characteristics. The author gives examples to illustrate "cultural untranslatability" (J.Catford) and the ways of handling it. Much attention is paid to translating advertisements and their localization in another culture. On the other hand, the author comes up with the idea that cultural elements are present actually in any text.

Minor problems of translators' work as mediators between cultures concern adaptation of weights, measures, currencies, the symbolic meaning of colors and other cultural signs. The author gives examples to show that multiculturalism of modern communication, the Internet, specialized dictionaries and personal contacts with native speakers help translators / interpreters to cope with these problems.

Inga Slesarenko (Tomsk)
TEACHING CULTURE THROUGH CULTURE CAPSULES TO LANGUAGE UNDERGRADUATE MAJORS

The present paper dwells on the techniques of designing and using culture capsules in English as a foreign language teaching to junior students – language majors.

Our assumptions based on current research include data on teaching foreign languages for intercultural competence, multi-cultural approach in education with the purpose of integrating culture into the foreign language curricula.

Teaching English as a foreign language should be enriched by different cultural experiences to achieve its authentic usage through provoking critical thinking, simulation games and discussion of cross-cultural critical incidents in class. This modern approach to teaching English as a foreign language requires intensive studies on behalf of a teacher and improving content of studies and classroom techniques.

Namely, implementing culture capsules in foreign language classroom pursues several objectives: provide a better understanding of a certain cultural realia, introduce vocabulary related specifically to a cultural event or situation, provoke cultural comparisons based on critical thinking, provide simulation games for a particular cultural event and involve students into extracurricular cultural activities. On the part of a teacher designing and using culture capsules in teaching language majors requires special training in exploring and exploiting students` prejudices, teaching cultural values of home and foreign cultures, while taking into consideration future professions of students – linguists and their future functioning in multicultural communities.

Marina Smirnova (Glazov)
THE HUMANE TENDENCIES IN THE PROCESS OF TEACHING ENGLISH

The problem of humanization in the system of education is very actual and important nowadays. The problem of changing teacher's position and the problems of human's values – are

the main school problems. That is why the lecture should use modern methods of teaching and change forms, content and the course of student's study at the Institute in order to prepare them for their future profession in order to teach them how to interact with pupils in future at school and to develop necessary teaching skills.

As practice shows, the authoritarian organization of educational process at the Institute influences the student's consciousness very much. And as a result – young teachers use the authoritarian methods in their work. And it is not surprising that young teachers can't associate with children. Their style of teaching is very formal. They aren't able to see child's individuality and find the ways of interacting with pupils.

The humane teacher's position means not only kindness and tact. First of all you should create adequate conditions for pupils work. The atmosphere at the lesson should promote pupil's creative activity and development of his/her abilities. Of course you should take into account pupil's individual peculiarities and use personal tuition.

The teacher, I am sure, must be ready to carry on a dialogue with pupils, should take pupil's point of view and help them in any difficult situation. And if we want to produce well-educated teachers and mould their humanitarian position, teachers, who can construct the future of their pupils, we should develop a special innovative programme. And the most urgent problem, raised in these topics – is the problem of education in our country and in English – speaking countries. Reading and discussing articles about well-known humanitarians we mould high positive position in our students. Making a close study of educational problems we try to point out positive and negative features of the educational system.

The classes are planned in a form of business-like cooperation, role play and microteaching techniques where each student is given his/her own task. The students are asked to imagine that they are principals, teachers or parents and discuss various actual problems of everyday life.

In conclusion I'd like to say that the process of humanization in the system of education will be more effective if each teacher uses different progressive methods of teaching in his/her work.

Olga Smirnova (Izhevsk)
THE INTEGRATIVE APPROACH TO THE SYLLABUS
OF THE COURSE "THE FAMILY AND INTERCULTURAL EDUCATION"

The latest psychological researches ascertain a deformation, an uncertain character of family values and even to some extent a loss of them. This is caused by the change of the social and psychological status of the family in hard times in the period of alteration of social stereotypes and disintergration.

Under these conditions the study of the problems of marriage and family in terms of psychology, sociology, anthropology and culturology is of utmost importance. It is necessary to find possible ways to help the family and to prepare young people for a family life. The objective of the course in question is to give them the idea of the evolution of marriage and family relationships, to disclose the specific features and peculiarities of the life cycle of the family. The material of the course is focused on the study of the role of the family in forming a personality, general questions of the theory of family relationships, family interactions, psychological atmosphere in the family, parents' stand, family diagnostics, ethnic identification. The latter is connected with the fact that Udmurtia is a polyethnic region.

It is in the family that a child acquires skills of identifying himself with his ethnos and itergraling into other ethnic communities. The syllabus of the course includes lectures and seminars on the problems of bringing up children in the families with ethnocultural traditions. The mentality, the specific national character and education should be taken into account in the interethnic communication.

One of the purposes of the course is to study cultural peculiarities of the region, the interrelation of Russian, Udmurt, Tatar cultures, which are presented in Udmurtia.

New problems which arise in the process of discussion at the seminars are also included into the syllabus.

The syllabus makes possible to realize the peculiarities of the ethnic and individual development in the context of the family upbringing.

Nadezhda Smolnikova (Izhevsk)
ENGLISH FOR DEVELOPMENT PURPOSES (EDP):
AN EFFECTIVE TOOL FOR DECISION-MAKERS.

EDP is a profiled course (34 hrs) for high school students and adults to help them become more aware of the problems related to their community life and to help them use English to improve their images as agents in their communities' development process. Many language learners expect to make a living out of the language by becoming teachers or translators. Many of them want to contribute to the socioeconomic and sociocultural development of their community, too. A lot of students want to be interesting interlocutors and e-pals to the world but they often fail when choosing a topic for a talk. Conventional pedagogical methods such as lectures and written assignments may be useful… However, EDP should be an enjoyable forum of give and take, where different learners specializing in different disciplines "negotiate, sell and buy" ideas and finally exchange viewpoints on development issues that are of paramount importance in their community life and the community of the target language.

The designers of the course prepare the students **psychologically, technologically and linguistically** to think critically and to reflect upon the community issues by exposing them to approaches and findings in the target culture.

Olga Smolyakova (Samara)
DRAMATISING IN TEACHING ENGLISH

Would you like to have all your students involved in your class? Use drama. Drama is doing. It is a creative thing. Drama is 'being' for every child. It can answer all students' learning styles (multiple intelligences). A child lives in the creative world of play. How to use drama in class? Our sole intention is to highlight the issue. Drama helps students to learn through doing; to acquire and enrich vocabulary; to foster autonomy; to become responsible for their learning; to learn to work in a team; to become more creative; to stimulate the imagination and activate senses; to see the results of their work.

A very wide variety of experience can be brought into the classroom through drama. During the workshop the teachers will become aware of using drama in class. From beginning to end a play is communication between actors, on the one hand, and between the actor and the audience, on the other hand. Drama helps students release the language they have stored inside. The participants of the workshop will experiment and experience themselves what drama is.

Svetlana Solomatina (Izhevsk)
HENRY DAVID THOREAU'S NATURE ESSAYS
AS A PART OF AMERICAN CULTURE

Nature writing is not just any writing that happens to mention an animal or "the outdoors." It finds its subject during days of close observation of the natural world. It finds its voice in the relationship with nature developed during those days. The writer is part of the natural world and draws the reader into that world, too. The nature writer approaches nature as a student approaches a respected and admired teacher. The languages and forms of nature writing are many and varied, but each seeks to share what the writer has felt and known in times of living with nature. Nature writing puts the hope, and faith, and love of the world into words for the world.

The nature essay is a literary genre, which flourished in the United States in the late 19th and early 20th centuries. Henry David Thoreau - writer, philosopher, and naturalist is considered to be the first nature writer. He spent his life in voluntary poverty, enthralled by the study of nature.

Two years, in the prime of his life, were spent living in a shack in the woods near a pond. Who would choose a life like this? Henry David Thoreau did, and he enjoyed it. Thoreau published only two books during his life: «Walden» and «A Week on the Concord and Merrimack Rivers». Neither was a financial success. In Thoreau's journals we can clearly see a model for the nature writing. He made his first journal entry in 1837 and continued until just two months before his death in May 1862. In his journal, which now fills fourteen printed volumes, he recorded his observations of nature. He wrote descriptions of the plants and animals he saw every day around his home and in his travels.

What becomes obvious in the Journals is that Thoreau is writing unselfconsciously. He is not writing with an eye to being accepted by others whom he must impress in order to be published. He writes for himself, out of the fullness of the spirit of nature that he feels within himself. He writes not to be accepted, but because he is in the center of the acceptance of nature and his interbeing in it. That is the spirit of nature writing.

Olga Solonenko (Bryansk)
MUSIC FROM DISNEY CARTOONS AS A MEANS OF STUDYING ENGLISH

Music reduces anxiety and inhibition in second language students. Furthermore, it is a great motivator in that its lyrics are often very meaningful. Human emotions are frequently expressed in highly charged situations. Through music, language easily finds roots in the experience of students at any age or proficiency level. Music can break down barriers among those who share its rhythms and meaning.

At beginning levels, music can be used to teach basic vocabulary. Colors, body parts, simple actions, clothes, and names of people are only a few of the concepts that can be taught through music. The teacher doesn't have to be talented in music to make it a memorable experience.

I did a study on the appropriateness of music from well-known and very understandable for children Disney cartoons for teaching a second language. I tried to look at the characteristics of fifteen pop songs from Disney cartoons and found them to be repetitive, basically simple, conversation-like, and vague enough to allow for very different interpretations. It makes them potentially rich learning materials in and out of the classroom. If one uses pop songs as text, the lyrics should be duplicated so students can have their own copies to take the words home and share with families and friends.

When presenting a song in class, I usually let the students first listen to the song played on a CD or cassette. Then I give the students time to ask about unfamiliar words or phrases. A discussion among students relating the song to their own lives and to the lives of others can follow.

The words written down and duplicated along with pictures can aid the students' under-standing. Total physical response can be used, with students pointing to pictures of animals while the song is sung.

An imaginative trip to the Disney Land can stimulate additional meaningful experiences. For it I usually prepare a presentation in Power Point. And I'd be very glad to show one of my presentations during the workshop at the conference.

Once students become more proficient, they can create their own stories based on the songs. The also role play the songs with great enthusiasm.

Although these songs are beneficial mainly to beginning students, there are many songs available for intermediate to advanced students.

Krey Sören (Germany)
LECTURER OF THE ROBERT BOSCH FOUNDATION

The main goal of this paper is to analyse the role of the English language within the EU. The paper is focused on two main aspects: the importance of the English language for citizens of the

EU and the role of the English language within the European authorities. The second aspect also touches upon the issue of languages within the EU.

1. The Importance of the English language for citizens of the EU.

English is known to be a language of great impotance in the world. It has become the most important scientific language. For example in 1996 more than 90 % of all scientific publication were in English.

What is more within the EU the importance of the English language is increasing. According to the results of the special Eurobarometer survey 54 'Europeans and Languages' (Dec. 2000), 53 % of Europeans point out that they can speak at least one European language in addition to their mother tongue. It is interesting to mark that 41 percent of these people speak English, 19 percent – French, 10 percent – German and only 3 percent – Italian. 71percent of the Europeans think it is important for every citizen of the EU to know at least one foreign language. About 70 percent of the people have the opinion that this foreign language should be English. Most of the interviewed people consider English to be the most "useful" language followed by French and German.

English remains the most taught language, while German and French share the second place. At present 60 percent of the European school students learn English, 30 percent – French and 5percent – German. These are just a few facts showing the increasing importance of English within Europe.

2. The role of English language within the EU authorities.

The authorities of the European Union, known as a multicultural and multilingual Community with 20 official languanges, face with a problem of the equal treatment (and use) of all these languages. So far there is a big difference between demand and reality. On the one hand it is true that all documents have to be translated into all official languages and everybody in the European Parliament has the right to use his mother tongue, but on the other hand there are no rules for the internal use of the languages.

Most of the officials, for example, speak English when they meet each other for the first time. Simultaneous translations are also mostly done in English.

The idea of giving equal status to all official languages is and will, probably, stay just a theory, because the big variety of the European languages makes official communication very complicated and expensive. If the EU is aiming at creating a European public, a European media network and civil networks, it will be necessary to think about a simplification of communication. At present a problem of reducing the officially used languages within the EU authorities to three: English, French and German will be discussed . English of course – as we can expect according to its increasing importance in the world - has already and will have in the future a key position within the EU and its authorities.

English as European lingua franca is not just accepted by most European Citizens, its influence is also officially supported by several governments and the industry. For example, the federal gouvernment, Federal Lands and municipalities. in Germany spend about 15 and 20 billion Euros on English lessons every year.

No doubt English will unite Europe and help it not to be lost in communication. Nevertheless it will take enormous effort to find a solution for the issue of European languages, to work out a compromise between the idea of all official languages to get equal status and the necessity of simplification of communication.

Elena Sosnova (Izhevsk) ************
FOREIGN LANGUAGES TEACHING METHODS OF BILINGUAL STUDENTS

In contemporary linguistics and methods of teaching foreign languages some interest of issues connected with the comparison of related and unrelated languages has risen. In modern methods the great consideration is given to study contacting language interaction (native and foreign) by comparative study on all the levels of language (phonetics, vocabulary, grammar) as

well as to reveal students' typical mistakes in order to consider the language interaction in choosing methodical devices.

We want to draw some attention on the amount of bilingualism for the principles of teaching foreign languages and try to show through the examples and possibilities that are at the disposal the teachers of English and Finnish which they can use to realize is comparative work with the Udmurt students.

For instance, that sort of work is possible to put into practice on English segment phonetics level. Learning the English pronunciation Udmurt students make some mistakes, which may be explained by native language articulator skills' influence.

Comparing the pronunciation of English and Udmurt sounds it is possible to mark the similarity of some phenomena. For example, some Udmurt sounds may be referred to these English ones:

1) English blade alveolar-palatal obstruent affricate [dʒ] signed as G, J. There is no conformity in Russian. In Udmurt this sound is marked by letter З: зазег (a goose), зуч (Russian);

2) the long English monophthong of mixed line and middle raise [ ]: sir [s:r], earn [:n], girl [g :l]. There is the same monophthong of middle line and middle raise in Udmurt, graphically represented as Ö: жок (a table), йол (milk), etc.

Vague similarity between English and Udmurt Phonetics is used in teaching the students-bilinguals (at English lessons in form 7B, Gymnasium № 56).

The intimacy and partial identity in vocabulary, grammar and phonetics of Finnish and Udmurt, the identity of the coherent text structure and the means of relations between phrases of a text in these languages cause the commonness of students' speech development as in Udmurt as in Finnish.

The teaching system of related language education combines some traits of teaching methods of native languages as well as foreign ones. Using the native language principles some linguistic phenomena, which coincide with in Finnish and Udmurt, are introduced in this system. Particularly it concerns of Finnish vocabulary development. For example, syoda (Fin)-сиыны (Ud)(to eat), juoda (Fin)-юыны (Ud) (to drink), yo (Fin)-уй (Ud) (a night), kasi (Fin)-ки (Ud) (a hand), vari (Fin)-вир (Ud) (blood), etc.

The system of foreign language teaching with using equal-deflection methods of some linguistic phenomena of native and unrelated languages distinctly lightens of foreign language learning (particularly Finnish and English) by bilingual students.

Ekaterina Stepanova (Izhevsk)
**THE ROLE OF AUDIO AND VISUAL EQUIPMENT
IN FORMING INTERCULTURAL COMPETENCE**

Today educational process in teaching foreign languages is based on use of authentic audio and video material, which reflect the real way of life of native speakers of foreign languages. Using such authentic material helps to form and master intercultural competence among the students. This allows us to structure our goals, forms and methods of teaching and to form communicative competence.

Intentional and frame-kind approaches in classification of language actions determined a detailed analysis of communicative roles.

Here we have a different approach in didactic paradigm, this is pragma-functional paradigm, which describes active approach to the language. Thematic aspect reflects interests of the students according to their age, interests, etc; pragmatic aspect reflects language actions within the subject of the conversation. Altogether this reflects in language actions, which are based on lexical-grammatical compatibility, and their use forms lexical-grammatical competence.

Analysis and interpretation of language actions, from lexical-grammatical point of view, should be fixed in writing. This complex of work involves lingua-didactic means of education.

They master linguistic and communicative competence. These are the basis of teaching process in modern educational programmes.

Marina Sternina, Iosif Sternin (Voronezh)
COMMUNICATIVE BEHAVIOR AS AN INTEGRAL PART OF ELT

Communicative behavior is defined as *a system of norms and traditions of national communication* and is built up by a number of national communicative rules. The importance of studying communicative behavior of different nations can hardly be overestimated.

Mistakes in communicative behavior may cause mutual misunderstanding and even ethnic conflicts. That's why we argue that communicative behaviour is an important component of foreign language acquisition and should be considered an aspect of foreign language teaching.

Communicative behavior is built up by a number of national communicative rules. These rules fall into two principal types: rules which are obligatory for fulfilment /e.g. rules of polite speaking, verbal etiquette/ and rules, which are not obligatory though they are maintained by the majority of people / e.g. traditional topics of communication in certain situations/. The rules of the first type are *communicative norms*, those of the second type – *communicative traditions*.

Description of national communicative behavior includes verbal behavior, nonverbal behavior and social symbolism. Verbal behavior is a system of rules defining what to say and what not to say in certain situations. Therefore we deal with *communicative imperatives* /what to say/ and *communicative taboos* / what not to say /. Imperatives and taboos can be both strict and mild. They can also be speech and thematic.

Speech imperatives are words and expressions, which must be used in certain situations. For example, greetings, apologies, words of condolence. Speech taboos are words and expressions that are excluded from usage in certain situations, e.g. swear words.

Thematic imperatives are topics which are to be touched upon in certain situations, for example – *"How do you like this country?"* to a foreigner, a question about health – to an elderly person and so on. Thematic taboos are topics avoided in communication / e.g. topics of income, politics, religion in American formal table talk, asking a woman her age/.

Nonverbal communicative behavior deals with the national peculiarities of gestures, body language, physical contacts and distance in communication. One should know how to stop a taxi, how to show nonverbally one's respect to the partner, how to use pointing gestures, how to count with one's fingers, etc.

Social symbolism deals with national peculiarities of understanding certain material objects and phenomena /e.g. the so-called cultural meaning attached to flowers, numbers, colors, certain presents, types of clothing, cars, etc./. In Russia, e.g. the richness of the table reflects the degree of respect of the host to the guest, while in the US the meals mainly reflect the real income of the host-family and not their attitude to the guests.

The description of communicative behavior as a system of norms and traditions should by all means be comparative: the teacher must be able to contrast the native communicative behavior of the student to communicative behavior of the people whose language is studied. Therefore contrastive studies of communicative behavior are most important.

It should also be emphasized that all generalizations that can be made should be viewed as **relative**, for they strongly depend upon the cultures compared. A parallel can be drawn with some traits of national character: for example, Russian hospitality is well known and acknowledged as an important component of Russian mentality. But this is a European view, and if we compare Russian hospitality with that in the Caucasus, Russians will look less hospitable. Aspects of communicative behavior are also relative which should always be borne in mind.

Nadezhda Strueva (Voronezh)
CIVIC EDUCATION EXPERIENCE IN A RUSSIAN SCHOOL
(Post PDS activities and the impact of the U.S. teacher's visit on their development)

To reach the goal of the American Councils Program, that of developing international collaboration to make nations closer in understanding each others cultures and moral values and to maintain partnerships between them, it's necessary to continue and support the efforts made by the authors of the program by consistent and joint activities: conferences (on-line ones), exchange of students' arts and creative writing, participation in contests for students, participation in international organizations, sharing of experience etc.

The main concern of the present day school education is environmental problems- an integral part of any school curriculum. The approaches to the problems can be either more or less effective thus sharing the experience in the sphere of teaching environment protection is of immense importance.

A lot of materials both theoretical and practical derived from the seminar in the U.S. and brought by the U.S. teachers to Russia are being used by Russian teachers as a source of authentic materials illustrating U.S. students' activities in cleaning up the neighborhood, their pride in their own area of land and their responsibility for it.

Reading and discussing all these materials, planning our own activities make us part of a global effort to help free rivers, streets, forests and parks of trash that can be traced back to one single source, people

Pirkko Suihkonen (Finland)
LANGUAGE, CONTENT, AND CONTEXT

Natural language is a mirror and an interpreter of the culture of speakers. It also reflects sensitively information on the natural conditions of the areas where the language is spoken, and interaction between people speaking different languages. These form a crucial part of the semantic content of languages. This semantic content is reflected in particular in lexicon. Loanwords adapted during various periods in the course of history form an excellent interface of cultural and linguistic contacts. But information on the cultures can also be found in other sub-areas of language. A large group of these elements belong to closed classes, such as deictic pro-forms. Their basic function is to refer to the objects found in different kinds of contexts, but, in the same time, they also characterize and specify the elements they refer to or the context where these elements are located. The cultural content is also reflected in several other properties of language, e.g. in organizing the syntactic and semantic arguments in linguistic structures. In fact, cultural content forms a cultural context in the case, when linguistic systems are used in characterizing the culture of the users of a language. The role of meta-language which quite often is a major language, e.g., English, Russian, or German, is particularly important for research on interaction between languages and cultures.

My paper deals with interaction between structural elements of language and cultural context reflected in languages. In my presentation, I show examples on variety in interaction between language and culture, and diversity of properties of languages used in expressing these relationships. The data referred to are taken, e.g., on Malagasy (a Malayo-Polynesian language), and some Finno-Ugric languages, and Japanese.

Radost' Sviridon (Krasnoyarsk)
 **INTERNET AND NEW EDUCATIONAL TECHNOLOGIES
IN FOREIGN LANGUAGE TEACHING**

The first attempts of incorporating Computer technologies into Foreign Language Education began more than forty years ago and in the last decade the number of teachers using Computer Assisted Language Learning has increased markedly. The recent development of the Internet has

provoked a big number of academic researches on the most effective ways to integrate successfully this prominent new technology into the language classroom. On entering an information age it has become obvious that the Internet carries great potential for educational use and can play an essential role in Foreign Language Teaching.

There are several reasons for this: first of all, Internet Technologies integrated into Foreign Language Education increase learners motivation, provide immediate feedback to students and allow them to study at an individualized pace. Secondly, appropriately implemented, they could contribute significantly to enhanced students achievement providing authentic reading material and strengthening their linguistic skills. Finally, they make it possible for students to act as creators not just receivers of the knowledge and help them feel "citizens of a global classroom", practicing communication on a global level.

Nowadays there is a wide range of on-line applications which are available for use in the foreign language class and outside it. Web-projects or problem-solving projects can be considered as one of the examples of modern educational technologies. S.V.Titova (2003) suggests the following steps of working at Web-projects:

- The preliminary choice of a problem or problems;
- Putting forward and discussing different hypotheses of solution of the problem;
- Accumulation of the material, evaluating it;
- The final choice of the problem;
- Analysis and critical judgement of the accumulated material;
- Presentation the results and class discussion.

Web-projects or problem-solving projects are long-term research tasks which aims are to develop students communicative and thinking skills, help to aquire linguistic and socio-linquistic competences and the result of which is usually a Web publication. As theory and practice suggest implementing modern educational technologies based on Internet technologies could enable learners to practice foreign language skills more thoroughly and solve language learning problems more easily.

Pavel Sysoyev (Tambov)
AMERICAN CULTURAL STUDIES TEACHING:
BRIDGING THE GAP BETWEEN THEORY AND PRACTICE

In the field of Teaching English as a Foreign Language "American Studies" is generally viewed as a name of the course about the United States of America, which is offered to secondary school and university students majoring in English. There is no debate about the importance of including such a course in the curriculum. However, scholars still argue about the *content of the course* and about the *methodological approach* to its teaching. Overview of the theoretical and empirical research (see, for example, Sysoyev, 2003, 2004) shows that one of the reasons of this debate is in the mismatch between what *has been developed in the theory* and *how teachers conceptualize "American Studies" and its teaching*. This report will consist of three sections: (a) the state of the art of the content of the American Studies (both secondary and university level); (b) the importance of the problem-solving tasks in teaching American Studies; (c) the analysis of the questionnaire regarding didactic and thematic content of the American Studies course completed by EFL teachers from various regions of the Russian Federation. At the end, methodological recommendations will be given to American Studies instructors for the purpose of enhancing the quality of presenting US culture and society in EFL classrooms in Russia.

Marina Syutkina (Neftekamsk)
**DENOTATIVE ASPECT IN THE TRANSLATION
OF THE POSSESSIVE CONSTRUCTIONS**

A most important condition of translation adequacy is that the chosen equivalent in the target language should not break the semantic status of the original sentence. The relationship of the elements in the chain «reality – mentality – language» must be taken into consideration as being semantically meaningful. The translation of the English possessive construction *X has Y* into Russian illustrates this statement perfectly.

The first thing to do in order to make the translation of the possessive sentence adequate is to reveal the denotative characteristics of the components naming the possessor and the possessed object (*X* and *Y*). The meaning of actual possession is realized by *X* – the name denoting to a real subject, which is known by both the speaker and the listener. So, *X* is chiefly represented by a proper noun or a personal pronoun: <u>*Peter*</u> *has a car;* <u>*He*</u> *has a car.* The position of the possessed object *Y* is mainly manifested by a concrete name, which nonetheless renders nothing concrete. A listener gets just the notion of the object. In the English language such a denotative characteristic of *Y* is explicated by the indefinite article: *I have <u>a</u> book.* In the Russian language the actually possessive relations are conveyed by the existential construction *У X (есть) Y*: *У меня есть книга*. If the name of the possessed object in the English construction denotes to a real concrete object it is used with the definite article and causes the confusion of the semantic status of the sentence. The meaning of possession changes into the meaning of location: *I have <u>a</u> book – I have <u>the</u> book.*

The locative variant can be rendered in Russian with the help of changing the word order in the prototypical construction: *У X (есть) Y → Y (есть) у X.* Used at the beginning of the sentence the name of the possessed object acquires the concrete denotation that makes the whole sentence more locative than possessive: *У меня (есть) <u>книга</u> – Книга <u>у меня</u>*.

So, the denotative level in the case considered seems to be the main component of the sentence meaning.

Elena Tarabaeva (Izhevsk)
ENGINEERING STUDENTS' COGNITIVE LEARNING AUTONOMY

The new teaching goal in teaching foreign languages to technical students is to train specialists to use a language in autonomous searching, processing, exchanging professionally useful information. Students can discover benefits and pleasures of being able to read in English in order to get this information from authentic sources, as reading is central in teaching technical students.

Autonomous cognitive learning integrates some language teaching approaches such as communicative and cognitive approaches which can be combined, humanistic approach and learner – centered approach within the frame of teaching engineering students how to read in English.

Autonomous cognitive learning is an activity which is guided by a teacher who takes into account learners' previous knowledge of the language and his experience or knowledge concerning his future profession. But we should remember that a teacher is not an instructor or a transmitter of knowledge in the context of autonomous cognitive learning, he\she is a facilitator, a partner suggesting strategies of learning to a student who can accept knowledge critically and evaluate himself.

So to define autonomous cognitive learning we can say that it is students' ability to reflect critically to what they read, to make decisions and act independently in reading process.

This article sets forth several steps taken in designing a reading comprehension course within the frame of autonomous cognitive learning which is appropriate for engineering students (Oil And Gas students in particular) who are supposed to complete three hundred forty hours of English instruction.

Step 1. Motivation. Students are supposed to have intention to read professionally useful texts by choosing a text which can meet their requirements. It should be mentioned here that there is no need to persuade or encourage technical students to read the texts which contain necessary information for them.

Step 2. Content – based selection. Students may suppose what a text is about judging by the title or after reading a part of the text.

Step 3. Questions – based comprehending. As soon as students learn the title of the given text, they are supposed to make up questions which probably will be answered while reading.

Each and every step may contain some sub – steps involving students into text – comprehending activities.

The results of the course are rather promising, though they may be far from advanced language proficiency, but we shouldn't forget that for technical students the foreign language is the means of reaching other goals.

Galina Tarutina (Izhevsk)
STRATEGIC APPROACHES TO TEACHING TRANSLATION
BY MEANS OF SECOND FOREIGN LANGUAGE

For the time being the need for translation and interpretation is extremely increasing all over the world. This country is not an exception Professional and experienced translators and interpreters are in a great demand in Russia.

The teachers of Second Foreign Language Department have to elaborate a common strategy of translation by means of Second Foreign Language. The worst fears of our staff is to substitute, in particular, the programs and in general methodology of First Foreign Language Departments in the field of teaching translation. Because of that we are trying to find our own perspective, innovative approaches to this problem and solve it as effectively as we can.

One of the most successful devices in solving the above mentioned challenge is the comparative method in teaching translation. This approach is based on the comparison of similar facts and phenomena in grammar and vocabulary of both languages, the first and the second. At this stage we use the method in order to prevent the interference and negative influence of both languages on each other. It results in avoiding lexical and grammar errors in students'translation activities and improving their language skills.

The other serious issue which is being discussed in our department concerns the choice of the genre for translation.

Most teachers of our department consider that the preferable genre is newspaper and magazine texts. Why? They are always full of specific terms, bright and colourful idioms, set-expression, preverbs, complicated grammar and syntactical constructions. All these components are related to the strategy of our department. Thus the students dealing with this kind of texts can discover a great deal of interesting and tricky elements of translation which are quite significant for building their professional skills.

In a word our staff are in search of new ways of teaching translation. We have chosen " the less traveled road" by applying to a comparative method. It causes many questions, we come across obstacles and challenges. But on the other hand it makes our job more interesting and effective.

Lidiya Tashchilina (Irkutsk)
LISTENING COMPREHENSION ACTIVITIES
FOR STUDENTS WITH DIFFERENT LANGUAGE COMPETENCE

The place of listening activities among other language activities is always under discussing.

The process of communication consists of two inseparable stages. They are: delivering and absorbing some pieces of information.

When speaking about skills necessary for comprehension of an utterance we should mention three stages of a sequence: "input", "listening process", "output".

It is very important to underline the problems (primarily linguistic) which can serve as a basic of evaluation the degree of success of a listening performance.

To deal with the linguistic problems it is necessary to have quite adequate materials for listening. The choice of materials depends on the language competence of our students. So we come to the problem of grading.

Grading is possible from different view points:

- grading through text characteristics;
- grading through task factors;
- grading complexity (or the complexity of grading).

Special attention in the report is paid to the tasks.

When teaching how to listen one more important problem arises: when we teach and when we test.

When creating graded programs for the groups with different language competence for training language skills four groups of factors are necessary to be taken into account: speaker, listener, content and support.

The task or aims of the lesson may be formulated in a different way. It depends again on the language competence of students or even at one and the same lesson these tasks may be different for different categories of students.

Anatolyi Tchudinov (Yekaterinburg)
METHODOLOGY OF COMPARING MODELS OF POLITICAL METAPHOR

The comparison of metaphorical models in different languages is one of the topical questions of the modern theory of cognitive metaphor. According to G. Lakoff and M. Johnson "most fundamental cultural values correlate with the metaphorical structure of the basic notions of a given culture". Russian scholars A.N. Baranov, Ye.M. Vereschaghin, V.G. Kostomarov, Yu.N. Karaulov, B.A.Uspensky amd others have expressed the same ideas. The following main patterns of comparing models can be named.

Comparing the metaphors of the original text and its translation into another language (A.N. Baranov, V.G. Gak, N.L. Galeyeva, I.A. Sternin and others)

Comparing metaphors which are used for describing of this or that political situation. For example, as G. Lakoff (1991) showed, US political leaders, while characterizing the war between Iraq and Kuwait, used metaphorical images of a robber and an innocent victim. In the Iraqi press this conflict was represented by a totally different metaphor.

Finding a model common for two languages and its description with the help of the material of each of the considered languages. Thus, T.V. Shmelyova (2001) while characterizing metaphors connected with the sphere of diseases describes every frame giving two or three examples in Polish and Russian.

Ye.I. Sheigal (2000) uses one more variant of comparing studies, where, first, the description of the metaphorical model is presented in Russian, then, the description of a similar model is given in English. The final stage involves making conclusions about the general and specific characteristics.

An original technique of the comparing analysis is offered in the article by A.A. Kaslova (2003), who, first, gives a detailed description of metaphors from the sphere "Monarchy" in Russian political texts. Later she demonstrates that American authors use absolutely different metaphors.

Svetlana Ter-Minasova (Moscow)
ENGLISH LANGUAGE LEARNING AND TEACHING IN RUSSIA: YESTERDAY, TODAY, TOMORROW

The English language life in Russia: a brief survey. It includes a historical perspective, the traditions of the past and the new challenges of the present day situation.

The history is simple: it is based on a deep love of foreign languages in general and English in particular. Love against all odds, for better, for worse, for richer and for poorer.

The traditions of English language learning and teaching (ELLT) are:

Depth, thoroughness, perfectionism.

Teacher orientation determined by mass production.

The solid theoretical basis. A firm belief that theoretical studies of English will solve ELLT problems. Special achievements of Soviet and Russian linguistics in the branches dealing with the concept of the word's meaning: lexicology, lexicography, phraseology, collocation.

The present day novelties and problems:

An ever-increasing urge for English learning. The demand far exceeds the supply.

English has become an actual means of communication.

A burst of interest in cultural studies caused by "a discovery" that actual communication is impossible without the background cultural knowledge.

A change in EL learners and teachers.

Problems of ELLT materials.

An intense interest in non-verbal communication.

The advance of new technologies.

Yulia Teryoshina (Izhevsk)
CAUSATIVE PROVERBS AS A SUBJECT OF LINGVOCULTUROLOGICAL RESEARCH

In lingvoculturology the stress is laid on the study of the phraseological fund of the language, as idiomatic expressions directly (through their denotation) or indirectly (through their associative relation with national symbols and stereotypes) convey cultural information about the society (Maslova V.A.). In this respect it proves to be interesting to analyse causative proverbs, reflecting such situations of the reality, in which the agent acts on the patient, thus causing him/it to perform actions or change his/its opinion, intentions, state etc. The category of causativity has a universal, anthropocentric character, as the search for causal relations between social phenomena is considered a priori form of the cognitive activity of the individual. The study of Russian and English proverbs, expressing the concept of causation, permits to conceive the role it plays in the mentality of the nation.

Despite the fact that Russian proverbs display a wider range of lexico-grammatical means of expressing causation, quantitively such proverbs are worse represented than the English ones (21 Russian examples against 52 English ones). This can be partly accounted for by the presence in English of such grammatized means of causation as the analytical causative (Money *makes* the mare *go.*), which occured in 22 examples. Similar Russian constructions "a stimulating verb + infinitive" (Нужда *заставит* мышей *ловить.*) were traced in 3 proverbs. The comparison of the English and Russian proverbs, serving similar spheres of experience, reveal a number of cases, in which an English proverb conveys causation and the corresponding Russian one – only the cause-and-effect relations (Pity *melts* the mind to love. – Жалеет – значит любит.) or the Russian proverb does not contain the cultural seme of cause.

These facts suggest that the concept of causation is not typical of Russian "Weltanschauung". It ranks causation on a par with such concepts as will and freedom and serves another evidence in favour of the thesis that Russian mentality vehemently opposes to any

kind of submission or inducement, whatever its source may be – a particular man or a law (Malinovich Y.M.).

Ludmila Titova (Voronezh)
TO THE PROBLEM OF BRITISH STEREOTYPES

A lot has been said about stereotypes in British culture. But how many of them are actually true nowadays? Everything changes in the modern world: climate, society and so do the stereotypes. The most well-known of them are:

1. IT RAINS ALL THE TIME IN ENGLAND

First of all it often rains only in the North. In the Southern part of England it doesn't rain more than anywhere in Europe. There is much sunshine not only in the summer, but even in the middle of the winter. You might even come across palm trees on the South coast.

2. ENGLISH PEOPLE ARE COLD AND RESERVED

More and more often people give kisses (commonly 2) to each other and warmly shake hands when they meet or say goodbye. English people have never heard an expression known in Russia as "Uiti po-angliiski" which means to leave without saying goodbye. Also there is what the English call a "North-South" divide. People from the North of England are seen to be considerably more generous, warm and welcoming. Perhaps the impression of "coldness" is more evident in London and surrounding suburbs. But London is not the whole England.

3. TRADITIONAL ENGLISH BREAKFAST

Fried bacon and eggs (plus beans, sausages, black pudding, fried bread, mushrooms and tomatoes) still exists and is served in many hotels as a traditional breakfast, and is also still very common amongst the labouring class, e.g.: lorry drivers, builders. However, in everyday life most people prefer cereals with a cup of tea or coffee.

4. ENGLISH PEOPLE DRINK TEA ALL THE TIME

Everywhere you go, you'll be given a choice of drinks instead of just offering tea. There has been a big influence of Italian, French and American culture that brought a huge variety of excellent coffee in spite of the belief that English coffee is horrible.

5. ENGLISH FOOD IS VERY PLAIN

This is still true, as genuine English food didn't used to be cooked with herbs and spices until the 1960's. Nowadays the English eat Chinese, Indian, Italian, French, and Mexican food to name but a few. People also now cook the food at home using many more herb and spices.

6. ENGLISH MEN ARE GENTLEMEN AND ENGLISH WOMEN ARE LADIES

English "Gentleman" and "Ladies" have now become a reference to an older culture that has all but disappeared. Due to feminism since the 1960's the roles of men and woman have changed leading to equality both in the workplace and at home, hence women do not like to be seen as being the "weaker" sex, and see "Gentlemanly conduct" as belittling.

7. ENGLAND IS VERY SNOBBISH

The English have dropped much of their snobbery, and are now trying to redefine their identity. England is far more cosmopolitan and has taken on board other cultures and languages which can be illustrated with large scale celebrations of other cultures such as the Russian Winter Festival, the Chinese New Year and The Notting Hill Carnival for the Caribbean people.

Helping students to overcome the old stereotypes is one of the tasks of a teacher of English.

Irina Trifonova (Izhevsk)
ASSOCIATION APPROACH IN LANGUAGE TEACHING

An association is defined as a connection between an image and a person's mind. To be more exact it's a link between two or more psychological phenomena (perceptions, images, ideas, etc.) which is formed under certain conditions. Association approach is an effective technique in language teaching and learning though sometimes we underestimate its opportunities in language education.

This approach could be used in different aspects. On the one hand it may well be used at different stages of skill formation (at presentation of a language phenomenon, its activisation and communicative practice). On the other hand it will definitely be helpful in teaching different aspects of a language (grammar associations, vocabulary associations, phonetics associations).

We may also classify association images according to the type of physical perception used in their creation (audial, visual, kinetic associations). Using time-lines in teaching grammar is one of the examples of visual association. Though very often we have a combination of association types, for instance, students clap their hands when they pronounce verbs in 3rd person singular as if they stick "s" to a verb. Here we have audial and kinetic associations. One more example: introducing a new grammar topic – a modal verb "can", a teacher personifies the verb (the verb can is "uncle Can" who is kind, skillful, and generous) and gives a visual image of a friendly, smiling, plump figure of an elderly man. Here we see visualization and personification which prove to be very effective techniques in grammar acquisition.

Describing a personification technique we differentiate between a single personification image and a series of images, for instance, in so-called "grammar fairy-tales".

We'd like to point out some psychological and pedagogical conditions necessary to form an associative connection:
1) psychologically safe friendly atmosphere in an English class;
2) easy and concise explanation of a language phenomenon of the associative connection;
3) a bright and laconic image for an association;
4) repetitions of the target image;
5) the originality of an image itself and original ways of image repetitions;
6) a series of associations "a cluster of associations" to make the target association link stronger.

The association technique can be helpful in teaching different language phenomena and efficient skill in formation.

Yulia Trofimova (Syktyvkar)
**LANGUAGE TEACHING BASED ON A SERIES
OF CONSECUTIVE DRAMATIC STORIES**

Language teaching based on a series of consecutive dramatic stories means that its components (contents, system of tasks and learners' activities) develop in keeping with the plotline. The latter serves as a system generative factor adapted to primary school children's psychological capabilities to percept, to memorize, to think and to imagine. It should also meet the requirements of the English Language syllabus.

The use of a dramatic story for organizing teaching materials makes the teaching process more coherent due to a series of microplots. A micriplot is comprised of interrelated interdependent "events" which are referred to in one or several lessons. Macroplots, unlike, microplots, take a much longer time to develop.

Practising communicative skills in English should be carried out in situations close real life (native speakers) communication. It means that learners of English are given opportunities to interact and to converse not only with each other, but also with typified characters of children's books, folk tales, legends, etc.

The components of communicative situations should be interconnected, and the learner should perform as an active participant of the events, stay in the centre of the events, not only interacting but also motivating the partner)s) to communicate.

When the teacher uses drama in stories (macroplots and microplots), they appear to provide motivation for language learners which contributes effectively to the progressive development of children's speech and intellectual development.

Galina Tronina (Izhevsk)
**WAYS OF TRANSLATING COLLOQUALISMS
AND NONCE-WORDS FROM RUSSIAN INTO ENGLISH**

(based on Dovlatov's novels and Anne Frydman's translations)

Novels by S. Dovlatov, a Russian writer, and a brilliant stylist are crammed with dialogues, which serve as a means of characterization of the personages. The lexical units used in the dialogues can be classified into argots and nonce-words. The argot is a substitute word that produces a humorous effect and is used for denotation of some phenomena. As a matter of fact, the speaker expresses his negative attitude to it. The nonce-words are used by the author in abundance, they are colloquial and reflect realia of Soviet life. At first sight it might seem that they do not yield to translation easily, nevertheless, the translator manages to find a corresponding equivalent in English, e.g. «упиться в драбадан» – to get plastered, «до упора» –up to one's eyebrows. The phrases in English and in Russian may differ morphologically or in terms of the volume of the meaning or stylistic connotations. Sometimes the equivalent in English may be quite neutral, e.g. «ханыга» – God knows what, «поддать» – to have a drink. As for the nonce-words they may also be translated by means of colloquial words which precisely convey the meaning of a Russian word or phrase, e.g. «башлять» – to foot the bill, «башлевик» – bill-footer. Sometimes the equivalents in Russian and in English may coincide even morphologically, e.g. «публикабельный» – publicizable. There are cases when the meaning of the nonce-word is not quite clear and it requires some background knowledge to decipher it, e.g. «еврея нужно согласовывать», in the English translation the meaning of this phrase is clearly expressed: "Every Jew has to be submitted for approval".

In conclusion it should be noted that the translator proved to be quite competent as she managed to convey in English the subtleties of S. Dovlatov's humour, though sometimes the losses of connotations were inevitable.

Mira Tsyganova (Izhevsk)
**FROM PERSONAL EXPERIENCE OF TEACHING ENGLISH
TO BILINGUAL STUDENTS**

I'm a teacher of the English language at Linguistic Lyceum N22, in Izhevsk. The Lyceum specializes in teaching the German language as the first foreign language. Therefore I've got an experience in teaching English as the first foreign language after Russian and the second one after German. The paper is devoted to the analyses of peculiarities of teaching English both as the first foreign language (after Russian) and the second after German.

My personal experience shows that German-speaking students have more advantages in learning English v. native Russian-speaking students who don't know German. Thus, they have better memory and linguistic skills of positive transfer from the German language. For example, they easily learn link-verb "to be" by analogy with German "sein", Perfect Tenses, Comparatives and Superlatives they also learn more easily continuous tenses because they are more experienced in acquiring new languages in general.

In spite of all these positive facts there are some difficulties connected with so called interference, i.e. negative transfer from German into English. They are: German accent in pronunciation, mistakes in the rules of reading (letters S,W,V). The misuse of the words which are traditionally called "False Friends"(become-bekommen), word-order, numbers, questions, etc.

There is a very serious problem which a teacher of English faces- that is the choice of proper student's book. I suppose we made a mistake when we chose the same book for teaching English both as the first foreign language and the second foreign language. At the moment it's absolutely evident that an English book for German-speaking students should be briefer (taking into account the short course the second language) and richer in content in accordance with the age

and psychological peculiarities of students. And the main point is there should be pronounced links with the German language for support in case of positive transfer. The report will introduce the samples of the books and exercises suitable to above-mentioned criteria.

Svetlana Tupikova, Raisa Nazarova (Saratov)
ETIQUETTE ADDRESSING IN THE ENGLISH LANGUAGE

Personal addresses can be classified as follows.

1. How to address the unknown (unfamiliar) addressee

The only allowable addressing unfamiliar and unknown man in the English language of the XIX century was "sir". The address "Mister" to a person without using his surname showed a low cultural and educational level of the speaker. If the high social position of the interlocutor was known, one should address him, using a corresponding title.

Addressing unfamiliar women was rare in the English literature of the XIX century, but nevertheless occurred. The standard form of the addressing unfamiliar woman was "madam" ("m'am"), to a very young and, obviously, unmarried one – "Miss".

Nowadays "sir" is used less often in Britain, than earlier. "Miss" –still remains as one of the possible forms of addressing a girl or young woman. "Madam" ("m'am"), as well as "sir", remains standard, practically neutral etiquette form of the addressing woman.

Nowadays the English language shows the tendency to omission of personal addressing the unfamiliar addressee. Instead of them etiquette formulas "excuse me", "pardon", "sorry" are used to attract attention and begin to function as the direct addresses.

2. How to address the known (familiar) addressee

The way of addressing the known addressee depends on the place, time, social status of interlocutors, degree of their acquaintance, etc. Such addresses as the title or words "Mr.", "Mrs", "sir", "madam" practically disappeared from the sphere of family relations to the middle of the XIX century in the English language. Children use "dad", "mum", etc., also "mother" and "father" which have no official shade addressing their parents.

First names are used to address well familiar, close people, irrespective of their age and social position. The teacher addresses the pupil, the officer - the soldier, or the chief -the employee as "Mr" + surname or simply by surname.

The analysis of etiquette addressing in the English language shows prevalence of colloquial types of speech culture.

Victoria Tuzlukova, Elena Yazikova, Yulia Yatsenko, Marina Sukhomlinova, Anna Andrienko (Rostov-on-Don)
**INTEGRATING CROSS-CULTURAL COMPONENT
INTO TEACHING MATERIALS**

Integrating cross-cultural component into teaching materials is very important for foreign language acquisition and cross-cultural competence enhancement. Having this in mind teachers of Rostov State Pedagogical University starting working on US Higher Education Culture book in the framework of the American Studies Textbook project. The purpose of the culture book is to provide a clear and understandable entry into Higher Education in the USA, and to reflect its basic values and ideas. This book also focuses on cross-cultural comparison of American and Russian Higher Education. The assignments in the culture book are designed to develop students' cultural sensitivity, stimulate their curiosity, drive inquiry and promote learning. Some of them encourage students to make judgments as representatives of Russian culture, while in other cases they should imagine themselves Americans and in a result sense cultural diversity. The learning strategies include *forming concepts* that is organizing information in tables, charts and diagrams to organize ideas and evaluate their importance; *personalizing* that is finding examples from students' own experience, culture, city or country; *remembering new material* that is reading the whole passage or text again, with no pressure, to put the new ideas together and

apply information and ideas to students' own country for making learning more meaningful; m*anaging learning* that is thinking about what students' are going to learn before doing it, using past background knowledge, evaluating their past learning and results and l*earning with others* which presupposes different forms of cooperative learning, working in pairs and groups and helps students to concentrate the attention, to reflect and analyze the answers of others, to be more responsible for developing English language skills. The book focuses especially on teaching students as critical readers of academic texts as well training such reading skills and strategies as scanning, skimming, reading for enrichment, jumbled and jigsaw reading. The assignments and the texts are designed to enlarge students' vocabulary as well.

Nadezhda Urtemeeva (Yoshkar-Ola)
TEACHING INTERCULTURAL COMMUNICATION

Intercultural communication is now recognized as an important aim of language teaching. It is not enough for a modern student to learn a number of words and facts about target culture. They should understand their national, cultural peculiarities and use them in the right context. Thus, the problem is how to teach students the language and cultural awareness through it.

But the fact that each of us is the representative of at least five cultures – universal, ecological, natural, regional and racio-ethnic, makes this process complicated. So students should be taught to develop the system of concepts, standards and norms, characteristic of people belonging to different cultures; understand how they came into being and why; determine to what extend they influence today's human relationships.

There are some techniques of raising cross-cultural awareness including role – plays, analysis of cross-cultural situations, recognizing cultural images and symbols etc. They can be used when we study particular topics such as "Stereotypes", "National character", "Verbal and Non-Verbal communication" etc. Their aim is to help students overcome the habit of applying their own standards to everything and understand "why" this culture is different. Among the exercises we use are:
- short interactive tasks (students become aware of cultural differences),
- tasks helping compare and analyze cultural differences),
- problem-solving tasks (students solve cultural conflicts).

To make this process successful teacher should use various approaches for cross-cultural analysis trying to involve more cultures and their representatives.

The following ones have been very useful:
ethnographic (students see everyday life as cultural practice, understand cultural differences and question their own behavior and views)philological (students explore the languages, compare them and understand how cultures are reflected through them),
intercultural (students understand how people think and explain what makes us different),
task-oriented approach (students gather information, learn to interpret it and compare it with their own cultures).

Among the benefits of their use in the classroom are:
- students have become more tolerant in terms of cultural differences;
- it has become much easier to organize pair, group and project work;
- they help to involve students of various backgrounds, cultures and abilities.

Natalia Vakulenko (St. Petersburg)
CROSS-CULTURAL COMMUNICATION RESEARCH APPROACHES

All cross-cultural studies focus on making generalizations, especially those about the dimensions of cultural variability, though different studies and theories have their own goals.

Studies dealing with cross-cultural communication can be divided into three groups: data-oriented, theory-oriented, and theory-data-oriented, each having its own specific features.

The first group is obviously the most extensive. Its approach is characterized by data collection and analysis, i.e. using specific methods that don't apply theories to explain why communication across cultures differs. It does not mean this group lacks theoretical basis. The results may and rather often do fit one of the existing theories, but theory designing is not in the focus of these researchers. Lots of studies belong to this group, and this is understandable because to place a study into the context of some theory needs additional methodological effort.

The second group of studies includes those who use research methods to guide their thinking. This results in the fact that research is conducted in different dimensions that follow common lines during some period of time. These researches differentiate and take into consideration the following issues: qualitative and quantitative methods of research, subjective and objective assumptions, making theoretical predictions (cultural- or individual level), theory-testing methods, criteria for comparisons and conclusions, establishing reliability and validity, etc.

The third group of studies combines features of the first two groups and it faces the set of problems posed by both of them, including that of the number of methods used to study communication across cultures. Being one of the most important problems, it means that the more methods are used, the more they "allow for "triangualtion" of research findings", i.e. establishing the unity of three constituents, such as a hypothesis, different methods, and results.

Some researchers consider culture as a theoretical variable and have developed criteria for evaluating cross-cultural communication theories.

These studies' results should be used in teaching culture and cross-cultural courses.

Ekaterina Varguina (St. Petersburg)
TEACHING READING COMPREHENTION TO ADULTS

Present-day situation requires life-long education which has to be combined with work. Adult learners need to process huge amounts of information in their field in a foreign language (usually English) in limited time. Intensive (or dynamic) reading course is designed to help students of English to read quicker, understand better and remember more.

To achieve this goal students should be able to see a special text as consisting of blocks, or units, which can be recognized almost automatically. Psychologists say that an average person can have only four elements or blocks in their short-term memory. But these information blocks can be as big as one paragraph or even bigger. They can be complex units with multiple logical interconnections.

This approach works on three levels – word level, sentence level and text level. The special techniques involved are inference, skimming and scanning.

On word level students have to learn that an unknown word may consist of familiar elements, such as prefixes, suffixes and "tags" in phrasal words.

On sentence level students deal with sentence structure, which again consists of blocks having fixed positions. A very important skill here is being able to find the subject and the predicate at the first glance. Teaching students to understand not only syntactic structures but author's intentions behind them requires pragmatic approach to syntax. On this level means of bringing the most important information into the focus of reader's attention are to be discussed.

On text level students learn that complicated special texts also consist of blocks. These blocks are paragraphs. Intensive reading involves recognizing paragraph functions, functions of key-words and link-words as well being able to anticipate what is going to follow in the text.

Ekaterina Varguina, Alevtina Varshavskaya (St. Petersburg)
SCIENTIFIC TEXT: DIALOGISM AND TRANSLATABILITY

Dialogism and translatability are two features that characterize scientific text as a phenomenon and as a unit of education. We understand translatability not just as a possibility for

translation from one language into another but rather as a possibility of translation from one personal code into another, that is of adequate understanding.

There is an obvious contradiction between the idea that a scientific text is indifferent to the language on which it is written and the statement that in the words of any human language in which the text can be written there is always some untranslatable "residue" meaning. Still, understanding and translation is possible and a scientific text the degree of translatability is maximum. Principal understandability of a scientific text is determined by the following factors:

– a scientific text is an imitation of an artificial sign, which has to be unambiguous;
– it has a rigid structure familiar to all participants of the communicative act;
– the communicators involved belong to the same professional group and are cooperating.

Dialogism is inherent in a scientific text. It is a non-linear dialogue of a special type which includes a dialogue between the author and the addressee, a dialogue between consciousness and thought, of which V.S. Bibler wrote, a dialogue between different forms of reason, between different forms of understanding. Usually dialogism is "hidden" in the text, but sometimes it appears on the surface in direct and indirect questions and appeals to the reader.

Dialogism and translatability are both the result of specific characteristics of the author and the addressee of a scientific text. The fact that both of them belong to a narrow circle of specialists in a certain field limits the sphere of its functioning but on the other hand, it enables the adequate interpretation and communication as such.

Larissa Vasil'eva (Ulyanovsk)
TEACHING TECHNOLOGY OF TRANSLATION
THROUGH AMERICAN COUNTRY STUDY

The development of the international cooperation practically in all spheres of life requires the knowledge of foreign languages nowadays. And practical use of such knowledge, in many cases, will be defined by the ability to get necessary information from various authentic sources both oral and written ones and from the Internet.

This fact means that a great number of people, irrespective of their profession and speciality, need practical skills in translation and interpretation. That is why a special course "Technology of Translation" is much in demand with our school graduates now.

We should admit that there is rather a great variety of materials on technology of translation today. But in spite of this fact it is difficult to find something that meets all the requirements of secondary education. So five years ago an attempt was made to write the *Programme of the Special Course Technology of Translation* and then *Practical course book* for secondary school students.

Two years ago this special course was integrated with American Country Study. And now our students study technology of interpretation and translation and practice their theoretical knowledge on a great number of materials dealing with American Country Study.

This special course is for the Humanities students first of all, but it is of great interest for many other students as its practical materials include training in all genres of interpretation and translation.

While acquiring the habit of deverbalization, we work with texts about the history and the political system of the USA both in Russian and English. Automating the habit of transformation we use texts about Washington, New York and the states. Teaching students to interpret speeches we listen to M.L. King and R. Kennedy's speeches.

Denis Vdovenko (Perm)
CONFLICTABILITY AND VALIDITY OF THE TEXT
IN THE SCIENTIFIC TRANSLATION

Conflictability of the scientific text has relations with the other categories of the scientific text.

Conflictability of the scientific text is often determined by means of the notion of validity, because a scientific text is always conflictable regarding the other scientific texts representing former theories and thus its validity concerns new interpretations and modelling of the reality.

In fact, conflictability of the text can not be reduced to its validity. The notion of validity was introduced by F. de Saussure. Generally, validity can be defined as the relation of an object to the other objects of the system. Speaking about the scientific text we may note that its validity is not constant, the degree of validity changes with the evolution of science. In some cases the text loses its validity with time if the theory described is rejected. On the contrary, conflictability of the text is preserved even if the text loses its validity.

In the translation of the scientific text its conflictability and validity interact with each other. While reconstructing the conceptual system of the text (which is not identical to the original text) the translator can either give to the text an additional validity or reduce its actual validity. The same is referred to conflicatability, that is, the translator can increase or reduce its degree. Validity of the text and its conflictability are interrelative: for example, reducing the degree of conflictability brings the loss of validity. The presentation contains examples in order to prove this statement

Olga Vesnina (Kursk)
THE PROBLEM OF PRAGMATIC COMPETENCE FORMATION
IN DOCTOR'S PROFESSIONAL SPEECH

In the conditions of expansion of international contacts, humanization and humanitarization of higher education practical possession of a foreign language assists the formation of intellectually developed, socially active personality of the specialist of the medical profile. He has the possibilities of establishing cultural and business connections, mastering the world culture values. Every day the graduates of Russian higher medical establishments have more and more opportunities to continue their education, work on probation, find work in foreign clinics. One of the main means to do it is the knowledge of a foreign language not only on every day level but on the level of professional communication. "The Programme of foreign languages for students of medical and pharmaceutical higher educational establishments in the RF" determines as the main goal the development of the communicative competence in students, the level of which on certain stages of language training permits to use the foreign language practically both in professional and scientific work and for the purposes of further selfdevelopment. Communicative competence includes linguistic, socio-cultural and pragmatic components and provides the specialist with the opportunities of communication in the uniting world with the purpose of the achievements exchange in the spheres of medicine, pharmacy, etc. Studying a foreign language, a student predominantly acquires the linguistic and socio-cultural knowledge. Unfortunately, the pragmatic component of the future doctor's communicative competence falls out of the course of language education. Due to that we consider the pragmatic competence of the professional speech development in students of the medical universities to be the problem of paramount importance. Generally speaking, pragmatics studies speech acts and the contexts where they take place. Order, request, objection, demand are the types of speech acts. Thus, the objective of the doctor's professional speech pragmatic competence formation is teaching of the like mentioned above speech acts and what is more important the verbal and the non-verbal ways of their expression in speech.

Elena Vichtomova (Izhevsk)
THE PRINCIPLE OF MULTI – LINGUISTIC APPROACH IN FORMATION OF EDUCATIONAL ENVIRONMENT IN LINGUISTIC LYCEUM № 25, IZHEVSK, UDMURTIA

The attempts to give "life-long education", based on stabilized conditions of future activities don't meet modern requirements any more. According to A.G. Asmolov " the main point is that children shouldn't be taught how to solve typical tasks with all answers provided. Education must help a person to survive in the world of uncertainty".

Speaking about the quality of education we must bear in mind that the managing influence directly upon an individual is not always efficient. Thus, the management "by extra means" becomes that "magic wand" which starts up the gear of student's inner activity in his interaction with environment.

Linguistic Lyceum № 25 conducts the management of educational quality by means of multi – linguistic approach during 5 years. We filled the educational environment with the incentives for students' development, especially distinguishing the following:

- Increasing the number of languages studied in our lyceum (English, German, French, Spanish),
- Maximum employment of the possibility of early foreign language learning (in the first grade – English as the main foreign language and German as the second language, then in the fifth grade – French as the third foreign language),
- The content of the Humanities becoming closer to European standards, children get acquainted with linguistic and cultural variety of the European continent,
- Efficiency of education,
- Organizing the space for different children's societies.

These different societies have been working successfully for five years in our lyceum. In the "Exploratory Clubs" children explore country-study topics, questions, connected with linguistic variety of the world. In the "Journalists Clubs" children report about the life in our lyceum, about pupils and teachers both in Russian and in English (German, French). Children participating in "School Economic Company" study Economics in English.

Good results at French let our pupils become the winners in the pictures' contest and the contest of modern fairy-tales written in French, held within all-Russian stage of the World Francophone Competition.

So, the management of educational quality by means of goal-oriented influence on deferent areas of educational environment, on the basis of multi – linguistic approach, actually provides very good results.

Marina Vlavatskaya (Novosibirsk)
EFFECTIVE STRATEGIES FOR TEACHING COLLOCATION

In recent years collocation has emerged as an important category of lexical patterning and become an established unit of description in language teaching. A typical definition of collocation is 'words which are statistically much more likely to appear together than random chance suggests', or a predictable combination of words (M.Lewis). Some combinations may be highly predictable from one of the component words *mineral water,* some have the status of idioms *shrug your shoulders,* some may be very common *a big house.*

Collocation is important from pedagogical point of view for many reasons. The way words combine in collocations is fundamental to all languages. Collocation allows learners to think more quickly and communicate more efficiently. Complex ideas are often expressed lexically, moreover, collocation makes thinking easier.

In the same way we teach individual words we need to teach collocations or to present them in context, e.g. *a difficult decision, apply for a job, a contemporary exhibition,* etc. When

teaching a new word, teach some of its most common collocations at the same time, e.g. *a bad effect, a big effect, a funny effect, an unexpected effect…*

There are some activities which can be useful in teaching collocations: finding collocations in a text, recording collocations, using collocation dictionary, etc. The fundamental principle is that activities should be designed to encourage noticing of chunks (collocations). Many activities work by using the collocation dictionaries, which can be a great help for learners. Teachers need to train learners to browse the entry, ignoring unknown words in the collocates as they use the entry to remind themselves of known, and most importantly, half-known (de-lexicalised) words.

The stress of this approach is on the importance of making learners aware of the phrasal nature of language. The single most important contribution the teacher can make to ensuring that input becomes intake, is ensuring that learners notice the collocations in the input language. It is noticing the input language which is crucial to expanding learners' mental lexicons.

Irina Voitovitch (Izhevsk)
ON THE LIFELONG LEARNING CONCEPT IN THE USA

American society is undergoing changes. As a result of social and educational changes the views of education are shifting. The idea of lifelong learning has emerged as potentially integrating concept.

In 1976, the lifelong learning act, or Mondale Act, was passed into law. Since then on, lifelong learning has become an essential part of American life. It is the most rapidly growing segment of American education.

Life-long learning has become essential for a number of reasons. The large and continuing shift to the service economy, the gathering momentum of globalisation and the increasing importance of knowledge and skills in production are constantly changing the skill profiles necessary in the job market.

Many definitions or conceptions of life-long learning have been put forth both in the USA and abroad. Lifelong learning is a conceptual frame work for conceiving, planning, implementing and coordinating activities designed to facilitate learning by all Americans throughout their lifetimes.

The government is involved in life-long learning. Almost all federal departments and agencies offer adult education and learning programs. A program of life-long learning involves a major change in attitudes towards learning by all members of society. Success will depend on similar commitments from all those involved.

Life-long learning gets high leveled federal support through direct and indirect mechanisms. Current programs? their content and delivery systems have been made attractive and innovative since traditional education usually arouses painful memories.

On the whole life-long learning implies three key concepts: 1) there should be coordinated learning opportunities for people of all ages; 2) all manner of organizations – school and non-school - concerned with the well-being of people should take part in facilitating learning; 3) the community should be the locus for planning and conducting learning activities.

Anna Vorobyova, Galina Busygina, Sofia Zhukova, Nina Promyshlennikova, Yevdokia Shagarova, Natalya Demidova (Izhevsk)
SUPPPLEMENTARY EDUCATIONAL PROGRAMS AND COURSES IN LITERATURE AND FOREIGN LANGUAGES THROUGH MULTIMEDIA PROJECTS

The Presentation includes three courses: 1) A course on ethical and aesthetic aspects of studying foreign literature in the 3rd - 8th grades. 2) An integrated course in the humanities (Russian Literature, Foreign Literature, World Literature). 3) Literary gatherings.

Ye. Shagarova is the author of the first course. The main goal of the program is to arouse in pupils a greater interest to books, Russian and foreign languages, to develop their speech habits

and logical thinking. Pupils of the 3rd - 4th grades have a real thirst for creative work, for instance, they write fairy tales in Russian. In the 5th-6th grades they translate their tales from Russian into English and German with the help of special lexical schemes and retell them to each other appreciating the results.

The main goal of the second course created by N. Promyshlennikova, a teacher of Russian and Literature, is to influence and develop the inner spiritual world of the pupils, their aesthetic perception through studying the art of words at the age when pupils prepare for entering independent life.

Theatrical performances play an important role in the extra-curricular activities of the 5th-8th formers. Pupils dramatize passages from books by foreign authors in Russian. During the "Week of foreign languages" supervised by S. Zhukova and G. Busygina (which is held annually) they dramatize passages from foreign literature in English and German.

One of the interesting forms of studying foreign languages is literary translation of poems written by German poets into Russian. The translations are later discussed and translated, in their turn, into English. A. Vorobyova, a teacher of German, has initiated this kind of creative work. A multimedia variant of translations made by pupils was made and presented at "Literary gatherings" during the "Week of foreign languages". S. Zhukova, a teacher of English and German has recently joined this work, her pupils translate poems from German into English. A. Demidova, a teacher of Russian, initiated "Literary gatherings" and organized poetic theatrical performances with musical accompaniment. She has made a multimedia collection of poems written by her pupils.

All the above-mentioned programs and courses are aimed at linguistic, philological, aesthetic and esthetic development of the pupils and their personalities.

Daniel Waller (UK)
PERSONAL DEVELOPMENT PLANNING FOR LIFE-LONG LEARNING

Personal Development Planning (PDP) and the provision of study skills are increasingly being promoted as important aspects of courses in their own right. Those designing and teaching courses are having to develop new ways of meeting these challenges. Issues which arise include how to incorporate these skills into academic courses as well as providing individual student support without unduly overloading the teachers, syllabus or assessments.

The University of Central Lancashire in the U.K. has placed a strong emphasis on study skills and individual learning for several years. However, in the light of feedback and data collected over the last two academic years, a new approach has been taken which aims to integrate PDP and study skills more fully into programmes. This presentation will look at a range of approaches adopted on courses in the Department of Languages & International Studies.

Linda Werbner (St. Petersburg)
A COLLECTION OF COMMUNICATIVE ACTIVITIES FOR YOUNG LEARNERS

This workshop will give teachers who may new to teaching EFL in primary schools some fun and easily adaptable, communicative activities for learners between the ages of five to seven (beginner) and eight to ten (high beginner/intermediate). Because children absorb language through play, many of the activities will include movement and involve the senses. There will be a wide variety of objects, pictures, and group games tailored to delight and captivate the short attention span of a child.

Olga Yakovleva (Izhevsk)
NEW TECHNOLOGIES IN TEACHING PHONETICS

Advances in computer technology, such as multimedia capabilities, have begun to change the educational process—the way educators teach and students learn. By exploiting multimedia

computer technology and the vast resources of the Internet, students can effectively manipulate or graphically view the learning material, thus stimulating their understanding of various concepts. Combined with networking technologies, computer-assisted learning is also a vehicle for independent and distance learning.

There are various pronunciation programs on CD-rom. The program we use for teaching phonetics to the students of specialty "translation and translation studies" in the first and second years is called "Professor Higgins. Multimedia Course of English Phonetics". This phonetic course is designed for those who want to master the so-called BBC variant of English, which is the norm of speech on the English radio and television. All sections of the course have been recorded with the voice of William Shephard, who was a long time coordinator at UCLES. Students can compare their pronunciation with the model not only using their hearing but also visually seeing the graphical speech representation, which was specially designed for the student to easily see the pronunciation mistakes. The course includes a theory material and detailed references on how to use the program. The program includes approximately 5,000 vocabulary units. The exercises consist of a "step by step" process, beginning with sounds, and including the study of words, phrases, proverbs, thematic dialogues, dictations, verses, and even tongue twisters. The course is applicable for self-study as well as for study with a teacher.

This program can display interactive demonstrations and represent information dynamically. On its own, computer simulation provides an authentic form of practice in which students can manipulate various elements displayed on the computer screen, thereby exploring the content of the intended lesson.

The phonetically trained interpreter will have a better understanding of the spoken language and his own speech will be easily understood.

Liudmila Yarulina (Kazan)
HOW TO MAKE YOUTH EXCHANGE VISITS SUCCESSFUL?

Youth exchange programmes today have become very popular among students and teachers. They are aimed at students' understanding that all nations are the members of the same world civilization and the duty of the younger generation is to ensure peaceful coexistence and stability on the planet. So a youth exchange visit may become a powerful tool to bring up our children in the spirit of ethnic and confessional tolerance.

This happens in case a teacher knows effective ways to organize a visit as a mission of good will, but not as a tourist trip. Although youth exchange visits are so popular, almost no guidance, however, is available to teachers or group leaders in necessary techniques of their organization. Having been experienced in this sphere, I have gathered a variety of field-tested methods and ideas to arrange a youth exchange visit successfully. In this short outline I offer some general guidelines which I have incorporated into practice.

First of all, it is especially important to choose the message of a visit, to determine its aims and to create the programme of students' activities.

Then we'll have to pass three main stages to fulfill the programme:
1. *A preparatory stage* includes culture and language development, establishment of friendly contacts with the group leaders and participants of a visit in another country to coordinate aims and activities of the programme.
2. *Realization of a visit* consists of cognitive and social activities, reports and speeches in public societies, for mass media, in government offices.
3. *A final stage* usually takes place in a home country and involves overviewing, evaluation and creative activities to inform the public at home about the results of the programme.

This methodology appeared to be very effective when we won in the SSEP competition (2002, 2004) held by the American Councils. Our project "Tolerance in multicultural world" gained high recognition both in Montana (the USA) and in Tatarstan (Russia). Our visits became missions of peace, mutual understanding and tolerance and encouraged the American and Russian public communities to support the teenagers' initiatives.

Olga Yasarevskaya (Penza)
LANGUAGE INTERFERENCE
IN A COMPUTER-AIDED TEACHING/LEARNING PROCESS

The whole teaching/learning process of foreign languages aims at forming our students' capabilities to L2 speaking (foreign language speaking). In order to achieve it our students are to know various grammatical, lexical, phonetical and stylistical language forms. The phenomenon of interference often occurs while mastering L2 individually. It is resulted in deviations from foreign language norms and standards being caused by mother language influence. That is why:

1. A modern computer can be used as a teaching tool of an adequate usage of the corresponding L2 vocabulary.
2. The phenomenon of language interference is considerably diminished in teaching/learning process by computer programmes based on the principle of recognition of semantic medium and of probable predicting of speaking mistakes. They should be also compiled in accordance with a student's model taking into account different types of "speaking reaction" on a situation.

Elvira Yasaveyeva (Izhevsk)
ADVERTISING COMMUNICATIVE ACT

Advertising communicative act is conditioned by interaction of *the causator* (an advertiser) and *the addressee* (a real or potential consumer) via verbal (sign) form of *the communicat* (semiotic distribution of advertising discourse). Advertising communication act is a social and psychological phenomenon. Any change in addressee's action is determined by the ability control the consciousness of a person via verbal means, and also via causator's action which are directed to accomplish this control.

Communicat reflects a specific definite composition of verbal and non-verbal signs. Verbal signs of a semiotic distribution are texts, posters, stands, TV clips, signboards, logotypes.

Causator as a social customer defines the aims of advertising communicative act, chooses the means of control under the addressee.

The addressee is a social and psychological subject, who has the need in information in order to satisfy his requirements which are oriented by values, professional and gender belonging.

There are three types of the addressee: focal, motivated and aimless addressee. The position of the focal addressee is the most prevalent and typical among potential consumers. The specific of the focal addressee is in its standard reaction which is based on purposeful choice of an advertised product.

The motivated addressee is characterized by his purposeful and at the same time more programmed activity in searching motivated criterion of his choice.

The aimless addressee is less programmed by the choice motivation. He is oriented by preposition base and cognitive route of his acquaintance and experts. The position of the addressee in advertising communicative act is not constant but dynamic.

Bibinur Zagulyaeva (Izhevsk)
THE ROLE SIMULATION IN TEACHING
AND LEARNING THE UDMURT LANGUAGE

The Udmurt language is included into the curriculum of the Institute of Foreign Languages and Literature of the Udmurt State University as it is a means of acquainting with Udmurt culture but the number of hours for learning this subject is minimal and this fact obliges us to use the most effective ways of teaching. As our experience proved the best way of acquiring communicative skills for students is the use of the role-play, as it is an incentive to the speech performance. The role-play requires doing a lot of preliminary tasks in the form of special

language and speech exercises. The latter are woven into the scenario of every lesson. The communicative tasks are presented as natural life situations or the simulation of what happens in life. The assumed roles and the simulation of real situations are presented in polylogues, these roles are used in various situations, thus it makes possible for students to memorize lexical units and grammatical forms and activize them in speech.

At the end of the semester the contest of mini-theatrical performances in the Udmurt language is held. When preparing for the performance the students are to write scenarios, they may be composed by themselves or based on Udmurt fairy tales, each student is to perform a certain role. They think over the scenery and dresses and after that they rehearse their performance. When rehearsing they memorize not only their roles, but the roles of their partners.

The quality of the performance is assessed by the jury consisting of teachers of Udmurt, post-graduates specializing in the Udmurt language and advanced students. Those students who are at their best get a credit.

As a matter-of-fact students find these performances interesting and beneficial.

Ludmila Zapalskaya, Evgenia Morozova (Penza)
INTEGRATING NEW COMPUTER TECHNIQUES AND INTERNET INTO THE TEACHING PROCESS

We have been using computer programs and CD-ROMs for 6 years and we should say that our students speak English better now, they became more relaxed, they are not afraid of being corrected. Our classes are accessed to Internet and sixty students can work in Internet at the same time. Now we have a great privilege to teach our students through Internet.

We have made some scientific research in this sphere and presented our project on "Using multimedia, computer programmes and Internet in the English classrooms" and became one of the winners of the conference, and our research was publicly recognized and published in the professional newspaper "Pervoye Sentyabtya" and in the Internet.

We believe that our workshop at the conference will help other teachers who are interested in the new techniques of teaching English at school and colleges, and even Universities. We are going to speak about the advantages of new technologies at school that allow teachers to split the class, thus enabling the teacher to create the kind of environment which requires different activities.Working with computers and Internet creates a better atmosphere for learning the language, to practice vocabulary, to correct pronunciation, intonation and feel the rhythm of the English language. The Internet is a great tool for studying the culture of English-speaking counties, testing and communicating with the American and English pen pals.

Tatyana Zheleznova (Irkutsk)
ACRONYMS & ABBREVIATIONS IN ACTION

When teaching computing terms one can't do without acronyms and abbreviations. A teacher might just give students one more text to translate or let them look up in a dictionary. Seemingly, there's nothing wrong in such a task, but it's somewhat passive.

One more way to extract and process information including acronyms and abbreviations is the following.

In order to keep up students' interest, overcome the handicaps, go without teacher's help and make the work more active I've made up a kind of a dialogue which includes: a) various acronyms and abbreviations, b) their expansions and origin, c) some explanations, definitions, examples of usage and even translations into Russian.

What else can seem difficult for a Russian student learning English? The pronunciation of acronyms and abbreviations can, of course. So it is given alongside, too.

To make the work more active I use some blanks to fill in.

Students should dramatize the "man-machine" dialogue and fill in the blanks.

Dialogue. Acronyms & Abbreviations

− There exist plenty of unknown words written in 3 or 4 capital letters in Computing. It drives me mad!

− I can help you. These words are called acronyms or abbreviations.

− Why are they called so?

− An <u>acronym</u> is a word formed from the initial letters of other words (e.g. *laser, Nato*). The noun <u>abbreviation</u> comes from the verb <u>abbreviate</u> meaning *shorten*, especially representing a word by a part of it. Some abbreviations are read as individual letters C-D/ V-I-P / T-V/ B-B-C/ I-S / P-S. If an abbreviation is read as a word we call it <u>acronym</u> (e.g. *yuppy*). (*to be continued*).

The dialogue should be preceded by some warming-up activity on the topic and followed by students' own dialogues or other tasks for active usage of the material. Students should be given several abbreviations /acronyms for finding expansions, origin and/or definition. It is well known that a person learns whatsoever better while teaching the others.

Such work may be followed up by a kind of group discussion.

Nadezhda Zhuikova (Izhevsk)
TEACHING ENGLISH (LISTENING) TO MULTI-LINGUAL STUDENTS

This abstract discusses the problem of teaching listening to bilingual students at the Udmurt State National Gymnasium named after Kuzebai Gerd. Our gymnasium was created in 1995 for Udmurt children to teach them their native language, national traditions and culture. The pupils start learning the Udmurt and English languages at the age of 6-7. Some of the young learners speak both Udmurt and Russian equally well, but for some children Udmurt is a "foreign" language. This factor influences teaching listening and the listening process itself. The psychological aspect, the national traits of the Udmurts, the age of the students must be taken into consideration as well.

Listening plays an important role both in communication and language acquisition. Although once labeled a passive skill, listening is very much an active process of selecting and interpreting information from auditory and visual clues. Yet listening remains one of the least understood processes in language learning despite the recognition of its crucial role. Most of what is known about the listening process comes from research on native language development.

The problem of teaching listening to young bilingual students is not studied quite well. Young learners' listening skills depend on many factors: memory, motivation, attention, interest, phonemic abilities, the ability to predict information, etc. Some researchers think that bilingual children have difficulties in learning other foreign languages due to the influence (positive and negative) of the knowledge of two languages.

But we suppose that bilingual students are more experienced in languages and the knowledge of two languages helps children to develop their linguistic abilities and listening skills: the abilities to identify, recognize, realize, determine, compare, predict information, articulate and imitative abilities.

These statements are confirmed by the results of the listening tests: young bilingual learners were much more successful than monolingual children. So we may conclude that bilingual students possess more developed listening skills.

Anna Zueva-Izmailova (Izhevsk)
COMMON RESEARCH INTERESTS CROSS BORDERS

The paper concerns the author's correspondence and scientific contacts with J. Coates – an English Scholar of Literature, Ph.D, a former diplomat, university teacher and specialist in Komi literature. J. Coates studied the Russian language at Cambridge University and in September 1968 was conferred a Doctoral degree for the paper "Aspects of modern Komi-Zyryan literature". He came to Komi Republic twice: in 1974 and 1985 and later published his articles in

the journals: "Polar Record", "Ural-Altaische Jahrbücher", "Proceedings of the Philological Society", "Neohelicon" and others.

J. Coates took part in the 6th and 7th congresses of the scholars studying Finno-Ugric languages, which took place in Syktyvkar (Komi Republic) and Debretzen (Hungary). He made reports on: "English borrowings in the Komi language" and "Albert Vaneyev and the Komi sonnet". J. Coates has always displayed a genuine interest in the Udmurt language and literature as well. He translated into English a famous poem by K. Gerd (a well-known Udmurt poet, a true son of the Udmurt people) "Sures duryn" – "By the high road". He published his translations in the journal "Neohelicon".

Personal contacts with the scholar and the long lasting correspondence with him prove that only this kind of cooperation may help to cross cultural borders and promote mutual understanding. Interaction of distant cultures and their many-sided study appear to be very fruitful and beneficial.

Anastasiya Zhukova (Izhevsk)
**INFLUENCE OF TEACHING A FOREIGN LANGUAGE
AT AN EARLY AGE ON THE INTEGRATION OF A CHILD
INTO THE MULTILINGUAL MULTICULTURAL COMMUNITY**

Speaking medium has a strong impact not only on the development of the ability to speak, but on the psychic development of a child on the whole. At the same time, the openness, readiness of a child to interact with an adult, who is the "carrier" of speech patterns, can expand the boarders of the language environment.

Our research has shown that the language medium for a 5-7 year old child can be enriched through the introduction of a foreign speech stream. Learning English can produce a positive influence on the ability to recognize vocabulary units in the foreign speech stream. Teaching children two foreign languages (English and French/German) can enhance the ability to differentiate words belonging to those languages due to only phonetic differences between them.

Thus, as a result of systematic teaching a foreign language to a child, the variety of the language medium is increased, which helps to integrate the child into the multilingual multicultural environment successfully.

Sue Zuroweste (USA)
**INTERCULTURAL COMMUNICATIONS:
NONVERBAL SYSTEMS AND CLASSROOM EXPECTATIONS**

As societies are increasingly mobile, and diverse cultures are more frequently in contact with each other in the classroom, there is a greater need for intercultural communication. Every culture and language group defines its own verbal and nonverbal symbol systems, and while the focus of classroom instruction is verbal, communication scholars believe that communication is primarily nonverbal. In the text, *Intercultural Communications: A Contextual Approach*[1], author James Neuliep analyzes several distinct channels of the nonverbal code which must be examined for successful intercultural communication. A brief profile of these will follow with an example of misunderstandings that can arise from the violation of these codes.

- Proxemics relate to the perception and use of personal space, and is a cultural variable. For example, an American or Russian student interacting with a Mideastern student may feel that his or her personal space has been invaded by the proximity of his interlocutor and will make an effort to move to a more comfortable distance. The Mideastern student, who is accustomed to closer contact, may feel a sense of distrust of the partner who "evades" him. Classroom tensions can arise as students incorrectly evaluate each other's motives.

- Haptics, or communication through touch, are related to proxemics, and refer to the tolerance or expectation of touch. Unsolicited touch can be extremely offensive in many cultures, particularly between men and women. For example, the touch of hands between male and females in Korea is significant as the first step of courtship. A woman will only tolerate touch of the hand if she anticipates a romantic relationship. Classroom activities, or even seating assignments, must be designed avoid offending cultural sensibilities of touch.
- Olfactics, or the sense of smell, can lead to misunderstanding based on a cultural interpretation of smell. In particular, the degree to which a culture tolerates natural body odors is highly variable, and sends different cultural messages. For example, Americans have a preoccupation with masking natural body odors. All manner of personal products are perfumed with scents ranging from mango shampoo to vanilla body cream. While Americans find these fragrances clean and pleasing, other cultures, such as the Japanese, perceive these scents as an effort to mask uncleanliness, and find them, therefore, offensive in an olfactory sense. This nature of misunderstanding can add to generally unfavorable stereotypes between cultures.
- Chronemics, or a sense of time, carry an abundant number of messages between different cultures. In a very schedule-oriented cultures, such as Germany, a lack of punctuality may be perceived as laziness or rudeness. Students from cultures where task completion and relational involvement are more important than timetables, such as Argentina or Brazil, expect that assignment deadlines and timetables are rather fluid, creating a violation of expectations with both fellow students and instructors from a more time-oriented culture.
- Finally, silence must be mentioned as a highly variable cultural component. Cultures in which members place a high value on contextual information, such as Korea, cultivate and value silence as a form of communication. Contextual clues such as family relationships or age differences are rich in communicative data which mitigate the need for verbal speech. On the contrary, in countries like the United States, the verbal code provides the basis for relational meaning, and so Americans are uncomfortable with silence. These communication styles in the classroom can be misinterpreted, for examples, when an instructor expects immediate verbal response form a student whose cultural training has taught him/her to be silent as a form of respect.

In conclusion, people hold expectations about the nonverbal behavior of others which carry into the classroom experience. A culturally competent instructor will first of all evaluate and challenge his/her own personal and cultural assumptions regarding communication issues. This will facilitate correct interpretation of misunderstandings that arise, and will help to overcome his/her prejudice related to cultural differences. In addition, s/he will guide students to a better understanding of each other and to a greater tolerance of the cultural variety that can enrich the classroom experience.