

как будут определены поставленные цели и наиболее подходящий контент для обучения.

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LANGUAGE DESCRIPTION IN ESP COURSE DESIGN

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Having become the accepted international language of technology, business and commerce, English is now studied most often by learners who specifically know why they need to learn a foreign language – to keep up with developments in their field of occupation. For this reason, the courses designed for teaching English for specific purposes (ESP) are not only characterized by the content (a certain subject area of professional settings, e.g. science, medicine, tourism, etc.) but also by specific English learners needs (What do learners need English for? Where will they use it? Which type of communicative interaction and text genres are they expected to deal with in the English-speaking environment? etc.).

As an ESP course should focus more on language in context, integrating English into the real world of the learners, the question arises how to break down and describe the language system so that it serves the purposes of learning. The following brief outline of language description approaches identifies five main areas that may

influence the design of an ESP course.

Classical or traditional grammar describes the language in terms of the role played by each word in the sentence, for example subject, object, indirect object and so on. Although foreign language teaching practice has already shifted attention from formal features of the language usage to the way the language is actually used in real communication, classical description of the rules of English grammar provides the teacher with useful terminology and general guidance to be applied in designing an ESP course syllabus. Also, traditional grammar can still deepen the learner's knowledge of how a language operates and highlight the necessary transformations in translating from one language to another.

For example, subjective infinitive constructions, which are frequently encountered in various forms of written ESP discourse, sometimes make it quite difficult for learners to understand the relations between the subject and predicate of the sentence.

e.g. The discovery of this substance is expected to contribute ... to an understanding of the mechanism involved in superconductivity [2]

e.g. ... the approximately 11,500 line faults recorded on the Eskom transmission system since 1993 are believed to have had a marked effect [8: p.46].

e.g. For instance, 14 out of 30 load management programs surveyed in 2001 were reported to have operated just once or not at all during that year [7: p.152].

The examples above come from a web-news page, specialized technical journal article and study on energy issues, all of which an engineer is most likely to deal with in the context of professional engineering environment, so that it would be reasonable to incorporate this grammar structure in the English for Engineering course syllabus. Indeed, some of the modern ESP course books still point out the grammar issues to look into:

Career skills and knowledge	Language knowledge
Unit 7 Future homes predictions	Obligation and necessity Adjectives with <i>-able</i> and <i>-ible</i>

(Technology 1/ Eric H. Glendinning. – OUP, 2007)

It is, however, important to remember that ESP students are supposed to be already familiar with the basic grammar of the foreign language they learn and the range of grammar structures they have to master within the course depends upon the complexity of texts they should be able to comprehend [1; 4]. There are IELTS guidelines on acceptable levels of performance in different professional areas where English is a means of communication, which can help to distinguish more or less linguistically demanding fields of work and study (see Table 1) [6].

Table 1. Requirements for the English knowledge level

Levels of English knowledge	Linguistically demanding academic courses e.g. Medicine, Linguistics, Law, Journalism, Business, etc.	Linguistically less demanding academic courses e.g. Tele-communications, Mathematics, Agriculture, etc.	Linguistically demanding training courses e.g. Air Traffic Control, Applied Sciences, Engineering, Industrial Safety.	Linguistically less demanding training courses e.g. Animal Husbandry, Catering, Fire Services etc.
C2	Acceptable	Acceptable	Acceptable	Acceptable
C1	Probably acceptable	Acceptable	Acceptable	Acceptable
B2+	English study needed	Probably acceptable	Acceptable	Acceptable
B2	English study needed	English study needed	Probably acceptable	Acceptable
B2	English study needed	English study needed	English study needed	Probably acceptable

Furthermore, as the communicative approach to language teaching suggests focusing on processes of communication, ESP learners should negotiate the meaning of grammar structures from authentic materials through different communicative activities, and translations must be used as part of these activities.

The structural description of the language is based upon the idea that languages are made up of syntagmatic structures which represent structural frameworks, by varying the words within which sentences with different meanings can be generated. In this connection, substitution tables can be useful to explain grammatical patterns at the sentence level. Take an example of English language connectors to express cause and effect in different ways [5: p. 128-129]:

The building had a weak foundation;	<i>thus,</i>	it collapsed.
	<i>therefore,</i>	
	<i>consequently,</i>	
	<i>as a result,</i>	
	<i>hence,</i>	
The building collapsed	<i>since</i>	it had a weak foundation.
	<i>because</i>	
	<i>as</i>	

In the structural ESP course syllabus, most common language items are selected and sequenced so that simpler and more immediately useable structures precede the more complex ones:

Unit 3	Giving instructions
What's next?	Sequences: <i>first, then, next, after that, when, once</i>
	Giving reasons: <i>otherwise, or else</i>
	Mechanisms
	Relative clauses <i>which</i> and <i>that</i> Machine part vocabulary

(Tech Talk: Intermediate/ Vicki Hollett. – OUP, 2009)

In this manner learners are provided with the finite range of structures which make it possible to generate an infinite number of new utterances. However, this is both strength and weakness of this approach. Being rather simple, it fails to explain relationships between meaning and form. In fact, there are large areas of language use that it cannot explain and yield a better understanding of the communicative value of the structures. Consider the following sentences:

Cf.: We produce new machinery at the plant.

They produce new machinery at the plant.

New machinery is produced at the plant.

Although the first two sentences are very similar, they differ in the meaning implied, since pronoun “we” includes the speaker, while pronoun “they” denote a specific group of people which the speaker does not belong to (usually government, authorities, etc.). The last two sentences, on the other hand, look very different, but actually serve the same purpose of expressing impersonality, either with a pronoun or the passive voice. Thus, it can be seen that there is a distinction between knowing language forms (performance) and being able to apply them appropriately in various communicative situations (competence).

So far, the concept of communicative competence has passed three stages of development: register analysis; language as function; discourse analysis.

When viewing language as part of a communicative whole, we can distinguish certain contexts in which language items will vary, for example, formal and informal English, written and spoken English, British and American English, different text genres and functional styles, etc. In the past much ESP research was focused on determining the formal characteristics of various registers in order to establish a basis for the selection of language items typical for certain area of English usage. However, there followed a lot of criticism saying that if particular registers favour some forms, like the passive voice and nominal compounds in scientific English, they are still not distinctive forms of this register but just the forms borrowed from the common stock of the English language. Anyway, register analysis can well contribute to designing

an ESP course, making it more relevant to ESP learners' needs by giving the priority to the language forms that they would meet in their work or studies.

The functional or notional language description is concerned with social behavior of participants of the communicative acts, representing the intention of the speaker/writer (e.g. warning, threatening, complaining, describing, etc), or reflects the categories into which the human mind and thereby language divides the reality, for example, time, frequency, duration, number, location, quantity, quality [3].

A good example of functional syllabus can be found in the “Cambridge English for Scientists” coursebook, while “Cambridge English for Engineering” contents is based on notional description of the language items to teach.

Unit 4 Designing an experiment	Making suggestions and plans for an experiment Giving advice to a colleague Prefixes and suffixes Predicting the results of an experiment
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(Cambridge English for Scientists/ T. Armer. – CUP, 2011)

Unit 5 Components and assemblies	Shapes and 3D features Words to describe machining Phrases for describing suitability Verbs and nouns to describe joints and fixings Prepositions of position
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(Cambridge English for Scientists/ M. Ibbotson. – CUP, 2008)

It is in the development of ESP that the move from language syllabuses organized on structural grounds to the ones based on functional or notional criteria has been particularly strong. As ESP learners are expected to have already done a structurally organized syllabus of General English, probably at school, and they seem to benefit more from to learning how to use the knowledge they already have and study the pragmatic grounds of communication in a foreign language.

The functional syllabus, however, has its own drawback, suffering the lack of any kind of systematic conceptual framework, and as such does not help the ESP

learners to organize their knowledge of the language. For this reason, the functional syllabus should not be used as a replacement for the structural syllabus. On the contrary, the two approaches to describing language in structural or functional terms must be seen as complementary, with each supporting and enriching the other, as in the example below.

Unit 3	Working with words	Language at work	Practically speaking
Employment	Job benefits and employment procedures <i>annual bonus, maternity leave, paid holiday, apply for, fill in a form, etc.</i>	Present perfect	How to delegate work

(Business Result. Pre-intermediate/ D. Grant, J. Hudson & R. McLarty. – OUP, 2009)

Finally, discourse analysis has been had a considerable effect on development of ESP teaching materials. The fact is that now we consider language not in terms of the sentence but within a broad context, including the medium and channel of communication, role relationships between the participants, the topic and purpose of communication, etc. It may well be the case that the meaning of the same sentence will change with different contexts.

Cf.: I cannot switch on the machine. It must be unplugged.

The computer on standby consumes electricity. It must be unplugged.

Looking into the nature of discourse in a particular field of communication, studying the way people typically structure spoken interactions and choose relative positions of the sentences in a written text will help ESP learners develop knowledge of the language environment they are going to work or study in . The underlying idea of discourse approach to language teaching is that any instance of discourse is partly created from previous discourses and reflected in subsequent ones. Thus, discourse analysis has become a central teaching method in ESP of exploiting relevant and authentic texts in the classroom through tasks which increase awareness of their

specific social purposes and their linguistic and rhetorical features [3; 4].

Topic	Reading context	Vocabulary	Function
Unit 11 Elements of electricity	College course catalog	<i>voltage, current, resistance, electron, AC, DC, volt, ampere, ohm, watt</i>	Asking for clarification

(Electrician/ V. Evans, J. Dooley & T. O'Dell. – Express Publishing, 2012)

In conclusion, one should realize that the various approaches to language description above are different ways of looking at the same thing, and they all have benefits and drawbacks. Knowing English grammar is important, but it is not enough to communicate effectively in English-speaking environments. Understanding typical language structures is advantageous; it is not sufficient as an explanation of what language is like, however. It would be practicable for the learners to view language as a set of functional units from which they can make choices in order to express their intended meanings, while the study of discoursal features of language production and usage would help them understand how texts cluster to constitute particular social and cultural practices. Yet, it does not mean that the other approaches are wrong. All types of communication have structural, functional and discoursal levels, they are not mutually exclusive, but complementary, and each of them may fit quite neatly the aim of ESP courses to enable learners to use English for academic and/or professional purposes and, thus, enhance their career opportunities.

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КОМП'ЮТЕРІЗАЦІЯ ПРОЦЕСУ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ У ВИЩІЙ ШКОЛІ

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На сучасному етапі суспільство вимагає підвищення якості професійної підготовки майбутніх фахівців у різних сферах діяльності. У рамках Болонського процесу, до якого приєднується Україна, більшість вузів, до яких належить і НТУУ КПІ, продовжують вдосконалювати навчальний процес за європейськими стандартами. Європейська інтеграція виступає в якості пріоритету загальноєвропейської культури, одним з елементів якої є культура спілкування. Іноземна мова сьогодні є не просто частиною культури нації, а й необхідним прагненням до успіху в майбутній кар'єрі випускника. На даний момент суспільство вимагає від випускників технічного вузу досить високий рівень знання іноземної мови, що дозволяє користуватися ним у подальшій професійній діяльності. У зв'язку з цим зростає підвищення вимог до його вивчення при підготовці молодого фахівця. Останнім часом, коли ринок