

VARIOUS APPROACHES TO TEACHING ENGLISH IN FOREIGN TECHNICAL UNIVERSITIES

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Every foreign language teacher knows that profound language course brings together theories and practice of pedagogical aspects of learning technologies with a specific focus on language learning. But in order to achieve a real success in teaching a foreign language we have to take into consideration our students' background, their motivation to learn the language, their professional orientation and their ability to cooperate with other students. But the motivation of students in technological universities (not only in Ukraine, but all around the world) is not as high as their motivation to learn their major subjects.

The purpose of this article is to consider some common difficulties we deal with in teaching foreign languages in technical higher educational institutions and overview different approaches that are used by teachers from Japan, South Korea, Jordania and other countries where English is chosen as second language to study. Teachers from different countries propose educational activities that can enhance our students' interest in foreign languages by stimulating their corporative spirit and need to express themselves, and help them to start learning a foreign language with greater enthusiasm.

According to Bogdan Pavliy [4, 78], for Japanese technical universities and colleges, it is clear that regardless of the importance of teaching English and other foreign languages being emphasized in the curriculums and educational programs, they will never become the first priority. But at the same time language courses cannot be fully neglected, because it is expected that most of the students after their graduation should be able to learn technical literature and communicate in English, to know international terms enough to be competent in their field of study, and have a general cultural level appropriate to a person with higher education. So foreign language teachers are challenged to find creative ways to facilitate their students' learning while taking into account their backgrounds and experience.

Teacher's approaches of teaching English grammar play an important role in classrooms where students should understand what they are taught and how to use it correctly [3, 4]. It is noticed that teachers of English as a foreign language often tend to use a deductive approach in teaching parts of speech or grammatical structures, that is, giving the learner rules and explanation and then providing him with examples. Whereas the inductive approach is based on giving examples and asking the students to induce rules by themselves. The student should induce such rules by himself. The deductive approach gives better results in teaching difficult grammar constructions. However, those who want their students to be creative through their deep thinking tend to use an inductive approach, that is, by presenting examples and asking the students to induce rules by themselves [3, 6].

One of the most common difficulties language teachers should deal with in technical universities is the overcrowded group. Teachers usually associate large

classes with lack of control, lack of student attentiveness, lack of teacher-student interactions leading to lack in efficiency and effectiveness [4, 78].

The strategy that is used by Japanese teachers is very simple: the usage of small groups and pair work. Also, it is better to separate out a few of the more “advanced” learners. They can help with group work elements.

In such groups Japanese students are more relaxed because many of them have a fear of making the slightest mistake and consequently are reluctant to answer oral questions freely or to engage in discussions enthusiastically before the class [4, 78].

Another example of a creative approach to organizing an effective teaching of foreign languages in large classes is using computers. The use of the Internet for classroom instruction has greatly enhanced both teachers’ and students’ abilities to access content materials from around the world. That access opens the classroom to the use of multicultural, content-focused materials. The question is how do we, as teachers, provide focus for the content materials in a way that improves student language learning and enhances their understanding of communication process [1, 37]. Jose Picardo [5], who is a teacher of Spanish in Nottingham High School, denotes that it is important not to use technology for the sake of using technology. Foreign language teacher should accommodate digital technologies to the needs and requirements of technically oriented students.

For example, Japanese students often interact or communicate using text messages on their mobile phones. Even during their classes you may see someone pushing the buttons on their mobile phones. So in our lectures we can make them use Skype instead of mobile phones, but the activity will not differ much from the one they are used to. And we can use English (or any other foreign language) for communication. The teacher's responsibility is only to control the process [4, 82].

Moreover, there exist different digital games that can be of interest to teachers and researchers. In the last ten years, not only the market of gaming has flourished, but also the theoretical framework surrounding the use of video games in education has expanded hugely. Experimentations and case studies, then, have produced good practices and practical guidelines to follow [2]. Such a variety of English teaching activities and methods will help prevent boredom caused by a routine predictability and refresh the students' motivation [4, 83].

In conclusion we can say that the variety of different approaches that are used in the teaching processes all over the world is intended to make the language learning process easier for students from technical universities. Creatively organized English course will enhance their motivation, desire to study and make them confident in their ability to communicate in the foreign language.

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