

# НАЦІОНАЛЬНА АКАДЕМІЯ НАУК УКРАЇНИ ІНСТИТУТ УКРАЇНСЬКО-ПОЛЬСЬКОЇ СПІВПРАЦІ

**Конференція до 10-річчя створення Інституту Українсько- Польської співпраці  
та 20-річчя створення Товариства «Україна-Польща»  
26-28 листопада 2010 року, м. Вінниця**

**Значення Євро 2012 у розвитку туризму, рекреації і спорту в Україні та Польщі**

L. Shilina, Senior Instructor

National University "Kyiv Politechnical Institute"

## **In-Class Practice Leads To Real-World Communication**

In a year and half Ukraine is going to have an outstanding sport event "Euro 2012". How can we make our contribution to its preparation? We can do it at universities, colleges and schools teaching our students to help tourists and football fans coming from abroad as volunteer-translators in the streets, railway stations, airports, sport arenas, coffeehouses etc.

This paper deals with the problem of teaching students to overcome psychological barriers and oral interaction in the process of face-to-face communication and to act in accordance with the rules and norms of European countries. The task is how to organize the teaching/ learning/ practicing process in class so that students could be confident in using a foreign language outside the classroom in the real world situations.

Role play and visual aids in normal classroom teaching can be used at any stage of the lesson in introducing different topics (the map of the city, museums, stadiums, cinemas, theatres etc.) as a part of language practice (Donahue; Fried-Both). Preliminary preparation and visual aids such as word-cards, drawings, copies from book drawings, charts and videotapes make the task much easier.

Role playing requires students to pretend they are someone else. They may roleplay with each other in any interactive learning situation (Hughes). Putting them in someone else's shoes-for example, a tourist's, a football fan's or a customer's-may give students totally new insights into a situation. It may allow them to solve a potential problem before it becomes a real one in that way roleplaying helps make the language used and atmosphere in the classroom more alive and the lesson more interesting.

Literature:

1. Hughes, J. New Ways of Teaching Adults/ Modern English Teacher. Oct., 2010-pp 252-256
2. Donahue, M., A.H. The use of role play to overcome cultural fatigue. // TESOL Quarterly. #16, 1982.-359-365.
3. Fried-Both, D.L., Project Work. New York. Oxford University Press. 1986.