

Each module consists of a test of 80 objective questions, lasting 80 minutes, which require you to select the correct answer and mark this on a computerised answer sheet.

Module 1 – Language and background to language learning and teaching: describing language and language skills; background to language learning; background to language teaching.

Module 2 – Planning lessons and use of resources for language teaching: planning and preparing a lesson or sequence of lessons; selection and use of resources and materials.

Module 3 – Managing the teaching and learning process: teachers' and learners' language in the classroom; classroom management.

Results for TKT are described as being in one of four band scores, 1-4.

Band 1: Limited knowledge of TKT content areas;

Band 2: Basic, but systematic knowledge of TKT content areas;

Band 3: Breadth and depth of knowledge of TKT content areas;

Band 4: Extensive knowledge of TKT content areas.

There is no Pass/Fail. Every candidate receives a certificate for each module taken.

TKT results are issued from Cambridge University ESOL (through centres) approximately two weeks after receipt of answer sheets by Cambridge ESOL.

**Conclusion.** Professional development should be based on curricular and instructional strategies that have a high probability of affecting student learning—and, just as important, students' ability to learn. Professional development should always address identified gaps in student achievement. The content of professional development should center on subject matter, pedagogical weaknesses within the organization, measurement of student performance, and inquiry regarding professional questions that are relevant to the setting in which the professional development is delivered. By staying within this frame of reference, teacher professional development can focus on real issues and avoid providing information that may not benefit the participants.

TKT can be taken at any stage in a teacher's career and offers candidates a step in their professional development and enables them to move on to higher-level teaching qualifications and access professional support materials such as journals about English language teaching (ELT) (Showers et al., 1987) [9].

We know that teachers often teach the way they were taught. For this reason it is important to ensure that future teachers get direct experience with innovative technology use and global learning early in their careers. We hope to transform our classrooms and schools, by transforming the way teachers are trained.

My motto is «TRY, THINK, TALK, TRANSFORM».

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УДК 81'232

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### MOTIVATION AND EMOTIONAL MEMORY REQUIRED FOR SECOND LANGUAGE ACQUISITION

*Language is the principal medium for establishing religions, laws, moral conventions, «creating» culture etc. Besides, it is the only medium for the enhancement of cultural experience and cross-cultural communication.*

*At this stage of our study motivation and emotional memory required for SLA are under study.*

**The theoretical bases:** *the topic includes disciplinary and interdisciplinary approaches to SLA, motivations, emotional memory. During our research, we have turned to the theories developed by, Fadiga L., Brown D.H, S. Krashen, L. Vygotsky, J. Schumman, Edelman etc.*

*We are inclined to creatively combine main concepts of the up mentioned theories in order to secure multisided, holistic approach to the object under study.*

**Linguistic data:** *the examples are ranging from preschool to university levels.*

**The results** *of the analytic research allow us to assume that the learner appraises the teacher, the method, and the syllabus, as well as the target language, its speakers and the culture in which it is used based on his/her past experience and cultural background. Besides these personal preferences there exist common basis for all the second language learners. The best methods for second language teaching are those which are based on these common features and are flexible enough to undergo certain changes depending on the learner's characteristic features, needs, motivation, cultural background etc.*

**Key words:** *second language acquisition, motivation, emotional memory, types of learning.*

### **МОТИВАЦІЯ І ЕМОЦІЙНА ПАМ'ЯТЬ, НЕОБХІДНІ ДЛЯ ВИВЧЕННЯ ДРУГОЇ МОВИ**

Мова є основним засобом для встановлення релігійних норм, моральних концептів, законів, «створення» культури, передачі знань через покоління і т.д. Крім того, вона є єдиним засобом для передачі культурного досвіду і між-культурного спілкування.

На даному етапі нашого дослідження в центрі уваги знаходяться мотивація і емоційна пам'ять, необхідні для вивчення другої мови.

*Теоретична основа:* Здійснено аналіз різних підходів і теорій, присвячених мотивам і емоційній пам'яті, що необхідні для вивчення другої мови, аби забезпечити багатосторонній, цілісний підхід до об'єкта дослідження. У даній статті представлені теорії Фадіга Л., Брауна Д., Крашена С., Виготського Л., Шуманна Д., Едельмана і інших.

*Мовний матеріал:* розглядаються приклади будови мовлення і творчості мовлення на різних рівнях оволодіння мовою (з дошкільного до університетського).

*Результати аналітичного дослідження дозволяють припустити, що учень / студент оцінює вчителя, методи викладання, навчальний процес, а також другу мову, носіїв цієї мови і культуру, в якій вона використовується на підставі його / її минулого досвіду, культурної спадщини.*

Крім цих особистих факторів, що впливають на процес навчання, існують загальні основи для всіх тих, хто вивчає другу мову. Крайніми методами викладання другої мови є ті, які базуються на цих загальних принципах і є досить гнучкими, щоб здійснити певні зміни в залежності від характерних особливостей, потреб, мотивації, культурного фону і т.п. учня.

**Ключові слова:** навчання другої мови, мотивація, емоційна пам'ять, види навчання.

### **МОТИВАЦИЯ И ЭМОЦИОНАЛЬНАЯ ПАМЯТЬ, НЕОБХОДИМЫЕ ДЛЯ ИЗУЧЕНИЯ ВТОРОГО ЯЗЫКА**

Язык является основным средством для установления религиозных норм, моральных концептов, законов, «создания» культуры, передачи знаний через поколения и т.д. Кроме того, она является единственным средством для передачи культурного опыта и межкультурного общения.

На данном этапе нашего исследования в центре внимания находятся мотивация и эмоциональная память необходимые для изучения второго языка.

*Теоретическая основа:* Осуществлен анализ различных подходов и теорий, посвященных мотивам и эмоциональной памяти необходимых для изучения второго языка, чтобы обеспечить многосторонний, целостный подход к объекту исследования. В данной статье представлены теории Фадига Л., Брауна Д., Крашена С., Виготского Л., Шуманна Д., Эдельмана и других.

*Языковой материал:* рассматриваются примеры речестроения и речетворчества на разных уровнях овладения языком (с дошкольного до университетского).

*Результаты* аналитического исследования позволяют предположить, что ученик/студент оценивает учителя, методы преподавания, учебный процесс, а также второй язык, носителей данного языка и культуру, в которой она используется на основании его/ее прошлого опыта, культурного наследия.

Помимо этих личных факторов, влияющих на процесс обучения, существуют общие основы для всех изучающих второй язык. Лучшими методами преподавания второго языка являются те, которые основаны на этих общих принципах и являются достаточно гибкими, чтобы произвести определенные изменения в зависимости от характерных особенностей, потребностей, мотивации, культурного фона и т.д. обучаемого.

**Ключевые слова:** обучение второму языку, мотивация, эмоциональная память, виды обучения.

Language is the principal medium for establishing religions, laws, moral conventions, «creating» culture etc. Besides, it is the only medium for the enhancement of cultural experience and cross-cultural communication.

At this stage of our study **motivation, types of learning and emotional memory** required for SLA are under study.

**The theoretical bases:** the topic includes disciplinary and interdisciplinary approaches to SLA, motivations, emotional memory. The breadth of the *holistic approach* can be justified by the belief that in order to gain insight into phenomena as complex as SLA is, one must study profoundly all the factors that determine the occurrence of SLA – the motives and the mechanisms of LA that are put into work with the help of outer and inner stimuli, learning styles etc. During our research, we have turned to the theories developed by, L. Fadiga, D. H. Brown, S. Krashen, L. Vygotsky, Halliday, McKintosh and Stevens J. Schumman, Edelman etc.

We are inclined to creatively combine main concepts of the up mentioned theories in order to secure multisided, holistic approach to the object under study.

**Linguistic data:** the examples are ranging from preschool to university levels, (monolingual and multilingual learners of different nationalities).

Psychological experiments prove that *the emotional factor* is essential for language acquisition. It can't be separated from the motives that cause language learning. As L. S. Vygotsky [9, p. 136] states who separates cognition from affect he fails to explain the reason for cognition.

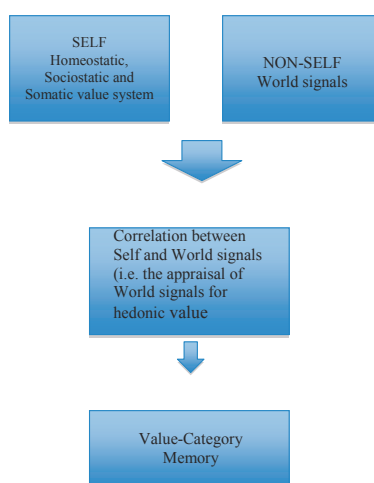
Schumman speaks about another phenomenon, which is very important for language acquisition – somatic value («preferences and likes of an individual acquired in his/her lifetime») [8, p. 278–287]. All these like and dislikes are derived from innate homeostatic and sociostatic value systems. This value system extends through associations and experience and it is not inherited. The social referencing between the learner and the teacher, the native speaker, native and second cultures and other social factors promote the development of the learner's value system.

Value-category memory [8, p. 278–287] or schematic emotional memory [8, p. 278–287] derives from past experience and places value on the current correlation of the self and non-self signals.

This process can be viewed as a mechanism for stimulus appraisal that enables an individual to distinguish between the stimuli that are important and those that are irrelevant. The next question is what criteria the organism uses to place value on the current world stimuli.

Schumman assumes that «emotional memory acts as a filter that appraises current stimuli according to novelty, pleasantness, goal/need significance, coping mechanism and self and social image» [8, p. 278–287]. In other words, the environmental stimulus situations are assessed according to the criteria such as whether they are novel, pleasant, enhancing of one's goals or needs and supportive of one's self and social image. To this list, we would add another criteria – cultural background.

*e.g. Inal, a first-year Arab student from Syria was studying English in the Department of Romance and Germanic Philology. He had two lecturers – one female and one male. After two months Inal took a written and oral exam. The topics he had studied with his male lecturer were acquired better than the ones studied with his female lecturer. The head of the Organization of Arab Students in Armenia explained that Inal considered «shameful» to ask a female to explain the material once again. «Men know more and better». In this case, we deal with the appraisal of the learning environment according to the self/social image enhancement based on the principles of the native culture.*



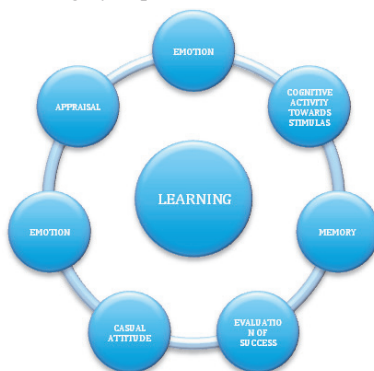
*The role of Value – Category Memory in mediating the correlation of Self and World Signals (Edelman) [8, p. 278–287].*

These appraisal systems assign a value to current stimuli based on past experience and cultural background. Thus stimulus situations are appraised according to the accrued history of an individual's preferences and aversions and native culture. Appraisals or appraisals and their emotional responses lead to behaviors – both mental and motor – that produce language learning [8, p. 278–287]. In other words, they guide our learning and foster the long-term cognitive effect necessary to achieve high levels of mastery or expertise or Sustained Deep Learning in Schumman's terminology.

This type of learning is characterized as sustained because an extended period of time, often several years is required to achieve it; it is characterized as deep because, when it is completed, the learner is seen as proficient or expert.

According to Schumman Sustained Deep Learning cannot be accounted for by cognition alone; it clearly has a strong emotional and motivational component.

Affect – i.e. somatic value – guides cognition in learning and problem-solving in areas for which «we do not have innate mechanisms» [8, p. 278–287]. It is also required in domains for which we have neural specializations such as the one we have for social cognition. Such specializations facilitate learning whereas innate mechanisms make relevant learning inevitable. Sustained Deep Learning is never inevitable and there for is highly dependent on affect, emotion, and motivation.



*Components of Sustained Deep Learning (Schumman, 2007).*

Robert Gagné [3, p. 308] identifies eight types of learning:

1. *Signal learning* – the individual learns to make a general response to a signal. This is the classical conditioned response of Pavlov.

2. *Stimulus-response learning* – the learner acquires a precise response to a discriminated stimulus. What is learned is a connection or, in Skinnerian terms, a discriminated operant, sometimes called an instrumental response.

3. *Chaining* – what is acquired is a chain of two or more stimulus-response connections.

4. *Verbal association* – verbal association is the learning of chains that are verbal.

5. *Multiple discrimination* – the individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree.

6. *Concept learning* – the learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other. The learner is able to make a response that identifies an entire class of objects or events.

7. *Principle learning* – a principle is a chain of two or more concepts. It functions to organize behavior and experience.

8. *Problem-solving* – problem-solving is a kind of learning that requires the internal events usually referred to as «thinking». Previously acquired concepts and principles are combined with a conscious focus on an unresolved or ambiguous set of events.

Signal learning generally occurs in the total language process. Human beings give emotional, cognitive, verbal or non-verbal responses to language.

Stimulus-response learning is present in the acquisition of the sound system of a foreign language, in which «the learner's pronunciation becomes approximately native like through the process of conditioning, trial and error».

\* e.g. *Armenian preschool children (5 – 6 years old) were learning to count in English. The most difficult number for them was the number «three». They would either say [tri:] or [fri:]. The teacher asked the children to say «three trees». At first, they would pronounce [tri: triz]. In the process of repetition, they gradually learned to pronounce correctly «three trees». I heard a conversation between four children, which gives the precise description of how they learned the correct pronunciation:*

e.g. A: [tri: triz]

B: Դու սխալ ես ասում: Պիտի ասես [tri: triz]:

(Ты не правильно говоришь. Должен сказать [tri:triz].)

C: Ես տենց ել ասում եմ [tri: triz]:

(Я так и говорю, [tri: triz].)

D: Վայ, երկուսդ ել սխալ եք, [tri: triz]:

(Ой, вы оба не правы, [tri: triz]).

*These were the first children in the group who learned to pronounce the word «three».*

Chaining is evident in the acquisition of phonological sequences and syntactic patterns.

e.g. *A four years old child (Ann) is studying Russian with her mother. She has a dog. Her father says «հաֆ-հաֆ» [haf-haf] or «հաֆո» [hafo] to refer to the dog. Her mother uses the word «зав-зав» in the same situation. While talking about me with her father she says «Hamest», in the presence of her mother she uses says «Gamest». And to my question why she calls me «Gamest» in the presence of her mother, she said: «Мама говорит зав-зав, а папа – «հաֆ-հաֆ» [haf-haf], значит по-русски ты Гамест, а по-армянски ты «Hamest». У армян есть [h], а у русских нет».*

While speaking about the fourth type – verbal association – Gagné differentiates verbal chains from non-verbal ones [4, p. 308].

e.g. *Whenever the second year students do not learn to tell the text I say: «Shame on you. For the next lesson learn the text by heart». Once I noticed that one of the students was drawing during the lesson. I said: «Shame on you...». She interrupted me and said: «But I have learned to tell the text». They associated the expression «Shame on you» with «not learning to tell the text».*

Multiple discrimination is particularly important for second language acquisition: for example, the learner acquires the ability to choose the meaning of a polysemantic word, which will correspond to the context.

While speaking about concept learning, Gagné emphasizes the notion that language and cognition are interrelated [3, p. 308]. He assumes that rules of syntax, rules of conversation and rules of word-formation are linguistic concepts that have to be acquired

e.g. *Whenever my students receive good mark I say: «Well done. My congratulations, you have passed your test». When they learned that one of their friends had got married they said: «Well done. My congratulations...»*

Principle learning is involved in the formation of a linguistic system.

e.g. *(The girl is three years old Armenian girl. She learns Russian).*

Girl: Мой кукла красивый.

Mother: Кукла красивая.

Girl: Мам, а папа красивый или красивая?

Mother: Красивый.

Girl: Ну значит и моя кукла красивый, он папа.

*(It is important to mention that there is no grammatical category of gender in Armenian.)*

Problem-solving is also very important for second language acquisition. Solution to the problems concerning foreign language involves the creative interaction of all eight types of learning.

*The role of motivation in second language acquisition*

In psychology it is commonly thought, that: «motivation is an inner drive, impulse or desire that moves one to particular action» [2, p. 152–180].

Ausubel [1, p. 1–14] singles out six desires or needs which undergird the construct of motivation:

1. the need for exploration
2. the need for manipulation
3. the need for activity, both mental and physical
4. the need for stimulation
5. the need for knowledge
6. the need for ego enhancement.

These categories mentioned above are relevant for second language acquisition.

e.g. *most of the first year students, who were asked to write on the survey anonymously the reason they had entered the faculty of Romance-Germanic Philology, wanted to learn a second language in order to «find a good job after graduating». Here the need for security and the physical need works. Some of them wanted to learn English as «it is very fashionable to study English and computers» and they wanted to be considered as one of «the educated people» (a problem of identity).*

H. Douglas Brown [2, p. 152–180] identifies three types of motivation: 1. Global 2. Situation 3. Task-oriented.

All of them are required for second language acquisition.

e.g. *A learner may possess high global motivation, but low ‘task’ motivation to carry on the written task or just on the contrary – a person may be eager to do the task at that moment, but it may be the only task she will do as she does not need to study a second language.*

Robert Gardner and Wallace Lambert [5] have carried out one of the best-known studies of motivation in second language learning. They differentiate between two types of motivation: 1. instrumental motivation 2. integrative motivation.

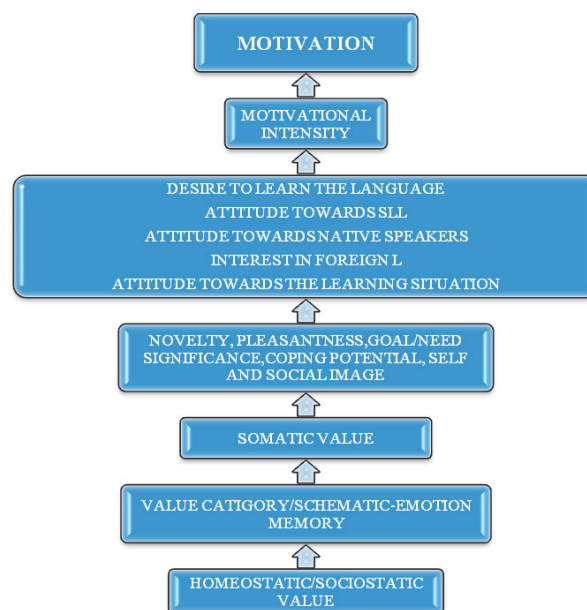
Instrumental motivation refers to the learner’s desire to acquire the second language for instrumental goals, for example furthering a career, reading technical material (need for knowledge) etc.

Integrative motivation works when the learner wants to integrate with the culture of the second language group, for example, immigrants.

Gardner [5] defines motivation as «the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language». He sees a motivated individual as one who has the desire to achieve a goal, who is prepared to extend the effort to achieve that goal and who gains satisfaction from the task.

\* The examples are ranging from preschool to university levels.





*The Stimulus – Appraisal basis for attitude and motivation (Gardner 1985).*

The results of the analytic research allow us to assume that the learner appraises the teacher, the method, and the syllabus, as well as the target language, its speakers and the culture in which it is used based on his/her past experience and cultural background. As each person has her own value system, which she has developed during his lifetime, «each second learner is on a separate motivational trajectory» [8, p. 278–287]. Besides these personal preferences there exist common basis for all the second language learners. The best methods for second language teaching are those which are based on these common features and are flexible enough to undergo certain changes depending on the learner's characteristic features, needs, motivation, cultural background etc. For a SL teacher, it is very important to offer students topics, exercises which encourage their interest and increase their motivation. Besides the new material needs to be based on already existing knowledge of a native language, second language, cultural peculiarities etc.

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УДК 371.315(045)

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### ВИКОРИСТАННЯ ЕЛЕКТРОННОЇ НАВЧАЛЬНОЇ ПЛАТФОРМИ «LINGUA.SKILLS» ПРИ ЗМІШАНОМУ НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТІВ У ПЕДАГОГІЧНОМУ ВИЩОМУ НАВЧАЛЬНОМУ ЗАКЛАДІ

*У статті розглядається поняття «змішане навчання» і його основні компоненти. Аналізуються переваги і недоліки моделі технології змішаного навчання в процесі викладання іноземної мови, обґрунтовується її ефективність в умовах сучасної освіти. Автор досліджує досвід використання електронної навчальної платформи LingvaSkills на заняттях з англійської мови в педагогічному вищому навчальному закладі.*

**Ключові слова:** *змішане навчання, самостійне навчання, стаціонарне навчання, спільне навчання, електронна навчальна платформа.*

### ИСПОЛЬЗОВАНИЕ ЭЛЕКТРОННОЙ ПЛАТФОРМЫ «LINGUA.SKILLS» ПРИ СМЕШАННОМ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ В ПЕДАГОГИЧЕСКОМ ВЫСШЕМ УЧЕБНОМ ЗАВЕДЕНИИ

*В статье рассматривается понятие «смешанное обучение» и его основные компоненты. Анализируются преимущества и недостатки модели технологии смешанного обучения в процессе преподавания иностранного языка, доказывается её эффективность в условиях современного образования. Автор исследует опыт использования электрон-*