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Summary

The article has presented an attempt to provide a brief survey of support genres of written academic discourse as identified in the context of a Slovak university in the era of globalization of higher education. The complex nature of academic work and the academic profession has been examined, and the most frequent genres that are usually occluded from the public record have been identified. They include genres such as curriculum vitae, letter of application and letter of recommendation. Some cross-cultural differences resulting from different academic and cultural traditions and conventions have also been noted.

TEACHING ENGLISH IN THE FIELD OF GEOGRAPHY AND REGIONAL DEVELOPMENT

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Knowledge of foreign languages is the fundamental condition of education and ability to succeed in the contemporary world of science and technology. Contemporary tendencies in foreign language teaching prefer active and independent language users, who are able to work (and face and cope with hindrances) with any language style, either the style of general language or scientific, administrative and literary language. Students/future specialists and specialists professionals probably have to face this reality most and continuously, and the experience says all of them appreciate having a good command of oral as well as written forms of the language to share their ideas and opinions without obstacles, which foreign languages can cause. For this reason specific language communication inevitably features among the instruments a good expert should master. The language communication teaching programme (English for Specific Purposes) presented here – language communication teaching programme for students, research and science specialists in the field of Geography and Regional Development (GRD) carried out at the Institute of Language Competencies at Prešov University in Prešov, Slovakia – is provided for those above-mentioned language users who intend to study, publish and give lectures in English language in the field of geography and regional development (GRD). The objective of the

programme follows extending knowledge and ability of active use of both oral and written form of communication. The programme comprises the language phenomena that should help language learners/users to concentrate on the language tools and skills needed in active and appropriate language communication in regular or frequent communicative situations. The idea of communication for GRD learners/users starts from the need of active language communication and work with authentic language material, that's why the programme is designed to meet these needs. To understand GRD texts and utterance and be able to analyse them, users/learners have to cope with specific vocabulary, grammar and stylistic phenomena and rules distinctive in this style of language. As this is an advanced form of communication, it requires previous knowledge of general English at least at the intermediate or higher level. The programme focuses on the language of GRD and its parts are closely related to the topics included in the study field of GRD such as *Geography and regional development, Human geography, Geography of cultures and civilisations, Microgeography, Geoecology and environment, Geography of continents, Geography of seas and oceans, Settlements, Industries, Geographical information systems* and many more. The language of the GRD field is comprehended as a set of lexical, grammar and stylistic tools and rules which serve for obtaining and developing the ability of active language communication. The programme systematically covers vocabulary part – a set of words and word phrases typical for and frequently found in contexts related to the field of geography. Some of them can occur in general English especially when users speak on topics that demonstrate their advanced intellectual level. To give just a few examples – lexical units: *to account for, to allow for, to deal with, be involved in, be deduced from*. One of the objectives of the programme is to show how the lexical units are used, and interrelations and differences between them. The meaning of the units is presented in the examples found in texts such as *to deal with problems of geographical research, various phenomena are accounted for by the new hypothesis, the Earth's diameter is of the order of magnitude*.

The attention is also paid to correct and proper use of vocabulary causing difficulties to Slovak users; the examples demonstrating the fact are such as *different – various, difference – differentiation, variety – variation, size – number, transfer – transport – transmission, to gain – obtain – receive*). Knowledge of meaning and use of lexical units are developed and practised in language activities introduced in accordance with the relevancy to topics.

Appropriate language mastering involves the ability of generating words and word phrases, and for this reason the programme incorporates the **processes and rules of word-formation** in English, such as **process of derivation** (abstract nouns generating, generating adjectives or adjectives of opposite meaning), **conversion** (nouns → verbs and vice versa), and **compounding** (generation of naming units denominating numbers and quantities such as measures, weights, height and volume).

The grammar part of the programme includes the grammar phenomena typical for the given language style, whose frequency in this style is extremely

high, such as **passive and participle forms** as well as **participles in fixed phrases** and **different functions, -ing forms** in English, **types of clauses** (*time, conditional, contrast, cause and reason* and *relative clauses*) and their specific features. Grammar activities related to these language phenomena are aimed at the user's ability to apply them fluently, promptly and accurately.

The programme is completed by **functional grammar part** comprising the grammar structures playing an important role in oral performance (**asking for** and **giving opinion** and **structures of agreeing** and **disagreeing** with someone's ideas).

One of the foreign language communication **prime concerns** is the ability of making an **independent presentation of a problem/topic** which really must be paid sufficient attention. The experience says that the most suitable way of teaching and learning is to use the appropriate scheme of preparation involving a few steps starting with **pre-preparation** and following with **acquiring the set of fixed lexical phrases, practical demonstration of an oral presentation through a video recording, and independent processing and performing /presenting** a topic by users themselves.

Teaching active written communication is represented by writing a **curriculum vitae**, an **abstract** and a **scientific paper**, which, in our view, should inevitably be included in the contents of any advanced form of language communication programme.

Teaching material is presented by textbooks made up of language units consisting texts on specific geography topics and lexical activities; grammar part and its related activities are prepared by the teacher and follow the texts and specific grammar phenomena included. The programme is completed by communicative activities, either oral or written, all of them used as practical applications of the language theories. Compared with models of general language programmes, the one presented here intends to represent a specialized advanced model that aims to contribute to the development of language fluency, promptness and accuracy of language users in the field of geography and regional development..

Literature

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Summary

The language programme for students and research specialists in the field of Geography and Regional Development at the advanced level requires careful and demanding preparation and implementation concentrated on specific language needs. Its objective is to contribute to the development of language fluency, promptness and accuracy of language users.