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**DEVELOPMENT OF STUDENTS' SPEAKING COMPETENCY  
AT A PPP CASE-BASED LESSON**

*The article investigates the advantages and challenges of building a PPP lesson on the basis of a case compatible with Maritime English course objectives for the purpose of successful acquisition of speaking competency.*

*The article deals with the issue of authenticity in the context of ESP, explores the ways by which authenticity can be achieved in the English language classroom.*

*Incorporating authentic cases to design communicative workplace tasks at a PPP lesson for the purpose of rehearsing the real-world target communication tasks and developing communicative competencies is accentuated.*

*The article aims at bridging a communicative PPP lesson structure and a traditional approach to working upon a case.*

*Key words: competence development, competency acquisition, case, authentic text, contextualized language learning, motivation.*

When building a Presentation – Practice – Production (PPP) structure lesson the following aims come forth: to convey a body of new material, including grammar and vocabulary, that students need in order to communicate on the topic effectively and acquire a speaking competency at which a series of lessons is aimed; to encourage students' genuine interest and active deliberate participation in the process of studying new material and achieving a learning objective of the lesson; to encourage students to reflect on and think critically about the material they encounter.

One of important tasks a language teacher strives to achieve is how to grasp the interest and to stimulate students' imagination so that they will be more motivated to learn and will achieve better results. It is a challenge to make the change from the classroom to the 'real' world while teaching ESP at a maritime educational institution. There is a growing need for new materials and methods of teaching which can help not only to improve language skills of maritime English learners, but also to acquire necessary speaking competencies, awake students' interest in studying, develop independent critical thinking and decision making skills, allowing future seafarers to be able to compete for good work positions abroad.

Thus one of the greatest challenges is to make the material «come alive» for students by making it comprehensible to them, corresponding with their needs and interests, relevant to their future work as seafarers and officers, capable of developing their language, professional and critical thinking skills and therefore becoming competent in the use of maritime English in their professional field.

A great deal of researchers has come up with various definitions of such terms as 'authentic text' and 'authentic materials'. One of the first definitions of the term 'authentic text' which sets the purpose of communicating information as the main criterion of authenticity, comes from K. Morrow: «an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort» [4, p. 13].

D. Nunan states that authentic texts are «written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching» [5, p. 35]. M. Peacock gives the following definition of authentic materials: «materials that have been produced to fulfill some social purpose in the language community» [6, p. 146].

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Most scientists, who investigate into the use of authentic materials for teaching purposes, claim that it is important to teach authentic language data from real-world contexts because that is what learners encounter in everyday life. Thus F. Mishan claims that authentic texts support the natural and consciousness-raising way of learning grammar and stimulate the so-called whole-brain processing that leads to more durable learning [3, p. 43].

The article doesn't aim to prove pure authenticity is possible to be achieved in the classroom, but gives some suggestions of how to design a PPP English lesson for first year students, gaining benefits from incorporation of authentic cases, provided appropriate exercises and tasks are developed.

Claiming that it is possible to preserve and increase the benefits of authentic cases in the classroom environment giving students a possibility to profit from their advantages, the article is aimed at proving that incorporating authentic cases into a PPP lesson is beneficial for students mastering Maritime English and promotes successful acquisition of speaking competences.

Objective of the research. The article aims at bridging a communicative PPP lesson structure and a traditional approach to working upon a case.

Hence there is a need for meaningful teaching materials derived from authentic sources and development of task-based activities to them, which may contribute to the overall effectiveness of the learning process as the content of authentic materials corresponds with the needs and interests of students more than traditional course book teaching texts. Authentic materials serve for better motivation as they demonstrate real life use of a foreign language in specific spheres and situations, producing a sense of achievement and enjoyment from learning process. Such materials bridge the language classroom and the outside world contextualizing language learning. Due to the fact that they are up-to-date, demonstrate a true picture of the target language and real life situations, they make the lesson more enjoyable and motivating, becoming useful for developing communicative competence.

The challenge lies in selecting such materials which will: correspond with the topic of the lesson and students' language proficiency level; have a potential of provoking discussion, argument, drawing conclusions, etc.; arouse interest and emotional feedback; contain relevant grammar or vocabulary. Another challenge is called forth by the need to incorporate authentic materials into the body of a PPP lesson structure while complying with the requirements of communicative approach to a foreign language teaching and meeting the demands of competence based learning.

ESP teachers approve of and practice using authentic language material in teaching with the view of achieving a 'real-life communicative purpose' [2, p. 324]. However, if this material is to be used effectively it has to be carefully chosen in order to be relevant to students' actual and anticipated needs and interests. It also has to be accompanied by authentic classroom activities in order to raise students' motivation.

A case, if considered as an account of real events or problems which enable students to experience the complexities confronted by the original participants in the case; a narrative or a story with a plot that unfolds over time in a particular place and reflects the social and cultural contexts within which the events occur; typically authentic materials which present the students with actual problems to analyze and solve; «the vehicle by which a chunk of reality is brought into the classroom to be worked over by the class and the instructor» [1, p. 3], helps to achieve the purpose of developing a speaking competence because it provokes students to communicate ideas and opinions, justify decisions, conduct discussions in pairs and groups, and negotiate with other groups.

Commonly first and second year cadets before their first apprenticeship lack professional knowledge and specific terminology and in general have little awareness about their future work at sea. Authentic materials which can be used as cases contain not only contemporary language used in seafarers' community that is constantly changing, but also a wide range of language styles that are not presented in ordinary textbooks, a rich and varied language

input, but what is more important, they also contain a real life experience, problematic, controversial or discussion provoking situations. Such materials contain life itself, and therefore have a significant educational value and should be incorporated into PPP lessons for students starting to learn maritime English.

Short maritime accident reports are often incorporated by KSMA English language teachers at PPP lessons at the practice stage to practice the use of active grammar or vocabulary on a particular topic in discussing a real life situation, drawing conclusions, making assumptions, revealing misdoings and sequences of faulty actions, developing alternative scenarios or giving pieces of advice for avoiding similar accidents.

Such practice has proven to be effective in making a PPP lesson more successful and learners better motivated during the last six years of teaching maritime English communicatively. Recently an attempt has been made to build the whole PPP lesson in such a way so that to incorporate a case connected with the topic being studied at each of the lesson stages.

The table, which aims at bringing a traditional case structure in correspondence with a communicative PPP lesson, can be at use when designing a case based lesson for ESP learners (table 1).

Table 1

**PPP Lesson and Case Study Stages Correlation**

Case Study Stages		PPP Lesson Stages
1		2
1	Preparing the Students for Participation in an Active Classroom The goal is to establish an environment where participation is the norm, and where students feel comfortable joining the conversation.	Preparation Stage
2	Preparing for Case Discussion Students explore a problem by sorting out relevant facts, developing logical conclusions, and presenting them to fellow students. The focus is on specific aspects of the case. The students discuss someone else's problem; their role is that of the commentator-observer in a traditional academic sense.	Presentation and Practice Stages
3	Organizing Discussion At this stage students can be assigned roles in the case, and take on perspectives that require them to argue for specific actions from a character's point of view, given their interests and knowledge. Finally, students will take the initiative to become fully involved, so that topics are no longer treated as abstract ideas, but become central to the student's sense of self - of what they would choose to do in a specific real world situation.	Production and Application
4	Wrapping Up a Discussion Summarizing a class discussion on a case focuses not only on the content of the case, but also on the process of analysis and evaluation. If some issues weren't resolved fully, or if answers to questions seemed to demand more information, students can be assigned research tasks for the next class session.	Closure

The use of cases makes process of studying attractive for students and gives good results, but also requires much effort.

Even within an artificial classroom environment it is possible to benefit from the use of authentic cases taking into account their numerous advantages. The use of appropriate activities enables to preserve the initial communicative purpose of a selected case.

Successful use of cases throughout the whole PPP lesson increases motivation for learning and communication at the lesson, facilitates the acquisition of new knowledge, practical skills and speaking competency that will promote students' communicative competence.

Authentic cases can be successfully used even for teaching first year cadets provided relevant tasks and activities are developed for each of the lesson stages. If the tasks are appropriate and comprehensible students can work with a difficult authentic text with grammar and vocabulary a little above their English proficiency level without getting discouraged.

Authentic cases possess a wide range of advantages being topical in both subject matter and language, bringing fluency, discussion, controversial and present-day issues and real life into the classroom, providing a challenge which motivates for learning, thus there is a need for creating a database of relevant authentic cases for students of maritime English to meet the course objectives, with a perspective of incorporating more materials of a kind into maritime English course books.

To achieve positive results in introducing authenticity into the process of maritime English language learning, certain criteria for selection of appropriate materials and development of lesson tasks and activities should be determined, because carelessly chosen materials or inappropriate tasks choice can demotivate students because of lack of understanding, failure to make the tasks genuinely communicative or poor compatibility of the material with the course objectives.

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#### ФОРМИРОВАНИЕ У СТУДЕНТОВ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ НА ПОСТРОЕННОМ НА ОСНОВЕ КЕЙСА ЗАНЯТИИ ПО СТРУКТУРЕ «ПРЕЗЕНТАЦИЯ – ПРАКТИКА – ПРОДУЦИРОВАНИЕ»

*В статье рассматриваются преимущества и сложности построения коммуникативного занятия по структуре «презентация – практика – продуцирование» на основе аутентичных кейсов в соответствии с программой дисциплины «Английский язык профессиональной направленности» для студентов первого курса высшего морского учебного заведения с целью успешного усвоения речевых компетенций.*

*Рассмотрена возможность и преимущества включения аутентичных кейсов на каждом из этапов занятия по структуре ППП в процессе построения коммуникативных заданий, с которыми будущие специалисты морской сферы могут столкнуться на практике на рабочем месте, с целью создания приближенных к реалистичным условиям обучения, в котором общение нацелено на достижение конкретных рабочих целей.*

*Ключевые слова: формирование компетентности, овладение компетенцией, кейс, аутентичный текст, контекстуализированное изучение языка, мотивация.*

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**ФОРМУВАННЯ У СТУДЕНТІВ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ  
НА ПОБУДОВАНОМУ НА ОСНОВІ КЕЙСУ ЗАНЯТТІ ЗА СТРУКТУРОЮ  
«ПРЕЗЕНТАЦІЯ – ПРАКТИКА – ПРОДУКУВАННЯ»**

У статті розглянуто переваги та складнощі побудови комунікативного заняття за структурою «презентація – практика – продукування» на основі автентичних кейсів, які відповідають програмі дисципліни «Англійська мова за професійним спрямуванням» для студентів першого курсу вищого морського навчального закладу з метою успішного надбання комунікативної компетенції.

Питання автентичності розглядається у статті в контексті вивчення англійської мови для спеціальних цілей, окреслюючи шляхи досягнення автентичності на занятті з англійської мови за професійним спрямуванням.

Розглянуто можливість і переваги включення автентичних кейсів на кожному з етапів заняття за структурою «презентація – практика – продукування» у процес побудови комунікативних завдань, з якими майбутні фахівці морської галузі можуть зіткнутися на практиці на робочому місці, з метою створення наближених до реалістичних умов навчання, в якому спілкування спрямовано на досягнення конкретних робочих цілей і вирішення нагальних питань, а розвиток комунікативної компетенції набуває першочергового значення.

Стаття має на меті пошук шляхів об'єднання моделі заняття з англійської мови за структурою «презентація – практика – продукування» із традиційною структурою поетапної роботи над кейсом на навчальному занятті.

Ключові слова: формування компетентності, набуття компетенції, кейс, автентичний текст, контекстуалізоване вивчення мови, мотивація.

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**ФОРМУВАННЯ КОМПЕТЕНТНОГО  
ФАХІВЦЯ ВИЩОГО МОРСЬКОГО НАВЧАЛЬНОГО ЗАКЛАДУ**

У статті проаналізовано вплив освітнього простору вищого навчального закладу на професійний та особистісний розвиток курсантів. Доведено, що у процесі навчання у ВНЗ активізується професійна реалізація особистості, зміцнюється переконання у своїй професійній придатності та формуються необхідні особистісні якості компетентного фахівця. Доведено, що важливим чинником формування компетентного фахівця в морському ВНЗ є створення системи педагогічного стимулювання. У статті доведено вплив морського навчального закладу, який працює на засадах особистісно-професійного та компетентнісного навчання як такий, що допомагає формувати науковий, культурний, духовний базис будь-якого суспільства.

Ключові слова: компетентний, навчальний заклад морського профілю, професійний розвиток, виховний вплив, фахівець, становлення.

Сьогодні висуває високі професійні вимоги до працівників морської галузі. Йдеться передусім про потребу формування необхідних особистісних і професійних орієнтацій, що є основою адаптації до реалій соціального швидкозмінного життя. Потреба постійного збагачення творчого потенціалу майбутнього офіцера, розвитку його цінностей, переконань, життєвих орієнтирів зумовлює актуальність проблеми формування компетентного фахівця морського інституту в умовах виховного середовища закладу.

Професійна реалізація особистості на її життєвому шляху передбачає основні етапи: професійне самовизначення, професійне становлення в обраній сфері діяльності, фахове зростання і розвиток компетенції в професійній діяльності. Однак коли людина

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