

activity brings them closer to the music. The culmination of the project becomes the highest pleasure from the work fulfilled. Aesthetic education at this stage goes to the next level – from the completely amateur to semiprofessional work related to the culture of speech. On the third phase, students have to use all their imagination on aesthetic design “stage” and peculiarities of the presentation and expression of various aspects of the art of a dialogue. The final phase of monitoring is the most modern extravagant way of presenting knowledge – shooting and film screening as final exam work. All of that affects the formation of the aesthetic taste of the student.

Key words: aesthetic education, project, performance, sounding, dramatizing, final monitoring, cultural personality.

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Рецензент – к. філол. н., доц. Савельєва Н. О.

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K. V. Simonova

LANGUAGE BARRIER AS ONE OF THE KEY PROBLEMS IN TEACHING ENGLISH TO FOREIGN STUDENTS

Nowadays, the knowledge about how to use a language in specific circumstances and purposes gives people a very strong bargaining power, especially in the labour world. Whereas up to twenty or thirty years ago, speaking a foreign language was a very important prerequisite for just a few, like managers or diplomats, today it has become of primary importance in all professional circles. This means that there can be two main objectives for teaching/learning foreign languages: personal growth and professional growth [1, p. 107].

An excellence in foreign languages is considered in today’s world to be not just a kind of tool to bridge gaps between people coming from different countries and to create strong professional relationships, but above all it is considered to be an instrument that authorize workers to improve their career prospects. It should be mentioned that globalization of the world economy requires professionals and specialists in various areas to communicate effectively in foreign languages [2, p. 11].

Many scholars agree that with our planet quickly shrinking in the sense that international borders are easily crossed thanks to the ever-widening influence of communications technology, the impact of teaching English as a second language is dramatic [3].

Teaching English to non-native speakers can be a very rewarding experience. ESL teachers get to meet people from a variety of cultures with

unique backgrounds and experiences. However, helping non-native speakers learn a new language and a new culture can be very challenging [4].

Dealing with foreign students at University level firstly implies that teachers will face a well-defined intermediate group of mature students with a similar and acceptable background linguistic knowledge, acquired throughout the years spent at secondary school. However, the reality of the teaching-learning process often is far from reality. Indeed, despite the fact that they have been learning foreign language for several years, their level seems to be not higher than elementary. [1, p. 110].

Usually the reason is that foreign students learning English language in any different country do face a number of cultural, social and communicative inconveniences, one of them has arose an interest of this article.

Language barrier as one of the key problems in teaching English attracted attention of scientists repeatedly. So in the center of researcher's attention there were a multi-disciplinary approach [5, p. 50 – 54], a learning-centred approach [6, p. 21 – 24], methodological approaches to teaching English language learners with diverse abilities and cultural background [1, p. 108 – 115], and so on. Despite existence of big amount of researches devoted to studying of language barrier and its influence on teaching-learning process, some aspects need further specification. It caused a choice of a subject of the scientific article.

Thus, the relevance of this scientific article is explained by several factors: increase of methodologist's's interest related to different approaches dealing with the process of teaching English as a second language; occurrence of the raising need to implement certain efficient methods aimed at removing the language barrier in the process of teaching English to foreign students.

Accordingly, the purpose of article is concealed in identification of the main peculiarities of the language barrier and different ways of removing it while teaching English to foreign students.

To achieve the goal it is necessary to solve the following tasks: to describe the main levels of the language barrier as one of the key problems in teaching English as a second language and the reasons of its occurrence; to formulate a set of required conditions needed to overcome the language barrier among foreign English learners effectively.

The question of the language barrier removal during English classes derives from the difficulties arising in the process of language learning. The main difficulties are associated with the fact that even if foreign students possess the basic necessary vocabulary, grammatical rules of sentence structure, understand the oral speech, they are often unable to take advantage of this knowledge in their own speech because of the language barrier.

In most general terms language barrier is understood as a situation in which a student possessing the necessary vocabulary and knowledge of grammar is not capable of producing and reproducing speech [3].

Scientists identify the most commonly spread levels of language barrier:

1. High – students are inactive and are afraid to express their thoughts in English;

2. Intermediate – students try to speak English, but they tend to use only monosyllabic sentences;

3. Low – students try to interact, support dialogues freely, but still there is a limited number of sentences;

4. No language barrier – students can keep up the conversation on any topic and express their thoughts in English without any obstacles [2, p. 12].

It's important for teachers of English as a second language to know a range of methods which can help to overcome the language barrier with their foreign students. These guidelines are aimed at encouraging students' efforts:

– First of all it is of supreme importance to use body language cues such as facial expressions, hand gestures, and other non-verbal signs. They are a great way to overcome the language barrier. For example, when explaining the concept of tall, a teacher may raise his/her hand high into the air. When explaining the concept of cold, shiver and chatter his/her teeth.

– One more point is to use visual aids. Visuals can be used to teach everything from vocabulary to prepositions. In addition to instructional advantages, they can keep lessons interesting for the learners. It is much more preferable to get access to slide projector for effective presentations if possible.

– It should be mentioned that it's quite significant to conduct the classwork mainly by putting students in groups. If the teacher is constantly talking, learners of English as a second language will never get a chance to practice. Groups work the best with 2 to 5 people; with any more people, not everyone gets a chance to participate.

– Teachers of English as a second language need to repeat everything at least three times. They should also vary the wording of their remarks. A student may know one set of vocabulary but not another – even when the topic of discussion is the same. Even if the foreign student does understand a concept upon first explanation, he/she will still benefit from the repetition and variation of language. It will expose him/her to new words and phrases.

– It is very important not to over-correct foreign students. Despite the first instinct to correct student language errors, over-correction can make them reluctant to use the language at all. If afraid of being corrected every time they speak, students will simply stop speaking – and therefore learning – the language. Of course, there are appropriate times to correct language mistakes. If any grammar topic – for example the future tense – has been discussed at length in class, it is appropriate to correct students when they form the future tense improperly.

– Learning English as a second language is not an easy thing emotionally. No wonder foreign students will feel self-conscious about their lack of English ability and will thus be reluctant to use the language. The job of the teacher of English as a second language is to create a safe and

supportive environment, one in which the student will be comfortable experimenting with the language [7].

– For non-native speakers, learning rules of grammar and pronunciation is crucial to effectively learning the language. That is why the teacher should refresh his/her own understanding of the topics he/she will be teaching. Writing up lesson plans for each class is especially important while preparing English classes for foreigners. Drafting a lesson plan prior to each class aims at preparing a well-thought out session for students. Moreover, lesson plans should remain simple and focused, with a variety of activities that incorporate student's involvement. Each lesson plan should have a main topic, a few objectives, time to explain and study the material in a class, student activities and a short evaluation at the end. For example, one class session may cover the verb "to be". The objectives might include having students be able to use the verb "to be" effectively in a short conversation or in writing. After explaining the uses of "to be" and providing a few examples, students may write out a few sentences using the verb. Lastly, the teacher may evaluate these sentences to assess how the students are learning [7].

– While explaining basic grammar topics, a teacher shouldn't overload his/her foreign students. Teaching "horizontally" means that rather than building on the many uses, rules or exceptions of one topic (i.e., the verb "to be"), it's much more preferable for a teacher to start with one use at a time. In this case, instead of teaching the use of "to be" as a state of being and a way of expressing passive voice, it's better to focus on the first part and cover the second part in the next lesson.

– Pronunciation is one more important issue to keep in memory. A teacher should enunciate clearly and speak slowly. Foreign students who are just learning English will not be able to keep up if teacher is speaking with a heavy accent or if his/her tempo is too quick. It's better to pronounce all of the letters in each word so they can be clearly distinguished from one another. A teacher must avoid "slang" English until he/she and his/her students have gone over such cultural idioms [3].

Some students may learn differently from each other and may have difficulties with or excel in very different topics. If students have recently emigrated from other countries they may be dealing with culture shock in addition to a language barrier. Surely a teacher of English as a second language should pay his/her attention to understanding of student's unique struggle to learn both a new language and a new culture. It's highly important to get to know students as people and learn about where they come from as well. Knowing more about them will improve teaching skills as teacher will have a better understanding of what each student needs [4].

After analysing a material for defining the term "language barrier", detection of the most typical features of language barrier, its levels and the reasons of its occurrence, we came to a conclusion that it is widely spread phenomenon nowadays. It appears because of many reasons, the major of which is cultural, social and communicative inconveniences that foreign

students experience when they come to different country to study the language. Following the above recommendations, a teacher of English as a second language significantly increases the efficiency of removing the language barrier among foreign students.

As for further prospects of research, deeper and more detailed studying of the connections between cultural and communicative barriers between foreign students and teachers of English as a second language will be actual.

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Сімонова К. В. Мовний бар'єр як одна з ключових проблем викладання англійської мови для іноземних студентів

У зв'язку з тим, що англійська мова є найпоширенішою міжнародною і міжкультурною мовою в світі, викладання англійської мови для представників різних країн стає все більш актуальним. Навчаючи іноземних студентів англійській мові, викладач отримує можливість спілкуватись з представниками різних культур, які володіють унікальним життєвим досвідом. Але з іншого боку, у процесі вивчення англійської мови, іноземні студенти стикаються з великою кількістю складностей, таких як культурний шок і мовний бар'єр. В статті визначені відмінні риси мовного бар'єру, його основні рівні та причини виникнення. Під мовним бар'єром розуміють ситуацію, за якої студент, який володіє достатнім словарним запасом і знанням граматики не здатен до відтворення мовлення. У статті зазначені основні рівні мовного бар'єру: високий – студенти бояться висловлювати свою думку англійською мовою; середній – студенти намагаються говорити, але використовують при цьому тільки прості речення; низький – студенти намагаються підтримувати бесіду, однак кількість речень обмежена;

відсутність мовного бар'єру – студенти можуть безперешкодно висловлювати свої думки англійською мовою. Відповідно, в статті наведено низку рекомендацій, що направлені на підвищення ефективності подолання мовного бар'єру у іноземних студентів.

Ключові слова: мовний бар'єр, англійська як друга мова, іноземні студенти, мова жестів, план-конспект.

Симонова Е. В. Языковой барьер как одна из ключевых проблем в преподавании английского языка для иностранных студентов

В связи с тем, что английский язык является самым распространенным межнациональным и межкультурным языком в мире, преподавание английского языка для представителей разных стран становится все более и более актуальным. Обучая иностранных студентов английскому, преподаватель получает возможность поддерживать общение с представителями различных культур, обладающих уникальным жизненным опытом. Однако с другой стороны, изучая английский язык, иностранные студенты сталкиваются с большим количеством сложностей, таких как культурный шок и языковой барьер. В статье определены отличительные черты языкового барьера, его основные уровни и причины возникновения. Под языковым барьером понимают ситуацию, при которой студент, обладающий достаточным словарным запасом и знанием грамматики не способен к воспроизведению речи. В статье приведены основные уровни языкового барьера: высокий – студенты боятся выразить свои мысли на английском языке; средний – студенты пытаются говорить, но используют при этом только односложные предложения; низкий – студенты пытаются поддерживать беседу, однако количество предложений ограничено; отсутствие языкового барьера – студенты могут беспрепятственно выразить свои мысли на английском языке. Соответственно, в статье описан ряд рекомендаций, направленных на повышение эффективности преодоления языкового барьера у иностранных студентов.

Ключевые слова: языковой барьер, английский как второй язык, иностранные студенты, язык жестов, план-конспект.

Simonova K. V. Language barrier as one of the key problems in teaching English to foreign students

As English is considered to be the first international, exterritorial and intercultural language in the world, teaching it to representatives of different cultures has become widespread. On the one hand, dealing with foreign students, teachers get a chance to meet new people from a variety of cultures with unique backgrounds and experiences. But on the other hand, helping foreign students learn the English language can be very challenging because of certain amount of inconveniences they face. Cultural shock and language barrier are the most prevailing among them. The article focuses on the

detection of the most distinctive features of language barrier, its levels and the reasons of its occurrence. Language barrier is understood as a situation in which a student possessing the necessary vocabulary and knowledge of grammar is not capable of producing and reproducing speech. The most commonly spread levels of language barrier are identified: high – students are afraid to express their thoughts in English; intermediate – students try to use only monosyllabic sentences; low – students try to interact, but still there is a limited number of sentences; language barrier disappearance – students can express their thoughts in English without any obstacles. Accordingly the article describes a range of guidelines which can help teachers to overcome the language barrier with their foreign students. Following them a teacher can significantly increase the efficiency of removing the language barrier among foreign students.

Key words: language barrier, English as a second language, foreign students, body language, lesson plan.

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A. O. Siuziaieva

MULTILEVEL APPROACH TO FOREIGN LANGUAGE TEACHING.

The problem of individualization of students' education was a topic of theoretical research of many scholars. It was examined in the works of Kitaigorodskaja G. A., Goncharenko S. U., Butkin G. A., Nikolaieva T. M., Kondrashova L. V., Buriak V. K., Kamens M. W., Lewis A. C., Patterson K., Weishaar M. K.

Taking into consideration the diversity of the students' environment and the Ukrainian role onto the educational market more attention is paid to the multilevel teaching. Moreover, the standard of educational quality assurance that were approved in Luhansk Taras Shevchenko National University gives the paramount importance to productive education that is based on the integration of the educational and research activities, as well as practice-oriented educational process. Multilevel teaching was thoroughly researched by Yanovytska O. V., Sydorenko N. Yu., Zubkova M. O., Tsuna A. Yu., Pashko L. F., Costa E., V Timmons, Gardner H., Gayfer M., Lazear D., Stiggins R. and many others. Mostly these scholars view the problem of multilevel teaching either in terms of school teaching or as the tool for group leveling. That is why the topicality of the current research lies in