

цьому найважливішою складовою є практичного заняття має обов'язково стати активний метод навчання, що покращує засвоєння отриманого матеріалу, сприяє набуттю практичних навичок і формування відповідних компетенцій.

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## **FOREIGN LANGUAGE TEACHER AND STUDENTS COLLABORATION**

Work of a foreign language teacher is very difficult and responsible. So as to achieve success in work it is necessary to take a number of preliminary steps. First of all it is essential to know what level of English your students are in. This will give you some idea how much English they know and will help you have realistic expectations of what they will be able to understand and do at the lessons.

It is helpful if the teacher knows a little about the student's background and interests, since this will enable him (her) to make connections to their personal lives. On a more general level, it is useful if the culture of the student can be incorporated into lessons. It is important that students feel teachers respect them.

In English language teaching there are two concerns: one immediate and daily, and the other long-term. The immediate concern is to help students do assignments that will satisfy them and their teacher. The long-term concern is to help students learn enough English that they can function successfully in the mainstream without any support. Beginning students tend to lose their voice and their personality when they enter the mainstream classroom in the first few months. They may believe themselves to be or even be made to feel stupid. For this reason it is necessary to incorporate into teaching activities that allow students to demonstrate their intelligence, imagination and creativity, linguistic knowledge (of their own language) and personality.

The amount of time that is devoted to each of these concerns depends on the particular group of students and the time of year. So, more time is spent on work with beginning students than with more advanced ones. Students generally become more independent as the year progresses, so more time is devoted to general language and skills development towards the end of the year than at the beginning.

The teacher must be very patient and tactful with the students. Students who answer questions in class are working hard to show what they know or have understood and so they are usually not receptive to any feedback on the grammatical accuracy of their message. Moreover, it would probably embarrass them to have their mistakes corrected in front of the rest of the class. There are occasions however when the content of their message is unclear because the grammar is faulty. In these circumstances, it is acceptable to ask for elucidation and to help them if they do not know the correct way to express their idea.

An indirect way to give corrective feedback is to provide the student with a model answer. There is conflicting research evidence as to whether this kind of feedback is effective, so it's best not to overdo it.

As for written work, once again it is important that feedback is concentrated on the content quality of the answer rather than on its grammatical accuracy. It is discouraging for students who have worked hard to give a good answer to have their work covered in red ink for mistakes that are peripheral to the main purpose of the assignment. There is also the danger that they may get the message that surface accuracy is more important than conveying ideas or showing understanding.

However, written work can generally be corrected without causing the student embarrassment in front of his or her peers, and you may well wish to draw attention to one or two of the grammatical mistakes that could interfere with understanding.

In general, it is worth pointing out that errors are a natural part of the language learning process. Students who are made to feel that mistakes should be avoided at all costs are likely to become inhibited and learn less quickly.

Students are usually even more sensitive about their pronunciation than their grammar, so be very careful how you deal with such problems. If possible, it is probably better to pretend you have understood rather than ask the student to repeat himself 3 or 4 times or ask another student what he meant. You could always ask him again in private after the lesson; and help him to a correct pronunciation of important subject-specific vocabulary.

It is very important that you do not allow other students to mock students for their pronunciation or imitate their accents. And of course, you should never be tempted to do so yourself.

As with grammar, it may on occasion be appropriate to draw attention to spelling mistakes. It is reasonable to expect students to spell correctly the keywords in an assignment. It may also be helpful to draw their attention to mistakes in common words that they always

get wrong. The student's teacher will of course be aware of the problem, and if it is really severe will have suggested ways for the student to practice spelling common words correctly.

It is important that students become efficient listeners for two reasons: 1) In general, they spend much more lesson time listening than they do speaking, reading or writing. 2) Listening is the basis of most classroom activities. Students cannot perform these activities correctly unless they have heard and understood the relevant instructions or information.

Like any skill, the skill of listening can be improved if it is practised under the guidance of an experienced and competent teacher.

The points listed below summarize what the teacher should know or can do in order to improve the student's ability to listen effectively and understand more of what is said. It is important to be aware of the cognitive processes underlying the skill of listening as listening is not a passive process; it is an active skill of interpreting the verbal and non-verbal output of the speaker in order to understand the message. Listening comprehension is easier if supported by visual material. It is unrealistic to expect close attention to material which is boring or presented in a boring way. Teachers can help students develop listening competence if they set tasks that can only be carried out if effective listening has taken place. It is particularly helpful to repeat or rephrase questions that are in complex syntax or require more than simple answers.

Students learn from being exposed to language which is comprehensible to them. It is unrealistic to expect their close attention to large chunks of spoken English which is not modified for their needs or supported by visual material. Idioms, colloquialisms, euphemisms and jargon are likely to be incomprehensible to most students. Students listen more carefully if they feel personally involved. It is often helpful to give a brief summary of what you're going to cover at the lesson. A short resumee at the end of the lesson may help students finally make sense of what they heard during the lesson.

### *Reference*

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