

Developing Future English Teachers' Overall Communicative Language Ability: Open Educational Resources Usage

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Abstract: *The main objective of research is to investigate into the use of open educational resources in developing future English teachers' overall communicative language ability. To achieve progress in attaining the main objective the researchers collect key data on university lecturers' personal experience on using open educational resources in developing future English teachers' overall communicative language ability. The research is non-experimental in nature. Based on the collected key data the authors also provide a descriptive review of the open educational resources most commonly noted by university lecturers and present teaching materials aimed at developing future English teachers' overall communicative language ability through boosting their language skills while using open educational resources in the process of teaching "The Practical Course of the English Language". A non-random sampling technique is used for selecting the research sample. The research sample includes 128 university lecturers who teach "The Practical Course of the English Language" to students earning BA in the English language considered in our study as future English teachers. The questionnaire developed by researchers was used for collecting key data. For processing and interpreting obtained data researchers used a content analysis, a descriptive analysis and a method of discursive reflection that could be regarded as qualitative research methods. The research was conducted at six higher educational establishments in Ukraine between March 2018 and February 2019. The research findings prompt the conclusion that open educational resources play a crucial role in developing future English teachers' overall communicative language ability since their use in instruction process gives university lecturers a wide range of opportunities to improve four language skills of their students.*

Keywords: *Open educational resources; university lecturers; overall communicative language ability; general competences; communicative language competences; language skills; future English teachers; higher educational establishments.*

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1. Introduction

The advent of the Internet and computers heralded a new era of increasing digitization and computerization and gave rise to free online learning opportunities through the development and release of open educational resources (Giving Knowledge for Free, 2007). Nowadays no one continues to be surprised that open educational resources are used in professional training of future English teachers. And even though they are not surprising anymore, there are still arguments for and against if open educational resources are able to substitute or displace textbooks and training aids, what open educational resources are more beneficial in instruction process, what open educational resources are more popular among university teachers and students, in which way they influence the development of necessary competences, skills and abilities etc. But the fact remains nowadays the advantages of open educational resources are numerous, they are recognized by both university lecturers and students, they are an integral part of university lecturers' and students' personal and professional lives, they are taken for granted and, what is more important, foster a more open access to theoretical and practical knowledge. A closer look at the scientific literature makes it possible to claim that open educational resources are regarded as “teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions”(UNESCO, 2019). Such wording means that open educational resources are multidimensional, have more advantages over traditional textbooks and other training aids and can meet the needs and expectations of any person in his/her desire to gain new knowledge, skills and abilities. Thus, stressing the need to strengthen the training of future professionals who after graduating from higher educational establishments will work in various technological, research and economic sectors for the benefit of their countries, we can point to a number of advantages of open educational resources:

- the enhancement of free access to various educational opportunities for young and working-age population of the world,
- the promotion of formal, non-formal and informal education at all levels,
- the combination of synchronous and asynchronous learning;
- the provision of teaching and learning material at no cost,

- the assistance in developing theoretical and practical knowledge, skills, values, personal and professional perspectives of university graduates (Miao, Mishra and McGreal, 2016; Malykhin, Aristova & Kovalchuk, 2019; UNESCO, 2019).

In a contemporary world being changed by globalization, professional training of future English teachers has a particular importance as the English language is recognized as a lingua franca or so-called international language used for communicating in English between people with different mother tongues (Scrivener, 2011; Seidlhofer, 2005). It means that professional training of future English teachers has a twofold mission: to develop students' pedagogical knowledge and to improve students' overall communicative language ability. Pedagogical knowledge which comprises knowledge of classroom management strategies and techniques, knowledge of time management, knowledge of assessment of students' achievements is regarded as the specialized knowledge that students should acquire in order to "to create effective teaching and learning environments" (Guerriero, 2016) and to be successful in their future professional work. In its turn, the overall communicative language ability can be understood as a harmonious combination of general and communicative language competences necessary for the personal and professional use in various social, professional and occupational situations (Common European Framework of Reference for Languages, 2004). The Common European Framework of Reference for Languages defines the general competences as "non-specific language knowledge, skills and characteristics which are needed for all kinds of tasks, including various language activities" (2004, p. 9) and communicative language competences as competences "which empower a person to act using specifically linguistic means" (2004, p. 9). The overall communicative language ability enables future English teachers to take part in different types of interaction and to keep up conversations with a good degree of language accuracy and fluency in a foreign language. Its development is inextricable connected with open educational resources since their use gives a wide range of opportunities to improve students' language skills generally divided into speaking skills, writing skills, listening skills and reading skills.

Thus, taking into account mentioned above, we may say that open educational resources seem to be the right choice in developing future English teachers' overall communicative language ability as their use in instruction process helps university lecturers boost students' language skills equally.

2. The main objective of research

The main objective of research is to investigate into the use of open educational resources in developing future English teachers' overall communicative language ability. In order to attain the main objective the following tasks have to be addressed: to conduct a questionnaire survey for collecting key data on university lecturers' personal experience in using open educational resources for developing future English teachers' overall communicative language ability, to provide a descriptive review of the most commonly noted open educational resources used in developing future English teachers' overall communicative language ability and to present teaching materials aimed at developing future English teachers' overall communicative language ability through boosting their language skills while using open educational resources in the process of teaching "The Practical Course of the English Language" at six higher educational establishments in Ukraine.

3. Research methods

For collecting key data on university lectures' personal experience in using open educational resources for developing future English teachers' overall communicative language ability, the researchers conducted a questionnaire survey. The questionnaire survey was carried out in two stages. The questionnaire developed by researchers contained one closed-ended question and two open-ended questions. During the first stage university lecturers were asked to answer one closed-ended question which was:

1. "Do you use open educational resources in instruction process?" (If a negative response, researchers asked respondents to explain the reasons for the no-use of open educational resources in instruction process and stop answering the questions./ If a positive response, researchers asked respondents to continue answering two open-ended questions.)

During the second stage active users of open educational resources in instruction process were asked to answer two open-ended questions:

2. What open educational resources do you usually use for developing your students' overall communicative language ability in instruction process?

3. In what ways do you use open educational resources for developing your students' overall communicative language ability in instruction process?

For processing and interpreting obtained data researchers used a content analysis, a descriptive analysis and a method of discursive reflection that could be regarded as qualitative research methods.

The research was conducted at six higher educational establishments in Ukraine between March 2018 and February 2019. These higher educational establishments were H. S. Skovoroda Kharkiv National Pedagogical University (Kharkiv), Ternopil Volodymyr Hnatiuk National Pedagogical University (Ternopil), Classical Private University (Zaporizhzhia), National University of Life and Environmental Sciences of Ukraine (Kyiv), Kryvyi Rih State Pedagogical University (Kryvyi Rih), Petro Mohyla Black Sea National University (Mykolayiv).

The research sample selected by a non-random sampling technique included 128 university lecturers who taught “The Practical Course of the English Language” to students earning BA in the English language regarded as future English teachers. The survey process was being held after classes without students being present. To collect key data researchers individually interviewed all 128 university lecturers who eagerly volunteered to participate in research. As the main objective of research was to find out if university lecturers use open educational resources intendedly for developing future English teachers’ overall communicative language ability in naturally organized and realized educational process within the course of “The Practical Course of the English Language”, no experimental classes were being held. So the students earning BA in the English language were not being involved purposefully in the survey process.

The demographic distribution of research sample is given in Table 1.

Table 1. Sample demographics

Variable	Number (N=128)	Percentage (100%)
Gender		
Male	28	22.00%
Female	100	78.00%
Age		
<=30	21	16.41%
31-40	57	44.53%
41-50	32	25.00%
>=51	18	14.06%
Position		
Professor	2	1.56%
Assistant Professor	31	24.22%
Senior teacher	53	41.41%
Teacher	42	32.81%

Figure 1 shows the distribution of respondents according to the gender criterion.

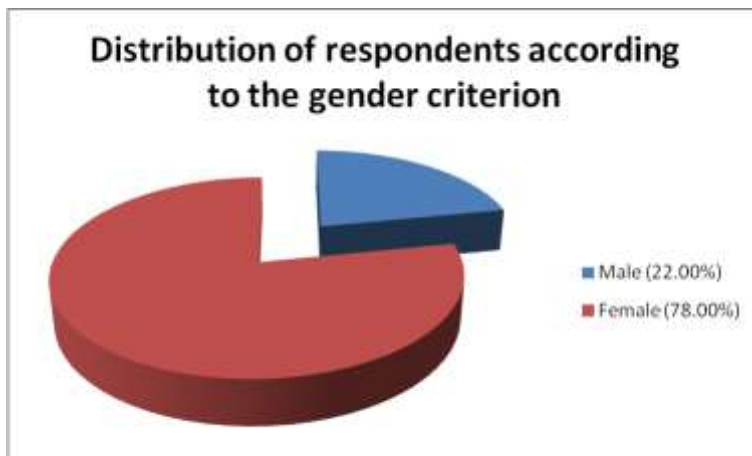


Figure 1. Sample distribution according to the gender criterion

The distribution of respondents according to the age criterion is shown in Figure 2.

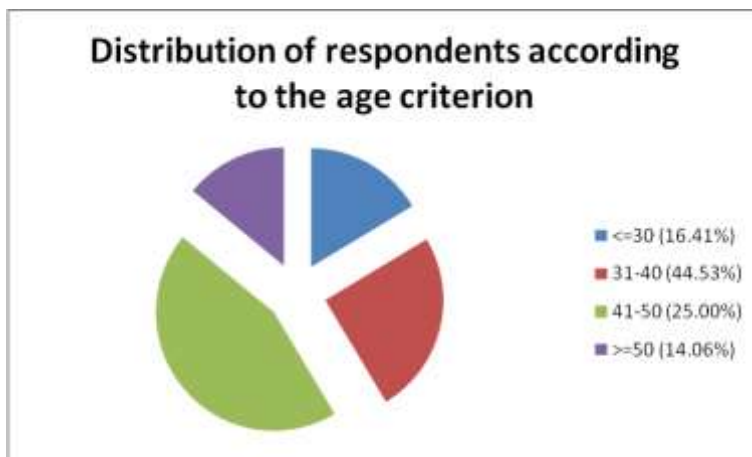


Figure 2. Sample distribution according to the age criterion

Figure 3 demonstrates the distribution of respondents according to the position criterion.

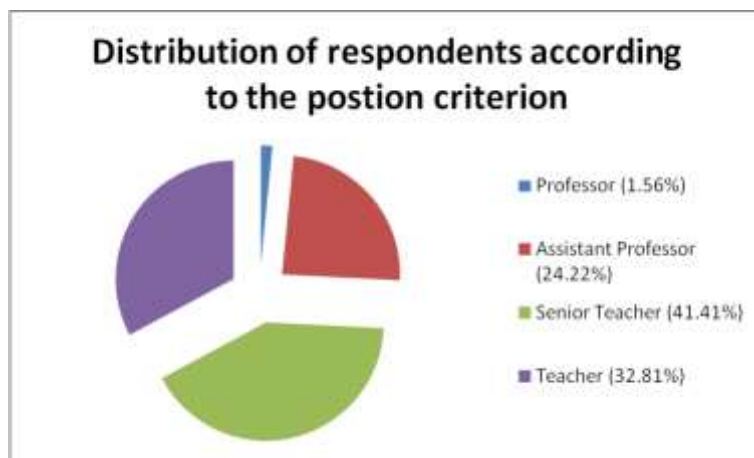


Figure 3. Sample distribution according to the position criterion

4. Results and Discussion

One of the academic courses taught to future English teachers at selected higher educational establishments in Ukraine is “The Practical Course of the English Language”. Its main aim is to develop students’ overall communicative language ability which is manifested through four language skills, namely: speaking skills, listening skills, writing skills and reading skills. In order to achieve the main aim and to ensure the comprehensive development of the abovementioned ability the academic course combines face-to-face instruction with self-study. Face-to-face instruction which usually occurs in the classroom implies the exchange of educational information, “teacher-students” and “students-students” communication and participation in different types of activities in real time. Self-study can be defined as a special way of organizing learning activities which enables students to gain necessary knowledge and skills through searching for information in additional sources, through its analysis and synthesis, and, what is more important, to apply the gained knowledge and skills into practice in the process of teaching “The Practical Course of the English Language” one of the main tasks of university lecturers is to encourage student self-study which includes project-work preparation, preparation for hands-on and essay writing, searching for additional information, systematization of gained knowledge before exams, carrying out different tasks aimed at improving four language skills etc. As experience shows online learning that supports face-to-face instruction and self-study enables to provide synchronous and asynchronous interaction among all

participants of training process (Malykhin, Aristova & Kovalchuk, 2019). It means that “teacher-student”, “teacher-students”, “student-student” and “students-students” communication and the exchange of information can happen anywhere and at any time. But what open educational resources university lecturers use during “The Practical Course of the English Language” and in what ways they use open educational resources for developing future English teachers’ overall communicative language ability are currently poorly understood and require further research.

4.1. Results of the First Stage of the Survey Questionnaire and Discussion

To investigate into the use of open educational resources in developing future English teachers’ overall communicative language ability we conduct a questionnaire survey consisted of two stages and analyze respondents’ responses. The main aim of the first stage is to find out if university lecturers who teach the discipline “The Practical Course of the English Language” to students earning BA in the English language use open educational resources in instruction process.

As seen further in analysis of university lecturers’ responses to the first question, 86.72% (N=111) of respondents use open-educational resources while 13.28% (N=17) of respondents do not use any open educational resources in instruction process (Table 2).

Table 2. University lecturers’ responses on the use of open educational resources in instruction process

Question	Respondents’ responses			
	N (128)			
	Positive response		Negative response	
	Number of respondents	%	Number of respondents	%
Do you use open educational resources in instruction process?	111	86.72%	17	13.28%

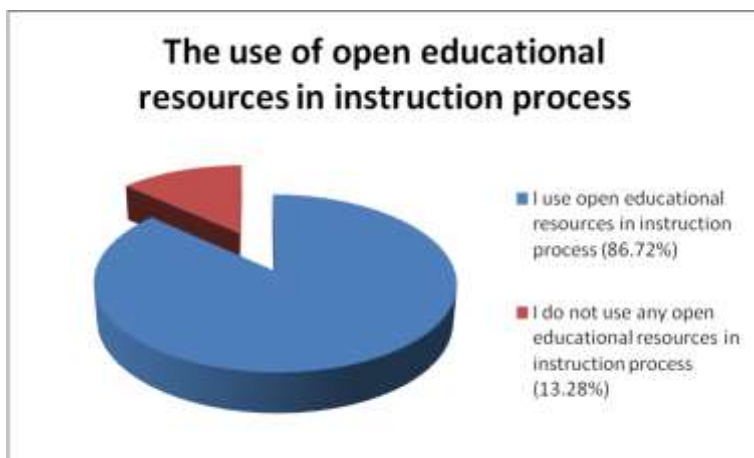


Figure 4. University lecturers' responses on the use of open educational resources in instruction process

The demographic distribution of university lecturers who do not use any open educational resources for developing their students' overall communicative language ability in instruction process is given in Table 3.

Table 3. Demographics of respondents who do not use open educational resources in instruction process

Variable	Number (N=17)	Percentage (100%)
Gender		
Male	4	23.53%
Female	13	76.47%
Age		
<=30	2	11.76%
31-40	2	11.76%
41-50	6	35.30%
>=51	7	41.18%
Position		
Professor	2	11.76%
Assistant Professor	6	35.30%
Senior teacher	7	41.18%
Teacher	2	11.76%

The analysis of university lecturers' comments concerning the no-use of open educational resources in instruction process helps us to establish the

reasons behind their negative attitude towards open educational resources. Analysis results are shown in Table 4.

Table 4. Reasons for the no-use of open educational resources in instruction process expressed by respondents

Reasons	Frequency of mentioning	
	N (17)	%
Poor Internet connectivity in the classroom	11	64.71%
Lack of necessary digital skills	9	52.94%
Lack of necessary equipment	7	41.18%
Lack of experience in using open educational resources in instruction process	4	23.53%
Availability of well-developed teaching materials	6	35.29%
Considerable loss of time on lesson planning and preparation of teaching materials	4	23.52%

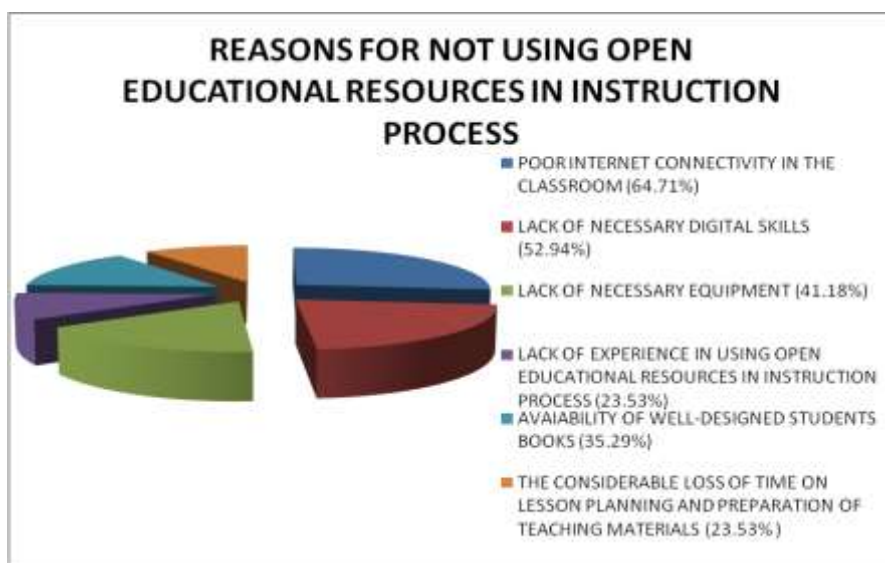


Figure 5. University lecturers' comments on the no-use of open educational resources in instruction process

The comments of university lecturers on the no-use of open educational resources in instruction process contain different explanations.

11 (64.71%) out of 17 university lecturers referring to a poor Internet connectivity in the classroom as the main reason for not using open educational resources in instruction process express one common idea:

“There are many different activities that are based on the use of open educational resources and any lesson can become very interesting and inspiring. But if there is very poor Internet connectivity you can only dream about using open educational resources in instruction process and have to use traditional teaching material and tools. It doesn’t mean that your lessons are not interesting and you cannot help your students master the English language it means that you and your students are denied all the educational opportunities the modern technologies can offer ...”.(Anastasiya)

9 (52.94%) out of 17 university lecturers who do not use open educational resources in instruction process reply that they lack necessary digital skills. Thus, one of respondents notes:

“Although some of my colleagues use different digital devices and open educational resources in instruction process, I have to admit that due to various reasons I lack knowledge and skills necessary for using laptops or computers let alone open educational resources. Even in my everyday life I use my computer only as an instrument for checking e-mail”. (Lyudmyla)

7 (41.18%) out of 17 university lecturers explain that lack of necessary equipment do not allow them to use open educational resources in instruction process. One of respondents clarifies his comment:

“At university where I work not all the classrooms are equipped with computers, speakers and overhead projectors. And even if there is free access to the Internet everyone in the classroom cannot be provided with a laptop or a computer. So it is better to use a CD-player to listen to audio-materials you need or one computer to show a video downloaded beforehand which, to tell the truth, is not convenient. Once I tried to diversify my lesson using one website but in such conditions it was a failed attempt”. (Oksana)

4 (23.53%) out of 17 university lecturers point out that they lack any experience in using open educational resources in instruction process:

“Being a novice in teaching profession I have no prior experience in using open educational resources in instruction process. Preparing to my classes I browse

various websites in search for additional information but I am not ready to use open educational resources in the classroom. I think if I try, the lesson can be a complete mess. Maybe through the course of time I will feel more confident in the classroom and will use open educational resources freely". (Olena)

6 (35.29%) out of 17 university lecturers mention that they are equipped with all the necessary teaching materials developed by leading publishing houses:

"I prefer not to use any open educational materials in instruction process. At first, the Internet connectivity is very poor so if you want to use open educational resources in the classroom you have to plan every detail. To tell the truth, it takes much time and effort. At second, knowing your students' levels of proficiency teachers can choose teaching materials developed by leading publishing houses. These materials usually contain a teachers' guide with a resource bank, a student book and a workbook etc. Teachers' books with class audio CDs provide us with teaching notes, different photocopiable communicative activities, suggestions for additional activities, audioscripts etc. So, there is no need to use any open educational resources for boosting students' language skills. All the necessary materials are easily accessible and you do not have to spend much time on developing additional activities or depend on the quality of the Internet connectivity". (Svitlana)

4 (23.53%) out of 17 university lecturers believe that the main reason for the no-use of open educational resources in instruction process is the considerable loss of time on lesson planning and preparation of teaching materials. One of respondents notes:

"I try not to use open educational resources in instruction process because after finding the material your need, for instance, a video or a podcast with a script, you have to develop some activities for your students. At first, it takes much time and effort and, at second, you have to print out these materials then ...". (Olha)

After answering the first question and explaining the reasons for the no-use of open educational resources in instruction process 17 (13.28%) out of 128 university lecturers stop being interviewed.

An analysis and summary of the responses received result in understanding the main reasons for the no-use of open educational resources by university lecturers who teach the discipline "The Practical Course of the English Language" to students earning BA in the English

language. The main reasons for the no-use of open educational resources are as follows: poor Internet connectivity in the classroom, lack of necessary digital skills, lack of necessary equipment, lack of experience in using open educational resources in instruction process, availability of well-developed teaching materials, the considerable loss of time on lesson planning and preparation of teaching materials.

4.2. Results of the Second Stage of the Survey Questionnaire and Discussion

During the second stage 111 university lecturers (86.72%) who use open educational resources continue participating in a questionnaire survey and answering two open-ended questions.

The demographic distribution of respondents who use open educational resources for developing their students' overall communicative language ability is given in Table 5.

Table 5. Demographics of respondents who use open educational resources in instruction process

Variable	Number (N=111)	Percentage (100%)
Gender		
Male	24	21.62%
Female	87	78.38%
Age		
<=30	19	17.12%
31-40	55	49.55%
41-50	26	23.42%
>=51	11	9.91%
Position		
Professor	0	0.00%
Assistant Professor	25	22.52%
Senior teacher	46	41.44%
Teacher	40	36.04%

Table 6 presents the results concerning the second question which is “What open educational resources do you use for developing your students' overall communicative language ability in instruction process?”

Table 6. The consolidated list of the most commonly noted open educational resources used for developing future English teachers' overall communicative language ability

Question	Categories	Frequency of mentioning	
		N (111)	%
What open educational resources do you use for developing your students' overall communicative language ability in instruction process?	Encyclopedia	84	75.68%
	Britannica	52	46.85%
	Merriam-Webster Dictionary		
	World Digital Library	35	31.53%
	The FreeDictionary	43	38.74%
	Collins Online Dictionary	39	35.14%
	BBC Learning English	68	61.26%
	National Geographic	75	67.57%
	Cambridge Dictionary		56.76%
		63	
	Ted talks	91	81.98%
	LearnEnglish	49	44.14%
	Many Things	69	62.16%
	UrbanDictionary	11	9.91%
East of the Web	27	24.32%	
Kahoot	71	63.96%	
Socrative	57	44.53%	

Taking into consideration information set forth above we believe that open educational resources used by university lecturers in developing the overall communicative language ability of students earning BA in the English language while teaching "The Practical Course of the English Language" at H. S. Skovoroda Kharkiv National Pedagogical University (Kharkiv), Ternopil Volodymyr Hnatiuk National Pedagogical University (Ternopil), Classical Private University (Zaporizhzhia), National University of Life and Environmental Sciences of Ukraine (Kyiv), Kryvyi Rih State Pedagogical University (Kryvyi Rih), Petro Mohyla Black Sea National University (Mykolayiv) can be divided into three groups. The first group is represented by reference online resources. The second group includes free online resources aimed at developing future English teachers' language skills. The third group comprises free open-source management systems aimed at

creating, storing, presenting and sharing learning materials necessary for teaching and learning academic courses.

Let's take a closer look at reference online resources which are represented by online encyclopedias and online dictionaries. 84 respondents (75.68%) who name "Encyclopedia Britannica" (2019) think that it an inexhaustible source of reliable information which contains authentic texts of various types beneficial for developing future English teachers' reading and writing skills. 35 respondents (31.53%) name "World Digital Library" (2010) as the main reference online resource used in instruction process for developing future English teachers' overall communicative language ability. Being inexhaustible sources of reliable information online encyclopedias mentioned above can be used both for supporting face-to-face instruction and self-study. One of respondents notes:

"It is a reference online resource which I adore and use in my classroom. Using it my students get new knowledge and skills in various fields". (Natalia)

"UrbanDictionary" (1999-2019) mentioned by 11 respondents (9.91%), "Collins Online Dictionary" (2019) mentioned by 39 respondents (35.14%), "Merriam-Webster Dictionary" (2019) mentioned by 52 respondents (46.85%), "TheFreeDictionary" (2003-2019) mentioned by 52 respondents (46.85%) and "Cambridge Dictionary" mentioned by 63 respondents (56.76%) can be used both during face-to-face instruction and during self-study for future English teachers' vocabulary development. Almost all online dictionaries provide exercises, games and quizzes which encourage the development of future English teachers' visual memory and spelling skills and improve their vocabulary.

The second group of open educational resources which represents free online resources aimed at developing ESP students' language skills includes "Ted talks" (1984), "BBC Learning English" (2019), "LearnEnglish" (2019), "National Geographic" (1996-2015; 2015-2019), "ManyThings" (1997-2019), "East of the Web" (2002-2010).

Thus, 91 respondents (81.98%) think that "Ted talks" (1984) is one of the most powerful online resources used for developing future English teachers' listening skills. One of respondents says:

"One of the best things about this resource is that it contains short videos and performances which are free to download. It doesn't take much time to show a video and to discuss it with my students". (Olga)

“LearnEnglish” (2019) which comprises a large number of audio, text, video, various tasks for improving not only four language skills but personal and social skills is mentioned by 49 respondents (44.14%). The respondents shared a common point of view:

“This online resource is a real catch for acquainting students with the daily life of different people in the United Kingdom of Great Britain and Northern Ireland, their culture, national customs, traditions and festivals. All activities and self-study lessons are organized according to six levels of language proficiency and can be used with different groups of students. Watching and discussing different videos students develop their speaking and listening skills. What is more, all video materials evoke positive emotions, stimulate students to express their thoughts, motivate students by changing their attitudes to learning the English language”.
(Oksana)

68 respondents (61.26%) mention that they use “BBC Learning English” (2019) in instruction process to improve four language skills of future English teachers. One of respondents notes:

“On the pages of this open educational resource both teachers and students can find educational material for mastering English grammar and vocabulary, developing reading, writing, listening and speaking skills. Students also discover much about people and their social problems, recruitment and working at different companies, entertainment, learn grammar rules, useful vocabulary and pronunciation. The resource also contains a grammar reference guide using which future English teachers can improve their grammar. Watching videos and listening to various audios students can improve not only their pronunciation but their English language fluency”. (Yuliia)

27 respondents (24.32%) identify “East of the Web” (2002-2010) as a useful open educational resource that provides a wide range of opportunities to develop students' reading skills and contains short stories of different genres from crime to science-fiction.

75 respondents (67.57%) point “National Geographic” (1996-2015; 2015-2019) as an open educational resource they use while teaching “The Practical Course of the English language”. The resource is popular among both university lecturers and students as it comprises videos on various topics, podcasts and articles on topical issues.

69 respondents (62.16%) use “ManyThings” (1997-2019) in instruction process as it is an open educational resource that contains a

collection of word games, quizzes, sentences containing different words and word families. The online resource comprising texts with MP3 files can also be used for developing listening and reading skills.

The third group of online educational resources used for developing future English teachers' overall communicative language ability is presented by free open-source management systems aimed at creating, storing, presenting and sharing learning materials. Thus, 71 respondents (63.96%) mention "Kahoot!" (2019) and 57 respondents (44.53%) mention "Socrative" (2019) as powerful tools for creating and sharing learning games which can be used by both teachers and students in different ways. One of the advantages of suggested game-based platforms is that games or quizzes that teachers or students develop with their help can be used during face-to-face instruction and self-study. Teachers, for instance, using their facilities can assess students' knowledge, make instruction process more entertaining and can easily motivate students to be engaged in different activities. Teachers can create learning games themselves or ask students to create and present a quiz to assess and check their group-mates knowledge on a definite topic. If students create a learning game in a group, its creation doesn't usually take much time, allows for more meaningful interaction among group-mates, promotes the development of language and interpersonal skills.

Table 7 presents the results concerning the third question which is "In what ways do you use open educational resources for developing your students' overall communicative language ability in instruction process?"

Table 7. The list of activities based on the most commonly used open educational resources

Question	Categories	Frequency of mentioning	
		N (111)	%
In what ways do you use open educational resources for developing your students' overall communicative language ability in instruction process?	Group discussions	92	82.88%
	Pair work	104	93.69%
	Project work	80	72.07%
	Essay writing	61	54.95%
	Summary writing	49	44.14%
	Bingo games playing	37	33.33%

The obtained results show that 92 respondents (82.88%) use open educational resources for group discussions, essay writing or project work.

Most of respondents use them in order to diversify their lessons and make them more interactive. Thus, one of respondents notes:

"I always ask my students to use open educational resources either for homework or in the classroom. I am fully convinced that the information found on their online pages can be used for developing students' speaking skills, improving their reading and writing skills. For example, I ask my students to use open educational resources while working on projects or writing essays on different topics. To develop students' speaking skills I prepare questions we have to discuss in the classroom and then ask them to answer these questions in pairs or in groups".
(Iryna)

Pair work is provided by 104 respondents (93.69%) while project work is used by 80 respondents (72.07%). 61 respondents (54.95%) prefer to use open educational resources for essay writing, 49 respondents (44.14%) for summary writing and 37 respondents (33.33%) use open educational resources for Bingo games playing. One of respondents' answers demonstrates how to develop future English teachers' writing skills using video materials:

"We usually watch short videos during face-to-face instruction and then I ask my students to write an essay or a short summary using key words I write on the blackboard. Sometimes we play bingo games while listening to a short story."
(Alla)

The analysis of 111 university lecturers' responses therefore reveals the most commonly noted open educational resources and the ways they are used in developing future English teachers' overall communicative language ability. In other words the research findings presented in the paper prompt the conclusion that open educational resources play a crucial role in developing future English teachers' overall communicative language ability since their use in instruction process gives university lecturers a wide range of opportunities to improve four language skills of their students.

5. Practical Guidance on Using Open Educational Resources for Developing Future English Teachers' Overall Communicative Language Ability

The obtained results show that any of suggested open educational resources can become an effective tool for developing future English teachers' overall communicative language ability through improving their language skills. Let's consider several examples that can be used in instruction process. After collecting and analyzing information obtained

through a questionnaire survey the researchers have developed the following activities which can be implemented in instruction process. Thus, one of the topics which students should learn while doing “The Practical Course of the English Language” is “Cities”. “Ted talks” (1984) contains a video that can be used in the classroom – “Future Tech Will Give You the Benefits of City Life Anywhere” by Julio Gil (2017) . Before watching the proposed video a teacher can ask students to do a warm-up activity aimed at developing speaking skills. Students can discuss the following questions in pairs or in small groups and then share their answers with other students:

- “1. *What current problems do modern cities face?*
2. *What is urbanization?*
3. *What are modern technological innovations and in what way do they influence our lives?*
4. *Name some the reasons why people leave villages and move to cities nowadays./Are there any reasons for leaving a city and move to a village?*
5. *Are modern villages provided with the same benefits as modern cities? If no, what is necessary to do to improve the situation in villages?”*

One more examples relates to watching a video. Thus, exploring the topic “Personality”, a teacher can show a video “Who are you, really? The puzzle of personality” developed by Brian Little (2016). Before watching it, a teacher can ask the students to discuss the flowing questions:

- “1. *How well do you know yourself?*
2. *What do you think is better to be an introvert or an extrovert?*
3. *Are you an introvert or an extrovert?*
4. *What are your core perspectives in your life?*
5. *How good are your communicative skills?*
6. *What are your strengths and weaknesses? “*

After watching the video mentioned above a teacher can propose following questions to be discussed by students:

- “1. *How would you describe your personality?*
2. *What is the most attractive personality trait a person can have? Explain your answer.*
3. *What is the worst personality trait a person can have?*
4. *Is it possible to hide any negative qualities?*
5. *Are you happy with your personality? or Would you like to change your personality?*
6. *What personality traits do you consider important in a good citizen?”*

Teachers can also use this online resource for developing writing skills. Thus, for instance, after watching the video “Future Tech Will Give You the Benefits of City Life Anywhere” by Julio Gil (2017), a teacher can ask students to write a summary of the text using the following key words and key phrases taken from the video:

“Urbanization process, technological innovation, refurbished farmhouse, urban planners, augmented reality, city developers, career opportunities, telepresence robots, greenhouse gases, wearable computer, recycling utilities, a squadron of drones, solar panels, wind turbines”.

Or a teacher can ask students to choose one of the topics proposed to write an essay containing at least 250 words:

“Topic 1. Why do you think many young people from rural areas dream about living in big cities?”

Topic 2. Do you believe that ordinary people could make great changes in the city they live in? What changes would they make?”

Topic 3. What social problems do present-day cities face?”

6. Conclusions

The main objective of the research was to investigate into the use of open educational resources for developing future English teachers' overall communicative language ability at six higher educational establishments in Ukraine. For attaining the main objective researchers collected key data on university lecturers' personal experience in using open educational resources for developing future English teachers' overall communicative language ability conducting a questionnaire survey. The descriptive review of the most commonly noted open educational resources used in developing future English teachers' overall communicative language ability was provided and teaching materials aimed at developing future English teachers' overall communicative language ability through boosting their language skills while using open educational resources in the process of teaching “The Practical Course of the English Language” were presented in the research paper.

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