

обучения английскому языку профессиональной направленности, а именно морскому английскому языку, автор ставит цель описать возможности расширения содержания обучения при использовании приемов коммуникативного подхода на каждом этапе занятия по структуре PPP (презентация, практика, продуцирование). На основе разработанной структуры коммуникативного занятия рассматриваются различные приемы расширения контекста, как усилиями преподавателя, так и имеющимся жизненным и языковым опытом студентов.

**Ключевые слова:** контекстное обучение, коммуникативный подход, этапы коммуникативного занятия, коммуникативные упражнения, интеграция языка и контекста

Kudryavtseva V. F.

#### CONTEXT-BASED APPROACH AT PPP-STRUCTURED COMMUNICATIVE LESSONS

The article dwells on the context-based instruction as one of the contemporary education paradigms in teaching a foreign language. The necessity of integrating both aspects – improving language skills and getting knowledge in basics of future seafaring profession – in teaching Maritime English is outlined. Integrating context into language teaching should be done effectively, otherwise achieving any of the aims is impossible. As it is stated, most existing researches provide ideas of general character. The basic difficulty in realizing context-based teaching with junior students is pointed out, that being the necessity for students to primarily acquire skills in using appropriate vocabulary and grammar. A necessary step in implementing context-based instruction is designing a theme-based syllabus that presupposes use of specific topics. Making use of her own practice of teaching English for specific purposes communicatively, namely Maritime English, the author sets the objective to describe some possibilities for extending the learning context while using some communicative teaching techniques at each stage of a PPP-structured lesson (presentation, practice, production). Various techniques of widening the lesson context by teachers' efforts as well as by students' life and language experience are focused on. The importance of extending the context of each sentence, exercise and task by eliciting more information from every student's answer is clearly established. Teachers' responsibility in creative integration of context and language for developing language skills within a specific context is emphasized.

**Keywords:** content-based instruction, communicative approach, communicative lesson stages, communicative activities, integrating language and context.

УДК 378.371:53

Litikova O. I.

#### PATTERNS INTERRUPT IN TEACHING ESP FOR MARITIME CADETS

Analysis of general cognitive theory trends in second language acquisition indicates, that in process of English language for specific purposes at the higher maritime institution teaching a student must efficiently accumulate and process a plenty of linguistic, communication and technical knowledge. Here feasibility of pattern interrupt is proved, as it preserves information overload of cadets, facilitates channels of perception cleaning and enables formerly formed simple patterns of accumulated knowledge, skills and abilities converting into movable composite structures of particular knowledge, skills and abilities. There are given examples of teaching techniques in which pattern interrupt method may be realized at higher maritime institution.

**Keywords:** second-language acquisition, ESP, maritime cadets, patterns interrupt.

According to British Council Teaching English Portal a cognitive theory of learning considers second language acquisition as a conscious and reasoned thinking process, involving the deliberate use of learning strategies. Learning strategies are special ways

of processing information that enhance comprehension, learning or retention of information [1]. This explanation of language learning contrasts strongly with the behaviourist account of language learning, which sees language learning as an unconscious, automatic process [2]. Anyway, both existing cognitive theories called to explain how much new information can be retained and transferred into memory.

Foreign Language Teachers for Specific Purposes have a lot in common with teachers of general foreign language. For both it is necessary to consider linguistic development, mastering and application of new teaching. Besides the needs to understand the requirements of other professions and willingness to adapt to these requirements puts ESP (English for Specific Purposes) teachers without any doubt on far more advanced level of cognitive instructors in teaching of English as a foreign language regarding specific profession, subject or purpose [3]. Nevertheless General English or ESP is taught, the ability for a human to learn and understand language is an extremely complex process.

For many years scientists have been striving to explain the complexity of language acquisition – the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. First-language acquisition is one of the quintessential human traits [4], because non-humans do not communicate by using language. The capacity to successfully use first-language requires one to acquire a range of tools including phonology, morphology, syntax, semantics, and an extensive vocabulary. Language can be vocalized as in speech. The human language capacity is represented in the brain.

This is distinguished from second-language acquisition, which deals with the acquisition by both children and adults of additional languages. The last was studied by many psychologists, as Bates E., MacWhinney B. (1981); Ellis Rod (1997); Gass S.; Glew M. (2008); Chang Charles B. (2012) [5; 6; 7; 8].

Both General English and ESP learning are considered to represent for Russian- and Ukrainian-speaking people a kind of second-language acquisition, and in this connection it's helpful to analyze some stages of this process, rendered by Haynes. He divided them into five stages: preproduction, early production, speech emergence, intermediate fluency, and advanced fluency [9].

The first stage, preproduction, is also known as the silent period. Learners at this stage have a receptive vocabulary of up to 500 words, but they do not yet speak their second language. Not all learners go through a silent period. Some learners start speaking straight away, although their output may consist of imitation rather than creative language use. Others may be required to speak from the start as part of a language course. For learners that do go through a silent period, it may last around three to six months.

The second of Hayne's stages of acquisition is early production, during which learners are able to speak in short phrases of one or two words. They can also memorize chunks of language, although they may make mistakes when using them. Learners typically have both an active and receptive vocabulary of around 1000 words. This stage normally lasts for around six months.

The third stage is speech emergence. Learners' vocabularies increase to around 3000 words during this stage, and they can communicate using simple questions and phrases. They may often make grammatical errors.

The fourth stage is intermediate fluency. At this stage, learners have a vocabulary of around 6000 words, and can use more complicated sentence structures. They are also able to share their thoughts and opinions. Learners may make frequent errors with more complicated sentence structures.

The final stage is advanced fluency, which is typically reached somewhere between five and ten years of learning the language. Learners at this stage can function at a level close to native speakers.

Taking into account the complexity second-language acquisition in process of ESP learning and multiple problems of seafarers connected with poor English (60 % of ship accidents are annually made due to human errors involving bad communication), we intend in our scientific paper to provide analysis of general trends in ESP for maritime cadets teaching and prove the practicability of teaching methods for getting student's attention use.

Thus, according to cognitive psychologists' studies the process of second-language acquisition takes from 5 up to 10 years and actually ESP for maritime cadets teaching at the educational institution takes only 6 semesters (4 month each) some measures should be taken to foster and facilitate second-language acquisition in this period. Moreover, the final product should be got in form of English language communicative competence for specific purposes sufficient to carry out responsibilities outlined in STCW Convention 1995 with Manila amendments 2010.

Considering the characteristics of ESP courses, Carver (1983) states that there are three characteristics common to ESP courses [3]:

1) authentic materials – the use of authentic learning materials is possible if we accept the claim that ESP courses should be offered at an intermediate or advanced level. The use of such materials, modified by teachers or unmodified, is common in ESP, especially in self-directed studies or research tasks. The students are usually encouraged to conduct research using a variety of different resources including the Internet;

2) purpose-related orientation – refers to the simulation of communicative tasks required by the target situation. The teacher can give students different tasks - to simulate the conference preparation, involving the preparation of papers, reading, note-taking and writing. At Faculty of Marine Engineering, for example, English course for maritime cadets may involve students in the tasks of presenting a particular machinery design projects, maintenance instructions creation, negotiating with the spare parts suppliers, conversations with representatives of Registering Company, Port State Control, and Lloyds Classification Society. They also may practice listening skills, though the application is restricted because they employ newly acquired skills during their ESP classes with their colleagues and teacher;

3) self-direction – means that ESP is concerned with turning learners into users. For self-direction, it is necessary that teacher encourage students to have a certain degree of autonomy – freedom to decide when, what, and how they will study. For high-ability learners it is essential to learn how to access information in a new culture.

As ESP teaching is extremely varied some authors (Dudley-Evans and St John, 1998) use the term «practitioner» rather than «teacher» to emphasize that ESP work involves much more than teaching [10]. ESP practitioner can have several roles:

1. The ESP practitioner as a teacher. ESP is a practical discipline with the most important objective of helping students to learn with help of natural for them learning strategies. The teacher has the opportunity to draw on students' knowledge of the content in order to generate communication in the classroom.

2. The ESP practitioner as course designer and material provider. This involves selection of published material, adapting material if it is not suitable, or writing it. ESP teachers also need to assess the effectiveness of the teaching material used whether it is published or self-produced.

3. The ESP practitioner as collaborator. It is believed that subject-specific work is often best approached through collaboration with subject specialist. This may involve cooperation in which ESP teacher finds out about the subject syllabus in an academic context or the tasks that students have to carry out in a work or business situation.

4. The ESP practitioner as evaluator. The ESP practitioner is often involved in various types of evaluation – testing of students, evaluation of courses and teaching materials. Tests are conducted 1) to assess whether students have the necessary language and skills to undertake a particular academic course or career, e.g. International English Language

Test Service (IELTS), Test of English as a Foreign Language (TOEFL), and 2) to assess the level of their achievement – how much learners have gained from a course.

We also share Nirel Matsil's point of view about one more role of ESP teacher – to select methods, which make possible to get learner's attention [11]. Moreover, we consider it to be one of the most decisive and using the words of Tony Robbins we may continue that «success of learner is 80% dependent on psychology, and only 20% – on chosen methods» [12]. It doesn't mean that methods aren't important in fostering communicative competence of learners, but it means that use of methods should be accompanied with proper emotions. To help learners succeed as excellent English speakers, teacher must teach them to manage their emotions by developing a psychology of success with all set of motivation, energy, beliefs, rules, standards, and, of course, emotions. Poor emotional states will lead to failure, powerful emotional states lead automatically to success. To maintain energetic, excited, enthusiastic and passionate state of students every time they study English the teacher must select the very methods for getting learner's attention. So interconnection of both is evident.

Taking into account consideration that ESP for maritime cadets is «a symbiosis between language, communication and alligator spanner wrench» [13], we understand that this fact demands from learner accumulation and elaboration a plenty of linguistic, communication and technical knowledge.

On a certain stage it becomes impossible to accumulate details without their rearrangement; a learner will be unable to move further if does not deny the previous knowledge model in favor of its new structure and content. If we introduce new pieces of learning information as different shapes we will understand that only displacement makes process of information accumulation progressive and able to develop.

On this stage of learning process the only helpful thing able to discharge overload of cadets and clean their perception channels is a set of adequate methods of Pattern Interrupt, which bear surprise, confusion, unexpected stimulus. This 'stimulus' can be anything from a sound, to a funny joke, to a physical movement.

Pattern Interrupt is a phenomenon that you experience every day. Just think about it... all those commercials and posters and pop-ups you see, these advertisers are grabbing your attention by breaking your flow and putting their message (image/video/text) in your face. Even juicy headlines have this effect!

So, how does this work in the classroom? How can Pattern Interrupt be used as a teaching strategy? Imagine a teacher standing in a room full of chatting students. The teacher can't get their attention, so s/he suddenly breaks out in a dance. The only requirement for a pattern interrupt is the element of surprise.

Once put in place, a Pattern Interrupt is always followed by a temporary state of confusion. This is your moment of Glory! «This confusion state can make [the student] open to suggestion, because we are subconsciously willing to trade our uncomfortable state for another's clarity.» – NLP Mentor.

The concept works well on individuals, but even more so on large groups of people, such as a classroom full of students, because the reaction of one student gets picked up by another and another and a domino effect ensues until the whole class has been effected.

The best part about Pattern Interrupts is that they're simple to create: Make Some NEW Noise, Visualize Noise, Water and Ice, The Good 'ole Clap routine, Exercise Break, Whisper Instructions, Target Word, Interview a Scientist, PLAN something unexpected, Voting, Deliberate Mistakes, Powerful Images, Video Within your Presentation, Scramble It, Current Trends, Mission Impossible Template, Tell a Personal Story, PopQuiz etc.

#### References:

1. Cognitive Theory [Electronic resource]. – Available from : <https://www.teachingenglish.org.uk/article/cognitive-theory>
2. Behaviorist theory on language acquisition [Electronic resource]. – Available from : [https://www.academia.edu/4456398/Behaviorist\\_theory\\_on\\_language\\_acquisition](https://www.academia.edu/4456398/Behaviorist_theory_on_language_acquisition)

3. Bojovik M. Teaching Foreign Language for Specific Purposes: Teacher Development [Electronic resource] / M. Bojovik. – Available from : <http://www.pef.uni-lj.si/atee/978-961-6637-06-0/487-493.pdf>.
4. Friederici A. The brain basis of language processing: from structure to function / A. Friederici // *Physiological Reviews*. – 2011. – № 91 (4). – P. 57–92.
5. Bates E. Second-Language Acquisition from a Functionalist Perspective: Pragmatic, Semantic, and Perceptual Strategies / E. Bates // *Annals of the New York Academy of Sciences conference of native and foreign language acquisition*. – New York : New York Academy of sciences, 1981. – P. 190–241.
6. Rod E. What is Second Language Acquisition? / E. Rod // *Second Language Acquisition*. – Oxford : Oxford University Press, 1997. – P. 3–4.
7. Gass S. Second language acquisition and bilingualism / S. Gass, M. Glew // *An Introduction to Bilingualism: Principles and Processes*. – New York : Taylor & Francis Group, 2008. – P. 265 – 290.
8. Chang C. B. Rapid and multifaceted effects of second-language learning on first-language speech production / C. B. Chang // *Journal of Phonetics*. – 2012. – № 40 (2). – P. 249–268.
9. Haynes J. Getting Started With English Language Learners / J. Haynes // *How Educators Can Meet the Challenge*. – Alexandria. – VA : Association for Supervision and Curriculum Development, 2007. – P. 29–35.
10. Dudley-Evans T. Developments in English for Specific Purposes. A multi-disciplinary approach / T. Dudley-Evans, M. J. St John. – Cambridge : CUP, 1998. – P. 85–88.
11. Matsil N. 29 Super Effective Ways to get Your Students' Attention Without Ever Raising Your Voice [Electronic resource] / N. Matsil. – Available from : <https://www.powtoon.com/blog/29-super-effective-ways-students-attention-raising-voice/>
12. Robbins T. English Learning Psychology [Electronic resource] / T. Robbins. – Available from : <http://effortlessenglishclub.com/english-learning-psychology>
13. Gabrielli A. Engineering Maritime English: a symbiosis between language, communication and an alligator spanner wrench / A. Gabrielli, C. Gabrielli, H. Pahlm // *Proceedings of IMEC-24*. – Yangon : Myanmar Maritime University, 2012. – P. 41–52.

Литикова А. И.

#### ЛОМКА ШАБЛОНОВ В ОБУЧЕНИИ МОРСКИХ КУРСАНТОВ АНГЛИЙСКОМУ ЯЗЫКУ ПРОФЕССИОНАЛЬНОЙ НАПРАВЛЕННОСТИ

Проведенный автором статьи анализ теоретических источников свидетельствует о том, что в процессе обучения английскому языку профессиональной направленности в морском вузе студент должен эффективно аккумулировать и перерабатывать огромное количество лингвистических, коммуникативных и технических знаний. В связи с этим доказана целесообразность использования метода ломки шаблонов, который препятствует информационной перегрузке курсантов, способствует очищению каналов восприятия, переформатированию моделей накопленных знаний, учений и навыков в подвижные образования из отдельных знаний, учений и навыков. В статье приводятся примеры приёмов метода.

Ключевые слова: овладение вторым языком, английский язык профессиональной направленности, морские курсанты, ломка шаблонов.

Літкіова О. І.

#### РУЙНУВАННЯ ШАБЛОНІВ У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ МОРСЬКИМ КУРСАНТАМ

У статті проаналізовано закономірності викладання англійської мови професійного спрямування у морському виші та обґрунтовано практичне значення застосування методів концентрації уваги курсантів.

За основними положеннями когнітивної психології, оволодіння другою мовою відбувається протягом 5-10 років, тоді як процес вивчення англійської мови за професійним спрямуванням у виші морського спрямування триває 5 семестрів (2,5 роки). У результаті доволі короткого терміну результати навчання майбутніх моряків мають відповідати вимогам конвенції ПДНВ 1995 р. і Манільських поправок 2010 р., що свідчить про своєчасність пошуку методів, які б оптимізували процес вивчення англійської мови за професійним спрямуванням і дозволили досягти очікуваних результатів у визначений термін.

Беручи до уваги те, що у процесі навчання англійської мови за професійним