

Savitskaya T. V., Horbenko Ye. V., Iotova I. M. Formation of grammatical competence of students – foreigners at the pre-university stage of study

The article outlines the characteristics of formation of grammatical competence in foreign students of the propaedeutic stage of study. It is proved that formation is ensured by observance of the basic didactic principles of Ukrainian language teaching and taking into account the dominant role of grammatical skills, the effectiveness of which depends on the correct definition of didactic approaches, forms, methods, techniques, teaching aids, their selection and effective application.

The methodical literature concerning characteristics of the selection and implementation of methods and techniques of teaching Ukrainian grammar; formation of language grammar skills; improving the methods of formation of the foreign grammatical competence were analyzed. The feasibility of studying the characteristics of its formation at foreign students has been proved.

The concepts of "grammatical competence", "grammatical skills", "expressive skills", "receptive skills", "speech grammar skills", "morphological skills", "morphological skills", "syntactic skills", "morphological and syntactic skills" are defined and the importance of their formation in communicators who began to study the Ukrainian language in order to further obtain a profession in higher education institutions of Ukraine.

It was found that mastering speech in the process of learning a second language begins with the acquisition of phonetic, grammatical laws. When teaching grammar, the teacher forms the linguistic competence of the student and its main component – grammatical competence.

It is determined that the success of foreign language communication directly depends on the formation of foreign language grammatical competence of foreign students. The importance of receiving feedback from the teacher in order to improve interaction was emphasized.

The use of mini-texts is proposed, where familiar vocabulary would be used mainly in a certain case to systematize, generalize and deepen the existing theoretical knowledge of the foreign communicant, clarify and expand new features of linguistic possibilities, which determines the degree of completeness of understanding a particular linguistic phenomenon; exercises for the development of analytical thinking, steady attention, improvement of speech skills.

Key words: foreign communicant, propaedeutic stage of study, grammatical competence, grammatical skills, stages of skills formation, foreign language grammatical competence, communicative learning aims.

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**CONTRIBUTION OF NICK MICHELIODAKIS
TO TEACHING ENGLISH AS A FOREIGN LANGUAGE**

The article is devoted to the latest methods of teaching English as a foreign language, proposed by a world-class ELT expert Nick Michelioudakis. It is noted that currently most educational texts, audio materials, lexical and grammar exercises are mostly informative, which creates the effect of alienation from the textbook and language. However, the more personal information we disclose to others, the stronger the connection we establish with them. In this regard, the need to intensify the search for ways to diversify activities with tasks that contain elements of humor, affect the emotionally sensitive sphere, and are authentic and personalized is emphasized. Emphasis is placed on how to use promotional videos, songs, comedy videos and texts in English classes. According to Nick Michelioudakis, acceptable use of songs and videos must meet the following criteria: contain enough verbal content (lexical and grammatical units, examples of accents), have a clear and logical presentation of the plot, music should not be distracting, the plot as a whole should have a positive impact on the emotional and sensory sphere of the listener. The activities in foreign language classes for the development of critical thinking and creativity during the parallel formation of reading skills (supplementing sentences or parts of the text from the imagination, and then after watching a video, motivating careful reading of the text by placing a hidden message, creating the ending of the text), speaking and writing skills have been described. It is emphasized that the decisive factor in the effectiveness of learning is the student's own contribution, so the role of the teacher is to increase the curiosity of students, through the introduction of elements of surprise and humor.

Key words: teaching English as a foreign language, comedy for English language teaching, using ads for English language teaching, authentic songs for ELT, reading lesson, Nick Michelioudakis, motivating learners, managing learners.

(статтю подано мовою оригіналу)

In response to the ever-changing needs of Ukraine and the world, learning foreign languages has become increasingly vital, providing people with the opportunity to grow and develop at every stage of the educational and professional journey. Therefore, teachers have to be equipped with the most efficient pedagogical tools for English language teaching to help their students achieve substantial results in foreign language acquisition and create an environment conducive to learning. A great deal of attention has been paid to the development of speaking skills, vocabulary, grammar teaching by Ukrainian methodologists (H. Bilous, S. Sorochunsk, K. Kris, O. Mihodui, L. Sudorchuk, M. Petrechko, N. Muhnenko) and a pool of Oxford University Press, Macmillan Education, British Council experts. Yet a Greek ELT consultant and teacher trainer N. Michelioudakis puts forward an idea that education and learning are bound to make

a student feel happy, successful and part of the community. He points out that what reading texts with follow-up tasks and occasionally grammar and vocabulary tasks lack is comedy, personalization, and ignition of curiosity. According to Brafman [1; p.36-46], the more personal the information we disclose to others, the stronger the bond we forge with them. Therefore, N. Michelioudakis highlights that teaching methods, tools and materials have to be selected meticulously, so that they allow a student to become an achiever, to feel satisfaction on the way from a struggle to success, to foster strong bonds within social groups and consequently innovative techniques for ELT should be applied.

The paper aims to promote best practice of one of the leading modern ELT methodologists Nick Michelioudakis in Ukraine to make lessons more engaging for learners.

A pivotal idea, N. Michelioudakis has impressed upon, is that learning should bring happiness, students have to feel that and be aware of things that make them happy. To practice this in ELT class a teacher can carry out an activity called “I am grateful for...”. Individually, students make a note of three things for which they feel they should be grateful (e.g. Health / Work / Security / Loving parents etc.). Then they work in pairs. They take it in turns to share with their partner why they feel they ought to be grateful for this particular thing (e.g. ‘Health’). Their partner has to ask them one question (e.g. ‘Have you ever had an accident?’) to elicit more information. Then they swap roles.

Secondly, education is destined to develop best human traits, which can be achieved by the following activity – ‘Random Acts of Kindness’. In pairs, students come up with as many things they can do to make others happier as possible (e.g. Call a sick friend at home / Give someone an ‘I like you’ card / Say ‘Thank you’ to someone for something they did for you in the past etc.). Another idea, would be to get students to come up with things they can do for the community (e.g. Help at a soup kitchen / Collect clothes for a particular person or group / Donate old books to a school library etc.). Or it can be ‘My Wonderful Classmates’: Students are divided into groups. Each group chooses one of their classmates (not one of the group) and together they come up with a ‘plateful of praise’ – a number of reasons why they like / value / respect this particular person. Then they present this to him/her. It is incredible how much warmth this activity generates. The teacher needs to make sure that nobody is excluded.

Goal setting skill can be developed through the activity when students make notes about one thing they would like to achieve (e.g. lose weight) and then set themselves a small, concrete goal (‘I’ll join a gym’) and make notes about the details (which gym, when, etc.). Then they share this with a partner. The role of the partner is to help them make the steps as concrete as possible and to anticipate problems (e.g. ‘What if it is too expensive?’) help with finding solutions / alternatives, and get the first student to make his/her commitment as firm as possible.

To boost learning within a reading lesson and make the most of the text by integrating reading with other skills N. Michelioudakis offers to follow such steps [4].

Pre-Reading. A teacher says that students are to read a story about smth (in this very example about Ben’s first day as a team lead). The text contains the following words: *smile – read – water – tired – beautiful – exercises*. With a partner, students need to link the words together in a story that makes sense. To maximize students’ interest, teachers need to get the student to invest by making some concrete predictions about the text. One way of doing this is by selecting some sentences from the text (or writing some ourselves), cutting them in half and then giving students only the first part. They will have to use their imagination to complete them. This activity gives them some additional information about the text and makes them even more curious.

SENTENCES	PREDICTIONS	TEXT
Ben had prepared a speech to give the team but...		
Most of the people in the room appeared to be....		
One lanky guy, Ronald, was obnoxious. During Ben’s speech he.....		
Ben punished Ronald for misbehaving. He made him....		
At the end of his first day as a team-lead, Ben felt....		

Fast reading. In order to teach students to read for a gist, a teacher gives them the text and tells them they have only one minute to read it. The aim is to check whether their predictions were right in the light of the information in the text, but the sheets with halved sentences a teacher takes from students for the time of reading.

Ben felt anxious as he entered a meeting room. Just last year he was being an ordinary QA tester and now he was a team lead. It was awkward to be on the other side of the meeting room desk. The team was ready for a meeting to begin. Most of the people looked cheerful, but a few seemed unfriendly. Ben had a speech to give about boosting sales and breaking into a foreign market plan, but now is he could not remember a word of it. But Ben began talking.

The meeting passed quickly. Later, Ben couldn’t remember it very well. It was not like a dream. He listened to his team during brainstorming, guided them. Out of the blue one lanky guy, Ronald, started to heckle. Ben punished Ronald for misbehaving. He made him work overtime at the weekend.

At the end of the people day, people left and Ben packed up his stuff. She felt tired and a little bit sad. She didn’t know if he liked managing a team after all. He locked the meeting room and started to walk home.

Slow reading. The next step is to make students read the text carefully. The key to this is an activity called “Hidden Message”. For this task, a teacher writes a sentence and inserts words from it randomly in the text. When the students start reading the text slowly, they will notice that it contains extra words which do not fit.

Creative writing. A teacher tells the students that the story is not over, and they are invited to work in pairs and write a completion – 3-4 sentences. In order to facilitate writing a teacher may offer questions to cover in writing, for example: *What happened after Ben left the office? Did he meet anyone? Did anyone call him the day after?* If a teacher wants students to practice writing skills more, they can ask them to write the retelling of the story from the beginning with a created in a group ending. After that a teacher may read out the original version:

By the office, Ben met some guys from his team. They gave him a basket of snacks and a bottle of wine, and offered to munch in the local canteen. They said it was the best session they ever had at work. Suddenly Ben didn't feel tired at all, he was happy and hopeful.

Vocabulary focus. As students are familiar with the text, it is a good idea to focus their attention on language – to highlight useful language – single words or collocations they don't know. A good way to revise vocabulary is to remove target lexis from the original text and get the students to fill in the gaps. This has three advantages: i) students get to see these items in context (again); ii) students realize that very often there are many words that could be used (which helps combat the misconception of the 'one correct answer' which tests perpetuate) and iii) (crucially) it forces students to retrieve the missing items; retrieval is effortful but it is the key to retention.

Speaking. At this stage it is necessary to get students to provide a personalized response to the text. Firstly, they can role-play various dialogues between Ben and Ronald, Ben and teammates. Secondly, students may provide some tips for novice team-leads, or tips on delivering successful presentations. This assignment can be spiced up with the following tweak. Students are given an email, written by another teacher giving "tips", which are ridiculous and humorous. Students have to read the email and correct what they disagree with. In this way learners are given the template of an email and it makes writing easier. The email to be considered is below:

Hi Ben,

Good to hear that you got your job as a team-lead. Ok – since you ask for my advice, here are some simple rules that I follow:

Be strict with the team and never smile at them. If you do, they will see you as a friend and this will lead to favoritism.

Always follow the book and never use any games. Games are noisy and they don't teach anything.

You can work with and praise only the most active from your team. There is no point in trying to involve the others as they won't succeed anyway.

If you take my advice, you can't go wrong. Do write and tell me how you like your new life.

Take care

The same sequence of steps can be applied to a lesson with songs or video clips. Songs and video clips are useful for ELT as long as they meet the following criteria: a) contain a lot of language; b) the delivery is clear; c) the music isn't too loud/intrusive; d) they don't have long interludes without words. If on top of all this the song has something to say, so much the better.

In a webinar for IATEFL Poland (April, 2022) N. Michelioudakis presented practical ways for using commercials to practice four language skills and Vocabulary.

It has to be mentioned that the expert has selected and created a pool of short poignant video ads on YouTube, called Ads for ELT with free access for everyone.

The methodology of applying video ads in class is similar to the one with a reading text. Initially a teacher has to wake up students' curiosity. With a partner, students read the statements and decide what the missing words can be. Then they cover the handout, watch the ad and fill in the gaps. The second way to create a memorable lesson using ads is to provide before showing a video ad a lead-in part stating that the video is going to be about the wishes and that is the background:

A guy wipes some dust off his new Toyota RAV 4, when a genie appears and offers to grant everyone some wishes. Question 1: There are four members in the Henderson family: the father, the mother, the daughter and the son. What do you think each of them wishes for? Students are supposed to discuss this in pairs or groups and then they have to watch the video to find out the answers. It is recommended to play the video ad twice since students will be involved in the content of the video and might fail to catch the details. This activity focuses mainly on developing listening skills.

The speaker underlined that ads can be used for boosting speaking skills as well. For this a teacher finds similar ads from the same campaign, for example promoting traveling by bus rather than a car developed by some bus tour agency. Then a teacher gets students to work in groups as representatives of different departments of the same advertising agency. Each student watches the ad on their phone and then explains the concept to the group. The group discusses the ads and then votes on which they think is the best. Afterward, students may see all the videos and reassess them.

Another way to work with vocabulary is shown in the example of a video ad "What you really need when everything goes wrong". Students work with a partner, they have to think of as many things as can go wrong during the day. For example, your mobile battery may run out, your trouser zipper may come off, you lose your keys, you leave your memory stick with a presentation at home, etc. Subsequently, students read the text, watch the video and answer the questions: Which of these things are actually shown in the ad? What are the mistakes in each case? The text is provided below:

All kinds of things can ruin your day. For instance, you may drop your books on the pavement on the way to school; your shirt button may come off; you may accidentally burn the food; you may spill coffee on your homework; your computer may get a virus; you may drop ice-cream on your shirt; you may put on your pullover inside out; you may inadvertently empty the contents of your shopping bag on the floor; your skirt might get caught in the bicycle chain; you may scratch your car while parking; your puppy might decide to pee on your sport shoes; you may get distracted and pour too much pepper on your food; you may miss an appointment by mistake; you may break the car key in the car lock... For all these reasons, you need something special to start your day with... (what?)

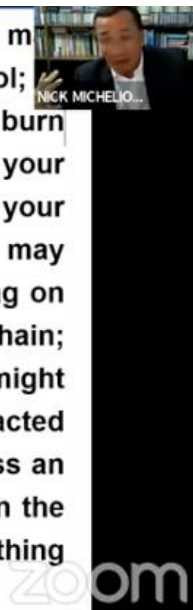


Figure 1. The text of the exercise for developing vocabulary with ads video

Ads are a perfect resource for teaching writing skills. A teacher finds an ad that tells a story, plays the ad in class, but pauses it before the ending, or breaks the whole story before ‘I am desperate to find out what’s going to happen next’ episodes and get students to work in pairs/ groups or on their own to write 2-3 sentence about what happens next.

To build up students’ vocabulary a teacher again may use an ad, for example, to refresh the vocabulary on the topic ‘household chores’, a teacher ignites students’ interest by asking them to name chores they hate doing. After that there is a task: this is a “To-Do List” for a servant. With a partner, read the text and fill in the gaps. “OK – here is what I would like you to do: you have to help me with the housework AND the kids. So here is your “To-do-List” for today”: You have to the shoes, the cat,the kids to school, come back,the beds,the laundry,the ironing,the table,the lawn,the furniture,the windows,the floor;the kids....their H/W, ... them entertained,dinner; ...the rubbish,the kids...bed and...all the lights.

Then watch the commercial and identify which tasks the servant said he could do and put the, in the right order.

It should be highlighted that Michelioudakis N. developed awesome exercises that can be used for revising vocabulary from numerous topics and developing speaking skills [4].

Balderdash! Students work in groups. The teacher gives them some very difficult words related to a field the class has been studying. Each group produces made up, but the believable definitions for each of the words and hands it to the teacher. The teacher then reads out the REAL answer and all the made-up answers, in random order. The groups need to guess which is actually correct. Teams score points for each group who are conned into believing that their made-up answer is the real one, as well as for choosing the real and often unbelievable answer. Alternatively, students can work in pairs and provide one real and one fake definition to a partner.

Call my bluff. Students work in pairs or groups of three. Students come up with false definitions or examples of the target vocabulary, their partners have to correct the mistakes. For example, if Student A says, ‘If you withdraw some money from an ATM, you deposit your account’, so Student B must say, “No, because if you do so, you deduct money from your account”.

Hide the Word. Students work in pairs, taking turns. Student A thinks of a word from the target vocabulary, and writes it down on paper without showing it to his partner. Then he speaks for 20-30 seconds using other difficult words from the target vocabulary and uses the word he had thought of at least once. Student B tries to guess which word it is.

The evolving story. Students work in pairs. Student A thinks about the beginning of a story (I was getting ready for my presentation... I was on my way to... I was working on my....) – about 3-4 sentences long. Student B writes down some words – completely unrelated to each other (could be from the target vocab). Student A starts his/ her story, and after 3-4 sentences, Student B calls out one of his /her words. Student A continues the story, but has to incorporate it into the story – taking it in a totally different direction. For example,

A: Yesterday, I packed my things and got ready to go to work. I was walking down the street when I saw a friend... B: Cash!

A: He was counting the cash on the bench. There were many people around, I went closer – I was really surprised ...B: Weird!

A: I thought it was so weird, what on earth was he doing there. B: Jump

A: I told him that he should jump up, touch the wood, hide his money and get home.

Color in the Passage. Students get the paragraph without the adjectives OR the gaps and we asked them to add some color to it ('What is the puppy like?' / 'What is the bed like?' / 'How was the puppy feeling?').

'One day, my puppy jumped onto our couch and played with his toy. I liked to watch him play – he looked so full of life. Soon, my puppy yawned. He was a puppy – he tired easily. I picked him up and laid him on his bed. Soon my puppy was snoring away'.

Students might then come up with something like this: *'One day, my lovely puppy jumped onto our long, comfortable couch and played with his new, stuffed toy. I liked to watch him play – he looked so excited and care-free, so happy and full of life. Soon, my cute puppy yawned. He was a young puppy – he tired easily. I picked him up and laid him on his cosy, warm bed. Soon my adorable little puppy was snoring away'.*

Conclusions. The decisive factor is the student's own contribution. The more students invest, the more likely they are to enjoy and benefit from the session. The teacher's role is to ensure students' curiosity is piqued, and introduce an element of incongruity and humor to make the lesson more enjoyable.

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Семенченко Т. О. Внесок ніка мікеліоудакіса в методіку навчання англійської мови як іноземної

Статтю присвячено висвітленню новітніх методів навчання англійської мови як іноземної, запропонованих грецьким експертом, провідним методистом світового рівня Ніком Мікеліоудакіс. Зазначено, що наразі більшість навчальних текстів, аудіо-матеріалів, лексико-граматичних вправ носять переважно інформативний характер, що створює ефект відчуження від підручника та мови. Але чим більш особисту інформацію ми розкриваємо іншим, тим міцніший зв'язок ми з ними встановлюємо. У зв'язку з цим підкреслено необхідність інтенсифікації пошуку способів урізноманітнення занять такими завданнями, що містять елементи гумору, впливають на емоційно-чутливу сферу, і є автентичними й персоналізованими. Закцентовано увагу на способах використання рекламних відео, пісень та комедійних відео і текстів на заняттях англійської мови. На думку Мікеліоудакіса, прийнятні для використання пісні та відео мають відповідати таким критеріям: містити достатньо мовного вербалізованого контенту (лексичних та граматичних одиниць, прикладів акцентів), мати чіткий і логічний виклад сюжету, музика не має відволікати, сюжет в цілому має позитивно впливати на емоційно-чутливу сферу слухача. Презентовано види діяльності на заняттях з іноземної мови для розвитку критичного мислення та креативності під час паралельного формування навичок читання (доповнення речень або частин тексту з уяви, а потім після перегляду відео, мотивування уважного читання тексту способом розміщення в ньому прихованого повідомлення, створення кінцівки тексту), говоріння і письма (вправи «Нісенітниця», «Неправда», «Сховай слово», «Створи історію», «Додай кольору»). Підкреслено, що вирішальним фактором в ефективності навчання є власний внесок учня, тому роль викладача полягає в тому, щоб підвищити допитливість учнів, через внесення елементів невідповідності та гумору.

Ключові слова: навчання англійської мови, гумор при навчанні мови, рекламні відео, автентичні пісні, робота з текстом, мотивація студентів, Нік Мікеліоудакіс, управління процесом навчання.