



Ministry of Education and Science of Ukraine
Association of Teachers of English to Speakers
of Other Languages
TESOL-Ukraine
National Aviation University
Institute for the Humanities

COMMUNICATION IN THE GLOBAL AGE

Celebrating Ten Years of Development and Success

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The 10th Annual National TESOL-Ukraine Convention

3-5 March, 2005

BOOK OF ABSTRACTS

Lviv: Kyiv – 2005

УДК 37.016:008:004 + 811.111 (73)' 25-26(072)

It is recommended by the Executive committee of TESOL-Ukraine and the Organizing Committee of the 10th Annual National TESOL-Ukraine Conventions.

Communication in the Global Age: Celebrating Ten Years of Development and Success: conference abstracts. - Львів: ПП “Марусич”, 2005. - 290 p.

The collection includes conference abstracts of the reports made at The 10* Annual National TESOL-Ukraine Convention "Communication in the Global Age: Celebrating Ten Years of Development and Success", that took place in the Institute for the Humanities, National Aviation University, Kyiv on March 3-5, 2005. More than 230 teachers from the higher and secondary educational establishments of Ukraine participated in the work of the Convention. The reports presented at the Convention deal with a wide range of research problems in the spheres of linguistics, discourse analysis, ELT methodology, CALL, sociolinguistics, translation studies, literature studies, etc.

The publication is aimed at EFL professionals, researchers, students, post-graduate students, and at all those interested in the theoretical and practical aspects of teaching and studying English.

Комунікація у вік глобалізації: десять років успішного розвитку та здобутків: тузи доповідей (на англ.мові). Львів: ПП «Марусич», 2005. —290 с.

Complementarity Principle in English for International Relations Syllabus Design.

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Needs studies at various universities in the Republic of Belarus show that students are increasingly considering themselves to be future intermediaries or mediators between languages and cultures within their specialist field. No longer striving to replace one culture by accepting another or else by entertaining two different systems of ideas at the same time, they are trying to reconcile concepts, to find the area of overlapping notions and behavioral patterns and to identify similar regularities. This is especially true in the case of the international relations students. The areas of agreement are constantly widening either through the expanding experience of new phenomena/technology and practices or through the concerted effort of the international community. Nevertheless, the problem of misrepresentation of reality while dealing with one language in class remains relevant. To avoid this, teaching should combine, in our view, several approaches which complement each other to accommodate the two pictures of the world and their interaction.

The complementarity principle works throughout the syllabus which has come as a result of the ten- year experience of designing and teaching a new programme for a specialism new for Belarus: international relations (in the wide sense of the term).

In building the structure of the course emphasis was laid on two aspects (general English and the ESP) which, though taught separately and different in their content, are naturally connected through the media (the English language), through the teaching technologies (similar activities) and, above all, through presenting the content (as problem areas) across no less than two cultures, and, when possible, giving it international/global dimension. The two main aspects are complemented by special courses (modules), by projects and practice sessions; all of these taking a special place in the English curriculum.

The same principle is applied for syllabus design and selecting language courses or developing in-house materials to cover the target subject areas and language skills. Even integrated commercial courses like the Headway, or more recent Upstream do not carry all the exercises necessary to drill certain systemic features, especially in lexis. Whereas there is a great choice of grammar books to complement the general course, lexical tasks have been developed by the faculty teachers*. Similarly, the teaching materials which give insight into the interrelation of cultures and train translation skills are supplemented by teachers with activities suggested for students to develop the topic further so that these

language acquisition skills are trained and the resulting discourse formats are added to their portfolio.

In ESP the notional-functional approach of designing the course around topics is complemented by another focus on professional skills, so that language skills are trained in target communicative situations.

Though not complete yet, the syllabus built on the complementarity principle has proved to be efficient.

* E.G. Лексические задания, уровень Intermediate = Lexis Intermediate: Учеб-метод. пособие/Т.В.Караичева, З.М.Ромашко, Л.М. Нехай и др. - Мн.: БГУ, 2002.-219с