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MULTIMEDIA SOURCES IN LANGUAGE TEACHING

Abstract. The article deals with the topical issue of using learning techniques in the Ukrainian higher education. The author analyses various view-points existing among scientists in foreign language teaching (Ukrainian for foreign students) on multimedia learning techniques, e.g. Digital platforms, Online corpora, Online CPD (continuous professional development) and the global staffroom, Mobile learning and BYOD (bring your own device), Communicating with people online, Online authentic materials, The IWB (interactive white board), Dogme (or materials-light teaching), Students steering their own learning, Teaching soft skills and critical thinking skills

Key words: university, student, learning techniques, Ukrainian language, foreign language, professionally oriented foreign language teaching environment.

Multimedia sources like songs, movies, TV series, magazines, newspapers play a very vital role in improving foreign languages. The songs are the best way to communicate how to use a language to express our feelings. Movies are a very common past time but apart from that most of the times they are also very instructional and educational [4; 5; 6; 8; 9].

Also this method appeals to the students as most of the times they are able to connect with the songs and the movies which help them understand the meaning of expressions, usage of tools of the language like comparisons, personifications etc. Traditional methods of reading newspapers and books, novels are also very good methods to teach the language [7]. When the traditional methods are modified along with some innovative ideas the entire learning and the teaching process is enriched and guarantees a success in efficient learning. These are some of the innovative and creative ways of teaching the English language.

English language teaching is evolving all the time, particularly alongside advances in technology. Chia Suan Chong [1] presents top ten innovations in English language teaching (ELT). They are: Digital platforms, Online corpora, Online CPD (continuous professional development) and the global staffroom, Mobile learning and BYOD (bring your own device), Communicating with people online, Online authentic materials, The IWB (interactive white board), Dogme (or materials-light teaching), Students steering their own learning, Teaching soft skills and critical thinking skills.

1. *Digital platforms.* When we discuss innovation, we often immediately think of the internet and what we can now do online. Facebook and especially Edmodo, which creates a safe online environment for teachers, students and parents to connect, are popular with teachers.

The list of digital platforms is extensive and growing all the time. A multimedia manual like Digital Video by Nik Peachey (nominated for an ELTons award for innovations in teacher resources) can help teachers navigate the complicated, and sometimes overwhelming, world of digital resources, enabling teachers to create activities, lessons and courses from a range of digital tools.

2. *Online corpora*. The use of corpora – large text collections used for studying linguistic structures, frequencies, etc. – used to be the privilege of lexicographers. But with most corpora now available online, and quite a few for free, teachers now have access to information about the way language is used in authentic texts and speech.

Teachers no longer have to panic when students ask them about the difference between ‘trouble’ and ‘problem’. And it’s not just teachers who benefit. To find out if more people say ‘sleepwalked’ or ‘sleptwalk’ (for example), students can simply search the words on Google, which uses the internet as its corpus [1].

3. *Online CPD* (continuous professional development) and the global staffroom. The advent of the internet and the growth of social media have certainly allowed teachers of English from all over the world to form online communities that act like a huge global staffroom. Twitter and ELT blogging, for example, have ‘opened up a network of people who can offer advice, support and ideas’, says Sandy Millin. Participants who are generous with their time, ideas, and contacts find they receive much in return.

4. *Mobile learning and BYOD* (bring your own device). The development of mobile technology and the proliferation of smart phones have enabled many of us to access the internet and a huge variety of apps on the go. Learners benefit too, from apps like WIBBU, and podcasts like Luke’s English Podcast – Learn British English with Luke Thompson – nominated for an ELTons award in the category of digital innovation.

Teachers are also able to build on their teaching knowledge and skills by listening to podcasts like The TEFL Commute or join 50,000 teachers from more than 200 countries and watch webinars or archived videos of talks by TEFL teachers on EFL Talks. Both are nominated for an ELTons for innovation in teacher resources.

And if teachers and students are gaining so much from their mobile devices, why ban them from classrooms? It seems that getting students to bring their own devices to class is fast becoming a game-changer in ELT practice.

For teacher Ceri Jones, tools like WhatsApp and Padlet help build channels of communication beyond the classroom. She says: ‘I often don’t have the hardware or the connectivity in teen classes to use internet, so students using their own devices is great – and it means they have a record of the resources we’ve used to check back on after class...’

5. *Communicating with people online*. The ability to communicate online with people outside the classroom via Skype and similar tools has enabled students to meet and interact with others in English. In monolingual classes (i.e., most English classrooms around the world), this could give much-needed motivation to students who otherwise might not have the opportunity to interact with anyone in English.

6. *Online authentic materials* looks at how teachers can use online documentaries and YouTube videos to create effective lessons [1] and [Language Learning with Digital Video](#) [3].

7. *The IWB (interactive white board)*. It allows the teachers to save and print notes written on the board, control the classroom computer from the whiteboard, play listening activities on the sound system, use the screen as a slide for presentations, access the internet, and so on

8. *Dogme (or materials-light teaching)*. For many teachers, this method approaches represents a new way of looking at the lesson content, and the chance to break free from self-contained language points and give more time to student-generated language.

9. *Students steering their own learning*. In many respects, this method has changed the teacher’s role from that of knowledge-transmitter to consultant, guide, coach, and facilitator. This way is large described by L.Pet’ko [4; 5; 6; 8; 9; 10].

10. *Teaching soft [skills](#) and critical thinking skills* helps students [communicate effectively in international settings](#).

The Thinking Train is a unique series of picture books which focus on the development of children’s thinking skills through the use of stories. When children are involved in thinking and also in talking about their thinking with others, they reach higher levels of achievement in the future as well as developing superior thinking skills. The Thinking Train stories will encourage a love of reading and promote thoughtful interaction with books while developing children’s thinking skills. The activities, in carefully graded English, will automatically develop and practise their language skills [2].

And as for teachers, the ability to converse with students face-to-face online has opened up a whole new market for Skype lessons and online classes.

Such sources can be used to help the students improve their language. But great precautions must be taken. This method should be used in the final stages of learning as that is the only place where there is no scope of damage as most of the movies and songs etc. use colloquial English most of the times which is grammatically wrong and it is very important that the students understand that fact so that they do not use that form of the language in their everyday usage. Apart from that this source is very helpful as it does not feel like education.

Thus, presented innovative methods help in bringing a change and most of the times for the better. It helps the students learn faster, better and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to leave the traditional methods and make way for new and better methods for the students benefit.

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ПОРІВНЯЛЬНИЙ АСПЕКТ ВИВЧЕННЯ МОРФОЛОГІЧНОГО СЛОВОТВОРУ В АНГЛІЙСЬКІЙ ТА УКРАЇНСЬКІЙ МОВАХ

Анотація. У статті розглянуто порівняльний аспект вивчення морфологічного словотвору в англійській та українських мовах на прикладі префіксів та суфіксів. Проаналізовано утворення та вживання нових лексем в англійській та українській мовах.