

• A FL at non-linguistic universities is “an obligatory subject aimed at developing students’ general competencies”, and not professional ones (Federal Standard of Higher Professional Education, 2011). Why do we deal mainly with the profession-oriented content then? To what extent, if any, should we teach professional language?

• What is the mission of a FL as a subject at universities? Does it coincide with the general educational idea of Bachelor Degree programs – to enhance students’ individual, personal, social, and professional development? How FLs can contribute to its fulfillment?

• Why do university students as FL learners whose current occupational activities are mainly academic ones need FLs? What are their actual “needs and wants” in a FL?

• Can we ensure any significant progress in FL learning if most university programs provide about 9 Credits for FLs? How can university students really achieve a high level of communicative competence in a FL which will make it possible for them to use the language effectively to solve their personal and professional tasks in the future?

If we try to answer these questions we will realize an urgent necessity for further reforms in ESP teaching. In order to develop effective syllabi in FL teaching at universities we have to continue to refer to particular professional needs of students, change the methods of teaching and assessment, employ the possibilities of individual language work, introduce CALL, think of developing autonomous LLs, etc. All these measures are well-known in the professional FL teachers’ community. The ways to intensify teaching FLs to this particular category of FL learners to be discussed under the present paper are a) to introduce a new ‘academic’ content into traditional EFL syllabus and b) to integrate FLs taught within a basic university program and extra-curricular (additional) language programs of study.

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Project Method as a Way of Formation of Students’ Communication Skills in a Foreign Language

In the studying of a foreign language, many students face a number of problems. These problems can be both linguistic and psychological ones.

• Students feel shy to speak a foreign language, they are afraid to make mistakes;

• Students have nothing to say about problems during discussion, since they do not have sufficient information on a given subject;

• Students do not understand the verbal task;

To solve these problems the project method is used and it increases the interest of students and ensures the development of creative opportunities for students, develops the ability to think critically, the culture of mental work, the ability to solve different problems quickly and unconventionally.

The essence of this method is that the purpose of lessons and ways of its achievement must be determined by students according to their interests, personal characteristics, needs, motivations and abilities. As a result, such studying intends to change the traditional scheme of teacher-student interaction, the subject-object scheme – into subject-subject scheme.

Thus, the general principle, which is based on the project method, is to establish a direct relationship of educational material with the life experience of students.

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Combining Learning and Research: Independent Study at the University Level

Teaching English for Specific Academic Purposes (ESAP) at the University Level includes student’s independent work. The current moment of education is characterized by implementing New Standard of Education for Higher School. One of the most important issues is independent work of students. At the University level it might be used for learning linguistics. Independent work creates new form of collaboration between a teacher and a student. This technology gives confidence to the student in the area of learner’s autonomy and leads to personal improvement in the class activities as well as helps to form learner’s organizational skills.

Teaching linguistics at the University showed that the independent work motivates students in a number of ways. A new program in linguistics was created at Herzen Pedagogical University where all the new issues of Modern Education for University students were taken into account. It included academic classroom activities: lectures and seminars as well as the adequate amount of independent work, developed according to the new standards.

This work included challenging and creative tasks:

1. Students themselves create linguistics tasks (with keys). They use modern technologies «Moodle» for presenting their developed tasks that is used by other university students for academic purposes.

2. Students do a linguistic analysis of a text (a prose or a poetry chosen independently). They find language peculiarities in this text and analyze it from semantic, morphological and word-building aspects. They define the use of varieties of English. For the purpose of fulfilling the analysis the students are encouraged to use modern English-English dictionaries (Thesaurus, Explanatory dictionaries, Webster's dictionary of synonyms, Dictionary of Idioms, Anglo-Saxon Dictionary (Bosworth-Toller) Etymological Dictionaries. Thus, they become aware of the modern lexicographic trends.

3. Students create a Portfolio of the chosen linguistic project. They do independent research using modern academic resources. The project work may include one student and a team of students. The results of their work are presented at the conference «The Young Researcher: New Tendencies in the Development of the Humanities» and are discussed in the open seminar.

The technology of learner autonomy gives them an opportunity to share the results of the project in a classroom auditorium. All the tasks demand the ability of independent work in research skills in the field of lexicology. Learner Training and Learner Autonomy aim for students to take more responsibility for learning and become a more effective learner. It is a new crucial step in language acquisition. The special technologies chosen in the area of linguistic studies proved to be effective. They help to foster learner's autonomy. The teacher's role is to provide a necessary academic support. The chosen activities encourage students to continue doing independent studies in future.

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Learner-Centred Approach in ELT

English Language Teaching (ELT) practice involves a wide range of individual approach tools but, unfortunately, even in the beginning of the new millennium we can't focus on the analysis of learner-centred education as a phenomenon that has not only gained theoretical popularity both in our country and worldwide, but represents an educational technology which is being successfully implemented.

Individual approach in some way coincides with learner-centred instruction. The sense of the term implies fostering motivation of teaching and providing the appropriate style of instruction. But learner-centred modes of teaching and individual approach are not overlapping notions, as the former is much more complicated concept.

It is of particular interest that throughout the world implication of individual approach has been replaced by developing techniques for manifold and multilevel groups. Individual training is in fact substituted by collective, group or team instruction. The famous Socratic Method is being now proclaimed only in the Universities of Cambridge and Oxford as an evidence of a high quality instruction that is allowable only in these classic centres of education.

Prioritisation of individual learner goals ("I need English for..."), meeting the objectives of each individual in heterogeneous groups is simply impossible, even taking into account a wide range of applied techniques.

Western colleagues emphasise an advantage of team work, when students become partners in an educational process, and highlight even preferences of cross-ability grouping that allows stronger learners to help others and to maximise complementary learner strengths.

Overview of ELT trends exposes a step-by-step approaching to the perception of subjective needs of learners, their variability and influence on the processes of teaching and learning. Humanistic Language Teaching put forward the rights of a person to be taught in accordance with respect for an individual's subjective experiences. Communicative Language Teaching (CLT), born in the framework of humanistic approach, is aimed at facilitating a 'learner-centred, motivation based approach to