

зокрема запроваджувати нові, інтерактивні прийоми викладання. До перспектив дослідження належить розробка системи оцінювання ефективності вивчення дисциплін англійською мовою.

Ключові слова: викладання дисциплін англійською мовою, рівень володіння англійською, методи викладання та оцінювання, сертифікація викладачів.

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LATERAL THINKING TECHNIQUES IN ENHANCING ESP SKILLS

The paper outlines the defining value of lateral thinking in the FL and ESP learning. The Framework for FL and ESP training, based on De Bono lateral thinking system and its Kotler's & de Bes's adaptations, has been developed by the authors in the context of Ukrainian University. The authors' idea to boost FL skills through international project participation has led to shifting from conventional knowledge-reproduction to knowledge-transformation scheme in FL learning process. As a result, activating lateral techniques such as alternative focus, force-fit analogy, unexpected choice, manipulative information distortion, provocation, specially created conflict, challenging the conventional idea/vision, imaginative verbalization, unconventional metaphor, etc. turn ESP learning process into searching for an indirect and creative way to solve problems by means of using reasoning that is not immediately obvious. The research, presented in the article, relies on the experimental training of the first-year Education Majors of the Master's program (n=33) who admitted a positive effect of lateral thinking techniques on general linguistic range of communicative competence. It is inferred from the study, that lateral thinking techniques have contributed to progress in both language skills and thinking abilities and led to improvement in students' academic achievements and enhancement of creativity.

Keywords: lateral thinking techniques, international project activities, knowledge-transformation approach.

1. Introduction

With creativity and problem solving proclaimed as the most required skills of the 21st century, more and more educationalists are coming up with the techniques to develop these skills in students. A prominent place among such techniques is occupied by *lateral thinking* (de Bono, 2000) viewed as the ability to solve problem through an indirect and creative approach by means of using reasoning that is not immediately obvious. Using imagination to look at teaching and learning problems in a fresh way and offer new solutions has

become an imperative and survival necessity in modern language education.

Lateral thinking is described in current Language Pedagogy literature in the context of Problem-based learning and Collaborative learning (Ansarian et al., 2018), Action-based learning (Wightwick, 2013) as well as Experiential learning (Kolb, 1984). All these learning approaches focus on boosting various types of thinking in FL learners.

Enhancing thinking processes in learners is one of the major FL teaching tasks in the university classes. The more students become skilled

in different types of thinking, the more they progress with boosting their FL and communication skills. In the context of Ukrainian tertiary school, however, this issue is rather neglected despite considerable advancement achieved in teaching FL. As a result, conventional knowledge-reproduction instead of knowledge-transformation and thinking–boosting schemes prevail in most university FL and ESP training settings. Therefore, the *objective* of this paper is to discuss the effect of lateral thinking techniques in enhancing ESP and language skills through developing international project participation skills in Education majors. With this purpose, we intend to specify the role of critical, creative and lateral types of thinking (de Bono, 1996; Harris, 2012) in language education, then describe lateral thinking techniques employed by us to boost creativity and problem-solving skills.

2. Theoretical background

2.1. Conceptualization of the types of thinking under research

According to CEFR, different types of thinking (Creative, Critical, Analytical) are part of Language Integrated Learning. Since these types of thinking are extensively discussed in Literature, we do not intend to give deep theoretical grounding to the concepts. However, a short overview of the most wide-spread approaches of using different types of thinking in FL teaching is necessary for revealing specific perspectives of stimulating lateral thinking while teaching FL.

A major type of thinking developed through language learning is *analytical thinking* – type of critical thinking that breaks down the problem into constituent parts and analyzes each part as well as the interrelationships between the parts (for example Root Cause Analysis: Cause Analysis). As Shafersman (1991) observes, *critical* thinking takes a deeper and broader approach towards the way we look at or think about the problem, analyze our assumptions, biases and prejudices, the accuracy and validity of the information gathered, and how best we can come to a conclusion, following evaluation of possible angles. Thus, critical thinking is intellectually more rigorous than analytical thinking.

Kotler (2005) describes critical skills as a cognitive activity that focuses on argumentation and requires the use of the mind. According to Scriven & Paul (2007), critical thinking in its exemplary form

is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.

An essential constituent of critical thinking is *creative* thinking. This type of thinking involves thinking about possibilities and alternatives, thinking of new combinations of known elements, etc. Bönsch and Kaiser (2002) define creative thinking as the ability of the individual towards the transformation of reality and implementation of new ideas. They also highlight three components of creative thinking: 1) intellectual aspect (ability to produce ideas); 2) motivational aspect (preparedness to think of something new and articulate these thoughts) and 3) emotional aspect (courage to think out-of-the-box, resist pressure to conform, take risks).

An important characteristic of creative thinking that can be exploited by educationalists has been pointed out by Tasevska (2017). The researcher claims that creative thinking can be stimulated both by an *unstructured process* (brainstorming) and by a *structured process* (lateral thinking). Harris (2013) insists that it is a mistake to think that ideas either come or they don't, and nothing will help: There are many effective techniques for stimulating idea generation. Applying them purposefully contributes to the quality of language learning and teaching.

2.2. Lateral thinking: conceptual premise

The word “lateral” means “sideways”, so lateral thinking is about moving “sideways” and beyond existing patterns to generate new perspectives. Lateral thinking is a term developed by Edward De Bono after the publication of his book *Lateral thinking: creativity step by step* in 1973. As the central idea behind all his works, lateral thinking grows out of the models of mind that de Bono presented in his first book *The Mechanism of Mind* (1969). Actively promoted by the author, this term is used in two senses: “Specific: A set of systematic techniques used for changing concepts and perceptions and generating new ones. General: Exploring multiple possibilities and approaches instead of pursuing a single approach” (De Bono, 1992, p. 54).

The basic theoretical premise behind lateral thinking is known as pattern changing and relates to a special function of the right brain hemisphere in the process of learning, language learning specifically (Asher, 1977; Asher, 1988). Moving

forward in the educational process means recognizing and rejecting long-held patterns that formal education imposes. Lateral thinking plays a prominent role here.

De Bono argues that, although logical thinking is a powerful and important approach, it is not powerful enough for solving unconventional problems and dealing with unconventional situations. He explains that typical problem-solving attempts involve a linear, step by step approach. Lateral thinking implies looking at a situation or a problem from a unique or unexpected point of view. More creative answers can arrive from taking a step "sideways" to re-examine a situation or a problem from an entirely different and more creative viewpoint.

With the concept being so multi-faceted, the interest of educationalists towards lateral thinking has resulted in numerous research trends that focus on: 1) correlation between how the brain learns and how this can be used to construct classroom activities (Danesi, 2012); 2) teaching students to break patterns and move on in the learning process by recognizing and rejecting long-held patterns of behaviour (Alder, 2012); 3) developing a lateral vision, culture and process for innovation (Sloane, 2003).

Developing lateral thinking skills has become the challenge for teachers who attempt to study lateral thinking ability as well as design lateral think-

ing ability tests and classes (More & Jagadeesh, 2017). Classes with the lateral thinking development focus is the necessity nowadays, since students are in need of brisk learning strategies, free from sequential and fixed-order rules that make the foundation of traditional education. It is worth noting that the main concern for teachers is the question whether lateral thinking ability is innate, or it can be shaped through using various teaching techniques in University classes.

3. Rationale: ESP learning needs

This study is carried out in the framework of ESP learning. The *participants* of the research involved master students majoring in Education and University teachers who employed the lateral thinking techniques such as challenging the assumption(s), alternatives, focus, reversal, force-fit analogy, verbalization of emotions with words chosen randomly, provocation, conflict, harvesting etc. in the process of teaching general English and ESP.

To find out what skills are underdeveloped and might be enhanced through lateral thinking techniques, the authors conducted a survey among Education majors of Taras Shevchenko National University (33 students) and Borys Grinchenko Kyiv University (117 students). The time period covered by the study is 2016-2018.

Table 1.

Skills developed/underdeveloped in Education majors

The skills developed	The skills underdeveloped/not developed
<i>Oral communication:</i> Understanding; commenting; explaining.	<i>Oral communication:</i> Expressing admiration, criticism, emotions, verbal support, coming up with an idea, initiating dialogues, discussion, argument, negotiation.
<i>Text/message production:</i> Following the samples, guidelines and teacher's requirements;	<i>Text/message production:</i> Employing unconventional techniques and rhetorical devices; out-of-the-box ideas.
<i>Text transformation:</i> creating, editing texts.	<i>Text transformation:</i> off-topic thoughts; unconventional messages.
<i>Problem solving:</i> Choosing/ offering a correct answer in oral/written tests and exams.	<i>Problem solving:</i> Dealing with unconventional situations in the learning setting.

As the table shows, the skills that require boosting include producing out-of-the-box ideas, dealing with unconventional situations in the learning setting etc. Although these skills are not immediately acquired in the process of gaining English language proficiency, the prospective teachers would like to have them built in the process of doing an ESP course.

4. Research questions

Effective teaching of FL at the expected level requires resorting to various methods and techniques of teaching other human activities, such as memory management, thinking, emotional control etc. Therefore, there might be a mismatch between the suitable methods, approaches, and techniques employed in teaching FL and the ones

used for teaching other activities. So, the *objective* of this research is to examine the techniques that lead to language and thinking progress as well as to improvement in academic achievements and enhancement of students' creativity. In line with the research objectives, we intend to answer the following **research questions**:

RQ1. Is lateral thinking as important as other thinking skills in ESP language learning?

RQ2. Is it possible to synchronize Learning and Teaching Language and Learning and Teaching Thinking?

RQ3. How do Lateral thinking techniques affect language and communicative competences?

5. Method

These RQs were in the focus of the case study done at Taras Shevchenko National University of Kyiv. The participants of the study were: 11 3rd-year students of the Bachelor's programme and 22 Master students majoring in Education with B2 level of English. According to the case study framework (Tab2), the students were supposed to develop the skills of speaking and writing in English while following the lateral thinking frame. The students acted as teachers and schoolers in the simulated international project activities. The researchers acted as facilitators and observers, focusing on use of lateral thinking techniques and their impact on ESP learning.

Table 2.

The case "Teacher's lateral thinking techniques in International school project activities"

Title	Teacher's lateral thinking techniques in International school project activities
Description	Participation in the school project "We are proud of our country and discover yours; we share our identity and value yours"
Primary actor	Teacher of English
Additional actors	Students of Bachelor's and Master's programmes acting as teachers (simulation)
Trigger	Students and teachers are invited to participate in the final contest. They are required to present information about objects of pride of Ukrainian students and their foreign partners. The presenters have to demonstrate the skills of using English in various genres: presentation, fairy tale, a brochure.
Special requirement (Tasks)	Following Lateral Thinking Frame
Extension	A teacher has to involve all students of the class as well as some colleagues
Main success scenario	<i>You need to define the flow of the process before you start the activity. This involves details of how the process will flow, what ideas you generate, what techniques you apply.</i>
Outcome	Successful presentation of the school project.
Alternative scenario	Document alternative flow and exceptions to the main success scenario.

The research observations were made while delivering the course "Language Teacher in International Projects: Project activity, Language Training and Teaching Skills". It is designed as the textbook (Liubashenko, Kavytska, Sukhenko, 2018) to enhance participants' language skills as well as boost applied use of different types of thinking for the effective ESP classroom of the prospective teachers.

The objects of observations were communicative skills and control skills (CS) which agree with CEFR scales: general linguistic range, vocabulary range, grammatical accuracy, vocabulary, phonological and orthographic control (CEFR, p.27-29). Assessment of effective employment of lateral thinking techniques (LTT) relied on the following criteria: case performances, following lateral framework, technique use, non-verbal behaviour.

6. Results

The impact of lateral thinking techniques on the linguistic range of communication skills was evaluated while delivering the course "Language teacher in International Projects: Project activity, Language Training, Teaching Skills" during one semester.

6.1. Lateral thinking framework

In the context of our research, we have developed the framework for ESP learning based on lateral thinking system (De Bono, 1982) and its adaptations (Kotler & de Bes, 2003). The framework is based on a sequence of questions. Each question generates stimulating lines of thinking and tests the rules and boundaries that are assumed before.

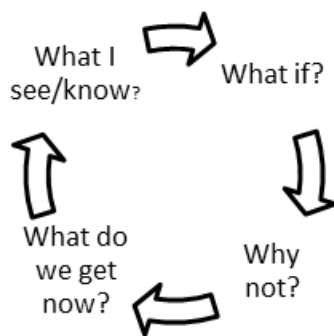


Figure. 1 Stimulating questions

In line with the objectives of ESP learning in Ukrainian universities, the framework contains 4 phases:

1. Focus – Shifting from the known information to unknown, extending knowledge about the object, displacing the focus.
2. Finding a gap, breaking a pattern – voicing doubt, absurd or paradoxical message.
3. Assumption – supporting positive, innovative, unconventional solutions.
4. Harvesting – analyzing connections, consequences, generalization.

6.2. Lateral thinking techniques

Lateral thinking techniques were developed in the process of cooperative activities between students and teachers while learning from each other. The techniques were employed in ESP classrooms to boost creativity and problem-solving skills.

Phase 1 (Focus. What I see/know)

At this stage, prospective teachers are expected to develop skills of FL reading, speaking, listening, writing messages for their students in virtual classes, use of idiomatic language to make FL messages accessible to the children's audience. High-quality focusing on a particular object also requires a detailed look at everything that is associated with this object. With the help of placing new accents any idea can be represented in new ways. Therefore, Lateral Techniques that can be used at this stage include alternative focus, force-fit analogy, unexpected choice.

Phase 2 (Pattern break. What if?). The pattern-break technique is targeted at building statements about the object of our focus, which in some way changes the object itself. Students have to come up with the idea of changing an object or its individual characteristics, sometimes using "out-of-the-box" questions. This requires such skills as replacement, inversion, hyperbolization, retrieval, reorganization etc. At this stage, students

must write notes in English for presentation in the class of objects of visual art of Ukraine, as well as express doubt, assumptions, hypothesis, contradictions, exaggeration, contrast, and comparison. Consequently, basic lateral techniques developed in this phase are manipulative information distortion, provocation, deliberately created conflict.

Phase 3 (Assumption. Why not?) At this stage, students learn to characterize a person, describe projects and write invitation to partners to collaborate in the project. In particular, they are expected to use emotional language, encouragement formula etc. to create new images through creative imagination. As Egan (2008) states, "When we speak of imagination, we are talking about the ability to think about what might be possible". Therefore, Phase 3 needs to engage, stimulate, and develop the imagination in the ESP learning process. Lateral Techniques that promote the development of the linguistic range of communicative skills include challenging the conventional idea/ vision, imaginative verbalization, an unusual metaphor.

Phase 4 (Harvesting: What do we get now?).

At this stage, students need to develop vocabulary by introducing lexical units necessary for analysis, conclusions, and oral discussion. In addition, in phase 4 narrative skills in oral and written forms are enhanced. Lateral Techniques that can be used by students are developing associations, visualizing and generalization. These techniques serve as learning "toolkits" which make learning FL engaging and meaningful (Judson, 2008).

6.2.3. The Impact of LTT on LCS

Active use of Lateral Thinking Techniques (LTT) by students has had a positive impact on overall ESP skills. The students have witnessed that new communicative experience in the preparation of international projects contributed to boosting their Communicative Skills (CS).

The consolidation of new skills and the acquisition of new language experiences took place in accordance with the four phases of the Lateral thinking framework (Tab 3).

The research data have indicated that the CS gained in the learning process have a positive impact (Tab 4) on developing general ESP skills, previously characterized by 150 students majoring in Education as underdeveloped /not developed.

Table 3.

Linguistic range of Communicative language competence in ESP learning process

CS	Phase 1	Phase 2	Phase 3	Phase 4
General linguistic range	Expand a range of language to describe new point of view, unpredictable consequences, explain the main points of an idea or Problem, express alternative focus	Be able to give clear descriptions, express viewpoints and develop arguments, voice doubt	Be able to describe imaginary objects, improvise, etc.	Initiate discourse, take turn, generalize and explain, summarise, qualify opinions and statements
Vocabulary range	Using new expressions to avoid frequent repetition, filling lexical gaps	Using a range of polysemantic words and imagery (metaphors, simile, etc.)	Selecting an appropriate formulation from a broad range of language to express new vision clearly	Using discourse markers to build cause and effect statements
Grammatical accuracy	Communicating with reasonable accuracy in new contexts	Avoiding mistakes which lead to misunderstanding	Controlling grammar literacy, оформлюючи фантазії і припущення в тексті	Using grammar according to the flow and structure of discourse
Vocabulary control	Control a narrow repertoire when expressing more complex thoughts	Choice of vocabulary to express doubt, prediction, etc.	Control of idiomatic expressions and colloquialisms	Choice of expressive vocabulary to visualize new ideas,
Phonological control	Learn to pronounce new words and phrases	Control of intonation and emotional	Adjust to the changes of tone and emphasis in conversation.	Vary intonation; place sentence stress correctly to express finer shades of meaning, give emphasis,
Orthographic control	Produce generally intelligible writing	Proper punctuation and layout of paradoxical messages	Follow standard layout and paragraphing convention in written monologue.	Develop descriptions and imaginative texts in an personal style

Table 4.

General ESP skills	Number of students that confirm the development of skills
Oral communication	136 (91 %)
Text/message production	139 (93 %)
Text transformation	126 (84 %)
Solving Communication problems	141 (94 %)

It is worth noting that the effectiveness of ESP learning is also associated with a specially designed course as well as the textbook that aims at developing communication skills through participation in international school project.

7. Discussion

In *Phase 1* of Lateral thinking framework, students do Professional activities and tasks that enable focusing on advantages of project participation. For instance, reading the text *A Model of Intrinsic Motivation* by James Middleton (Middleton, 1995) urges the students to suggest ef-

fective ways of involving schoolchildren in project as well as enhancing their intrinsic motivation for learning. The genre and form of communication depend on the communicative purpose:

- to address engagement immediately after the project presentation.

- to show (rather than just tell) pupils why this activity is helpful for their learning.

- to address engagement personally and interactively.

- to build trust by being consistent in the messages the teacher sends to pupils.

Choosing the focus of thinking is always crucial for speaking. You can look at the phenomenon in different ways, and therefore discuss it in various ways. The ability to vary the focus and organize speech in different genres is an important component of the teacher's communicative competence.

For instance, the students are supposed to demonstrate alternative focus and unexpected choice when doing the task "Agree or disagree with the following statements about resource-based projects":

A. They can hardly be used simply as a linguistic tool, since they are interdisciplinary, allowing for crossover into other departments and subject areas.

B. They encourage critical thinking skills, including comparing, classifying, inducing, deducing, analysing errors, constructing support, abstraction, analysing perspectives, etc.

C. They can be both motivating and authentic tasks and encourage learners to view the activities they are doing as something "real" or "useful".

During experimental training, statement B was supported with unexpected commenting: "This inevitably leads to more effort, greater concentration and a ... loss of interest in the project as a whole". Statements A and C are usually illustrated with impressive examples of how one can use the skills gained through the project (e.g. for contacts with extraterrestrial civilizations).

In Phase 2 of the Lateral thinking framework, students are engaged in "fairy-tale" activities, reflecting on Rapunzel, Beauty and the Beast, Jack and the Beanstalk, Rumpelstiltskin, Cinderella and other fairy tale heroes. Written for children, fairy tales make perfect verbal material for practicing lateral thinking. This material is combined with visual material, for instance, the pictures painted by E. Gapchynska. A representative of

contemporary Ukrainian visual art, she depicts fairy-tale characters unconventionally. Students are requested to make notes and plan a conversation/interview with a fairy-tale hero / heroine or villains. While having conversations, the students are supposed to express doubt, resort to provocative arguments, use conversational vocabulary and non-verbal means of communication. To develop writing skills, students are asked to write a fairy tale, where positive and negative characters change roles.

The function of stimulating conflict of opinions is realized through the task: "Learn to interrupt in English. Interrupting is a manifestation of the art of conversation". The students are expected to reject the statement about a destructive role of interruption in speech, which might lead to lateral findings in speech. To do the task, students are trained to use special vocabulary and intonation to interrupt a partner and arrange pauses in speech effectively.

Breaking the conventional pattern of thought is demonstrated by students when commenting on the statement "Effective lecturers combine talents of scholar, writer, producer, comedian, showman, and teacher in ways that contribute to student learning." (Wilbert J. McKeachie). Students compile a list of recommendations for a teacher based on Muhammad Ali's best quote "Float like a butterfly, sting like a bee". The students come up with the versions: "Surprise your pupils like a wizard, work with them like with magic wands" "Love your students like you love flowers and grow them like a gardener".

To achieve the pattern break, students generate "out-of-the-box" questions, explore the ways to answer them. These questions usually relate to various topics including classroom activities: arousing interest, curiosity and enjoyment in building intercultural relationship; creating a good group atmosphere in preparation for the project activity; strategies to succeed in communication; meeting expectations of students; giving them recommendations; feeling their moods, fears, prejudices and uncertainties; verbalizing and making visible the potential problems which could arise during the project work.

Phase 3 of Lateral thinking framework is indispensable for enhancing oral and written communication skills. Language training in this phase is carried out within the topic 'Personality Types of Students'. The tasks include writing an encour-

agement/invitation letter to encourage a student to join the project; describing character traits and temperament; looking for unconventional ways to communicate with students. Following the models, the students are expected to create own inspirational sayings: Never put your head down, because if you do, you will lose sight of your goals”.

Lateral tactics appeared effective in teaching both oral and written monologue. To enhance generation of monologues, the students receive certain guidelines: As soon as one's own ideas for the project and the potential partner schools have been determined, the search for potential cooperation partners can begin. Think about the best ways to find a partner school (s). What countries (cities) would you like to cooperate with? Dream of your ideal partner in project activity. Use proper cohesion devices while speaking and writing.

Phase 4 of Lateral thinking framework is targeted at developing those language skills, which are necessary for developing associations, visualizing and generalization. The brochure “Ukraine” written by the class 5-C, Taras Shevchenko Gymnasium, is rather helpful for practicing the skills. The students discuss the genre of the text, stylistic devices used in the brochure, criteria to evaluate this project work. Next, students create a draft brochure: “I'm proud of... I'm ready to share it with you”, following the content and style requirements to brochures.

Oral speaking is practiced by discussing the issues: Do you think school should spend money on the students' international project learning activities? What do you think the schools involved in international projects are looking for when they decide on choosing international partners? Training English writing is done based on the task: *“Paint” a portrait of your ideal team to participate in an international project.* In their writing, the students rely on the tips: Do you prefer working with a person who has a similar personality to yours? Do you always tolerate values and opinions that are different from yours? Can cooperation be effective if it involves different personalities? What personality types are the best cooperators?

In this phase, the students should be provided with the opportunity to fantasize, play with ideas in a spontaneous way.

It turned out that the effectiveness of the lateral thinking determines developing of the speaking skills. Moreover, the case study shows that

as a result of the implementation of lateral tactics in ESP training, there is a progressive dynamics of the development of the linguistic identity of a Ukrainian student who: a) plans and constructs discovery and professional activities by means of English language and speech (project-based learning approach to language acquisition); b) uses the results of thinking and emotional activity in English speech (procedural aspect of language acquisition).

8. Conclusion

The results of the study have proved the impact of lateral thinking skills on general language skills. It turned out that the students with more developed lateral thinking demonstrated better professional communication skills. The experimental use of lateral thinking techniques confirmed their positive effect on the development of communicative competence of students.

Our study proves that language learning is progressing as quickly as the general background knowledge of the student enriches and develops his thinking abilities. As a result, the more teacher practices lateral thinking acts, the more intense the students attempt to resort to rhetorical art or creative writing.

The ways in which the language is used influences general way of thinking. At the same time lateral thinking modes give a new meaning to formal language learning. Therefore, synchronizing Learning and Teaching Language and Learning and Teaching Thinking is the most natural way to master the language/enhance in the conditions of formal education.

With lateral thinking framework the students majoring in Education have received experience of real communication in project activity and improved both language skills and creativity. The main learning outcome of applying lateral thinking techniques is the desire of students and teachers to be interesting interlocutors for each other. As a result, 142 students (94,7% of participants) gave a positive feedback of the course stating that the use of Lateral thinking techniques significantly boosted their Thinking, Speaking and Writing skills. This integrative learning-teaching framework leads to obvious success and benefits. We scored significant relationship between students' academic achievements in ESP and lateral thinking techniques used in teaching and learning process. Following Lateral thinking framework

gave us an opportunity to have students practice all language systems areas (vocabulary, grammar, functions, and phonology) and develop their speaking, reading, writing, and listening skills

During the study, new directions and challenges were revealed which may be of interest to scholars and teachers in the future. It turned out that the trainer has to have a developed imagination and ability to improvise to create conditions and tasks for students to employ lateral thinking techniques. Another challenge is to develop assessment scales, in which it is possible to objectively reflect the result of lateral thinking and its effective linguistic implementation.

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РОЛЬ ЛАТЕРАЛЬНОГО МИСЛЕННЯ У НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

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Анотація

Метою статті є дослідження ролі латерального мислення у навчанні іноземних мов й зокрема англійської професійного спрямування. Концепцію навчання англійської мови професійного спрямування, що спирається на систему латерального мислення Де Боно та адаптаціях Ф. Котлера та Де Беса, розроблено авторами статті в контексті університетського курсу магістерської програми за спеціалізацією «Середня освіта». Ідея авторів вдосконалити мовденневі уміння за допомогою симуляції участі в міжнародній проектах призвела до переходу від відтворення знань до їх креативної трансформації у процесі навчання іноземної мови. Застосування прийомів латерального мислення, зокрема альтернативного фокусу, несподіваного вибору, маніпулятивного спотворення інформації, провокації, спеціально створеного конфлікту, заперечення загально прийнятої ідеї, образної вербалізації, незвичної метафори тощо перетворює навчальний процес англійської мови професійного спрямування на пошук нетрадиційного та творчого способу вирішення професійних проблем. Дослідження, представлене в статті, спирається на експериментальне навчання студентів першого курсу магістерської програми ($n = 33$), які визнали позитивний вплив прийомів латерального мислення на загальний рівень комунікативної компетентності. З дослідження випливає, що прийоми латерального мислення сприяли вдосконаленню мовленнєвих умінь, і критичного та креативного мислення, а також покращенню навчальних досягнень студентів з дисципліни.

Ключові слова: прийоми латерального мислення, міжнародна проектна діяльність, трансформація знань.

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