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## SKILLS OF THE 21<sup>ST</sup> CENTURY. STRATEGIES OF EFFICIENT ENGLISH LANGUAGE TRAINING

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## НАВИЧКИ XXI СТОЛІТТЯ. СТРАТЕГІЇ ЕФЕКТИВНОГО НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ

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## НАВЫКИ XXI ВЕКА. СТРАТЕГИИ ЭФФЕКТИВНОГО ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

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The article deals with strategies of efficient English language training, in particular communicative language teaching. The main goal of teaching is the formation of communicative competence through enhancing fundamental kinds of speech activity: listening, speaking, reading, and writing. Some theoretical aspects typical of this approach are described. A sample lesson plan is written to present all the steps of integration of four macro levels.

**Keywords:** *communicative language teaching; integration of the four macro levels; listening; speaking; reading; writing.*

У статті розглядаються стратегії ефективного навчання англійської мови, зокрема, використання комунікативного підходу у викладанні іноземних мов. Головною метою навчання є формування комунікативної компетенції учнів через активізацію основних видів мовленнєвої діяльності: аудіювання, говоріння, читання та письма. Описано деякі теоретичні аспекти, характерні для цього підходу. Наводиться план уроку, в якому основним завданням є інтеграція чотирьох макроуровней.

**Ключові слова:** *комунікативний підхід; інтеграція чотирьох макроуровней; аудіювання; говоріння; читання; письмо*

В статье рассматриваются стратегии эффективного обучения английскому языку, в частности, использование коммуникативного подхода в преподавании иностранных языков. Главной целью обучения является формирование коммуникативной компетенции обучающихся через активизацию основных видов речевой деятельности: аудирования, говорения, чтения и письма. Описаны некоторые теоретические аспекты, характерные для этого подхода. Приводится примерный план урока, в котором основной задачей является интеграция четырех макроуровней.

**Ключевые слова:** *коммуникативный подход; интеграция четырех макроуровней; аудирование; говорение; чтение; письмо*

Communicative Language Teaching (CLT) emphasizes the teaching of listening, speaking, reading, and writing within content- and task-based activities [2]. Language learners can achieve success by setting

their own goals and by directing their studies toward their own expectations. These results can be successfully achieved through collaborative problem solving.

**The goal** of this article is to describe and popularize some theoretical and practical aspects of communicative language teaching approach. This approach could be said to be the product of educators and linguists who had grown dissatisfied with audio-lingual and grammar translation methods of foreign language instruction. This method aims at developing procedures for the teaching of the four skills that acknowledge the independence of language and communication. It aims at having students become communicatively competent.

In order to integrate the language skills in ESL/EFL instruction, teachers should consider taking these steps:

- Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
- Reflect on their current approach and evaluate the extent to which the skills are integrated.
- Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
- Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks [1, p.5].

We developed an integrated lesson which is based on the lesson plan template. This is a program of the U.S. Department of State, administered by the University of Oregon. Paths to Success in English Language Teaching, 2015.

#### LESSON PLAN

Unit: Ukraine and Ukrainians

Theme of the Lesson: Architecture in Ukraine

#### A. Students and Setting

A. Students

Age: 17

Grade level: the second-year students (Intermediate level),

B. *Setting*: National University of Life and Environmental Sciences of Ukraine

Number of students: 10

Number of classes a week: 3

#### B. Lesson Background:

This lesson is the fourth one on the unit “Ukraine and Ukrainians”. Before we covered the following subtopics: “History of Ukraine”, “Geography of Ukraine”, “Performing arts of Ukraine”.

The goal of this lesson is to offer extended practice of integrated skills in listening, reading, speaking and writing. This lesson sequence combines all of them. The next lesson will be final.

#### C. Learning Objectives/Expected Results:

Objectives: students will be able to

- define the word “architecture”;
- match parts of 5 sayings and quotations on the topic “architecture”;
- use 14 new words on the topic “Architecture” in sentences and questions;
- discuss the texts on the topic with a partner;
- do occasional impromptu free writing activities ;
- use Present Simple (Active, Passive), Past Simple (Active, Passive) in at least 12 sentences and questions;
- self-evaluate their writing skills according to the criteria.

#### D. Materials and Sources:

Teacher provides students with authentic on-line resources, photos, pieces of paper and pencils/pens for notes, handouts, blackboard, and pieces of chalk.

**E. Procedures / Timing:**

There should be a good balance between a teacher talk and student activities using integrated skills.  
 Time 80 min.

Teacher does/says	Students do/say	Approximate Time
Greeting. Plans for the lesson	Greeting.	3 min
Conversational warm-up Sample teacher's questions Teacher begins with a conversational warm-up on the previous topic "Performing arts", T → Cl "What do we imply by performing arts?" T.: What types of performing arts do you know?	Sample students' answers St1. → T Performing arts are art forms in which artists use their body, voice, or objects to convey artistic expression ; St 2 → T Performing arts include the dance, music, opera, drama, magic, oratory and circus arts.	5 min
Speaking : Brainstorming: students are asked to predict What is architecture? Is it some kind of art? The key words of the mentioned ideas are written on the blackboard T → Cl: T → Gr.1, Gr.2,	Group work /Pair work  Students work in groups. Group discussion. Gr.1, Gr.2 → Cl. Sample ideas:  Architecture is the science of the design of structures or buildings such as houses, places of worship, office buildings. Architecture is also the profession of an architect. It is partly an art and a human activity.	5 min
Matching T → Gr.1, Gr.2...: It is impossible to imagine the modern world without architecture. There are some famous sayings about architecture. Match the parts of them and say if you agree or disagree.	Group work. Students choose the correct matching.	7 min.
Listening-comprehension <i>Pre-listening activities.</i> T → Cl.: What do know about the history of architecture in Ukraine? What are the most famous styles? What periods are they associated with? What are the most famous architectural masterpieces in the country? In your native towns? <i>While-listening activities.</i> T → Cl.: Listen to the text, compare your answers. Be ready to answer some more questions. Thematic words (on the board)	Students are engaged in brainstorming activities. They share ideas. Students are involved into while and post-reading activities. They demonstrate critical thinking strategies. While doing post-listening activities the students give answers to the following sample questions: During what period did Ukraine's architecture begin developing? From what material were the first buildings constructed? etc.	10

<p><i>Post-listening activities</i>                  T → Cl, Gr1, Gr2                  Asking questions</p>		
<p>Reading-comprehension                  Teacher distributes texts for jig-saw reading.  <i>Pre-reading activities</i>                  What famous buildings in Ukrainian Baroque style do you know? What parts of Ukraine are they in?  <i>While-reading activities</i>                  Sample text                  (<a href="http://en.wikipedia.org/wiki/Klov_Palace">http://en.wikipedia.org/wiki/Klov_Palace</a>)  <i>Post-reading activities</i></p>	<p>The students are involved in speaking and summarising skills.                  Groups should come to a consensus as to the main idea and the details of the paragraph.                  Groups complete graphic organizers.</p>	15 min
<p>Speaking                  The students are instructed to work in pairs with language frames.                  They have to retell the text to the class using thematic vocabulary and make up at least 12 sentences. Use Present Simple (Active, Passive), Past Simple (Active, Passive) is recommended.</p>	<p>Pair work. (Retelling )</p>	15 min
<p>Writing .                  Teacher's instruction.                  Write a letter to a penfriend to the English-speaking country, describe the unique architecture of the city. Use active vocabulary.</p>	<p>Group work                  Engagement in the Writing Process                  Comments</p> <ul style="list-style-type: none"> <li>• The student made a prewriting plan</li> <li>• discussed the draft with a partner or small group</li> <li>• contributed questions and suggestions to other writers</li> <li>• revised the draft</li> <li>• proofread the final draft</li> <li>• do self-evaluation according to the criteria</li> </ul>	15 min
<p>Summary (Fulfillment of objectives)                  Homework</p>	<p>Feedback</p>	5min

To sum up, at the end of the lesson all four skills are developed and brushed up as the teacher and students tend to transform all classroom assignments into a real-world communicative activity.

With careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication [1, p.6].

### References

1. Integrated Skills in the ESL/EFL Classroom. ERIC Digest. <http://www.ericdigests.org/2002-2/esl.htm>
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