

## Appendices

Provide outside justification for the information contained in the body of the report. Include Appendix titles in the Table of Contents. Avoid direct downloads of data from the Internet.

### MOST IMPORTANT

Plagiarism is NOT tolerated. Evidence of plagiarism will result in a failed examination.

### References

1. <http://canadiancollege.ru/en/programs>

## DRILLS AND DIALOGUES

LIUDMYLA N. HUK, Senior Teacher

*O. M. Beketov National University of Urban Economy in Kharkiv*

Drills and dialogues are among the most traditional materials used by language teachers. The content of drills and dialogues and how much we use them has changed considerably over the years. This is because teachers and materials developers have been paying more and more attention to ways of providing students with meaningful materials and content that allow them to engage in “real” communication. Role plays and plays, which are often forms of extended dialogues, are part of the repertoire of practice activities and materials.

A drill is “A type of highly controlled oral practice in which the students respond to a given cue. The response varies according to the type of drill.” [3] Drills are used usually at the controlled practice stage of language learning so that students have the opportunity to accurately try out what they have learned. Drills help students to develop quick, automatic responses using a specific formulaic expression or structure, such as a tag ending, verb form, or transformation. Drills have been much maligned for their behavioristic, stimulus-response nature and for the mechanical, repetitive practice they provide. In classrooms that use the audiolingual method, which became popular in the 1950s, drills are basic to language teaching.

Many of us know that drill-based lessons are not always particularly stimulating. In fact, you may remember language drills in which you could accurately respond in the drill without knowing what you were saying. There’s a joke among language teachers: “Dictionary definition: Drill—a device for boring”. However, drills do respond to the learning style of those who learn well through memorization and repetition.

Drills can be useful teaching-learning material because they provide practice of small, manageable chunks of language. This helps to build confidence and automatic use of structures and expressions that have been drilled. Also, they can

be part of a teaching or learning sequence that progresses from more towards less controlled practice.

Mary Spratt notes that drills can be either mechanical or meaningful. Mechanical drills are controlled by the teacher who provides drill cues to which students respond. These drills can give beginning students a chance to articulate the new language fluently. Meaningful drills are controlled by the teacher as well as by the students who must understand the drill cues in order to respond. Meaningful drills are more desirable than mechanical drills because they provide a reason for speaking and are thus more engaging and motivating. Spratt points out these requisites for meaningful drills:

- They should look like real language, containing hesitations, proper social reactions such as exclamations, questions, or comments that require a response. They can even consider register and nonverbal elements.

- The response should not be totally predictable; a variety of responses should be incorporated.

- They should involve genuine reactions between or among the speakers.

- They should be purposeful and based on topics of relevance to students

- They should be sufficiently controlled and allow the teacher to observe how well learning has taken place.

- They should allow for sustained language practice.

A drill is a drill is a drill, right? Not so! They come in various forms—repetition drills, substitution drills, and transformation drills are among the main types. Each type of drill can be meaningful or mechanical, depending upon how you develop it. We will explain several types of drills on the following pages.

It is best to do mechanical drills before you begin meaningful drills, which are more difficult because students have to provide information in addition to the correct language form. Meaningful drills still involve repetition or substitution of structures in response to prompts, but they are more relevant and motivating. This is because students have to think about and understand what they are saying and express meaning through their responses. Because meaningful drills are somewhat unpredictable, they are more like real language so there is more reason for students to listen attentively than during practice with mechanical drills.

Spratt suggests that you can make drills meaningful by using pictures to provide meaning or by giving students choices in their replies to cues. Allowing students choice means they have to think before they comment. Choice can mean allowing students to add something personal to their responses as in the example below. Use the truth principle—students must respond with a true statement about themselves. Even with this principle in mind, it is important to remember that drills are materials for providing controlled practice. A meaningful drill is designed to exert enough control over students' production to minimize errors but also to provide no more control than is necessary.

Here are some additional tips for developing drills.

- Base your drill on your objectives.

- Whether you are using mechanical or meaningful drills, it is important that your drills are relevant to your learners' real experience and knowledge.

- Include opportunities for students to accurately use the target form or expression in your drill. Ensure that the target for the practice is central and that you develop the drill in a way that students must say it correctly.

- The structures being practiced should reflect authentic use. Although it is sometimes necessary to isolate and simplify language in order to focus on a particular point, older textbooks sometimes included drills and dialogues that taught students to respond in unnatural ways in an attempt to provide practice of a particular structure.

- Whatever type of drill you develop, limit the vocabulary to common words that don't distract students from making the statements or the substitutions.

- Develop the drill in a way that you can check students' progress and understanding as they participate in it.

- Limit your drill to between 15 and 20 sentences.

When presenting drills, provide students with a written example on a handout or on the board or as a transparency. Model the drill with another student, or have two students model the drill for the rest of the class. If you are conducting the drill, observe student responses carefully to assess learning. If students are working in pairs or groups, circulate and observe, assisting where necessary. Be sure to end the drill before it becomes tedious. You can do a follow-up, especially to meaningful drills, by having each student write up the drill as a dialogue.

Drills are often presented with the teacher at the front of the class and the students responding. You can add variety by tossing a ball or beanbag to the student who is to respond. This keeps everyone alert because they cannot anticipate who will be called on next. In a question-answer drill format, the student who receives the ball responds to you and then asks a question of the next student who is to receive the ball.

Chain drills also add variety. Rather than having all the students repeat the same thing, have students sit in a circle or semicircle. Then have one student ask the next student a question to which he or she responds as in this example of a class of five students. If you have a large class, you can have several circles of up to ten students doing this activity while you circulate. Note that you start by modeling what is expected.

Dialogues are popular activities in ESL textbooks for a number of linguistic as well as cultural reasons. You can use or adapt dialogues to:

- demonstrate grammar in context

- facilitate conversation—This may parallel grammar instruction, but also gives specific language practice, for example, use of gambits and formulaic expression or language. Gambits and formulaic expression or language are common phrases or multiword units found useful in developing fluency in both adults and children [4].

- provide recreation such as a skit—These dialogues are bridging activities that provide spontaneous use of learner knowledge.

Dialogues usually present spoken language within a context and are thus typically longer than drills. However, those used for oral practice should be short so students remember them. Dialogues are primarily used to provide speaking practice but can also develop listening. You can use dialogues to introduce and practice a function, structure, or vocabulary, and to illustrate degrees of politeness, levels of formality, and values and attitudes of the target culture. You can also work with students to analyze written dialogues for any of these features. Dialogues are useful for listening to and practicing pronunciation, intonation, and other phonological features. Like drills, they are usually materials for guided, rather than free, language practice. You can combine dialogues with writing by having students make comics with pictures and bubble dialogue boxes to fill in. You may develop longer dialogues to provide a stimulus to problem solving and discussion about a topic.

You will find standard printed dialogues in many textbooks. You may find, however, that a textbook dialogue is not appropriate for some reason. For example, the expressions used are British and not what is heard in your teaching context, the language used does not sound natural or authentic, or the dialogue contains too many complex structures or difficult words. You may also decide to teach language for a situation that is not found in your textbook or personalize the dialogue to your students' needs and interests. These are instances where you will want to adapt or write your own dialogues. Here are some points to keep in mind when writing or adapting dialogues for students to practice.

Here are different ways of presenting dialogues:

- Students look at a picture that provides the dialogue context. Ask students what they think the people are saying. Repeat back in correct English what the students generate.
- Students listen to the dialogue and report what they hear.
- Students are given the text of the dialogue. Let them listen to the dialogue again, this time reading it as it is presented.
- The teacher explains and demonstrates meanings.
- Students repeat the dialogue in unison. You can divide the class in two halves for further practice. Or you can be one speaker, and the students can be the other speaker.
- Students practice the dialogue in pairs.
- For literacy students, one way to present a dialogue is to make one card strip for each sentence in the dialogue and use two different colors, one for statements and another for questions [1].

We use standard utterances in many situations, such as greetings and leavetakings, and accepting and refusing invitations. Dialogues can be useful for learning this kind of language. However, their usefulness is limited because the text is predetermined so students don't create their own responses as they must do in real life.

## References

1. Cassar, T. "Teaching Ideas for Upper Elementary Learners." *TESL Talk: ESL Literacy* 20, no. 1 (1990): 267–71.
2. Clark, R. *Language Teaching Techniques*. Brattleboro, VT: Pro Lingua Associates, 1987.
3. Spratt, M. "The Practice Stage, Discourse Chains." In *At the Chalkface: Practical Techniques in Language Teaching*, eds. A. Matthews, M. Spratt, and L. Dangerfield. Walton-on-Thames, UK: Thomas Nelson, 1991.
4. Wood, D. "Formulaic Language in Acquisition and Production: Implications for Teaching." *TESL Canada Journal* 20, no. 1 (2002): 1–15.

## PRESENTATION. THE MAIN RULES AND CONDITIONS FOR SUCCESSFUL PRESENTATION

A. M. KROKHMAL, Associate Professor, PhD in Pedagogy  
*O. M. Beketov National University of Urban Economy in Kharkiv,*

Presentation skills are among the most vital skills of the 21<sup>st</sup> century. The presentations which are used in Ukrainian environment frequently do not follow the international standards but they are the only guide the PhD students have. Nowadays Ukraine is entering the global society, therefore, our scientists more and more frequently come in contact with representatives of different nationalities possessing their own values, cultures and models of a "good presentation". To be successful in international context you should be aware of the possible challenges you could face presenting in front of the people who belong to different nationalities.

The professional development is one of the main problems for nowadays. A lot of scientists have been researching this problem for long period of time. These are such scientists as V. Bykova, D. Kagan, A. Khutorskiy, V. Kukharenko, B. Shunevich, V. Tikhomerov, M. Yevtukha and others.

As it is noted in pedagogical and psychological sources presentation is a formal talk to one or more people that "presents" ideas or information in a clear, structured way. According to the experts' opinion, 50% of all the presenters' mistakes are made at the preparatory stage. It is said that if you fail to prepare, be prepared to fail. So preparation and practice is the background of any effective presentation. First of all you have to study your audiences' expectations of a good presentation and put the content in the style which matches these expectations and reaches your objectives.

So coming back to the preparation process first of all to decide what type of presentation we are going to give. There are several types of presentations. These are: press conference, briefing, demonstration, product launch, lecture, talk, seminar, workshop.

Doing the presentation we have to remember about the main rules of a successful presentation. First of all it should be found out about the audience: how