

helping students develop [metacognitive strategies](#) is one of the most efficient and effective ways to help the students make progress.

Metacognition is defined as “[cognition](#) about cognition”, “[thinking](#) about thinking”, “[knowing](#) about knowing”, becoming “aware of one’s [awareness](#)” and higher-order thinking skills. The term comes from the root word [meta](#), meaning “beyond” [1]. Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving. Its purpose is to guide instructors in incorporating activities and discussions that will help learners understand how they learn, their strengths and their needs, and to better understand the learning process, increase their autonomy and motivation.

The ability to understand and analyze students’ own learning provides more opportunities for learning languages. Like technology skills, learners’ metacognitive abilities are rarely aligned exactly with their language skills levels. Students have to be aware what they do or do not know and how to overcome the gaps in their knowledge. The teacher’s task is to help students set their goals which should be [both challenging and realistic](#), short and long term ones, focusing more on skill development and considering potential obstacles.

Metacognition helps students evaluate thinking and use of strategies when they need to develop their language skills. Students need to focus their attention on learning the language and recognize what thought processes they experience while learning. What they need to do to widen their vocabulary, what steps to make to succeed in communication, how to overcome the barrier and start speaking. How do they choose what strategies to use? What works and what does not work? Metacognitive skills allow learners to plan, control, and evaluate the process. Therefore the teachers’ role is to assist in every step of planning, exercising self-control and evaluation of the outcomes.

#### References:

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## USING TV COMMERCIALS AT ESL/EFL CLASSROOM

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Using TV commercials in the ESL classroom could bring a number of benefits to language teachers and stimulate the interest to study foreign language

among the students. Also, the commercials are quite short, lasting only 30-50 seconds, which makes them ideal to use in the class. Moreover, TV commercials are also catchy and designed to be entertaining. Have you ever found yourself repeating a song or phrase from a TV commercial?

However, TV commercials are not only catchy and entertaining, but represent repetitive and current spoken English written by and for native speakers and provide a rich source of vocabulary in memorable context and images (e.g. air conditioner, four-wheel car, shampoo). Moreover designed for native speakers they help students to cross the bridge between the “classroom language” and “real world language” exposing students to slang, different language registers, pronunciation patterns and can be viewed as a great window into American culture. According to Alfred Smith “Television commercials provide students with a picture of the sociocultural context of the language they are studying. The products advertised on television provide clues to what is important to a society. U.S. commercials present a portrait of a society ... A 1992 commercial for Cascade dishwasher detergent opens the door to a discussion of US values related to family and children...” [1]. Americans can also use commercial slogans in their daily lives to evaluate a set of circumstances. “Counselors advise students to “Be all that you can be!” (from a commercial made by the U.S. Army to recruit young soldiers). In response to such questions as “How’s your old car?” people might reply, “It just keeps going and going...” (from a TV advertisement for Energizer batteries)”[1].

Previewing activities are intended to prepare students for understanding the commercial. They are designed to activate students' schema, or background knowledge, and create interest in the viewing and post viewing activities that follow. As a previewing activity a mute watching of the commercial could be suggested. This activity will stimulate students’ speaking and critical thinking skills to get as much information about the product as possible, make associations, describe the setting and characters, draw conclusions, predict.

While viewing it is important to pay attention to the content, vocabulary, pronunciation, grammar, cultural theme. Filling in the blanks in the script of the commercial can reinforce vocabulary and stimulate listening skills.

Post viewing activities are aimed at the development of speaking skills. Students are asked to dramatize the commercial, copy the pronunciation and intonation patterns.

Furthermore, small groups of learners could be encouraged to produce their own scripts for commercials, then film it and show to the class for evaluation. Pay attention to the cross-cultural differences to demonstrate how Ukrainians would ‘sell’ the same product on TV.

TV commercials are created in many different English speaking countries making it possible for students to have exposure to a variety of Englishes. Thus, by using TV commercials from a variety of different locations including the UK, USA, Australia, etc., language teachers can introduce different accents, dialects, and indeed different Englishes, and thereby allow their students to expand their

listening abilities, which provide much more current listening materials than in listening textbooks.

The television commercial is a great resource for ESL teachers and students. Authentic content, short episodes, and the combination of words and visual images make commercials the ideal source for innovative, fun, and meaningful classroom activities.

#### **References:**

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## **THE COMMERCIAL CONCESSION AGREEMENT (FRANCHISING)**

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Even if the term "franchising" is unfamiliar to most consumers, they are familiar with the results of franchising. The most widely known results of franchising appear to be fast-food restaurants such as McDONALD'S or cosmetics retail shops such as YVES ROCHER.

So, what should we understand under this definition? Why has franchising become so popular in recent years? What is the greatest advantage of franchising agreement? I will try to give answers to these questions.

Although different definitions could be proposed, franchising may be described as an arrangement whereby one person (the franchisor), who has developed a system for conducting a particular business, allows another person (the franchisee) to use that system in accordance with the prescriptions of the franchisor.

To give the gist of it, such an example can be given: you have a restaurant, which has become popular among people due to the different factors, such as: methods of preparing food that produce a product of consistent quality, good siting of the restaurant, the design of employees' uniforms, the design of the buildings and billboards, etc. So, being so successful, you can impart your knowledge to franchisees to assist them in developing a new business in exchange for a financial benefit.

Business transactions can take a variety of forms; franchising arrangements are only one of them. In order to understand what a franchising arrangement is, it may be useful to compare it with some familiar agreements, such as retail sales agreements and standard licence arrangements.