during the closing arguments of the prosecution or the defense in court, during parents' school meetings or the weekly sessions in a women's safe house, though sometimes using portable sets or interpreting booths for larger audiences.

In other words, it is not the modes or strategies that set the community interpreter apart from the conference interpreter but it is the institutional settings – usually sensitive, delicate and private, sometimes downright painful or antagonistic – and the working arrangements: the interpreting is bidirectional between the service provider and the client; moreover the proxemics, the participant parties, the level of formality and range of registers are completely different; and it is as yet on the whole a solitary profession with a very different social aura, professionalization and remuneration.

So, Interest in this kind of interpreting, however, has grown by leaps and bounds. Last year the International Conference on University Institutes for Translation and Interpretation (CIUTI) decided that institutes do not have to teach conference interpreting exclusively in order to become a member. They may offer any of a range of interpreter specialisations, including community interpreting. Community interpretation is a broad and flexible field encompassing work in education, public relations, industry, social services, as well as local government issues and affairs.

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THE ROLE OF FRENCH BORROWINGS FOR THE DEVELOPMENT OF THE MIDDLE ENGLISH LANGUAGE

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As a means of communication any language can be considered a living body influenced by various changes in the life of a society such as political and sociocultural situation, technical progress, international ties, etc. Being a system of signs, the national language is born, develops and undergoes changes of various kinds together with the nation. However, a language is also a reflection of the popular history. In certain historical periods, two or more national languages can be used for communication between people of various nationalities. The example of the lexical structure can illustrate the process

mentioned. Moreover, the more historical contacts nations have, the more borrowed words can be observed in the contacting languages [1].

The **purpose** of the paper is to make a brief review of the French borrowings to the Middle English and its role for the development of the English language.

Actually, Norman conquest of England was a crucial event not only for the political, social and cultural spheres of the English society of the XIth century, it influenced greatly the English language transformation of the period mentioned. At that period the French language got the status of the official language of England. However, English still remained as the language of communication of the lower class.

The French language changed English significantly and as the result a great amount of French borrowings appeared. The process was in evidence from the middle of the XIIIth until the end of the XIVth century.

The words that came into the English language can be classified according to the following spheres of life:
– words connected with the life of the royal family: *court, courtier, prince, servan*t etc. But mention should be made that such English words as *king* and *queen* remained;
– words referring to sacred subjects: *religion, prayer, confession, saint* etc, state management: *justice, judge, crime, proof, prison* etc, crafts*: painter, butcher, tailor,* etc;
– words of the military sphere: *soldier, army, battle, defense, spy, peace,* etc.;
– words connected with science and art*: art, college, doctor, experiment, sculpture, study, poet*, etc.;
– words related to trade and other professional activities of people: *money, merchant, profit, benefit, sum, value, profession* and etc.;
– words referring to the everyday life of the aristocracy: *pleasure, leisure, ease, fashion, present, mustard, vinegar, to roast, to fry,* etc.

Besides, at the period mentioned the English language also borrowed a considerable amount of linking words: *except, because* etc. The next source of the English language vocabulary enrichment was affixation. Among the main suffixes that helped to form many English words the following should be mentioned:
– *ance/ence: ignorance, innocence*
– *ment: government, treatment*;
– *ess: princess, baroness*;
– *age: courage, marriage*;
– *ard* (German origin) got into English with the French words *coward, bastard*;
– *al* appeared in English in such words as *funeral, refusal, proposal* and others;

– *able/-ible* got into English in the words *flexible, legible, admirable*.

A number of French prefixes also came into a wide use in the English language:

The prefix *dis/des-* having an interrogative meaning got into English with such French words as *disappoint, distain* and formed new words from the English roots: *disown, disburden* and so on. The prefix *en-* (from such words as *encage, encircle*) in combination with the English roots gave the words *endear, embed*.

It can be concluded that French words constitute a considerable part of all the borrowings to the English language. Nevertheless, such enrichment of the vocabulary did no harm to the development of English. On the contrary, the extensive borrowings made it one of the richest European languages from the lexical point of view. Generally, the borrowings from the French language penetrated into all spheres of life in Middle England and had a significant impact on the development of the English language up to the present.

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FACEBOOK AND SOCIAL NETWORKS IN THE PRACTICE
OF TEACHING A FOREIGN LANGUAGE AT A LAW SCHOOL

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The teachers of higher education institutions are faced with the task of preparing a specialist who knows the methods and techniques of working with information. Concerning teaching a foreign language, this task means the importance of the formation and development of information competence, which consists of the student possessing skills, knowledge, skills, and actions that allow the student to navigate in the information environment and work with foreign language information. Currently, a university graduate is required to have a high level of foreign communication skills (not lower than B2 level) and the ability to navigate information in a foreign language presented on the