COMMUNICATIVE LANGUAGE TEACHING METHODOLOGY AND THE TEACHING OF UKRAINIAN

by

IRINA KONSTANTYUK

Thesis presented to the Faculty of Graduate Studies, University of Manitoba in Partial Fulfillment of the Requirements for the Degree of

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Department of German and Slavic Studies
University of Manitoba
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ABSTRACT

Thesis **Communicative Language Teaching Methodology and the Teaching of Ukrainian** provides an overview of those features of the Ukrainian language, which represent particular difficulties and interest when Ukrainian is taught as a foreign or second language. It describes the Communicative Language Teaching Methodology and those features which can be employed in teaching Ukrainian. The sample of activities described in this thesis has been suggested for different levels of learners with a focus on language teaching as a means to help learners develop skills for expressing different communicative meanings. Inclusion of CLT techniques into four-skills Ukrainian language acquisition is viewed as an important factor in making learning effective and enjoyable. Interactive techniques, such as drama, poetry, role games, dialogues, discussions, simulations, language games, problem solving activities are described as integral part of the methodology and are suggested for teaching Ukrainian as a foreign or second language.

ACKNOWLEDGEMENTS

CONTENTS

Introduction

This thesis begins by providing an overview of those features of the Ukrainian language, which represent particular difficulties when Ukrainian is taught as a foreign language, and then describes Communicative Language Teaching (CLT), a successful and widely recognised methodology in foreign language acquisition, and examines its usefulness in teaching Ukrainian as a foreign and/or second language. The focus is on practical approaches to language acquisition, those aspects which enhance language learning and make it more effective and enjoyable. The sample of activities described in this thesis is based both on research and on my personal teaching experiences. Most of the latter were gained in teaching *Introductory Ukrainian* and *Ukrainian II* at the University of Manitoba, although, I have also taught in Ukraine at the Kyiv University of Civil Aviation (three levels of *English as a Second Language, English for Special Purposes* and *Russian for Foreign Students*).

One important difficulty frequently encountered by teachers of the language is the absence of supporting teaching/learning resources which employ modern methodologies and approaches to language acquisition. The lack of modern textbooks for learning Ukrainian and supporting language lab materials hinders effective language acquisition and in many cases discourages students from choosing Ukrainian as a foreign/second language at the university level. Accordingly, an additional goal of this thesis is to

suggest teaching/learning activities and materials, including a curriculum that might enhance the use of this methodology.

This research is based on the research of the communicative and interactive language teaching as described, in particular, in Brown, 1994; Lozanov, 1979; Littlewood, 1981; Nunan, 1988, 1991 & 1999; Omaggio, 1986; Rivers, 1981, 1987, and a thorough review of the latest Ukrainian periodicals, textbooks and learning resources. Similar studies have been done in the area of teaching English as a second language, French and Spanish as foreign and/or second languages. However, there is no research on teaching and learning Ukrainian as a second or foreign language through a communicative approach to language acquisition. This study integrates the main features of a communicative approach into teaching Ukrainian and proposes practical ways to include CLT into four-skills language acquisition. Special problems occur with the teaching of a language that belongs to a more distant language group (Slavic) and employs a different alphabet (Cyrillic). These can be summarized under the headings: phonology, morphology, and vocabulary. The Library of Congress system of transliteration for Slavic languages is used in this thesis (see attached).

Chapter I

Linguistic Features of the Ukrainian Language that Represent

Difficulties in Teaching the Language to North American Students

The rapid development over the last years of international business and cultural contacts

with Ukraine has made the acquisition of Ukrainian as a foreign language highly

desirable. The study of Ukrainian as a foreign or second language can be both an

enlightening experience and the acquisition of a useful skill. The study of Ukrainian,

skillfully taught under proper conditions, can provide a new experience, progressively

enlarging the learners' horizons through introduction to a new medium of communication

and a new culture pattern, adding the feeling of pleasurable achievement. It can allow

learners to get into the mind of the Ukrainians, share their thoughts, feelings and

expressions, and develop an understanding of another cultural heritage. Learning

Ukrainian can help students to grasp the contemporary values and behaviour of

Ukrainians and expand their knowledge of Ukraine - its history, geography, economy,

social organization, literature and culture and, by providing a comparison, gain a better

perspective on their own Canadian culture. At the same time, learning something new

about Ukrainian language and culture can be an important experience in preparing a

career: it sensitizes a student to the problems that any foreigner or newcomer experiences

in trying to speak another language or in preparing to live in another country. Access to

another country and its language encourages learners to know more about their own

language and simply to enjoy the whole process of language learning.

Phonology

The Ukrainian alphabet (see Appendix 1, Table 1) is based on the Cyrillic alphabet

devised in the ninth century by Cyril the Philosopher. Several other Slavic peoples also

use this alphabet: Russians, Belarusans, Bulgarians, Macedonians and Serbs. Some of the

letters in the alphabet are pronounced like the corresponding letters in English, but there

are also letters, which look like English but are pronounced quite differently. There are

also some letters, which have no counterparts in English. For example, the letter *щ*

(shch) stands for the combination of two sounds *ш+ч* (sh+ch), *ї* (i) for *й+і* (i).

Conversely there are some combinations of two letters that actually stand for one sound:

дж (dzh) for the j sound in jam, as in: *я ходжу* [ia khodzhu] or *дз* for the dz as in

дзеркало [dzerkalo]. Several of the letters have exactly the same shape in both capital

and small forms: *в, к, м, н, т* in contrast to the letters in the English alphabet which look

like them: b, k, m, n, t. This similarity is preserved in some of the handwritten forms as

well. Apart from the letters listed above, there is a special sign (*'*) called the apostrophe.

This sign and the letter *ь* represent no sounds themselves, but are used to indicate the

pronunciation of the sound denoted by the preceding letter. Ukrainian spelling reflects

the pronunciation of words more or less exactly, but occasionally it deviates from it. The

modern standard Ukrainian sound system has six vowels, four unrounded and two-

rounded (see Appendix 1, Table 2). The sound system does not have phonemically

relevant length and pitch in vowels. It preserves free dynamic stress which can fall on

any syllable and which can shift within a paradigm. The consonant system of Ukrainian

is set out in Appendix 1, Table 3. One of the most distinctive features in the Ukrainian

consonant system is the presence of a large number of palatal and palatalized consonants.

Many consonants form pairs of palatalized (soft) and non-palatalized (hard) consonants. The basic differences between the Ukrainian and English sound systems include the following:

1. The English [d,t,n,l] are alveolar while the Ukrainian [д,т,н,л] are dental.

2. The sounds [o,y] in Ukrainian require much more lip articulation than do their English counterparts.

3. Ukrainian consonants may be hard or soft.

4. Ukrainian vowels are not diphthongized except when printed as two letters, like in ay, ya, etc.

5. Ukrainian vowels are usually medium in length while English vowels may be long or short.

6. Unstressed syllables in Ukrainian are pronounced distinctly with hardly any change of sounds.

7. The Ukrainian unvoiced consonants [*n,m,к*] are never aspirated, unlike the English [p,t,k].

A phonemic analysis of Ukrainian and English simplifies the language task and systematizes the language. It shows us quite clearly, which of the Ukrainian phonemes will be difficult to learn for speakers of English and must therefore be emphasized in teaching (see Appendix 2). The sound system and intonation is learnt best through active participation in the learning process, imitation of the teacher, through a tape or in the computer language lab. The language laboratory becomes a useful tool in the teaching of

pronunciation and an adjunct to any teaching approach, especially CLT. Communicative

Language Teaching places a greater emphasis on achieving understanding and less on

eliminating a foreign accent, a result that is impossible without a tremendous expenditure

of time and efforts, which might better be given to acquiring greater fluency and more

habitual control of structure.

Morphology and Syntax

Teaching morphology is naturally one of the main problems for the instructor. The entire

concept of gender, case and endings is difficult enough for the speaker of English. The

irregular patterns within the basic system add greatly to the complication. The

morphology of Ukrainian has certain characteristics which include similarities with

English, as well as differences. Similarities include the presence of ten parts of speech,

namely the noun, the adjective, the verb, the pronoun, the numeral, the adverb, the

participle, the preposition, the conjunction, the particle, and the interjection. The nominal

parts of speech (the noun and the pronoun) in both languages have the grammatical

categories of gender, number and case. The verb in both languages has the categories of

person, tense, voice, mood, and aspect. There are two numbers in English and Ukrainian

– singular and plural, and three genders – masculine, feminine, and neuter. Major

differences of Ukrainian morphology and syntax from English include:

- two forms of the address pronoun you: formal and informal (German, French,

  Spanish, Russian and other languages also have this feature)

- the absence of articles in Ukrainian

- a relatively loose word order in sentences in Ukrainian

- three genders of nouns, adjectives, ordinal numerals, pronouns and verbs in the Past Tense

- nouns that change their endings (cases) depending on their functions in the sentence. Ukrainian has seven cases. Compare this with German (four cases) or Russian (six cases)

- grammatical tenses (present, past, future), forms of verbs that express the idea of completed or progressive action.

Sentence construction of Ukrainian is characterized by frequent inversion of sentence order, i.e., verb first and subject later. Owing to the inflexions, the word order is much more elastic and variable than in English that represent some challenge in teaching the language.

Vocabulary and Problems of Teaching Modern Ukrainian

When people think of a language, they tend to think almost inevitably of words: vocabulary. When they think of language development, they also tend to think of vocabulary enlargement. There always is the question: what vocabulary to teach and in what sequence? Which words are the most frequent and most necessary? Ukrainian poses some special problems for instructors: not only what vocabulary to teach, but also the entire issue of how the language is evolving, what is the status of borrowings and neologisms, and how they should be reflected in teaching? These are special problems

because of the recently instituted orthographical changes that followed independence of Ukraine in 1991. In a situation of a rapid change the instructor has to make adjustment what vocabulary to use in teaching.

Ukrainian is a *Slavic* language, that shares quite a few linguistic features with its closest neighbours, Belarusan, Russian, and Polish; it also has its own unique vocabulary, rules of grammar and syntax. As any other language, Ukrainian has dialects that are spoken in different parts of the country. A most commonly recognised distinction is between the language of Western Ukraine, which is closer to Polish, and that of Eastern Ukraine, which is more influenced by Russian. Another important difference is between popular Ukrainian and standard Ukrainian. Popular Ukrainian significantly deviates from the standard norms described in grammar books and dictionaries and may in fact be a mixture of Russian and Ukrainian or diluted with many Polish borrowings. This is, of course, a natural process found in any language. Standard Ukrainian does not exclude colloquial forms, but generally adheres to language norms.

The long-lasting division of Ukrainian territory among various states at different times (the territories of present-day Ukraine were ruled by Poland, Russia, Austro-Hungary, Czechoslovakia, Romania and others) has left its trace in the history of both the standard and the spoken languages. The nineteenth and twentieth centuries in particular left some significant differences in language habits and norms. The history of the modern literary language begins with Ivan Kotlarevsky's Aeneid (1798), which is generally recognized as the first successful literary work, and writings of the Ukrainian novelist Hryhorii Kvitka

(1778-1843). In literature the reputation of Ukrainian was established by the poetry of

Taras Shevchenko whose Kobzar (1840) was an epochal event. After Shevchenko there

followed a steady stream of distinctively national writers, such as Marko Vovchok,

Leonid Hlibov, Ivan Nechui-Levytsky, Stepan Rudansky, and Panteleimon Kulish.

Speaking about current ethno-linguistic processes in Ukraine, V. Naulko and S. Rapavy

have argued that, in general, contemporary social and linguistic trends

> reflect the further consolidation of the Ukrainian people, their increasing
> national awareness and social mobility, as well as the formation of their
> common cultural characteristics and customs based on the best national
> traditions and current achievements of humanity. [1]

Over the last eleven years, the following tendencies can be observed: the merging of

regional differences, the narrowing of dialects, and increased use of the standard literary

language in everyday speech.

However, Ukrainian remains a very dynamic, evolving language, when media and

technology have global reach and Ukraine's economy is at the stage of rapid

transformation. Language usage evolves and changes so rapidly that we often fail to

realize that what in the past took centuries, now happens in a matter of years, months or

even days. The latest innovations and new technology lead to neologisms, borrowings,

the rapid aging of words and the re-evaluation of meaning in all languages. Similar

linguistic processes were observed in Ukrainian in the past as well. For example, in the

Kyivan-Rus period (X-XIIIth century), the main source of borrowings was from Church

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[1] Naulko,Vsevolod, Rapavy Stephen "Nationality and Linguistic Change in Ukraine". The Ukrainian Quarterly, Vol. LV, issue 2, 1999. pp. 148-149.

Slavonic, Greek and Turkic languages. Examples of Church Slavonic are *дух,*

блаженство; Greek: *ангел, грамота*; Turkic: *богатир, товар*. Borrowings from Old

Scandinavian were limited to military and commercial activities: *варяг, щогла*. The

crucial influence in the Middle Ukrainian period was played by Polish, due to its political

and cultural domination. It shaped much of the administrative language of the time,

reflecting the expansion of the Western word-stock in culture, technology, and the arts. A

large part of the innumerable Polonisms adopted in the Middle Ukrainian period (about

50%) were lost, but Modern Ukrainian still remains closer in its word-stock to Polish

than to any other Slavic language.

Borrowings have become so common in the language that we are often not even aware of

their foreign origin. For example: *міць, цікавий, цілком, вензель, гасло, перешкода,*

недолугий, доценту, конати, обіцяти, кодло, шлюб, отримати came from Polish;

брама, огида, паркан from Czech; *хлопець* from Serbian; *храм, глава, владика,*

сотворити from Bulgarian; *товари, торба, козак, гарбуз, штани, чоботи* were

borrowed from Turkic; *морква, ранок, друк, нуль, бутерброд* came from German;

євангеліє, панахида were borrowed from Greek; *черешня, вино, русалка, коляда* came

from Latin; *кукурудза* was borrowed from Romanian; *собака, майдан, базар* from

Iranian, etc. Due to Ukraine's geographical location and considerable trade with Russia

the Ukrainian language will always have Russian borrowings. Even borrowings from

Western languages are made most often through Russian mediation. The universal

bilingualism of Ukraine caused frequent mixing of the two languages and numerous

calques. Such words as *промисловість, котел, котлован, союз, вислуга, воєнкомат* are good examples of the rapid adaptation of Russian words in the language.

Similar processes of borrowing are observed in other languages, particularly Slavic. For example, Ukrainian words can be found in Belarusan: *мозок, сокира, охороняти, позад, рясний, тітка, прохати, зволікати, облік;* Russian: *бублик, смалец, повстанцы, пасека, борщ, знахарь, бондарь, подполковник, чумак, вареник, корж, аж;* Polish: *hreczka, hodowac, hlak, hospodar, braha, hukac, chory,* etc.

Today, in the era of globalization, when Ukraine's international business and cultural contacts have been rapidly growing, most borrowings have come from the English language and have been called internationalisms. The number of internationalisms is growing and replacing Russian borrowings. Here are few examples of international words: *маркетинг, офіс, брокер, брифінг, форум, лізинг, спікер, інжинирінг, консалтінг, мер, ваучер, комп'ютер, факс, модем, картрідж, мікрофон, диск, дискета, калькулятор, гендер,* etc. In modern standard Ukrainian the general rule is to adopt foreign words to the morphological system of the language. Foreign nouns ending in a consonant or in – *a* decline like native nouns with such endings independent of their gender in the original language. For example: *тераса* declines like *прикраса, флот* like *рот.* Exceptions like *адреса* are extremely rare. Adjectives borrowed from other languages as a rule are adapted by taking the nominative singular masculine the ending – yi with its set of gender, number and case endings usually preceded by a native suffix as in *суповий, джемовий,* etc. Foreign verbs take a native suffix, most typically –uva (ty):

- ui (u) and are conjugated as native verbs, such as *монтувати, монтую, командувати,*

командую. They enter Ukrainian without aspect differentiation. However, when they

are naturalized they tend to mark perfective aspect by adding a prefix. For instance,

арештовувати – заарештовувати, etc.

Borrowings in their assimilated form can, of course, be found in many languages, and the

assimilation of new borrowings continues. It might be explained by the fact that our busy

society has no time to look for appropriate language equivalents; it simply transfers and

adapts the borrowed words' forms. The language might be desperate to find the

appropriate native form but lack of time and the need to use a word as quickly as possible

often impedes search for the correct native equivalent. Many observers note that the

language of the media is one of the main sources of innovations. The media influences

public tastes, views and interests. Larysa Kozlovska, speaking of the language of

periodicals, suggests that

> the language of periodicals, to a lesser degree than that of the newspapers
> and radio, is marked by selectivity in the way new word-concepts are
> introduced or rejected. It abounds in neologisms peculiar to our time thus
> leading to enrichment and widening of stylistic and expressive
> possibilities of the literary language.[2]

However, I agree with A. Humesky that in many cases the style of the media is highly

emotional, often coloured with irony, and many neologisms are simplified calques from

foreign borrowings[3]. At the same time, we have to remember that there is no such a thing

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[2] Kozlovska, Laryssa. "Movne Ocinne Slovo v Zhurnalnykh Publikaciakh 90-h rokiv". <u>Cultura Slova,</u> 1997. p. 42.

[3] Humesky, Assya. "State and Status of the Ukrainian Language Today and Tomorrow". <u>The Ukrainian Quarterly,</u> Vol LVI, issue 4, 2000. p. 395.

as absolute purity in language. We have to accept the fact that certain "Russian", "English" or "international" words have become "Ukrainian" and will continue to widen its vocabulary through common, popular usage in Ukraine, which in large part determines what a language is and will be. However, most linguists are in agreement on the need to be vigilant and combat any attempts to assimilate the language into another.

The Ukrainian government is itself concerned with this issue and since independence in 1991 has started to review the language, purge some of the Russianisms and establish new official standards for what constitutes the official Ukrainian language. Nowadays, it is quite common to observe the return of words that went out of fashion years ago, as well as the introduction of slang and dialectisms. For example, words like: *у царині, мапа, потяг, світлина, слухавка, спільнота, часопис, фундувати, вишкіл, помаранчовий*, etc., are used a great deal by the media and official documents. In addition, the terminological boom within the last ten years in many disciplines has led to neologisms and the semantic re-evaluation of meaning, for example: *соціальний працівник, гендер, підприємець, власник, приватний, акція, фондова біржа, фракція*, forms of address *пан, пані,* etc. Some of the words which used to carry negative meaning have now acquired positive or neutral one. Some of the new formations have led to neologisms, which reflect certain socio-political meanings, which might disappear with time, like: *кравчучка, кравчуківство, прихватизація, кучмізм, кучмогейт*, etc. Words which used to have a very narrow, specific meaning have begun to be used in different contexts, like: *розбудова, громада, політика, проект, спільнота, вишкіл,* etc.

"Literaturna Ukraina", Ukraine, January 11, 2001, one of the leading literary periodicals

published a list of changes to the Ukrainian orthography proposed by leading Ukrainian

linguists. Most of these correspond to the historical norms of development of the

Ukrainian language, which was limited and confined by Soviet language policy. Some of

the suggestions have already become part of standard orthography. For example, the

letter ґ, has expanded its geography. Now it can be found in first and last names,

geographic names, etc: *дзиґа, ґава, ґуля, реміґати, Ґудзь, Ґалаґан, Ґонта, Ґеник,*

Ґжицький, Ґиґа, Ґрещук, Ґриґ, Ґутковський, Ґортани, Ґоронда, Ґаничі.

These changes have now been adopted by leading journals and newspapers, and are being

introduced into school textbooks. Other changes that have been suggested by leading

Ukrainian linguists include the following:

(1)   Taking into account language usage among the majority of Ukrainians, as

reflected in the *Atlas of the Ukrainian language*[4], as well as usage by the classical

authors of Ukrainian literature, such as I. Kotliarevsky, the founder of the literary

Ukrainian (И *солы* крымкы и бахмуткы; роздуть вь ныхъ *храбросты* огонь), Т.

Shevchenko (Пошли тоби матер-божа Тіи *благодати* Всего того, чого маты не

зуміє даты), and contemporary usage in the media, it is proposed to rehabilitate the

ending *-u* in nouns in the genitive case, singular, 3-rd group: *вісти, злости,*

радости, осени, соли, крови, любови. In 1945 the inflection –*u* was replaced by *-i*

in nouns of genitive case, singular, 4th group. Leading Ukrainian linguists have also

suggested to renew the inflexion –*и-*: *імени, племени, сімени.* This would be in

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[4] Literaturna Ukraina, January 11, 2001, <u>Atlas of the Ukrainian language</u>, volume I, map 190, volume II,
maps 174-175.

accord with the historical language tradition. In addition, these words will join the common language paradigm: *дитяти, козеняти, курчати,* etc.

(2)   It has also been suggested that the vocative case be used in addressing people: *Іване! Іване Івановичу! Пане Іване, пане професоре, пане генерале, пане Президенте, пане професоре Пилипчуку!*

(3)   The new orthography also indicates that there is to be no return to the palatalized *л,* the so-called "ляльолюкання". The usage of the hard or soft *л* depends on the linguistic tradition: *бал, молекула, клас, план, колонія, флот, блуза, апелятив, вакуоля, шлягер, гольф, кльош, блюмінг,* etc. The palatalization of new borrowings with *л* is defined by the type of consonant in the source language.

(4)   Church words, which in many cases are borrowings from Greek have *u* between the consonants instead of *i* : *євангелист, єпископ, митрополит, архимандрит, єпитрахиль, кивот, прокимен, алилуя,* etc. It is also suggested to standardize the spelling of names in church and religious literature: *Яков, Юда,* which corresponds to the Ukrainian historic tradition and spirit of the language.

(5)   Under the influence of the Galician or Western Ukrainian tradition in orthography, the rule was adopted in 1928 that *i* and not *u* should always come at the beginning of a word. However, many Ukrainian words traditionally had *u* at the beginning of words as a separate Ukrainian phoneme and not as a positional variant

of *i*. Therefore, it is suggested to write *и* in the beginning of natives before consonants *н, р: инший, иній, ирій, иржа, индик, иржати, etc.* Currently, this rule is under discussion.

(6) Ukrainian has an indeclinable word *пів "половина": пів на шосту, о пів на другу.* According to the Russian spelling of *пол* which has a similar meaning, the Ukrainian spelling of пів was traditionally similar to its Russian counterparts: *піваркуша, пів'яблука, пів-Києва.* It is suggested to write *пів* separately if it denotes half of something: *пів години, пів літра, пів яблука, пів Києва.* If *пів* does not denote half, it becomes a prefix: *півколо, південь, північ, півлітра.*

(7) It has also been suggested that the apostrophe be placed after labials, which are preceded not only by *р* but also by *л: полб'яний,* but not *полбяний.*

(8) A return to the orthography of 1919-1921 is recommended and *ґ* be written in common foreign words with g and h: *гербарій, гіпотеза, газ, газета, гараж, гол, голкіпер, ґроґ.* Some words mainly due to their borrowing from English via Russian have *х: хавбек, хокей, ноу-хау.*

(9) According to the language tradition it is recommended to avoid *г* in the beginning of words borrowed from Greek: *арфа, історія, омонім, осанна, etc.* However, new borrowings which came to Ukraine via Western languages require *г* in the beginning: *гемоглобін, голографія, гомогенний,* etc. However, proper names should be spelled close to their pronunciation in the source language, for example: *Gor* as *Гор.*

(10)   The Greek θ (Latin th) is denoted by *т* in Ukrainian: *астма, бібліотека, етика, метод, патетика, ритм, театр, трон;* and to a lesser degree by *ф: анафема, дифірамб, ефір, міф,* etc. In proper names with th, particularly names of people we have two parallel forms: *Агафангел — Агатангел, Афіна — Атена, Марфа — Марта, Фекла (Векла)— Текля, Феодосій—Теодосій, Тодось,* etc. Due to this it is suggested to have two parallel standard forms: *ефір — етер, кафедра — катедра, марафон — маратон, Гефсиманський — Гетсиманський,* etc.

(11)   Reduplication of consonants is minimized in foreign words: *тона* (instead of *тонна*), *мира* (instead of *мірра*), but *ванна, булла,* etc.

(12)   The present orthography includes the rule, that foreign words after consonants require apostrophe before я, ю, є,ї: *б'єф, комп'ютер, інтерв'ю, etc.* Similar spelling is proposed for words like *б'юджет.*

(13)   The foreign io, jo are denoted by *io: іон, іонійським, Іонічне море,* etc and by *йо: йод, йота, Йордан, Йорданія.*

(14)   The word *проект* reflects the Russian orphoepics, and it is suggested that it be replaced by є: *проєкт.* It is also recommended to remove й in words: *параноя, секвоя, феєрверк, фоє,* etc.

(15)   Modern orthography suggests unifying *au* in Greek and Latin borrowings like: *автор, лавр, авгур,* etc; and *ау: аутекологія, лауреат, фауна, інаугурація,* etc and replace them by *–ав: авдит, авдиторія,* etc.

(16) Foreign nouns ending in *o* tended to be treated like native neuter nouns in –*o*: *кіно*

– *кіна*. In 1934 this treatment under pressure from russificatory political and

linguistic developments, was declared non-standard and eliminated from the standard

language. *Кіно* was supposed to be retained in all cases. However, the recent review

of the orthography suggests that borrowings, which end on -*o* decline like neuter

natives: *пальта, ситра, кіна,* etc.

Some of the suggested changes: (1), (2), (3), (4), (8), (9), (10), (13) have already been

introduced into standard usage, the others are still under discussion.

Although language purists sometimes express concern about foreign borrowings, change

and evolution should not be feared in a language. Certain Russian or international words

will become assimilated into Ukrainian through common popular usage, and this will

enrich and broaden the language. The Ukrainian state now sets standards for the official

Ukrainian language. It influences the direction the language takes but must take account

of popular usage.

The teacher of modern Ukrainian must be aware of these recent changes and the direction

in which the language is evolving. I have used the latest Ukrainian periodicals, including

Literaturna Ukraina and the Holovachuk's Ukrainian Orthographic Dictionary,1994,

Kyiv, published by Dovira as the latest authority.

Chapter II

Communicative Language Teaching and its Features

Linguistic, social and cultural tendencies in modern Ukrainian need to be reflected in

language teaching. The CLT methodology that was initiated in the 1970s had a profound

effect on foreign and/or second language teaching. Many researchers at that time felt that

students were not learning enough realistic and meaningful language within audiolingual

and grammar-translation methods and did not know how to communicate using

appropriate social language, gestures, or expressions; in brief, students were at a loss to

communicate in the culture of the language studied. The Notional-Functional Syllabus

(NFS) first developed by Van Ek and Alexander in 1975 and followed by numerous

interpretations of Wilkins in 1976 was based on previous practices but took with it some

of the positive aspects of language acquisition[5]. The distinguishing characteristics of the

NFS were its attention to functions as the organising elements of the language curriculum

and its contrast with a structural syllabus in which the focus is on grammatical forms.

Being specifically focused on curricular structure, it organised language materials around

such functions as identifying, reporting, denying, accepting, declining, asking

permissions, apologising, etc. The NFS quickly provided common ground for the

development of communicative textbooks and materials. Many of them were organised

around a sequence of functional topics such as:

- Introductions and greetings

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[5] Described in Berns, Margie. "Functional Approaches to Language and Language Teaching: Another Look". 1984. Initiatives in Communicative Language Teaching. A Book of Readings. Ed. Sandra Savignon and Margie S. Berns. Massachusetts:Addison-Wesley Publishing Company, 1984. pp. 4-21.

- Invitations and apologies

- Gratitude, compliments and congratulations

- Requests and directions

- Offers

- Advice and intentions

- Pleasure and displeasure

- Expressing opinion

- Interrupting

- Changing the topic of conversation

A typical unit in an NFS textbook included presentation of dialogues, conversation practice with a classmate, situations in which the student figures out what to say, role plays, chart work, multiple choice exercises, one-sided dialogues, non-verbal considerations, discussions and extra-class practice. However, NFS was not a method. First of all, it did not specify how to teach. Secondly, it did not provide any learning strategies for getting messages and negotiating the meaning as interactive participants do in spoken or written discourse. NFS was a syllabus. However, by focusing on functional purposes of language, and by providing contextual (notional) settings for realisation of those purposes, NFS provided a link between different methods and set the stage for a bigger and better methodology, which became known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching (CLT).

Researchers who helped to develop the theory and practice of the communicative

language teaching (Brown, 1991; Brumfit, 1984; Littlewood, 1981; Nunan, 1988 &

1999; Rivers, 1981, 1987) described CLT as a methodology that opens

up a wide perspective to language learning, enriching foreign language acquisition,

engaging students in activities in which they must think critically, and providing

opportunities to use the target language in meaningful contexts. W. Littlewood suggests

that

> the most efficient communicator in a foreign language is not always the
> person who is best at manipulating its structures. It is often the person who
> is most skilled at processing the complete situation involving himself and
> his hearer, taking into account of what knowledge is already shared
> between them.[6]

The learner needs to acquire not only a set of linguistic items, but also strategies for using

them in specific situations.

The goal of the communicative language teaching is to make use of real-life situations

that necessitate communication. It proposes ways for learners to internalize a second

language and to experiment in a classroom context by teaching students how to react in a

real world situation. The instructor sets up a situation that learners are likely to encounter

in real life. Unlike the audiolingual method of language teaching, which relies on

repetition and drills, the communicative approach can leave learners in anticipation as to

the outcome of a class exercise, which will vary according to their reactions and

responses. The focus in CLT is not on single words out of context, but on the use of these

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[6] Littlewood, William. Communicative Language Teaching: An Introduction. Cambridge University Press, 1981. p 4.

words, and the ability to recognize and make questions, answers and statements as part of a dialogue, as and when appropriate. A learner's motivation to learn comes from his/her desire to communicate in meaningful ways about meaningful topics. Margie S. Berns (1984), an expert in the field of communicative language teaching, writes that "it is context that gives meaning to form and function and makes it possible for us to make sense of any instance of language" (p.19).

David Nunan (1991) suggests five features to characterize CLT:

1. An emphasis on learning to communicate through interaction in the target language

2. The introduction of authentic texts into the learning situation

3. The provision of opportunities for learners to focus not only on language, but also on the learning process itself

4. An enhancement of the learner's own personal experience as important contributing elements to classroom learning

5. An attempt to link classroom language learning with language activation outside the classroom (p.279).

The Centrality of Interaction

At the center of current theories of communicative competence lies the interactive nature

of communication.

> Through interaction, students can increase their language store as they
> listen to or read authentic linguistic material, or even the output of their
> fellow students.[7]

Therefore, the communicative purpose of language encourages us to create opportunities

for genuine interaction in the classroom. Without interaction language learning might be

a boring, frustrating and sometimes even a threatening experience. Boring, because the

lesson may have no relation to the students and their world. Frustrating, since the students

often find it difficult to live up to their own expectations of themselves and those of the

teacher. Threatening, because they are measuring their progress against that of their

classmates. Many language teachers have come to believe that it is not only the

particular teaching approach that turns students off language learning, but the failure of

the teacher to be aware of and apply certain underlying principles, which make language

learning more relevant and rewarding. Basically, these principles suggest that students

perform best and retain a foreign language more successfully when they involve

themselves in the learning process by choosing what to say, write and read in a secure,

supportive environment. They are using the language naturally as they would in real

situations and are encouraged to work together cooperatively. They are not just parroting

the teacher's sentences or doing controlled dialogues from a textbook but are working in

pairs or small groups on their own without constant supervision from the teacher. Part of

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[7] Rivers, Wilga. "Interaction as the Key to Teaching the Language for Communication". 1987. Interactive
Language Teaching. Ed. Wilga Rivers. Cambridge, New York: Cambridge University Press, 1987.
p.4.

the teacher's art is to create, or stimulate student creation of the types of situations in

which interaction naturally blossoms and in which students can use for actual

communication what they have been learning in a more formal fashion. In this way, they

are already engaging in the central activity for which language is used in human relations.

Through interactive communicative activities students can increase their vocabulary, as

they listen to or read authentic linguistic materials, or even their fellow students'

discussions, joint problem-solving tasks or dialogues. In interaction students can use all

they have learnt or absorbed expressing the real meaning which is important to them.

Even at elementary stage they learn to experiment with the language, to make the little

they know go a long way. In a second-language situation, interaction becomes essential

to survival in the new language and culture. A relaxed and enthusiastic atmosphere

stimulates and promotes interaction. The interaction may be quiet; it may be noisy; it

may be dynamic; it can take place in a large or small group, or in pairs; but it will be

there with students deeply involved in tasks and activities that draw on their creativity

and stimulate that of the teacher. Rivers (1987) suggests that in an interactive classroom

there will be, first of all:

1. Much listening to authentic materials. The listening will be purposeful as

   students prepare to use what they have heard in some way. Authentic material

   include teacher talk, audio and videotapes, newspapers, magazines, cartoon

   books, letters, instructions, menus, maps, etc. Authentic materials shouldn't be

   difficult materials. With careful selection and preparation they will be fine-tuned

   to a level accessible for a group.

2. Students from the beginning listen and speak in reacting to pictures and objects, in role-plays, through acting-out and in discussion; they create radio talk shows, simulate cocktail parties, or job interviews, argue about events and position taken and share points of view, etc.

3. Students are involved in joint tasks: purposeful activity where they work together doing or making things, making arrangements, entertaining others, preparing materials for festivals and presentations – all the time using the language as they concentrate on the task.

4. Students watch films and videotapes of native speakers interacting. They observe nonverbal behavior and the types of exclamations and filling expressions that are used, how people initiate and sustain the conversation, how they negotiate meaning, terminate the episode, etc. Audio taping and videotaping are useful. Varieties of language, stress and intonation can also be acquired and practiced in this type of activity.

5. Pronunciation may be improved interactively not only while listening and speaking but also in poetry reading and creation or while preparing dialogues, plays, or skits where reading the material over and over with each other is the learning procedure.

6. If reading is the activity, there should be lively interaction of reader and text – interpretation, expansion, discussing alternative possibilities or other conclusions. Often reading leads to creative production in speech or writing, as students are inspired to write stories, poems, plays, radio programs, or film scenarios, or their own plots for stories and plays.

7. What is written should be something that will be read by somebody. Dialogues, letters or journals are excellent examples of interactive writing. Students write to the teacher or to each other, and the reader responds with a further message, combining reading and writing in a purposeful activity. Instead of correcting, the teacher might rephrase awkward expressions while commenting on the content. Interaction takes place when students correspond with a native speaker of their own age or a stranger selected from a telephone book or Internet.

8. Interaction does not preclude the learning of the grammatical system of the language. We communicate better if we understand and express the nuances of meaning. However, learning grammar is not simple exposure to the rules but rather inductive development of rules from living language materials and then performing rules. Many activities can be developed in which students use particular structures without feeling they are learning grammar.

9. Testing should be interactive and proficiency-oriented. It should replicate normal use of language as much as possible. As soon the test becomes an interesting and absorbing activity, the student is mentally interacting with the test writer and the test becomes an organic process of construction of meaning in comprehension and expression.

10. Interacting with the community is extremely important. Students can use community resources to work on a project, or help with the project, join in a festival (see 10-15).

Authenticity of Language

As learners are to be prepared for communication in the real world, authentic materials should be used in the classroom. Students achieve fluency in using a language when their attention is focused on conveying and receiving authentic messages. In fact, it has been proven that the use of authentic materials motivates learners more and enables them to see the relevance of classroom activity to their long-term communicative goals. Through natural language rather than artificial material students will be more motivated to be engaged in any classroom activity.

David Nunan defines authentic language as a "sample of spoken and written language that has not been specifically written for the purposes of teaching language"[8]. It has been argued that authenticity is a relative matter, and that as soon as one extracts a piece of language from the communicative context in which it occurred and takes it into the classroom, one is de-authenticating it to a degree. In other words, it is not possible to have absolute authenticity in the classroom. Non-authentic language should not be completely banned from the classroom; written texts and dialogues have an important place there. Such materials provide security and comfort, and helps learners to see the various patterns and systems that make up the language. However, learners should also receive authentic language as much as possible, because, ultimately, if they only encounter specially written dialogues and listening texts, the language learning process will be more difficult.

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[8] Nunan, David. Second Language Teaching & Learning. Heinle & Heinle Publishers ITP An International Thomson Publishing Company, 1999. p. 196.

Exposing learners to authentic texts is important for two reasons. Firstly, non-authentic

listening texts differ in certain ways from authentic texts. They usually contain linguistic

features more usually found in written rather than spoken language. There are few of the

overlaps, hesitations and false starts found in authentic texts, and there is very little

negotiation of meaning. These differences do not always adequately prepare learners for

dealing with genuine communication either inside or outside the classroom because,

some of the features of authentic communication that rarely appear in non-authentic texts

(such as repetition, requests of clarification and so on) facilitate comprehension. The

advantage of using authentic language is that learners deal with target language items in

the kinds of contexts that they naturally occur, rather than in a written context. Use of

authentic language in the classroom will assist learners because they will experience the

language item in interaction with other related grammatical and speech elements. It takes

energy and creativity to employ authentic context and meaningful interaction but even

drills can be structured to provide a sense of authenticity. Beginners can practice simple

greetings and introductions. Even at the initial stage of learning the authentic materials

should not be simplified to the extent that the language is no longer authentic. Instead,

learners should be taught strategies of how to deal with authentic texts and understanding

the main idea of such texts, e.g. by understanding the meaning of unknown words using

the context or knowledge of their mother tongue (if the words are similar). At a more

advanced stage learners deal with invitations, letters, newspaper articles, etc. Therefore,

the choice of learning resources is of extreme importance to ensure that learners do not

learn using texts that are outdated and no longer of relevance in today's world. Among

several resources for teaching/learning Ukrainian as a second or foreign language only

few textbooks, such as <u>Ukrainian - A Complete Course for Beginners</u> by Olena Bekh and James Dingley (1997), and <u>Ukrainian Language Development Series</u> *Nova* being developed under the guidance of Olenka Bilash (2000), which was designed within the age context of kindergarten to Grade 12, represent a good example of usage of authentic texts for teaching/learning purposes.

Focus on how to learn skills

In recent years language teaching methodology has seen a dramatic increase in attention to the language learning process itself. There is a Chinese saying: "It is better to teach someone how to fish than to give them the fish." Having invested time and efforts into developing their own set of learning strategies, learners can take responsibility for a good deal of their learning. In accordance with the principle of process orientation, learners should be consciously taught language learning strategies. There are strategies available for improving listening and reading comprehension, learning and remembering grammar, understanding and memorizing lexical items etc. Some learners with experience in foreign language learning will already have a repertoire of strategies. For instance, the use of a dictionary, the most important reference tool available to learners, should be stressed. Many learners do not make maximum use of their dictionaries simply because they are unaware of what these may offer them. Learning orientation will make learners more autonomous, and they will be able to engage in independent learning even outside of the classroom or after the course.

In an era of interactive, intrinsically motivated, learner-centered teaching, learner strategy skills promote a greater awareness of what learners are doing and make the learning process more effective. One of the principal goals in communicative language teaching is to help learners develop their own unique individual ways to successful learning. Very often successful learners achieve their goals through conscious, systemic application of learning strategies. First of all, the learning of any skill involves a certain investment of time and efforts. A complex set of skills such as those required in learning to speak another language, for example Ukrainian, is acquired through an investment of considerable time in observing, focusing, practicing, monitoring, correcting, etc. Rubin and Thompson (1982) generalized good language learners as those, who:

1. find their own way, taking charge of their learning

2. organize information about language

3. are creative, developing a feel for the language by experimenting with its grammar and words

4. make their own opportunities for practice in using the language inside and outside the classroom

5. learn to live with uncertainty, continuing to talk or listen without understanding every word

6. use different memory strategies to recall what has been learnt

7. make errors work for them and not against them

8. use linguistic knowledge, including knowledge of their native language and other learnt languages

9. use contextual cues to help with comprehension

10. learn to make intelligent guesses

11. learn to manipulate learning style levels

12. learn different styles of speech and writing and learn to vary language according to the situation (see 49-91).

Rebecca Oxford in her book <u>Language Learning Strategies: What every Teacher Ought to Know</u> (1990) recommends many different techniques to improve the language learning process and shows which strategies they encourage:

1. To lower inhibitions: play guessing games and communication games; do role plays and skits; use plenty of group work; laugh with your students

2. To encourage risk-taking: praise students for making sincere efforts to try out language; use fluency exercises where errors are not corrected at that time; give assignments to try out language

3. To build students' self-confidence: tell students explicitly or implicitly (verbally or not verbally) that you do indeed believe in them; list their strengths and what they have accomplished in the course

4. To help them develop intrinsic motivation: remind them explicitly about the rewards for learning languages; remind of job opportunities for them if they speak for example Ukrainian; help them to see rewards beyond the final exam

5. To promote cooperative learning: encourage students to share their knowledge; do a considerable amount of small group work; play down competitions among students

6. To encourage them to use right-brain processing: use movies and tapes in class; do skimming exercises; do oral fluency exercises where the object is to get students to talk (or write) without being corrected

7. To promote ambiguity tolerance: encourage students to ask you and each other questions when they do not understand something; keep theoretical explanations very simple and brief; deal with few rules at a time

8. To help them use intuition: praise students for good guesses; do not always use explanations of errors; correct preferably just those that interfere with learning

9. To get students to make their mistakes work for them: tape record students' oral production and get them to identify errors; let students catch and correct each other's errors; encourage students to make lists of their common errors and to work on them on their own

10. To get students to set their own goals: explicitly encourage students to go beyond the classroom goals; give extra-credit work (see 165-168).

Oxford also draws a distinction between direct strategies and indirect strategies. Direct strategies include such things as memorizing, analyzing, and reasoning, and guessing intelligently. Indirect strategies, on the other hand, include things such as evaluating one's learning, dealing with anxiety and cooperating with others. Perhaps, the most powerful technique among these strategies is help to develop intrinsic motivation. Edward Deci defined intrinsically motivated activities as

> ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because

they lead to an extrinsic reward. ...Intrinsically motivated behaviors are aimed to bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.[9]

According to E. Deci (1975) every technique in the classroom can be intrinsically motivating if it:

- Appeals to the genuine interests of students and is relevant to their lives

- Provides some choices in choosing some aspects of the technique and determining how the learners go about fulfilling of the technique

- Encourages students to discover for themselves certain principles or rules rather than simply being told

- Contributes to students' independence and autonomy

- Foster cooperative negotiation with other students in the class

- Promotes interaction and is conducted in a positive and enthusiastic manner

- Presents a reasonable challenge

- Provides sufficient feedback on learners' performance (see 210-219)

When all these factors are duly considered the learners' long-term goals, their level of thinking and feeling and their global assessment of their potential is much better served by promoting intrinsic motives. The instructor's task is to maintain these intrinsically motivating orientations in the process of teaching. Few Ukrainian teaching/learning resources are focused on how to learn skills and facilitate intrinsic motivation of learners. Olena Bekh and James Dingley in their textbook <u>Ukrainian A Complete Course for</u>

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[9] Deci, Edward. <u>Intrinsic Motivation,</u> Plenum Press, 1975. p.23.

Beginners (1997) try to meet needs of students and create a supportive climate of risk

taking and choice, providing an environment in which Ukrainian language is used for the

purposes of communication and learning of culture. Ukrainian Language Development

Series *Nova* (2000) developed under the guidance of Olenka Bilash is a versatile

children's program for learning Ukrainian as a foreign language that accommodates the

diversity of learning styles, facilitates the use of target language, and provides exposure

to a wide range of excellent authentic language models. In both textbooks students are

provided with the opportunity to explore new ideas and experiences, construct meaning

and practice communication that is an intrinsically motivating experience.

Focus on learners' needs

In language learning, some students may have quite a good idea about where they are and

what exactly they want to learn. Others may only have the vague idea that they want to

learn the language but may not know what is involved in this learning process.

The factors which should be considered in meeting the individual needs of students

include prior knowledge of learners, experiences of learning languages, motivation,

language and cultural background, etc. In a number of teaching situations, what to teach

and in which order is determined by the teaching institution, or the textbook. Some kind

of needs analysis may nevertheless be useful in order to find out what students want to

learn and what they need to do with the language (the wants and needs may not

necessarily be identical). This analysis can take the form of an informal conversation with

students either before or at the very beginning of the course - covering such questions as:

- what skills to concentrate on (speaking, listening, reading, writing). If concentration is on speaking/listening: who would students be talking to, in what situations - and what would they want and need to communicate? If emphasis is to be put on reading/ writing, what exactly do students want and need to read/ write;

- in what contexts or situations the learners may want to and/or have to use the target language.

A short questionnaire to discover why students are enrolling/have enrolled on a course in Ukrainian might be useful (see Appendix 3). The completed questionnaire will then serve as background information in answering the following questions:

- Is there a prevailing motive evident in the class?

- Are most students extrinsically or intrinsically motivated?

- Do the results of the questionnaire tell anything about students' needs?

In situations where the teacher is responsible for the course design, a needs analysis will help to decide and choose what to teach and what materials to use. Topics and activities selected for the courses should be based on learners' interest as well as their practical value for real life communication. This could mean that some deviations from prescribed curriculum, textbooks or materials may be necessary. At the same time, it also means that the initial choice of textbooks should be made carefully. Wherever possible, textbooks and other materials used should offer up-to-date information on Ukraine and its culture.

Language activation outside the classroom

Krashen and Terrell (1983) have argued that the purpose of language instruction is to allow the learner to communicate outside the classroom. Exposing students to pieces of the outside world has an important function in respect of providing realistic language input, establishing a dynamic and meaningful context for learning, and increasing student motivation. By doing so a bridge between the classroom and the world is constructed. However, in addition to bringing fragments of the world into the classroom an extension of the classroom can be effectively utilized as well. Outside-world tasks are perhaps more obvious activities for intermediate or advanced students, but there are compelling reasons for introducing such activities from a very early stage in the language learning process. Communicative methodology makes use of materials and resources, which help to bring the outside world into the classroom. These may range from non-linguistic items, such as simple visuals or realia, through to authentic texts including newspaper articles, audio recordings of conversations or videos of recent TV programs, documentaries, CDs, Internet, etc. The earlier students begin to engage in outside-world activities, the better. Clearly, at lower levels extensive preparation is required so that learners have the necessary linguistic resources and confidence to undertake the tasks set and accomplish them to a satisfactory degree, without losing the motivation. It is perhaps best to begin with activities based more on reading, such as following signs and directions or finding places, where the majority of the talking will be discussion between learners rather than with native speakers. At the same time, the necessary language for asking questions of native speakers can be pre-taught, so that more students or groups can make use of.

Building bridges between the classroom and the outside world, and facilitating students' entry into that world, has many benefits, not only for lower-level students, including:

- whatever language students encounter in the outside world is always authentic language

- when well-prepared, students can gain a lot of fruitful listening practice and vocabulary reinforcement from television shows, films, lectures, documentaries, etc.

- a knowledge of how to behave in everyday linguistic environment has obvious survival value for students newly arrived in a country where they may not speak or understand very much of the language, which can be a disorienting and even frightening experience

- students may also gain practical information, such as how to find their way around, where to purchase certain products or even how much it costs

- students may gain a great deal of cultural knowledge and insight

- once initiated into the Internet community, whether through net surfing, e-mailing, chat or webpage building, they will be able to participate in it long after having finished their studies, and continue to refresh and develop their language skills in this way

- the early development of a degree of competence in dealing with everyday linguistic transactions is intrinsically motivating, partly because of their necessity, but also because students rapidly see their own progress as they extend their ability to deal with one area after another, and thus develop the confidence to begin to explore on their own

- this puts them on track to becoming independent learners, who can make use of the target language speaking environment to learn in their own time.

The following list details some of the successful activities, which facilitate language use outside the classroom. The suggested activities can be used at any level of language proficiency.

Activity 1: Internet

Students can be requested to find out information about current events, famous people and places, culture and pop music. The numerous fortune-telling sites on the www are often very popular with students, and an activity centered around them can be an interesting adjunct to a study of future forms. At higher levels students could be involved in more analysis (e.g. of the value of websites) or synthesis (e.g. of the reports of a particular event from different newspapers across the political spectrum). The Internet can also be used for group work, and projects, such as planning trips and holidays, where they have to find out all the information regarding flights, hotels, tours, etc, from the net, and produce an itinerary and costing for their trip. Of course, not only does the Internet enjoy great popularity among many students, but also www activities can be conducted from anywhere in the world, with virtually no modifications. Few examples of sites that provide information about Ukraine and can be utilized in teaching: www.brama.com; www.personal.ceu.hu/students/97/RomanZaharii/ukrainian.htm; www.cheemo.com/babalang.html; www.geocities.com/CollegePark/4747/ukrlang.html;

www.uazone.net/Ukraine.html; www.infoukes.com; www.ukemonde.com;

www.ukraine.org; www.yourdictionary.com/nguages/slavic.html;

http://ukrspell.virtualave.net/;

www.history/ukraine.html; www.rootsweb.com/~uwgw/index2.html;

www.infoplease.com; etc.

Activity 2: E-mailing

Students can be encouraged to link up with native speaker from Ukraine. It works

especially well if the pen friend is learning English. Chat sessions are another possibility

(www.kuszta.freeserve.co.uk/l.htm). Students can also be given assignments where they

are asked to correspond with site editors of, for example, fan club pages, while higher

level students can be asked to write emails to online newspapers. Very often, in my

experience, students do receive replies, which is very motivating and sometimes leads

them into an exchange of emails, providing extra language practice in a communicative

setting. There are also a number of scientific and other websites, which invite net surfers

to send in questions, to which the answers may be published online, for example

http://ukrspell.virtualave.net

Activity 3: Setting Up Webpages

Students can be given support in setting up their own individual or group webpages on

subjects of their own choice, or as part of class projects. As well as obtaining valuable

writing practice, students usually receive e-mail feedback from each other and not

infrequently from other net surfers who just happen to be passing by. This kind of activity will require the use of the Ukrainian font, which for Windows 2000 version can be installed through a keyboard function (Control panel- Input locales- Add-Input Locales- Select Ukrainian (might prompt for Windows CD)-click OK-Apply-OK)). However, setting up webpages might be time consuming and require computer knowledge of web-design both from the instructor and the learner.

Activity 4: Television & Radio

Students can be asked to watch TV programs, for example Kontakt Ukrainian TV Network, http://www.infoukes.com/kontakt/ or listen to radio broadcasts, CKJS 810 AM – a multilingual radio station in Manitoba, serving more than 20 different ethnic groups, on particular subjects, bearing in mind that the latter are more difficult because of the lack of visual support. While short excerpts are probably more appropriate if used during class, students can also be asked to make use of these media in their own time. One activity that works well at higher levels is to assign one student each day to report on and summarize the previous day's/that day's main news stories, sports stories and/or weather. Students are then able to make use of any media -- TV, radio, newspapers, Internet to construct their class presentations.

Activity 5: Visiting Travel Agents

Students can be asked to plan imaginary holidays to various destinations in Ukraine. It can be integrated with surfing the net, where students can find out details and prices of

tours/trips and then report back to the class. The following sites might be helpful for this kind of activity: www.Ukraine-About.com.Geography; www.Ukraine/Recreation_and_Sports/Travel/; www.ukraine.org/tourism.html, etc.

Activity 6: Visiting Museums, Churches, Historical Sites

Students might be asked to find items, names or dates, or to respond to art in a simple way, for example, by ranking paintings in order of age or personal preference, or even just identifying the subject of paintings listed on a worksheet. Such visits can also give rise to follow-up class discussions or report writing. It can also be done on-line. For example, students can be asked to research what is currently exhibited in Kyiv Golden Gates Art Gallery, wwww.ukraine.org/art.html

Activity 7: Following Maps & Directions

Students can be asked to follow simple directions on the map and identify places they find along the way; advanced students can be sent to find things without a map, so that they have to ask for directions. An extension of this kind of activity is a treasure hunt, where students follow directions to find further information leading them to a certain goal; the information could be in the form of signs put in place earlier by the teacher, or at a more advanced level might involve students finding certain people and asking them for directions. Again, such an activity is likely to be very popular with students, but involves quite a large amount of organization and co-ordination on the part of the teacher.

Activity 8: Attending Talks, Lectures and Debates

If the topics are of interest to the majority of students, talks and lectures can provide ideal opportunities for listening to native speakers. Advanced students often enjoy attending debates, both for the subject matter and to hear the patterns of interaction between speakers. In some situations students may even be able to ask questions, though they need to be well prepared for this. Alternatively, speakers can be invited into the classroom for a more informal talk.

Activity 9: Attending the Movie

After some preparatory work, ranging from a general study of vocabulary or themes through to reading the script of the play or film in class, such a visit provides excellent listening skills practice, and can be followed up with worksheets, class discussions and debates, or report-writing. The options for using the outside world in inventive ways become far more extensive at higher levels, it can be seen that there are also many possibilities at lower levels. There is no reason not to begin early, so that by the time students arrive at higher levels, they are get used to linking classroom practice with communicative possibilities in the outside world.

A number of potential problems, largely connected with preparation or practical details, must be kept in mind when using the outside world as a resource:

- sometimes it is too easy to design enjoyable activities from which the students learn little or nothing

- if not properly prepared, learners may be frightened by the activity and fail in the set task, which would be very demotivating

- some activities like treasure hunts require considerable preparation, while others -- such as surveys composed and conducted by students, or student websites require extensive teacher support while the activities are running

- ideally, because of the cost of living as a student, free activities should be conducted, but if there is a small cost involved (say, entry fees to a an art gallery) this should be cleared with all students, or alternatively other financial resources can be attracted

- activities involving the Internet or e-mail can only be conducted at an institution with sufficient resources, and the teacher must be computer-literate; many students are relatively familiar with computers nowadays, but some others may require additional help.

Visuals, realia and authentic texts have long been used as aids in the foreign language classroom, and can have great value as an integral part of lessons. If teaching in a target language, it is possible to go further, and make use of the outside world so that it becomes an extension of the classroom, where students are able to put into practice what they have learned, and are taught how to make use of their surroundings as a source of comprehensible input. The bridges built between the classroom and the outside world, and the more gradual transition to outside classroom experience will not only make language study more meaningful and motivating, but will help learners to go forth as completely independent learners.

Chapter III

Communicative Language Teaching and the Four Skills of Language Acquisition

Real communication involves fluency in listening, speaking, reading and writing. In

CLT a focus on communication and interaction in all uses of the language is essential.

Learners need to be able to interpret the language, express themselves in the language

and negotiate meaning. Some may wish to argue that the integration of the four skills

diminishes the importance of the rules of listening, speaking, reading, and writing that are

unique as a separate skill. However, integration of the four skills adds richness to the

learning process, facilitates learners' motivation and provides a chance to diversify

learners' efforts in more meaningful tasks. Such integration can, of course, still utilize

separate approach to unique characteristics of each separate skill, but it is the approach,

which is taken within a communicative, interactive framework. The following

observations made by H. Douglas Brown (1994) support this approach:

1. Production and reception are two sides of the same coin: one cannot split the coin

   to two.

2. Interaction means sending and receiving messages.

3. Written and spoken language often bear a relationship to each other; to ignore this

   relationship is to ignore the richness of language.

4. For literate learners the interrelationship of written and spoken language is an

   intrinsically motivating reflection of language, culture and society.

5. By appealing to what learners can do with language we invite any of the four

   skills that are relevant into the classroom.

6. Often one skill will reinforce the other; we learn to speak, for example, by modeling what we hear, and we learn to write by examining what we can read (p.219).

Integration of four-skills models is the real-life integration of language skills that encourages learners to perceive the relationship among several skills, and provides the language instructor with a great deal of flexibility in creating interesting, motivating lessons. Few Ukrainian textbooks are focused on integration of the four-skill areas, such as: <u>Ukrainian. A Complete Course for Beginners</u> by Olena Bekh and Jim Dingley (1997) and <u>Ukrainian Language Development Series</u> *Nova* (2000) developed under the guidance of Olenka Bilash. Selected context of these resources allows developing language skills in a wide range of purposes through a variety of speaking, reading, listening and writing activities which contribute to the development of effective communication. At the same time, teachers of Ukrainian experience lack of resources for different levels of students, which would incorporate listening, speaking, reading and writing. Even the latest textbooks developed in Ukraine, for example <u>Ukrainska Mova. Praktychny Kurs Hramatyky</u> by V. Vinnytska and N. Plusch (1997) are designed specifically to develop one skill area. However, language resources designed to meet current requirements of global markets should be targeted at incorporation of the four skills in language acquisition for effective interaction of learners.

Speaking and Listening: Interactive Activities for Ukrainian

Communicative activities to develop speaking and listening skills vary widely in theme

and organization. However, according to Sadow (1987) they share a number of features:

1. Students work from the known to the unknown

2. The problem is thoughtfully unclear

3. Any logical response to the problem is acceptable

4. Role play is commonly used

5. Listening skills are crucial at several points in the activity

6. The teacher sets up the activity and then withdraws

7. There is a summing up following student discussion (33-34).

Communicative activities work best when they are an integral part of the course and are

regularly employed in the classroom. They can be used at all levels. Often the difficulty

of the activity can be adjusted by changing vocabulary and sequence of grammar. At all

stages listening skills are very important. If learners do not understand the task they

cannot perform it. The understanding or decoding of any message or stream of speech

depends on the learner's familiarity with phonemic sounds, sequences of sounds,

inflexions, sound changes, structural groupings, word-order clues, meaning of words

depending on the context or situation, formulas, introductory words, hesitation words,

which occur in speech and the cultural meaning of the message. Listening skills are

developed over a long period of time in logical, progressive steps. It is necessary to start

with short phrases or sentences in one situation which learners can retain easily

proceeding to longer sentences, then to combination of sentences first in the same, later in

different situations. In developing the learners' listening skills, it is essential not to slow

down or distort speech in any way in the mistaken notion that it will help the learner to understand. Anything heard by students should contain the rhythm, intonation, pauses, contractions and elisions, which are authentic and normal in the target language. Several decades of research and practice in teaching listening comprehension provided some practical principles for designing techniques to enhance comprehension. Most of them can be applied not just to listening but to any technique. These principles include the activities, which are:

1. Intrinsically motivating and appeal to listener's personal interests.
2. Utilize authentic language and contexts to enable students to see the relevance of classroom activity to their long-term communicative goals.
3. Consider the form of listeners' responses. Lund (1990) offers nine different ways to check listener's comprehension:
   - doing - the listener responds physically to a command
   - choosing - the listener selects from alternatives such as pictures, objects, texts
   - transferring - the listener draws a picture of what is heard
   - answering - the listener answers questions about the message
   - condensing - the listener outlines or takes notes on a lecture
   - extending - the listener provides an ending to a story heard
   - duplicating - the listener translates the message into the native language
   - modeling - the listener orders a meal, for example after listening to a model order

- conversing - the listener engages in a conversation that indicates appropriate processing of information (see 105-115).

4. Encourage the development of listening strategies. Most language learners are simply not aware of how to listen. They need help with such strategies as:

5. Look for keywords

6. Guess for meaning

7. Seek clarification

8. Listen to the general gist

9. Predict speaker's purpose by the context

10. Include bottom-up and top-down listening techniques. Bottom-up processing proceeds from sounds to words and then to lexical meanings, etc. Top-down processing proceeds from a background information. It is important for learners to operate from both directions because both help with comprehension.

Techniques for teaching listening can vary considerably depending on the proficiency level. The following activities suggested by D. Brown (1994) for different levels to improve listening comprehension:

a) presentation of sounds, sound sequences, intonation patterns, and utterances with contrasting stress and pauses (see Appendix 2)

b) directions related to classroom routines (assigning homework or other projects)

c) model sentences based on grammatical or lexical feature of the target language

d) cues or questions to stimulate appropriate responses

e) telling a story

f) reading a passage or a poem

g) modeling a dialogue

h) telling about an incident that happened to you or someone else

i) creating a situation for a dialogue, film, a radio broadcast, etc

j) dictation (gradually increasing the number of syllables the students should retain

before they write

k) listening comprehension exercise

l) greeting visitors and engaging them in conversation

m) listening to other students giving directions, asking questions, giving summaries, etc.

n) dialogue dramatization

o) telephone conversations

p) interviewing people

q) attending lectures, conferences, etc.

r) going to movies, plays, etc in the target language

s) participating in a spontaneous, unprepared role-playing activity in which learners are

forced to listen attentively to one another in order to make an appropriate response,

etc. (see 247-250).

The importance of listening comprehension in language learning is quite apparent.

However, even focusing from time to time on the specifics of one skill area it is

important to remember the relationship among all four skills and the necessity in

authentic, interactive classes to integrate these skills.

Since two or more people are always involved in communication it brings us to the consideration that listening and speaking are interdependent to a great extent. Generally, not necessarily, improvement of listening comprehension may improve the ability to speak. Speaking is a more complex skill than listening. In addition to knowing the sound, structure and vocabulary systems of the language, the speaker must think of the idea to be expressed, he must change the position of the tongue and a jaw in order to articulate the appropriate sounds, and be consciously aware of the grammatical, lexical and cultural features needed to express his idea. All of these interrelated acts must take place simultaneously. In order to create interest and encourage communication in the classroom, interactive communicative activities should be introduced from the very first day. In CLT pair and group work are introduced from the very beginning, encouraging interaction within the structure. A simple way to accomplish this is to practice with two-line question-answer exchanges, dialogues, meaningful substitution drills, checking written work with each other, etc. In question-answer exchanges students fill in the missing sections in any way that makes sense. As an example, students may discuss their names or food (or anything else that comes to mind). Most of the examples of activities in Ukrainian were designed utilizing experience of teaching English as a second language on the basis of CLT.

1)

- *Чи ти Петро (Оксана, Іван, Василь, Галина, Роман)?*

- *Так, я ... or*

- *Ні, я ...*

2)

- *Чи ти любиш _____ (вареники, голубці, котлети, борщ, і т.д.)?*

- *Так я люблю _____ or*

  Ні, я не люблю_____

Pair work, particularly dialogues, enable the instructor to involve students in

communication for a short period of time with a minimum of logistical problems.

Dialogues represent the most common form of oral communication. Learners listen to a

speaker and react, either by speaking themselves or by performing some action. Dialogue

may be effectively used as an introduction to the learning of grammar, vocabulary or

pronunciation. For example, fill-in-the blank dialogues offer an ingenious method for

transforming a traditional grammar exercise into the interactive one. Students who work

in pairs are asked to fill in the blanks, practice the dialogue, and then perform it for the

class. Example: fill in the blanks with the verb *йти/іти* in the correct form of the Present

Tense:

- *Чи ти -------------- до крамниці з нами?*

- *Так, я -------------- до крамниці.*

- *А куди ми --------- потім?*

- *Я думаю ми -------------- до бібліотеки.*

- *Дякую за інформацію. Я вже -------------- до крамниці. До побачення.*

The use of dialogues with visual cues represents another useful approach to

communicative interaction. For example, students can be asked to look at the model and

make up and/or write three dialogues based on the illustration, then practice the dialogue
aloud working in pairs. At a more advanced level students can practice directed
dialogues. In a directed dialogue students are asked to make up their own dialogues
based on a definite situation. They encourage creativity and lead to lively class
performances. For example,

> *Михайло має завтра вихідний день. Він не знає що йому робити. Йому*
> *телефонує Андрій і пропонує різні речі, як наприклад, поїхати на рибалку, грати*
> *у футбол або волейбол, піти на річку і т.д. Михайлу подобаються ці ідеї і він*
> *весь час каже: „Яка це добра ідея!"*

In a dialogue students can effectively work together on a grammar or vocabulary
problem. For example, they might be told that males and females will switch gender, age
and status and working in pairs they have to rewrite the material and make the necessary
adjustments of gender, forms of address, etc. The students might be given several
variations, which allow for more creativity. For example, in a dialogue format they might
be given short cues for testing verbs and verbal forms:

1)

> *Уявіть собі, що я бачила вас у таких місцях, як... Що ви там робили?*
> *(обідати, плавати, відпочивати, купувати)*
> *1. у ресторані*
> *2. у басейні*
> *3. у лісі*

4. у крамниці

2)

Уявіть собі, що ви будете у таких місцях наступного тижня. Що ви

там будете робити?

(говорити з лікарем, снідати, говорити з родичами, слухати музику)

1. у лікарні

2. у МакДональдс

3. у селі

4. на концерті

The instructor can take advantage of the current interests and natural inventiveness of

students by asking them to make their own cues, preferably pairs, and present them to the

class.

In CLT, activities appropriate for pair work can be also used for many group work tasks.

Douglas Brown (1994) suggests the following group tasks that can be successfully

employed in teaching Ukrainian:

1. Role-plays and simulations

2. Interviews

3. Games

4. Drama

5. Brainstorming

6. Projects

7. Information gap

8. Jig saw

9. Problem-solving and decision making

10. Opinion exchange (p.179)

Role-play is commonly part of the communicative classroom. They minimally involve (a) giving a role to one or more members of a group and (b) assigning an objective that participants must accomplish. Students practice language that is close to what they might actually use. For example, one student is an employer and the other student is a prospective employee; the objective is for the employer to interview the prospective employee or employees. These activities can lead naturally to discussions of forms of address and politeness or ways of managing a discussion. In advanced classes students can recreate scenes from history. These scenes may be selected from world culture, but are more effective when they come from the target culture. At more advanced level students might also be involved in a discussion of some kind of political or cultural issue with each person assigned to represent a particular point of view.

Simulations usually involve the entire group that is working through an imaginary situation as a social unit, the object of which is to solve some specific problem. For example, all learners are assigned a new identity, occupation and perhaps some other mitigating characteristics (a physical disability, an ex-convict, etc.). They might be sent to Ukraine with limited financial resources trying to survive for two weeks. Simulations usually involve a more complex structure and focus on a problem-solving activity.

Interview is a very popular activity for pair work, but also appropriate for group work. Interviews are useful at all levels of proficiency. At the lower levels, interviews can be very structured, both in terms of the information that is sought and the grammatical difficulty and variety. At this level interviews can be limited to learning vocabulary for expressing personal data, producing questions, etc. Students might ask each other questions like:

- *Як ваше ім'я?*

- *Як ваше прізвище?*

- *Звідки ви?*

Interviewing also emphasizes group discussion. Teams of from two to five students meet to develop a series of questions that can be used to interview a number of candidates for a specific purpose, for example a job in Ukraine. After the interview the class selects the persons who are considered the most suitable for the job. In a unit dealing with food, for example, waiters and waitresses may be interviewed for a job in a Ukrainian restaurant. Other candidates may be doctors, models, cloth designers, athletes, business people, artists, etc.

Games are integral part of CLT. They are used in order to activate the information. Games can be used to apply the newly acquired vocabulary, expressions and grammatical structure. The aim of games is to reduce anxiety in learning and in the acquisition of the foreign language, especially for adult learners. Through games learning becomes child-like, and anxiety, which may prevent learning, can be reduced. Learners become more

receptive, and learning is fun in a playful and non-stressful environment. Games facilitate communication, motivation and spontaneity, reinforcing learning, improving intonation and building confidence. In many cases they involve guessing activities to guess a person's name or occupation or even what the person is thinking about. Students may be asked to choose a rather well-known person and describe his or her physical attributes and accomplishments in front of the class, which then tries to identify the person. This exercise is particularly useful for working with adjectives.

Drama techniques are considered one of the richest vehicles for encouraging students to play with language in a personal way. They give the students an opportunity to use their personality, involve their natural ability to imitate, mimic and express themselves through gesture, releasing the imagination and memory, bringing to life past experiences that might never otherwise emerge. In this way, an opportunity is provided to focus on skills most required when speaking a language: adaptability, speed of reaction, sensitivity to tone, insight, etc. The effective use of drama activities also helps to solve the problem of retaining student's interest. Drama activities described in Maley and Duff's (1978) <u>Drama Techniques in Language Learning</u> remind us that drama is a useful tool that can be a part of any language program. A full semester's work can be built around a drama project, or it can fill five or ten minutes at the beginning or end of the lesson. It encourages students to view the language as a tool of communication rather than an academic subject. It can bring life and vitality to the classroom and release the teacher from the trap of routine. Within CLT drama is used in many activities with students, like playing charades, doing dialogue work and role plays, but they use drama only if students are conveying the

intended meaning, as opposed to reciting the lines. To take a simple example of drama techniques, let us take the first word to be taught, which is *Добрий день!* We may be satisfied if students can pronounce it correctly. However, if we accept the idea that words can and should express feelings, than *Добрий день!* becomes more than a symbol of greeting and begins to express the inner feelings of the speaker. We may think of saying *Добрий день!* to an unfriendly colleague, child, older person or a close friend who has been away for a year. In this case the greeting becomes more than *Добрий день!*, it becomes a welcome. Students can experiment with different ways to say *Добрий день!* by making slight changes in intonation, pitch of the voice, or adding body language, which might help to communicate the true feelings of the speaker. At a more advanced level, when students have already acquired the vocabulary and grammar, they may be asked how they would say the lines if they were for example in the following situation:

Ви молодий чоловік. Ви вже п'ять років зустрічаєтесь з дівчиною. У вас добра праця, яку ви дуже любите. Ви маєте свою власну квартиру, комп'ютер, автомобіль. Ви вже давно думали про те, щоб одружитися, мати сім'ю і дітей, та навіть планували запросити вашу дівчину до ресторану і запропонувати їй руку і серце. Але зовсім несподівано, на минулому тижні ви зустріли Одарку і закохались з першого погляду. Тепер ви не знаєте, що робити, як саме сказати вашій дівчині про Одарку.

Students can be asked to add some of the appropriate gestures to the scene. When students engage in drama activities, we should allow them time to create in their minds the total décor of the setting, and body language they will be using. If, for example, the

dialogue takes place in the restaurant, it might be helpful for them to think of a specific

restaurant they know, which actually exists in Ukraine (they might use the Internet to find

one). In addition, actors and language learners alike need an atmosphere that is

non-threatening during the learning and rehearsal stages – a place where mistakes are

considered normal and where they receive support all around them.

In drama we can effectively employ poetry and songs. Fragments of poems and songs

stick in our minds. They might remain in the pool of memory long after communicative

competence has drained away. Poems and songs are highly rhythmical. Patterns of

sound and stress are repeated in regular sequences, and this facilitates their acquisition. In

addition, there are very few occasions when the written word can be spoken naturally,

especially in choral form. Poetry and songs offer a ready-made opportunity for such

participation. Unlike drills, which are often boring, the learners can read poems aloud,

recite them or sing songs as a group without feeling that it is an unnatural process. And

the fact that the group performance masks individual error adds to self-confidence.

Poetry and songs are excellent tools in learning a foreign language which must be utilized

in teaching pronunciation, grammar and simply to boost learners' motivation and make

language learning interesting and fun.

Brainstorming is a technique to initiate some sort of thinking process and creativity. It

can be employed to prepare students to read a text, discuss a complex issue, or write on a

topic. Learners can freely express their ideas, concepts, facts, feelings relevant to some

topic or context.   All ideas are legitimate and students have no obligation to defend their

concept. For example, you are planning to discuss means of transportation in Ukraine. Students in small groups can be asked to brainstorm different forms of transportation, past and present in Canada and make a list of everything they can think of related to the transportation system in Ukraine.

Projects are very beneficial as a hands-on approach to the language. In general, projects are very rewarding. At the beginners' level projects can be targeted to develop general awareness about Ukraine, its geography, history and culture. As students get more fluency they can work in groups on some kind of a meaningful task, like developing a skit, or fact sheets, or designing greetings and letters.

Information gap covers a wide variety of techniques which focus primarily on information and not on language forms and is targeted on the necessity of communicative interaction in order to reach the objective. The information that learners seek can range from very simple to complex. At the beginning level each student for example could be given a task to find out from the others their birthday, address, favorite food, etc. and fill out an application form. An intermediate level can be asked to collectively pool information about different occupations: their qualifications, salary, etc.

Jigsaw techniques are special form of information gap in which each member of a group is given some specific information and the goal is to pool all information to achieve some objective. For example, students work with maps in small groups, each students receiving different sets of information (where the restaurant is, where the park is, etc.). The goal for

beginners might be simply to locate everything correctly, and for intermediate learners to give directions on how to get from one place on the map to another, requiring an exchange of information in order to provide complete directions. A very popular jigsaw technique can be used in larger groups is known as a "strip story". A short story is selected and the text is out into little strips of sentences. The instructor shuffles the strips and gives each student a strip. The goal is for students□to determine where each of their sentences belongs in the whole context of the story. Students enjoy the activity and find it challenging.

Problem solving and decision making activities focus on group's solution of a specific problem. They might or might not involve jigsaw characteristics and the problem itself might be simple (such as giving directions on a map) or more complex (working out an itinerary). Problem solving techniques focus students' attention on meaningful tasks and not so much on grammatical or phonological forms. Decision making techniques are simply one kind of problem solving where the goal is for students to make a decision. For example, students might be given several resumes for a job and asked to decide who they would hire. With intermediate and advanced students, intellectually challenging communicative problem-solving activities can be used on a regular basis to promote interaction and divergent thinking. Communicative imaginative activities based on problem solving can be built around almost any theme. Students can dream up new pets, design new money, create a name, develop logo and slogan for a new organization, plan trips, itinerary and a vacation. In Discussions that Work, Ur (1981) suggests a variety of problem-solving exercises. In one, the teacher tells the class that they are extraterrestrial

who, for the first time, are coming to contact with earthly objects, such as toothbrushes, watches, light bulbs, and keys. Without reference to human civilization, the participants must draw conclusions about the objects' functions. Problem-solving activities lead to follow-up. First, the activity may be repeated in the same or slightly changed form. Second, a sequence of activities can be developed, like a competition for the best invention. Third, the activities can lead to writing assignments, such as making up laws for a new country, composing newspaper ads, etc.

Opinion exchange might be difficult to employ at the beginning levels of proficiency, but they can be effectively used by the intermediate and advanced levels. Socio-cultural, environmental, economic issues might be discussed in the classroom. Many of the opinion exchange activities can incorporate learners' beliefs, feelings and emotions. However, learners might be sensitive to certain issues and it is easy for a student to be offended by what another student says. Therefore, topics for opinion exchange activities should be carefully selected taking into account students' interests and preferences.

In CLT interactive activities to encourage communication in the classroom should incorporate the following principles described by Douglas Brown (94):

(1)   They should be communicative and give learners opportunities to initiate oral communication. Interactive activities including exercises focused on grammar should be integrated into group activities, such as interviews, group games, dialogues, pantomimes, and other forms of role plays to encourage communication between students or between the instructor and the student.

(2)   They should be intrinsically motivating and appeal to learner's interests and

needs.

(3)   They should encourage the use of authentic language. Even drills can be

structures to provide a sense of authenticity.

(4)   They should be meaningful. Interactive exercises should fully engage the

students' minds and imaginations. Ideally, students should become absorbed in the

meaningful activity.

(5)   If the activities are focused on grammar they should provide a limited choice.

Interactive oral grammar exercises should provide students with a limited choice of

possible answers in order to allow them to focus on their full attention on the meaning

of the activity. In most cases this means making a choice between only two forms, for

example *хто?* or *що?*

(6)   They should be expressive. Students should be encouraged to adopt the

intonation, accent, and pronunciation of native speakers as completely as possible.

The quality of expression of interactive exercises should be highly inflected, even

exaggerated and represent the full set of emotions in order to encourage full

dramatization of the language. However, attention shouldn't be focused mainly at

pronunciation or intonation errors.

(7)   They should be integrated with other kinds of exercises. Interactive exercises

should complement the traditional exercises. Repetition, substitution and pattern-

practice exercises are effective tools for language learning at the manipulative level

and they can often be used in conjunction with interactive exercises for the sake of

variety.

(8)   They should put emphasis on using the material in unexpected ways. At the

beginning level the activities are more tied to the material presented in the course or a

textbook. For example, a unit on housing can prompt an exercise in which students

must complete half-built house or an apartment. Once students begin to handle

structures, pair and group work with some confidence, they are ready to solve more

complex communicative activities using their imagination. With slightly more

fluency they can furnish the house, or buy/sell it. A unit about jobs can lead students

to invent the job interviewer they would meet and predict the list of questions (see

268-270).

CLT employs different techniques to enhance listening and speaking skills. However,

listening and speaking can not be separated from reading and writing because they are

essential for reinforcement of them. All four skills are integrated in the actual

communication of literate native speakers and therefore, need to be integrated in the

process of second language acquisition.

Reading and Writing: an Interactive Experience

Anthony Papalia in <u>Learner-Centered Language Teaching</u> (1976) defines reading from a

psycholinguistic viewpoint as behaviour that involves the reader in the problem solving

process. Readers decode printed information in two ways: semantically to identify the

lexical meaning of words, creating a broader meaning for these words within the context

of the phrase, sentence, and discourse, and syntactically to recognise structural

relationships within the sentence. Students employ different strategies in reading, some

being more efficient than others. Observations helped to identify the strategies employed by efficient readers as they extract meaning from texts. To discover what strategies the students use in deriving the meaning from a text few students of *Introductory Ukrainian* were asked to read half page text in Ukrainian and answer the questions how they managed to grasp the meaning. This technique gave the opportunity to observe what students actually did when they were reading and to discover the strategies they used in deriving the meaning. The responses indicated that they were employing some useful and efficient meaning-extracting strategies, which helped them with comprehension:

- know the topic of the text

- recognise the known words

- guess the words you don't know from the context

- take risk and predict meaning

- keep in mind that all words in the text are not of equal importance

- skip unfamiliar words that are not essential for the meaning of the whole phrase, sentence or paragraph

- do not make constant translations

- if you are not sure of the meaning of the word, find it in the dictionary.

An analysis of these strategies supports the view that the teacher should recreate in the classroom situations in which the students might find themselves and which are meaningful to them. Anthony Papalia in her Interaction of Reader and Text (1987) recommends that the instructor:

- provides a meaningful context by discussing in the classroom related topics to help with inference from the text;

- encourages students to learn words for the things they want to know about;

- uses the message of the text as a point of departure for discussion rather than the syntactic features;

- develops meaning for the text co-operatively by using a problem-solving approach whereby students are offered a variety of answers that require a great deal of inference;

- creates a learning climate where students feel comfortable about making mistakes and are therefore willing to venture interpretations (p.74).

Reading comprehension is more than knowledge of the vocabulary and syntax. It sometimes requires the ability to understand what is said between the lines. Students should learn how to detect mood and intentions as well as factual detail. Simply translating into the native language can sometimes create problems, unless students have been shown how to interrelate words in context and translate entire meaning, not successive words. If translation is to be used as a technique for elaborating meaning, students must practice using dictionaries. Too often in the past, reading materials have been selected on the basis of their status as "masterpieces" rather than intrinsic interest for a specific group of students of a particular age or background. If students are to acquire fluency in reading, they need to read materials for the same natural purposes as they read in their native language: for following instructions or recipes, for understanding menus, for enjoying greeting cards, letters and jokes, for understanding headlines, news

items, and so on. Reading from a text known to the students can also lead to interactive

activities. For example, students can look for unexplained but potentially significant

details, like *незачинені двері, невідомий, лист на столі у вітальні,* etc. In groups

students explain the real meaning of these details and then they can make dialogues,

prologues, epilogues, and sequels of the stories being studied. They can illustrate scenes

from the stories or design book covers or advertising flyers.

Narrative forms, like mysteries, children's stories, fairy tales, folktales, legends used

mostly at the intermediate and advanced levels can all be recreated by language students.

This type of activity works best when the class has just read a story or listened to a story.

The instructor may ask, "How does a fairy tale usually begin?" The versions are then

compared. Students might begin developing a story or fairy tale in class in small groups

and then complete it individually outside the class. At the next class the students compare

their endings. The stories will have several beginnings and conclusions and members of

the group will be curious to find out how their stories diverged. In another variation of

this activity, students add to incomplete portions of stories, simple plays or newspaper

articles. Students can also be given the end of the story and asked to compose the story

that would lead to this end.

Students should be given the opportunity to relate their own lives, activities, and interests

to the second language and to what is being read in the second language. To provide

greater interaction with the text students might be asked to perform one of the following

activities. They are arranged roughly from beginners through intermediate and advanced level.

1. Students draw a picture to illustrate what was just read or some aspect of it, such as the room where the action took place

2. Students look for a specific information, such as selecting a meal from a menu or identifying times of arrival and departure in airline or railway schedules

3. Students read a passage and then list three important facts, ideas or events contained in it

4. Students read a specially constructed passage and correct sentences that contain wrong information (students learn to pay careful attention as they read)

5. Students read a story with the ending deleted trying to make up an ending consistent with the story

6. Students assign a new title to the text

7. They complete true/false or multiple choice exercise

8. Develop a dialogue related to the reading selection.

Advanced students may identify main and subordinate ideas, summarise or retell parts of the text, discuss viewpoints represented by persons in the text and the cultural significance of these viewpoints, discuss the character of persons in the text and devices by which the author reveals these to the reader, discuss aspects of the content from the viewpoint of different persons in the text, conduct group discussions on the participants' awareness of the action and why the author chose to develop the content as he or she did, etc. In drawing together reader and text, we must continually keep in mind individual

interests if we expect the learners to continue reading. Reading should be always linked with purposeful communication. Only students who have acquired confidence in reading through materials accessible to them in terms of content and structure may be expected to move on with enthusiasm.

Writing is an exciting, challenging experience that allows students to use their fantasy, humor, fiction and experiment with the new language drawing on their inner resources of imagination and self-expression. It can be intensely interactive, involving the instructor, students and individuals outside the formal classroom setting. Writing skills can be developed through class writing, group writing, and individual writing. Each contributes to the perfecting of the skill. However, we need to keep in mind that the goal of the creative writing in the second language should never been overshadowed by demands for grammatical perfection.

In CLT meaningful writing is used at any level of language learning. It consists simply of students writing on the blackboard a group task (practising the Ukrainian alphabet, numbers, making up a story, etc). It is easier and less intimidating for each student to compose an interesting sentence, logically connected to its predecessors, than to write an entire essay, no matter how brief the letter may be. Success builds confidence and the beginners can gradually pass from group work to independent production. After completion of the story, for instance, the instructor may underline all errors inviting students to correct them. Alternatively, a general invitation may be issued for students to go directly to the board to correct the errors, the instructor may assign one or two

students to each sentence to judge whether or not it is grammatically accurate. The same techniques as in class writing may be used in small groups, producing brief compositions and dialogues. The compositions can be read aloud and the dialogues can be acted in the class. Dialogues and compositions can also be exchanged for grammar evaluation and adjustments. The students can select the story or the dialogue they find the most humorous, interesting, colourful, exciting or the best written. Efforts of each group should be complimented. The initial assignment for an individual creative writing should be brief – a short paragraph, fairly well structured by the teacher in order to avoid panic among less confident students. Community writing is very helpful with all language levels. It includes filling out application forms, developing questions for an interview, writing invitations and letters, an exchange of letters between students, etc. In this process, the teacher's role is simply to provide assistance in expression of complicated ideas at the level of expression the students have reached. Another very simple approach is to offer the students a list of vocabulary words carefully selected for the theme, and invite students to use half of these words in a paragraph. Having ten words loosely linked to one another by some common thread, they may each use any five and create something autonomous and original. For example, the words: *поле, козак, йде, співає, несе, торба, думає, розмовляє, бачить, біжить, змій-горинич, дівчина, рятує, допомагає, вбиває, перемагає, визволяє, йде далі* are linked by the idea of a Cossack's trip of some kind. Students can select individually any five-ten words and create a story around them. The possibilities are multiple; the basic structure is there, but the instructor's contribution is not limiting. As the students' confidence and ability grow, so can the

length and complexity of both the composition and the vocabulary list. The instructor

may also suggest the title with or without the vocabulary lists, such as:

В полі

Порятунок

Грім серед ясного неба

Як козак зустрів свою долю

Students remain quite free to develop the basic idea and topic according to their

individual abilities. In my teaching experience I have noticed that community writing has

been very successful at the initial stage. Students enjoy filling out application forms,

developing questions for an interview, writing simple letters, invitations and greetings.

More interest arises to correspondence through e-mail and chat lines. At the intermediate

and more advanced stage students enjoy story creation activities on cultural and historic

theme, particularly about Cossacks.

Poems are very useful for individual writing. They allow for a freedom in word order

and choice that even a beginner may produce very attractive verses. Since the result is

intended to be poetic and poets sometimes do not follow the rules in their native

language, students' unusual expression may be praised as imaginative and creative.

However, evaluation of individual student writing can pose some problems. A sensitive

point is the question of grammar and style. In my opinion, the creativity and effort should

be always rewarded. A separate grade for content and grammar, which will count for the

final evaluation, might be a solution. Under no circumstances should grammar be the sole

criterion by which a student's writing effort is judged. Another correction method allows students to exchange their work and correct each other's errors, or at least indicate them. Such an interchange may well serve as an intermediary step between, or even preceding, the instructor's double correction. Throughout the error-correction stage the emphasis should be always on students' active participation.

However, developing one skill we need to remember about the relationship and interdependence among all four skills and the necessity to develop all of them in the process of language teaching/learning. The attached curriculum provides a model of CLT integration into listening, speaking, reading and writing and sample of activities for beginners (See Appendix 4).

The Use of Information Technology and Internet in CLT

Development of four language skills can be significantly enhanced by broader use of information technology and Internet in addition to traditional tools. Communicative methodology makes use of materials and resources which help to bring the outside world into the classroom. These may range from non-linguistic items, such as simple visuals or realia, through to authentic texts including newspaper articles, audio recordings of conversations or videos of recent TV programs, etc. A variety of new technologies assumed a natural place in language teaching since language use is itself a multisensory experience. Some technologies allow us to see and hear language in a cultural context as well as observe the impact on language meaning of things like real time, word stress, and gestures. Traditional technology, such as tape recorders, slide projectors, overhead

projectors, TV and VCR, videotape recorders, as well as drawings, pictures, etc. make it possible for the language instructor to present language in more forms than just speech and print. The effective use of those mediums in language teaching depends on the role of the message that the medium plays in the language-learning situation, the content of the materials, and how these interact with each student's language-learning experience. Instructors can use traditional technologies in many ways depending on the aims of the program and the learning preferences of the students. Today, due to the impact and influence of information technology on society and education, computer-assisted language learning and the Internet are becoming an integral part of CLT. Regular use of computers for various purposes realizes that computer is essentially an interactive device and an appropriate aid for language learning which has interaction as its goal. Different types of computer-assisted language learning programs have evolved and continue to evolve now. Today computer-assisted language learning is used to improve pronunciation, grammar, vocabulary knowledge, reading comprehension, writing skills and provides valuable awareness information about the target country. These programs may be used in many ways to supplement the traditional classroom activities and enrich the learning situation in general. They allow students to test the results of learning without the risk of being punished for any mistake. Learning becomes more relaxed and enjoyable. The anxiety of students can be reduced and learning becomes a positive experience. At the same time, such learning helps the instructor to focus on learners' experiences, talents, and interests, motivate learning and achievement promoting creative and critical thinking.

Nowadays the Internet provides unlimited opportunities for language learners. Students

can access and download a wide range of informative, educational, and entertaining

information about Ukraine and its language. They can also establish contact with

Ukrainian speakers in Ukraine and around the world through chat lines and pen pal links.

Opportunity to e-mail back and force becomes not only a valuable tool in increasing

learners' intercultural awareness and sensitivities but it provides them with opportunities

for genuine meaningful communication beyond the classroom. At the same time, it is a

possibility for learners to submit their assignments through e-mail that saves class time

and increases the amount of time that they devote to working on their Ukrainian out of

class. Rapidly information technology becomes part of our everyday life, necessary

means of communication, and educational tool, which is becoming more traditional than

any other traditional tool in language learning. Although several studies suggest that the

CLT approach is not as successful as was expected by some in the setting of computer-

assisted learning, I believe that application of information technology in language

learning is a promising and irreversible trend, which perfectly fits into five features of

CLT because:

- It provides constant interaction in the target language

- It introduces authentic language into the learning situation

- It helps learners to develop lifelong language learning along with linguistic fluency

- It utilises learners' personal experiences and encourages risk taking and experimenting in the target language

- It links classroom language learning with language activation beyond the classroom.

However, dealing with computer-assisted learning and Internet we need to remember that the instructor-student, student-student and student-computer communication is relatively new to students and teachers. Sometimes language instructors face such problems as:

- Students and language instructor have to learn how to communicate with the computer so that they know what move they should make next. Students have to become familiar with the manipulation of the computer software so that they can begin to make use of the software. Teachers should be aware of the possible frustration resulting from the unfamiliarity of computer software. The student's difficulty in the manipulation of the software usually undermines the students' interest in the class. Consequently, negative interactions between students and the computer proved to be very frustrating for most students

- Computer-assisted learning is technically demanding. Teachers should be prepared for the use of modern computer technology in order to answer students' technical questions.

- Also, the communicative activities are different. In a traditional classroom, the teacher provides the topic-specific situation for students to make use of language as much as they can. In computer-assisted learning students are given the opportunity to visualise the situation. The computer software creates a virtual world that is very similar to the real world.

- The choice of appropriate computer software that fits into the setting is one of the keys to success. It should be fun and interactive.

- Students should elevate their learning motivation and independence on learning through various computer-assisted programs. Their higher motivation should be reflected by the interest of participation.

Application of information technology and Internet in teaching Ukrainian as a second or foreign language becomes a powerful tool to provide interaction and meaningful communication using three mediums. Opportunities to employ these mediums in teaching Ukrainian are unlimited. It can be actively employed both in a classroom setting and beyond the classroom, for designing distance education courses and simply as a tool to supplement and enrich any level of a language program.

Teacher's Role in CLT

The teacher's role in CLT, especially since technology has become a part of language learning is rapidly changing. Teachers move on from simply teaching a knowledge of rules or the structure of a language to a competent use of language in response to a real need to understand and be understood. In <u>Teaching by Principles</u> (1994) Douglas Brown describes CLT language teachers and techniques focusing on helping language learners to recognize the need to negotiate the meaning of what is heard or read. They encourage language learners to communicate more easily and successfully, moving beyond doing all the teaching, talking and always being the center of attention. The teacher remains in control of organizing the class and managing the learning, while the lesson can

sometimes be more learner-centered with learners practicing what they have been taught. In CLT language teachers help learners to become more independent from the teacher, and become more active learners, thinking for themselves, through helping and learning from other learners that will help them in situations where there is no teacher. The teacher becomes more of a facilitator of learning whose job is to create environment for learning, to turn students to their own abilities and help them to develop autonomy and utilize the learning strategies. CLT emphasizes learner-centered and cooperative teaching, which proved to be more intrinsically motivating. In learner-centered and cooperative instruction the teacher employs the following techniques:

- Techniques that focus on learners' needs, styles, and goals. They provide opportunities for students to make choices in the activities, topics, discussions, etc. Sometimes a simple either/or choice helps students to develop intrinsic motives. They become more involved in various aspects of looking at their needs and self-evaluation to some extent.

- Techniques to emphasize on collaborative efforts of students and teachers working together to pursue goals and objectives. Collaboration may be strictly among students, realized through pair and group work. Or it may involve student-teacher collaboration in choosing and carrying out techniques and in evaluating progress.

- Techniques that give some control to the students, for example, pair and group work. They are effective for taking students' focus of the teacher as the center of attention and for getting them into interactive frame of mind even at

the most beginning level. In my experience, having students work co-operatively in groups or pairs has a very positive influence on the learning environment. Being able to share ideas, brainstorm thoughts, pool information intensifies the learning experience, makes the experience more memorable and far more meaningful.

- Techniques that allow for student creativity and innovation. The ultimate goal of learning a language is to be able to comprehend and produce it in unrehearsed situations.

- Techniques that enhance students' sense of competence and self-worth. At the heart of all learning is the condition that a person believes in his or her own ability to accomplish the task. The eventual success of learners depends on their belief that they are fully capable of accomplishing the task (see 425-429).

All of these efforts help to give students a sense of ownership of their learning and add to their intrinsic motivation. At the same time they make teaching more effective and enjoyable.

Recommendations

To simplify the teaching of Ukrainian and make it more effective and enjoyable it is recommended that CLT methodology be employed as successful and widely recognized methodology in foreign language acquisition. CLT should be incorporated into listening, speaking, reading and writing activities through interaction, use of authentic language, focus on a learner and learner's needs and language activation outside the classroom. It is

also recommended that CLT be employed in curriculum development and design of activities for different levels of learners.

Conclusion

This paper has provided an overview of features of the Ukrainian language that represent particular difficulties and interest in teaching it as a second/foreign language. Acquisition of difficult linguistic features of Ukrainian can be simplified and enhanced through the use of CLT, a methodology that provides perspective on the language learner, the teacher and the relationship between them. The thesis has described the main features of CLT and its practical application in teaching Ukrainian as a foreign/second language and has suggested teaching/learning activities, including features of a curriculum that can enhance the use of this methodology. The sample of activities described in this paper has been suggested for different levels of learners with a focus on language teaching as a means to help learners develop skills for expressing different communicative meanings. Interactive techniques described in the paper, such as dialogues, role-playing, simulations, discussions, debates, language games, jigsaws, problem-solving activities, opinion exchanges, elements of poetry and drama are all integral part of the methodology and should be reflected in teaching. Inclusion of CLT techniques into four-skills language teaching has been viewed as an important factor in making learning effective and enjoyable. Communicative activities in listening, speaking, reading and writing suggest that application of CLT techniques helps the students to:

(1)   quickly achieve the first level of understanding of a language

(2)   maintain a consistent pace of acquisition.

(3)   simplify language acquisition

(4)   acquire immediately useable material through a sequential approach

(5)   think and therefore communicate better in the foreign language

(6)   develop how to learn a language skills, which give the learner the confidence to aim at more advanced levels and succeed

Teaching Ukrainian as a foreign/second language employing the CLT methodology would encourage and maintain the students' interest in language acquisition, reinforce learners' self-confidence and motivation, and make the task of language learning a rewarding challenge.

Library of Congress Cyrillic Transliteration for Slavic Languages

Ukrainian		Belarusian		Russian	
Аа	*Aa*	А а	*Aa*	А а	*Aa*
Бб	*Bb*	Бб	*Bb*	Бб	*Bb*
Вв	*Vv*	Вв	*Vv*	Вв	*Vv*
Гг	*Hh*	Гг	*Hh*	Гг	*Gg*
Ґґ	*Gg*	Ґґ	*Gg*	Дд	*Dd*
Дд	*Dd*	Дд	*Dd*	Ее	*Ee*
Ее	*Ee*	Ее	*Ee*	Ёё	*IO io*
Єє	*IE ie*	Ёё	*IO io*	Жж	*ZH zh*
Жж	*ZH zh*	Жж	*ZH zh*	Зз	*Z z*
Зз	*Z z*	Зз	*Z z*	Ии	*Ii*
Ии	*Yy*	Іі	*Ii*	Йй	*Ĭĭ*
Іі	*Ii*	Йй	*Ĭĭ*	Кк	*Kk*
Її	*Ïï*	Кк	*Kk*	Лл	*Ll*
Йй	*Ĭĭ*	Лл	*Ll*	Мм	*Mm*
Кк	*Kk*	Мм	*Mm*	Нн	*Nn*
Лл	*Ll*	Нн	*Nn*	Оо	*Oo*
Мм	*Mm*	Оо	*Oo*	Пп	*Pp*
Нн	*Nn*	Пп	*Pp*	Рр	*Rr*
Оо	*Oo*	Рр	*Rr*	Сс	*Ss*
Пп	*Pp*	Сс	*Ss*	Тт	*Tt*
Рр	*Rr*	Тт	*Tt*	Уу	*Uu*
Сс	*Ss*	Уу	*Uu*	Фф	*Ff*
Тт	*Tt*	Ўў	*Ŭŭ*	Хх	*Kh kh*
Уу	*Uu*	Фф	*Ff*	Цц	*Ts ts*
Фф	*Ff*	Хх	*Kh kh*	Чч	*Ch ch*
Хх	*Kh kh*	Цц	*Ts ts*	Шш	*Sh sh*
Цц	*Ts ts*	Чч	*Ch ch*	Щщ	*Shch shch*
Чч	*Ch ch*	Шш	*Sh sh*	Ээ	*Ėė*
Шш	*Sh sh*	Щщ	*Shch shch*	Юю	*IU iu*
Щщ	*Shch shch*	Ээ	*Ėė*	Яя	*IA ia*
Юю	*IU iu*	Юю	*IU iu*	Ыы	*Yy*
Яя	*IA ia*	Яя	*IA ia*	Ъъ	*" "*
Ьь	*' '*	Ыы	*Yy*	Ьь	*' '*
		Ьь	*' '*		
				Ѣѣ	*IE ie*
				Іі	*I i*
				Ѵѵ	*Yy*

Appendix I, Table 1

UKRAINIAN ALPHABET

А а (ah)	**Б б** (beh)	**В в** (veh)	**Г г** (heh)	**Ґ ґ** (geh)	**Д д** (deh)	**Е е** (eh)
Є є (ieh)	**Ж ж** (zheh)	**З з** (zeh)	**И и** (y)	**І і** (ee)	**Ї ї** (iee)	**Й й** (j)
К к (kah)	**Л л** (el)	**М м** (em)	**Н н** (en)	**О о** (oh)	**П п** (peh)	**Р р** (err)
С с (ess)	**Т т** (teh)	**У у** (oo)	**Ф ф** (eff)	**Х х** (khah)	**Ц ц** (tseh)	**Ч ч** (cheh)
Ш ш (shah)	**Щ щ** (shchah)	**Ю ю** (iu)	**Я я** (ia)	**ь** (soft sign)		

CONSONANTS

VOWELS

COMPOUND CHARACTERS (TWO VOWELS)

SOFT SIGN

Ukrainian Alphabet

1. А а

The Ukrainian sound **a** is pronounced like the English sound denoted by the letter **a** in father, but not so deep and long as its English counterpart.

2. Б б

The Ukrainian **б** resembles the English [b] and is denoted by the letter [be]

3. В в

The Ukrainian **в** at the beginning of a word or a syllable is almost like the English [v] in van. However, the Ukrainian **в** is pronounced with the upper teeth pressed against the back of the lower lip, but not, as in the case with the English [v] against the front of it. The Ukrainian **в** is pronounced with less energy than the English counterpart. At the end of a word or a syllable after a vowel and the beginning of a word before a consonant the Ukrainian **в** sound is pronounced as the English [w] in why, вдома, певно.

4. Г г

The sound **г** is widely used in Ukrainian. It is a pharyngeal consonant, resembles English [h], but voiced and pronounced with greater energy. While the English [h] occurs only before vowels, the Ukrainian may be found before the consonants and at the end of a word as well.

5. Ґ ґ

The Ukrainian sound **ґ** denoted by letter is pronounced as the English [g] in good. The Ukrainian **ґ** and **г** are different sounds but both of them are voiced and hard, they have no soft counterparts. Slight softening may occur only before the vowel [i].

6. Д д

The Ukrainian **д** is similar to the English [d] in do.

7. Е е

The Ukrainian [e] is similar to the English sound denoted by e in pen, ten, but the tongue is not raised so near to the palate and the mouth should be opened wider than when pronouncing the English sound.

8. Є є

The letter є consists of two sounds [e]. Consonants are pronounced soft before the vowel й+e=є.

9. Ж ж

The Ukrainian ж is pronouced like the English [s] in pleasure, but it is considerably harder: the position of the tongue is lower. Ж is hard before vowels and all consonants; it has no corresponding soft consonants. Only before the vowel [i] it is little bit softened.

10. З з

The Ukrainian з is pronounced like the English [z] in zip. It is voiced consonant.

11. И и

There is no English vowel identical to the Ukrainian [и]. Only to a certain degree does the English sound denoted by **i** in **it, ill** or **system** resembles the Ukrainian [и]. To pronounce this sound, draw the tongue back and do not raise it as high as when pronouncing Ukrainian i. The sound [и] is never used at the beginning of a word. It always follows a hard consonant.

12. І і

The Ukrainian [i] is similar to the English sound denoted by ee in see or ea in eat, but it is shorter than its English counterpart. The sound [i] usually follows a soft consonant.

The Ukrainian [i] and [и] are different sounds. Often the meaning of a word depends on whether we pronounce the sound [i] or [и]. Compare: бік (side) – бик (ox), кіт (cat) – кит (whale), дим (smoke) – дім (house).

13. Ї ї

The letter ї always denotes two sounds: й + i . There is no such a sound in English. The name of this letter is identical with its pronunciation.

14. Й й

Pronouncing the й sound , the back of the tongue is brought closer to the roof of the mouth. The only vowel which may be preceded by й is o and is pronounced as **yo**. The name of the letter is йот (yot).

15. К к

Ukrainian к is pronounced like the English [k] in kin, took, look, but without the slight aspiration accompanying the articulation of that English sound.

16. Л л

The hard consonant л resembles the English [l] in the words table, full, but somewhat harder. To articulate the Ukrainian л you should raise the back part of the tongue to the roof of the mouth as in [y] and place the front part of the tongue againstthe back of the upper teeth (as in sounds д, т, н). The tip of the tongue points downwards (do not raise it to the gum, as is done in the articulation of the English [l]. The sound л is a voiced consonant. The letter л is called (el).

The Ukrainian л' (soft) resembles the English (British) [l] in the words let, clean, but is even softer. To indicate that the consonant must be pronounced soft, a special letter ь is used.

The sound л' is also pronounced soft before the vowels і, я, ю, є. In general these letters indicate that the preceding consonant is soft, for example: літо, лід, люк. The meaning of the word may depend on the correct pronunciation of the hard or soft л.

17. М м

The Ukrainian м is pronounced like the English [m] in man, moon. The letter м is called (em).

18. Н н

The Ukrainian н corresponds to the English [n] sound in nine, no, nose. However, to pronounce the Ukrainian н you must place the tongue against the back of upper teeth with its tip pointing downwards. Do not raise the tip of the tongue to the alveoli or the upper gums as is the case with the English [n]. Letter н is pronounced [en].

19. О о

The Ukrainian [o] is similar to the English sound denoted by the letter o in sport, morning but the Ukrainian sound is shorter. To pronounce it, the lips must be rounded and protruded more than in articulating the English [o:] in the words given above.

The name of the Ukrainian letter o is identical with its pronunciation.

20.П п

The Ukrainian п is pronounced like the English [p] in pen, but there is no aspiration in articulating it. The letter п is called [pe].

21. Р p

For the Ukrainian p there is no corresponding sound in standard English. It resembles somewhat the rolled [r] of Scotland and Nothern England. The Ukrainian p is formed by the vibration of the tip of the tongue against the front part of the palate. It is a distinct, trilled sound. The letter p is called ep (err). It shouldn't be confused with the English letter P p.

22. С c

The Ukrainian c is pronounced like the English [s] in seven. The letter c is called ec (es).

23. Т т

The Ukrainian т resembles the English [t] in ten. To pronounce Ukrainian т you must place the tongue against the back of the upper teeth with its tip pointing downwards. Do not raise the tip of the tongue to the alveoli or the upper gums as in the case with the English [t]. The name of the letter is те [te].

24. У y

The Ukrainian y is pronounced like the English sound denoted by the letters oo, but not so short as this sound in book, or not so long as it is in school. The Ukrainian sound y is pronounced with the lips rounded and considerably protruded (in the same way as pronouncing [o]), the tongue drawn back and its back part raised to the soft palate.

25. Ф ф

The Ukrainian ф resembles the English [f] in fact, fine, five. The letter ф is called eф [eff].

26. Х x

The Ukrainian x has no counterpart in English. It resembles the Scotish [ch] in loch and the German ch in lachen. The sound x is formed at the same point of the palate as [k], but the tongue is not pressed against the palate; as a result of this the passage of the air x is not stopped, but only narrowed; [k] is an instantaneous sound while may be prolonged: x-x-x.
The letter X is called xa [khah].

27. Ц ц

The Ukrainian ц resembles the English sound combination ts in lots, or tz in quartz. In Ukrainian the sound т and c are merged together, and produced by a single movement of the tongue, the first element т being less audible than the second one. It is a voiceless consonant. The letter ц is called (tseh).

28. Ч ч

The Ukrainian voiceless consonant ч is pronounced like the English ch in bench, chin, but is a little harder. The letter ч is called (cheh).

29. Ш ш

The Ukrainian ш is pronounced something like the English sh in shut, bush, but it is harder: the position of the tongue is lower (farther away from the palate). It is a voiceless sound. The letter ш is called (shah).

30. Щ щ

The Ukrainian letter щ denotes the combination of two sounds [ш+ч] shch. There is no English counterparts for this Ukrainian sound combination. The letter щ is called shchah.

31. Ю ю

The letter ю represents two sounds. It is pronounced ю (=й+у) like English you. The name of the letter ю is identical with its pronunciation.

32. Я я

The letter я represents two sounds. It is pronounced я (=й+a) like English yard, ya. The name of the letter я is identical with its pronunciation.

33. Ь

Ь is used after consonants and indicates that the consonant must be pronounced soft. It is used after the following consonants: л, н, д, ц, т, з, с. Consonants б, п, м, в, ф, х, к are usually hard. They are slightly softened only before [i], but they are never followed by ь.

Appendix I, Table 2

Vowels in Modern Standard Ukrainian

i и

у

e о

a

Appendix I, Table 3

Consonant System of Modern Standard Ukrainian

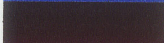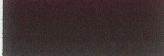|	Labial	Dental Plain	Dental Palatalized	Palatal	Velar	Laryngeal
Plosive	p b	t d	t' d'	š̌ ž̌	k g	
Fricative	f v/w	s z	s' z'		x	h
Affricate		c ǯ	c' ǯ'	č ǯ̌		
Nasal	m	n	n'			
Lateral		l	l'			
Trill		r	r'			
Glide				j		

PRONUNCIATION WORKBOOK

Part I: Information about Ukrainian Letters and Sounds

The Ukrainian alphabet is based on the Cyrillic alphabet devised in the ninth century by Cyril the Philosopher. The Ukrainian alphabet has 33 letters. Some of them are pronounced like the corresponding letters in English; there are also letters, which only look like English ones, but are pronounced quite differently. Then there are some Ukrainian letters, which have no counterparts in English. Apart from the letters listed above, there is a special sign ' called apostrophe. This sign and the letter ь represent no sounds themselves, but are used to indicate the pronunciation of the sound denoted by the preceding letter.

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А а	Б б	В в	Г г	Ґ г	Д д	Е е
(ah)	(beh)	(veh)	(heh)	(geh)	(deh)	(eh)

Є є	Ж ж	З з	И и	І і	Ї ї	Й й
(ieh)	(zheh)	(zeh)	(y)	(ee)	(iee)	(j)

К к	Л л	М м	Н н	О о	П п	Р р
(kah)	(el)	(em)	(en)	(oh)	(peh)	(err)

С с	Т т	У у	Ф ф	Х х	Ц ц	Ч ч
(ess)	(teh)	(oo)	(eff)	(khah)	(tseh)	(cheh)

Ш ш	Щ щ	Ю ю	Я я	Ь
(shah)	(shchah)	(iu)	(ia)	(soft sign)

Consonants
Vowels
Compound characters (two vowels)
Soft sign

Some of the letters in the alphabet are pronounced like the corresponding letters in English, but there are also letters, which look like English but are pronounced quite differently. There are also some letters, which have no counterparts in English. For example, the letter *щ* (shch) stands for the combination of two sounds *ш+ч* (sh+ch), *ї* (i) for *й+i* (y+i). Conversely, there are some combinations of two letters that actually stand for one sound: *дж* (dzh) for the j sound in jam, as in: *я ходжу* or *дз* for the dz as in *дзеркало*. Several of the letters have exactly the same shape in both capital and small forms: *в, к, м, н, т* in contrast to the letters in English alphabet which look like them: b, k, m, n, t. This similarity is preserved in some of the handwritten forms as well. Ukrainian spelling reflects the pronunciation of words more or less exactly, but occasionally it deviates from it. The modern standard Ukrainian sound system has six vowels: *a, o, y, e, u, i,* which are represented in spelling by ten letters: *a ,о, у, е, и, i, я, ю, є, ї.* The sound system does not have phonemically relevant length and pitch in vowels. It preserves free dynamic stress which can fall on any syllable and which can shift within a paradigm.

One of the most distinctive features in the Ukrainian consonant system is the presence of a large number of palatal and palatalized consonants. Many consonants form pairs of palatalized (soft) and non-palatalized (hard) consonants. Consonants *д, т, з, с, ц, дз, л, н, р* may be hard or soft (the softening of a consonant may be indicated not only by the letter *ь*, but also by the letters *i, я, ю, є.* The consonants *б, п, в, м, ф, ж, ч, ш, дж, ґ, г, к, х* are always hard. They are only slightly softened before the sound *i.* The sound *й* is always soft. In Ukrainian as in English, the voiced and voiceless consonants often go in pairs:

	English	**Ukrainian**
voiced	b, v, d, z	б, в, д, з
voiceless	p, f, t, s	п, ф, т, с

The voiced consonants *м, н,* р have no corresponding voiceless counterparts.

The basic differences between the Ukrainian and English sound systems include the following:

8. The English [d,t,n,l] are alveolar while the Ukrainian [д,т,н,л] are dental.
9. The sounds [o,y] in Ukrainian require much more lip articulation than do their English counterparts.
10. Ukrainian consonants may be hard or soft, like in лев, ліс, небо, кінь.
11. Ukrainian vowels are not diphthongized except when printed as two letters, like in ai, ia, etc.
12. Ukrainian vowels are usually medium in length while English vowels may be long or short.
13. Unstressed syllables in Ukrainian are pronounced distinctly with hardly any change of sounds.
14. The Ukrainian unvoiced consonants [$n,m,к$] are never aspirated, unlike the English [p,t,k].

А а

The Ukrainian sound **a** is pronounced like the English sound denoted by the letter **a** in

father, but not so deep and long as its English counterpart.

a) Read: ма, ба, там, пан, нам, ма-па

b) Underline the letter **a** in the following words:

Ангел, тато, факс, мапа, Україна, Канада, Манітоба, радіо, школа, апельсин

c) Listen to the following words and practice saying them:

Media Clip

Алло, або, але, аптека, авто, автобус, алея, алергія.

Б б

The Ukrainian **б** resembles the English [b] but without the slight aspiration accompanying the articulation of that English sound. It is denoted by the letter [be].

a) Read: ба-ба, бум, би-ти
Ба-ба ба-бі ка-за-ла "

b) Underline the letter **б** in the following rhyme:

Білко-білко, де була?

На бал їздила

Що там робила?
Байдики била

c) Listen to the following words and practice saying them:

Media Clip

Баба, банк, банан, бар, бізнес, балкон, блондин, борщ.

В в

The Ukrainian **в** at the beginning of a word or a syllable is almost like the English [v] in van. However, the Ukrainian **в** is pronounced with the upper teeth pressed against the back of the lower lip, but not, as in the case with the English [v] against the front of it. The Ukrainian **в** is pronounced with less energy than the English counterpart. At the end of a word or a syllable after a vowel and the beginning of a word before a consonant the Ukrainian **в** sound is pronounced as the English [w] in why, *вдома, певно*.

a) Read: ви-ти, ви-но, во-да, ва-за, ва-да, вап-но

b) Underline the letter **в** in the following rhyme:

Ведмедівна вівці пасла
Заробила грудку масла
Вареників наварила
Ведмедика запросила

c) Listen to the following words and practice saying them:

Media Clip

Він, вона, воно, вони, вода, весна, вино, вечір.

Г г

The sound **г** is widely used in Ukrainian. It is a pharyngeal consonant, resembles English [h], but voiced and pronounced with greater energy. While the English [h] occurs only before vowels, the Ukrainian may be found before the consonants and at the end of a word as well.

a) Read: ага, угу, ого, гай, газ, , го-ра, гу-ля, ги-ря, ту-га, го-ло-ва, гар-буз

b) Underline the letter **г** in the following rhyme:

Ходить гарбуз по городу,
Питається свого роду:
- Ой чи живі, чи здорові

Всі родичі гарбузові

c) Listen to the following words and practice saying them:

Голова, гусі, гарбуз, гай, газ, година, гора.

Г г

The Ukrainian sound г denoted by letter is pronounced as the English [g] in good. The Ukrainian г and ґ are different sounds but both of them are voiced and hard, they have no soft counterparts. Slight softening may occur only before the vowel [i].

a) Read: ґу-ля, ґ а-нок, ґ у-дзик, ґ ра-ти, ґ а-ва, дзи- ґ а

b) Underline the letter ґ in the following rhyme:

Ґудзик колихався,
Із ниточки обірвався,
Упав на цибулю,
Набив собі ґ улю.
Ґвалт!

c) Which sound г or ґ is used in this rhyme more:

Гусак стежиною гуляє
Та на гармошці гарно грає
Ще й хвалиться наш гармоніст:
Я – ґе- ґе- ґе- ґе - голосистий

d) Listen to the following words and practice saying them:

Media Clip

Ґанок, ґудзик, ґуля, Чікаґо.

Д д

The Ukrainian д is similar to the English [d] in *do*, but without the slight aspiration accompanying the articulation of that English sound.

a) Read: дуб, дах, дух, день, ді-ти, дай, да-та

b) Underline the letter д in the following rhyme:

> Ой дуб-дуба, дуб-дуба,
> Лізе дятел на дуба
> По дубовій драбині,
> У червоній шапчині,
> Дзьобом дуба – дзьоб!

c) Listen to the following words and practice saying them:

Media Clip

Дід, дощ, день, два, дах, де, декларація, дівчина, десерт, дія, добро, дякую.

Е е

The Ukrainian е is similar to the English sound [e] denoted by in pen, ten, but the tongue is not raised so near to the palate and the mouth should be opened wider than when pronouncing the English sound.

a) Read: ехо, не-се, ве-де, Ге-на, Ел-ла, се-ло

b) Underline the letter е in the following rhyme:

> Еней був парубок моторний
> І хлопець хоч куди козак

c) Listen to the following words and practice saying them:

Media Clip

Ехо, екран, експрес, екскурсія, емоція, енергія, електрика, економіка.

Є є

The letter є consists of two sounds й+е=є. Consonants are pronounced soft before the vowel.

a) Read: є, ллє, єнот, євшан

b) Underline the letter є in the following rhyme:

<div align="center">

Єнот і єнотиха
Хропуть в євшані стиха

</div>

c) Listen to the following words and practice saying them:

Media Clip

Є, єнот, Єва, Єгипет.

Ж ж

The Ukrainian ж is pronouced like the English [s] in pleasure, but it is considerably harder: the position of the tongue is lower. Ж is hard before vowels and all consonants; it has no corresponding soft consonants. Only before the vowel [i] it is little bit softened. Example: жінка.

a) Read: жир, жук, жест, жаба, жар, журнал, теж, кожух

b) Underline the letter ж in the following rhyme:

<div align="center">

Жук у жовтому жупані
Бігає по полю
Жух, жух, жух!

</div>

c) Try to say the tongue-twister:

<div align="center">

Їж, їж, їж – там лежить ніж
Уж, уж, уж – біля води вуж

Орж, орж, орж – ми їмо корж

</div>

d) Listen to the following words and practice saying them:

Media Clip

Жаба, жито, жарко, жанр, жах, життя, журнал, жінка, жовтий, житло.

З з

The Ukrainian з is pronounced like the English [z] in zip. It is voiced consonant.

a) Read: зебра, зима, знак, зміна, зона, зуб, збут

b) Underline the letter з in the following rhyme:

> Пані зебро, де була?
> Пані зебро, що несла?
> Несла зайчика малого
> Заболіла ніжка в нього

c) Try to say the tongue-twister:

> Зима морозна надворі
> Замети білі на землі

d) Listen to the following words and practice saying them:

Media Clip

За, зуб, зебра, зло, завтра, зірка, зима, золото, звати, зелений.

И и

There is no English vowel identical to the Ukrainian [и]. Only to a certain degree does the English sound denoted by i in it, ill or system resembles the Ukrainian [и]. To pronounce this sound, draw the tongue back and do not raise it as high as when pronouncing Ukrainian i. The sound [и] is never used at the beginning of a word. It always follows a hard consonant.

a) Read: ви, ти, ми, вони, вино, дим, мир, сир, мити, бити, рити, жити

b) Underline the letter и in the following rhyme:

- Ги-ги-ги! Пироги!
- А не дам, а не дам!
- Ич, який!
- А такий, а сякий!

c) Listen to the following words and practice saying them:

Media Clip

Чи, ми, ти, ви, пироги, лист, сир, мир, мило.

I i

The Ukrainian **[i]** is similar to the English sound denoted by ee in see or ea in eat, but it is shorter than its English counterpart. The sound [i] usually follows a soft consonant.

The Ukrainian [i] and [и] are different sounds. Often the meaning of a word depends on whether we pronounce the sound [i] or [и]. Compare: бік (side) – бик (ox), кіт (cat) – кит (whale), дим (smoke) – дім (house).

a) Read: лід, кінь, ліс, міст, ніс, Ісус, Ірина, Ігор, хліб, рік, діти

d) Underline the letter **i** in the following rhyme:

Є в нас півень-молодець,
Роботяга і співець

c) Try to say the tongue-twister:

Цей ірис називається "кис-кис"
Я "кис-кис" просив у Гриця,
А прибігла мала киця

d) Listen to the following words and practice saying them:

Media Clip

Ім'я, ідея, ікра, Іван, ірис, інвестор, інфекція, Іспанія, Італія, іспит, інтерв'ю.

Ї ї

The letter **ї** always denotes two sounds: й + і . There is no such a sound in English. The name of this letter is identical with its pronunciation.

a) Read: їжак, їм, їсти, її, їх

b) Underline the letter **ї** in the following rhyme:

> Їжак з їжачком
> Їли кашу з молоком

c) Listen to the following words and practice saying them:

Media Clip

Її, їх, їжа, їсти, їхати, їдальня.

Й й

Pronouncing the **й** sound , the back of the tongue is brought closer to the roof of the mouth. The only vowel which may be preceded by **й** is о and is pronounced as **yo**. The name of the letter is йот (yot).

a) Read: дай, край, мій, йду, йдеш, твій, мій, Дунай, йог

b) Underline the letter **й** in the following rhyme:

> Йог на річку ходив
>
> Сто йоржів наловив, йой!

c) Listen to the following words and practice saying them:

Media Clip

Його, йод, Йосип, йорш.

К к

Ukrainian **к** is pronounced like the English [k] in kin, took, look, but without the slight aspiration accompanying the articulation of that English sound.

a) Read: кат, кут, куб, кум, купа, так, бук

b) Underline the letter **к** in the following rhyme:

<div align="center">

Пішла киця по водицю
Та й упала у криницю

</div>

c) Listen to the following words and practice saying them:

Media Clip

Кіт, каша, кава, казка, календар, кабінет, картина, карта, квітка, Київ.

Л л

The hard consonant **л** resembles the English [l] in the words table, full, but somewhat harder. To articulate the Ukrainian **л** you should raise the back part of the tongue to the roof of the mouth as in [y] and place the front part of the tongue against the back of the upper teeth (as in sounds **д, т, н**). The tip of the tongue points downwards (do not raise it to the gum, as is done in the articulation of the English [l]. The sound **л** is a voiced consonant. The letter **л** is called (el).

a) Read: лев, молоко, сало, коли, тепло, слово, Олена, план, лампа, лис, луна

b) Underline the letter **л** in the following rhyme:

<div align="center">

Я лисичка, я сестричка,
Не сиджу без діла:
Я гусятка пасла,

</div>

Полювать ходила

The Ukrainian л' (soft) resembles the English (British) [l] in the words let, clean, but is even softer. To indicate that the consonant must be pronounced soft, a special letter ь is used.

Read: біль, міль, корабель, Альпи, полька, Львів, Василь, Альбом

The sound л' is also pronounced soft before the vowels і, я, ю, є. In general these letters indicate that the preceding consonant is soft, for example: *літо, лід, люк*. The meaning of the word may depend on the correct pronunciation of the hard or soft л.

c) Listen to the following words and practice saying them:

Media Clip

Лев, лампа, лис, листя, лист, лимон, ліс, лікар, ліки, літак, люди, Львів.

M м

The Ukrainian м is pronounced like the English [m] in man, moon. The letter м is called (em).

a) Read: мама, масло, молоко, мода, мета, морква, машина, мрія

b) Underline the letter м in the following rhyme:

Їде мишка долиною
Морrecords'яною машиною

c) Listen to the following words and practice saying them:

Media Clip

Мама, мати, мед, метро, мова, мета, манера, молоко, математика, місто, мій, мільйон.

Н н

The Ukrainian **н** corresponds to the English [n] sound in nine, no, nose. However, to pronounce the Ukrainian **н** you must place the tongue against the back of upper teeth with its tip pointing downwards. Do not raise the tip of the tongue to the alveoli or the upper gums as is the case with the English [n]. Letter **н** is pronounced [en].

a) Read: небо, ніч, ніс, нота, наш, на

b) Underline the letter **н** in the following rhyme:

Носоріг носорогу наступає на ногу.

c) Listen to the following words and practice saying them:

Media Clip

Ні, на, ніс, ніч, назва, небо, нота, наш, наука, народ, новини, номер.

О о

The Ukrainian [o] is similar to the English sound denoted by the letter o in *sport, morning* but the Ukrainian sound is shorter. To pronounce it, the lips must be rounded and protruded more than in articulating the English [o:] in the words given above.

The name of the Ukrainian letter o is identical with its pronunciation.

a) Read: он, ось, око, Олесь, Оля, Олена, опера, опудало

b) Underline the letter o in the following rhyme:

На городі опудало
Горобців перепудило
Фурр-р! – та й полетіло

c) Listen to the following words and practice saying them:

Media Clip

Око, Оля, опера, один, Одеса, озеро, операція, освіта, онук.

П п

The Ukrainian **п** is pronounced like the English [p] in pen, but there is no aspiration in articulating it. The letter **п** is called [pe].

a) Read: пес, папуга, півень, Петро, Павло, впасти

b) Underline the letter **п** in the following rhyme:

Два півники, два півники
Горох молотили

c) Listen to the following words and practice saying them:

Media Clip

Пес, пан, пані, папір, папка, пальто, парламент, партнер, паспорт, пасажир.

Р р

For the Ukrainian **р** there is no corresponding sound in standard English. It resembles somewhat the rolled [r] of Scotland and Nothern England. The Ukrainian **р** is formed by the vibration of the tip of the tongue against the front part of the palate. It is a distinct,

trilled sound. The letter **p** is called ep (err). It shouldn't be confused with the English letter P p.

a) Read: рука, риба, мир, сир, двір, мороз, сестра, парк, Тарас, Петро, борщ

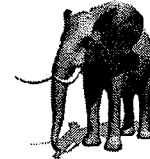b) Underline the letter **p** in the following rhyme:

Лізе рак-неборак,
Як ущипне – буде знак.

c) Listen to the following words and practice saying them:

Media Clip

Рука, ручка, риба, річ, рис, рак, ранок, район, робота.

С с

The Ukrainian **с** is pronounced like the English [s] in seven. The letter **с** is called ec (es).

a) Read: син, сир, сонце, сіль, оса, слон, стіл, стілець, студент

b) Underline the letter **с** in the following rhyme:

Летіла оса та слона в чоло бумц!

c) Listen to the following words and practice saying them:

Media Clip

Сад, син, сік, сім, село, слайд, сестра, середа, салат, світ, свято, сезон.

Т т

The Ukrainian т resembles the English [t] in ten, but without the slight aspiration accompanying the articulation of that English sound. To pronounce Ukrainian т you must place the tongue against the back of the upper teeth with its tip pointing downwards. Do not raise the tip of the tongue to the alveoli or the upper gums as in the case with the English [t]. The name of the letter is те [te].

a) Read: тут, там, ти, тато, кут, три, торба, кіт, тризуб

b) Underline the letter т in the following rhyme:

Котилася торба з великого горба
В торбі паляниця, ведмідь і лисиця
Лисиця пищить, ведмідь верещить,
А торба тріщить –
Трісь, трісь, трісь!

c) Listen to the following words and practice saying them:

Media Clip

Ти, тато, так, тут, там, таксі, теніс, телефон, трава, три, треба, туалет, турист.

У у

The Ukrainian у is pronounced like the English sound denoted by the letters oo, but not so short as this sound in book, or not so long as it is in school. The Ukrainian sound у is pronounced with the lips rounded and considerably protruded (in the same way as pronouncing [o], the tongue drawn back and its back part raised to the soft palate.

a) Read: тут, дух, дума, Україна, українці, українець, українка

b) Underline the letter у in the following rhyme:

Хто ти дівчинко гарненька?
-Українка я маленька.
Українці батько й ненька.

c) Listen to the following words and practice saying them:

Media Clip

Увага, успіх, університет, Україна, українець, українка.

Ф ф

The Ukrainian **ф** resembles the English [f] in fact, fine, five. The letter **ф** is called **еф** [eff].

a) Read: фасад, фаза, файний, фокус, фарба, футбол
                ваза – фаза

b) Underline the letter **ф** in the following rhyme:

Файний пан на прізвище Фабіян
У крамниці рано-рано купив собі фортеп'яно

c) Listen to the following words and practice saying them:

Media Clip

Фах, факс, факт, філе, фото, форма, фрукти, фінанси, футбол.

X x

The Ukrainian **x** has no counterpart in English. The sound **x** is formed at the same point of the palate as [k], but the tongue is not pressed against the palate; as a result of this the passage of the air **x** is not stopped, but only narrowed; [k] is an instantaneous sound while may be prolonged: x-x-x. The letter **X** is called **xa** [khah].

a) Read: хата, хор, хмара, Харків, Хома, вухо, муха, дах
                корт – хорт, кап – хап, крук – хруст

b) Underline the letter **x** in the following rhyme:

Ось вам гарна хата

Ось вікна і дверцята

c) Listen to the following words and practice saying them:

Media Clip

Хата, хор, хай, хмара, холод, хвіст, характер, хвилина, хлопець.

Ц ц

The Ukrainian **ц** resembles the English sound combination ts in *lots*, or tz in *quartz*. In Ukrainian the sound´т and **с** are merged together, and produced by a single movement ´f the tongue, the first element **т** being less audible than the second one. It is a voiceless consonant. The letter **ц** is called (tseh).

a) Read: цап, цинк, цирк, цемент, цифра, цукор, цукерка, цвіт

b) Underline the letter **ц** in the following rhyme:

Люди до церкви ступають

Моляться, співають, - Бога прославляють.

c) Listen to the following words and practice saying them:

Media Clip

Це, цей, ці, цирк, цибуля, церква, ціна, цукор.

Ч ч

The Ukrainian voiceless consonant **ч** is pronounced like the English ch in bench, chin, but is a little harder. The letter **ч** is called (cheh).

a) Read: час, чай, чому, часто, чоловік, дочка, читати

b) Underline the letter **ц** in the following rhyme:

Від церкви втікає одна лиш сім'я
Чорт, чортиха, і чортеня

c) Listen to the following words and practice saying them:

Media Clip

Чай, час, чек, чий, чашка, число, чесний, чорний, четвер.

Ш ш

The Ukrainian **ш** is pronounced something like the English sh in *shut, bush,* but it is harder: the position of the tongue is lower (farther away from the palate). It is a voiceless sound. The letter **ш** is called (shah).

a) Read: шафа, шість, тиша, груша, гроші, наш, ваш

b) Underline the letter **ш** in the following rhyme:

Шпак – відважний вояк:
Кулі з винограду, шабля з шоколаду.

c) Listen to the following words and practice saying them:

Media Clip

Шість, шити, шахи, шорти, шапка, шафа, шашлик.

Щ щ

The Ukrainian letter **щ** denotes the combination of two sounds [ш+ч] shch. There is no English counterparts for this Ukrainian sound combination. The letter **щ** is called shchah.

a) Read: ще, щука, щастя, прізвище, ледащо, борщ, щітка, щедрий

b) Underline the letter **щ** in the following rhyme:

Щука борщику зварила
Ляща щиро попросила
- Ляще, ляще, хочеш ще?

c) Listen to the following words and practice saying them:

Media Clip

Що, щоб, щока, щука, щастя, щасливий, щирий.

Ю ю

The letter **ю** represents two sounds. It is pronounced **ю** (=й+у) like English you. The name of the letter **ю** is identical with its pronunciation.

a) Read: юнак, юний, маю, Юрій, юла, юрба

b) Underline the letter **ю** in the following rhyme:

Святий Юрій з неба з'їжджає,
Зміюку страшную на смерть убиває.

c) Listen to the following words and practice saying them:

Media Clip

Юнак, юрист, юшка, Юрій, ювелір.

Я я

The letter **я** represents two sounds. It is pronounced **я** (=й+а) like English *yard, ya*. The name of the letter **я** is identical with its pronunciation.

a) Read: явір, маяк, Яків, Яна, Зоя, соя, язик

b) Underline the letter **я** in the following rhyme:

Я маленька Яринка
В мене гарна ялинка

c) Listen to the following words and practice saying them:

Media Clip

Я, як, який, язик, яблуко, яйце, ягода, Ялта.

Ь

Ь is used after consonants and indicates that the consonant must be pronounced soft. It is used after the following consonants: **л, н, д, ц, т, з, с**. Consonants **б, п, м, в, ф, х, к** are usually hard. They are slightly softened only before [i], but they are never followed by **ь**.

a) Read: мідь, міль, руль, біль, корабель, Альпи, полька, Василь, Львів.

b) Underline the letter **ь** in the following rhyme:

Женьчик-бреньчик на пеньку
Бренькнув у бандуроньку.

c) Listen to the following words and practice saying them:

Media Clip

Біль, міль, сіль, тінь, кінь, руль, Львів.

Sounds that are denoted by combination of two letters

The Ukrainian sound *дз* is a voiced counterpart for *ц*. It is a merged sound consisting of two elements *д* and *з*. There is no special letter for this sound in the Ukrainian alphabet and it is denoted by the combination of letters **дз**.

a) Read: дзвін, дзот, дзеркало, дзвоник.

b) Listen to the following words and practice saying them: дзига, дзвін, дзвіниця, дзеркало.

The voiced consonant *дж* is similar to the English sound denoted by the letter g in the words *gender, gin*, but is little bit harder. There is no special letter for this sound in the Ukrainian alphabet, but it is always denoted by the combination of two letters д + ж. Before the vowel *i* the Ukrainian *дж* is softer, almost identical with its English counterpart.

a) Read: адже, джаз, джміль, джунглі, джерело.

b) Listen to the following words and practice saying them:

Media Clip

Джаз, ходжу, джигіт, джерело, джунглі.

Long consonants

One of the peculiarities of the language is its long or double consonants. Double consonants in Ukrainian are pronounced as one long sound either hard or soft: *здоровенний, силенний* or *знаряддя, життя, зілля, узлісся*. The long consonants may occur only between vowels. The letter following them shows whether they are hard or soft. Long consonants are always soft before the letters **і, я, є, ю**.

a) Listen and practice saying:

Media Clip

численний, сторонній, годинник, сонний, колосся, знання, оцінювання, Запоріжжя, забуття, денний, стаття.

Use of the Apostrophe

The apostrophe (') as a separation sign is used before the letters **я, ю, є, ï** in the following cases:

a) after the letters **б, п, в, м, ф**: п'ять, м'який, б'є, в'їхати

b) after the letter which denotes a hard sound: бур'ян, кар'єра

c) after prefixes ending in a hard consonant: від'їзд, об'єднання

In several words the apostrophe is not used in front of **я, ю, є, ї**: свято, цвях, and neither in those borrowed words where the the letters **я, ю, є, ї** denote softness of the peceding consonants, for example: бюро, бюджет, and foreign names: Гюго, Мюллер.

a) Listen to the following words and practice saying them:

Media Clip

П'ю, б'ю, п'ять, п'єса, об'ява, з'їзд, здоров'я, подвір'я, кур'єр.

Part II: Information about Syllables and Syllable Stress

Every word in Ukrainian has one or more syllables. A syllable always has a vowel sound and usually contains a consonant sound between it and the next syllable. When you count syllables, try to listen to for the "break" in the word that separates the syllables. For example: ма-ма (2), дід (1), кі-но (2), про-фе-сор (3), сту-дент (2), ак-тор (2), сест-ра (2), так-сі (2), бас-кет-бол (3), жур-на-ліст (3), вер-мі-шель (3).

Syllable stress is very important in the pronunciation of Ukrainian. In some words the stress falls on the first syllable: *тема, мода, книжка*. In others it falls on the last syllable: *мета, або*. There are words with the stress falling on the middle syllable: *Канада, планета*. You have to learn the stress position of each new word because there are no rules to help you, and without correct stress, words can be misunderstood. Dictionaries always show how many syllables a word has and which syllable gets the strongest stress. When you look up a word in the dictionary, it is important to pay special attention to this information. To show the strongest (primary) stress, the accent mark is placed over the vowel that bears the stress. For example: ручка, книжка, автомобіль, будинок.

Exercise 1: Dictionary Activity

Look up the following words in the dictionary. How many syllables does the word have? Write the number of syllables in the parentheses after each word. Which syllable has the strongest stress? Underline it.

Адреса (3)

Телефон

Музика

Паспорт

Автобус

Кредит

Калькулятор

Календар

Шоколад

Партнер

Аеропорт

Документ

Комп'ютер

Міністр

Компанія

Молоко

Exercise 2: Listen to the following words. Write the number of syllables next to the word and indicate which syllable has the strongest stress:

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Університет (4)

Студент

Студентка

Факс

Ручка

Олівець

Зошит

Книга

Папір

Офіс

Exercise 3: Listen to the following words. Write an accent mark over the syllable that is stressed (stronger) in each word:

Media Clip

Дире́ктор	Комерція
Картка	Ресторан
Номер	Гараж
Економіка	Ідея
Лампа	Сигарета

Exercise 4: Put an accent mark (') over the stressed part of the word

Media Clip

Ма́ма	Баба
Тато	Сестра
Село	Теніс

Exercise 5: Put an accent mark (') over the part of the word that is pronounces as a full vowel:

Media Clip

Ма́па	Україна
Школа	Кімната
Машина	Собака
Любов	Молоко
Дівчина	Хлопець

Exercise 6: Listen to the following names of cities and rivers in Ukraine. Try to find them on the map of Ukraine. Practice saying them in Ukrainian. Put an accent mark over the syllable that is stressed in each word:

Media Clip

Київ	Харків
Львів	
	Одеса
Полтава	Миргород
Чернігів	Луцьк
Житомир	Черкаси
Ялта	Ужгород
Вінниця	Тернопіль
Дніпропетровськ	Івано-Франківськ
Чорнобиль	Севастополь
Дніпро	Буг
Десна	Дністер

Exercise 7: Listen to the following sentences. Focus on the boldface words. Then practice saying these words paying special attention to the stress.

Media Clip

1. У мене є **сестра**.
2. Це **книжка**.
3. У тебе є **комп'ютер?**
4. У нас є **газета**.
5. Це **папір**.
6. То **ручка**.
7. У вас є **підручник?**

Сестра
Книжка
Комп'ютер
Газета
Папір
Ручка
Підручник

Exercise 8: Practice stress by counting from one to ten

Media Clip

1 один
2 два
3 три
4 чотири
5 п'ять

6 шість
7 сім
8 вісім
9 дев'ять
10 десять

As you have noticed before, if a word has more than one syllable, one syllable is strong and the other(s) weak. All vowels in unstressed syllables are pronounced less distinctly than those in stressed syllables but the Ukrainian vowels even when unstressed retain their quality. Only the sounds **е, и, о** occurring in an unstressed syllable have their own peculiarities in pronunciation. Unstressed **е** is pronounced somewhat like **и**: *перо, веду*. Unstressed **и** sounds like **е**: *зима, вимова*. Unstressed **о** preceding a syllable with stressed **у**, sounds like **у**: *покупка*.

Exercise 9: Listen for the unstressed syllable in the following words and underline it

Media Clip

Тат<u>о</u>
Мама
Сестра
Ручка
Олівець
Дошка
Зошит
Візит
Кава
Стілець

Exercise 10: Choose ten words from part I and II that are difficult for you and write them below.

1	6
2	7
3	8
4	9
5	10

Part III: Sentence Rhythm and Intonation

Similarly to a word stress, in phrases and sentences there are usually stronger words and weaker words. For example:

Media Clip

Мій тато **професор**.
Що це?
Це **його** комп'ютер.

This pattern of strong and weak gives the language its rhythm. Native speakers expect the most important words to be emphasized. If you for example, stress the wrong syllable, your speech will be very difficult to understand. Similarly, if you stress the wrong word, your speech will again be very difficult to understand. Content words (nouns, main verbs, adjectives, etc.) are usually stressed, and functional words (prepositions, etc.) are not

usually stressed. However, the content words in a sentence are not stressed equally. There is always one content word that receives more stress (emphasis) than the others. The voice usually goes up on this word. This most-emphasized content word is sometimes called the information focus.

Exercise 11: Listen to the following sentences. Identify the information focus for each

Media Clip

sentence and underline it:

1. Це <u>гарна</u> книжка.
2. Я студент.
3. У мене двоє дітей.
4. Чи у тебе є сестра?
5. Звідки ви?
6. Я з Канади.
7. Де моя ручк□?
8. Твоя ручка тут.

Exercise 12: Pronounce the following sentence in different way□ in order to answer each question that follows:

Це мій новий червоний автомобіль.

1. Що це?
2. Чий це автомобіль?
3. Чи це новий автомобіль?
4. Чи це червоний автомобіль?

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Intonation can change the meaning of sentences. Study the following examples:
- A statement of fact – Я ↓студент.
- Request for the information – Де ↓Львів?
- Echo question, or statement of surprise, disbelief or a desire for repetition and further explanation – Вона ↑лікар? Це ↑правда? Що ви ↑кажете? ↑Перепрошую.
- Speaker offering a choice – Чи ти хочеш ↑вареники? Ти будеш каву чи ↑чай?
- Speaker asking if the person wants something – Ти хочеш новий ↑комп'ютер?
- Speaker is unsure – Чи ти хочеш ↑їсти?
- Speaker expects agreement – Ти ↓голодний, ↑так?
- When addressing (talking to) another person and using a name or title, rising intonation is usually used. Notice that the name has its own information focus and intonation contour.

  ↑Пані Оксано, де ви були влітку?
  ↑Романе, чи у тебе все гаразд?
  ↑Ірино, як ти себе почуваєш?

If your voice stays flat, the listener may think you are annoyed or angry, as in
Як справи?
Все добре.

Exercise 13: Pronounce the following sentences (a) you are unsure; (b) you are sure; (c) ask a question; (d) express your surprise:

Це моя хата.
Ти живеш тут.
Ви любите вареники.

Exercise 14: Listen to the following sentences and indicate intonation of each of them

Media Clip

У мене велика сім'я.
zвідки ти?
Чи ви з Канади?
Мабуть ти хочеш їсти.
Я не знаю що робити.
Ще кави?
Як тебе звати?
Романе, де ти живеш?

Exercise 15: Fill in the blanks with the words you hear

Media Clip

1. Моє _____ Оксана.
2. Моє _____ Коваленко.
3. Я _____ в Канаді.
4. Мій _____ студент.
5. У мене _____ сім'я.
6. Мій друг _____ .
7. Моя мама _____ голубці.
8. Як ваші _____ ?
9. У мене є _____

Exercise 16: Write down eight words that you want to learn to pronounce. They could be words that you have tried to say but people could not understand you. Find each of your eight words in the dictionary and put the accent (stress). Copy an example sentence which uses each of your words. Sentences can come from your dictionary, reading or you can write them yourself. Practice pronouncing your sentences.

1
2
3
4
5
6
7
8

Exercise 17: Write down questions about these topics and practice asking them

1. Name
2. Age
3. Address
4. Telephone number
5. Marital status
6. Hometown
7. Home country

Exercise 18: Listen to the dialogue. Circle the questions with rising intonation. Underline the questions with falling intonation.

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- Добрий день! Я Леся. А як ваше ім'я?
- Я Оксана.
- Звідки ви?
- Я з Канади. Чи ви також з Канади?
- Так, я з Торонто. Де ви живете в Канаді?
- В Монтреалі.
- Я буду в Мотреалі у жовтні.
- То до зустрічі.

Appendix III

QUESTIONAIRE

Students are asked to indicate their attitude by circling a number according to the following key:

Key

1. I don't like this at all
2. I don't like this very much
3. This is OK
4. I quite like this
5. I like this very much

I.   Topics

In my Ukrainian class I would like to study topics:

1. About me: my feelings, opinions, family, housing, etc	1 2 3 4 5
2. Topics related to everyday life	1 2 3 4 5
2. Culture: music, films, etc.	1 2 3 4 5
3. Current affairs and issues	1 2 3 4 5
4. Everything mentioned above	1 2 3 4 5

II.   Methods

In my Ukrainian class, I would like to learn by:

1. Small group discussions and problem-solving	1 2 3 4 5
2. Formal language study (for example, studying from a textbook)	1 2 3 4 5
3. Listening to the teacher	1 2 3 4 5
4. Doing individual work	1 2 3 4 5
5. Everything mentioned above	1 2 3 4 5

III.   Languages Areas

I want to improve:

1. Listening	1 2 3 4 5
2. Speaking	1 2 3 4 5
3. Reading	1 2 3 4 5
4. Writing	1 2 3 4 5
5. Grammar	1 2 3 4 5
6. Everything mentioned above	1 2 3 4 5

IV.   **Out of class**

Out of class, I would like to
1. Have conversations with native speakers   1 2 3 4 5
2. Talk to my parents and/or grandparents   1 2 3 4 5
3. Collect examples of Ukrainian I find interesting   1 2 3 4 5
4. Watch Ukrainian TV programs/
   listen to the Ukrainian radio/read Ukrainian newspapers   1 2 3 4 5
5. Everything mentioned above   1 2 3 4 5

Appendix IV

Program for Beginners, Ukrainian Language

Topics	Grammar	Listening & Speaking	Reading & Writing
Meeting people	Subject pronouns (*я, ти, ви, він, вона і.т.д.*) Category of gender in Ukrainian Nominative case of nouns Asking simple questions, by changing the intonation	Greeting and introducing people Asking for the name and last name Asking how to spell the name Apologizing	Reading abbreviations, names, last names Spelling the first and the last name

The classroom	Nouns to describe the classroom. Adjectives: *великий, маленький, гарний, цікавий, поганий, і т.д.* Gender of adjectives Demonstrative adjectives and pronouns це, цей, той, там, тут	Identifying objects and describing them	Reading the names of the objects and selecting the description of them, including the colors. Description of the classroom in writing
Telephone numbers and addresses	Numbers Category of singular and plural of nouns *Чи* – questions Де - questions	Getting and giving personal information and thanking Identifying the countries and cities	Reading the telephone numbers Filling out the application forms Reading business cards and the map Designing business cards

The family	Verb *мати* and its conjugation in Present Tense Accusative case of nouns Singular and plural of adjectives in nominative case Possessive pronouns мій, твій, її, його і т.д.	Apologizing Asking about relatives and friends Describing family using photographs or pictures Describing and identifying people	Completing an application or registration form indicating family members Developing a family tree
Occupations	Verb: infinitive and Present Tense of verbs	Getting someone's attention Asking someone to repeat something	Completing the I.D. card Reading employment ads
Seasons and weather	Adverbs: тепло, холодно, зимно, і т.д.	Talking about the weather and seasons	Reading the weather forecast Preparing the weather forecast
Months and dates	Prepositions of location Locative case	Getting and giving someone the date and time	Setting up a calendar Reading the time

Work and study	Present tense of verbs Conjugation of verbs: *читати, писати, говорити, ходити, знати, працювати, і т.д.*	Talking about present Talking about weekly routines and schedules	Writing a description of one's day Making a weekly (monthly) schedule of events
Free time	Possessive case *Мені треба* expression *Мені подобається* *Мені не подобається*	Talking about movies and favourite things Agreeing/disagreeing Making suggestions	Reading entertainment ads Writing a postcard
Food and restaurants	Expressions: *Я хочу……..* *Скільки ……* *Я думаю…..* *Я вважаю…*	Giving reasons and opinions Asking about pricing Ordering in the restaurant	Reading a menu Reading a restaurant receipt Reading for food ads Making a shopping list Reading and putting together a menu
Housing Hotel	Expression of future tense in Ukrainian *Я буду*	Talking about possessions Talking about	Reading for rent ads Writing a

		renting or buying a house or apartment	description of a house or apartment Booking a hotel room
Shopping and money	Dative case Verbs that end in *ся*	Giving directions Asking for locations Asking for transportation information Talking about clothes	Making a shopping list Counting the money and discussing how to change money

Sample of activities for beginners, which encourage their communicative ability

<u>Meeting people</u>

1) You are in Ukraine. At a reception you are asked what your name is. What are the words that you are likely to hear? How will you respond?

2) Greet the person you don't know and introduce yourself.

3) Greet your old friend as you haven't seen him/her for ages.

4) Greet your Ukrainian friend and introduce your Canadian friend.

5) Your friend is going to Ukraine. Help him make a list of phrases he/she will need to indroduce himself.

6) You are talking to the customs officer in Ukraine. He/she needs to know your name and last name. Reproduce the dialogue and spill your name and last name.

7) Your friend visits you for the first time. Introduce him/her to the members of your family. Your family consists of yourself, your father, mother, brother and sister.

Model:

- *Знайомтесь. Це Андрій Коваль. А це моя мама.*

- *Приємно. Оксана Петрівна.*

- *Приємно познайомитись. Андрій.*

8) Fill out the application form (picture1)

9) Prepare the application form

10) Here are some questions for the application form. Arrange them logically as an application form:

Країна

Прізвище

Вік

Адреса

Ім'я

Мова

Професія

11) Review the application forms of your colleagues/friends and make a report about the group

12) Here are some examples of business cards in Ukrainian. Review them and write down the first and last name of business card holders (picture 2)

13) In your e-mail to your new Ukrainian friend write as many sentences as you can about yourself.

14) Listen to a story about a student from Ukraine who currently studies at the University of Manitoba and introduce him.

The classroom

1) Look around and name as many objects in the classroom as you can.

2) Listen to a description and draw the scene, which is described or referred to, using the phrase: *У класі є...*

3) Write done 3-5 classroom objects in masculine, feminine and neuter. Model:

Він	Вона	Воно
Стіл	ручка	вікно

4) Listen to the description of classroom objects in English and name them in Ukrainian.

5) Locate classroom objects using *там, тут.*

Telephone numbers and addresses

1) Exchange telephone numbers with your Ukrainian friend. Dictate your telephone number to him/her in Ukrainian.

2) Listen for the following information in the conversation:

Who is the student calling?

Name_____

Last name_____

Is he/she from Ukraine?_____

What is the phone number being called? _____

3) Look at the business cards and read the address in Ukrainian.

4) Write down your address in Ukrainian, including your telephone/fax number.

5) Your friend's relative is from overseas. Ask him about his/her age, name, last name and where is he/she from (Звідки ви?)

6) Prepare list of countries (5) and ask your partner to locate them on a map.

Model: - *Де Канада?*

   - *Канада в Північній Америці.*

7) Listen to the country description in English and name it in Ukrainian (could be done in pairs).

Family

1) Draw your family tree and talk about your family. You can use your family pictures. Use the phrase: *у мене є* or *я маю*.

2) You are showing some photographs to a Ukrainian friend. Your friend asks if one of the people on the photo is your brother. What does he/she actually say? You can give a positive or negative answer in Ukrainian.

3) Make a telephone conversation about your Ukrainian friend's family.

4) Describe your family members using the adjectives (picture 3).

5) Ask your Ukrainian friend about his family and write a short story about his/her family.

6) Information on the card can be given in English or Ukrainian whether the students will be asked to recall or simply recognize the target language vocabulary for family relationships

Тарас Коваль

Вік: 67

Жінка: Оксана Коваль

Місце проживання: Львів

Пан Тарас має дочку. Вона живе в Києві.

Students are asked to share the information on their cards, they gradually fill in the family tree.

7) Each student gets a role card, which contains a persona and a family tree. Students have to circulate and find members of their family.

8) Students are given a blank family tree. They are split into three groups, and each group hears an incomplete description of the family. They work together to fill in their part of the family tree and then join with members of other groups to complete the family tree.

9) Completing an application form indicating family members

Occupations

1) Look at the picture (picture 4). Imagine that you are meeting these people. How would you ask each of them what their names and professions are, and how might they reply.

2) Look at the picture and tell as many things about this man/woman as you can. In your story include his/her name, last name, age, place of residency, occupation, etc.

3) Read the employment ad.

4) You are the employer. You are looking for staff. Prepare two employment ads, using the verb in Present Tense - *Шукаю...*

5) You'll hear the description of four people: студента, професора, знайомого, злочинця. Listen to the description, identify which person is being described and fill in as much information as possible on the table.

	Ім'я та прізвище	Вік	Звідки він/вона	Адреса і номер телефону
Студент				

6) Dictation of sentences in random order. All sentences from a logical paragraph are rearranged. Students first write the dictated material and then rearranged it.

7) Dictation of a description. Students write the dictated material and then, choose the picture that matches the description they have written down.

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