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Developing speaking skill through discussion for B1 level learners

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Abstract: *The article discusses the developing speaking skill through discussion for B1 level learners and its role in teaching English of the secondary learners. The article pays special attention to the problem of worldly and scientific concepts. The author also argues for the use of modern teaching methods such as interactive, project-based, integrative, etc. As an example, the author presents a lesson plan, where special attention is paid to the development of speaking skill of B1 level students. The lesson plan includes techniques and methods such as discussion, project, game, etc. The author concludes about the project methodology, and gives examples of traditional and innovative teaching methods.*

Key words: *speaking skill, developing learning principle, interactive, integrative, methods, approaches*

In recent years, the question of the use of new information technologies in schools has been increasingly raised. This is not only new technical means but also new forms and methods of teaching, a new approach to the learning process.



The concept of learning developing was formulated by Vygotsky L. S. (1991) based on the works of outstanding scientists Zankov L. V., Rubinstein S., Leontiev A., and many others, the analysis of the fundamental mental function, like thinking, its connection with speech. Based on the teachings of famous psychologists, Vygotsky L. S. concluded that “speech is a psychological tool that mediates thinking at its early stage, in the process of practical activity”. The scientist expressed this idea in the paraphrased expression of "Faust," Goethe "In the beginning was the deed", instead of the Bible, "In the beginning was the word." So, for Vygotsky, in the beginning was the deed (practical activity), which is mediated by the word.

In the nature of learning developing, the system of modern methods of innovative methods, design methods, integrative and others are responsible. At the same time, an interactive method is gaining considerable importance.

As demonstrated by pedagogical practice – the skillful implementation of the principle of developing the way of learning promotes to a more in-depth comprehension of the studied grammatical topics, and the formation of students' development creative independence.

It is known that, despite the effectiveness of the project methodology, it has not yet taken a firm place in the practice of teaching English, and this is largely due to the fact that teachers insufficiently assess the possibilities of an advanced method of learning, and are often limited to methods such as drawing up a cluster, brainstorm, KWL, etc.

The importance of the English language necessitates the search for new ways and methods of teaching English to improve the quality of knowledge. In the field of practice, all active methods of teaching are being introduced. The determining principle in improving the amount of knowledge is the developing principle, which meets the nature of modern techniques - cognitive, project, interactive, integrative, etc. One of the important skills in developing the principle of learning and the integrative method is speaking skills.



Below, we give as an example in the development of speaking skill through discussion for B1 level students, a lesson on the study of the topic: "Politics and Youth", modern, active methodological training related to the implementation of the developing principle of learning.

All tasks' types of work offered in the lesson are advancing method. As L. Vygotsky rightly argued: "Good learning is learning that runs ahead of development and leads it."

Lesson plan: Politics and Youth

Level: B1

Time: 80 min

Aims:

- To develop reading and speaking skills
- To revise language of politics

Materials: Handouts, laptop, OHP, presentation, whiteboard, marker

Mode of interaction: Whole group, pair work, group work

Introduction

This lesson gives students the opportunity to find out about the political system in the UK and to discuss the attitude of many young people towards politics.

Warm-up

Time: 10 min

Objective: to introduce the topic

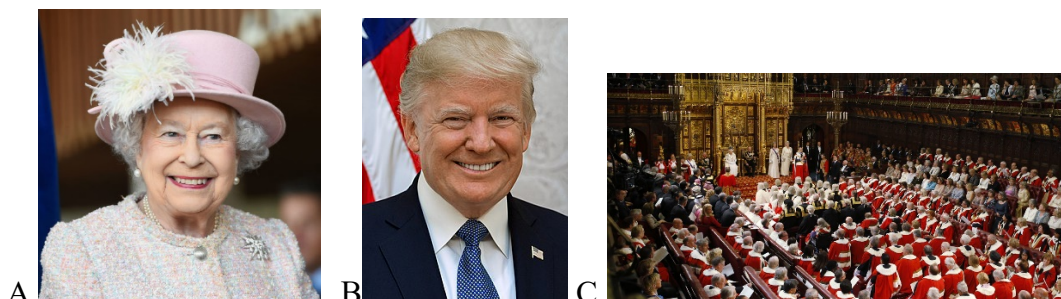
Materials: Handout 1.

Procedure: Teacher distribute Handout 1 and asks questions according to the pictures

- Can you name any of the people or the buildings?
- Which country do they belong to: Britain or the USA?

After discussion, Ss match the people in the photos 2 in pairs.





Key

Task 1. The photos show:

- 1 The White House (USA),
- 2 Buckingham Palace (Britain),
- 3 The Houses of Parliament (Britain)

A Queen Elizabeth II (Britain)

B President Donald Trump (USA)

C Members of the House of Lords (Britain)

Pre-reading activity

Time: 20 min

Objective: to increase Ss reading comprehension, to introduce new vocabulary

Materials: Handout 2, whiteboard, marker

Procedure: Teacher writes the words from Task 1 and asks their definitions. After guessing T distributes Handout 2 and Ss should match the political words to their definitions.

Key: 1. F; 2.a; 3.d; 4.b; 5.c; 6.e

In the Task 2 “Before you read”, T discuss the questions with the whole class.

- Do they know what the photos on this page represent?
- What is an English Lord?

Key: The photos represent the two chambers of the British parliament (top-The House of Commons, Middle – The house of Lords), plus the Scottish parliament.

A Lord is an English aristocrat whose title is passed down through his male heirs. Until recently, every English Lord had an automatic place in the British parliament, but this hereditary right was withdrawn in 1999.

In the next Task 3 Ss read the text, answer the questions and complete the task in pairs.

Key: 1. The House of Commons

2. The House of Lords

3. The Honourable Member

4. The Lord Chancellor

5. It represents Britain’s historical prosperity.



UK parliament: tradition...

In the 14th century, the British parliament split into two divisions, the House of Lords, which included the bishops and the aristocracy (or 'peers'), and the House of Commons, which included representatives of the ordinary people. The two Houses still exist today, but over the centuries the elected House of Commons has become the more powerful. The Lords, whose members are not elected and who traditionally inherited their seat in the House from their fathers, no longer have the automatic right to block new laws. The British parliament is one of the oldest parliamentary systems in the world, and foreigners are often puzzled by some of its ancient customs. During debates in the House of Commons, for example, members are not permitted to refer to each other by name, but must use the title 'The Honourable Member'. The Lord Chancellor, who controls debates in the House of Lords, must sit on the 'woolsack', a seat filled with wool that originated in the 14th century when wool was a symbol of Britain's prosperity. The position of the Lord Chancellor will soon be abolished. This is just one of the radical changes that have been imposed on the 700-year-old parliament in recent years, including the creation of a separate Scottish Parliament and Welsh and Northern Irish Assemblies.

Vocabulary

1. Match the political words to their definitions.

1. candidate	a. to ask for people's votes
2. to stand	b. a position in parliament
3. to elect	c. a formal, controlled argument
4. seat	d. to give someone the most votes
5. debate	e. a law that parliament passes
6. Act	f. a person who wants your vote

Before you read

2. Do you know what the photos on this page represent? What is an English Lord?

Reading

3. Read the text on this page and answer the questions.

- Which has the most political power – the House of Lords or the House of Commons?
- Which House has members who used to inherit their places in parliament?
- What must members of the House of Commons call each other during debates?
- Who sits on 'the woolsack'?
- What is its symbolic meaning?

T checks general comprehension about Political people and places by asking questions such as:

- 1) This person is the head of the government.
- 2) This person is the head of state.
- 3) These people are elected to represent their areas (known as constituencies). They are also known as MPs.
- 4) This place is where the Parliament meets.
- 5) This is the name of the main right-wing party.
- 6) This is the name of the main left-wing party.

The Queen / The Conservative Party / The Prime Minister / Members of Parliament / The Houses of Parliament / The Labour Party

Key: 1 – The Prime Minister 2 – The Queen 3 – Members of Parliament 4 – The Houses of Parliament 5 – The Conservative Party 6 – The Labour Party.

While stage. Find Somebody Who...

Time: 10 min.

Objective: to increase speaking ability and communicative competence

Materials: Handout 3, Handout 4.



Procedure: T copies **Handout 3** for each student or put it on the board for Ss to copy into a notebook. Ask students to add two more statements of their own in the blank spaces at the bottom of the chart before they begin. Then get everyone standing up and moving around the class to ask each other the questions. Make sure students know they can't write the same person for more than one question and that the extra information is important.

Handout 3 – Find Somebody Who...

Find somebody who...	Name	Extra information
... knows the name of the British Prime Minister.		
... would like to be a politician.		
... thinks that voting in elections is very important.		
... thinks there should be more women politicians in their country.		
... believes that most politicians are too old!		
... can name five politicians from their own country.		

Politics – sentence completion

- This task leaves students completely free to express their own opinions. If you are working with young learners, think carefully about whether or not your students are mature enough to be able to do this before you offer them this task. With teenagers there is a certain element of risk involved in a completely open ended task like this.

- To save photocopies and to make the task more challenging, dictate the sentences to your students. Alternatively, give each student a copy of **Handout 4**.

Handout 4 – sentence completion

Complete the following sentences to express your own opinion. Then compare your sentences with a partner.



- 1) In my opinion, most politicians...
- 2) If I were Prime Minister or President of my country I would...
- 3) The political system in my country is...
- 4) I wish politicians would...
- 5) In an ideal world...

While – listening activity

Time: 10 min.

Objective: to develop listening skill through audio track

Material: audio, laptop, Handout 5

Procedure: Make sure that Ss understand the difference between general, local and European elections (member of the national parliament are elected at general elections, members of local district council are elected at local elections, and members of the European parliament are elected at European elections).

Ss listen to two young British talking about politics and they should answer the questions for each person.

Listening

6 Listen to two young British people talking about politics.
For each person, answer these questions.

1. How old are they?
2. Are they interested in politics?
3. Have they ever voted?
4. Are they going to vote in the local elections?
5. Would they like the voting age to be lowered to 16?
6. Why (not)?

Key:

Jake: 1. 22	Beth: 1. 24
2. No, not very	2. No
3. Yes	3. No
4. No	4. No
5. Yes	5. No
6. Because he thinks that it might make people learn a bit more about politics when they're still at school	6. Because she does not think that it would make any difference to anything or that many 16-year-olds would be interested.

After listening, give to Ss a couple questions for discussion

- Are young people in your country generally politically apathetic?
- Would you like to be a politician? Why / why not?

Post stage Vote for us!

Time: 30 min

Objective: to fix knowledge about politics and to present role-play.

Material: Handout 6



Procedure: This is a fun task that could lead on to becoming a mini project. Put students into groups or 'parties'. They will have to think of a name for their new political party and to think up five policies that they will use to try and win the election.

Handout 6 – Vote for us!

You are going to create a new political party! Think of a name for your party and think of five things you will do if you are elected. Then try to persuade your classmates to vote for you.

When all groups have finished, give them each two minutes to try and persuade the other groups to vote for them. Then hold a class election. If you have time to prepare it, make ballot papers and use a shoebox so students can have a secret vote. Then count up the votes and let the winners celebrate!

The _____ Party. If we are elected we will: ✓ ✓ ✓ ✓ ✓ Vote for us! You know it makes sense!
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To sum up, the developing principle of learning is not limited to using only modern methods. It is necessary to skillfully combine the traditional methodology (inductive, deductive teaching methods; composing a sentence; adding words or phrases; translating from English to Russian, etc.), with innovative teaching methods (project presentations, creating interactive situations; game technology and much more). All this taken together will help to teach students "running ahead of their development", developing them spiritually and morally.

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Investigating semantic shifts in words related to technological advancement in English

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Abstract

This article aims at investigating semantic change in words connected to technological progress in English. The meanings of one word in different context were compared. Having analyzed semantic aspect in words the following findings were detected: 1) the most frequently implemented type of semantic change was generalization which facilitated to the formation of new meaning because of technological advancement. 2) New terms emerged mostly due to widespread utilization of computer and the Internet. In order to be aware of changes occurring to the language during the era of technologies, one should learn about new terms and notions. It is essential not to fall behind of time.

Key words: *semantic shift, technological advancement, context, meaning, factors, term.*

Introduction

Language is not static; it changes over time. All language fields including semantics undergoes changes. Semantic shift is the process of changing the meaning of a word. Semantic change has been studied from different perspectives. Types of semantic shift, factors and consequences of semantic change were investigated by many researchers. Although a lot of examples within the surveys were introduced, there are no works