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This book of papers contains the research works delivered at the 3d TESOL West-Ukraine Regional Conference "Modern Trends in Teaching and Studying English in Ukraine" which took at the Khmelnytsky National University on October 29, 2004.

У статтях збірника містяться матеріали, представлені на третій Західноукраїнській регіональній науково-методичній конференції "Сучасні тенденції у навчанні та викладанні англійської мови в Україні", яка проходила у Хмельницькому національному університеті 29 жовтня 2004 року.

INTRODUCTION

The Organizing Committee of 3rd Regional TESOL-Ukraine Conference "Modern Trends in Teaching and Studying English in Ukraine" are thankful to all the participants for their ideas, shared activities and techniques of developing English skills. We hope that this conference as well as all previous TESOL-Ukraine endeavors will help to enrich the experience of EFL professionals, improve the ways of teaching the English language in our country and inspire EFL/ESL teachers on further researches.

CMC demands no turn taking competition, provides for more equal participation and allows shy and less motivated learners to interact with others. Another advantage is that the learner re-examines and edits the text-based communication to make the interaction more meaningful and comprehensible. In other words, learners are more aware of the language structures that they and their peers use to compose messages. Subsequently, this may lead them to attend to feedback or attempt frequent self-correction. Learners benefit from a focus on form in attempting to overcome incorrect target language features. This internal monitor facilitates language acquisition.

Other studies indicate that CMC enables learners to increase their language production and complexity because the participation structure is significantly different from a typical classroom interaction . For example, a reduction of teacher talk in CMC is a benefit of learners' language production. Learner-learner on-line interaction, therefore, should result in greater language production than that achieved in teacher-learner interaction. Other studies show that on-line interaction in language learning not only supports the development of students' language skills but also fosters students' interest and motivation in language learning in general.

V. Chernukha, V. Pushkar
University of Consumer Cooperatives in Ukraine, Poltava

ENHANCING ACTIVE LEARNING

We, in Ukraine, are living in a global environment. Our need and ability to understand and communicate with others at home and abroad become daily increasingly important. PUCCU's business graduates are facing challenging demands in Ukraine's growing market economy. We design and implement educational tools and strategies which integrate business content with English language arts thus enhancing communication capabilities in a variety of media.

The Internet is a valuable medium for helping students succeed in academic programs such as: International Economics, International Management, Marketing and so on. An example of such strategies is an interactive text on Principles of Marketing. It includes: an online Media-Rich e-book; integrated Online Study Tools; and a "Need to Know" Print Companion. This text takes full advantage of the online environment. Preliminary quizzes point the students to the chapter's central ideas. Active Examples and Active Exercises help students explore core concepts through video, audio, and written texts. At the end of each major section, Concept Checks allow students to self- test their understanding of the material, with links back to appropriate coverage. Chapter Wrap-Ups include a practice quiz giving students a chance to again self- test their knowledge. Dynamic content is updated as often as needed and can be found at www.prenhall.com/myactivebook. Management students especially enjoy

working with the text, Fundamentals of Management: Essential Concepts and Applications. It is an introduction to management that includes the latest concepts and practices, discusses different kinds of companies. Every page connects the student to the real world of management. Whether the topic is understanding e-business, workplace violence, knowledge workers, Internet job searches, or visionary leadership, all of them truly capture the issues facing managers in the twenty-first century. It can be found at www.prenhall.com/robbins.

Another benefit of the Internet is the incredible access it provides to sources of knowledge like Web pages and e-Books. Students use the Internet to research companies, to write updated cover letters and high-impact resumes for the 21st century job hunters. They may also research a topic in depth by exploring a range of sites for writing their course projects, final projects, or preparing presentations. Students combine on-line research with research from print sources. The Internet is suited to students working solo or in teams. They talk about what they are learning, write about it, relate it to past experiences, and try to make what they learn part of themselves. When students work together on projects, they gain experience in developing their own pace and become autonomous learners, which fosters the language learning process.

Both linguistic and business oriented CD-ROMs are becoming invaluable tools for learning/teaching English for professional purposes. Business to Go is a comprehensive course for business students. Students use two CD-ROMs which provide practice in English needed by professionals in the workplace, in social situations connected with work, and when traveling. Each situation includes video, listening tasks, target vocabulary, pronunciation and role-play exercises. Tests allow students to check over their answers and retry as often as they wish to better their score; they have tremendous teaching potential. Electronic products like Merriam Webster's Collegiate Dictionary, Talking Dictionary, The Newbury House Dictionary of American English, and Encyclopedia Britannica offer a wealth of comprehensive, current information along with engaging multimedia. Thus, it is only logical to conclude that because computers and the Internet enable more interaction and collaboration, there is more learning.

M. Choban
National Academy of Security Service of Ukraine, Kyiv

TEACHING LEGAL LEXIS AT THE INITIAL STAGE OF LEARNING ENGLISH

Learning a foreign language typically starts with the study of its sound system. The dispute which arose after the appearance of the communicative approach to language teaching as to whether to teach segmentals or suprasegmentals seems to have been over since the signify-