

in doing the task and complete it successfully students can share their responsibilities depending on their strengths and weaknesses.

The tasks that reflect the students' specialist world should be meaningful, relevant, motivating, challenging, have a clear purpose and clear instructions, meet students' needs, make them think and share their opinions and own experiences, and allow to develop their confidence and fluency.

THE USE OF TV NEWS AND NEWSPAPERS IN LANGUAGE TEACHING

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Most EFL teachers teach their students using what is known as an authentic text, an original, unsimplified message intended for native English speakers. TV news and newspapers are among the most popular sources of authentic materials. They provide students with an abundance of timely information of general interest or from their specialism areas.

The classroom should be an extension of the learner's world. In an everyday situation, the learner is exposed to both written and oral information coming from the press and TV. Both ways of presenting information provide creative and original ideas for making effective use of readily authentic, accessible, and up-to-date English. The ultimate goal is to familiarize the learner with specific language, register, and other stylistic devices that are used when a piece of news is presented on TV or in the press, along with printed material found in the Internet.

The most important point to bear in mind is that the materials should be specifically designed to provide the learner with stimulating, topical, challenging, and real information to support the course syllabus. Therefore, the teacher should decide when it is the most convenient moment to expose the students to mass media information. Experience shows that they profit much from dealing with updated, daily materials, which they have to understand, retrieve, and reconstruct after viewing or reading the news item). This is precisely what they are expected to do in their professional lives. Therefore, the frequency of exposure should depend on the students' needs, interests, and time availability.

It is considered that the language included in news items is organized in particular patterns. Thus, teachers should explore different texts to recognize the text patterns. Passages should be analysed for differences which may predispose writers of certain subjects to use some strategies over others. Then, this strategy should be explicitly taught and fostered as a skill enabling the learner to recognize different patterns, such as an expository presentation with a problem-solution pattern, an argumentation or debate with a hypotheses-confirmation format, or a sequencing of events presented in a text.

The lesson should also develop critical reading/viewing by providing the learner with problem-solving and research skills through the use of TV news items and newspaper cuttings which depict formats and features. In the case of the

broadcast news, the teacher should tape the program when it airs and show all or part of it to the class. A teacher may begin with a review of the day's or week's top news stories. Discussion may focus on current issues and trends unfolding in the news. International news should be brought to the class so students can explore selected events around the globe and discuss all sorts of topics including business and commerce, science and latest achievements in the sphere of their activity. The choice should be based on course requirements, objectives, and learners' needs and interests.

Language learning can actually be facilitated and optimized by explicitly teaching the linguistic features helping the learner become aware of the strategy required to extract meaning when confronted with oral or written media texts.

Newspaper writing is remarkably consistent and experienced readers have well developed expectations for the style of writing to be found in each section of the newspaper. The styles of news writing, feature writing and opinion writing are easily described and readers can develop effective strategies for dealing with these styles.

Newspaper content is equally consistent. Only a limited number of topics are generally considered newsworthy and each has distinctive characteristics. They have their own typical settings, sequences and characters with discernible roles. And they are often described using a limited set of high-frequency words and phrases.

The tasks accompanying each text should give the learner confidence to read and view news for themselves outside the classroom. They should be challenged with increasingly demanding and thought-provoking tasks, which are practical and oriented to helping them enhance their thinking powers and develop their critical skills with the aim of achieving autonomous learning by developing their competence in English.

USING WEB RESOURCES WHILE TEACHING FOREIGN LANGUAGES

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The wealth of the information available on the Web can afford teachers and learners to get an access to language learning resources like never before. The World Wide Web expands the classroom context and provided access to current, up-to-date materials from the country or countries of the target language, offering learners and teachers a great amount of materials in different modes, bringing the foreign culture and language to life and making it more tangible. Online journals, newspapers and magazines provide authentic materials for language learners while teachers can find lesson plans and ideas, exercises, assessment tools and other materials for using in their classes.

In environments where teaching staff is not able to fulfill all requirements of the curriculum with regards to the skills and knowledge required, ready-made, high quality audio-visual and other programmes may provide sufficient backup for them to offer appropriate courses without having to engage in time-consuming and expensive retraining.