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# **АКТУАЛЬНЫЕ ПРОБЛЕМЫ ЛИНГВИСТИКИ И ЛИТЕРАТУРОВЕДЕНИЯ**

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**Английский для филологов: проект учебника**

English for philology students: project of a course book

*В статье представлено описание одной из глав пособия «Английский для филологов». Пособие составлено в соответствии с методикой «Английский язык для специальных целей» и включает большое количество аутентичного материала: аудио- и видеозаписей, также статей, используемых в основном в качестве источника теоретических знаний.*

*The article describes a unit of the “English for Philology Students” course book. The course book is developed according to the ESP (English for special purposes) method and involves a large number of authentic materials: audio and video, articles used mainly as a source of theoretical knowledge.*

**Ключевые слова:** ESP, пособие, задание, аудиозапись, видеозапись, парадигматические отношения, навыки.

**Keywords:** ESP, course book, tasks, audio- and video records, paradigmatic relations, skills.

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Nowadays, in connection with the change of the research paradigm, the necessity of altering the approach to foreign language teaching, particularly English, was realized. Since English has the status of an international language, the need for possession of the latter does not cause doubts, and the number of those who want to learn English grows each year<sup>1</sup>. The main problem that teachers and students face today is the lack of correspondence between teaching materials and methods and students' needs, since most of those who study this language require specialized English applied in a certain field. This requires selecting specialized vocabulary, grammatical structures, colloquial phrases and collocations applicable, as well as in specialists' training focused on teaching English in the framework of medicine, economics, IT, psychology, energy, etc.<sup>2</sup>

Different English books are published in Russia, but there are practically no specialized course books for philology students. The need to create such books is obviously high: due to the growing integration and globalization in academic spheres it is extremely important to train specialists who can interact with their foreign colleagues directly: share knowledge and experience, take part in various conferences, discuss and solve important problems, work on projects, etc.<sup>3</sup>

This paper presents a project of an English course book for philology students. The book is based on the method of teaching English “English for Specific Purposes” (ESP), which involves usage of a large number of authentic material: articles, audio and video materials, which maximizes the interaction between students and the studied language in the necessary professional context. The course book is intended for upper-intermediate students. The tasks offered to philologists are organized in such a

way that they can learn the necessary terminology base, expand the vocabulary and improve the skills of listening, writing, speaking and finding necessary information. The book includes topics that cause the greatest number of difficulties, such as paradigmatic relations in the vocabulary, the development of new meanings and borrowings, usage of articles, punctuation, etc.

On the example of the unit “Paradigmatic Relations in the Vocabulary” I will present the structure of the course book.

The unit is divided into four sub-units: synonymy, antonymy, paronymy and polysemy. Each sub-unit includes work with video or audio material: viewing, discussing and performing exercises to revise the terms used in the recording(s), exercises on discussing and searching for the theoretical basis of the topic, as well as practical tasks aimed at deepening and consolidating theoretical knowledge.

The first block of tasks of the sub-unit “Synonymy” includes a video ‘A short introduction to Ferdinand de Saussure and the central concepts of structural linguistics’, questions and exercises on filling in gaps and matching terms to their definitions.

The video presented in the block of tasks allows to understand how the topic is built into the general system of the language, to master the terminology and to practice listening skills. The video is followed by test questions, for instance: *What was Saussure credited with? What is Structural Linguistics? What relations are there among objects in the language system?*

These questions help to check how thoroughly the material was learnt, to discuss obscure moments in the audience. In the process of composing the answer the student also learns to formulate definitions of concepts, supplement the answers presented by classmates.

Exercise to compare the terms used in the video facilitates rapid memorizing of these terms.

The last exercise from the block is aimed at repeating and fixing the studied material. It is a text with gaps, the main purpose of which is to check the knowledge of terminology and the ability to apply it in the right contexts.

*Saussure was ‘concerned exclusively with three sorts of systemic relationships: that between a \_\_\_\_\_ and a \_\_\_\_\_; those between a sign and all of the other elements of its system; and those between a sign and the elements which surround it within a concrete signifying instance’*

In addition, the content of the text itself partially repeats the contents of the video, which allows students to fill in the “gaps” in knowledge.

The second block of tasks consists of an article that covers the topic “Synonymy”, and tasks such as “Multiple Choice” and “Google Search” (searching for the necessary information on the Internet), as well as group / pair tasks to find contexts allowing to identify semantic differences of synonyms. The exercises also include paronyms and false synonyms, causing greatest difficulties for students.

The first task in this block is a test with four different answers, students are asked to choose one variant containing the most appropriate answer:

1. The commercial is **ubiquitous** nowadays, it is impossible to watch a film or a programme on the Internet without commercial breaks.

a) sly b) general c) omnipresent d) spread

2. His **rash** behaviour prevented him from being appointed to the post.

a) reckless b) prompt c) unexpected d) nervous

This task gives students an opportunity to improve their skills of working with vocabulary, expand vocabulary and practice translating skills.

The second exercise aimed at comparing selected words and expressions with their definitions helps to assimilate new vocabulary.

The third task of this block is focused on working with Internet resources and involves working in a pair or group. Students are asked to find information on the types of synonyms in English and to perform an exercise on selecting contexts that allow to explain the difference in meanings of pairs or groups of words, for example: 1) general, common, mutual; 2) alone, single, solitary, lonely

This task helps to form a clear understanding of the difference in meanings of these words and avoid mistakes in their usage.

The last, third, block of the sub-unit includes the video ‘Semantic Similarity: Synonymy and Other Semantic Relations’ and questions for a group discussion. In the video the information studied earlier is summarized, an idea is formed about how synonyms, antonyms, paronyms and polysemantic words interact in the lexical structure of the English language. The questions that follow the video contribute to the discussion of the material presented: it deepens knowledge and helps to explain previously misunderstood or difficult details.

As seen from the presented description, the tasks and exercises used in this course book develop the skills of information perception and English material retrieval, expand the vocabulary and improve the ability to work in a team, conduct academic discussions and relate the knowledge received in the native language with information presented in English, which is extremely important for future philologists, since this knowledge and skills will enable them to interact with foreign colleagues and meet international requirements.

Thus, the course book focuses on the needs of students studying philology, and is designed to prepare young professionals for professionally-oriented written and oral communication in English.

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<sup>1</sup> Hutchinson T. & Waters A. English for Specific Purposes: A learning-centered approach. – Cambridge: Cambridge University Press, 1987

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<sup>4</sup> Chandler D. Semiotics for Beginners // URL: <http://visual-memory.co.uk/daniel/Documents/S4B/sem03.html>.