



**Association of Teachers of English
to Speakers of Other Languages
TESOL-Ukraine**

First National TESOL-Ukraine ESP Conference

ESP Teaching in the Context of the University Education Globalization

**and
Summer Institute**

ESP Dimensions

12-17 September, 2005

Materials of the Conference

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It is recommended by the Executive committee of TESOL-Ukraine and the Organizing Committee of the 1st National TESOL-Ukraine ESP Conference and Summer Institute.

ESP Teaching in the Context of the University Education Globalization: materials of the conference. – Львів: ПП „Марусич”, 2005. – 141 p.

The collection includes materials of the conference reports, presentations, and workshops made at The 1st National TESOL-Ukraine ESP Conference “ESP Teaching in the Context of the University Education Globalization” and Summer Institute “ESP Dimensions”, that took place in Feodosia on September 12-17, 2005. The representatives of nineteen TESOL-Ukraine oblast communities – the scholars and practitioners from the higher and secondary educational establishments of Ukraine participated in its work. The reports presented at the conference dealt with a wide range of research and practical problems in the spheres of ESP/Research, ESP/Methodology, ESP/Curriculum, ESP/Course Design, ESP/Materials Writing, ESP/Projects & Events Management.

The publication is aimed at ESP professionals, researchers, students, post-graduate students, and at all those interested in the theoretical and practical aspects of ESP teaching.

Викладання англійської мови як мови фаху в контексті глобалізації університетської освіти: матеріали конференції (на англ. мові). – Львів: ПП „Марусич”, 2005. – 141 с.

Збірник містить матеріали доповідей, презентацій та семінарів 1-ої Всеукраїнській конференції TESOL-Україна “Викладання англійської мови як мови фаху в контексті глобалізації університетської освіти” та Літнього Інституту „Виміри викладання англійської мови як мови фаху”, які проходили у Феодосії 12-17 вересня 2005 р. Представники 19 обласних осередків TESOL-Україна - науковці та викладачі вищих і середніх навчальних закладів України взяли участь у роботі конференції і літнього інституту. Матеріали конференції відображають широкий спектр теоретичних та практичних питань у галузі викладання англійської мови як мови фаху.

Видання розраховано на науковців, викладачів, студентів, магістрантів та аспірантів, які вивчають англійську мову та на широке коло зацікавлених осіб.

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LINGUISTIC AND NON-LINGUISTIC COGNITION **(A cognitive approach to content-based instruction)**

“Thoughts without content are empty, intuitions [perceptions] without concept are blind”.

I. Kant

A human being is connected to the world and a human being perceives the world via his/her language. Purposive, holistic, dynamic character of the cognition is verbal (lexis, grammar, syntax. text) and non-verbal (rhythms, intonation patterns, gestures, facial expressions, musical ideas, imagistic phenomena). It engages in activities: movements and processes which are spared and selected by the whole teaching project and social role of a person as an EL learner.

Wittgenstein developed two complete models of language in his lifetime. The first model sees language as consisting of descriptions picturing states of affairs. Thought consists of manipulating descriptions according to evidence and the rules of logic. In his second model, language becomes a set of tools for performing actions. Rather than consisting of descriptions whose job it is to introduce representations into the mind, in the new view use of language need not produce representations at all. Language guides human actions and interactions

and this is determined by how the organism interacts with the things around it, not by whether representations or other internal surrogates exist in it [1].

The situatedness now needed for cognition to occur is situatedness in a cognitive context, a context that motivates the cognition, gives it its point, gives its individual terms their use and therefore their meaning.

The cognition needs both a physical context and a problem context. It means that linguistic representations are interrelated with non-linguistic representations. That's why in ESP teaching practice a foreign language is learned not only by rule-instruction but by using meaningful situations and meaningful context and the learner's motivations, experience, interests and knowledge of the world are involved for problem-solving meaningful activities, thus integrating language learning and content learning.

As we know from cognitive psychology, information is stored in memories in two forms: declarative knowledge (*What?*) and procedural knowledge (*How?*). *How to build the effective cognition-based content ESP model?* The model components represent: **content** (*declarative knowledge*) and **language** (*procedural knowledge*) which include a content-based curriculum, European Framework "Common European Framework of Reference for Languages: Learning, Teaching and Assessment" language development, learning strategies (met a cognitive, cognitive, social-affective strategies) [2- 3].

While compiling contemporary ESP materials (e.g. art and design studies, environmental studies) we should develop thematic units where the English language is used in an academic context, the activities (tasks) being simplified but cognitively relevant to achieve the content objectives and the language objectives. While planning thematic units, we should also correlate our efforts with other subject-matter teachers who can identify the most relevant concepts and skills for the area. So using relevant resources, an ESP teacher constructs relevant activities.

References

1. Wittgenstein, L. (1953). *Philosophical investigations* (Trans. G.E.M. Anscombe). Oxford: Blackwell.
2. *English for Specific Purposes (ESP) in Ukraine. A Baseline Study*. Ministry of Education and Science of Ukraine. – Kyiv, 2004.

3. *English for Specific Purposes (ESP)*. National Curriculum for Universities. Ministry of Education and Science of Ukraine. –Kyiv, 2005.