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**ВИКОРИСТАННЯ ПРОЕКТНИХ РОБІТ СТУДЕНТАМИ ДРУГОГО КУРСУ
ФАКУЛЬТЕТУ ПЕРЕКЛАДАЧІВ**

У статті розглянуто питання доцільності застосування проектних робіт у процесі навчання англійської мови на другому курсі факультету перекладачів. Увагу зосереджено на структурі проектної роботи, особливості усної презентації, правильності та послідовності застосування додаткових матеріалів. А також запропоновані усні та письмові комунікативні взаємоз'язані завдання з теми «Преса», за допомогою яких студенти можуть підготуватися до проектної роботи.

Ключові слова: проектна робота, усна презентація.

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В статье рассматривается вопрос о целесообразности использования проектных работ в процессе обучения английскому языку на втором курсе факультета переводчиков. Внимание сосредоточено на структуре проектных работ, особенностях устной презентации, правильности и последовательности использования дополнительных материалов. Также предлагаются устные и письменные взаимосвязанные коммуникативные задания по теме «Пресса», с помощью которых студенты могут подготовиться к проектной работе.

Ключевые слова: проектная работа, устная презентация.

T. O. PETROVA

**THE USAGE OF PROJECT WORKS BY SECOND-YEAR STUDYING STUDENTS
OF TRANSLATORS AND INTERPRETERS' DEPARTMENT**

The article is devoted to the research of planning project works by second-year students of translators and interpreters' department. Main points of organizing oral presentation are described. The series of preparing communicative situations and exercises on topic «Press» are given to make project work successful.

Key words: project work, oral presentation.

Project work is becoming an increasingly popular within the students' classroom. It can be conducted by individuals, pairs or groups. A project involves students in deciding together what they want to do to complete a project whilst the teacher plays a more supporting role. Projects can also be used as a teaching method, encouraging reflective thinking and problem solving skills and developing the teamwork and collaboration skills [5, p. 1]. It can cover many diverse activities outside the conventional methods of teaching. It can include management games, role playing, extended essays, taped interviews, surveys, work diaries, mock newspapers, posters and films. An all-embracing definition might say that it is activity in which students are involved in meaningful situations in the process of acquiring new skills and greater degree of insight.

Some advantages of project work are: 1) increased motivation - learners become personally involved in the project; 2) all four skills, reading, writing, listening and speaking, are integrated; 3) autonomous learning is promoted as learners become more responsible for their own learning; 4) there are learning outcomes - learners have an end product; 5) authentic tasks and therefore the language input are more authentic; 6) interpersonal relations are developed through working as a group; 7) content and methodology can be decided between the learners and the teacher and within the group themselves so it is more learner centred; 8) a break from routine and the chance to do something different; 9) a context is established which balances the need for fluency and accuracy [2, p. 27; 5, p. 1].

The goal of this article is to describe the process of preparing project work by students of the second year of studying of interpreter's department.

Any project work has such components:

Opening. To give learners an idea of what projects are and what they should be aiming to produce. It is good to have examples of past projects.

Proposing. After explaining the idea behind the project the teacher asks learners to propose a scheme of work:

What do you want to include in the project?

What form will it take?

Who will be responsible for what (By giving more freedom to the learners you may also be giving them the freedom to do nothing! If the project is planned carefully and roles decided at the proposal stage this is less likely to happen)?

Presentation. Projects need to be seen and admired. Ask also students to prepare a task for the others in the class to do connected to the project: it could be a quiz with questions, a crossword using vocabulary for project or comprehension questions for video that learners have made.

Evaluation. As with any piece of work a project needs to be acknowledged and evaluated. It's not enough to say "that's great" after all work learners have put in. The teacher might use a simple project evaluation report, which comments on aspects of the project such as content, design, language work and also evaluates the oral presentation stage of the project [5, p. 1-3].

The ability to present project work through effective speaking is the most important thing. Any oral presentation consists of three main parts: *the introduction, body and conclusion* [1]. But before giving a successful oral presentation a student must develop his own presentation style but avoid commonly made mistakes. Many presentations concern interesting work, but are nevertheless difficult to follow because the speaker unknowingly makes a number of mistakes.

Almost everyone listens from the very beginning, but halfway the attention may well have dropped to around 10-20% of what it was at the start. At the end, many people start to listen again, particularly if a student announces his conclusions, because they hope to take something away from the presentation.

What can students do to catch the audience's attention for the whole duration of their talk? The attention curve immediately gives a few recipes:

Almost everyone listens from the very beginning. This is the moment to make clear that a student will present work that the audience cannot afford to miss.

If a student wants to get your message through, he should state it loud and clear from the very beginning, and repeat it at the end.

The best approach, however, is to divide the presentation in several parts, each ended by an intermediate conclusion. People in the audience who got distracted can always easily catch up with it, particularly if a student outlines the structure of his talk from the very beginning [3, p. 142-150].

Why does an audience get distracted? There are many reasons why this may happen. Here is a couple of the most common ones, most are self explanatory.

The speaker lives in his own little world of research, he believes that all the background information needed to appreciate the meaning of his work is common knowledge. This is seldom the case!

The structure of the presentation is unclear, and consequently the line of reasoning is hard to follow. Important matters as problem identification, aims, or motivation are insufficiently clear.

Visual aids (transparencies, slides) are sometimes inadequate, confusing, unreadable, too small, too crowded, etc. Some speakers show too many in too short time (one per minute is not bad as a rule of thumb).

The speaker uses long, complicated sentences; he uses unnecessary jargon, abbreviations or difficult words. Passive sentences are more difficult to follow than active ones.

Even worse is when the speaker reads his speech from paper and forgets that written language is usually more formal and complicated than language used in everyday conversations, and reading written text goes a lot faster than off hand speaking.

In such cases the audience will definitely experience information overload. Of course we sympathize with the speaker who feels insufficiently confident in English. However, reading a text is almost always an unsatisfactory solution.

Monotonous sentences, spoken either too fast or too slowly, lack of emphasis, unclear pronunciation, all make it difficult for the listeners to stay attentive. [7, p. 1-4].

To organize a presentation a student should be aware of fundamental differences between an oral presentation and written report. In the presentation the listener by necessity has to follow the order in which the speaker presents his material. The reader of the article can skip parts go back to the materials section, take a preview at the conclusions when he reads the results, etc. Exactly because of this reason, all scientific reports follow the generally adopted structure of *Abstract – Introduction – Experimental Methods – Results – Discussion – Conclusions – References*. However, this structure is totally unsuitable for an oral presentation. Nevertheless, the majority of contributed talks at a conference adheres to it [8, p. 2-4].

Why is this generally accepted structure unsuitable for classes? Because the listener will have to remember details about the experimental methods until the results are presented, and he must recall the various results when the speaker deals with the discussion. Grouping together what belongs together is much better way to organize your talk.

A student should realize that the two key issues in the presentation of a talk are:

The message: What do I want the audience to know when I finish?

The audience: How do I present my talk such that the audience will understand and remember what I have to say [4].

A student should try to capture the message of his presentation in a single sentence.

In the opening, the student catches the attention, for example by a scientific question, or a catchy or maybe even provocative statement. He must try to speak slowly, with emphasis, and look at the audience. Of course, he must have prepared and rehearsed the opening carefully.

However, before he gives his opening sentence, it is good to start with «*Ladies and Gentlemen ...*» followed by a few seconds of silence, in which a student looks around to see if people are paying attention. By doing so, he actually forces the audience to listen.

In the rest of the Introduction, a student sketches the background of his research. Hence, reserve sufficient time (i. e. at least 30% of the total time) for general aspects of the work. It is good practice to not only clearly identify the main question he addresses, but also gives the conclusion of his work, if he wishes so. In this way he enables the audience to better follow his reasoning and to anticipate on the outcome of the research.

Conclusion should be properly announced to regain full attention. A student must present conclusions in relation to the questions he raised in the Introduction avoiding all irrelevant details. This is the take-home message that the audience should remember.

Students should remember while they read they pay less attention to what they say!

Using transparencies on simple overhead projector is more or less problem free. In most cases transparencies project well are easy to read for the audience and the room does not have to be darkened so that people can make notes if they wish. For a student as a speaker, transparencies leave him the flexibility to make last minute changes, or even write on them during projection.

Tips for effective transparencies: preferably use landscape format; use large lettering; black letters on a white background, or bright yellow on black or dark blue give the best result; do not use structured backgrounds and do not waste too useful space on logos, etc. ; use pictures, figures, with a title, a short, clear caption; avoid data in tables or in the text; if you use text than no more than 8-12 lines per slide; avoid complete sentences, use “headlines”; give each slide a title and try to include a brief conclusion at the bottom of each slide [6, p. 2].

Slides do not give this kind of flexibility. Recently the use of computer projection with a beamer has become popular. No doubt, this offers wonderful opportunities for spectacular effects.

Presentation will be most effective if the student uses the same everyday language in which he explains things to a fellow student in a lab. The audience will be grateful if he is easy to follow.

There is only one way to find out the available time for student's presentation. He must take his stopwatch and go. First he may note that the sentences simply do not come. The solution is to sit down and write the first part out in clear, short sentences. Second, he will probably find that he has too much material. Hence, he has to cut down and he should not take out too much of General Introduction. It is probably the best to skip a few less important items in the middle of his talk. A student should never compromise on the Introduction and the Conclusions!

Carefully timing the presentation is extremely important. [8, p. 2].

Usually students are very nervous. For beginners, nervousness may easily lead to lack of confidence, caused by feelings of being inexperienced.

First time speakers often interpret nervousness as a sign that they are apparently incapable of delivering a good presentation. All the symptoms that accompany nervousness, such as frequent swallowing, trembling, transpiration, etc. are signs that your body is getting ready for something important.

Note, that a good start of the talk is critically important in catching the audience's attention, you don't want to take any risks here. Hence, the best advice to speakers is to prepare for the first five minutes. Write this part out in short, powerful crystal clear sentences and rehearse them several times!

So to prepare a good project work we propose to do the following exercises first.

Exercise 1.

News travels faster today than ever before. We see, hear and read more about world events than any other generation in history. Read the article about the world of information and be ready to answer the questions. What exactly are "the media"? How did the twentieth century's media boom (a period of very rapid growth and success) happen? Is it a miracle or sometimes perhaps a monster, too? Give also your personal opinion.

«Media» is the plural of «medium», which means a channel through which information is transmitted. But that's not very exact. It doesn't tell us what kind of channel or what kind of information. For example, are TV adverts (short of advertisement) a part of the media? Some people say yes, others say no. And what about films, novels or songs? It all depends where you draw the line between fact and fiction. If you include all of them, a list of media looks like this:

Advertising/Internet/Cinema/The Pop Music Industry/The Press/Radio/TV/Video. But if you limit your definition of "information" facts, the list becomes shorter: The Press/Radio/TV/The Internet. «...»

Here are some key events in media history.

15th century Germany Johannes Gutenberg developed the first printing press.

1621 Europe "The Corante", Europe's first printed news-sheet, appeared.

1901 Britain Guglielmo Marconi sent the first transatlantic radio message (from England to Canada). "1962 America «Testar», the first communications satellite, went into space.

1970s USA/Japan/Europe The micro-electronics revolution began.

Exercise 3.

Read the information about the reporting the news and tell what news is and what main factors must be in a good newspaper story.

*Several factors make a good newspaper story. First – obviously – it must be **new**. But since TV can react to events so quickly, this is often a problem for newspapers. They usually respond to it in one of three ways.*

By providing extra details, comments or background information.

By finding a new angle (a way of looking at something) on the day's major stories.

By printing completely different stories which TV doesn't broadcast.

*OK – so a story needs to be new. What else? Well- it also has to be **dramatic**. People don't want to read about ordinary, everyday life. Because of this, many stories involve some kind of **conflict** or **danger**. This is one reason why so much news seems to be bad news. "Plane lands safely – no-one hurt" doesn't sell newspapers. "Plane crashes – 200 feared dead!" does.*

*Next, the **human interest**. People are interested in other people – particularly in rich, famous and powerful. Stories about private lives of pop stars, TV personalities, actors, politicians and royalty, for example, all appear regularly in certain newspapers.*

*Finally, for more editors, **familiarity** is an important factor, too. They prefer stories about people, places and events which their readers know. That's why the stories in Tokyo's newspapers are often very different from the stories printed in Paris, Cairo, New York or Buenos Aires.*

Exercise 5.

Read about the news agencies and prepare additional information about major news agencies which are not mentioned in the text.

Journalists are very expensive – especially foreign correspondents. Most modern newspapers can't afford to have their own reporters in every foreign capital. So how do they get international news? Well, in most cases it comes from news agencies. These are large organizations which have reporters all over the world. Every day they collect information and then sell it to newspapers (and TV and radio stations, too).

One of the biggest agencies is Reuters. It has approximately 9000 reporters working in 118 cities in 82 countries. Reuters journalists never express their own opinions – they simply write the facts. Their stories (over 400 per day) are used by more than 1000 newspapers in five continents.

Other major news agencies include Agence France Presse, The Press Association, United Press International.

Exercise 6.

Read about ten key jobs in printing the news and describe the most interesting for you.

The editor is in overall (general) charge of the newspaper and what it prints.

The news editor controls national or “home” news (and the journalists who report it).

The foreign editor controls international news (and journalists who report it).

The picture editor chooses photographs, maps and illustrations.

The designers control the paper’s visual style, its typefaces (the different styles of printed letters), the size of headlines (words in big letters at the top of a printed story), where to put photos, etc.

The sub-editors check stories for mistakes. They also make them longer or shorter if necessary.

«...»

Exercise 7.

Read the text and define the differences between ‘soft news’ and ‘hard news’.

About half of a daily newspaper can be prepared in advance (the adverts, cartoons, crosswords, TV pages, features, etc.). The other fifty percent is either ‘soft news’ or ‘hard news’. Soft news includes all the events which a paper can predict; for example major sports competitions, political conferences, elections.

Hard news is different because it’s usually unexpected. Examples here include plane crashes, assassinations (the murder of an important person), major crime.

So as a newspaper’s day begins, it will already have lots of words and pictures but what it may not have is its front-page story.

Exercise 8.

Find the examples of ‘soft news’ and ‘hard news’ from any British newspaper page.

Exercise 9.

There are two main types of newspapers – tabloid and broadsheet. They approach the news in very different ways. The tabloids basically try to entertain, shock, and amuse their readers. The broadsheets, on the other hand, provide their readers with in-depth (very detailed) information and background reports. But what other differences do they have? Compare them and find out what kind of language and photos they use, how many people buy them, which of them are more expensive and what differences in content they have.

Exercise 10.

Read these opinions from the newspapers. Find resolution that best matches the issue in the story. Write the number of the resolution.

London (AP) – Figures released last week showed manufacturing, consumer spending, and construction of new housing all down from a year ago. Even though these indicators show signs of a further economic slowdown, the Prime Minister’s office Tuesday released a statement showing confidence in the economy. “The fact that interest rates have not increased indicates a healthy, recovering economy”, said the Prime Minister’s spokesperson.

Osaka (Reuters) – A new organization, Consumers United, held its first annual conference here yesterday. The group, founded in January of last year, aims to promote consumer rights in Japan. The main issues of discussion yesterday was ways the government can help the average consumer by improving the economy. Said conference organizer Ichitaro Shintaro, “The government is not doing anything about the economy. The government needs to take a more active role.”

Marineland (LA Daily News) – Early this morning dozens of people gathered at this famous amusement park to demand the release of all whales. The protesters carried signs saying “Free The Whales Now!” Tom Green, the leader of the protesters, said in an interview that “whales were born free and they should live free.”

Toronto (Toronto Times) – A Canadian study released Monday showed that the number of fish is rapidly declining off the shores of Newfoundland. This area, famous for fishing for centuries, has suffered recently from overfishing. The study showed that, in particular, large fish near the top of the food chain have all but disappeared.

RESOLUTIONS:

- Whales should be protected.*
- The number of fish is declining because the big ones are eating the small ones.*
- Canadian fish are tastier than Australian beef.*
- The government should take action to improve the economy.*
- The government should not allow the catching of whales.*
- Workers should try to help the economy more.*
- Overfishing off the Newfoundland coast destroys fishing.*
- The economy is getting better.*
- All of the whales in aquariums and amusement parks should be set free.*
- It is better to eat fish than to eat beef.*
- Whales should not eat people.*
- Whales should be protected.*

Exercise 11.

Read the following two stories from the news. Write a resolution based on each story.

Zurich – The International Olympic Committee is beginning the final round of discussion for deciding the host of the 3rd Olympics of the new millennium. An Olympic official, who asked not to be named, said the main contenders are still Beijing, China; Cape Town, South Africa; and Toronto, Canada. The official said that competition between the three cities has been very intense, with each city insisting it is the best site. The Olympic committee is still not sure in which city the Games should be held.

Washington DC – The American Red Cross announced yesterday that there is a dangerous shortage of blood in several hospitals throughout the nation. A spokesperson for the Red Cross said that more and more Americans have stopped giving blood. In particular, it seems that the number of high school and university students giving blood has declined. Compared with a decade ago, donations by young people are down by about 68%. The spokesperson said that giving blood was perfectly safe and not painful.

Exercise 12.

Look through a recent newspaper or magazine in English. Find an article that expresses an opinion. Cut out the article. Be ready to share your resolution with the rest of the class. In class change your article with your neighbor's one. Listen to his/her opinion and resolution.

Exercise 13.

Think of all the current events of the past week. Use such criteria chart to guide in the selection of a Major Event: 1) news headline; 2) news source (newspaper, television, radio, magazine, internet; 3) date of news story; 4) type of news (local, national, international). Now summarize the news event. Write reasons why this event is qualified as the MAJOR EVENT OF THE WEEK

For example:

An event is considered MAJOR if it is a history-making occasion, a nature disaster, involves many people, involves a famous person, sets an important record, an important "first", causes a great deal of damage.

Major events can be classified according to the way a student reacts emotionally to them.

Exercise 14.

Select major events from the newspaper. Fill in the chart by recording your personal reactions to these events and reasons for these reactions.

For example:

<i>MAD</i>	<i>SAD</i>	<i>GLAD</i>
<i>I am mad because young people continue to take drugs and smoke cigarettes in spite of all of the warnings available to them.</i>	<i>I am sad because a famous person like _____ cannot behave in a way that can be admired.</i>	<i>I am glad that the economy of this state is doing well.</i>

Exercise 15.

You are a journalist. You have to report this story, but you have only half the amount of space. Decide which points are most important and summarize the story in 120 words.

Exercise 16.

ЛІНГВОДИДАКТИКА

There are several expressions used in the story. Many of these appear in newspaper regularly. Try and match the expressions in column A with the explanations in column B.

Column A	Column B
He turned down a ...	He decided to act more strongly...
He stuck to his guns...	He tried very hard (harder than he needed to)
It creates a backlog...	It means that work builds up...
He went out of his way to...	He refused to change his mind...
He got tough...	He's completely occupied...
He has his hands full...	He refused an offer of...

Here are the rules for journalists. Read them and try to follow.

Use specific words (*red* and *blue*) not general ones (*brightly coloured*).

Use concrete words (*rain, fog*) rather than abstract ones (*bad weather*).

Use plain words (*began, said, end*) not college-educated ones (*commenced, stated, termination*).

«...»

Exercise 17.

Work in groups of 3 to create a newspaper front page, with headlines and reports, dedicated to main news. Each member of group takes responsibility for one news item. Each group should be encouraged to make the page look as authentic as possible.

If a student knows and understands the basic principles and he knows how to apply these, he is likely to give a good talk.

Due to students' ability and desire to ground their point of view, to express themselves, to inform or convince the audience in something they consider important project work has been chosen as a research. Using it provides current authentic teaching materials for students' presentations and encourages their interest and enthusiasm. The problem of using project works by students was analyzed and presented by many methodologists (Fried-Both) but the system of exercises for preparing of project works and peculiarities of oral presentation have not been described yet. The conducted research resulted in creating methodological points of organizing a special system of exercises for preparing oral presentations in the frames of project work by students. The effectiveness of the suggested methodology will be confirmed during our further research and experimental teaching.

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