EXPERIMENTAL STUDY OF PROJECT-COMPUTER TECHNIQUE FOR TEACHING ENGLISH ACADEMIC WRITING TO STUDENTS OF LINGUISTIC TERTIARY SCHOOL

Tarnopolsky Oleg B., Doctor of Pedagogy, Full Professor, Head of the Department of English Applied Linguistics and Methods of Foreign Language Teaching at Alfred Nobel University.
E-mail: otarnopolsky@ukr.net
ORCID: http://orcid.org/0000-0001-8507-0216.
Storozhuk Svitlana D. Senior Lecturer of the Department of English Applied Linguistics and Methods of Foreign Language Teaching at Alfred Nobel University.
E-mail: rebit2006@ukr.net
ORCID: https://orcid.org/0000-0003-1593-0860.
DOI: 10.32342/2522-4115-2020-2-20-31

The article is devoted to discussing the organization of and implementing an experimental study of the project-computer technique for teaching English academic writing to students of linguistic tertiary schools. In the study English academic writing was being taught using the genre of academic essays in three subgenres: "personal opinion," "for and against," "problems and solutions." The developed project-computer technique itself is based on combining project tasks for gaining command of English academic writing with completing those tasks by way of using computer technology in general and the Internet in particular. Twelve stages (analyzed in the article) of forming English academic writing skills underlie the elaborated project-computer technique. The efficiency of that technique was tested in a long-term (two year-long) experimental study, and the methodology of conducting it, as well as the methodology of assessing students' English academic writing skills are discussed in detail in the article. The experimental research gave grounds for the conclusion that, thanks to the use of project-computer technique, the experimental groups students always achieve the expected level of communicative competence in writing even surpassing it, approaching the level B2+ and even reaching beyond it instead of the level B2 at the end of the second year of their studies and at the end of the third year surpassing the level C1+ and very closely approaching the level C2. Unlike that, the students from the control groups, although they approach the level B2 by the end of their second year of studies and the level C1 by the end of the third year, do not fully reach it and never surpass it in what concerns the development of their communicative competence in writing. Therefore, the high practical efficiency of the developed technique was experimentally proven.

References

1. Bebykh, V.V. (2009). *Orhanizatsiia samostiinoi roboty maibutnikh finansystiv u protsesi samostiinoho navchannia anhlomovnoho dilovoho pysemnoho spilkuvannia. Avtoref. dys. kand. ped. nauk* [Organization of independent work of future financiers in the process of independent learning of English business written communication. Abstract of cand. ped. sci. diss.]. Kyiv, 24 p. (In Ukrainian).

2. In S.Yu. Nikolaiev (Ed.). (2003). *Zahalnoievropeiski Rekomendatsii z movnoi osvity: vyvchennia, vykladannia, otsiniuvannia* [Pan-European Recommendations for Language Education: Study, Teaching, Assessment]. Kyiv, Lenvit Publ., 273 p. (In Ukrainian).

3. Svyrydiuk, V.P. (2007). *Metodyka navchannia nimetskohgo pysemnoho movlennia studentiv-zaochnykiv vyshchykh movnykh navchalnykh zakladiv na osnovi vykorystannia dystantsiinoho kursu. Avtoref. dys. kand. ped. nauk* [Methods of teaching German written speech to part-time students of higher language educational institutions on the basis of the use of a distance course. Abstract of cand. ped. sci. diss.]. Kyiv, 22 p. (In Ukrainian).

4. Tarnopolskyi, O.B. Kozhushko, S.P. & Rudakova, M.V. (2006). *Writing Academically (Pysaty akademichno)* [Writing Academically (Write academically)]. Kyiv, INKOS Publ., 228 p. (In Ukrainian).

5. Tarnopolskyi, O.B. & Kozhushko, S.P. (2008). *Metodyka navchannia studentiv vyshchykh navchalnykh zakladiv pysma anhliiskoiu movoiu* [Methods of teaching students of higher educational institutions of writing in English]. Vinnytsia, Nova knyha Publ., 288 p. (In Ukrainian).

6. Titova, V.V. (2001). *Modulno-proektna metodyka navchannia anhliiskoi movy studentiv vyshchykh tekhnichnykh zakladiv osvity. Dys. kand. ped. nauk* [Modular and project methods of teaching English to students of higher technical educational institutions. Cand. ped. sci. dys.]. Kyiv, 268 p. (In Ukrainian).

7. Shtelmakh, O.V. (2013). *Metod proektiv u navchanni inozemnii movi studentiv nefilolohichnykh spetsialnostei pid chas pozaaudytornoi roboty* [Method of projects in teaching a foreign language to students of non-philological specialties during extracurricular activities]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii* [Pedagogical sciences: theory, history, innovative technologies], no. 6 (32), pp. 289–298. (In Ukrainian).

8. Yakhontova, T.V. (2002). *Osnovy anhlomovnoho naukovoho pysma* [Fundamentals of English scientific writing]. Lviv, LNU im. I. Franka Publ., 220 p. (In Ukrainian).

9. Barrett, B. & Sharma, P. (2003). The Internet and Business English. Oxford, Summertown Publ. 198 p.

10. Benesch, S., Rakijas, M. & Rorschach, B. (1987). Academic writing workshop. Belmont, CA, Wadsworth Publ., 145 p.

11. Cohen, A.D. (1994). Assessing language ability in the classroom. Boston (MA), Heinle & Heinle Publ., 394 p.

12. Evans, V. & Obee, B. (2008). Upstream upper intermediate B2+. Student's Book. Newbury, Berkshire, Express Publ., 264 p.

13. Evans, V., Edwards, L. & Dooley, J. (2008). Upstream Advanced C1. Student's Book. Newbury, Berkshire, Express Publ. 262 p.

14. Fried-Booth, D.L. (1996). Project work. Oxford, Oxford University Press, 89 p.

15. Graddol, D. (2006). English next. Why global English may mean the end of 'English as a Foreign Language'. British Council Publ., 128 p.

16. Kern, R. (2006). Perspectives on technology in learning and teaching languages. TESOL Quarterly, vol. 40, no. 1, pp. 183–210.

17. Oshima, A. & Hogue, A. (1988). Introduction to academic writing. Reading, MA, Addison-Wesley Publ. 212 p.

18. Underhill, N. (1987). Testing spoken language: A handbook of oral testing techniques. Cambridge, Cambridge University Press, 115 p.

19. Warschauer, M., Schetzer, H. & Meloni, C. (2000). Internet for English teaching. Alexandria, VA, TESOL Publ., 176 p.

20. White, R. & Arndt, V. (1991). Process writing. Harlow, Longman Publ., 186 p.

Одержано 3.09.2020.