

- 4) give the students time to prepare their arguments; they can use their notes but they are not allowed to read when making a presentation;
- 5) appoint one member on each team as the “captain” who gives their presentation first and summarizes the team’s views at the end;
- 6) set a three-minute time limit for each presentation;
- 7) after everyone has given their presentation, class members in the audience can question people on either team [4, p. 64–65].

If debates are practiced on a regular basis, students can improve their fluency, pronunciation and vocabulary significantly. Teachers’ role implies moderating and facilitating students’ learning. They provide feedback on students’ performance with focus on pronunciation, accent, intonation, vocabulary range, grammatical accuracy, functional language, body language. At the same time they evaluate how relevant the information is and whether it is presented logically.

So, debates as ESP teaching technique has a number of advantages over other speaking practices. Debating in ESP classroom enables students to gain speaking experience using all the “prerequisites” for effective oral communication. Furthermore, apart from providing meaningful listening, speaking and writing practice, debate is highly effective for developing critical thinking and argumentation skills.

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CHALLENGES IN TEACHING ESP: THE ISSUE OF INTEGRATING LANGUAGE AND CONTENT

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The Bologna and Post-Bologna processes in European higher educational institutions have shifted significantly educators’ views on teaching and learning English for Specific Purposes (ESP) at tertiary professional establishments with certain global, national and institutional ESP reform policies to have been implemented [6]. Numerous researches has been carried out recently covering both the high level of theoretical considerations within the context of up-to-date ESP instruction issues and a set of examples on useful classroom practices that could reduce substantially the scope of challenges for ESP teachers nowadays [1–8]. When discussing the issue of the abstract suggested the basic characteristic features of ESP (English for Specific Purposes), CLIL (Content and Language Integrated Learning) and CBI (content-based instruction) are worth taking into consideration.

The ESP-approach is advantageous enough first and foremost due to the ESP syllabi designed to meet specific learner needs being related to or specifically designed for specific scientific areas with appropriate use of a different methodology than that of General English. What

is more, ESP assumes basic knowledge of the target language system and structure, as for the methodology and activities of the disciplines and professions, it is applied for, usually that depends on the language (grammar, vocabulary and register), skills, discourse and genre, which are particularly relevant to these activities [4].

Within CBI input as one of the key elements of the learning process is contextualized and integrated in relevant discourse contexts. Here exposure to incidental language results in the learning of content language being rather comprehensible, related to the previous learning and strongly focused upon learners' needs. Students tend to apply their prior knowledge and expertise to cover additional language and content materials with their motivation highly generated and further increased [8]. The teacher is supported by a number of instructional approaches: cooperative learning, project-based learning, task-based learning (which facilitates strategy-instruction), apprenticeship learning, experiential learning. Here one also deals with a learner-centered approach and a high degree of flexibility in curriculum design [3].

CLIL in its turn develops thinking, analytical and communication skills and is viewed as mainly a dual-focused approach in which an additional language is used for learning and teaching of both language and content with diversified methodologies including output and interaction. Language in class is used in authentic situations only with scaffolding occasionally needed [5]. In particular, CLIL may be considered nowadays as rather efficient and useful in professionally-oriented higher educational establishments. Scholars single out the basic reasons for introducing CLIL approach in academic curricular. These reasons are mostly related to the development of [7]: a) pragmatic knowledge and skills; b) interpersonal skills; c) intercultural communication; d) quality of learning and teaching in the content field; e) employability.

When discussing the issue of ESP methodology within CLIL the interactionist position is also worth mentioning. Within the interaction approach the process of learning English as a second language is basically realized via conversational interaction which involves negotiation of meaning entailing modification of input being made comprehensible. The interactionist position is undoubtedly a sensitive issue in terms of explanation of language learning at the level of a CLIL setting [1]. Input, comprehension and interaction are viewed as the leading features of the CLIL classroom. However, using this approach makes an ESP lecturer in some way limited when delivering a class due to the lack of results obtained after a number of researches done in this regard. Firstly, only one type of interaction – mainly conversational one – has been discussed a lot by scholars, whereas such interaction types as transactional interaction or other formal kinds of discussion have not been thoroughly studied so far. Secondly, little research has been done on modification issues in non-native speaker interaction (the greater part of pieces of research have been carried out with native speakers involved). Thirdly, input itself has not been much viewed as a key relevant element in the acquisitional process. In the works on theory of the interaction approach the type of the content of the interaction does not play a significant part with a conversation related to everyday or academic matters being of no interest within the attempts to explain appropriately the peculiarities of acquisitional process [2]. What is more, these pieces of research lack a proper consideration of the term of “comprehension process” itself which is discussed only from the linguistic position in regard to one's linguistic scope of knowledge but without viewing this process in other areas (pedagogical, cognitive, psychological) that appear to be significant as well [1].

Further research may be carried out within the issues related to both content and language unities via a multiple focus on language, cognition and content learning as well as the promotion of interactive and co-operative learning. One of the basic tasks for all the higher educational institutions now is to effectively develop the learners' autonomy and thus, when elaborating the design of the ESP course one should pay special attention to the use of appropriate materials through scaffolding. An interaction technique is also worth applying in order to support the learning process and to make it possible for the students to become highly autonomous.

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USING MOVIES IN THE PROCESS OF TEACHING AND LEARNING ENGLISH FOR SPECIFIC PURPOSES

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Introduction. Since international relationships have been improved knowledge of at least one foreign language, mainly English, is becoming more and more popular. Nowadays people of different ages are involved in the process of language learning and use different sources such as the Internet, books, courses, tutorials, private lessons, etc. This tendency requires teachers to look for new interesting and productive methods of teaching.

So, the **objective of the paper** is to show the efficiency of such a method as watching movies in the process of learning and teaching. The peculiarity of the article is that the results described in it are based on personal experience while leading MovieClub and teaching English at the classes.

Results of research. Among various methods of teaching and learning foreign languages there those which require money and time. These are trainings, workshops, courses, clubs, etc. Others are available for free on the Internet. So, it is just a question of taste, motivation, and opportunities.

Ways to improve language skills, in particular English, include reading books (firstly, adapted, then in original), reading articles on the foreign sites (BBC, TEDx, Daily Telegraph and others), completing vocabulary and grammar tests on-line, webinars, etc. Moreover, there are a lot