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The collection includes conference abstracts of the reports made at The 17th International TESOL-Ukraine Conference "English in Globalised World", that took place in Kamianets-Podilsky Ivan Ohienko National University on March 13-15, 2012. More than 380 teachers from the higher and secondary educational establishments of Ukraine, U.S.A., Great Britain, Ireland, Finland, Bierlorus, Moldova participated in the work of the Conference. The reports presented at the Conference deal with a wide range of research problems in the spheres of linguistics, discourse analysis, ELT methodology, CALL, sociolinguistics, translation studies, literature studies, etc.

The publication is aimed at EFL professionals, researchers, students, post-graduate students

Збірник наукових праць містить статті та тези доповідей учасників 17-ої Міжнародної конференції "English in Globalised World", яка відбулася у Кам'янець-Подільському національному університеті імені Івана Огієнка (м. Кам'янець-Подільський) 15-16 березня 2012 р. У конференції взяли участь понад 330 викладачів вищих та середніх навчальних закладів України, США, Великої Британії, Ірландії, Фінляндії, Білорусі, Молдови. Доповіді відображають широкий спектр досліджень, які здійснюються науковцями та викладачами вищих і середніх навчальних закладів у галузі лінгвістики, дискурсознавства, лінгвометодики, комп'ютерної лінгвістики та лінгвометодики з впровадженням новітніх інформаційних технологій, соціолінгвістики, перекладознавства, літературознавства тощо.

Видання розраховано на науковців, викладачів, студентів, магістрантів, аспірантів та на широке коло осіб, зацікавлених у вивченні англійської мови.

Тексти публікацій подаються в авторському редагуванні

A REVIEW OF SOUND ITERATION STUDIES

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Within the bounds of a complex interdisciplinary approach to the sound iteration studies, multiple stratagems of structural linguistics, phonosemantics and linguosemiotics have been used. Sound iteration is viewed from the point of view of all these sciences.

The sound iteration phenomenon, however frequent in fiction texts, had not been approached in detail until the beginning of XX century. Even then, this phenomenon was touched mainly in one aspect – as a poetical means in verse texts, while great diversity of sound iteration kinds and types had been left unexplored, except for only one type – alliteration, which was used in verse in early medieval literature.

Sound iteration is a special case of sound writing, where similar sound units are repeated and create different kinds of symmetrical sound language construction. The repetition of similar sounds, which are parts of semantically united words, marks these words out of the language stream, as they are spoken with more 'force' than others.

In the beginning of XX century sound iteration was studied by such literature scientists as I. Brik and A. Bely. They have devised the first classifications of sound iteration types, such as alliteration, assonance, rhyme etc.

In the second half of XX century the sound iteration phenomenon caught the interest of Yu.M. Lotman, a well-known literature scientist, who noticed that fiction language in general and poetic language in particular are regulated in a peculiar way, especially on the phoneme level. The most frequent case of sound iteration usage is choosing words in such a way that certain phonemes are used more often or more scarcely than in the language norm. That makes a phenomenon more noticeable, more structurally active.

The phonosemantic view of the sound iteration phenomenon implies the importance of the language sign motivation theory.

The current state of sound iteration studies may be characterized by researching it from the point of view of psycholinguistics and semiotics, which is supported by the works of P. Meijer and R. Jakobson. For instance, these works specify on the universality of the sound iteration phenomenon and its being intrinsic not only to human speech, but also to human thought patterns.

Moreover, in the last decades scientists have been paying heed to structural and functional aspects of sound iteration; for instance, G.V. Vekshin has researched sound iteration inversion, and V.P. Moskvina has issued an article dedicated to the types and functions of sound iteration in fictional text.

Linguists have studied sound iteration as a phonostylistic phenomenon and structure-building element of fictional text (G.V. Vekshin), as a part of spoken and written language code (P. Meijer). Some linguists, like K. F. Taranovskii, have paid attention to the lack of a clear multiple-aspect classification in the sound iteration problem. There are as yet no works using comparative means in sound iteration research.

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AN APPROACH TO INCORPORATING TELL INTO THE TERTIARY LEVEL CLASSROOM

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Quickly changing environment we live in creates new needs to be met and new challenges to be faced. One of them is incorporating new technologies into teaching of English as a second or foreign language (ESL/EFL). Having started in the 1960s as "traditional" drill-and-practice programs, CALL is currently using Web 2.0 tools for 2-way interaction, and includes a content management system (CMS) providing a collection of procedures to manage work flow in a collaborative environment. The area is now referred to with the broader term Technology-Enhanced Language Learning (TELL).

The currently available wide array of Web 2.0 tools gives a solid foundation on which one can design an effective teaching/learning process. So there exist a vital necessity for developing new strategies to benefit from emerging technologies. One way to accomplish this is to start introducing technologies into the language classroom, test their efficacy in practice thus developing clear understanding of the best approaches to incorporating them into instruction. Let us consider some tools and activities which, in our view, can help create effective learning environments.

A popular teaching tool, blogging, proved to be very useful in providing opportunities for genuine social interaction, the performance of authentic tasks, and the creative use of language. The blog created on Edublogs, one of the easiest, safest, quickest, and most powerful educational blogging platforms, enables us to

- Share materials, news, downloads, and links. Anything posted to the teacher's blog is instantly accessible to the students. In addition, the teacher can manage who gets to access them through passwords and privacy measures.
- Facilitate online discussions and collaboration. Students might be expected to respond to blog posts and discuss the topics offered by the teacher through comments or on the forums.
- Get the students blogging to share their work and thoughts. The teacher can create, co-manage, and even edit the students' blogs, which then can be glued together.
- Create a class publication. The students publish the writings assigned to be done in online collaboration and the teacher can easily edit them.
- Integrate videos, podcasts, and other media. The blog posts can be embedded with online videos, multimedia presentations, slide shows.
- Get feedback or gather information. The teacher can use comments, forums to collect feedback, survey data, or ask anyone to give input or ideas.

Thus, while reading the book "The Firm" by J. Grisham, our students could share and prove their opinions, listen to some abstracts and comment them. Having used the links provided by the teacher, they could exchange their views on the news easily accessible on the www.bbcworldservice.com.

Another popular Web 2.2 tool wiki is a dynamic way for teachers and students to share information and resources and discuss ideas. It can be used to post, publish, and share text, files, images, and more through its unlimited pages. Privacy settings allow you to decide if you want the whole world or just a few students to view pages. Though it is considered to be effective in supporting collaborative writing, the experience shows that the pedagogical uses of wikis might be more diverse. The possibility to embed video and audio, as well as images for creating assorted multimedia learning experiences helps develop both language competences and personal skills in planning, organizing as well as critical thinking and creativity.

So, it is evident that the role of the language teacher has become much more demanding than it once was. The education community needs to reflect on the strategies of integrating the emerging technologies into the teaching/learning a language, and the success or failure largely depends on the teachers/learners willingness and ability to progress.

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THE CONNOTATIVE ASPECT OF COMPOUND WORDS

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Except their basic conceptual meanings inherent in the definition of the stem, which is called denotation, compound words have various additional co-meanings dependent upon the context (connotation). Connotation is a commonly understood subjective cultural or emotional association given in addition to the explicit or primary meaning of the word 3. This meaning brings to the mind the denotative meaning and emotions associated with it. The connotative aspect of lexical meaning consists of several components:

- emotiveness, which can be considered as information about the emotive attitudes towards the object or event;
- evaluation, which implies attitude, positive or negative, towards the object or event;
- intensity, which denotes the degree of the quality/quantity 2.

Connotations vary between contexts and speech communities independently of sense, denotation and reference. The variety of connotations in most compounds being practically innumerable and states the cultural integrity and complexity of the society. According to V.I. Goverdovsky, we divided the compound words into several connotative groups:

- the group of situational and psychological connotations;
- the group of socio-linguistic connotations;