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The edition features abstracts of papers delivered at the XII International TESOL-Ukraine Conference "Humanistic and Pragmatic TEFL" held at the National Academy of Management on April 21-22, 2007. The Conference attracted about 250 scholars, teacher-trainers and teachers. The papers reflect a wide range of current research carried out both in Ukraine and abroad in the fields of linguistics, methodology of teaching the English language and literature of English speaking countries.

The publication is intended for scholars, lecturers, teachers, undergraduate and postgraduate students involved in studying and teaching the English language and literatures of English speaking countries.

The abstract compiled here are reproduced without editorial interference as they were presented by the authors.

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CRITICAL THINKING COMPETENCY IN TEACHING BUSINESS ENGLISH

The purpose of this paper is to suggest the ways in which develepment of critical thinking competence might enhance English for Specific Purposes (ESP) teaching programmes. It is widely recognized nowadays that modern highly competitive labour market in addition to a good qualification requires a portfolio of skills that could be applied in any situation. Skills like time management, communication, leadership, teamwork, initiative, critical thinking, and problem solving are always high on the list. Traditional approaches to teaching are focused on fixed academic knowledge acquired in isolation for individual success, whereas the world of work requires collaboration within a shifting knowledge base for corporate success. Driven by the need colleges and universities face the necessity to introduce changes into their curricula and teaching technologies to meet the requirement of time. Developing critical thinking skills could be a rich resource for both teachers and learners.

The critical thinking movement originated in American higher education when in 1980 the requirement of formal instruction in critical thinking was announced throughout the nineteen California State University campuses, serving 300,000 students. Critical thinking presupposes actively questioning and evaluating both what one hears or reads in an effort to gain a deeper understanding and one's own ideas and assumptions. Critical thinking skills are based on the ability of reasoning which is considered to be the only means by which people acquire knowledge, and solve problems.

We believe that following Learning Communities strategy which involves learning through content approach offers an array of opportunities to create conditions and activities aimed at developing learners reasoning and critical thinking competence. If students become proficient in making presentations followed by discussions and finding solutions to business problems described in case studies they will develop the skills they need to succeed in an increasingly diverse and technologically enhanced workplace of today.

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ORGANIZING FUNCTION OF EPITHET IN THE SYSTEM OF TROPES (PROBLEMS OF PRESENTATION IN TEACHING ENGLISH STYLISTICS)

In the process of studying various tropes in Modern English scholars inevitably pay attention to the systematic character of this field. One is tempted to ask what forms the nucleus of the system of tropes and what makes up the peripheral zones.

In this connection, the diachronic aspect of tropes and the question about the hypothetical "prototrope" that served as a source for the creation of the great variety of tropes existing in modern English are of the utmost interest. According to some linguists, the part of the prototrope was played by metonymy (especially by synecdoche as its variety) since it is based on the associative contiguity of the context (situation) and the referent.

From our point of view, however, metonymy (including synecdoche) cannot be regarded as a source prototrope. The main function of metonymy is identifying things, but not characterizing them. Metonymy is the least expressive of all tropes.

There are good reasons to believe that the function of the prototrope was fulfilled by epithet, the trope which emphatically expresses some quality, property or feature of persons, things, phenomena,