

умов роботи в індуській школі з великою кількістю учнів в класі, коротким терміном навчання англійської мови та слабо підготовленими вчителями. Також, на мою думку, М. Уест помилково ототожнював процеси оволодіння рідною та іноземною мовами.

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LEXICAL CHUNKS AND SPEAKING FLUENCY OF EFL UKRAINIAN LEARNERS

Although vocabulary has conventionally been conceptualized as individual words, it has now become clear that much of lexis consists of sequences of words which operate as single units. Traditional approaches have long dealt with multi-word units, wherein a single meaning is attached to more than one word, for example, phrasal verbs (*'give up'*), compounds (*'freeze-dry'*), and idioms (*'burn the midnight oil'*). But corpus-based research has shown that *collocation* (the tendency for words to occur together in discourse) extends far beyond the level of such multi-word units. In fact, it appears quite common for longer sequences of words to pattern together. Some of these recur frequently enough to be treated as units in their own right, e.g. to make a long story short. Numerous terms have been coined to refer to this type of sequence, but the most commonly used are *lexical chunks* and *lexical phrases*. One reason these *lexical chunks* are so common is that they are typically related

to functional language use. *Lexical chunks* are the most efficient and most familiar linguistic means to carry out language functions and the key to teaching lexical chunks is to treat them in the same way as individual words. So, for example, instead of having flashcards with a single word on them have flashcards with the lexical chunk in its entirety. Like single words, of course, they should also be taught in context. Rather than overthinking them and breaking them down into individual words, we should teach them as a whole and have the class practice and use them.

The most important learning strategy we can give students is just to train them to notice *lexical chunks* during their exposure to language. First we have to raise their awareness of the fact that language consists of lexical structures, then we need to define the main types of lexical structures (*collocations*, *fixed* and *semi-fixed expressions*) and finally we need to develop some activities that help them notice the *lexical chunks* in spoken and written texts.

There is a good psycholinguistic basis for believing that the mind stores and processes these *chunks* as individual wholes. Then, when the time comes, they can repeat them almost verbatim without thinking which is what native speakers do. This means there is less demand on cognitive capacity, because the *lexical chunks* are 'ready to go', and require little or no additional processing.

Some *lexical chunks* have 'slots' which can take different words according to the situation, providing a scaffold for quick, but flexible, language use. For example, '___ (person) *thinks nothing of* ___ing (verb)' can provide the platform for many different realizations, such as *He thinks nothing of running 10 kilometers*, or *He thinks nothing of studying six hours a day*. The ability to use preformed *lexical chunks* allows greater fluency in speech production. The use of *lexical chunks* can aid the listener as well. Because *lexical chunks* can be recognized as individual wholes, this spares the listener some of the processing effort required to interpret an utterance word-by-word. It has been argued that *lexical chunks* also play apart in vocabulary and grammar acquisition. Once a chunk is known, it can be analyzed and segmented into its constituent

words. This can occur when some variability is noticed in a *lexical chunk*. For example, after having heard the phrase *How are you today?* several times, it may be acquired as a chunk with the meaning of 'a greeting'. However, the learner may later notice the phrases *How are you this evening?* or *How are you this fine morning?*. At that point, the learner may realize that the underlying structure is actually *How are you ____?*, where the *slot* can be filled with a time reference. The learner is then aware that what fits in the *slot* is a separate unit from the rest of the phrase, which opens the door to learning that lexical unit.

Learning chunks is no more difficult than memorizing single words. In their paper, *Language is a Complex Adaptive System*, The Five Graces Group explains that “corpus analyses in fact verify that communication largely consists of prefabricated sequences” [p.6]. Prefabricated sequences are lexical chunks that can often cause problems for our students. Combining lexical chunks (the raw material), pictures (content), and context (a situation), helps students learn language more effectively. For example, Slot-filler Relay Race is a great way to get the students to come up with slot-fillers for semi-fixed expressions. Once they have picked out some expressions from a text, we should elicit the expressions from them and make note of them either by underlining them in the text or listing them on a sheet of paper or on the side of the board. Then it is better to get them into two teams and have each team line up in front of the board. To make sure the lines stay far enough back from the board, point out a “line” on the floor which they must line up behind (at least a metre back from the board). Explain that one team should start by choosing an expression from the list and they will be given a minute or two to come up with slot-fillers for it. It needs to be done as a relay race where the first member of the team takes a marker, races up to the board, fills in a slot-filler, hands the marker to the next student to add another slot-filler and goes to the back of the line. When time is up, eliminate incorrect slot-fillers and award a point for each correct one. Then the other team takes their turn.

Slot-filler Search is similar to the previous activity in that

students have to provide slot-fillers for semi-fixed expressions taken from texts. However, this activity gives them expressions that are variations of those in the text and they have to search the text to find the original expression. This task gives them practice with reading skills as they will need to skim and/or scan the text to find the original expression. In addition, the activity demonstrates how semi-fixed expressions can be varied and, since the variations can be provided by the teacher, it's ideal for lower level students who may not be entirely sure how to recognize and manipulate semi-fixed expressions. To set the activity up, use a text that students have been working with, a reading or listening tapescript, and pull out a few important semi-fixed expressions, e.g., 5 –10.. Then write variations of them by changing the slot-fillers. Before starting the activity, write the semi-fixed expressions on the board. To make it easier for students to do, write them in the same order they appear in the text. To make it more challenging, mix them up. Then divide the students into two to five pairs or groups. Give each group a different coloured board marker. Tell students to look back through the text and find the original expressions. When they do, one person from each pair/group comes to the board and writes one of the original slot-filler above the changed one in one of the expressions. Then that student returns to their team and gives the marker to another member, who can come up and change another slot-filler. For semi-fixed expressions with more than one slot-filler, you can allow them to change both at once but it makes it more challenging, more collaborative and more active if they can only change one as their teammate can then get the marker from them and change the other one. When all the expressions have been changed, count up how many contributions have been made in each colour to determine the winning team. After students have found the original slot-fillers, spend some time talking about the construction of each semi-fixed expressions and, if you'd like, get students to write some other variations of them, either in class or for homework.

Eventually, the entire *lexical chunk* may be analyzed into separate words, although it may continue to be stored as a whole

because of its utility. Because this segmentation also involves syntax, it has been suggested that it can also lead to grammatical acquisition as well.

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THE GENERAL PROVISIONS OF THE INNOVATIONS IN THE CONTENT AND TECHNOLOGY OF EDUCATION

Innovations in the content and teaching technology continue to be classified as little-studied didactic phenomena. And sometimes here practice is even ahead of theory. The analysis of some aspects of the innovative approach in the educational process of universities allows us to formulate a number of generalizations. 1. Innovative training technologies in the most cases are means of modeling the professional activities of a modern specialist. 2. The more and more qualitatively innovative content and technologies are introduced into the educational process, the more fully and adequately can the professional activities of future specialists be modeled. 3. An innovative approach to building training allows you to more efficiently solve complex educational problems. Innovative teaching technologies should be considered as a means by which the directions of modernization of education can be