

THE MIND MAPPING TECHNIQUE IN TEACHING AND LEARNING ENGLISH FOR SPECIFIC PURPOSES (ESP)

The article highlights a hotly debated issue of teaching and learning English for Specific Purposes and provides an in-depth analysis of new approaches to increasing its effectiveness. Focus on discourse analytic approach is especially topical in the case of the discipline English for Specific Purposes (ESP), which is designed for adult learners, professional work situations, and university degrees. It requires specific methods, different from General English learning and teaching. The university curriculum defines learning English as ESP because its material and syllabus correlate with the students' needs based on their major. Well thought out syllabus is the first confident step towards developing comprehensive language competencies in ESP. The findings of the study argue that mind mapping is a technique which offers many possibilities for teachers of English for Specific Purposes at university, can be used to support various language learning activities, and increase the motivation of the students to study the foreign language. The article substantiates the need for innovative approaches to the methods of teaching the ESP course and seeks out to identify the advantages of mind mapping technique integration into the learning process, from which both the teachers and the ESP language learners can benefit. The results of the empirical study prove the efficiency of mind mapping in selecting, sorting, and remembering important information, learning professional vocabulary, and developing writing skills. Application of mind mapping makes a considerable contribution to developing skills of critical thinking and foreign language competencies of the students. The mind maps can systematize a vast amount of information, and the process of their construction stimulates the ability to remember the entire material easily, develop logic, ability to argue, imagination, reading technique. Further research is suggested to deploy the importance of mind mapping technique for enhancement of the students' reading comprehension of the major-based texts in the English for Specific Purposes course.

Keywords: English for Specific Purposes (ESP), educational goals, innovation in their ESP teaching, *mind mapping*, learning professional vocabulary, students' needs, subject area.

Formulation of a research problem and its significance. Approaches to teaching and learning English have significantly changed in the world and Ukraine. This process started in the 1960s, increasing the emphasis on the importance of the learners' needs, their interests, motivation, and relevance of what and how they were learning. Thus these processes enriched the pedagogy for teaching English and stimulated new tendencies in learning. ESP (English for Specific Purposes) is the result of this change. The advanced and adult learners feel the need to acquire knowledge in their own fields of study, since English has become a lingua franca in nearly all domains (law, engineering, architecture, computer science, health, environment protection, accounting, and economics, among others).

According to the report of *The Baseline Study Project, initiated by the Ministry of Education and Science of Ukraine* in collaboration with the British Council in Ukraine (2003) ESP courses are compulsory in the majority of universities (68,7%), but only 37,3% of teacher-respondents think they should be. [9]. This feeling may be attributed to the fact that English teachers mistakenly associate ESP teaching with having substantial background knowledge of their students' specialism. Hence, without a proper education in the students' subject area, teachers find it difficult to comprehend ESP subject matter. As a consequence, they are «reluctant settlers in the new territory». However, this problem may stem from the absence of training in ESP methodology and a misunderstanding of what ESP teaching entails.

Analysis of the research into this problem. The discipline ESP is designed for adult learners, professional work situations, and university levels. It requires specific teaching situations, different from the General English. Linguists have acknowledged the importance of English language learners' goals and needs and thus facilitated the development of this new field, called English for Specific Purposes. Teachers and researchers lay emphasis on the peculiarities of the English language determined by the profession or branch of science, where the language learners will function as second language users. Thus, it is possible to distinguish among English for Law, English for Tourism, Medical English, Business English, etc.

The university curriculum defines learning English as ESP because its material and syllabus correlate with the students' needs based on their major. It differs from General English, taught in junior or senior grades at school, or as a practical course of English at university. The purpose of ESP is to teach the students all vital language skills specifically related to their subject area. The students whose major is Law will learn about English for Law, the students of the Arts department will learn about English for Music, Painting, Choreography, etc. It means that the content of the English teaching and learning focuses on the subject-matter studied by the students, from the reading material to the vocabulary.

According to Mc Donough ESP courses are those where the syllabus and materials are determined in all essentials by prior analysis of the communication needs of the learners. From this statement the syllabus and materials in ESP are designed based on the students' need, so from this feature ESP are different from the General English. In ESP, English is not only a theory to be learned generally, but English is learned as to prepare the students to be more ready applying English in working life [4].

In this view, Language for Specific Purposes (LSP) is treated as a pedagogical issue, which can be actualized by changing teaching materials rather than teaching methods. The practical foreign language skills of doctors, lawyers, or engineers generally concern their professional activities. Thus teachers lay emphasis on replacing literary texts with materials focusing on medical, legal, or engineering topics. Focus on discourse analytic approach is especially topical in the case of ESP. A. Saber argues that «specialized English is not a pedagogical construct, but first and foremost a «variety of English» that can be observed in a given perimeter of society, delineated by professional or disciplinary boundaries». Text and discourse analysis have historically dominated in ESP research [2]. In contrast, another tradition has developed with its roots firmly in teacher and learner needs in ESP. Many scholars argue that this practical orientation, which characterizes much applied research in ESP teaching and learning, has modified the academic status of research in this area [3, p. 34], and ongoing tensions between practitioners and researchers remain a challenge.

The main challenges are: what to teach and how to teach. They are relevant to both teaching General English and teaching English for Specific Purposes. The difference is probably in the level of workload. With ESP, these two questions are more complicated. The choice of content relevant to the purposes of learning becomes more difficult to make, partly because language teachers usually do not have sufficient background knowledge in the profession or science in which the language learners will function as second language users. With the teaching of ESP, it is even more problematic to determine how the students will use English in a relevant setting. If the language learners are university students, who go to lectures and seminars in English, they will probably have to develop their listening comprehension skills, or they may need some practice in writing their term papers in English, giving oral presentations in English, etc. If the language learners need English for their present or future job, the teacher should be aware of what this job is supposed to be and what it will most probably entail.

The goal and the specific tasks of the article The above provisions heighten the need in the innovative approaches to the methods of teaching the discipline and determine the *goal* of the article and its specific tasks. This study seeks out to identify the advantages of mind mapping technique integration into the learning process, from which both teachers and ESP language learners can benefit. The task of the empirical study is to reveal the efficiency of mind mapping in selecting, sorting, and remembering important information, learning professional vocabulary, or developing writing skills.

Statement regarding the basic material of the research and the justification of the results obtained. In recent years, there has been growing interest in learning and teaching English for Specific Purpose in the world, and the motivation of the Ukrainian students to master English for their majors seems now to increase too, although they still feel uncertain what their real needs are. It is, therefore, important to start with an analysis of what our learners think and know about the ESP educational goals and peculiarities.

A brief anonymous survey conducted in a group of 35 students of Law department of Lesya Ukrainka Eastern European National University, based on the questionnaire focusing on the students'

personal attitudes to the academic course of ESP and the ways of mastering it, manifested that the majority of them believe that there is a need in regular university course in ESP. The majority of the students think that the best way of mastering it is an appropriate textbook, reading supplementary literature in their subject area, learn the professional vocabulary and standard English phrases-cliché, and to follow a teacher's advice. The survey also shows that the students are well aware of the role of English in their field.

Despite the positive attitudes and motivation of the ESP language learners, the assessment of their academic progress demonstrates quite low grades. The disappointing results made us, the teachers, seek out more promising and facilitating methods of teaching the discipline.

The key findings of the study have revealed that the solution to the problem involves several aspects. The related problem is the degree to which ESP teachers are acquainted with the respective field of science or occupation. Obviously, teachers of English are not expected to be experts in every sphere of knowledge, but the students do not always understand this. In the ESP classroom, it is the language learners who possess the necessary real-world knowledge relevant to the language learning process. The English teachers naturally cannot amass all extra-linguistic knowledge they need to design a successful ESP syllabus. The question is evidently unanswerable: What is the minimal knowledge language teachers should have to choose content corresponding to the purposes of learning?

Some authors suggest that firstly the teacher should conduct needs analysis before designing the syllabus, so that «the learners' purposes in learning the second language» were identified [8, p. 40].

Thus, a well thought out syllabus is the first assured step towards developing comprehensive language competencies in ESP. The next, no less important step on this way, is integrating new learning technologies into the learning process, which have already proved their effectiveness.

The comprehensive study of the foreign and domestic experience of studying English for professional aims contributes to a better understanding of what is currently topical and utilized in this sphere. The findings of the research argue that among the most widely-used techniques in teaching ESP abroad is mind mapping. It is highly-recommended for implementation. Application of mind mapping makes a considerable contribution to developing skills of critical thinking, editing, writing, and other important competencies.

Over the last two decades, using visual organizers (like mind mapping) in teaching and learning the English language has become one of the popular techniques. The mind maps can systematize a vast amount of information, and the process of their construction stimulates the ability to analyze, understand, and remember the entire material easily, they facilitate attention, logic, ability to argue, imagination, reading technique.

Until recently, this creativity-based method has not been widely used in teaching and learning foreign languages in Ukraine – unfortunately. First and foremost, we need to change the approaches to teaching ESP, and the main challenge on this way is the teachers' unwillingness to remodel the teaching techniques, which they are accustomed to work with.

Now that we have explained the factors that could support the activity of mind mapping in the ESP classroom, it is relevant to describe the actual procedure. A little bit of history. The British author, Tony Buzan, invented mind-maps and defined the rules for constructing them. T. Buzan discovered the mind mapping technique when he was teaching psychology at university. During his lecture, he realized that as he was teaching about the impact of associations and images on memory and learning, his own lecture notes were devoid of that. In his attempt to bridge the gap between theory and practice, he studied the learning process of the brain and developed the mind mapping technique [1]. Many supporters of this technique all over the world agree that it enables learners to create associations between words and images which can facilitate better learning and memorizing information in a foreign language.

Acquisition of the second language involves four main activities – listening, reading, speaking, and writing. Textbooks on English for specific purposes often cover wide-range topics concerning major. For Law students, these are Types/Kinds of Law, History of Law, International Law, Contracts, etc. To expand the scope of the textbooks, which are often limited in topics and space, teachers

recommend the use of websites. Considering the network resources which can be used in ESP courses, it is necessary to sort out the materials according to the course syllabus goals. To enhance learning and understanding of the information, a student has to transform the presented material into a written transcription, a process that requires the ability to identify basic ideas, establish relationships, understand the medium of communication, decode the meaning, and encode the information in his own words.

To make the teaching and learning ESP more effective and efficient, we applied Mind Mapping in class. The ESP learners (Law students) at the beginning of the process demonstrated very little interest or enthusiasm to teaching them by the mind mapping technique. Sometimes they were even upset searching for the suitable definition of each of the mind map concepts. But when they were informed about how to construct and read the mind maps, they started creating good mind maps themselves, demonstrating great interest. Relying on the technique and their background information, the students have become more competent in using ESP in various communicative settings. The technique of drawing mind maps was exceptionally helpful in covering the most frequently used terms and words. Since a mind map is a kind of a chart arranged around a core concept, it helps to see the connections between the key words of the topic and the related vocabulary. Students recognize relationships that they couldn't recognize otherwise.

Comprehension is the most essential element of *reading* specialized literature and a very complex cognitive process involving close interaction between a reader and the text. In which way mind mapping is beneficial for this activity?

A mind map is a graphic organizer in which the major categories radiate from a central idea and sub-categories are represented as branches of larger branches. It is highly rewarding to take notes and to reflect the relationship between the points a student makes from reading and his own ideas. Trying to remember a large amount of information spread across a mind-map, our brain remembers the exact position of every item of information (assisted by the lines you have drawn from the centre) and everything around it. It is hard to explain in words, but after trying it out and trying to reproduce an entire mind map from memory, you will understand that it really works.

The study has revealed one more important detail about the application of mind mapping. While *all* students were able to comprehend the information and summarize the text immediately after they had read it, those who had made mind-maps remembered many more details and had a clear vision of what was important even a month after.

We can use mind maps for all kinds of learning. The key findings of the study argue that drawing a mind map is a technique that is very suitable to elicit vocabulary and terminology. Everyone knows that without grammar very little can be conveyed but without vocabulary nothing can be communicated. Therefore, one's language proficiency largely depends on how sufficient his or her vocabulary is.

Mind mapping is an excellent way to remember new words. Using this technique, a student can easily add new words related to the topic, so it can be used in several lessons. What is the procedure? First, students write a theme (Crime and Punishment) in the center and draw lines to create links. The most general categories (crimes and offenses; main types of punishment) radiate from the central idea, while sub-categories (thefts, robberies; fine, imprisonment, etc.) are represented by small branches, radiating from larger ones. While students create mind maps, they restate ideas using their own words, and teachers, analyzing the students' mind maps, identify incorrect ideas and concepts and can see what students do not understand, providing an accurate, objective way to evaluate areas in which students do not yet grasp concepts fully.

Writing activity is an integral part of the ESP syllabus and involves writing abstracts, essays, rendering Ukrainian articles on the topics of student's major. One can hardly overestimate the importance of mind mapping for this creative activity. A good way of organizing the writing assignment is to use the wh-questions. As a starter again, each branch represents a wh-question. Another option may be first draw three main branches for introduction, content, and conclusion. The next level of the branches can be used to add some details to the essay, abstract, or other writing assignment. Pre-writing

mind mapping activity can help the students anticipate the topic, vocabulary, and possibly important grammar structures. Planning a writing assignment this way saves time and helps students to write well.

Conclusions and prospects for further research. Analysis of the research into the issue of ESP learning and teaching, both in foreign studies and Ukrainian scientific literature, shed light on the content of the discipline, approaches to the remodeling of the learning process, the ways to facilitate the learning process, and improvement of the students' skills in using English for specific purposes. activities (reading, speaking, listening, writing) and enhances learner motivation The findings of the study make it clear that mind mapping is a technique that offers many possibilities for teachers of the ESP at university, can be used to support various language learning activities. The discipline ESP is designed for adult learners, professional work situations, and the university levels. The article highlights the need for innovative approaches to the methods of teaching the ESP course and seeks out to identify the advantages of mind mapping technique integration into the learning process, from which both the teachers and the ESP language learners can benefit. The results of the empirical study prove the efficiency of mind mapping in selecting, sorting, and remembering important information, learning professional vocabulary, and developing writing skills. Application of mind mapping makes a considerable contribution to developing skills of critical thinking and other competencies of the students.

Ideally, the conclusions drawn in this paper would have been more solid if the procedure has sustained in multiple tests across different time frames for this study technique. Hence, we recommend further studies in this regard to be able to confirm the results after the students have used mind mapping technique for a good amount of time. We also recommend conducting a similar study to deploy the importance of mapping technique for enhancement of the students' reading comprehension of the major-based texts in the ESP course.

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Смалько Людмила, Воробйова Тетяна. Технологія *mind mapping* у вивченні курсу «Англійська мова за професійним спрямуванням». У статті висвітлюються актуальні проблеми викладання та вивчення англійської мови за професійним спрямуванням та надається поглиблений аналіз нових підходів до підвищення її ефективності. Дисципліна «Англійська мова за професійним спрямуванням (ESP)» розроблена для професійних ситуацій у майбутній роботі студента та для здобуття університетського рівня. Це вимагає особливих методів навчання, відмінних від вивчення англійської мови для загального ужитку. Навчальна програма університету фокусується на вивченні англійської мови за професійним спрямуванням, оскільки навчальні матеріали співвідносяться з потребами студентів, практичному застосуванні мови у професійній діяльності. Результати дослідження переконливо доводять, що креативна технологія *mind mapping* пропонує безліч можливостей викладачам ESP в університеті, може бути використана для підтримки різних підходів до вивчення мови та підвищення мотивації студентів до вивчення іноземної мови. У статті обґрунтовується потреба в інноваційних підходах до методів викладання курсу ESP. Результати емпіричного дослідження доводять ефективність методу *mind mapping* у виборі, сортуванні та

запам'ятовуванні важливої інформації, вивченні професійної лексики та розвитку навичок письма. Застосування асоціативних мап сприяє розвитку навичок критичного мислення та іншомовної компетентності студентів. Вони допомагають систематизувати величезні об'єми інформації, а процес їх побудови стимулює здатність легко запам'ятовувати весь матеріал, розвивати логіку, уміння дискутувати, розвивати техніку читання.

Ключові слова: англійська мова за професійним спрямуванням (ESP), навчальні цілі, інновації у навчанні ESP, креативні методи, *mind mapping*, вивчення професійної лексики, предметна область.

Смалько Людмила, Воробйова Тат'яна. Технологія *mind mapping* в изучении курса «Английский для профессиональных целей». В статье освещаются актуальные проблемы преподавания и изучения английского языка для профессиональных целей и предоставляется углубленный анализ новых подходов к повышению его эффективности. Дисциплина «Английский язык профессионального направления (ESP)» разработана для профессиональных ситуаций в будущей работе студента и для получения университетской степени. Это требует особых методов обучения, отличных от изучения английского языка для общего употребления. Учебная программа университета фокусируется на изучении английского языка в профессиональном направлении, поскольку учебные материалы соотносятся с потребностями студентов, практическом применении языка в профессиональной деятельности. Результаты исследования убедительно доказывают, что креативная технология *mind mapping* предлагает множество возможностей преподавателям ESP в университете, может быть использована для поддержки различных подходов к изучению языка и повышения мотивации студентов к изучению иностранного языка. Результаты эмпирического исследования доказывают эффективность метода *mind mapping* в выборе, сортировке и запоминании важной информации, изучении профессиональной лексики и развитии навыков письма. Применение ассоциативных карт способствует развитию навыков критического мышления и иноязычной компетентности студентов. Они помогают систематизировать огромные объемы информации, а процесс их построения стимулирует способность легко запоминать весь материал, развивает логику, умение дискутировать, развивать технику чтения.

Ключевые слова: английский для особых целей (ESP), образовательные цели, инновации в преподавании ESP, карты ассоциаций (*mind mapping*), изучение профессиональной лексики, предметная область.

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Ольга Станіслав

СТРУКТУРНО-СЕМАНТИЧНІ ХАРАКТЕРИСТИКИ СЕПАРАТИЗАЦІЇ В СИНТАКСИСІ СУЧАСНОЇ ФРАНЦУЗЬКОЇ МОВИ

Наше дослідження присвячене синтаксичній сепаратизації, що представляє такий зразок синтаксичних зв'язків, які виникають у результаті розділення речення на кілька самостійних висловлень, інтонаційно та графічно відокремлених, проте єдиних за змістом.

У результаті проведеної розвідки було встановлено, що за позицією синтагми до базисної (основної) частини сепаратизованої структури можна виокремити такі види сепаратизації: фінальна сепаратизація (*séparatisation finale*) та серединна сепаратизація (*séparatisation médiane*). Аналіз матеріалу засвідчив, що фінальна сепаратизація більш уживана, частотна, характерна для французької літератури ХХ століття. Власне вона представляє центральні зони функціонування сепаратизованих структур синтаксису сучасної французької мови.

Аналіз дав змогу визначити, що кількісні параметри синтагми також зумовлюють структурні характеристики сепаратизованих конструкцій. Встановлено, що у складі однієї відокремленої частини можуть бути одно-, дво- та багатоконпонентні структури. З огляду на це виділено поширені синтагми (більше одного відокремленого компонента) і непоширені (однокомпонентні) синтагми.

Дослідження показало, що за синтаксичною функцією як синтагми можуть виступати означення, додаток, обставина, однорідні члени речення, прикладка та інші члени речення.

Як засвідчує аналіз матеріалу, семантичний спектр дії сепаратизації досить широкий. Передусім, це – семантичне наголошування, виділення, виокремлення певної інформації з метою її актуалізації. Окрім того, сепаратизація імітує експресивно забарвлене внутрішнє мовлення та відображає емоційну оцінку особистості. Сепаратизація як експресивне явище усного мовлення виражає одне з важливих семантичних значень сепаратизованих структур – невимушеність, природність, спонтанність комунікації. Сепаратизовані структури увиразнюють внутрішні монологи, тексти-роздуми, автодіалоги з метою передачі емоційного, психічного стану мовця. Сепаратизація з афективною семантикою додає до об'єктивної інформації, закладеної у структурі речення, авторську оцінку.