

основывается на анализе педагогической ситуации. Изучив комплекс условий, учитель принимает решение об использовании в своей работе того или иного метода.

В данной статье рассмотрен инновационный метод «языковой портфолио», который превращает обучение иностранным языкам в сферу стратегического развития личности. Данная методика показана на конкретном примере использования на уроках английского языка. Это обусловлено тем, что в большинстве школ преподается английский язык.

Технология портфолио, являющаяся неотъемлемой частью системы модернизации современного школьного, позволяет сформировать у учащегося навыки определения цели своего обучения, а также критического оценивания результатов своей учебной деятельности.

Основным принципом применения портфолио является систематичность. При составлении и оценке портфолио необходимо избегать формализма. Портфолио не является инструментом формализованного контроля и оценки знаний учащихся. Акцент делается не на том, что знает или не знает учащийся, а на том, что он умеет делать по данной теме, разделу, виду речевой деятельности. Основное внимание здесь уделяется не оценке, а самооценке учащихся.

Надеюсь, что изложенный материал о данной методике, поможет ищущему, стремящемуся к саморазвитию учителю.

GAMES FOR EFL SPELLING AND VOCABULARY

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Nowadays it is obvious fact that knowing English is essential quality of a really good engineer. Besides good pronunciation, writing, reading, listening and speaking skills future engineers should also be successful in their English Foreign Language (EFL) spelling and vocabulary. Having an actual vocabulary, and spelling the EFL words correctly, are crucial to students' academic success and then in their professional career.

The importance of learning and teaching vocabulary and its spelling need much more attention within the engineering university EFL curriculum.

The urgent problem for teachers and students is the search for effective

means of studying EFL vocabulary and spelling. Certainly, different methods and technologies are being developed and improved in the practice of language teaching

The scientists and practitioners consider vocabulary as an essential part of language learning, and as the process for language learners to achieve proficiency and develop EFL competency: N. Schmitt, 2000; J. Ahmad, 2011; P. Maftoon, H. Hamidi & S.N. Sarem, 2012;. Q. Li, 2013 et al. [1, 2, 3, 4].

The aim of this study is to investigate what effects scrabble (was applied as one of the useful tool) can have on students' spelling and vocabulary.

Research Question

Do engineering students perceive scrabble game leading to effective EFL vocabulary and spelling learning?

The method of the study is extra-curricula engineering students' activities, vocabulary and spelling pre-tests and post-tests as well as interviews.

Games usage to strengthen spelling and vocabulary learning

The most effective way to reinforce EFL spelling and vocabulary are games such as Crossword, Word-search races, Mixed up letters to make into words, Scrabble and others.

Scrabble is a classic board game in which players use random lettered tiles to create words in a crossword fashion. Within extra-curricula playing scrabble classes turns out to be fantastic tool to improve and enhance students' spelling and vocabulary. Scrabble challenges students to learn new words, and specific ways to write them.

The authors hypothesized that engineering students could improve their EFL spelling and vocabulary with help of scrabble game.

The process of this study was conducted in four steps:

- spelling and vocabulary pre-test;
- scrabble game competitions at extra-curricula classes;
- spelling and vocabulary pos-test;
- interviews.

Two second-year students' groups of Institute of Non-Destructive Testing took part in the study as a control and experimental groups. Control group (N = 14) had traditional EFL classes. The other group, experimental (N = 15), played scrabble game at extra-curricular classes.

The results of the spelling and vocabulary pre- and post-tests as well as interviews analysis data revealed the essential difference between achievement scores of experimental group compared to control group of

students. The average of the pre-test and post- test of speaking achievement scores increased:

from 68% to 79% in the control group;

from 66% to 91% in the experimental group.

Experimental group of students was interviewed and rated their Scrabble game experiences on the following scale: A – excellent; B – good; C – fair. The result showed how the interviewed students evaluated Scrabble game practice:

87% - excellent;

10% - good;

03% - fair.

Conclusion

The outcome of the study revealed that overcoming the difficulties in vocabulary and spelling with help of scrabble game is beneficial. The students are more inclined toward reinforcing spelling and vocabulary using scrabble game than traditionally.

It should be added the scrabble game provides friendly and relaxing atmosphere within EFL classes. The authors would like to point on the emotional healthy learning environment. Students receive positive impression on the studying process and whole students' life.

References:

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ПРЕДПЕРЕВОДЧЕСКИЙ АНАЛИЗ ТЕКСТА

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