

competences necessary to teach content subjects and an additional language in an integrated manner.

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TASK-BASED LEARNING: THE WORLD CAFÉ FORMAT DISCUSSION

Learning a foreign language in real life situations always brings more pleasure and generates more interest. Students are free to open up, they behave naturally and feel more confident when it comes to exchanging ideas. It has been already proved by scholars that task-based learning (TBL) encourages more cooperation, increases learners' activity and, most importantly, gives students a different way of understanding language as a tool instead of as a specific goal. There are different techniques used for TBL but they are all centered around the idea of a task that

provides a framework for organizing classes. One of the most common types of classes that usually appeals to students is discussion-based classes. These classes evolve critical thinking, nurture ideas and inspire students to share their opinions. A very popular conversational process intended to facilitate open and friendly discussion is The World Café.

The idea of this technique applied for hosting negotiations and managing a great number of people appeared in 1995 as a new approach to generate input, share knowledge and explore action possibilities. Originally it was intended to create a dense web of connections in a short period of time as threads of conversation reveal new patterns.

Having experienced this technique in practice, I have introduced it to my teaching performance with third-year university students (C1) at the classes of English speech practice. First of all, students have been instructed about the principles of The World Café discussion. They are as follows:

- Set the context – arrange the classroom with 4 or 5 round tables.
- Create hospitable space – put some flowers or sweets on the table to set a relaxing atmosphere.
- Explore issues that matter – choose 4 or 5 broad topics with subsequent minor questions to be discussed.
- Encourage everyone’s contribution – make sure everyone has their say.
- Cross-pollinate and connect diverse perspectives – encourage students to move around and share their ideas.
- Listen together for patterns, insights, and deeper questions – the more developed every topic is, the more favorable outcome it has.
- Harvest and share collective discoveries – allow 30 minutes at the end of a class to listen to the students’ presentations.

During the class students work in small teams/seats (5 or 6 per table) for 1 or 2 rounds, 15-20 minutes each. They may write, doodle, draw thoughts, ideas and questions on poster-like sheets of paper that will later serve as presentation points. At the end of each round there is one person who stays as a host to work with a new team while all the other students move to the next table to contribute to a different set of questions. The role of the host is to welcome newcomers and share highlights of the prior conversation. He/she invites people to their seats, explains purpose and logistics and introduces assumptions and etiquette. At the end of the round, the host asks tables to select a different host to stay.

There are no set questions/topics of what the students should talk about – quite the contrary – they can come up with their own ideas and follow their own directions. What they are asked to do is to focus on what matters, contribute their thinking, speak their mind and heart, link and connect ideas, listen together for insights and deeper questions and, last but not the least, to have fun.

The topic of employment within this scope of discussion has been organized for twenty students around four tables with five people per each. It has been suggested to talk about (1) Money, (2) Collaboration, (3) Boss vs Leader (4) Promotion vs Downshifting: Seeking Work-Life Balance. The students have

extended all these topics with the questions of their own. Thus, the first table has centered their discussion on the questions like Do you think it is more important to make a lot of money or enjoy your job? If you had to choose between a satisfying job and a well-paid one, which would you choose? Why? Do you think women and men should be paid the same for the same job? How much do you think a doctor/teacher should be paid? What are the most common complaints from people who are dissatisfied with their jobs, apart from low wages? Do you think it is sometimes ok to work on a voluntary basis? What are the dangers of working unpaid? The second table debated about tensions, dilemmas, challenges you face as you work collaboratively, and talked about personal qualities needed for a good team player, and things that stifle creativity and enterprise, the core values and leadership practices that help build a stronger culture of collaboration. Those working at the third table tried to create an image of an ideal boss and introduced the following questions What makes a good boss? What is a good boss: a leader or a manager? Is it better to have a boss or to be accountable to no one? Do you think women are good bosses? If you could run your own business, how would it be? Is it important to get on well with your boss? The topic that has sparked the most interest was about promotion and downshifting. Students were very enthusiastic exploring questions Is it important to have career prospects in life? What are the advantages and disadvantages of being promoted? Do you believe downshifting is a good thing? Is it possible to juggle work and family responsibilities properly? Why do some people sacrifice career to bring up their children? Why do the others choose on the contrary? Would you rather get promoted and susceptible to certain degree of stress or downshifted with an ability to spend more time in peace and quiet?

The World Café technique is most beneficial when the questions that matter have to be approached from different perspectives and there is an intention to build a community, strengthen relationships and engage everyone's unique contribution and voice using both verbal and visual modalities. If one seeks to access collective intelligence based on discovering patterns of meaning in emergent, unexpected ways that come from the intentional rapid cross-pollination of diverse perspectives prove to be fruitful and encouraging.

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К ВОПРОСУ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ ЛЕКСИЧЕСКОЙ КОМПЕТЕНЦИИ У СТУДЕНТОВ ЭКОНОМИЧЕСКОГО ПРОФИЛЯ

Одним из актуальных направлений в методике преподавания в современных условиях является поиск эффективных методик обучения профессионально ориентированному иностранному языку. Профессиональная