THE PECULIARITIES OF ELICITATION TECHNIQUES' USAGE IN DEVELOPING FOREIGN LANGUAGE SKILLS

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The article highlights the importance of elicitation in modern foreign language teaching. The author states that eliciting various language skills, such as vocabulary development, grammar structures, speaking, listening, writing, and cultural understanding, plays a vital role in providing students with meaningful opportunities to produce language. The problem is to create a dynamic and interactive learning environment through elicitation, which fosters active participation, fluency, and the practical application of language skills within authentic contexts. In the context of language teaching, elicitation can be used interchangeably with eliciting. In this article elicitation is defined as a number of techniques used in teaching to gather (or elicit) knowledge from the students as well as to get them to actively produce speech or writing. These techniques are useful when you want to encourage and prompt students to produce language, express their ideas, or provide responses. It involves the teacher's deliberate efforts to draw out or elicit language from students rather than directly providing the answer or information themselves. The author emphasizes that by eliciting students' responses and actively involving them in the learning process, teachers facilitate a learner-centred approach that empowers students to gain confidence and proficiency as language users. It was noted that taking into account the integration of technology in foreign language teaching, current works have begun to explore the use of digital tools and online platforms for elicitation purposes. That is why, the article also mentions the effectiveness of virtual tasks, and online communication tools in eliciting language production and promoting learner engagement. The findings of this article underscore the significance of incorporating elicitation techniques in language teaching. Ultimately, elicitation serves as a powerful range of techniques in language classrooms, enabling students to develop essential foreign language skills and succeed in authentic communication situations.

Keywords: *language teaching, elicitation techniques, foreign language skills, learner-centred approach, student engagement.*

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ОСОБЛИВОСТІ ВИКОРИСТАННЯ ТЕХНІК ЕЛІСІТАЦІЇ У ФОРМУВАННІ ІНШОМОВНИХ НАВИЧОК

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У статті підкреслюється важливість елісітації у сучасному викладанні іноземних мов. Автор стверджує, що елісітація різних іншомовних навичок, таких як розвиток словникового запасу, граматичних структур, говоріння, аудіювання, письма та розуміння культури, відіграє життєво важливу роль у наданні студентам значущих можливостей для продукування мови. Проблема полягає в тому, щоб створити динамічне та інтерактивне навчальне середовище за допомогою елісітації, яка сприяє активній участі, вільному володінню мовою та практичному застосуванню мовних навичок в автентичних контекстах. У методичній англомовній літературі термін "elicitation" може використовуватися як взаємозамінний з терміном "eliciting". У цій статті елісітація визначається як низка технік, що використовуються у навчанні для збору (або отримання) знань від студентів, а також для того, щоб спонукати їх до активної усної та писемної мовленнєвої діяльності. Ці методи корисні, коли ви хочете заохотити і спонукати студентів до мовлення, висловлення своїх ідей або надання відповідей. Вони передбачають цілеспрямовані зусилля викладача, спрямовані на те, щоб витягнути або спонукати студентів до мовлення, замість того, щоб безпосередньо надавати відповідь або інформацію самому. Автор підкреслює, що, стимулюючи відповіді студентів та активно залучаючи їх до навчального процесу, викладачі сприяють застосуванню підходу, орієнтованого на студентів, який дає їм можливість набути впевненості та майстерності як користувачів мови. Було відзначено, що з огляду на інтеграцію технологій у викладання іноземних мов, у сучасних методичних дослідженнях відображено результати використання цифрових інструментів та онлайн-платформ елісітації. Тому в статті також згадується про ефективність віртуальних завдань та інструментів онлайн-комунікації у стимулюванні мовленнєвої діяльності та сприянні залученню студентів. Висновки цієї статті підкреслюють важливість включення технік елісітації у викладання мови. Зрештою, елісітація слугує потужним набором технік, що дозволють студентам розвивати основні іншомовні навички та досягати успіху в автентичних комунікативних ситуаціях.

Ключові слова: викладання мови, техніки елісітації, іншомовні навички, особистісно-орієнтований підхід, залучення студентів.

Introduction of the issue. At the current stage of education development, we are increasingly moving towards teaching in which the central role is played not by the teacher, but by the student. And while traditionally, when teacher presented new material, students mostly perceived passively, today students play more active role. As a result, instead of constantly providing information in a ready-made form, the teacher tries to encourage students to share the knowledge they already have on the topic being studied. This helps to create a foundation on which to base their understanding of the new material.

In foreign language teaching methodology, this technique is called "elicitation". According to Cambridge Dictionary, this term implies the practice of getting a student to provide or remember a fact, response, etc. rather than telling them the answer [7]. In the context of education, "eliciting" and "elicitation" are often used interchangeably and refer to similar processes.

Although the exact origins of the term "elicitation" in education are difficult to trace, it has become widely known and used in the field of language teaching. The first mention of the term, which the author of this article found, was made in Z. Harris and C. Voegelin's work titled "Eliciting in Linguistics" in 1953 [11].

Educators and linguists, such as J. Hadfield [9] and S. Thornbury [15], began to actively use the techniques of elicitation in their language teaching work in the 1990s. The author of "Classroom Dynamics" (1992) J. Hadfield discusses the use of elicitation as a method to

Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. Vol. 2 (113)

Вісник Житомирського державного університету імені Івана Франка.
Педагогічні науки. Вип. 2 (113)

stimulate classroom communication and enhance students' language skills [9]. S. Thornbury, the author of "How to Teach Grammar" (1999) focuses on the use of elicitation as a means of activating and reinforcing grammatical structures [15].

Current state of the issue. While the term "elicitation" may not have been widely used in the writings of educational theorists in Ukraine, there are several researchers who discussed related concepts and practices that align with the idea of eliciting student responses. Among them we can distinguish N. Bilonozhko, who considers elicitation one of the effective methods of the reflective approach, which helps students draw conclusions about different definitions of the words [6: 231].

N. Shvets regards elicitation as an important component of modern foreign language teaching, the use of which will contribute to the effective learning of new material and encourage students to speak [13: 241].

M. Lisna thinks that elicitation can help presenting new vocabulary, however she warns to avoid overusing it [12: 181].

There are several methodologists and researchers who have not so long ago contributed to the field of elicitation in foreign language teaching abroad. For instance, M. Swain, a Canadian linguist who has extensively researched second language acquisition and language teaching, introduced the concept of "output hypothesis", which states that language learners need opportunities to produce language in order to develop their linguistic abilities. Swain's work emphasizes the importance of learner-generated output and the role of corrective feedback in elicitation activities [14].

R. Ellis, a prominent figure in the field of second language acquisition and applied linguistics, has conducted research on the role of elicitation in language acquisition. His work explores different techniques for eliciting learner output and highlights the importance of feedback and corrective input during the elicitation process [8].

While K. Bailey's work focuses more broadly on language teacher development, she has written about the use of elicitation techniques in the language classroom as well. Her work emphasizes the importance of creating learner-centred classrooms and using interactive activities that elicit language production [4].

In recent years, the question of elicitation has been discussed in articles. For example, the article by Sh. Halim "Elicitation: A Powerful Diagnostic Tool for Actively Involving Learners in the Learning Process" underlines the benefits and challenges of using elicitation techniques in language teaching and provides examples or case studies of how such methods have been implemented in EFL contexts [10].

In the article titled "An Analysis on Elicitation as Corrective Feedback to Students' Grammar Errors", the authors N. Ayouni and M. El-Sukny analyze different types of elicitation techniques used by teachers to address students' grammar errors, they investigate the effectiveness of using elicitation as a form of corrective feedback in facilitating students' grammar acquisition. The article also discusses the challenges that teachers encounter when employing elicitation techniques, such as finding appropriate prompts or managing classroom dynamics [2].

S. Alsubaie in the article "An Analysis of Classroom Discourse: Elicitation Techniques in EFL Classrooms" discusses the functions and purposes of elicitation techniques in the EFL classroom context. This includes examining how these techniques are used to check comprehension, activate prior knowledge, stimulate critical thinking, or prompt language production [1].

F. Badem-Korkmaz and U. Balaman in their article "Eliciting student participation in video-mediated EFL classroom interactions: focus on teacher response-pursuit practices" provide an overview of video-mediated interactions in the EFL classroom context, as well as discuss the use of video conferencing tools, online platforms, or video-based

Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. Vol. 2 (113)

Вісник Житомирського державного університету імені Івана Франка.
Педагогічні науки. Вип. 2 (113)

materials to facilitate communication and interaction among teachers and students. The authors also focus on the specific strategies and practices employed by teachers to elicit student participation in video-mediated EFL interactions [3].

With the increasing integration of technology in foreign language teaching, research has begun to explore the use of digital tools and online platforms for elicitation purposes. Investigations have focused on the effectiveness of virtual tasks, interactive multimedia, and online communication tools in eliciting language production and promoting learner engagement [5].

Outline of unresolved issues brought up in the article. It is worth noting that research on elicitation is an evolving field, and further studies are needed to explore its effectiveness in various instructional contexts.

Aim of research is to find out the peculiarities of elicitation techniques' usage in developing foreign language skills (vocabulary and grammar development, listening, writing and cultural understanding).

Results and discussion. After analysing different definitions of the term "elicitation" in methodological works [4, 8, 9, 11, 14, 15], the author of this article defines elicitation as a number of techniques used in teaching to gather (or elicit) knowledge from the students as well as to get them to actively produce speech or writing.

The use of elicitation is based on the fact that students collectively possess a significant amount of knowledge about both the language and the world in general. And it is always easier to teach something new on the basis of existing knowledge. In addition, when students answer questions on their own, rather than just passively accepting the information provided to them, memorisation is much more effective.

However, elicitation can be used not only to elicit students' existing knowledge, but also to elicit ideas, feelings, situations, associations and memories. For the teacher, elicitation is a powerful technique that can help to form an idea of

what students know and what they do not know, which will serve as a starting point for further actions and the choice of the necessary methods for working with new material.

The role of elicitation in language acquisition is crucial as it promotes active engagement, critical thinking, and language production among learners. Elicitation prompts students to think critically and reflect on their knowledge, experiences, and language use. It stimulates their cognitive processes and encourages them to analyze, evaluate, and apply their understanding of the language in various contexts. Elicitation challenges learners to find solutions, make connections, and apply their language knowledge to overcome language barriers. It encourages them to use their linguistic resources creatively and problem-solve in real-life communicative situations.

Elicitation can be used as a scaffolding technique to guide learners towards the correct answers or target language forms. By asking carefully designed questions and providing hints or prompts, teachers facilitate students' language acquisition process, helping them arrive at the desired language outcomes through their own cognitive effort.

Elicitation is used when working with lexical and grammatical material, when reading and listening. However, despite all the advantages of the technique and its wide range of applications, it is important to keep a balance so as not to turn the lesson into a guessing game. Therefore, if none of the students knows the answer to the question, you should provide the correct information and move on to the next task.

It is also important to respond carefully to incorrect answers. In order to keep the incentive to answer, it is best to avoid direct comments that the answer is wrong. Instead, you should ask the question to several students, and then depersonalise the answers and choose the correct one.

Elicitation techniques play a significant role in ***vocabulary development*** as they actively engage learners in the process of

Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. Vol. 2 (113)

Вісник Житомирського державного університету імені Івана Франка.
Педагогічні науки. Вип. 2 (113)

acquiring new words and expanding their lexical resources.

Concept elicitation involves guiding students to express the meaning of a word or concept using their own words. Instead of providing a direct definition, teachers can ask questions like "What does the word X mean to you?" or "Can you describe X in your own words?" This technique encourages students to tap into their prior knowledge, make connections, and construct their understanding of the word's meaning.

Eliciting word associations helps students expand their vocabulary by exploring the semantic relationships between words. Teachers can present a target word and ask students to brainstorm related words or concepts. For example, if the target word is "ocean", students might generate associations like "waves", "beach", "seashells", etc. This technique facilitates deeper understanding and helps students build a network of interconnected vocabulary.

Eliciting vocabulary through contextual clues involves presenting students with sentences, short texts, or visuals containing the target word. By providing contextual information, teachers encourage students to deduce the meaning of the word.

Another way to elicit vocabulary is by using visual prompts, which involves presenting images or real objects related to the target words. Teachers can ask students to describe what they see, identify objects, or explain the relationships between the visuals and the target words. While teaching online, the possibilities of visual prompts are much wider than during off-line studies.

Semantic mapping (as a way of elicitation) helps students visualize the relationships between words. Teachers can create word webs or concept maps (using specialized websites), starting with a central word and asking students to brainstorm related words or concepts. This technique encourages students to make connections, categorize vocabulary, and expand their understanding of word associations.

The use of games and interactive activities can make the learning process enjoyable and engaging. Teachers can use activities like word charades, vocabulary quizzes, vocabulary bingo, or vocabulary memory games to elicit and reinforce vocabulary. These activities promote active participation, competition, and repetition, which are beneficial for vocabulary acquisition.

By employing a variety of elicitation techniques, teachers can create a dynamic and student-centred vocabulary learning environment.

Eliciting grammar structures is an effective technique for engaging students actively in the learning process and promoting their understanding and production of grammatical forms.

Guided discovery is a popular technique for eliciting grammar structures. Instead of explicitly providing rules or explanations, teachers present contextualized examples and guide students through a series of questions that lead them to discover the underlying grammar rules. By asking questions like "What do you notice about the verb tense in this sentence?" or "What is the pattern you observe in these sentences?", teachers encourage students to analyze the language and deduce the grammatical structures.

Eliciting grammar structures through contextual examples involves presenting students with sentences or short texts that illustrate the target structure. Teachers can ask students to analyze the sentences, identify the grammatical forms, and explain the functions and meanings of the structures used. This technique helps students understand the practical application of grammar in real-life language use.

Error correction exercises involve presenting students with sentences containing errors related to the target structure. Instead of directly correcting the errors, teachers can elicit students' attention to the problematic areas by asking questions like "Is there anything wrong with this sentence?" or "Can you identify the mistake in this sentence?" This technique prompts students to

Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. Vol. 2 (113)

Вісник Житомирського державного університету імені Івана Франка.
Педагогічні науки. Вип. 2 (113)

recognize and analyze the grammatical errors and enables them to self-correct or provide the correct forms.

You can also elicit grammar structures by using authentic materials such as songs, videos, or texts. They provide students with real-life examples of how the grammar is used in natural language. Teachers can elicit students' understanding and analysis of the grammar structures by discussing the examples and asking questions about the context, meaning, and usage.

Eliciting speaking skills is crucial for promoting oral communication and fluency in the English language.

One of the ways to do it is through discussions and debates, which involve providing students with thought-provoking topics or questions and encouraging them to express their opinions, engage in conversations, and defend their viewpoints. Teachers can elicit speaking by asking open-ended questions, encouraging turn-taking, and facilitating group or whole-class discussions.

Role-plays and simulations enable to elicit speaking as well, this activity involves assigning students specific roles or scenarios in which they have to interact using the target language. This technique encourages students to use language in context, apply social and cultural norms, and engage in realistic communication. By providing prompts or situations, teachers elicit students' speaking skills and foster their ability to handle real-life language interactions.

Eliciting speaking skills through picture descriptions involves presenting students with visual prompts such as photographs, illustrations, or images. Students are encouraged to describe what they see, express their thoughts, and provide detailed explanations using the target language. Teachers can elicit speaking by asking probing questions, encouraging students to use descriptive language, and promoting discussions based on the visuals.

Problem-solving activities can present students with tasks or challenges that require verbal communication to find solutions. For example, teachers can assign group projects, case studies, or collaborative tasks that necessitate students to communicate, negotiate, and express ideas orally. This technique encourages students to use language to work through problems, share perspectives, and seek consensus.

The use of presentations allows students to research, organize their thoughts, and deliver information in a structured and coherent manner. Teachers can elicit speaking by assigning topics, providing guidelines for content and delivery, and providing opportunities for students to present their findings to the class. This technique enhances students' presentation skills, confidence, and ability to express themselves orally.

Eliciting listening skills is crucial for developing students' ability to understand and comprehend spoken English. Teachers can use audio recordings, podcasts, interviews, or videos featuring native speakers or authentic conversations. By providing engaging and authentic listening materials, teachers elicit students' listening skills and help them develop the ability to understand different accents, speech patterns, and natural language use.

Note-taking activities involve providing students with a listening passage and asking them to take notes while listening. Teachers can elicit listening by giving students a specific focus or key points to note down. After listening, students can compare and share their notes, facilitating further discussion and reinforcing comprehension skills.

One more way to elicit listening is through sequencing or ordering tasks, which involve presenting students with a series of related events or information that they need to listen to and arrange in the correct order. This technique challenges students to listen attentively, identify the logical sequence, and organize the information in a coherent manner.

Overall eliciting listening skills encourages active engagement, focus, and critical thinking, enabling students to become proficient and confident listeners in real-life communicative situations.

Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. Vol. 2 (113)

Вісник Житомирського державного університету імені Івана Франка.
Педагогічні науки. Вип. 2 (113)

Eliciting writing skills is essential for developing students' ability to express themselves effectively in written English. Teachers can elicit writing by asking students to respond to the prompt, express their opinions, or develop a story based on the given stimulus. This technique encourages students to generate ideas, organize their thoughts, and engage in the writing process.

Another idea to elicit writing is by giving students sentence starters, outlines, or graphic organizers that guide their thinking and organization. This technique helps students focus on specific writing elements such as introduction, body paragraphs, or conclusion, and assists them in producing coherent and well-structured written pieces.

Eliciting writing skills through peer feedback activities involves having students exchange their written work and provide constructive feedback to their peers. Teachers can elicit writing by giving students specific criteria or questions to guide their feedback, such as asking them to comment on the clarity of ideas, organization, or language use. This technique not only encourages students to reflect on their own writing but also helps them develop critical thinking skills and learn from their peers' perspectives.

Brainstorming activities encourage students to generate ideas, make connections, and gather information related to a writing task. Teachers can elicit writing by facilitating group discussions, mind mapping, or listing key points. This technique helps students overcome writer's block, stimulates creativity, and provides a foundation for their writing.

Eliciting cultural understanding is a vital aspect of language learning, as it helps students develop an appreciation and awareness of the cultural contexts in which the target language is used. Teachers can use authentic texts, videos, music, or artwork that represent different aspects of the culture such as traditions, customs, celebrations, or social norms. By engaging with authentic materials, students can observe and analyze cultural artifacts, practices, and perspectives, which deepens their understanding of the target culture.

Cross-cultural comparisons involve exploring similarities and differences between the students' own culture and the target culture. Teachers can elicit cultural understanding by encouraging students to reflect on and discuss cultural practices, values, or beliefs in both contexts. This technique promotes critical thinking, empathy, and a broader perspective on cultural diversity.

The use of guest speakers or cultural exchanges involves inviting native speakers or individuals from the target culture to share their experiences, stories, or perspectives with students. This first-hand interaction allows students to engage directly with representatives of the culture, ask questions, and gain insights that go beyond textbooks and classroom materials. This technique fosters authentic cultural learning and provides a platform for intercultural dialogue.

Teachers can elicit cultural understanding by organizing cultural events, celebrations, or field trips that allow students to engage with cultural practices, taste traditional food, participate in cultural activities, or visit cultural sites. This technique provides first-hand experiences that facilitate a deeper connection and understanding of the culture.

By incorporating these elicitation techniques, teachers can create a culturally inclusive and enriching learning environment that promotes students' cultural understanding, empathy, and respect, aa well as their language understanding.

Conclusions and research perspectives. Thus, elicitation includes impressive number of techniques which can be incorporated into modern foreign language teaching. Eliciting language skills, such as vocabulary development, grammar structures, speaking, listening, writing, and cultural understanding, provides students with opportunities to produce language in meaningful contexts. This practice promotes language fluency, accuracy, and the application of learned

Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. Vol. 2 (113)

Вісник Житомирського державного університету імені Івана Франка.
Педагогічні науки. Вип. 2 (113)

concepts in authentic communication. It creates a dynamic and interactive learning environment that promotes active participation, fluency, and the application of language skills in authentic contexts. By eliciting students' responses and fostering their involvement, teachers facilitate a learner-centred approach that empowers students to become confident and proficient language users.

The research perspectives include the possibility to examine how elicitation techniques influence learner engagement and motivation.

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Zhytomyr Ivan Franko State University Journal. Pedagogical Sciences. Vol. 2 (113)

Вісник Житомирського державного університету імені Івана Франка.
Педагогічні науки. Вип. 2 (113)

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