

"speed, novelty, advance" and is enriched with the new ones connected with h speed revolution. Rajlwavsjjayejtood the test of time and continue to p); important role in society and its economy. Likewise, through the time the conce of railway gains new features, develops new figurative meanings and fixes th_e value of it for the given time period.

References

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EVALUATION IN ESP Svitlana Dorda (Sumy, Ukraine)

The key stages in ESP are needs analysis, course design, materials selection, teaching and learning, and evaluation. These are not separate, linearly-related activities, rather they represent phases which overlap and are interdependent.

There are many definitions of evaluation; fundamentally evaluation is asking questions and acting on the responses. We accept the following: evaluation is a whole process which begins with determining what information to gather and ends with bringing about change in current activities or influencing future ones. Evaluation must be more than collecting and analyzing data: to have value the evaluation process must include action.

Evaluation is usually described as *formative* or *summative*. *Formative evaluation* which takes place during the lifetime of an activity and the findings help to shape the course during its life-time. Formative evaluation is typically undertaken at intervals and will consist of a series of "mini-evaluations". *Summative evaluation* takes place at the end of an activity and so does not influence that version of the activity. Its purpose is to assess impact and to provide information that can be fed into repeat versions or related activities. Summative evaluation is valuable for durable courses.

Evaluation can be both *qualitative* and *quantitative*. Tests and objective-question questionnaires provide numbers and percentages for individual items. They provide answers to what questions but cannot easily address the how or why. More qualitative methods such as discussions and interviews cover a wider picture, but may be less comparable.

Evaluation can be very threatening; it suggests change and change is often resisted. At the same time evaluation is very constructive and powerful activity and a very stimulating one. There is the chance to focus on what has been going well and to ask what have been the most significant contributing factors so that less successful aspects can be modified. Evaluation can also show weaknesses or features that were just not suitable for the particular group of learners. Evaluation should not be used only negatively to comment on problems. A good evaluation

emphasis the success and discusses less successful aspects. It also addresses the crucial and why issues. Kh^hlh^gTiow[^]weTrsbinething has worked is not significant on its own. Understanding why will enable us to repeat success and avoid the less successful.

Evaluation in ESP situations is concerned with the effectiveness and efficiency of learning; with achieving the objectives. To be an integral part of a ⁶irse evaluation has to be built in as a part of the course design. To evaluate everything is impossible; priorities can be set, the type and timing of data collection can be planned together with the resulting actions. At different times evaluation might focus on the materials used, the classroom activities, the out-of-class support, the course design, methodologies, and the role of assessment, that is any aspect of the teaching-learning situation.

According to Dudley-Evans and St. John (1998) some of the questions to ask before an evaluation are: **Audience and purpose**

- Who is interested in a course?
- What do you want to evaluate?
- What do you want to change?

Criteria for evaluation

- What are the objectives you are evaluating against?

Criteria for analysis of results

- What will you do with the answers?
- What can you change?

Sources of information

- Who can provide useful information?
- When would it be appropriate for them to do that?

In other words, behind a successful ESP course is a continuous process of questioning.

References

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HOW TO WIN AN INTERNATIONAL GRANT Jessica Erdman (PC Volunteer, Korsun Shevchenkivsky, Ukraine) Olena Umanets (Korsun Shevchenkivsky, Ukraine)

Grant writing is truly an art form; an acquired skill learned the same way we've studied foreign languages: through repetition, practice, and slight frustration. However, an old adage has proved true through the ages—"When there's a will, there's a way." **If** you are indeed determined to win an international grant for your school or organization, you will eventually succeed. Your success is contingent upon a few important factors, which we will discuss in this article. We intend to walk you through the grant-writing process, while highlighting "make-or-