current role of English as a lingua franca of research
timulate the interest of Ukrainian learners and their
i academic writing. Certain universities, in particular the
nal University of Lviv, have already begun to introduce
:s.

t problem in this new pedagogical process is the choice
' year more and more English academic writing manuals
itly in the Western countries. However, these materials
table for Ukrainian learners, since they are not easily
pensive, and not necessarily appropriate for our cultural
•ntext. One way out of this situation consists either in
ition of international textbooks or in producing such
in Ukraine. In this demonstration, I suggest to present
Writing for Students and Researchers* •   a recently
specifically designed for Ukrainian graduate students
tors. The major principles underlying this book will be
nethods of its use will be explicated. The attendees of
all be able to familiarize themselves with the content of
ire, and tasks through a sufficient number of sample
nee of using the textbook in the university classroom
appropriate pedagogical advice will be provided.

V. English Academic Writing for Students and
Ivan Franko National University of Lviv Press, 2002. -
MS,2003).-220p.

MATERIALS DEVELOPMENT

Irina Bokun

Sumy Ukrainian Academy of Banking

Simplifying Materials

a   Many elements of a language course can be simplified, including the
obstructions and explanations that accompany exercises and activities,
{•id even the visual layout of material so that it becomes easier to see how
Afferent parts fit together. It is worth noting in passing that teachers are
•niietimes on rather dangerous ground, if a wish to 'simplify' grammar or
pech in the classroom leads to a distortion of natural language. For
ample, oversimplification of a grammatical explanation can be
esleadingly one-sided or partial: to tell learners that adverbs are always
faied by adding '-ly' does not help them when they come across 'friendly'
jr'brotherly', nor does it explain why 'hardly' cannot be formed from
ted'. A slow style of speech might result in the elimination of the correct
»of sentences stress and weak forms, leaving learners with no exposure
Ohe natural rhythms of spoken English.

However, the main application of this technique has been to texts,
mut often to reading passages. Traditionally, the emphasis has been on
(anging various sentence-bound elements to match the text more closely
tdhe proficiency level of aparticular group of learners. Thus, for instance,
wean simplify according to:

a) Sentence structure. Sentences are reduced in overall length, or a
complex sentence is re-written as a number of simpler ones, for example
by the replacement of a relative pronouns by nouns and pronouns
followed by a main verb.

b) Lexical content, so that the number of new vocabulary items is
controlled by reference to what students have already learned.

c) Grammatical structures. For instance, passives are converted to
actives; simple past tense to simple present; reported into direct
speech.

These kinds of criteria form the basis of many of the published graded
'simplified readers' available for English language teaching.

Simplification has a number of further implications. Firstly, it is possible
to any linguistic change, lexical or grammatical, will have a corresponding

157

Bokun, I. Simplifying Materials [Text] / I. Bokun // Building Cross-Cultural Understanding Through ELT (Розвиток міжкультурного взаєморозуміння за допомогою викладання англійської мови): тези доповідей. – Горлівка: ГДПІІМ, 2004. – С. 157-158.