

DOI 10.26886/2414-634X.2(21)2018.7

UDC 37:004.77

**REDESIGNING THE ENGLISH LANGUAGE PROCESS TO  
INTENSIFY THE ENGLISH TEACHING AND LEARNING ENVIRONMENT**

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*The necessity of redesigning the English training process is of high importance nowadays. This phenomenon is explained in the article. The objectives and options for redesigning are offered. The article firstly aims for the exploitation by the language program administrators that should outline leadership changes and innovations in the educational process. The article deals mostly with the memory training workshop that is one of the options for redesigning the language training process for intensifying the English teaching and learning environment. This article aims to provide some analysis and research to focus attention on real innovations and changes that can be put into practice in a military institute in order to energize key stakeholders to create, develop, and implement new ideas.*

*Key words: memory training workshop, learning and teaching process, intellectual capacities, redesigning, implementation.*

A modern educational system should create learning environments that allow students to learn language skills that will be applied to real-life military situations, ensure positive reinforcement, and provide curriculum, instruction, and assessment procedures that reflect the many different ways students learn and process information.

Education is a treasure that can never be taken away. Institutes can flourish when students have access to quality education, high-performing and enrichment activities, and skills training and knowledge for continuing

education that they need to advance in military spheres. Since wants, needs, and expectations change very fast, the necessity of redesigning the English training process is of high importance.

Language program administrators should outline leadership changes and innovations in the educational process. They should deliver breakthrough results in country's highest needs and expectations, demonstrate the willingness to risk fully, engage wholeheartedly and experience enthusiastically, model risk-taking in teaching and invite imagination and experimentation.

The objectives of the redesigning are:

1. Discover revolutionary teaching strategies that will enhance the foreign language environment.
2. Boost intrinsic motivation and increase learner confidence in using the target language.
3. Rediscover technologies in teaching and learning. Improve communication, and create an interactive learning environment.

This article aims to provide some analysis and research to focus attention on real innovations and changes that can be put into practice in a military institute in order to energize key stakeholders to create, develop, and implement new ideas. To accomplish this, 3 options are provided, that will be the most beneficial, such as: interactive video-conferencing learning, "Cyber Security" specialized course, and memory training workshop. For each option, we would like to offer a strategy process for implementation that includes a scope and sequence. It will be a model that can guide all three options. We believe that offered innovations will benefit the military institute, as the ideas and practices are advantageous improvements and can be accepted as an inevitable part of an educational process.

Redesigning the learning and teaching process means to plan and fashion expertly the educational environment, this is closely connected with

changes and innovations. This project deals with both options and results from deliberate efforts that are perceived as new, that are intended to bring about improvements, collaboration, expert opinions, and have the potential for diffusion.

***Goals of redesigning:***

**For Instructors:**

- Facilitates program renewal.
- Enhances instructor's careers.
- Minimizes instructor burnout.
- Improves instruction.
- Allows programs to be responsive to changes.

**For Students**

- Help students to develop skills in English, in a short period of time, to be ready to participate in different missions.
- Enable students to be successful when involved in different tasks where knowledge of the English language is imperative.
- Provide an interactive environment where the students, being in conditions of physical and psychological tension, can learn and absorb knowledge as fast as possible.
- Motivate students to learn English via creating an interactive environment that inspires them to practice using English every day.
- Modify hours of self-education into mandatory hours for attending supplemental language

***Project Recommendations:***

- ✓ Training supplemental language training (SLT).
- ✓ Inspire key stakeholders to innovate and mobilize those looking to innovate.

This article aims to provide some analysis and research to focus attention on real innovations and changes that can be put into practice in a military institute in order to energize key stakeholders to create, develop, and implement new ideas. In this context, we would like to intensify SLT by conducting workshops for different student's needs and provide the students an environment where they can study English outside of class. To accomplish this, 3 options are provided, that, to my mind, will be the most beneficial, such as: interactive video-conferencing learning, "Cyber Security" specialized course, and memory training workshop. For each option, I would like to offer a strategy process for implementation that includes a scope and sequence. It will be a model that can guide all three options. I believe that offered innovations will benefit the military institute, as the ideas and practices are advantageous improvements and can be accepted as an inevitable part of an educational process.

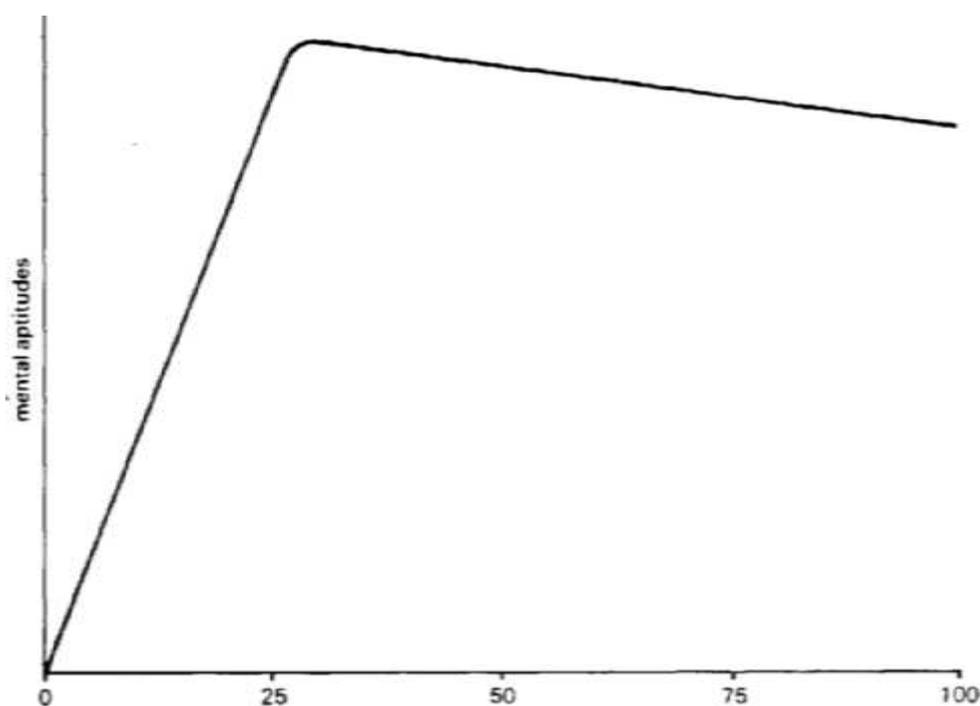
I offer the memory training workshop because the amount of information that peoples' brains are required to synthesize in this technological era is truly mind-boggling, and teachers everywhere are rising to meet the challenge. It is known, that the invention of printing was the first big breakthrough in Information Technology. It enabled literacy and education to go up from 10% to over 80% within 50 years by making available vast amount of reading material. Other breakthrough for Information Technology were inventions like telegraphy, telephony, wireless or radio, television, broadcasting, and computers (from room size to desk top to laptop to palmtop and very soon, wearable ones.) A new study shows everyone is bombarded by the equivalent of 174 newspapers of data a day (Tony Buzan). The growth of the Internet, 24-hour television, and mobile phones means that we now receive five times more information every day than we did in 1986. But that pales in comparison to the growth in the

amount of information we churn out through email, twitter, social networking sites, and text messages.

Every day the average person produces six newspapers worth of information compared with just two and a half pages 24 years ago – nearly a 200-fold increase. All this information needs storing and we now each have the equivalent of 600,000 books stored in computers, microchips (Tony Buzan) [3, p.38].

Memory exercise will encourages student’s brain to work at optimum capacity by stimulating nerve cells to multiply, strengthening their interconnections and protecting them from damage, and it directly benefits cognitive functions, including learning.

Next, the visual chart below shows the importance of memory training in reference to IQ scores, recall ability, ability to see spacial relationships, perceptual speed, speed of judgement, induction, figural relations, associative memory, intellectual speed, semantic relations, formal reasoning and general reasoning, etc., declines after reaching a peak at the age of 18 to 25 (see figure) [3, p. 61, 62].

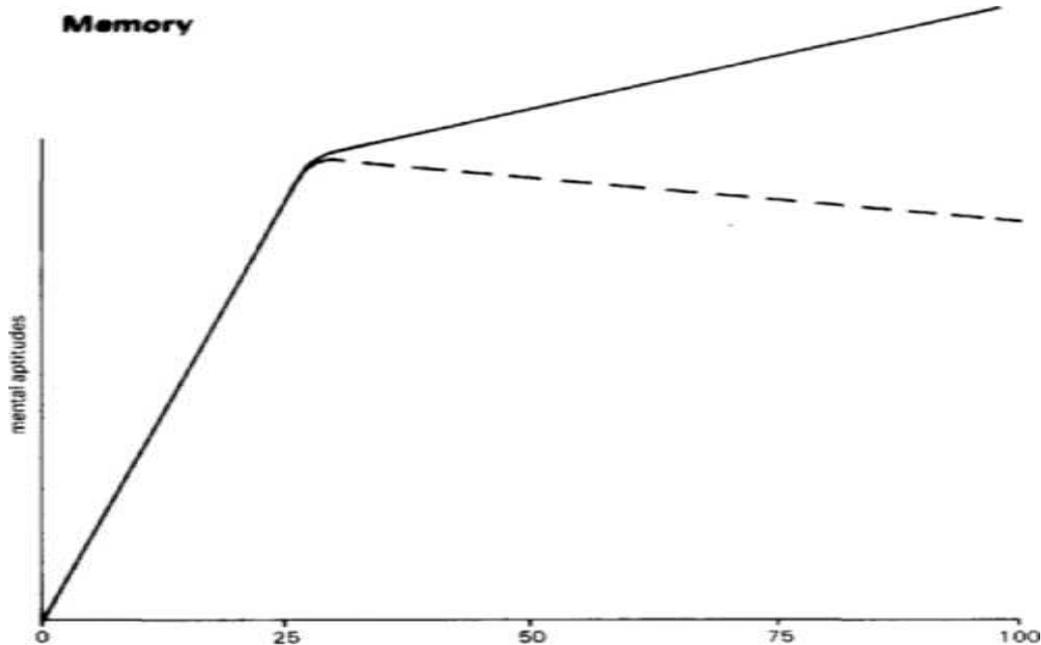


**Figure 1 Importance of memory training 1**

\*Decline with age more than 5-10 per cent.

Peak is at the age 18-25.

A very low level for the increasing number of years.



**Figure 2 Importance of memory training 2**

\*The mind is continually used, and its capacities expand; •tend to improve these capacities with age if taught.

Ability to understand and learn new areas of knowledge far surpasses younger minds.

Looking at the figure above, one can easily see that a person's mental 'conditioning' would have been at a very low level for an increasing number of years. In other words, his real intellectual capacities would have been in cold storage'. It is not surprising that such an unused mind would do slightly worse after 20 to 40 years of mis- or no use - it is surprising that it still manages to do as well as it does! If, on the other hand, the mind is continually used, and its capacities expanded, the effect on the graph for age would be dramatic. The ability to understand and learn new areas of knowledge far surpasses one who is not engaged in memory training activities.

This means, firsts, that if the brain is trained, the capacity of memory increases. On the other hand, the peak of memory abilities in people who

do not follow any techniques to improve is at the age of 18-25, and that is why we can use this option in our institute to boost students' abilities to learn new areas of knowledge. The special memorizing techniques are known as mnemonics. Traditionally these techniques have been scorned as mere tricks, but recently the attitude towards them has begun to change. It has been realized that the methods which initially enable minds to remember something more easily and quickly, and then to remember it for much longer afterwards, must be more than simple tricks. Current knowledge about the ways in which our minds work shows that these techniques are indeed closely connected to the basic ways in which the brain functions. The use of mnemonic techniques has consequently gained respectability and popularity, and they are currently being taught in universities and schools as additional aids in the general learning process. The improvement of memory performances that can be achieved is quite remarkable, and the range of techniques is wide.

**Implementation.** Three-month memory training workshops can be conducted during the first year of studying to teach the students new techniques and to prepare them to use constantly and by 16 themselves. Below the chart “Memory Skill Builder: Scope and Sequence” is offered on the sample of one technique used by Tony Buzan. It can be used as a sample for a more extended program.

MEMORY TRAINING WORKSHOP (MTW)				
Scope & Sequence				
Technique	Day 1	Day 2	Day 3	Day 4
Tony Buzan Technique	Workshop expectations; Introduction to MTW;	Task Distribution; Introduction to Study skills;	Homework Review; Vocabulary activity;	Homework Review; Vocabulary activity;

	Administrative Requirements and Briefing; Quiz; Tips for Improving Memory (PP Presentation); Discussion “Students Wants, needs and Expectations	Task “Word Bank”; Evaluation and Feedback; Home Assignment	Task Distribution; Task “Math Word Bank”; Evaluation and Feedback; Home Assignment	Task Distribution; Task “Rhyming words”; Evaluation and Feedback; Home Assignment; Students Feedback
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**Figure 3 Implementation of the memory training workshop**

Education is a treasure that can never be taken away. Institutes can flourish when students have access to quality education, high-performing and enrichment activities, and skills training and knowledge for continuing education needed to advance in specialized military spheres. Since wants, needs, and expectations change very fast, the necessity of redesigning the English training process is of high importance [1, p. 112]. The innovations offered result from deliberate efforts that are perceived as best practices used in English language training environments, which are intended to bring about improvements, and that have the potential for diffusion. Innovation is worth the effort because it facilitates program renewal, enhances teacher’s careers, minimizes teacher burnout, improves instruction, and allows programs to be responsive to changes. The idea of replacing hours of self-study with mandatory hours are expected to be beneficial for students and mostly fit our educational environment. A memory-training workshop will expand student ability to understand and

learn new areas of knowledge and absorb new information faster and easier. In this context, Tony Buzan's techniques are offered as a sample and can be applied during supplemental language training. Additionally, with video conferencing, educators can bring life experiences directly into the classroom. Advantages of video conferencing technology for the education sector include reduced costs, efficient use of time, effective collaboration between students and teachers, and learning from anywhere at any time. Through the use of videoconferencing, teachers at military institutes will be able to plan and coordinate experiences for their students that not only fulfill the objectives of their curriculum but also address the larger goals that the institute has for its students, such as fostering and developing leadership skills, promoting the concept of global citizenship, and providing students with experiences that develop their emotional intelligence and confidence.

**References:**

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