25 Years of TESOL in Ukraine: Honoring the Past and Shaping the Future: Book of Convention Papers / Comp. S. Zubenko. Eds. S. Zubenko, L. Kuznetsova. – Львів: ПП «Марусич», 2020. – 246 p.

The collection includes convention papers of the reports made at the 25th Annual National TESOL-Ukraine Convention "25 Years of TESOL in Ukraine: Honoring the Past and Shaping the Future". More than 300 teachers from higher and secondary educational institutions shared their ideas, projects, research in the spheres of linguistics, discourse analyses, ELT methodology, CALL, sociolinguistics, translation studies, literature studies, etc.

The publication is aimed at EFL professionals, researches, students, post-graduate students, and all those interested in the theoretical and practical aspects of teaching and learning English.

«25 років ТІСОЛ в Україні: шануємо минуле і формуємо майбутнє»: тези доповідей (англ.мовою) / Укл. С. Зубенко. Ред. С. Зубенко, Л. Кузнецова – Львів : ПП «Марусич», 2020. – 246 с.

Збірник матеріалів доповідей «25 років ТІСОЛ в Україні: шануємо минуле і формуємо майбутнє». Понад 300 викладачів вищих і середніх навчальних закладів поділилися своїми ідеями, проектами, дослідженнями в галузі лінгвістики, аналізу дискурсу, методики викладання англійської мови, CALL, соціолінгвістики, перекладацькими та літературними дослідженнями і т. ін.

Видання розраховано на науковців, викладачів, студентів, аспірантів, магістрантів і всіх, хто цікавиться теоретичними і практичними аспектами викладання і вивчення англійської мови.

THE POTENTIAL OF METAPHORICAL ASSOCIATIVE CARDS IN TEACHING ENGLISH FOR FUTURE PSYCHOLOGISTS

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The article sheds light on metaphorical associative cards (MACards), or metaphorical cards, as a psychological therapeutic tool and presents system of exercises of their use for teaching English as a specific language. ESP requires not only subject-specific materials and vocabulary, but also using subject-specific tools, especially techniques of art-therapy, which can gently develop an ability to find the most appropriate communicative means within the shortest time for resultative communication [1; 14]. Apart from their therapeutic value, such tools can be easily incorporated into English languages classes, they could give rich base and stimulus for students' speaking and writing skills development, confidence and motivation increasing, building professional competence of future psychologists.

The use of metaphorical (projective) associative cards (MAC) is one of comparatively young fields of art-therapy. They were first used about 40 years ago by a German psychologist Moritz Egetmeyer, a founder of OH Cards Institute and publishing house «OH Verlag» (1985). MAC is a technique in coaching, psychological counseling and therapy which allows to get into subconscious and unconscious and get insights and reminders from the cards – pictures or photos of a small size on different topics including images of nature, portraits of people, objects, situations, etc. The idea is a person's projection on the basis of visual metaphors. As linguists George Lakoff and Mark Johnson state, "our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature. Our concepts structure what we perceive, how we get around in the world, and how we relate to other people» [3, 8] Psychological explanation of mechanism of this instrument is that associations arising in a mind of a person describing a card and commenting to them reveal current states, experiences and needs [4; 344]. At the lesson these cards can also solve a range of problems. They develop associative thinking, help to overcome communicative barriers, lower students' anxiety, awaken creativity, develop interpersonal skills and emotional intelligence, and trigger the expression of their feelings and ideas.

We start work with introducing metaphorical cards to students. The following exercises are aimed at both language practice and psychological problem.

Exercise 1. Students select a card that coincides with their emotional state and explain their choice, or they can choose a card they like or dislike from the deck. It works best at the beginning for «warming up» the group or at the end of the class to diagnose students' emotional state.

Exercise 2. Crisis states. Students take one card that symbolizes their failure, describe it, then they draw three more cards from the deck blindly and answer the following questions:
- What did you lose in that situation? What did you get?
- Has your attitude to the problem changed? How can you use this experience?
- What are you going to do in the future?

Exercise 3. Associations. Students have to find connection between two concepts to get unusual association and to stimulate new ideas or match cards to inscriptions using given discourse markers.

Exercise 4. Speaking or creative writing. The teacher prepares a universal deck of cards or one connected with the topic of the class. Students take one card and answer the following questions:

- Why have you chosen this card? What feelings and emotions does it arouse?
- What memories are evoked by it? Can you tell a story from your life connected with them? What sounds, colours do you see?
- What title would you give to it? What does it mean to you?
- How would you like to change it? What cards would you like to add to the story? What would happen, if…

Exercise 5. Personality. Students take 5 cards. The first card answers the question what the community in which the main character lives like. The second one answers who the main character is, what he dreams about, what his values are. The third card tells what obstacles are waiting for the main character on the way to a cherished dream. The fourth one is about someone or something that helped the main character in the past/ will help in the future. The last one gives a hint of conclusion. Students can also make up a story / a dialogue based on several cards individually / in groups and then present and discuss it in class [1, 5].

For further practice a therapeutic session at the initial stage of therapy is acted out with students playing a clinical psychologist and a patient. Some techniques may be used for better understanding of the client's situation, establishing rapport, emotional release, etc. It is important to note that according to procedure, while building rapport, counselors should not engage the client in analysis of the image or confrontations as that is not typically an appropriate strategy for this stage of counseling [3; 316], so the technique is appropriate to use even with students of first or second years of studying, who do not have enough professional knowledge for conducting a whole session and diagnosing a problem.

Metaphorical cards can be used as a valuable supplemental tool for effective English learning as a component of professional competence of future psychologists, as they stimulate creativity, motivation and communication. Such specialists are able to express their emotions, to listen and to respond without judgement or competitiveness, to master appropriate questioning techniques and be effective in their communication with clients during psychological sessions in their future professional life. As practical experience shows, a system of suggested exercises can prove its effectiveness in case they are done on a regular basis as a component of professional training of future psychologists.

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THE IMPACT OF FEEDBACK
ON STUDENTS' VIEWS OF THEIR LEARNING

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For successful learning, students need to understand their goals and take these goals personally, realize their current level of language proficiency, and know what to do to achieve their learning goals. These are the main underpinnings of formative assessment which strives to support learners in their efforts to develop foreign language proficiency. Feedback as a major part of formative assessment explains to students what should be done to achieve the desired aim. However, the effectiveness of feedback does not only depend on a teacher. Students need to view teachers' comments and advice as useful, respond to the feedback, understand how to deal with the information provided by the teacher.

According to D.Carless and D.Boud (2018) "one of the main barriers to effective feedback is generally low levels of student feedback literacy." The authors believe that teachers can influence students' learning with the help of feedback if students appreciate their active role in the process, are constantly developing "their capacities in making sound judgments about academic work; and manage affect in positive ways" [1, p.4]. They suggest four features that comprise student feedback literacy: appreciating feedback, making judgments, managing affect, and taking action.

Students rarely appreciate the value of feedback if it is unclear, incomprehensible, or too extensive. They also tend to underestimate their role in making the most of the received feedback. If the teacher does not stress the importance of some response, most students neglect this feedback. Quite often, the goals which students strive to achieve are too general and nonspecific. Developing appropriate challenging but more specific goals is more useful as it includes information about how to succeed. Surprisingly, but praise appears to be ineffective as it does not offer any action plan.

Meanwhile, certain types of feedback are more influential in changing students' attitudes towards their mastering a foreign language. Feedback, which provides the exact strategy for improving, is more efficient for students. Being an immediate teacher's response to students' performance, feedback can be especially beneficial to those students who want to progress but struggle while trying to catch up with their peers. Feedback is more likely to impact learners' attitude to learning if students realize what is being learned and why (learning intentions), and understand the success criteria [2]. If learners know what is important for the teacher and what should be done to succeed in learning, they will most probably respond to the teacher's

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