

## **INTERNATIONAL ENGLISH IN TEACHING ENGLISH FOR PROFESSIONAL PURPOSES**

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Under the conditions of globalization, an International English has never been so important. Operation of a large number of international organizations including the UN and its agencies, World Bank, World Health Organization, numerous EU bodies including the Venice Commission, European Court of Human Rights, OSCE increases pressure to establish a global language.

In 1985, Braj B. Kachru proposed his model to classify the English speaking world [2]. According to him, all countries where English is used can fit three circles: the Inner Circle (IC) includes countries where English is historically spoken as mother tongue, such as Great Britain, Australia, the USA; the Outer Circle (OC) embraces Britain's former colonies where English is important in politics, judiciary and is often spoken as the second language, e.g. South Africa, Nigeria, India, etc.; and, finally, the Expanding Circle (ExC). The latter includes countries "where English is becoming an important language in business, science, technology and education" [3, p.2]. Although more sophisticated models have been propounded since then, e.g. Conical Model of English by Pung in 2009 [4], Kachru's three-circle model remains a useful tool for understanding the mechanism of expansion of English simultaneously allowing estimation of a country's position with regard to the English language.

Within the recent 20 years Ukraine has joined the countries of the Expanding Circle although such admission should not be regarded as a fact but rather as a process and degrees of a country's involvement may differ with Ukraine being on one of the initial stages.

International English occupies the key position in world communications, the practical question that arises is, should International English (IL) or English as lingua franca (ELF) substitute national variants of English at educational

institutions of Expanding Circle countries, particularly in Ukraine? What standards should be applied when deciding what is correct or wrong? What culture(s) should be represented in the educational process?

International English can and should be included in the educational process. English for professional communication of businesspeople, seafarers and lawyers is to a large extent international, which should be reflected in the academic process.

Legal English used in European institutions and organization can be justly regarded as legal English lingua franca – International (or more precisely European) legal English (ELE). For many thousands of officials and clerks of European institutions it serves “a contact language between persons who share neither a common native tongue nor a common national culture, and for whom English is the chosen foreign language of communication” [1, p. 240). It is with these people and in this language that Ukrainian officials and business people have to communicate.

The growing demand for high-professional specialists in international communication sphere puts forward new requirements to their high quality training. Since teaching English as a foreign language appears important for our country it seems expedient to study prospects of International English in Ukrainian educational space.

The three-circle model as a useful tool was propounded as working methods for understanding the mechanism of expansion of English simultaneously allowing estimation of a country’s position with regard to the English language.

Many researchers note that there are significant differences in European legal English as compared to British and American legalese, which are able and actually cause misunderstandings. Secretariat General, Translation Directorate has published “Misused English words and expressions in EU publications” specially dedicated to the issue.

The results of the study are: the defining Ukraine’s place as an Expanding Circle country; national variant of (British/American) English remains indispensable for English teachers’ and interpreters/translator’s basic training; international English is applicable and desirable in teaching English for professional purposes in the spheres where international communication is anticipated, particularly, law.

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## ПРОБЛЕМАТИКА ВИЗНАЧЕННЯ ЖАНРУ ФЕНТЕЗІ В ЛІТЕРАТУРІ

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Останніми роками спостерігається значна популяризація літературного жанру фентезі в Україні та світі. Цей жанр мало досліджений українськими науковцями, які наразі не пропонують єдиного визначення жанру. Серед зарубіжних дослідників одностайності у розумінні сутності жанру теж немає, а перейняття їхнього досвіду українськими літературознавцями ускладнене через подвійне розуміння англійського терміна «fantasy», який в українській термінології відповідає термінам «фантастика» та «фентезі». Необхідними є дослідження сутності фентезі та пропозиція визначення терміна, що зумовлює **актуальність роботи**.

**Метою** цієї розвідки є аналіз визначень жанру фентезі, запропонованих українськими та зарубіжними літературознавцями.

Жанр фентезі у літературі досліджували такі українські та зарубіжні дослідники як О. Леоненко, Д. Паранюк, О. Стужук, С. Хороб, Б. Атебері, Г. Гарві, Дж. Грант, К. Г'юм, Р. Джексон, Дж. Клют, К. Менлав, К. Левіцка, Г. Трембіцкі та ін.

Багато дослідників вказують на значні труднощі у визначенні жанру фентезі [1; 3; 4; 6; 7; 8; 12].