

ԵՐԵՎԱՆԻ ՊԵՏԱԿԱՆ ՀԱՄԱԼՍԱՐԱՆ  
YEREVAN STATE UNIVERSITY



# FOREIGN LANGUAGES FOR SPECIAL PURPOSES

№ 5 (14)

YEREVAN STATE UNIVERSITY PRESS  
YEREVAN 2017

ՕՏԱՐ ԼԵԶՈՒՆԵՐԸ  
ՄԱՍՆԱԳԻՏԱԿԱՆ  
ՆՊԱՏԱԿՆԵՐԻ ՀԱՄԱՐ

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ԵՐԵՎԱՆ 2017

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Foreign Languages for Special Purposes, Yerevan, Yerevan State University Press, 2017, p. 134.

FLSP international journal, published once a year, is a collection of scientific articles presented by FLSP practitioners inside and out Armenia targeting at professional experience exchange and concurrent development of FLSP methodologies.

Letters and articles for publishing should be sent to the editor-in-chief

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**Հրատարակության և երաշխավորել  
ԵՊՀ ռոմանագերմանական բանասիրության ֆակուլտետի  
գիտական խորհուրդը**

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համալսարան

**Չարլզ Հոուլ**

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ԵՊՀ ռոմանագերմանական բանասիրության ֆակուլտետի  
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**Յուրա Գաբրիելյան**

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Գիտական հոդվածների միջազգային ամսագիրը նպատակ ունի հավաքելու և ներկայաց-  
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# ԲՈՎԱՆԴԱԿՈՒԹՅՈՒՆ CONTENTS

## **Այվազյան Ա.**

ԼԵԶՎԱՈՃԱԿԱՆ ՀՆԱՐՔՆԵՐԻ ԴԵՐԸ ԻՐԱՎՈՒՆՔԻ  
ԼԵԶՎՈՒՄ ..... 8

## **Ապրեսյան Մ., Վանոյան Լ.**

ԳԻՏԱԿԱՆ ՏԵՔՍՏԻ ԺԱՆՐԱՅԻՆ ՏԱՐԲԵՐԱԿՄԱՆ  
ՍԿԶՐՈՒՆՔՆԵՐԸ..... 21

## **Բաղդասարյան Հ.**

ԼԵԶՎԱԿԱՆ ԸՆԴՀԱՆՐՈՒՅԹՆԵՐԻ ԵՎ ԹԱՐԳՄԱՆՈՒԹՅԱՆ  
ՓՈԽԱՌՆՉՈՒԹՅԱՆ ՈՐՈՇ ԽՆԴԻՐՆԵՐԻ ՇՈՒՐՋ ..... 35

## **Բեքարյան Ն.**

ԳԵՂԱՐՎԵՍՏԱԿԱՆ ՏԵՔՍՏԻ ՎԵՐԼՈՒԾԱԿԱՆ  
ԸՆԹԵՐՑԱՆՈՒԹՅԱՆ ԿԱԶՄԱԿԵՐՊՄԱՆ ՍԿԶՐՈՒՆՔՆԵՐԸ ԵՎ  
ՌԱԶՄԱՎԱՐՈՒԹՅՈՒՆՆԵՐՆ ԱՆԳԼԵՐԵՆԻ ՄԱՍՆԱԳԻՏԱԿԱՆ  
ԴԱՍԸՆԹԱՅՈՒՄ ..... 44

## **Aghajanyan N.**

CONCEPTUAL METAPHORS IN THEORY AND PRACTICE IN  
TEACHING ESP TO FUTURE PSYCHOLOGISTS ..... 56

## **Beschikjan T.**

GRAMMATIK IM FREMDSPRACHENUNTERRICHT ..... 63

## **Karapetyan R.**

THE DYNAMIC (FUNCTIONAL)-EQUIVALENCE THEORY OF  
TRANSLATION AND CHOMSKY'S GENERATIVE GRAMMAR..... 72

<b>Ter-Sargsyan L.</b> PRINCIPLES OF LANGUAGE ECONOMY IN E-DISOURSE.....	78
<b>Ter-Sargsyan L., Grigoryan H.</b> CASE STUDY AS AN EFFECTIVE METHOD IN TEACHING ENGLISH AS A FOREIGN LANGUAGE FOR STUDENTS OF ECONOMICS AND BUSINESS .....	86
<b>BOŽENA DŽUGANOVÁ</b> SOME ASPECTS OF MEDICAL ENGLISH TERMINOLOGY .....	93
<b>Zhang Luping and Liu Lu</b> A STUDY ON THE ENGLISH TRANSLATION OF MARRIAGE LAW FROM THE PERSPECTIVE COMPARATIVE LAW .....	111

## **TEACHING ESP TO FUTURE PSYCHOLOGISTS**

### **ABSTRACT**

Nowadays the comprehension and a good command of the English language play a huge role in the professional growth of specialists in different spheres of science and technologies. In this respect, teaching ESP at university level becomes of great importance. A skillful combination of teaching methods, technology capabilities incorporated with excerpts from professional literature and fiction help to create an atmosphere that enhances the students' motivation specializing in psychology.

**Key words:** *comprehension, specific purposes, methods of teaching, technologies, psychology*

### **РЕЗЮМЕ**

### **ПРЕПОДАВАНИИ ESP БУДУЩИМ ПСИХОЛОГАМ**

В настоящее время владение английским языком играет огромную роль в профессиональном росте широкого спектра специалистов. В этом отношении обучение английского языка для профессиональных целей в университетах приобретает большое значение. Искусное сочетание современных методов, технологических возможностей, специальной и художественной литературы помогает создать атмосферу, которая усиливает мотивацию студентов, специализирующихся в психологии.

**Ключевые слова:** *понимание, конкретные цели, методы обучения, технологии, психология*

### **ԱՄՓՈՓՈՒՄ**

### **ՄԱՍՆԱԳԻՏԱԿԱՆ ԱՆԳԼԵՐԵՆԻ ՈՒՍՈՒՑՈՒՄԸ**

### **ՀՈԳԵԲԱՆՆԵՐԻ ՀԱՄԱՐ**

Ներկայումս անգլերենի իմացությունը մեծ դեր ունի մասնագիտական աճի մեջ: Այս առումով մասնագիտական նպատակներով անգլերենի դասա-



վանդումը բուհերում առավել մեծ նշանակություն ունի: Ժամանակակից մեթոդների, նոր տեխնոլոգիաների կիրառումը, մասնագիտական և գեղարվեստական գրականության հմուտ օգտագործումը ստեղծում են այնպիսի մթնոլորտ, որոնց նպաստում են հոգեբանության մեջ մասնագիտացող ուսանողների մոտիվացման խթանմանը:

**Բանալի բառեր՝** ըմբռնում, կոնկրետ նպատակներ, ուսուցման մեթոդներ, տեխնոլոգիաներ, հոգեբանություն

For the last decades, ESP as a special aspect of language teaching has developed significantly and has taken a leading position in teaching English for professional purposes (Basturkmen, 2008). International integration, the constant flow of new ideas combined with traditional methods of training made ESP as the main trend in teaching professionally oriented language at University level in Armenia. Nowadays it is mandatory to know English no matter what field of knowledge you belong to. It is simply impossible to become a qualified specialist without English, as it has become an integral part of the professional training for all specialists. Here comes forward the important role of ESP teachers who are responsible for the development of special training programs and curricula (Carver, 1983). Today, when new tasks are set in the interpretation of the goals of language education, certain changes have been made in the process of educational interaction between the teacher and the student. The teacher needs to picture more visibly what is required of him at teaching a foreign language. The main tasks of the ESP teacher are the selection and organization of training materials, the development of effective curricula and calendar plans aimed at obtaining the desired results of training. Meanwhile, the teacher should support the motivation of students, their efforts, and diligence. Also, an important element of working in the ESP groups is providing student's feedback to the teacher. The response on behalf of the students is especially valued, so the teacher could control the learning process and if necessary provide help and support to students. There are a large number of new methods and approaches used by ESP teachers depending on the objectives of the courses (Dudley-Evans 1998). When developing a program in a foreign language, one should also take into account the background knowledge and language skills of students, as well as the motivation of students to learn more. The content of lessons should

include theoretical provisions. When the ESP teacher enters the classroom, he, first of all, should eliminate the tension within the audience; it helps to create favorable conditions for learning, a friendly atmosphere of mutual understanding and mutual assistance. The setting of the purpose of the lesson affects to a greater extent the choice of educational and methodological material. If the goal of the lesson is to strengthen communication skills, the teacher should include various exercises that simulate the practice of communication in the language: dialogues, reports, presentations, and discussions. The estimation criterion is the ability of the students to report independently, discuss and find answers to questions that arise in the process of communication in a foreign language. Students acquire stable communication skills only when they have the opportunity to use them in communication with others. To achieve better results the teacher must develop and use effective methods for developing communication skills, as well as attracting other resources of the Internet.

It is very important to have adequate linguistic control if the teacher tries to segment into separate grammatical units text fragments, the lesson might become boring, the language environment becomes distorted and the students might lose motivation for the further use of their knowledge. So, the more the teachers are forced to focus their attention on the purely linguistic, grammatical aspects of the language, which seems difficult to them, the less willing they become to attend classes of English. To intensify students' motivation teachers have to stimulate communication outside the classroom. The students learn a foreign language easily when they are highly motivated and have the opportunity to use their knowledge and skills in a language environment, which they understand and are interested in. To motivate the students ESP teachers often use interactive whiteboards, projectors, videos and movies in the classroom. In this respect, it is very important for ESP teachers to have regular support and guidance on the use of new technologies. Another source of motivation both for the teacher and students is the use of debates during the lessons of English. Even at the stage of preparation for the debate, students have to focus their attention on the key issues and mobilize all their knowledge to demonstrate both linguistic and professional competence. It is noteworthy that the teacher should provide the choice of those materials that students find interesting and relevant, and which they can use in their professional activities or further research. ESP students are mostly predisposed to concentrate on the material closely related to their specialization (Hutchinson, 1987). We would like to present the topics for debates that are of

great importance for the students specializing in psychology: Perception and telepathy; Consciousness versus Unconsciousness; Dreams and Reality; Effectiveness and Rewarding; Sweet Memories and Heartbreaking Moments; Body Language and Emotions; Nature or nurture?

During the debates it is advisable to use some authentic video materials in order to familiarize the students with specific ways of using professional language so that they would be able to apply it correctly in the debate.

The problems that are in the sphere of the professional competence of psychologists are raised on the pages of not only special literature but also in fiction. Of particular interest is "Alice in Wonderland" by L. Carroll, one of the world's most loved fairy tales. "Alice in Wonderland" is full of magic: magical cakes and sweets, secret doors, widely smiling Cheshire cats, unimaginable creatures, places, and events. Throughout one and a half centuries of existence, the fairy tale has become a source of inspiration for films, cartoons, computer games, illustrations, and paintings. There are attempts to explain the magic of Wonderland not as a children's fairy tale, but a complex, intricate allegory about sex, politics and drug addiction. Once Charles Dodgson a Professor of Mathematics was telling a story of Alice's adventures to Alice Liddell and her sisters, daughters of the Dean of one of the Oxford colleges. The girls liked the story so much that they persuaded Dodgson to write it down and publish it. Taking the well-known pseudonym Lewis Carroll, Charles Dodgson listened to their advice and published his famous work. Wonderland is full of characters joined and linked together through Alice's adventures. Scientists claim that dreams consolidate memories, reality and unreality merge, forming a kind of new controversial entity. Psychologically Alice is facing emotional state of isolation. Isolation goes hand in hand with the puberty, with the abandonment of childhood, Alice experiences psychological fear of growth. The incident with the Reindeer in the looking-glass is the best example of it. While walking through the forest Alice discovers the deer, who exclaims, "I'm a Deer, that's it. And you are a human child!" and runs away. According to the author these are two separate creatures living in isolation. This idea symbolizes Carroll's own isolation within the Victorian society. His relationship with young Alice Liddell was just a specific type of partnership between the deer and the human child. Almost every character that Alice faces is crazy and lonely. Her dream that leads her through different adventures is almost a stream of consciousness. In the process of exploration, her adventures are always waiting for her. This is the

nature of the logic of sleep. She is the objective observer in this insane and upside-down world, the meaning of which she is trying to comprehend.

Another psychological issue in this novel is the notion of criticism. Criticism is a kind of psychological defense for the human being who likes to criticize; it's a form of ego defense. It can be destructive in relationship; it can cause resentment and frustration. In this novel Humpty-Dumpty is engaged in self-praise, he is very much pleased with himself; he sits on the wall and criticizes others and this is how he justifies himself. Though he considers himself to be the best of all, he can't stay upright, he falls down, and here Carroll ridicules him for his self-praise and high self-esteem.

Madness and lack of logic – this is the thread that connects Alice with the characters of the novel. Madness breeds many things with good and bad results. Alice always welcomes these insane creatures, sometimes she wants to find logic in their deeds but she is never bothered by their insanity. The quote “Everyone in Wonderland is mad, otherwise they wouldn't be down here” said by the Cheshire cat, can be interpreted this way: those who like to dream and escape from reality are mostly mad.

Summing up the topics of psychological relevance in "Alice in Wonderland» are the following ones: game and its rules, reality versus unreality, meaning and lack of meaning, logic and its absence, order and absence of order, visual illusions, dreams and their psychological interpretations. The analysis of the novel in the classroom is very useful because it gives students who are just beginning to get acquainted with psychology, an excellent opportunity to learn how to discuss professional problems in English.

The formation of psychoanalysis as a separate new and very promising method started at the beginning of 20th century. Traditionally, the history of psychoanalysis is associated with the names of Z. Freud and C. Jung. The contribution of these scientists to the development of the method was of fundamental importance. The main idea of this method is the return to consciousness through repressed psychic senses. Since then psychoanalysis has been widely used in literary criticism.

In two novels Franny and Zooey written by J. Salinger the method of psychoanalysis has found its representation. For the students majoring in psychology, these stories can be viewed not only as a model of English prose in the mid-20th century but also as an expression of the author's attitude to this method of solving psychic problems. In order to understand this attitude,

students need to have an idea about the time of creation of these stories about the author's personality and his philosophical background, about the historical and cultural context in which psychoanalysis appeared. But in this novel psychoanalysis gets a frankly doubtful assessment, sounding in Zooey's remarks. Here are some quotes from the novel:

*"You just call in some analyst who's experienced in adjusting people to the joys of television, and Life magazine every Wednesday, and European travel, and the H-Bomb, and Presidential elections, and the front page of the Times, and the responsibilities of the Westport and Oyster Bay Parent-Teacher Association, and God knows what else that's gloriously normal – you just do that, and I swear to you, in not more than a year Franny'll either be in a nut ward or she'll be wandering off into some goddam desert with a burning cross in her hands."* (Zooey.5.71)

Skeptical approach of Salinger to psychoanalysts can be seen in this passage too.

*"For a psychoanalyst to be any good with Franny at all, he'd have to be a pretty peculiar type. I don't know. He'd have to believe that it was through the grace of God that he'd been inspired to study psychoanalysis in the first place. He'd have to believe that it was through the grace of God that he wasn't run over by a goddam truck before he ever got his license to practice. He'd have to believe that it's through the grace of God that he has the native intelligence to be able to help his goddam patients at all. I don't know any good analysts who think along those lines. But that's the only kind of psychoanalyst who might be able to do Franny any good at all. If she got somebody terribly Freudian, or terribly eclectic, or just terribly run-of-the-mill - somebody who didn't even have any crazy, mysterious gratitude for his insight and intelligence - she'd come out of analysis in even worse shape."*

This novel is especially interesting for the students majoring in psychology as it is about Franny Glass's spiritual breakdown. It is wonderful to see how brother helps his sister overcome stress and depression. The problem of psychological isolation brought Franny to a nervous breakdown, and as a result, she is unhappy both with herself and others. She hates conformity in which everyone was engaged. But with the help of her brother, she finds refuge in harmony and admits that only love could help all humanity.

Nowadays the ESP training is developing faster and faster, and it is absolutely clear that it is not possible to cover all current trends. To make ESP

education more productive it is necessary to include new technologies. The problems that are in the sphere of the professional competence of psychologists are raised on the pages of not only special literature but also fiction. Therefore, the use of excerpts from fiction in English classes will help to comprehend the problems that have been the subject of professional interest of psychologists.

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