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ers, they were around the age where they had probably spent several years texting and chatting online, so Internet slang was firmly planted in their impressionable little minds. Sadly, it seemed as though many students really couldn't spell many of the words they were "text-writing" or understand why the use of completing assignments using Internet slang wasn't the best practice. The only things I can do now are attempt to help students differentiate between formal writing and sending an e-mail to a friend, and focus on spelling and grammar as much as possible."

There was a survey in Internet which asked about the reason people like using slang in their messages. Among the answers were such:

- it cuts down the amount of time it takes to write a message and allows to fit more into each message;
- it's just cool;
- it's fun to figure out new ways to say things and makes it harder for adults to figure out what you're saying.

Every language is changing as youth culture is changing. And at the top of the pyramid, before it trickles down into everyday language, slanguage is changing. Whether or not we like slanguage, it's beneficial to know the vocabulary of the generation we're trying to reach.

You can also watch lots of videos – amateur's and for educational purposes about Netiquette (the rules for polite behavior in the online society: IM Instant Message + Etiquette = Netiquette) on youtube or just use Google.

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USE OF VIDEO IN EFL CLASSES

Olesia Sobetska (Kyiv, Ukraine)

Video has been proven to be an effective method in teaching English as a foreign language (EFL) for both young and adult learners. Video can be used in a variety of instructional settings – in classrooms, on distance-learning sites where information is broadcast to learners who interact with the facilitator via video or computer, and in self-study and evaluation situations. It can also be used in the teacher's personal and professional development or with students as a way of presenting content, initiating conversations, and providing illustrations for various concepts. Teachers and students can always create their own videotapes as content for the class or as a means to assess learners' performance.

Utilizing video in foreign language classroom facilitated the retention of cultural information. Video material offers background information that activates prior knowledge and schemata, which are essential in stimulating subsequent reading, writing, speaking and listening activities in the classroom. As well, videos should be utilized with an eye on integrating all the skills when teaching EFL. Guided practice and follow-up discussions involving all students interactively in groups and with the teacher are deemed crucial for the success of videos as effective instructional media. One way to do so is by emphasizing that all the visuals and images used in the videos should be context visuals that provide adequate information about scenes and themes for previewing and post-viewing discussions and interactions.

The video that can be used in the language classroom may be bought, or recorded from television. They can be films, cartoons, documentaries, news, weather, interviews, games show, advertisements or commercials. These materials can be used for general course, listening practice, business English and so on. Further, streaming media on the Internet is available to support the needs of educators. From a streamed video, language learners can listen to updated news on-line. Some films and video files can be browsed, downloaded from various web sites. However, digital video for language learning must be very high quality.

In order to use the video in language teaching effectively, below are some suggestions for EFL teachers.

- Evaluate and select the appropriate video materials regarding length, content and language goals. Find out if it fits the outlined goals and objectives of the lesson.
- Preview it first, and watch it several times before using it.
- Plan learning activities in advance. What is the major skill the students to accomplish? Will you use small groups? How will you form them? Will you dictate questions to students or provide them with written copies?
- Prepare worksheets of comprehension questions.
- Prepare difficult and unusual vocabulary and grammar.
- Practice with the technology ahead of time, and always check the video beforehand.

Although nowadays various educational technologies are widely available for EFL teachers, video is an alternative for them to exploit its full potential in teaching as much as possible. Its brief background,

types, benefits, and learning and teaching activities in particular make language learning more interesting and stimulating.

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ENGLISH LEXICAL UNITS IN TERMS OF SOCIAL AND LINGUISTIC CONNOTATION

Galyna Sokalska (Kamianets-Podilsky, Ukraine)

The problem of connotation is one of the most important problems of linguistics. Connotation is a suggestive or implied meaning evoked by a word.

Connotative associations are connected with the emotional and expressive mood of a speaker, that is why it always shows in what sphere it functions.

Social and linguistic connotations are the most rich and many-sided. This group of connotations includes jargon, formal and informal vocabulary. The main functions are based on showing the expression, emotions and stylistic relevance of a speaker. Words that belong to this group may be literary or nonliterary. Connotative decoding of the given vocabulary involves taking into consideration individual and commonly accepted associations.

Jargons are used by special social groups and they have an informative function. Sometimes, however, this kind of vocabulary shows a negative attitude of a speaker toward the object of speaking in the circuit of its casual usage.

Communicative functions of jargon words are carried out in case of the speaker's choosing the correct word and in case of correct decoding by the listener. Conflict occurs when a communicant uses any kind of jargon with special programming but the addressee interprets the word without the connotations.

The connotation of informal vocabulary includes brightly expressed, semi-meaningful words.

The choosing of connotative informal words from among the synonymic row is caused by the desire to create an informal coloring of an utterance. That is why expressive and emotive functions are necessary elements of informal vocabulary. The main common peculiarity is based on creation of the approximate equivalents. E.g., wanna-want to, gonna-going to. They may not fit with language standards.

But among informal vocabulary there are some words that have expressive and emotional functions. Those words have more complicated connotation as they show the attitude of a speaker toward the object of speaking.

Using literary vocabulary in everyday speech is very uncharacteristic. The formality and poeticality of the accompanying associations define the sphere of its use. The communicative functions of such vocabulary are used with the purpose of conveying narrower connotative meanings.

The bookish vocabulary means correct language, literary standard. Its over-use in every day speech can cause some connotations that depend on the speaker's mood.

Consequently the connotative functions of bookish vocabulary are used with an aim to show a narrow connotative meaning. That is why the clarification of connotative meaning of lexical units helps to understand emotional and expressive mood of some special social groups.

REFUSAL UTTERANCES IN ENGLISH DIALOGICAL SPEECH

Olha Sokyrska (Kyiv, Unkraine)

Refusing is a complex issue, as the speaker directly or indirectly says no to his/her interlocutor's request, invitation or suggestion. This speech act has attracted researchers' attention due to its typically complex constructions.

Refusal as rejection of proposal, requirement disconfirmation, not taking into account particular content, avoidance of certain actions is negative reaction of speakers to previous actions or existing conditions. Refusal utterances represent the difference in interpretation of denotative situation by speakers and is the result of appearance of opposite relationships "affirmation – negation" which are implemented be refusal purpose (conflict). In general, refusal utterances can be studied within the category of logico-grammatical denial which actualize negative connections between concepts with the help of speech units. Refusal purposes don't have illocutionary force deriving their socio-communicative qualities while integrating in certain illocutionary potential. One of illocutionary potentials is refusal which intentionally expresses negative reaction of the speaker. Thus, the main purpose of the refusal realization is negation and the fact of negation forms the reaction of communication participant.