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SOME ISSUES ON LEARNING FOREIGN LANGUAGES IN GHANAIAN HIGHER EDUCATION INSTITUTIONS

The article focuses on the teaching and training methods used while learning foreign languages in Ghana, a country located in West Africa, as well as the principles, advantages and disadvantages occurring in the process.

Key words: foreign language, exchange program, teaching method, higher education, Ghana.

Due to the location of Ghana, surrounded mainly by Francophone countries such as Ivory Coast to the West, Burkina Faso to the North, and Togo to the East, the most common foreign language taught in higher education institutions is French. This is due to being surrounded by predominantly French speaking countries despite Ghana being an English speaking country. The aim is to allow free communication and business transactions between the countries as well as import and export. Other widespread foreign languages taught are Spanish, Chinese and Russian. People learn these languages because of their jobs, for travel or simply as a hobby.

There are various teaching and learning methods used to study these languages in the higher institutions. The most common way is by learning with a native or fluent speaker in a classroom setting with books and other teaching aid. In this way the main components of the language are studied, namely, the grammar, spelling, reading, comprehension and literature. Other methods include listening to audio recordings and watching videos in the studied language. Also, clubs of the various languages are becoming increasingly popular. For example, at the University of Ghana we can hear of such clubs as the French, Russian and Chinese. The main aim of such clubs is for students to learn the language in a relaxed setting through casual conversation with a native speaker who is usually chosen as the club patron.

A relatively new method has been adopted over the past few years, that is, the language exchange program. A group of students from each language faculty in the institution travels to a country where they speak that language as a first or native language. For example in 2019, over a hundred students from various language departments in the University of Ghana visited Russia, China and Spain for a period ranging from 2 to 4 months. During this time they stay with families who do not speak English so that they can interact only in these foreign languages.

Universities and other higher education institutions also do well to employ only qualified and certified teachers, if possible a native speaker of the language being taught. They also undergo training from time to time to sharpen their teaching skills. This is to ensure that students gain the full benefit from the language.

There are advantages and disadvantages to each method though. The advantages of classroom setting are that it is an interactive way of learning, and motivated students can encourage others to learn the language. On the other hand a lot of students do not learn much but focus merely on passing tests and exams. They do not learn with a goal to remember but merely to discard this knowledge after an exam.

Also, the foreign language exchange program is an excellent way to learn language. The advantages are that the students involved are able to experience first-hand

the culture, mindset and views of the native speakers of the language. This helps to learn the language better and they can have a lot of practice and help from native speakers. But the cost involved cannot be overlooked. Students planning to partake in exchange program must calculate the cost of acquiring Visa, plane tickets, accomodation, feeding, tours and other miscellaneous expenses. Most students are not able to join because of the costs involved.

All would agree that a native speaker is the best person to learn language with, it is a good advantage to the students. But a problem arises when despite being a native speaker of language, the teacher is unable to express himself fluently in the student's language. This can cause confusion and very slow progress among students. Another problem higher education institutions face is that it is very difficult to find teachers fluent in both the students language and their native language.

Despite the various constraints, higher education institutions in Ghana make great efforts to ensure that teaching and learning of foreign languages can be as productive as possible.

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DIE DEUTSCHE SCHRIFTLICHE MEDIZINISCHE DOKUMENTATION: ARZT- BZW. ENTLASSUNGSBRIEFE (DIDAKTISCHER ASPEKT)

У статті представлено конспект заняття тривалістю 90 хвилин з навчання складанню аутентичного тексту епікризу німецькою мовою для студентів польських та українських медичних вузів. Увага звертається на формальну та мовну сторону цього документа. Автором розроблено систему вправ, які покликані навчити майбутніх медиків із рівнем мовної підготовки B1 та B2 скласти німецькою мовою медичні консультаційні висновки лікаря – заключення – при виписці пацієнта із лікарні. Студенти працюють із аутентичним німецькомовним матеріалом із різних лікарняних закладів ФРН. Увага звертається на лексичні та граматичні аспекти тексту такого виду. В рамках цієї дидактичної одиниці студенти-медики навчаються також порядку заповнення форми первинної облікової документації та проведенню розмови із пацієнтом при оформленні його до стаціонару (складання анамнезу).

***Ключові слова:** епікриз, анамнез, клінічний аналіз, медичне заключення, ехокардіографія, спірометрія, ЕКГ з фізичним навантаженням*

The article presents a "synopsis" of one lesson, designed for 90 minutes for medical students of one Polish and Ukrainian medical university to learn how to write an authentic text of the epicrisis in German. Attention is drawn to the formal and linguistic side of this document. The author develops a system of exercises that should teach