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New Generation Learning – New Generation Teaching

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JAMES AKHURST



James is currently a Senior Teacher Young Learners at the British Council Kyiv (September 2014 – present). Since September 2006, he has taught English in different contexts and places: the British Centre in Messina, Italy; the London School of English in Odessa, Ukraine; the First Centre of Foreign Languages in Nikolayev, Ukraine; Concorde summer schools in Canterbury, Rochester & Bath, the United Kingdom; British Council Kyiv, Ukraine.

James is also a teacher trainer and has considerable experience in organising and delivering training sessions on a variety of topics. Some of them are Global YL sessions, TYLEC input, INSETT, Cambridge TKT preparation, sessions at IATEFL Ukraine conferences. He has also been involved in Teacher Training Project and the British Council Kyiv development days for external teachers.

Assessment for Learning

What is Afl?

When you think of assessment, you may think of an end-of-unit, or an end-of-course test. The teacher or student marks the number of questions correct and a final grade is given. These are examples of Summative assessment. This may tell us where our students are, in terms of knowledge, but what is the impact on learners of this kind of assessment? Does it help them to improve? Does it motivate them? This kind of assessment can lead to teachers 'teach for the test'. Is this the best way to teach, and for students to learn?

The 1998 article -'Inside the Black Box – Raising Standards through Classroom Assessment (Paul Black and Dylan Wiliam) - emphasised the importance of Formative assessment.

Formative assessment is assessment used by teachers during the learning process to modify teaching and learning activities to improve student performance, usually involving qualitative feedback about what the learner needs to do to improve.

According to Black and Wiliam formative assessment should involve:

- the active involvement of pupils in their own learning
 - sharing learning goals with pupils
 - involving pupils in self-assessment
 - providing feedback which leads to pupils recognising their next steps and how to take them.
- (Black and Wiliam, 1998, p2, quoted in Enriching Feedback in the primary classroom - Shirley Clarke.)

This article led to discussion, policy review, and eventually to Afl being adopted in mainstream education in the United Kingdom.

Assessment for learning is an approach to teaching that focuses on motivating students towards accelerated learning, through enhanced awareness of progress towards identified goals.

Students are encouraged to set goals and performance measures which help them rate and monitor their own success and progress, and enable teachers to monitor throughout the learning process.

It would be misleading to pigeonhole Afl as being about assessment, in fact it is central to effective teaching and learning. As a teacher at the British Council where we constantly emphasise the importance of learner autonomy (learners taking responsibility for their own learning) I should probably rephrase that and say Afl is central to effective learning and teaching.

What do we teachers want in our classrooms? In my experience, we want motivated learners, who are engaged in the learning process and making real tangible progress. Can Afl help us to achieve this?

What can Afl give us?

Using Afl as an approach promises a number of benefits for learners, teachers, parents and schools.

For learners it can give a clearer picture of the what, the why and the how of the learning process. They will be better able to answer questions like, what are we learning? Why are we learning this? And also, how do I need to change my performance in order to achieve success? Learners are clearer on what is required of them and so are able to assess themselves and judge their own progress. This should all help to motivate learners, build in them an understanding of the learning process and make them more autonomous.

For teachers, the benefits of the above must be obvious: motivated and learning students! Afl can help teachers to accurately judge pupils' abilities and also provides a framework for giving clear meaningful and useful feedback to learners to improve their performance. "Where assessment for learning is implemented effectively, it raises standards of achievement across the board, but particularly for low achievers. It reduced the spread of attainment while raising the bar for everyone. Where pupils are given better quality support and feedback, and are encouraged and empowered to take more responsibility, they learn more effectively."

(Black and Wiliam, 1998)

For parents Afl can increase the knowledge of what their child is doing in lessons and what they need to do to improve. This kind of information can really help them to become 'partners in learning' with the teachers: they know how they can support their child and the teacher.

For schools, Afl promises a progressive and structured assessment system which enables regular, useful and accurate assessments of pupils' abilities, and for tracking progress. Afl has been successfully integrated into the British Council Young Learners courses in Poland, and in Kyiv we have begun a project to introduce the system this year.

How can I implement assessment for learning?

Perhaps there are some elements of Afl that you do already in your lessons, however, I think it is fair to say that implementing Afl fully into lessons and courses may take time. It may need a change, not just in techniques, but also in systems (support from your school administrators) and also a change in classroom culture. This in particular is where I think it takes time, to establish new habits for ourselves and our learners.

Key principles of Afl and practical ideas in YL context:

Making sure learners are aware of the learning goals (what they are learning today) also why they are learning it (how it will be useful for them in the real world). One practical tip here is to introduce a character WALT. WALT stands for What Are we Learning Today? WALT should appear at the beginning and end of your lessons, and is basically a reminder to introduce learners of the learning goals (at the start of the lesson) and then return to them so that learners can reflect on their progress (at the end of the lesson). You could design your own WALT character or find a picture on the internet, or in a magazine.

Learners should also know how they can succeed, for this, introducing success criteria is essential. These are the things that learners need to do in order to succeed in the final task. Ideally these should come from the learners themselves and they can be negotiated with the teacher. For example if the learning aim is, "I can write a personal letter to a friend telling them about my recent holiday", the success criteria might include 1. Use the correct format for a letter 2. Begin and end the letter appropriately 3. Use holiday vocabulary.

In order to set up success criteria, modelling the task/good and bad performance (what you want them to achieve) is a useful stage of the process. For the learning aim given above, learners might look at two texts one which is a good example of a letter and one which isn't.

They can tell you which is better and why.

Once the success criteria have been established and learners have attempted the task, they can self-assess against the pre-established success criteria. The teacher can ask them to use a traffic light system to colour if they are 'green –on track; orange – need to stop and remember the success criteria the next time they do this task; or red – need to do extra work on this area/need extra support). This is an important part of building in feedback mechanism from learners to teachers and establishing an ongoing dialogue about what learning has taken place, it gives the teacher a quick way to identify any problems learners may be feeling.

Peer- assessment: again establishing success criteria in advance helps with this. The teacher can set up learning partners to support each others' learning. A good strategy is providing two stars and a wish. That is the person marking gives two positive things about the work/performance and one point for improvement next time.

A note on feedback:

'The most powerful single moderator that enhances achievement is feedback.' (Hattie, 1992-Quoted in 'Enriching Feedback in the primary classroom' - Shirley Clarke)

Feedback must be focussed on how learners can improve.

'Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give'

('Enriching Feedback in the primary classroom' - Shirley Clarke)

In conclusion, "Assessment for learning is central to effective teaching and learning" (Assessment Reform Group, 2002). I hope this short article has given you some ideas of what to do in the 'black box' of the classroom. Implementing AfL has real potential to motivate and develop our students: Agree goals with your learners (learning aims), be clear about what they need to do to achieve those goals (success criteria), engage them in the process (self-assessment), give meaningful feedback which can help them to improve their performance. Above all, be prepared to engage in a dialogue with your learners and really listen to them.

Reading list:

Inside the Black Box - Raising Standards through Classroom Assessment - Paul Black and Dylan Wiliam, 1998.

'Enriching Feedback in the primary classroom' - Shirley Clarke, 2003.

The Assessment Reform Group. Assessment for learning: Beyond the Black Box, 1999, University of Cambridge.

Four websites for background reading on AfL:

<http://annedavies.com/>

<http://www.edutopia.org/assessment>

<http://salemafl.ning.com/>

<http://www.teachhub.com/40-alternative-assessments-learning>

TETIANA BELYAYEVA



I graduated from Bohdan Khmelnytsky Cherkasy National University, the Department of Romance and Germanic Philology with the degree in Language and Literature (English and German). I work as a teacher of English, moderator of online courses, teacher trainer and translator.

I have taught different age groups ranging from 4 year olds to adults for 10 years. I started moderating British Council online courses in 2011. My specialisms have been CiSELT Proficient and Advanced. I have also tutored Steps to Success. In 2013 and 2014 I delivered two moderator development webinars for the British Council which focused on CiSELT assessment and basic guidelines that can help moderators to ensure the effective and successful delivery of global courses on the local level.

As a teacher trainer I delivered CiSELT face-to-face trainings at the Teacher Development summer schools jointly organised by the British Council Ukraine and IATEFL Ukraine in 2013 and 2014.

Steps to Success

If you are a newly qualified teacher and you want to develop your teaching experience and knowledge, then Steps to Success course is just right for you. This course will give you a chance to try out new methods and resources as well as put theory into practice. It will provide you with principles for the support and guidance of your learners. You will learn how to reflect and explore the ways of developing your professional skills. The aim of the course is not only to give you lots of practical and useful classroom activities and resources, but also to help you reflect on your teaching and encourage you to experiment, get you thinking about how you can develop your skills in the classroom, and what benefits this brings to your students.

Steps to Success is 100% online self-access course. It consists of 4 modules (Classroom skills, Developing skills, Materials, Self-development) which comprise ten units varying in length between 4 to 5 hours – Classroom management, Planning, Presentation and Practice, Communication Skills, Written Communication, Assessment, Teaching culture, Visual aids, Memorable learning and Professional development. Each module contains audio and video files. There are also PDF documents, quizzes, interactive activities and information on further resources available. The course begins with 'Getting started' and 'Introduction' units. These units will help you to get to know the course and learn how to use the online platform as well as different tools for study online. The units will also introduce you to the notion of reflective learning and will help you to share your teaching and learning ideas from the course. After that, you can choose to take any module you like at any time and in any order, so that you can get ideas and training about the particular area of need in you teaching. There is a certificate at the end of each unit, which you can download after the completion of the unit.

Assessment is ongoing throughout the course in the form of portfolio tasks. You can submit ten portfolio tasks if you want to receive the full course certificate. Portfolio tasks are assessed by experienced tutors who will give feedback to help you develop your reflection skills and successfully complete all the tasks throughout the course. A tutor will provide grades for each portfolio task. You need to pass 80% of the portfolio tasks to complete successfully the course. The portfolio checklist, portfolio task guide and the marking criteria are also provided on the course. There are no forums on this course as it is self-access. If you choose to do the assessed portfolio as part of the course, you can communicate with your tutor via a forum thread in the Portfolio unit. A tutor will also develop a timetable and set deadlines for submitting portfolio tasks.

NATALIYA DIACHUK



Since her graduation, Nataliya Diachuk has worked at the English Department of the Faculty of Foreign Languages of Ivan Franko Lviv National University. She got an access to TEFL in 1993 and has been involved in teacher-training since that time. Cambridge Proficiency Certificate holder since 1997.

Nataliya held workshops in Universities, colleges and schools around Ukraine. She has a considerable experience in teaching through pictures, realia, authentic materials, visual arts and media.

She is a devoted member of different professional organizations, namely IATEFL, TESOL, UTA. For a number of years she was a member of the British Council Professional Development Team and delivered workshops for the ELT Development Project.

Fifteen years ago Nataliya fulfilled one of her dreams and created the Agency of Foreign Languages “RUNA”, which has recently become the Cambridge ESOL Examinations Authorised Centre.

Media Studies Made Easy: Practical Case-Studies

This paper attempts to answer questions about the content and practice of media education. We shall examine media education in terms of its theoretical content and pedagogical practice as expressed in various curriculum documents, academic publications, student resource books and teachers' views.

Our aim is to demonstrate that the subject or movement known as media education or media literacy is a product of various and often competing discourses about both the mass media and teaching practices.

Every country has a particular view of the content and the rationale for Media Education although they are sometimes very similar. One of the trends is based primarily on communication studies: interpersonal and mass communication, and drama pedagogy. The final aim here is to train publicists for the electronic and the written media. The other model seeks mainly for the social role of the media. It tries to scrutinize the motives and interests of the organizations producing media texts. The traditional model is based on the values of the high culture. It has more an aesthetic viewpoint rooted in the Film Education of the sixties.

“Today traditional print sources, such as textbooks and newspapers, routinely mesh text, images, and sometimes sound. In this environment, literacy skills that are limited to decoding, analysing, and writing in print aren't enough to earn a student the full benefits of being literate. Neither is doing the same old things with high-tech innovations”.

Thus, the issues of true meanings of being media literate as well as the ways of those literacy skills development form the core of media literacy pedagogy. Media literacy has been identified as one of the key 21st century skills by an amazingly wide range of organizations from the Catholic Church, the United Nations, and the American Academy of Pediatrics to professional education organizations like National Council of Teachers of English (NCTE) and National Council for Social Studies (NCSS), it is considered to be one of the key areas for transforming schools and education.

Media literacy involves:

- learning how to use media wisely and effectively
- engaging in critical thinking when evaluating media messages
- being able to evaluate the credibility of information from different sources
- recognizing media's influence on beliefs, attitudes, values, behaviours, and the democratic process
- encouraging participatory citizenship

- achieving greater understanding and appreciating multiple perspectives
- learning to produce communication and express oneself using different forms of media.

Media education means critical thinking

Media education promotes the formation of core competencies of high school students (communication, information, social, multicultural, ability to self-development, self-education and productive creative activity). [2] Critical thinking is central to inquiry-based media literacy. It means the ability to distinguish fantasy from reality, realizing that the media messages are constructions with certain ends, understanding the economic, political, social and cultural role of the media in the local/global communities, understanding one's own and other groups' democratic rights, negotiation and resistance, cultural identity and citizenship. Consequently, founding media education on the process in which knowledge is motivated and built up can create the possibilities for the students to obtain critical skills.

To achieve critical thinking does not only mean that media education should focus on critical analyses of texts and programmes, that occurs on the reception level, but also that the education should lead to production skills. A number of authors lay stress on various aspects of production. Some say that production is an aesthetic means for expression, and a tool for communication. Others underline that production results in a cycle of action, reflection and dialogue, where students through their own choices and practices partly learn how the media industry works and how its messages and genres are formed. Some mean that this spiral of dialogue, reflection and action implies a creative and critical communication of stories and representations of one's own, something which results in confrontations with the existing media system. Others underline that the creative and critical participation must take place on all levels in the production, distribution and exhibition processes.

Key concepts in media analysis:

- all media messages are 'constructed'.
- each medium has different characteristics, strengths, and a unique 'language' of construction.
- media messages are produced for particular purposes.
- all media messages contain embedded values and points of view
- people use their individual skills, beliefs and experiences to construct their own meanings from media messages.
- media and media messages can influence beliefs, attitudes, values, behaviours and the democratic process.

Media education must comprise all media

Media education cannot any longer only focus on the print media but must include multiple literacies. It is also important not only to include the audio-visual media but also new digital resources. Media Education brings the everyday culture of people L2 class. Its fresh and flexible content and methodology can help to renew the old education system, which has sometime been very far from the experiences of children and young adults.

Methods of teaching media studies

The methodology of the subject is based on 'creative media pedagogy'. It means to start from the students' own experiences gained by their activities related to the media products. This could be found in different ways:

- 1) through reading, listening, watching and analysing some media text (newspaper/magazine articles, radio programmes, podcasts, films, TV-shows) and recording one's observations in Media Diary.
- 2) planning or producing media text/products (like radio programmes, newspaper articles) by students themselves and then analysing them together.

Types of media texts used for teaching media

When we decide on choosing high quality media texts to start the studies, which include the remarkable moments of the history of the moving image, it does not mean simply trying to defend learners from the "bad" influence of low culture media. On the contrary, if we organise our work only around examples like ads and soap operas just because they are considered to be the most influential media texts and in the same time we ignore the existence of the alternative ways of the visual expression we also say: 'this is the only choice of how things can be because all of these are the products of complicated interests and motives of powerful organizations running the world of the media.' It is not so simple. If we let the students explore the wonder of that world, the moving image created during its more than hundred years of history, they will recognize the thousands of means of the audio-visual communication they can choose.

By studying traditional and innovative academic systems and learning how to create media-rich content making use of authentic materials as well as up-to-date media data, an educator will be able to develop focused, audience-specific lessons that help him/her achieve one's instructional goals by inspiring them and their audience. Even though it may seem that there is almost nothing available about media we managed to collect useful resources on theory and practice of media studies for classroom application and self-development.

In the table below we enumerate activities we use to make media studies classes more illustrative, productive and entertaining simultaneously.

No	Topic	Content of the assignment
1	Introduction to Media Studies <ul style="list-style-type: none"> Definition of 'media' and 'media studies' Key concepts and principles of media literacy education Criteria of media text analysis 	<ul style="list-style-type: none"> oral discussion TED: The Key to media's hidden codes, by Ben Beaton video-viewing, comprehension and discussion [8]
2	The Mass media in Britain and the USA. Newspapers <ul style="list-style-type: none"> Newspaper parts and layouts [3; p.26-27] Typology of newspaper articles How to read the newspaper for information and enjoyment [3; p.16-19] 	<ul style="list-style-type: none"> oral discussion authentic British/ American newspaper layout, front page and parts analysis reporter ethics and morale with the film "Message in the Bottle"

No	Topic	Content of the assignment
3	Understanding newspaper headlines. <ul style="list-style-type: none"> Lexical and grammatical features of headlines. Headline vocabulary acquisition Writing headlines 	<ul style="list-style-type: none"> collecting and analyzing present-day newspaper headlines sorting out collected headlines due to the stylistic devices used in their composition
4	Analysing newspaper articles. <ul style="list-style-type: none"> Language to use in order to make a newspaper review Understanding facts and opinions in texts The most common ways (shapes) of a newspaper story structure: the inverted pyramid, the martini glass, the kabob [3; p.48] 	<ul style="list-style-type: none"> oral news presentation reading the article by Brian Frederick "An American in Ukraine"; highlighting fact and opinion statements collecting magazine and newspaper articles illustrating various story structures
5	Understanding bias, prejudice and stereotype in media texts <ul style="list-style-type: none"> Case-study of a certain event or phenomena presentation in different forms of media as well as in different types of newspapers 	<ul style="list-style-type: none"> comparing and contrasting articles on a certain topic taken from several newspapers discussing stereotypes depicted in the movies 'Spanglish' and 'Everything Is Illuminated'
6	Editorial meetings and news prioritizing <ul style="list-style-type: none"> Newspaper as an institution: departments, duties, responsibilities Observing and practicing role-play editorial meetings 	<ul style="list-style-type: none"> oral discussion and presentation, mini-project of editorial meeting with discussing news collected in media diaries viewing episode about editorial meeting from the movie "The Paper"
7	Practicing interview skills <ul style="list-style-type: none"> Talking and writing about celebrities Observing a celebrity being interviewed 	<ul style="list-style-type: none"> collecting info about a celebrity of one's choice answering the journalist's questions as if a certain celebrity making notes from an interview observing a celebrity being interviewed (J.K.Rowling, Woody Allen)
8	Planning and writing a newspaper article <ul style="list-style-type: none"> Notion of 'house style' in publishing houses 	<ul style="list-style-type: none"> writing a plan for a newspaper article writing an article or radio podcast about a celebrity
9	Radio <ul style="list-style-type: none"> Radio stations typology Types of radio programmes News list [3; p.164-167] 	<ul style="list-style-type: none"> radio-site analysis making a tapescript of the first 3 minutes of a radio-programme recording a radio programme with oneself as a presenter

No	Topic	Content of the assignment
10	<ul style="list-style-type: none"> Understanding the language of radio presenters The language of radio production Planning a news list 	<ul style="list-style-type: none"> analysing the recordings of students' radio-programmes responsibility of a radio-presenter as depicted in the film 'Accidental Husband' discussing the hardships of a radio presenter's profession after viewing Comedy Club sketch 'Speak English?'
11	Listening; Briefing someone over the phone <ul style="list-style-type: none"> History of the BBC Reading: Radio commissioning brief. 24-hour schedule of a radio producer 	<ul style="list-style-type: none"> viewing podcast on history of BBC from the 'i-tunes U' course British News Media Systems from University of Oklahoma viewing the episode of radio address to the nation from the film 'The King's Speech'
12	Magazines <ul style="list-style-type: none"> The language of magazine covers Planning the contents of a magazine Magazine adverts' analysis Listening to the recording of the editorial meeting 	<ul style="list-style-type: none"> authentic magazines layout, formats, sections analysis making a presentation of a favourite print or electronic journal discussing the in-house policy of a magazine with its illustration by the movie "Devil Wears Prada"
13	Visuals and Photos <ul style="list-style-type: none"> Giving instructions for photo shoot Examining the creative work of famous photographers from "National Geographic", Anne Geddes and others Magazine Covers by Norman Rockwell Art-promotion project by Yevheniya Gapchynska 	<ul style="list-style-type: none"> picture description and analysis structuring of an image [1] analysing advertising images and slogans brand names and logos analysis
14	Television <ul style="list-style-type: none"> The language of television production Planning agenda of a news broadcast Planning, editing and making a TV documentary 	<ul style="list-style-type: none"> filming schedule composition e-mail with editing instructions
15	Review of modern TV programmes <ul style="list-style-type: none"> Sitcoms, adverts and broadcasts 	<ul style="list-style-type: none"> presentation of a written review of a favourite TV channel, sitcom, advert
16	Film <ul style="list-style-type: none"> Movie and Filmmaking Terminology Criteria of movie analysis, rating and grading Movie as a media phenomenon ('Twilight Saga') 	<ul style="list-style-type: none"> oral discussion, essay movie poster analysis observation of a movie promotion campaigns

№	Topic	Content of the assignment
17	The Perfection in Classical movies <ul style="list-style-type: none"> • Secrets of being famous • Screenplay and dialogue features • Oscar ceremonies and nominees 	<ul style="list-style-type: none"> • writing a film review
18	Taboo Issues in Media Language and Movies <ul style="list-style-type: none"> • 'Slumdog Millionaire' • 'The Kids are All Right' • 'Indecent Proposal' • 'By Car, by Plane, by Automobile' • Documentary "In the beginning ... was a word" 	<ul style="list-style-type: none"> • oral discussion of the film episodes • writing opinion essays

Our conclusion could be that Media Studies in EFL context needs to have developed its own system of knowledge, methodology and attainment targets to create a suitable and reliable structure. For this there is a need to conduct important and numerous research projects in the fields of Media Pedagogy, Media and Communication Studies and Visual Literacy, meaning here how does the increasing of visual knowledge influences our abilities and critical thinking.

All of this needs to be coordinated and communicated among researchers and media educators throughout the world dealing with the problem in order to establish a reliable scientific background for this new subject called Media Education what should aim no less than helping in the preparation of the new generations to cope with the cognitive revolution which the social, technological and scientific development of the human life is bringing us.

List of Used Literature and Sites

1. Diachuk, N.O. (2009) *Principles of Design and Literacy Development Via Visual and Written Texts of Art and Literature*. – Матеріали 3-ї Міжнародної конференції «Пріоритети германського і романського мовознавства», 5-7 червня 2009 року, - Луцьк - Свितязь. Науковий вісник Волинського національного університету імені Лесі Українки. *Філологічні науки*, 6.
2. Онкович, Г.В. (2009) Медіаосвіта: сучасний стан і перспективи розвитку. *Мова і культура: науковий журнал*, 12.
3. Frederick, B. (2006) An American in Ukraine. *English Tiles*, 8-9.
4. Harrower, T. (2007) *Inside Reporting. A Practical Guide to the Craft of Journalism*. McGraw Hill.
5. Project Look Sharp - www.projectlooksharp.org
6. Scheibe, C. and F. Rogow. (2012) *The Teacher's Guide to Media Literacy*. Corwin.
7. Scheibe, C. and F. Rogow. (2008) *12 Basic ways to Integrate Media Literacy and Critical Thinking in any Curriculum*. Ithaka College. Available from <http://www.projectlooksharp.org/12BasicWays.pdf>.
8. TED: The Key to media's hidden codes, by Ben Beaton.

GAVIN DUDENEY



Gavin is Director of Technology for The Consultants-E, working primarily in online training in EdTech, and in consultancy work in the same field. He has worked in teaching and training for more than 25 years. A former Honorary Secretary and Chair of the Electronics Committee (EICOM) at IATEFL, he now serves on the board of the International House Trust.

A regular contributor to journals, Gavin is author of *The Internet & The Language Classroom* (Cambridge University Press 2000, 2007) and co-author - with Nicky Hockly - of the award-winning publications *How To Teach English with Technology* (Longman 2007) and *Digital Literacies* (Routledge 2013). His new book with Nicky Hockly - *Going Mobile* - is published by DELTA Publishing in 2014.

A Digital Literacies Primer

What are digital literacies?

It is a very wired world (albeit a predominately social one), and we live in always-on societies where new skills are gradually being identified and coming to the forefront in education. These twenty-first century skills are starting to appear in curricula around the world as governments, education authorities and educators recognize a need to equip learners with new skills to complement the old. Whereas once the aim of traditional, formal education was to ensure that those leaving school were sufficiently skilled in what, in the United Kingdom at least, were called the three Rs (reading, writing and arithmetic), the focus is now gradually turning to a need to ensure that young people leave formal education equipped to deal with an increasingly connected world, and with a skillset that will allow them to prepare for new jobs, and new ways of working.

In the United States one can read of the need to address 'new media literacies' and 'twenty-first century skills' in education, in Australia there is much talk of 'digital literacy skills', and in countries as far apart as Finland and Spain one can find increasingly frequent references to 'digital competences'. In most cases, these literacies are set to play a fundamental part in the education of all young people as they progress through their formal education.

Whilst the terminology may vary on its journey around the globe, the concept remains the same: digital literacy, at its heart, refers to the concept of understanding – and making best use of – the current technology toolset available to each individual. This does not merely involve the acquisition of a set of discrete skills (such as the ability to, for example, use a spreadsheet to take care of personal accounts) but rather extends the use of technology into areas with which, perhaps, it is not traditionally associated. The new digitally literate individual knows how to accomplish goals, but also understands why these goals are important, and what relationship they have with the wider world around them. Knowing how to use Facebook is a skill; knowing how to use it to build a community of like-minded individuals and to use that community for professional and personal development is a literacy. Herein lies the difference.

Skills are not unimportant, but it is in the application of these skills, in the way they interconnect and interact, that true literacy is acquired. As such, digital literacies encompass a wide variety of skills and knowledge, from being able to install new software through to an understanding of copyright, social networks, digital footprints and beyond.

How then do we break down and categorise these new literacies?

A taxonomy of digital literacies

In recent years a variety of ways of classifying and describing digital literacies have been proposed. Pegrum (2011; Dudeney, Hockly, & Pegrum, 2013) explores these new literacies in some detail, dividing them into four main areas: language, information, connections, and (re)design.

A focus on language

These are key digital literacies that focus on communication via the language of text, image and multimedia, and include:

Print literacy: the ability to read and produce online text, such as blog entries, tweets, emails etc. This is clearly related to traditional print literacy, but includes an awareness of online text genres. This requires some familiarity on the part of the teacher, particularly when working with the writing skill; as email and synchronous chat overtake the use of more formal letter writing, an awareness of genre, register and appropriacy will become ever more important.

Texting literacy: an awareness of the conventions of texting language (abbreviations, acronyms, symbols etc.), and of knowing in what contexts to use or not use it. Whilst print literacy is a familiar typology, texting literacy remains the domain of regular mobile phone users and is much maligned in educational circles for the purported detrimental effect it is having on literacy. In fact, as Crystal (2008) points out, “typically less than ten per cent of the words in text messages are actually abbreviated in any way”.

Hypertext literacy: an understanding of how hyperlinks in online text work, and being able to produce texts with effective use of hyperlinking. Here we might include knowing how many hyperlinks to include in a text and why, what to link to, understanding the effects of over- (or under-) linking in a text, and so on. Hypertext literacy also extends beyond the producer to the consumer, to issues of focus, concentration and multi-tasking. In an age where everything is linked to something else, hypertext literacy demands that we consider how people read online, and how to keep them focused on particular sources, resources and tasks.

Visual, media and multimedia literacy: an understanding of how images and multimedia (audio, video) can be used to supplement, enhance, subvert or even replace text communication. There is also an underlying need to produce multimodal messages ourselves, from sharing our photos on Facebook to creating video clips for YouTube. In the age of Web 2.0 we are no longer passive consumers who need to learn how to sit back and critique mass media (although this is still a key skill). We are now ‘prosumers’ (producers and consumers) of multimedia artefacts.

Gaming literacy: a macro literacy involving kinaesthetic and spatial skills, and the ability to navigate online worlds (such as Second Life) or use gaming consoles such as the Wii. Although at first glance this literacy may seem unconnected to education, there is a growing interest in serious games for education. From flipped classroom style game-based learning initiatives such as the Khan Academy (<http://www.khanacademy.org/>) through the rise of

gamification in social learning to projects such as Mozilla's Open Badges project (<http://openbadges.org>), there is a growing recognition of the power of games and learning challenges to engage some groups of learners. For more on gaming in ELT, see Stanley and Mawer (2011).

Mobile literacy: an understanding of how mobile technology is transforming our world, from issues of hyperconnectivity (always being connected to the Internet), to understanding how to use geolocation and augmented reality. As suggested above, mobile phones themselves are perceived as somewhat problematic in class, where issues of focus and concentration appear to clash with having connected devices in the hands of learners. This is exacerbated in the language class, where perceptions of a resultant lowering in the quality of language produced by learners are coupled with teacher anxiety that an over-reliance on translation and phrasebook style apps and resources may impact on the independence of learners. Many of these concerns are a result of teacher misunderstanding of how mobile devices are used by younger learners, but also result from draconian policies that prohibit the use of such devices in school. Key to acquiring mobile literacy and integrating it into the classroom are school policies regarding acceptable mobile use, as well as negotiation between teacher and learners as to best practice in class.

Code and technological literacy: apart from basic technical skills (such as knowing how to use a word processing program, or how to send an attachment by email), a basic knowledge of html coding can help us understand how online tools and products are put together and, more importantly, enable us to make changes to these to overcome limitations. As Rushkoff (2010) puts it, "If we don't learn to program, we risk being programmed ourselves" (p. 133). We are not talking here about becoming fully-fledged computer programmers, but rather about developing an awareness of the basics. Very basic coding skills can help one customise the elements in one's blog for example, or route around censorship (for good or bad). A renewed interest in computer programming and related code skills can be seen in many countries around the globe, including the United Kingdom, where initiatives such as the Raspberry Pi (<http://www.raspberrypi.org>) have brought cheap, programmable computers to schools across the country. Social networks such as CoderDojo (<http://coderdojo.com>) have sprung up to fill the knowledge gaps in the teaching body, allowing young people to jointly develop these vital skills.

A focus on information

These are key digital literacies that focus on how we find information and resources, how we evaluate them and how we store them for later retrieval. They include:

Search literacy: the ability to search for information effectively online. This includes an awareness of search engines beyond Google, including visual search engines, voice-driven search engines, and specialized search engines concentrating on single resource types. Arguably the most basic and vital of the literacies, search literacy is increasingly important in an age where the production – and sharing – of online resources is spiralling out of control and data management is becoming increasingly challenging. Getting to what we are looking for is more of a challenge than it has ever been.

Information literacy: coupled with effective search literacy, information literacy is the ability to evaluate online sources of information for veracity, and credibility. In this age of information overload, we also need to augment these two skills with filtering and attention literacy so as to know what to pay attention to and what not – and when. Information literacy requires a heightening of critical analysis of resources, an ability to judge and evaluate the utility of those resources and an ability to use them in the service of our learning.

Tagging literacy: knowing how to tag (or label) online content, how to create tag clouds and to contribute to ‘folksonomies’ (user created banks of tags). As resources become more plentiful, there is an increased need to be able to classify, label, store and retrieve sites and information. Moving beyond simple bookmarking in browsers, tagging literacy moves classification systems online, into a more social space where scattered groups of users contribute to a group’s knowledge and access to information by keeping a shared repository of relevant data.

A focus on connections

These literacies come to the forefront in social networking spaces and other online media where personalisation occurs. They may include blogs and wikis, as well as social networks such as Facebook. In such spaces users not only write about themselves and their lives, but also participate in wide social groupings that transcend more closed groupings in terms of ethnicity, religion, geography, etc. They include:

Personal literacy: knowing how to create, project and curate our online identity. This includes an awareness of issues such as online safety or identity theft. Knowing what to share – and with whom – has huge implications not only for our personal lives, but also for our professional image and our career trajectory. What is amusing as a 16-year-old can be severely detrimental as a 25-year-old, and understanding the potential impact of our digital footprints is key to managing them. As Schmidt (as cited in Jenkins Jr., 2010) observes, “I don’t believe society understands what happens when everything is available, knowable and recorded by everyone all the time,” predicting that in the near future young people may be obliged to change their identities to escape their digital pasts. If, as teachers, we encourage the use of social and creative platforms in our classrooms, then we have a duty of care to ensure that our learners are engaging safely and constructively.

Network literacy: the ability to take part in online networks and to leverage these to help us filter and find information. For teachers, their PLN (Personal Learning Network) – online professional contacts – can be useful as a means of tapping into on-going professional development. Network literacy is about pure connections, about how people share and transfer information from one grouping to another. In many ways network literacy has obvious parallels in early communities of practice theory with its core and boundary members and their interactions inside and outside a given group.

Participatory literacy: closely aligned to network literacy, participatory literacy involves contributing to and participating in online networks. This equates to something over and above merely reading professional development tweets on Twitter, but contributing your own tweets. Not just reading blog posts, but leaving comments

– or even writing your own blog. Participatory literacy is the lifeblood of the post Web 2.0 social era of distributed computing, where what you share is what you are. In this sense, many of the major implications of personal literacy also hold for this skill.

Cultural and intercultural literacy: understanding digital artefacts from other cultures, and interacting effectively and constructively with people from other cultures takes on even more importance in our global world, where intercultural contact via digital communication is increasingly possible and increasingly likely. As learning projects become more globalised, more exchange-based, learning how to interact with other cultures is key – not only to successful completion of a given project, but further on, with wider implications in the professional sphere.

A focus on (re)design

A macro literacy that refers to the ability to repurpose or change already-made content in order to create something new. Typically associated with multimedia expression, the sole literacy in this group is:

Remix literacy: this refers to the modern trend of ‘remixing’ pictures, videos and other media, to often striking effect. This may refer, for example, to the trend for making ‘literal versions’ of music videos (<http://tinyurl.com/l397zp>), through remixing music videos for political or satirical ends (<http://preview.tinyurl.com/yffhgmb>) to the doctoring of digital images such as that afforded by sites such as Photofunia (<http://www.photofunia.com>). This literacy is also closely associated with Internet ‘memes’ (<http://en.wikipedia.org/wiki/Meme>). In each instance, recognition of the ‘remix’ that has taken place is crucial to an understanding of the media being viewed.

Essential elements of digital literacies

Belshaw (2012) identifies eight essential elements of digital literacies:

1. Cultural: this refers to an understanding of the different digital contexts we may encounter online, from more traditional, structured environments such as school Virtual Learning Environments (VLEs) to less organised spaces such as Facebook. As we move between these environments we are encouraged to change the way we interact and operate. In Web 1.0 terminology this might equate to the notion of netiquette, whilst in language learning terms we may think of notions such as register and genre, and a need to accommodate to different situations.

2. Cognitive: here the focus is on cognitive ability and critical awareness, rather than on any kind of technology tools; the cognitive element is concerned with critical appraisal of media and media sources, with an aim to helping develop strategies for learners to “see nuance where they have previously seen dichotomy” (Belshaw, 2012, p. 208).

3. Constructive: the constructive element refers to a more participatory and contributory approach to content, to the concept of creating something new (either original, or a remix of something already in existence). In this element there are clear pointers to related concepts of copyright, plagiarism, Creative Commons, and similar.

4. Communicative: clearly much of what we do online involves an element of communication, particularly as we move further into the production side, and engage with the contributory aspects of networked environments. This element refers to our ability to interact successfully in these environments.

5. Confident: this refers to a sense of confidence and well-being mediated by technologies; a confidence born of the ability to step backwards, to undo actions and try them again, a confidence that is inspired by working in safe environments where experimentation is encouraged, and where 'learning by doing' is the norm. It is, perhaps, the skill of using technology over being used by technology.

6. Creative: the creative element refers to understanding and defining new ways of learning and of acquiring knowledge and experience. It is closely allied with confident experimentation, and with learning to put new tools to work for us in order to achieve new aims and outcomes.

7. Critical: here we need to consider the skill of evaluating, tagging and curating the resources that come our way, understanding them at a relatively deep and critical level. This element squares with Pegrum's literacies with a focus on information (Pegrum, 2011; Dudeney, Hockly, & Pegrum, 2013) and an ability to manage the information flow and information overload.

8. Civic: as technologies afford better connections and communications, they also encourage civic action and the development of 'Civil Society' (Belshaw, 2012), more engagement on a societal level and can encourage civil action below the usual layers of government and state. Such disruptive use of technologies is often perceived as challenging by more traditional entities, though much of it tends to reside in the practice of 'slacktivism' whereby social change is attempted through disapproval and protest online.

Conclusion

In both explorations of digital literacies there is a clear emphasis on both the conceptual nature of much of the content (rather than a list of practical skills to be acquired), and also a clear suggestion that these change and mutate as we explore them. In these early days of digital literacy it is hard to see a complete picture. Indeed a complete picture may not be possible as new technology affordances and demands will inevitably change and mutate the original concepts, leading to new skills and literacies that may take on greater importance as they become more apparent and better observed.

Clearly, then, this is a complicated mix of skills and elements to master, and teachers can play a part in helping learners acquire some of the necessary skills by integrating them into their classroom practice alongside the regular 'content' they deal with. In this way they can make a difference in their learners' comfort level, helping them beyond the 'tech comfy' to the 'tech savvy' which will contribute to their life beyond school as they move into the professional workplace and (increasingly) knowledge-based economies.

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NICHOLAS HUZIEFF



Nicholas Huzieff is an English Language Fellow in Moldova with the U.S. Department of State's Office of English Language Programs. He has taught two graduate courses entitled *Literature, Film & Genre*, one course in *Didactics I*, and another course called *Advanced Fluency* at "Alec Russo" Balti State University. This semester, he is teaching *Critical Media Studies*, *Didactics II*, and *Advanced Fluency*.

As a Fellow in Moldova, in addition to teaching graduate EFL courses and developing syllabi at the university, he has initiated, developed, and coordinated a number of teacher training conferences and workshops for university professors and high school teachers throughout the country. Previously, Mr. Huzieff taught EFL and EAP in Kyiv, Ukraine, working as both a tutor and corporate/business English instructor. He has also worked as an EFL teacher for several private language schools, including a technical college in Jeddah, Saudi Arabia where he had co-developed and coordinated a soccer tournament enabling students to practice using English outside the classroom.

Area of specialization: Curriculum Development

How to Avoid Teacher Burnout

As language teachers, we are faced with myriad challenges both inside and outside the classroom. Ways to deal with the sometimes overwhelming amount of work can lead one to questions why they do what they do in the first place. It is important for English language instructors to be given the chance to reflect upon their wide array of teaching experiences and to share with one another these experiences. By doing this, they will likely find that the same kinds of pressures and challenges that they have each faced throughout their careers are very similar to what others in the same teaching positions have experienced as well.

'Teacher Burnout' is a very real phenomenon. One major factor in teachers 'burning out' can be attributed to administrative applications within the institutions where they teach (Tevfik, 2010). Another finding was that teachers who conveyed a sense of... 'alienation to professional identity' behavior tended to be on the higher end of the burnout spectrum (*ibid.*). Other factors which may contribute to this uncomfortable state of mind include: mismanaging a classroom, knowing and consistently following the myriad rules and regulations at one's workplace, not having enough variety in the classroom, dealing with changes in administration policies, dealing with sizable workloads on a daily basis, working long hours, *constantly* talking with others, eating/drinking anything in front of you, etc.

So, what exactly is teacher burnout then? We know it exists, so why don't teachers, in general, openly talk about it? How can we go about effectively dealing with it? Does it simply 'come with the territory', or is it an indication that we may not be doing something right? These questions and more should be raised and discussed more often along with practical and corresponding ways that teachers can use to deal with this very real phenomenon. It is not a good feeling to be burned out, and no hard-working teacher deserves it. Unfortunately, it does appear to happen from time to time. By taking action ahead of time, and arming oneself with tips and techniques, one can make it much easier on oneself to continue enjoying language teaching in the classroom, and to continue having an effectively positive influence in learners' lives as a result.

TAMARA ILIA



I graduated from Odessa National University and got my MA in philology with honours, straight after which I started teaching. I did my CELTA in 2011 and TYLEC in 2013. I am currently an employee at the British Council. I actively improve professionally by taking part in developmental programmes, attending professional seminars and doing research.

Psychology Education in Teaching English to Young Learners

Some people might think that teaching English for its own sake is becoming mundane. After a few years in the field of ESL many teachers might come to a conclusion that teaching a wide, yet rather limited, range of grammar topics can be quite demotivating, and decide to experiment in order to make their practice more meaningful and cognitively more challenging for the learners. That's when they might turn to CLIL.

CLIL (*Content and Language Integrated Learning*) refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language'. (Marsh, 1994). In other words, CLIL involves thinking about other subjects in English, rather than just thinking about English.

CLIL has already gained popularity throughout Europe and is slowly coming to language schools in Ukraine. This approach has its significant advantages over traditional English language teaching. It provides a meaningful and thus engaging content which leads to increasing motivation. As a result, students learn and remember better. Moreover, students that are weaker linguistically might do well in CLIL lessons as it involves thinking skills and knowledge of other subjects alongside with linguistic assessment. You can teach English through many subjects such as history, math, science, music, drama, PE and others.

In relation to CLIL, incorporating psychology into your English lessons helps you to motivate your learners by appealing not only to their logical but to their emotional intelligence. This is especially relevant for teenage learners as they are in the stage of their development when they demand extra attention to their individuality. Activities with an element of psychology allow them to open up and explore themselves, thus personalising the knowledge they get.

Surprisingly enough, this topic doesn't seem to be properly highlighted in published or online resources. However, it is important to focus on this field of education.

VIRA KASHUBA



Vira Kashuba is a fun-loving teacher of English and a spirited post-graduate student at the department of English Philology in Ivan Franko National University, based in Lviv, Ukraine. In her work, she divides her time between teaching English, working on her thesis and delivering teacher training. Besides, Vira blogs (stydingenglishisfun.blogspot.com), writes articles and shares her passion for all things English. Her goal is to inspire, challenge, excite her students and help them enjoy the whole experience of learning. Vira is also a fashion enthusiast, a bicycle lover and a keen audiobook listener.

How Can YouTube Channels Make Your Classes More Exciting

In recent years, there has been a marked increase in the implementation of video resources in the foreign language teaching process. Of special interest is the procedure of using English videos available on the Internet in class. The article concerns the use of YouTube Channels videos, which helps an English teacher to organize a wider range of activities. The main focus of the article is not to instruct teachers how to use video resources in class but to tell what kind of video resources to use to make learners interested and where to look for them. In this view, it is important to consider the following questions. What is a YouTube channel? What role is it supposed to play in the process of language teaching?

A channel on YouTube is the home page for a user account, which shows the account name, the account type, the public videos they have uploaded, and any user information they have entered. YouTube channels can also display favorite videos from other users, activity streams, comments, subscribers, and other social networking features. Of great significance are channels that are regularly updated since viewers are able to follow a channel they enjoy and get new videos regularly.

Why should English students follow YouTube Channels? Let's have a close look at this question.

- Watching and listening to YouTube video channels help to improve learners' listening skills and develop correct pronunciation. Besides, their knowledge of words increases.
- When compared to regular textbook listening tasks, watching videos appears to be able to make English speech easier to comprehend. Speakers' body movements, their location as well as physical and environmental background help students understand what is being demonstrated in the video now. Watching videos is a vivid and eye-catching activity and therefore, is likely to keep English learners motivated. This happens due to the following factors. First, thanks to its unusual format, YouTube videos pose a certain amount of interest to many students. Having a chance to study a new topic (e.g. Present Perfect Tense) in a way they have never experienced before is likely to make English learners interested and even surprised. Second, video is an excellent source of authentic spoken language material. Students tend to like the fact they are listening to authentic English speech featured in a video that is available to viewers round the world. Besides, learners are likely to enjoy the fact that they are able to understand a native speaker talking their own native language.
- Using YouTube resources gives your students the opportunity to enjoy the variety of topics covered on different channels that range from cooking and home organizing to language learning, travelling and science. The choice of an appropriate channel depends on students' age, occupation, personal interests and their language level.

As far as students' language level is concerned, the following English channels are proposed to serve as examples:

Elementary Level - Improv Everywhere, EngVid

Intermediate Level – SoniasTravels, Howtospelluk

Upper and Advanced Level – Veritasium, SoulPancake.

How can an English teacher use the above-mentioned videos in their classroom? Obviously, you cannot take a random video and use it in class. Internet videos resemble raw material that needs some preliminary work on the part of a teacher before using in class. To make the most advantage of an Internet video, it is significant to plan the activities in advance. As with a regular listening activity video-watching task should include three main stages: pre-watching activities, or lead-in, watching the video and post-watching activities. An English teacher can also use the following techniques:

- Playing the video without sound (Students and teachers discuss what they see, then guess what the characters are actually saying).
- Playing the video but covering the picture (While students listen, they try to judge where the speakers are, what they look like etc.).
- Freezing the picture (The teacher presses the pause button and asks the students what's going to happen next).
- Dividing the class in half (Half the class face the screen. The other half sit with their backs to it. The 'screen' half describe the visual image to the 'wall' half).

The idea of using Youtube channels makes video watching available outside the classroom. While students are given plenty of opportunity to develop their listening skills in the classroom, they need to be motivated to do some listening activities at home on their own. Besides, many students learn better independently and YouTube videos offer the opportunity to foster student independent learning.

To summarize, application of YouTube videos offers the opportunity to listen to authentic language in a relaxed environment. Besides, they create conditions for independent learning and are considered to be of significant interest to students.

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ALINA KOVALCHUK



Alina Kovalchuk, Spanish instructor, Diplomatic Academy of Ukraine Ministry of foreign affairs of Ukraine, Kyiv.

Master's degree. Taras Shevchenko Kyiv National University, Institute of Philology, The M. Zerov Department of Theory and Practice of Translation of Romance Languages, Translation and Translation Studies.

Published work: "Secondary nomination as a mean of terms formation in the sphere of female fashion (based on the Spanish fashion magazines)"

Translating Diplomatic Documents from Spanish into Ukrainian

Diplomatic relations between Ukraine and the Kingdom of Spain were established on 6th January, 1992, having been signed the joint communiqué in Prague. The majority of the Latin America and the Caribbean region countries recognized Ukraine as an independent state and established diplomatic relations with it.

Since then the diplomatic documents translation from Spanish into Ukrainian and vice versa has become one of the key factors of successful foreign policy organization activities and bilateral relations development between the countries mentioned above.

Diplomatic translation is carried out within diplomatic missions, embassies or consulates. In certain aspects, we could relate this type of translation to that carried out within international bodies, in terms of the type of texts translated and the conventions established.

Requirements to qualified diplomatic document translators include high language proficiency level and professional competence in the sphere of written diplomatic correspondence as well.

Diplomatic correspondence has some peculiarities at stylistic, lexical, semantic and syntactic levels and has a sum of diplomatic protocol rules to be followed.

The stylistic characteristics of the diplomatic sub-style, which are to be followed in the translation of diplomatic documents from Spanish into Ukrainian, are the following:

- The ethics of modern diplomacy;
- Impartiality, objectivity and informational content;
- Formal, "cold", matter-of-fact but respectful style of speech;
- Logical sequence of presentation.

The crucially important aspect in translation of diplomatic documents from Spanish into Ukrainian and vice versa is reproduction of lexical and semantic peculiarities of diplomatic texts, which include: clichés, diplomatic terminology, loanwords, latinistic words, euphemisms, special nomenclature, the use of abbreviations and acronyms, conventional symbols and contractions. For example: *ab initio* (*desde el comienzo/ з початку*), *coexistencia pacífica/ мирне співіснування*, *cartas credenciales/ вірчі грамоти*, *cumbre/ саміт*, *diplomacia del garrote/ політика великого кийка* etc. It is worth mentioning the importance of adequate linguistic etiquette and politeness formulas translation, for example: *es para mí un gran honor/ маю за честь*, *es un placer para mí/ із задоволенням та приємністю*, *atentamente, cordialmente se despide...*, / з повагою etc. Diplomatic texts are full of linguistic formulas that combine the expression of respect with the body of the message or petition, for example: *El Ministerio*

de Asuntos Exteriores y de Cooperación **aprecia notablemente**...(España)/ La Embajada Del Estado Plurinacional De Bolivia, **saluda muy atentamente** a.../El Ministerio De Relaciones Exteriores Y Culto se dirige a la Embajada de España para **expresarle el profundo honor**.../Міністерство закордонних справ України **засвідчує свою повагу** Посольству Іспанії в Україні і **має за честь повідомити**.

Among the most used lexical transformations in the process of diplomatic documents translation are the following: calquing, transliteration, transcription, descriptive translation, loan translation or analogue translation.

While translating a Personal Note, a Letter or a Telegram attention should be paid to the basic discourse rules such as greetings and salutations, which are considered as an aid to peaceful diplomatic relations establishment. The Ukrainian and Spanish diplomatic texts use so called “wide addressee salutation formula” such as: Excelentísimo (Excmo.) Señor Embajador, Excelentísima Señora Subsecretaria, Honorables Señoras y Señores Senadores y Diputados, Muy estimados colegas Excelencias/Шановний пане Посол, Шановний пане Міністре, which must be correctly translated into target language.

A translator is to be acquainted with the system of abbreviations and acronyms of the Ukrainian and Spanish diplomatic sub-styles with an aim to provide high quality, adequate and equivalent translation. For example: “GoS (Gobierno de España)-уряд Іспанії, MINREX (Ministerio de Relaciones Exteriores)-МЗС, CEI (Comunidad de Estados Independientes)-СНД, CICR (Comité Internacional de la Cruz Roja)- МКЧХ” etc.

The syntax of Ukrainian and Spanish diplomatic documents is quite similar and is characterized by the frequent use of declarative sentences with the direct word order and homogeneous parts of the sentence and this, for sure, makes translation easier. The infinitive structures, such as “verb+infinitive” and “gerund+ infinitive” are commonly used in Ukrainian, for example: *Посольство **просить надіслати**...* or *Посольство **звертається з проханням надіслати***. However, Spanish tend to use only one of the infinitive structures mentioned above, which is the “verb+infinitive” structure: *En ésta ocasión **no puedo aceptar** el contenido de ésta nota.../ El Gobierno del Estado de Querétaro **apreciaría conocer** si...*

Thus, a translator of Spanish diplomatic correspondence and written diplomatic communication into Ukrainian and vice versa is required to possess all the aforementioned knowledge to perform a quality translation.

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IRYNA KRASNIUK



I. Krasniuk, instructor Arabic, Diplomatic Academy, Kyiv

BA (cum laude), Arabic philology (language and literature), Taras Shevchenko Kyiv National University

BA (cum laude), Arabic language and culture, Leiden University (the Netherlands), MPhil (scholarship), Area Studies: Asia and the Middle East, Leiden University (the Netherlands) A visiting student (Trinity term), Oriental Institute, Oxford University (England)

Participation: Leiden Students' Board (Leidse studentenraad), Education Committee at Leiden University

Published works: monograph "In Search of Truth in the Mu'tazili Tradition: The Case of al-Jahiz", reading manual "Three Short Stories of Anton Chekhov Translated into Arabic: A Horsey Name, An Exam for Promotion, Ward #6"

Study blog – "Oxford Days",
<http://44564 weblog.leidenuniv.nl/2010/06/05/on-saturday/>

A Dutch Educational Model in Humanities: an Introduction to the Best Learning Practices

In the world university ranking system Dutch universities are often put in the top hundred most prestigious world universities. It is believed that Dutch universities have it all, something that we nowadays refer to as a "modern cutting age education". From Groningen to Breda one can find a wide range of universities and colleges which educational curricula can satisfy the most capricious of tastes.

Humanities (or Geesteswetenschappen, in Dutch), which include such disciplines as history, philosophy, languages, fine arts, music science, cultural studies, theology have a long lived tradition in the Netherlands. Some of Dutch universities began to offer courses in law or history as long as some four hundred years ago. As a result nowadays they compete with some of the oldest universities in the world such as Sorbonne, Oxford or Cambridge. The quality of education, academic curricula, teaching courses, learning practices and research centers each year attract hundreds of thousands of students from all over the world.

The Netherlands, commonly referred to as Holland, has succeeded in creating a pleasant climate both for local students and those coming from abroad who wish to pursue their dream of getting an international academic training. Thus, different study trajectories are offered on all levels, both undergraduate, graduate and post-graduate, for students who want to excel in one or more academic and professional domains. Every faculty has its specific regulations dictated by an old educational tradition. Humanities are no exception.

A policy of internationalizing of education: Dutch universities put a lot of effort to create a positive image of their faculties, departments and study directions by introducing an elaborate granting system. Due to an intensive cooperation between Dutch and foreign academic institutions around the globe the Dutch government (and governmental organizations) provides its trusted partners with some attractive study opportunities and firm guarantees to obtain a quality education in Holland. Hereby it stimulates students' mobility and exchange as well as enhances international experience.

Teaching and study approaches on an undergraduate and graduate levels in humanities are different, yet in many ways they are quite similar. Both graduate and undergraduate students learn to use a critical analysis in data of various types. Thus, students are strongly encouraged to use and compare different reading sources in order to come up with own conclusions. Nothing should be taken for granted, everything should be questioned and taken with a grain of salt. Undergraduate courses are tailored in such a way that every student can actively participate and eventually form his/ her own system of perceptions and views on a certain matter. A role of a lecturer at this

stage is of great importance. A lecturer is a student's guide (*begeleider*, in Dutch) whose mission is to direct, mentor, supervise and explain. Lecturer's system of views and beliefs often influences directly or indirectly that of a student. A process of participation in undergraduate classes is very productive and intensive and is often based on an interaction between students and a lecturer.

An interdisciplinary approach on a graduate level: A scope of courses taught on a graduate level slightly varies from undergraduate classes. Courses are structured in such a way that a student at the end of a course can get a clear perspective on a certain subject or matter. Courses are all embracing with an emphasis on a comparative analysis of primary and secondary sources, as well as an individual research of a student. Such a course combines both lectures and seminars on which students learn to formulate, present as well as defend their arguments. Students are often challenged with a great amount of study sources, written essays and public presentations. On the other hand, such an information avalanche creates new conditions in which students learn to define priorities and manage the time.

One of the latest trends in Dutch educational model has been introducing a broader bachelor education. This presumes a process or procedure of merging some small departments with bigger ones in order to provide students with a wider choice of courses offered at a certain faculty.

Dutch universities also try to stimulate excellence among their students. By organizing so called honors classes, open lectures and seminars during which the most ambitious university students get a great opportunity to learn from the expertise of some of the best (both local and invited) lecturers and academic public speakers, universities can motivate students' and their academic performance.

One of some modern improvements and innovations introduced at Dutch universities is the use of a media platform (for example, electronic blackboard) by means of which teachers can reach students at any time, as well as control their academic progress for the time of duration of a certain course. There is also a number of academic innovations such as different innovative services provided by universities (remote education, on line courses), specially designed scientific parks, as well as research centers and university teachers' academies in which experiences and teaching practices are exchanged.

Feedback and the practice of reciprocity between teachers and students help to determine both strong and weak points of educational process in Dutch universities. University lecturers as well as members of university boards and committees always welcome and support students' initiatives to create a dialogue between the students body on the one hand, and teaching staff on the other. This often results in an active students' participation in different students' organizations, fraternities and communities that serve as a platform for expressing student's independent stand.

Last but not least is a role of university libraries that play a paramount role in students' educational process and individual self-preparation. University libraries are considered to be an inseparable part of the university itself and they often function under the university's jurisdiction.

An immense number of primary and secondary sources, material data, facsimiles, reprints, manuscripts, photos, maps, special library funds, special collections and periodicals provide students with some precious information and clear insights.

Thus, one of some principal aspirations aimed at on the faculty of humanities in Dutch universities is to create an “inclusive, innovative and safe coexistence”. Universities strive to provide their students both with sound theoretical and academic base to help them conduct their research, as well as practical knowledge and expertise. As a result universities actively cooperate and collaborate with local employment centers, GOV and NGOV organizations.

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TETIANA LIALIUK



English and German teacher, translator, interpreter; works with different age groups ranging from 3 year olds to adults; moderates the following online courses for the British Council: TKT Essentials, CiSELT Proficient, Primary Essentials, tutors the SEN course. She totally stands for inclusive education, enabling every child's right for knowledge, acceptance and communication.

Every day enjoys learning something new from her students since they are the best experts who can show us what methods work brilliant in particular class. Having discovered the power of online learning she became a true and devoted advocate of the British Council's online courses as well as online materials.

Tetyana's motto is *Live to learn and learn to live.*

Special Educational Needs

Special Educational Needs course is for teachers of English teaching primary and lower secondary learners and teachers teaching through the medium of English. Participants should have a minimum language level of CEFR B1. They may be experienced teachers but will have minimal knowledge of special educational needs.

Thus, the course is aimed at raising awareness of Special Educational Needs and suggesting good practice methodology in working effectively with all learners in mainstream learning contexts promoting an inclusive classroom approach.

As its name suggests, the course is special in all regards. It is a 100% self-access learning environment featuring 11 independent units and corresponding Portfolio case studies. All participants must start with the obligatory Unit 1 – Introduction after which the units can be taken up and completed in any order. This allows the highest possible degree of flexibility to choose from the following: Gifted and Talented Learners, Multicultural, ADHD, SEBDs, Dyspraxia, Dyslexia, ASD, Speech and Language Difficulties, Visual/Hearing Impairment, and Inclusive Assessment Approaches.

Each unit is supplied with a checklist where tasks 'disappear' from it as soon as actually done, which makes managing your learning easy. There is a downloadable Certificate for every unit, indicating approximately 4 hours self-study. Portfolio tasks are case studies, which are approximately 1 hour of study marked by a tutor. To pass the course, participants need to successfully complete eight case studies.

On doing the SEN course participants become well equipped with practical knowledge on how to include SEN learners in a mainstream class and strategies on how to deal with them. Participants understand how to effectively support students, manage behaviour, provide social development, and maintain engagement in learning. They also understand the relationships between global cultural experiences and their impact on education, develop speaking skills and build on confidence. The course can boast numerous videos, suggestions from experienced teachers and a wide range of invaluable ideas for your perfect classes. Enjoy!

Here is some feedback from participants:

'The SEN course was one of the most useful courses which enlightened my mind about the educational ways to deal with SEN learners. The main strengths of this course appear in last five units which were really challenging and need deep thinking'

'I like how we can check our work and make corrections when needed, this thing made me learn more from my own mistakes'.

'Doing individual assignments each week was strong point that showed individual analysis and critical thinking tasks are highly involving'.

'The content of the units was very informative and excellent. High quality materials, wonderful activities and practical advice!'

'The main strengths of the SEN course are:

- wonderful reading materials*
- interesting exercises*
- catchy videos*
- my tutor was the best!'*

'This course made me more conscious about SENs students. I started to use some strategies in my classes which I find them useful for my learners.'

'Why was it useful for me? Because this course enlarged my awareness and knowledge about causes, ways, strategies, methods, behavioural and emotional aspects that relate to each unit. I loved my job more because of this course. Reading and doing this course made me feel that I am Special teacher just because I am dealing daily with SEN students'.

'As a result of doing this SEN course, my own prejudices have changed towards learners with special educational needs difficulties. Now, I have gained many learning styles and techniques to teach those learners, especially those who have Dyspraxia difficulties. And I understood their impact on teaching and learning. Therefore, I become more confident teacher when dealing with learners with special educational needs.'

'I became more flexible in my teaching. I've learned that multi-sensory approach I use has more reasons to be valued for inclusion'.

KEVIN MCCAUGHEY



Kevin McCaughey is the Regional English Language Officer (RELO) at the US Embassy in Kyiv, Ukraine. RELO also covers Armenia, Azerbaijan, Belarus, Georgia, and Moldova. Kevin has Masters degrees in TEFL and Creative Writing. He has trained teachers in more than 20 countries, among them Ukraine, Russia, Yemen, South Africa, Madagascar, India, Jordan, and Tajikistan. He is a regular contributor to English Teaching Forum magazine, the American English website (americanenglish.state.gov) and the Shaping the Way We Teach webinar courses. Kevin likes to record original songs for language learning and to get students and teachers moving in the classroom.

Whither English: The Future of English for Teachers

As I walk around Kyiv I'm often handed flyers advertising English courses or lessons. People not only want to learn English; they also see the value in learning English. English provides opportunities – a way towards a new job, a higher salary, maybe travel, and – sadly – emmigra media propaganda Ukraine faces daily.

In Ukraine's push towards a closer relationship with Europe, English is an essential tool. But English teachers in Ukraine have their own daily reality. They want materials in English, class management tips, and ideas for making classes more engaging while meeting the needs of the curriculum. They want access to native speakers, preferably British, or American – though, in a pinch, Australians will do.

This article will examine that last idea: how important is native English for teachers in Ukraine? How is English's status as the primary language of the European Union – and indeed the entire world – changing the language itself? And it is true. English is changing. That shouldn't scare you. English has always been changing. But as a result, teachers will need to readjust the way we think about English, and the way we think about what the best model is – e.g. British, American, Indian, Australian. We'll also need to consider what we define as correct and incorrect in English usage.

To understand why, we need to look at global English today – who is using English, and where. So, where do we find the most English speakers? It's not Britain, mother of the language, with it's 55 million or so English speakers. We can, however, make an argument for the following countries:

1. The US has almost 300 million L1 (English as a first language) English speakers.
2. India has 1.3 billion people and perhaps 1000 languages. In India, English is the language of legislature and education. How many people actually use English in a functional way? Probably between 100 - 350 million.
3. China is learning English. About 300 million are learning English and the numbers appear to be growing.

We have three different models here: In the US, English is the default first language, with mostly native speakers. In India, there are few native speakers (2 million) but the language is official and pervasive: in legislature, education, television. In China, there are few native speakers. People are just learning English.

What's important to note is that native-speaking countries (America, Britain, Ireland, etc.) have very low birth rates. The populations are not growing. Countries with English as an additional language tend to be growing: India, Nigeria, Mexico, Brazil. As their English grows, they publish in English, record music in English, make films in English. They contribute to the worldwide pool of authentic English. They may throw in their own words or phrases. It's also natural that the hundreds of millions of Chinese learners will incorporate some Chinese terms into their English (as India has been doing for 200 years). Many of these will remain part of Chinese English dialect. Other words, phrases, or structures, may catch on internationally, and become part of world standard English. It's not something to fear. Think of "C'est la vie." It's a whole French phrase, and yet it's part of English. You can say it without even trying to Frenchify your accent. (You can even say it in Ukrainian or Russian. Just last week I heard a taxi driver say "такая селяви.")

So here we are. English is changing. We must accept it. What's does it all mean for English teachers?

Well, it's probably time to soften your stance on some issues. I will leave you with three tips for thinking about the new world English and its applications for the language-learning classroom:

1. Don't focus so much on what's correct and incorrect

Teachers are comfortable with what is right and wrong in language, correct and incorrect. They want just one correct answer. "We came home last night at about eleven" is correct. "We come home last night about eleven" is perceived as wrong – even though in some dialects come can be used in the past.

I know dozens of people who speak English well without using the past tense at all, or by never adding an "s" to "He like." My view is that they will get it with time. So relax.

But this is the fundamental grammar of English, the things that our tests are often based on!

True, but take the phonemes eth /ð/ and theta /θ/ that appear in words like "thin" and "these." These are fundamental sounds of English. They don't occur, though, in Ukrainian or Chinese or French. Many non-native teachers just replace the sound with "z." But that will not appear on any exam, will it? And in fact, is it wrong? Native speakers in some British dialects replace eth with "f": in American they replace it with "d." Can we expect this unusual phoneme to survive in the future when native speakers (even those who pronounce /ð/ and /θ/) are far outnumbered by non-native speakers?

Instead of probing for right and wrong distinctions, isn't it time to encourage students to explore the language and take risks? I would rather hear a student speak for a minute with 20 mistakes than two words for fear of making mistakes.

Defining right and wrong may be a necessary for evil for testing, but it doesn't have to be the foundation of classroom activities.

2. Do more World English listening practice

I continue to hear, “We learn British English.” I don’t know what that means. There are hundreds of dialects among native speakers. Listen to BBC news for 15 minutes and you’ll hear accents from Scotland, Pakistan, Argentina – all reporting in English.

Chances are your students are going to speak English more often with people from Germany, Sweden, Italy, Japan, than America and Britain. That’s the nature of global English. It is used as an additional language for international communication.

Shouldn’t our listening activities reflect those broad diversity of voices? I think so. Listen to short texts from speakers of Japanese, Swedish, Arabic, Spanish. Keep them short. Don’t ask students to repeat or pronounce. What is important is practice – and I emphasize the word practice – at hearing a variety of Englishes. In fact, if your students think they are learning British English, open their eyes and ears by playing a short selection of British voices – there are so many dialects within the British Isles that students may see the need for a broader approach to listening comprehension.

For more details and activities, See my article in *English Teaching Forum* “Practical Tips for Increasing Listening Practice Time”:

<http://americanenglish.state.gov/resources/english-teaching-forum-volume-53-number-51#child-1887>

3. Don’t focus on the native speaker model

By all means, take advantage of visitors from American, Britain, New Zealand. Students love hearing “genuine” English. But while the English of these speakers is motivating, as we have seen, it is rarely not representative of an international standard. In other words, your students shouldn’t aspire to sound British, should they? If so, I would ask, What British? From the east, west, Scotland? And what would that accomplish anyway?

What is, in my opinion, valuable about the presence of American and British language teachers in Ukraine is not their/our approach to teaching, which is based less on grammar and the correct/incorrect dichotomy and more on allowing students to actively investigate language, to play with it, to explore, while the teacher relinquishes the dominant role in the classroom.

Some of these ideas will be hard to accept. That’s fine. But think of the word “whither” that you find in the title of this article. It’s an old word meaning “to where.” English longer distinguishes between movement to a location and being in that location: Where are you going? Where are you? It’s all the same. It’s a little less accurate than in Ukrainian, but it’s not too terrible is it? Change happens.

C’est la vie.

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SUZANNE MORDUE



Suzanne Mordue is an eLearning Consultant for the British Council.

She initially gained a Certificate in Education (a qualification required to teach in UK universities) in 1991 and then moved into teaching EFL abroad; gaining CELTA, CELTYL and DELTA qualifications along the way. She taught EFL to children and adults for 12 years and has worked in Asia and Europe. She taught children as young as 1 year 6 months and adults in their seventies.

She moved into teacher training in 2008. She has made presentations at conferences in Turkey, the UK, Berlin, Armenia, Croatia, Slovakia and Italy.

Her role involves managing the development of British Council online global products; which has included a special educational needs course for teachers. Additionally, she has a diploma in special educational needs.

You can find more out about Suzanne by visiting her portfolio:

<http://suzannemordue.wordpress.com/>

The inclusion challenge

Inclusion may seem a 'hot' topic but how to successfully implement an inclusive policy has actually been discussed over a number of years by both policy makers and educationalists. It is therefore worth looking into the background of the current general shift from exclusion to inclusion in education.

The global perspective

In 1994 the United Nations conference representing 92 Governments and 25 agencies adopted the Salamanca Statement 'Reaffirming the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renewing the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right for all regardless of individual differences'.

Decisions taken at Salamanca included:

- i) Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning;
- ii) Every child has unique characteristics, interests, abilities and learning' needs;
- iii) Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs and those with special educational needs must have access to regular schools which should accommodate them within a child centred pedagogy capable of meeting these needs,
- iv) Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

The British Council perspective

We have created an inclusion strategy that is based on the British Council's Diversity Strategy 2011 with this strategy focused specifically on teacher development. This teacher development strategy is also based on our British Council specific needs policy for young learners.

Greater inclusion is an important diversity outcome. Our work in special needs education is directed primarily at a mainstream school audience where all learners on the mild to moderate end of the SEN spectrum can feel included and given the maximum possibilities to achieve their full educational potential. Our approach is fundamentally based on human rights and equal opportunity in education where every child matters.

The teacher's perspective

As educators, we want to ensure that all the children are given the maximum possibilities to achieve their full educational potential. Throughout our careers, we will come across children with special educational needs who need additional learning support. Although, we do not need to be experts in this field we do need to know when and where to get additional support; both for ourselves and for the children. Inclusion can be seen as a challenge unless teachers receive adequate training and support.

Special educational needs

For inclusion to be successful children with special educational needs should firstly be identified so that the right kind of support is being provided. Children have a learning difficulty if they have a much greater difficulty in learning than the majority of children of the same age. Or they have a disability which stops, or even hinders them from making use of the general educational facilities provided for children of the same age. Special educational needs fall into the following four broad areas:


- Communication and interaction, e.g. autism spectrum disorder
- Cognition and learning, e.g. dyslexia, dyspraxia
- Behaviour, emotional and social development, e.g. attention deficit disorder
- Sensory and/or physical, e.g. hearing, visual or physical impairments

One important point is that not all children with a disability have a special educational need. These children may not require additional support. Also, not all children with special educational needs have a disability. Special educational needs can also be used as a term for children who need extra provision because they have abilities significantly ahead of their peers and these children fall under the category of gifted and talented.

Teachers and parents are most likely to notice when a child has an additional learning need although only a professional will be able to identify the specific need and to give advice on how it should be managed. As some learning difficulties can be a sign or more than one special need it is vital to get a professional assessment.

Preparing for inclusion

There needs to be a strong dialogue between the child, parents and the school to ensure that the child gets an appropriate level of support.



Inclusive teaching strategies and well-planned lessons with clear aims are beneficial for all students. Good classroom behaviour management should encourage learners to take an active part in the lesson and any discrimination shown by other learners needs to be addressed and highlighted. It could be beneficial to educate the child's classmates on their special educational need although sensitivity to the child's feelings should come into play here. There needs to be a positive classroom atmosphere that gives all learners a general sense of security.

Recycling language and reviewing learning at the end of each lesson will help with learner motivation as they will be able to track their own progress.

It may be necessary to differentiate learning by content (for example a shorter reading text), by task (the same reading text but simpler comprehension questions) or by response (checking boxes rather than writing sentences). The teacher should present this kind of differentiation as a positive adaptation rather than as just a simpler task. Using different resources and activities with different groups of learners during a class or project work may help the learner to feel more comfortable with being given a different task.

The behaviour of some children can be very difficult to deal with and teachers need to be aware of their own feelings. It should always be clear to the learner that the teacher has a problem with their behaviour rather than the learner per se. The learner's behaviour is unlikely to improve if the child feels that the teacher dislikes them and this will also encourage a negative classroom atmosphere.

The topic of inclusion is so diverse and each child unique which means that teachers may need to try a number of strategies before they find the right ones to ensure their learners show progress. Exploring new techniques and activities will generally aid teachers with their professional development and keep their learners engaged in lessons. There are a range of resources that teachers can access online including online courses to update their skills and webinars. In the UK, and many other countries, there are educational websites focused on the management of children with special educational needs.

ANNA MORRIS



Anna Morris is Area Manager for Oxford University Press (OUP) Ukraine and in this capacity she has run numerous teacher training sessions and commercial presentations for teachers of English for the last 18 years. Anna has a degree from Dragomanov National Pedagogical University and CELTA from International House, where she taught prior to her work at OUP. She has MBA from International Management Institute.

“Shaping Learning Together” – a Cocktail Party with Oxford University Press

Education is at the heart of everything we do as Oxford University Press. We believe that education changes lives for the better and are committed to making a difference in people’s lives through education and learning English. We believe that education is a collaborative process and that we can only achieve the best results if we truly work together, listening and learning from each other.

We strive to work closely with teachers, academics, institutions and leaders in education and technology, to create the best possible learning and teaching environment.

The session at IATEFL Ukraine Conference 2015 is not an exception and we aim to make it as collaborative and as creative as we can by getting participants to join our activities and contribute to different interactive tasks.

Outside the conference we invite teachers to take part in research projects, pilot new products and give feedback on our existing materials. Become a member of [Oxford Teachers’ Club](#) and get updates on blog articles, news and events both from Oxford University Press ELT Division in the UK and here, in Ukraine. Please come to us and share with us your ideas on how we can shape learning together.

Below is a [blog article](#) from Anna Parisi, where she shares her suggestions to experienced teachers. She is a course tutor and materials designer for teacher development courses at ACCESS, in Greece. Anna has extensive experience in syllabus design and producing supplementary materials for private language institutions in Greece.

[Coming of Age as a Teacher](#)

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I envy new teachers!

When you are a new teacher, everything you do is new. While ‘learning the ropes’, you constantly take risks and experiment, evaluate and take decisions. There are so many surprises: your students surprise you, you surprise yourself. It can be highly stressful but exciting because it’s an on-going process of observation and discovery. We call this ‘enthusiasm’.

And then, routine starts settling in. We know we have to cover the curriculum no matter what, finish the book, and after so much trial and error we know what works best (well, most of the time) so why take risks? We change our routines when something goes seriously wrong or when we are bored out of our wits.

We call this 'experience'.

Occasionally, both enthusiastic new teachers and experienced old-hands attend conferences, listen to experts and take notes. Later, we may use 1 or 2 ideas in class but generally we find 'there is no time', 'you can't do this in the real world' as real students often respond in a different way to what we want them to.

We also share fabulous ideas and photographs on the social media; we follow gurus and mentors online in search of general truths and successful practices. But still most of our issues in the classroom remain unresolved, and out of date or over-demanding curricula remain in place.

In the meantime, there is so much that goes unacknowledged, devalued or ignored: teachers' tacit knowledge, the knowledge that teachers have acquired through the years but find it difficult to articulate or transmit.

While PLNs (Personal Learning Networks) have helped in this respect with sharing lots of ideas, thoughts and insights, teaching lives as depicted online have left a lot feeling they are missing out on developments or even with undeserved feelings of inadequacy. This wealth of ideas from teachers, trainers, authors is a host of wonderful recipes but not a better diet overall.

The gap between theory and practice remains as large as ever, published material sometimes seems to come from a parallel universe, and although everything takes place for the good of students, they are not part of the decision making and are not even asked what they think some or most of the time.

For teachers to take control and have greater professional responsibility over what we do, small scale teacher-led research is the next step in teacher development.

Why research?

Research is by definition questioning, challenging preconceptions, discovering, experimenting. Teacher-led research is action taking place where the action is: in the EFL classroom. If we, teachers, would like to see change and improvement then we are the best placed to initiate and undertake it. If we want greater autonomy, we will have to seek and welcome greater responsibility.

If we believe that we, teachers, should be involved in curricula change then we 'need to take a critical and experimental approach to our classrooms' (Nunan 1989). Solutions to practical problems in the classroom can rarely be imported from outside the classroom.

It's the teacher who is best placed to investigate and resolve issues by taking some course of action. By researching our own classes we can better understand our own classroom procedures. We can become better able to assess what actually happens in the classroom as opposed to our own assumptions about what happens. Teacher-led, classroom based research also means consulting our students, understanding and catering for their differences.

But what does teacher-led classroom based research involve?

Carrying out research should be a collective project, not a solitary task. It's really about discovering, sharing and transmitting knowledge, problem-solving. It's an integral part of teacher development. Carrying out such a project can be a collective experience inclusive of all teachers in all stages of professional development. Teachers being part of this experience is the heart of a collective, teacher-led research project.

In the webinar run on January 27th, we looked at some of the basics of teacher-led classroom based research and how it can transform our teaching lives. You can find the recording and slides from the webinar [here](#). If you're interested to find out more about joining teacher training research projects and connecting with other teachers near to you, take a look at www.seeta.eu

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NATALIA NAYAVKO



Nataliia Nayavko has been teaching English at Novyi Rozdil in English specialist school 4 for the past 21 years. She is a methodologist at the Town Department of Education. Nataliia participates in different projects and trainings organised by the British Council. She is an active supporter of lifelong learning which keeps educators really alive anytime and is involved in teacher training towards a Continuing professional development (CPD). Being a teacher trainer since 2007, she moderates online courses, conducts seminars, trainings and workshops, participates in British Council Teacher Development Summer and Winter schools.

She was one of the national winners of Eurasia/South Asia Teaching Excellence Awards Program in 2008 and took a course at George Mason University, USA (2008) and University of Maryland, Baltimore County, USA (2010-2011).

Certificate in Primary English Language Teaching

The Ukrainian education system is undergoing considerable changes now. The age of compulsory schooling has lowered in Ukraine to the age of 5 since September 2010, when the Ministry adopted the Programme “I in the World”. In this regard, motivating conditions must be created at primary school, thus encouraging learners to language acquisition. To make the changes easier, teachers need to upgrade their teaching skills in this field. For success to be possible, the British Council offers online courses where teachers can update their knowledge and improve their skills on using modern approaches towards teaching young learners.

Certificate in Primary English Language Teaching Course is an online teacher development course designed for primary school teachers of English. Highly practical modules are combined with lots of live classroom videos showing the techniques being used. It investigates beliefs about teaching English to young learners and their distinguishing characteristics. The course helps teachers find the natural ways that encourage young learners attain more fluency in learning English and focus on how children learn.

The understanding of learner-centred and task-based approaches is enhanced through a range of activities. Participants make new teaching resources, try out the gained ideas in their own teaching environment and reflect on them by doing action researches and evaluation. These reflections are gathered in their online portfolios and lead to the development of alternative ways of teaching and changes in their attitudes towards teaching.

By understanding learning styles, participants will be able to make links between their own teaching style and their learners' learning styles; incorporate different activities to help children learn effectively, e.g. use learning strategies to make vocabulary learning more memorable; introduce numerical and textual literacy using a multi-sensory approach.

The course also looks at good classroom management skills, TPR activities that allow teachers to use pupils as a valuable resource and create intrinsically motivated lessons. Teaching through songs, rhymes and chants enables teachers to boost learners' motivation.

During the course, the participants will also have a chance to reflect on their own practice, highlight the benefits of using English in class and to develop a critical awareness of what, when and why they can use in their classroom; they will also discuss what actions should be taken by the teachers to provide a more effective learning

environment for their young learners. The importance of contextualized language instructions for young learners will be highlighted. Trainees will deal with some activities meant to provide contexts in EFL effectively. The course shares tips on the variety of resources that can be incorporated into daily lessons effectively, e.g. a puppet, made from the recycled materials, a zig-zag book.

Animated tutorials and guidelines combined with the clear instructions make the course user-friendly and very engaging.

This is what the participants say about the course:

“The course has helped me in improving my reflective skills. I not only reflect on my teaching method or practices and how I can improve and make it more effective, but I also try to understand my learners and their needs and abilities. Now while planning my lessons I know what to reflect on before teaching the lesson in class and after it. I can reflect on both positive and negative aspects from both teachers’ and learners’ perspective.”

“I could try out different new games and activities and made teaching English even more fun and interesting.”

“The videos of the teaching practice of different teachers around the world are great. I also liked that there were a lot of different ideas how to make different resources for children.”

“Well-structured lessons, clear instructions and a lot of new, useful ideas to use in certain teaching situations.”

“I think I am more aware of things (slow speech, repeating, demonstrating). And I am sure now that I can teach English without using my mother tongue for explanation.”

“I’ve started to make different materials which are cheap and these materials are very much available.”

“I did not have a lot of ideas about teaching English before that CiPELT course, and I have to say, it is a good way to find out how to teach a foreign language to young learners. Most of all I prefer those videos from all around the world, when you can actually see how the lesson plan, which you have in an attachment, works. It is good to evaluate and reflect your work after finishing certain unit and I am learning a lot from it.”

INNA NECHAYUK



Diplomatic Academy of Ukraine, Ministry of Foreign Affairs of Ukraine
Associate Professor, Ph.D. in World History
Foreign Languages Department

Education: graduated from Taras Shevchenko National University of Kyiv (faculty of foreign philology); Ukrainian Center of Law of Ukrainian Law Foundation at Taras Shevchenko National University of Kyiv; Post-Graduate course. Diplomatic Academy of Ukraine, Ministry of Foreign Affairs of Ukraine.

Qualifications: philologist; translator/interpreter; teacher of English (holder of Bachelor's degree); lawyer (holder of Master's degree)

Publications: 5 research articles, 15 publications, co-author of law thesaurus.

Professional interests: innovative and interactive foreign language teaching methods, European studies.

Comparative Analysis of Innovative Methods of Teaching a Foreign Language in Ukraine and the EU Countries.

The aim of this paper is to present and thoroughly analyse, evaluate and compare the results of a recent study focused on the innovative approaches in teaching a foreign language and impact on its quality. The present paper deals with providing theoretical background for the study, the description of the design of the research and analysis of its results through the analysis of a comparative study in particular by the European Commission that shows the differences and similarities between 30 countries in a range of characteristics of language learning (duration, ages, learning time, competency expected and achieved, languages learnt); differences and similarities in relation to the inputs to language learning (duration, curriculum time), ambitions (competency levels expected, qualifications), and outcomes (competencies achieved, number/range of languages learnt).

Language is considered a social phenomenon as it is a means of communication and interaction between members of a community. Improvement of language competences enhances employability, mobility and growth. Hence the Thematic Working Group on Languages in Education and Training with the assistance of the European Commission provided the Commission's Staff Working Document on Language competences for employability, mobility and growth (Final Country Comparative Analysis, 30 June 2014) that highlights the contribution language skills can make to increasing economic growth taking into consideration the data collected within all European Union Member States and associate/candidate countries who are members of the Languages in Education and Training Thematic Working Group. The document includes the review of the differences and similarities in the context of language learning and the policy direction; a comparative study of the differences and similarities between 30 countries in a range of characteristics of language learning in compulsory education (duration, ages, learning time, competency expected and achieved, languages learnt); differences and similarities in relation to the inputs to language learning (duration, curriculum time), ambitions (competency levels expected, qualifications), and outcomes (competencies achieved, number/range of languages learnt) and the relationships between these at national level; an assessment of the degree to which challenges are faced by countries in improving language learning to make progress towards achieving an independent user competence; an assessment of the relationships between policies and practices and progress towards overcoming these challenges.

The data collected demonstrates that many countries (at least 14) have recently and continue to be actively

engaged in policy and programme developments to increase language learning. The proportions of students participating in language learning have increased. In at least 11 countries the focus on language learning is part of recent or ongoing wider national curriculum reforms. Considerably more countries as a consequence have linked their foreign language curriculums to levels in the Common European Reference Framework for language competences (at least 23 currently). Some countries have or have recently had active programmes to support their policies to increase the availability of language learning. These have included financial assistance to educational establishments to start language learning earlier; teacher training to increase competences; the extension of content and language integrated learning.

There is a recognition that growing the availability of language learning has to be underpinned by sufficiently trained teachers, resources and new approaches to teaching and learning. A few countries have also addressed increasing opportunities for language learning outside the classroom through non-formal and informal language learning as well as motivating teachers and learners through testing and assessment, entry requirements for progression to further and higher education systems. Therefore it is worth mentioning the significance of development of oral competency that presupposes a more specific focus on reading and writing by means of emerging technologies in particular.

Hence the innovative technologies in language teaching are of paramount importance nowadays. As research proved the popular technologies in Ukraine and EU Member States are based on communicative and interactive means. These are synchronous and asynchronous solutions in particular.

Synchronous tools such as audio, web and video conferencing are useful for discussions and presentations; chats and instant messaging improve communication skills; white boarding and application sharing may be used for co-development of ideas and documents.

Asynchronous tools (discussion boards, web logs, e-mails, streaming audio and video, narrated slideshows, web-based training, webbooks) are useful for sharing ideas and comments, communicating and teaching.

The most popular among them are such as video-conferencing, face-to-face interaction through online virtual worlds, e-mail, blogging. Virtual worlds like Second Life, Active Worlds and Open Sim afford learners the possibility of 'living' within a 3D space, collaboratively developing content and interacting with peers through virtual experiences: debates, role play, exhibitions, performances and the like.

E-tools are designed to support a social constructionist framework of education. Such free solutions as Skype, ooVoo, iChat and FaceTime or Flash Meeting will enhance communication. Wordle (www.wordle.net) is a good example of a web-based tool that can help cement the interface between reading, writing. To improve reading and

writing skills there are offered audio CDs, digital texts, online oral versions of the texts as well as some pointing devices by Mantra Lingua (<http://uk.mantralingua.com/>), 2Simples's Create-a story (www.2simple.com) etc.

The standards for the twenty-first century foreign language teaching require the implementation of interactive, innovative as well as digital tools utilising them as powerful vehicles for teaching and learning. New technologies broaden perspective, and give new teaching strategies to meet the current demands although there should be the reasonable balance in application of traditional and innovative methods where the teacher is a mediator.

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NEW GENERATION SCHOOL TEACHER PROJECT TEAM



The project team consists of fourteen representatives of eight universities of Ukraine. All the team members have scientific degrees in TEFL, with an average of twenty years of practical experience in training pre-service teachers of English. There are curriculum designers, course book writers, researchers, and regular contributors to professional journals among the members of the team. The group has studied the issues of language teacher education from an international perspective in the UK and Uzbekistan.

Core Curriculum Innovation in Pre-Service Language Teacher Education in Ukraine

The complex demands of preparing teachers for the 21st century necessitate change and innovation in the teacher education curriculum. In Ukrainian educational context, there is a gap between pre-service language teacher education and schools, the former lagging somewhat behind rather than leading the change.

The need for the development of a new core curriculum for language educators results from external and internal factors. External educational factors include international educational policies which triggered the new language policies in Ukraine, namely: the recent introduction of foreign language learning in Grade 1 in primary schools and an offer to learn another foreign language since Grade 5. Internal factors imply new educational goals of Ukrainian schoolchildren, their parents and language teachers who are aware of the value of effective foreign language learning and teaching.

To address the needs of Ukrainian society for a qualitatively new level of language learning and teaching in schools, a joint project of the British Council Ukraine and the Ministry of Education and Science of Ukraine “New Generation School Teacher” was launched in March 2013. Up to now, the project has moved through the stages of the baseline study and the new core curriculum design.

The *baseline study* as the starting point of the project was conducted in eight universities in 2013-2014. It was aimed at investigating the current situation with pre-service training for EFL teachers as well as the attitudes, interests and influence of different groups of stakeholders involved in the project. There was a range of qualitative research methods employed, such as critical analysis of existing curricula, surveys and interviews. Some of the baseline study findings are: the absence of a standardized approach in pre-service teacher education, a striking insufficiency of methodological training, the outdated content, the prevalence of teacher-based methods and modes of delivery, the focus of assessment being students’ theoretical knowledge rather than practical teaching skills. The study revealed the urgent necessity for the renewal of the core curriculum in ELT methodology aimed at achieving lasting improvement in the standard of English language teaching in Ukraine.

The second stage of the project focuses on the design of a new core curriculum leading to the qualifications of Bachelor of Philology, English language teacher. The aim of this document is to enable pre-service teachers of English to teach English in accordance with international standards. The innovative character of the new core curriculum is, to a great extent, ensued by:

- the integration of ELT Methodology as an academic subject and the practical experience of teaching which presupposes the organisation of methodological training in Years 2 - 4 and three levels of teaching practice (observation, teacher assistance, independent teaching)
- the flexible and modular delivery of the updated content of the ELT Methodology course, with due regard for the contemporary approaches to language learning and teaching
- the choice of interactive and collaborative work modes that are meant to foster learner autonomy, pedagogical reflection and creativity, action research skills and aspirations for continuing professional development
- incorporation of ICT into the process of pre-service teacher training.

The next stage of the project will shape the implementation policies and involve the piloting process and teacher educator training.

ASRI NURULQODRI



My teaching experience began when I was first employed in a language school called The British Institute, which was located in Bandung, West Java, Indonesia. It was early 2003, and at that time, I had already completed several years of Advanced English learning, as well as a preliminary teacher training program. In 2006, I completed the Cambridge University Certificate of English Language Teaching to Adults (CELTA). I then continued to do the Cambridge University Young Learners Extension to CELTA in 2009 and a distance course in Diploma of English Language Teaching to Adults (DELTA) Module 1 in 2010 and Module 3 in 2011. Finally I completed a face-to-face Module 2 in 2012, and moved to Ukraine. I have been a teacher at British Council Kyiv until now. During my employment I have been heavily involved in teacher training, particularly in the past 5 years. I have trained teachers at different branches of my previous school in parts of Indonesia, and at British Council I have been doing a variety of teacher training, such as TYLEC, INSETTs, Teacher Development Days, as well as ongoing teacher support sessions in relation to Adults and Young Learners.

Using Emotional Intelligence Activities in Secondary Classes

Emotional Intelligence is the ability to identify one's feelings and emotions as well as to respond to them. The idea of developing this intelligence in Young Learners has been widely used in state schools worldwide, and multiple researches have been conducted in connection to finding the correlation between the increase of Emotional Intelligence with the improvement of academic performance, which have resulted in positive outcome.

In ESL/EFL, there are numerous writers who have published books and resources based on this idea, such as *Teaching Young Learners to Think* (Herbert Puchta), *Primary Curriculum Box* (Kay Bentley), *Personality Quizzes* (Viv Lambert), *Read and React* (Jane Myles). Course books, such as Kid's Box series (Puchta – Gerngross), which incorporate tasks focusing on emotional awareness.

One of the most important reasons to focus on emotional intelligence in Upper Secondary class is the fact that learners at the age of 14-16 are typically in a self-learning and discovery process, in which they need much support. By encouraging them to deal with and respond to their emerging emotions in an appropriate manner, they will be able to make more informed decisions, as well as anticipate the outcome. This will hopefully lead them to a path of maturity and readiness to face their problems on a daily basis.

HELEN POPOVA



Helen is from Kyiv and has MA Honours in teaching English and German. She did her CELTA and CELTYL the same year she graduated from Nizhyn State Pedagogical University in 1999.

Helen then started working for International House Kyiv. There she contributed to starting up the Young Learners Department as the Coordinator and later the Head of it. In 2006 Helen was a Teacher Trainer in the first IH CYL course in Kyiv. In February 2012 she joined the British Council Kyiv.

What Helen likes the most about teaching is observing students' progress in her classes and enjoying their great feedback. Most of her off-teaching time is devoted to her four lovely kids.

Extreme Classroom Management: Bad Discipline vs. Positive Rapport

"A lesson plan is like a road map which describes where the teacher hopes to go in a lesson, presumably taking the students along." Kathleen M. Bailey

We as Teachers know the 'destination' and we are to take our learners there. We seem to be familiar with the 'landscape' and seem to know how to arrange the 'journey' in an educational, safe and funny way.

However, even a perfectly planned 'route'=lesson can turn into a disaster if some obstacles are either ignored, not anticipated or incapable of being dealt with. The obstacles are mere misbehaviour of our abrasive Young Learners. These obstacles are various and can be unpredictable or even seem impossible to get over, while the Young Learners can be hard to be reined in. Furthermore, the students with behaviour problems cause teachers to doubt themselves and can result in teacher burnout. But this is our (teacher's) job, and when we sign our teaching contract, we are accepting the challenge to teach all kids, no matter what. Thus, we need to develop appropriate skills to cope with it. I've named it *Extreme Classroom Management* and have been using this term as my research tool. It is extreme because it is stressful for you and Young Learners, it is brainstorming and requires an immediate response.

Misbehaviour patterns can be grouped, classified, combined but without realising the reason for them, which vary with different age groups, English levels, social background and the level of learners' autonomy, there is no possibility to create a one-for-all approach or action plan to support **positive** behaviour.

Any discipline problem is a 'symptom' and the efficient doctor would always try to diagnose the illness first and treat it. Teachers' aim is the same: to identify the reason for rebellious behaviour (i.e. it is necessary to make an extra effort to understand everything that may be driving the inappropriate behaviour) and it will be a clue for a proper relevant 'remedy'. Overall, we need to understand the behaviour first.

For instance, Young Learners enjoy rocking in a chair. Most of them do it unconsciously but it's very unsafe, their swinging is distracting and they damage equipment in the room. Classroom rules don't always work here, neither does the system of praise. Because the reason for it is Young Learners' need to balance their emotions, thoughts, to calm down (studying can be stressful for them) – and they do it physically through rocking. After a number of experiments, the way out was letting the children stand up while working in groups and move their chairs close enough to the walls to block rocking.

To develop sufficient *Extreme Classroom Management* skills the teacher has to be very competent in Young Learners' age profiles, in Classroom Management basics and, very importantly, have a desire to improve, perform better, be ready to experiment, observe other teachers, share ideas, share experience and share knowledge. I've found sharing the most resourceful and fruitful as different teaching styles produce different approaches and techniques. Consequently having the range of tips on hand, we are better armed to solve various classroom management dilemmas on the spot.

OKSANA RUBANOVA



Oksana Rubanova is a CELTA-qualified teacher of English, online moderator, teacher trainer. She has 15 years of teaching experience, 5 years experience of online moderation, 2 years experience of teacher training. Oksana graduated from Vinnytsia State Pedagogical University and got Master's degree in 'Pedagogy and Teaching Methods of Secondary Education. English Language and Literature.'

Certificate in Secondary English Language Teaching

Whether you are an experienced teacher or are just about to start your career in teaching, British Council can help you become a more successful professional. The teacher training and development programmes include face-to-face and online courses to meet your needs. These courses will help you to:

- understand the context within which learners learn English
- familiarity with the principles and practice of effective teaching
- develop communicative, reflective and learner-centered teaching skills
- familiarise with appropriate resources and materials for teaching and testing
- identify more opportunities for your own development

One of the courses is the Certificate in Secondary English Language Teaching. CiSELT is specifically designed for English language teachers working with learners aged 11-18. It is split into two levels: Proficient and Advanced. They are organised as two separate courses. Each course takes about 3 - 5 months.

Teachers starting the CiSELT Proficient course will be at 'Developing Stage Three' on the Continuing Professional Development Framework. CiSELT Proficient focuses on key methodological issues for teachers with approximately two years experience. On successful completion of CiSELT Proficient, teachers will have acquired the skills and competencies to consider themselves at 'Proficient Stage Four' of the CPD Framework. CiSELT Advanced focuses on more specialised topics and the development of creative teaching and learning approaches. Each level is separately certified.

The course comprises a minimum of 48 hours of training with modules at each level. Each unit contains activities, assignments, glossary and further reading/internet links

CiSELT Proficient consists of the following modules:

- Getting Started
- Language Awareness
- Teaching Skills
- Core Classroom Issues

The first three modules have five or six units. The final module contains eight units, of which at least two must be chosen.

CiSELT Advanced is divided into four modules:

- Classroom Processes
- Content Focussed Learning and Teaching
- Creative Learning and Teaching
- Special Needs and Inclusive Learning

Each unit consists of three hours of training but time for assignments is additional to this. Each course module provides approximately 15 hours of content.

Course delivery

CiSELT courses are moderated. This means that the courses have fixed start dates and you join a group of trainees to work through the materials according to a schedule. You will be expected to interact with each other and you will be led and supported by an online tutor, who moderates discussions and develops learning points. Each participant is provided with a user name and password in order to access the website (on the Moodle platform). Moodle can normally be accessed from a computer with little difficulty, even computers with limited bandwidth, though this should be checked before a course opens.

Assessment

In order to pass each level of CiSELT, participants must pass:

- three course assignments from different modules
- three to six additional records of work
- one final assignment

These assignments include practical classroom-based tasks. At the end of the course participants are given the final assessment which is graded Excellent, Successful or Unsuccessful.

Course certification

A course certificate is issued on successful participation in the course and completion of the assignments.

Participants' feedback during the course

'I'm getting a lot of useful info from the course. For instance, it was really interesting to learn what modern grammarians think of the future tenses. I was sure 'will' is the main and official version of expressing an action in the future. It turns out I was wrong. In general, the whole future section of grammar was a real treat for me.'

'I really value the course and would like to continue my study on it.'

OLGA SHEVCHENKO



Ph.D., Master of International Business, Associate Professor. Head of the Department of Foreign Languages at Kyiv National Economic University.

Graduated from Taras Shevchenko Kyiv National University and Kyiv National Economic University, defended dissertation "Semantics and Pragmatics of Indirect Directives in Modern English", successfully completed several international training programmes: in Humber College (Canada), ELEA S.p.A. Training Centre (Italy), the University of Oxford (the UK), the University of Konstanz (Germany), the University of Sussex (the UK), Central University of Finance and Economics (China). She also participated in a number of the European Union's Tacis and Tempus programmes, the work of European Doctoral Association in Management and Business Administration and European Parliament Former Members Association. She is the author and co-author of more than 40 publications including textbooks, research papers and conference proceedings on the problems of semantics and pragmatics of speech acts, active teaching methods and intercultural communication.

Active Learning Methods in Business English Classroom

Foreign language teaching has undergone many changes, witnessed the birth and atrophy of many teaching methods and in the past ten-fifteen years it has shifted its emphasis to active learning methods.

Active learning is a student- centered approach in which the responsibility for learning is placed upon the student, often working in collaboration with classmates.

Active learning methods include class discussion, problem solving, role-playing, case studies, group projects, think-pair-share, peer teaching, debates, and many others. These methods appeal to students, motivate them to engage with the material even when it is quite challenging. Students learn more deeply, and work at a higher level, when they are active generators rather than passive recipients of knowledge. They retain more of the material when they learn actively than the material they simply read, hear or see.

Case method is one of the powerful active learning strategies that can impart students with critical thinking, communication and interpersonal skills. Case studies are, by their nature, multidisciplinary, and "allow the application of theoretical concepts bridging the gap between theory and practice".

This method has several advantages. As it was mentioned, cases are real. They compel students to work on real-world problems. Cases are generally longer than most other kinds of active learning exercises and take more time and effort for students to prepare for professional class discussions. Moreover, they provide an opportunity to discuss in public. Case discussions in the whole class or in small groups, help students learn effective listening and response skills, force them to present clear and reasoned arguments and enhance public speaking skills. They also help students to learn from each other.

As we see, case method is effective at developing real-world, professional skills, increases student proficiency with written and oral communication, as well as collaboration and team- work. "Case studies force students into real-life situations, training them in managerial skills such as holding a meeting, negotiating a contract, giving a presentation", etc.

Case studies and organizing the discussion of the case have been increasingly popular in teaching Business English and are becoming wide spread. In recent years a lot of methodologists have called on teachers to teach Business English in its practical setting. It appears to be widely accepted that case studies are an appropriate method for teaching Business English and a number of case studies are now beginning to appear in a lot of textbooks.

There are a number of questions which need to be raised in connection with case studies in teaching Business English, for example: when are case studies more appropriate than other methods? When organizing discussion groups is more useful? The term “fieldwork” is often used in connection with social practices in the field of activity in which they take place. A case study and a discussion usually imply a single unit of analysis. This also might be something more complex, aggregated.

Case studies give us the possibility of training Business English and of using the foreign language in a particular business situation. Various types of case studies are employed by teachers of Business English nowadays. Not all case studies are the same. They have different levels of difficulty and different skills trained. The choice of the type is tantamount to the success of the class [3]. So, it is necessary to decide which one to use in different language environment: descriptive, experimental, illustrative, exploratory or explanatory.

Taking descriptive case studies, one should remember that they focus on the description of some activity, for example, economic or business, or some economic unit. They may describe an accounting system or a company, its structural hierarchy, objectives, etc.

Illustrative case studies deal with illustrating some new and possibly innovative practices, developed by particular companies in overcoming difficulties in any sector of their activity.

Experimental case studies could be employed to examine the difficulties involved in implementing the new proposals and to evaluate any possible benefits.

Exploratory case studies are used to explore the reasons for particular economic practice. So, the objective of this research is to produce generalizations about some economic practices.

And the last type, explanatory case studies, attempt to explain the reasons for observed economic activity.

In business the English language is used as a vehicle for the exchange of information and instructions. So, we need to develop in our students certain basic skills to participate successfully in this exchange.

The teacher's role in controlling discussions and case studies is crucial. It is that of a facilitator and monitor. Such creative work usually leads to reducing the psychological distance between the teacher and students. We support the idea that the teacher should not correct students' errors too frequently. Being interrupted and corrected makes the students hesitant, insecure in their communication. It seems far better for the teacher to use the activities for observing and helping only when the help is really needed by the students. Even then they should be encouraged to overcome their difficulties by finding alternative ways of expressing their ideas.

The research shows that the case method has numerous advantages in business English classroom. It helps the students develop critical thinking, improve their organizational skills, enhance professional skills, train business communication skills such as holding a meeting, negotiating a contract, giving a presentation, etc., and also encourage collaborative learning and team-working skills.

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LARISA SLUCHAYNA



PhD, associate professor of Foreign languages department at Kyiv National Economic University.

Graduated from Chernivtsi state university in 1980. Started professional career as a teacher at a secondary school. Worked as a teacher, senior teacher, associate professor at a military college, National Academy of Defense, Military Diplomatic Academy of Ukraine.

Obtained a degree in political science in 2009. Has been working as an associate professor of Foreign languages department at Kyiv National Economic University since 2006.

Internship: Great Britain, USA.

Professional interests: cross-cultural communication, multi-disciplinary approach to teaching ESP.

A Multi-Disciplinary Approach to Teaching Business English

Recent geopolitical, communicational and technological shifts have had an important impact on a large number of people of different nationalities, professions and interests. Global instability and complexities urge that the scholars throughout the world generate new methods of research, upgrade and enhance the existing ones by meshing the achievements from the allied areas of study. Therefore the multi-disciplinary approach has become a promising and challenging technique which incorporates basic concepts from many disciplines and provides a holistic understanding of the diverse global processes.

Among those who propose integrated approaches to teaching and research are T. Dudley-Evans, L. Duerr, J. Bransford, J. Davis, M. Langa and many others. One of the Ukrainian experts A. Kolot believes that the core of the multi-disciplinary approach is the possibility of the curriculum enrichment through the interchange of relevant methods and techniques of the related disciplines. The idea of methodological pluralism in training competitive Ukrainian economists is supported by L. Kozlovska. She assumes that the learning environment in a modern university is a multi-dimensional entity which embraces scientific and educational, cultural and business aspects organised around the linguistic dimension. In a general sense, language can be viewed as a universal means of boundary crossing between disciplines which allows comprehensive research and teaching activities across the whole academic process.

Multi-disciplinary programme of teaching Business English at Kyiv National Economic University represents the convergence of various disciplines and are characterized by integration of topics on general subjects humanities, economics, social and political sciences that are incorporated with professional language competence.

Some professionals at our university draw attention to few innovative strategies that are aimed at enhancing language education. They consider the multi-disciplinary approach to be a flexible platform for practical realization of both the traditional methods and new strategies such as systems analysis; situational analysis; factor analysis; linguistic analysis; cross-cultural analysis; text and discourse analysis; content analysis; geo-economic analysis; analysis of social research etc. We need such methods and techniques to cover the educational goals which include:

1. increased understanding and application of general concepts
2. better comprehension of global interdependencies
3. increased ability to think critically
4. enhanced ability to assess the information needed for solving problems of present global era
5. promotion of cooperative learning
6. increased motivation.

We believe that in conclusion we can make a statement that a person in modern world leaves at least in four spheres: biological, professional, social and spiritual. Under this complex juxtaposition of circumstances multi-disciplinary approach makes possible scientific breakthroughs in traditional theories and gives way to a number of disciplines such as culture of modern business communication, modern rhetoric, geo-linguistics, social linguistics, social dialectology, social economics etc. that may structure their curriculum on the innovative methods and strategies.

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LARYSA SOKOLOVSKA



PhD, Associate Professor, Department of Foreign Languages of the Diplomatic Academy of Ukraine under the Ministry of Foreign Affairs of Ukraine, Master of Law. Graduated from Kyiv National Linguistic University and Kyiv National Economic University. Completed ICELT course and several international training programmes (Canada, England). Authored more than 20 publications on the problems of creative teaching approaches in adult learning.

Improving Critical Thinking Skills Using Creative Teaching Approaches with Adult Learners

Most authors who write about critical thinking agree that critical thinking has many dimensions: it involves knowledge, cognitive skills, and a disposition (a state of mind to “be” a critical thinker). Critical thinking as a habit of thinking involving four components: knowledge of the field or fields in which the thinking is being done, attitudes and habits of questioning and suspending judgments, the application of a process or procedure to the problem situation, and taking action on this line of thinking (Harpaz, Y. (2007). *Approaches to Teaching Thinking: Toward a Conceptual Mapping of the Field*. Teachers College Record, V. 109, 8. pp.1845-1874). Critical thinking is purposeful, reasoned, and goal directed, it is the type of thinking used in problem solving, determining probable outcomes, formulating inferences, and making decisions. (Halpern, D. A. (1998). *Teaching for critical thinking: Helping college students develop the skills and dispositions of a critical thinker*. New Directions for Teaching and Learning, 1998(80), 69-74). Originally, critical thinking was a subfield of philosophy. It was primarily focused on logic and the structure of arguments. Later, its ideas expanded into other subjects including psychology and education as scholars looked for practical applications of critical thinking concepts.

Critical thinking involves logical thinking and reasoning including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing. Critical thinking involves different skills such as creating arguments with supporting reasons, avoiding bias, and examining an issue from more than one perspective. Employing the four categories of creative teaching such as the process of creative thinking, creative teaching techniques, creativity in community and employer engagement and creative and innovative use of technology in teaching is the best way to maintain a high level of adult learners’ motivation and improve their critical thinking skills. Creativity is not a marginal activity. Through encouraging learners to explore, imagine and problem solve, adult learners can enable further development, change and enhanced employability.

There are some methods which can be used in a group of adult learners to help students think creatively and to encourage active inquirer. There are some characteristics of learners as active inquirers such as developing own opinions and insights, puzzling and questioning, organizing thinking and feeling, listening and being challenged by opposing viewpoints, giving space and time to creative thinking, working alongside others to problem-solve. As tutors, however, it is important to create spaces that allow time for creative thinking. It might appear easier to fill in gaps in thinking and do the learners’ work for them. However, these would be the tutor’s insights and not those of the learners, thus denying them the opportunity to develop skills of independent thinking and opinion. Moreover, adult learners often have rich life experiences that a skilled tutor should encourage to be shared and used to gain

insight and further learning. Such experiences are often full of emotions and feelings and can be the keys to engage and persuade others. The tutor has a responsibility to help try and organize such thoughts and feelings through how the groups are formed, as well as encouraging learners to have a passion and then engage with others. Groups working in creative spaces offer many opportunities to individual learners to develop these skills. Lesson plans should include modeling of thinking skills, examples of applied thinking, and adaptations for diverse student needs. Once the teacher establishes the student-centered classroom and creates a framework for incorporating thinking skills into lessons, he or she can then consider strategies and methods that can enhance students' thinking ability. Small group activities such as student discussions, peer tutoring, and cooperative learning can be effective in the development of thinking skills. Activities should involve challenging tasks, teacher encouragement to stay on task, and ongoing feedback about group progress.

The tutor should look for opportunities to teach students the language of discussion, such as phrases for expressing an opinion, elaborating, agreeing and disagreeing. Moreover, students should be given freedom to express their opinions without interference. Critical thinking shouldn't be about telling students the correct opinion, but giving them room to express and examine a wide range of opinions. Critical thinking doesn't simply mean being a tough critic. Praising and criticizing both require quite a bit of thought. The tutor should push students to find things they like and dislike about topics that come up in class. Critical thinking has a close relationship with creative thinking. It is a good idea to give assignments that allow students to use their creative and critical thinking skills, such as creating a webpage or doing a project.

There are a few ways to develop students' critical thinking skills using their course books.

Coursebook analysis. Ask students to look over their course books and find things they like and dislike. Next, ask them to write their opinions on the board. Call on individual students to read out an opinion and expand on it. *Question wall.* Call on several students to say a word or two that they remember from the text they have read recently. Next, put a large sheet of paper up on the wall. Invite students to go to the paper and write out a few questions about what they have read. Then get students to write out responses next to the questions on the paper. *Summary competition.* Assign students to read an article in your coursebook. Tell them to put their course books away and assign different groups to write a one-sentence summary of each paragraph or three sentence-summary of the text. Choose the judges to decide who has the best summary and tell the class why. *Taking a stand.* Write two opposing statements on opposite sides of the board and draw a line between them. Tell the class you want them to come to the board and in the line on a place that represents their view of the subject. When each student comes to the board, the student should elaborate on his or her position. Encourage other students to ask questions. *Agreeing and disagreeing.* Write a statement on the board that is likely to produce a wide range of opinions, such as "Entertainment news is a waste of time". Put students into pairs and ask each pair to write three arguments that support the statement and three that don't support it. Write agree and disagree on the board. Invite each pair to put one agree statement and one disagree statement in the appropriate column. Then ask students to write questions and comments next to their classmates' arguments. Finish off the activity by reading out some of the arguments and comments and asking the authors to explain their ideas. Exploring critical thinking in the classroom can be a highly motivating way to get adult learners to be energized and engaged in learning.

KATERYNA TYTARCHUK



Kateryna Tytarchuk is the Corporate Courses Manager and Coordinator of the Policy of Equality, Diversity and Inclusion at the British Council Ukraine.

She works on organisational issues of English courses and exams and also monitors all the spheres of the British Council activities (projects, teaching centre work, recruitment and others) on following the internal anti-discrimination policy. She represents the British Council Ukraine in Wider Europe, where Ukraine leads on this policy, and takes part in international conferences to share best practice and expertise. Kateryna has two Master's degrees in Law and Foreign Languages.

Over the last 8 years Kateryna worked for international and Ukrainian companies and acquired considerable experience in marketing, project management, event management and communications.

Equal Opportunities in EFL, or How to Fight Dragons of Discrimination

- *Hello, I work for a professional company as a personal assistant, and I am looking for the English teacher for our CEO.*
- *Hello, nice to hear from you. Yes, sure. We can definitely help you. Can you tell me more about what your needs are? What is the main purpose in learning English?*
- *Yes, we need a native speaker who will teach professional English language. A native speaker from Britain, please. He has to be a fit man, blue-eyed, like sports and have the opportunity to travel with our boss.*

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Does this ring any bells to you? Have ever felt or been discriminated?

In today's fast-moving and demanding world teachers experience different types of discrimination, which are based on various factors: age, nationality, gender, social background, religion and others. Prejudice as a negative attitude and discrimination as a behavior can be encountered at all stages of teacher's activity, and the teacher has to find ways to fight discrimination "dragons".

How are these "dragons" born? One of the most common ways to generalize information is to create **stereotypes** about someone or something. The term stereotype derives from the Greek words στερεός (stereos), "firm, solid" and τύπος (typos), "impression," hence "solid impression". By stereotypes today we usually mean forming a filter under which you can put certain group of people with their behaviors, emotions, deeds, habits etc.

The reason for forming stereotypes is that people avoid deeper understanding of each individual as for our brain it is safer and more comfortable to generalize information and to satisfy the need to predict the social world. For example, the well-known stereotype of "blond ladies", who do not know how to drive or park a car, or IT people, who are not neat enough and are geeks.

In February 2015 I conducted a research in order to find out which criteria companies put in adverts when they are looking for a Teacher of English. I started with the most popular recruitment websites in Ukraine, i.e. HeadHunter and rabota.ua, where I looked through nearly 100 adverts. To summarize, the criteria are: nationality, professional qualification, work experience, age, and gender. The results of my research were the following:

Nationality	International Qualification (CELTA/DELTA)	Working Experience	Education	Experience Abroad	Age	Gender
23%	15%	77%	65%	10%	4%	1%

From the results of the research we can make conclusions that teachers experience various types of discrimination as some companies put such factors as nationality, age, gender as the key priority, sometimes even stating the exact countries from which teachers should be from. Thus, such characteristics as professionalism, qualification and working experience can be overlooked.

A lot of companies “educate” the market by putting prices higher for classes with native speakers, which leads to the assumption that native speakers are better teachers than non-native speakers.

Luckily, at the British Council there is the Equality Diversity and Inclusion Policy which strictly regulates all aspects of teachers’ recruitment. All of our processes are based on valuing every person as a professional. We have teachers from different countries: Sweden, Malaysia, Belarus, Russia, different age (from 20 to over 60), men and women, of various nationalities, with various backgrounds and teaching approaches. We really understand that variety can contribute to better effectiveness of the school and its teaching process.

The second research was conducted by filling the questionnaire, which consisted of a range of questions related to different criteria on choosing a teacher of English. The focus group consisted of **109 people** aged 22-32, who are students and young professionals.

The respondents had to choose one of the 3 options: ‘1. Man; 2. Woman; 3. It doesn’t matter’ in answer to the question “If you had a child, whom would you choose as a teacher for him/her?”

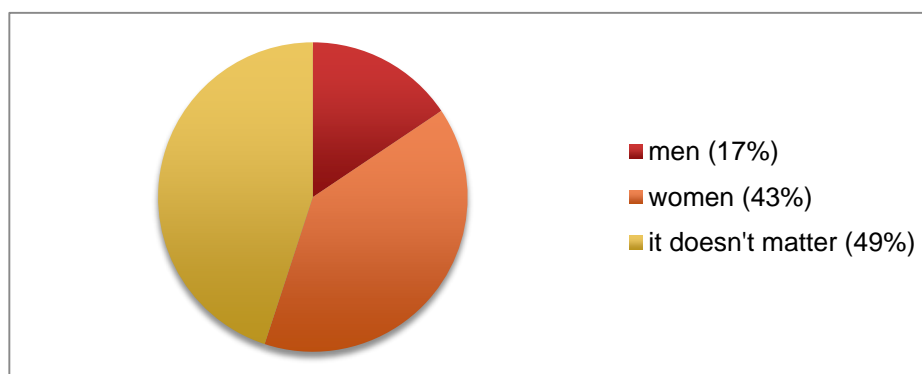


Fig. 1. Gender factor

As we can see from the results of the research, most considered that gender does not matter, which is very positive. Nevertheless, a large part of the respondents preferred a woman as the best choice for their child. This stereotype can be explained from the maternity point of view and the need for gentle and delicate handling for their children. Also, the stereotype that “the teacher” is a more female profession is likely to create the assumption that students study better with female teachers rather than male.

Another question, which reflected stereotypes requiring teachers to have one more specialist education in the field of finance, law, marketing or even MBA. It concerns specialized language courses in which students enroll, such as Business English, Financial English or Legal English.

In the survey, 62% of respondents said that they expect their teacher to have additional education, for a specialized course, 38% replied that it is not obligatory.

This is an issue raised quite often by the clients, as their expectations include not only learning how to use English in certain fields but also getting an understanding of finance and its processes, marketing analysis, civil law and creating a startup – all in the 40 hours of the course. There is a certain ambiguity as on the one hand the teacher has to explain certain topics and have a vivid understanding of certain notions and processes, which will help you to develop your skills in specific field; on the other hand, he or she does not really need an MA in Finance or MBA.

In conclusion, I asked the respondents to mark all criteria which they consider as important when they study with a teacher. The results can be called very positive:

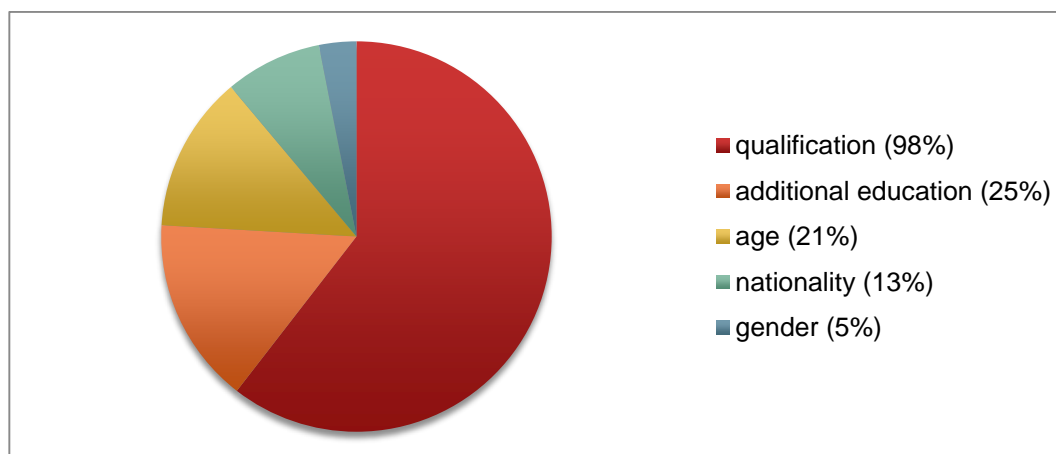


Fig. 2. Criteria for choosing an English teacher

Nevertheless, while answering the question “Would you choose to study with a native speaker or non-native speaker?” (the question did not mark any qualification) the native speaker preference amounted to 79%, and non-native speaker to 23%. On the other hand, the last question confirmed that the teacher’s qualification and professionalism are the key factors which influence the student’s choice.

So what can be done in order to fight discrimination based on various aspects? What tools can be used? Who is responsible for this fight?

Tip 1***Raise Awareness!***

If you work for a company, school, or higher educational establishment, certain raising-awareness lectures/presentations should be provided for students which will explain the basic principles of forming stereotypes and the negative effect of those.

Tip 2***Manager, that's your job too!***

Be aware that this is the part of your manager's work. When organizing courses, he or she/he has to convince the students, for example, to have a trial class with the teacher who is a non-native speaker if they say that a native speaker is better.

Tip 3***English is a universal tool of communication!***

During the first class the teacher has to explain that English is an international language and is spoken with different accents in different countries, cities or regions. And the beauty of learning this language right now is that students will not learn very specific local accents, but will learn it as a universal language and will be understood anywhere.

Tip 4***Never stop your professional development!***

If you choose the profession of a teacher, you are in for continuous professional development. The same happens, for example, in medicine: if you are a doctor, you cannot use equipment which you used 20 or even 5 years ago, you have to read updates and monitor new research in your field to be able to cure certain diseases better. Teachers are doctors of English language, who help students to diagnose their needs, prescribe homework, develop language skills, fight fears of speaking, and help to recover from any difficulties in their studies.

Tip 5***Manage expectations***

Teachers should manage expectations from the very start of the course not only by explaining the course objectives, but also speaking about their educational and professional background.

Tip 6***Your ideas?***

Yes, we all certainly need your input, which will contribute to fighting the dragons of discrimination. The list of tips is not complete!

I hope that in the nearest future British Council and other companies in Ukraine will create a stronger image of an English Teacher as a professional, and their students will pay less attention to age, nationality, gender or additional education and more attention to their teaching approach and talent.

VIKTORIYA VORONKO



Viktoriia Voronko is from Ukraine and has a BA (hons) in Applied Linguistics from the Ukrainian Institute of Linguistics and Management and an MA (hons) in History of International Relations from Dragomanov National Pedagogical University.

She completed her CELTA in 2009 and her DELTA in 2013. Over the years Viktoriia has taught various English language courses for all ages in various state and private schools.

Viktoriia joined the British Council in July 2014. She likes teaching adults and enjoys variety and diversity in teaching.

Error Correction: Why, Who, When, How

Perhaps more than anything, our view of error and how it is dealt with determines how we view a learning experience. It is generally agreed that mistakes – why learners make them, and how teachers can deal with them – are of crucial importance in teaching languages. Therefore, correction is considered as a significant part of the teaching/learning process (correction is necessary to prevent fossilization), but that over-correction and poor correction techniques can be demotivating for the learner and may lead to a reluctance to try out new language or even to speak at all.

As teachers, we are constantly involved in analysing and categorising errors into:

- “slips” (“careless mistakes” which a learner can easily self-correct if pointed out and given a chance)
- “errors” (caused by the learner trying out something new, getting it wrong, but the teacher is sure that the learner is familiar with the correct form/meaning/use; can’t be self-corrected even if pointed out)
- “mistakes” (caused by the learner not putting into practice something they have learned)

as well as into:

- pre-systematic (the learner is ignorant of the rule)
- systematic (the learner has found a rule but is applying it wrongly)
- post-systematic errors (the learner has lapses in his/her use of the correct rule)

for a number of reasons. (Edge pp.9 - 10) Firstly, we need to help our students prioritise their learning needs and focus on systematic errors. Secondly, it’s crucial to analyse and adjust what needs to be covered in a particular lesson or course.

Teachers should raise students’ awareness that mistakes:

- are necessary
- are acceptable
- will be dealt with in a non-judgmental, supportive and effective way.

Five teacher decisions to be made when working with oral errors in class:

1. Decide *what kind of error* has been made (grammatical? pronunciation?...)
2. Decide *whether to deal with it* (is it useful to correct it?)
3. Decide *when to deal with it* (now? end of activity? later? in the next lesson? never?)
4. Decide *who will correct* (teacher? student self-correction? other students?)
5. Decide on *an appropriate technique* to indicate that an error has occurred or to enable correction

Teachers need to make informed decisions about what, when and how to correct in order to help learners improve their skills without damaging their confidence. (Scrivener p.110)

Categorising errors can help the teacher to understand why the learner has made the error and can help the teacher to contrive ways of error treatment.

Learners make mistakes as a result of:

- L1 transfer (these could be considered translation mistakes)
- False analogy (the learner has compared a language item and made an untrue comparison)
- Overgeneralization (the learner applies rules too generally)
- Overlearning (the learner may have become too focused on a piece of language because it has been taught recently or because it does occur in his or her own language and subsequently overuse it.)
- Ignorance (the learner does not know the language item)
- Incomplete learning (the learner has not learnt the whole rule, only part of it or the learner tries to use creatively what they already know about English)

(summary of Bolitho and Tomlinson's taxonomy in Discover English pp.114 – 115)

Identifying and classifying errors provide useful information for teachers but does not help learners eliminate problem areas. We need to think about the best way to correct. However, the most important decision regarding correction has to be made over and over again: to correct or not to correct?

A selective approach to dealing with error is necessary if we are to make effective use of classroom time, and avoid learners' withdrawal from classroom interaction, which can be harmful for their language acquisition. There should be periods in our lessons when we simply encourage fluency and don't correct errors unless they breach communication. Correction shouldn't be a kind of punishment or criticism.

There is a variety of techniques that the teacher can employ for on-the-spot correction:

- hand gestures to highlight specific errors such as word order, missing words, tense, contraction, word stress
- questioning facial expressions to show that an error has occurred
- reformulation
- echoing, where the teacher repeats the error, but with a questioning intonation).

For dealing with mistakes made during freer practice a teacher can:

- hold a grammar auction,
- use hot cards (a teacher write on separate cards each learner's mistakes so that everyone can focus on their own mistakes and has a written record) ,
- take notes of learners' mistakes and write them on the whiteboard after the activity.

Moreover, from time to time it might be more beneficial to focus on upgrading the language, put the accent on showing the students how a native-speaker would say a particular thing rather than correcting sentences just enough to make them acceptable.

As with all aspects of teaching, our approach to dealing with errors is the one which requires reflection and review. As learning is a mixture of gaining confidence and being adventurous, it is vitally important to encourage learners develop their linguistic competence, be creative, test out new grammar hypothesis and practise new structures. We should not only correct errors, but also pick up good elements of the learners' output and share them with the class.

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IRYNA ZUYENOK



Iryna Zuyenok is an associate professor at the Department of Foreign Languages, National Mining University. She received her Diploma in English Language and Literature from Dnipropetrovsk National University in 1982 and came into teaching in 1993.

Since 1999, Iryna has participated in various British Council Ukraine projects: Business English Course Design, National ESP Curriculum for Universities, National Trainer Development, Online Teacher Development. She has completed two advanced courses in ESP Curriculum Design at the College of St Mark and St John, Plymouth, UK (2003-2004), a PGCE course in Teacher/Trainer Development (2005) and an e-Moderators course (2011).

She is a co-author of *'English for Specific Purposes (ESP) National Curriculum for Universities'* (2005) and *'English for Study and Work'* Coursebook (2010).

CPD Journey with TKT Essentials


Nowadays, when Ukraine is involved in European integration processes in various areas of human life, including education, there is a strong need in highly qualified EFL teachers able to provide effective teaching and learning of English as a means of international communication. The success of the latest Ukrainian reforms in language education aimed at quality assurance depends greatly on the professional level of EFL teachers that should be proved by the valid documents measurable, recognizable and comparable with international ones.

Unfortunately, now the most common document that proves EFL teachers' qualification and their professional competences is a Diploma of Bachelor's and/or Master's Degrees. However, professional competences developed at the university are not enough to become a good EFL teacher because of the specificity of the profession, which demands ongoing professional development and lifelong learning. That is why continuing professional development (CPD) is necessary for contemporary EFL teachers. Updating language knowledge, raising language awareness and developing language skills as well as constructing new knowledge of different ways of teaching and learning, and raising self-awareness could be done both by teachers themselves with action research and ongoing self-evaluation, and by constructing new concepts of teaching as a result of sharing experience and exchanging ideas, being in a set of peers.

Making an action plan for CPD with the overall aim to enhance teaching is impossible without finding gaps and lacks in someone's teaching by reflecting and evaluating only, avoiding reliable assessment procedures. Teaching Knowledge Test (TKT) is a good tool for formal recognition of someone's personal teaching experience and its updating. TKT Essentials course builds up teachers' confidence and, though not specifically designed for TKT preparation, helps teachers to achieve better results at the exam. The course is flexible and modular in its structure that makes it relevant to various teacher's needs.

My experience of e-moderating TKT Essentials provided by the British Council on *TeachingEnglish* platform brings me to understanding that the course itself is a CPD journey organised and guided by a tutor or e-moderator, using the materials of the course. It is developmental not only for the course participants, but also for an e-moderator as each participant of the course is unique and brings his/her own experience and ideas to the course that is unpredictable and makes the course challenging, but rewarding.

According to TKTE participants' feedback gathered by the end of the course, the course helps to refresh the knowledge on teaching, enhance teaching skills, and develop learning strategies as well as self-evaluation strategies based on reflection and critical thinking. The main strengths of the online TKTE identified by the



participants are *the multifaceted resources, innovative information, forum discussions, giving possibility to communicate and exchange ideas with the other participants*. The course is seen as a source of *practical ideas*. It *promotes team-work and peer-teaching* that makes it *engaging, stimulating and helpful for teaching practice*.

The majority of TKTE course participants point out that their approach to teaching English has changed as a result of doing the course. They *introduce new approaches picked up during the course* into their teaching, including IT and online learning, *use the activities* found interesting at the course, *reflect on new knowledge and experiences*, and construct their own concepts of teaching. Some of them have *become more conscious of what they are doing* in the classroom and shift their focus on learners and learning outcomes rather than teaching objectives that is an evidence of change and development.