



20th Annual IATEFL Ukraine Conference

New Generation Learning – New Generation Teaching

Programme

Kyiv

24 – 25 April 2015

Partners
Sponsors
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Partners in Learning



0800 – 1000	Registration (Entrance Hall)	
1000 – 1045	Conference opening (Conference Hall)	
	Welcome	IATEFL Ukraine
		Diplomatic Academy of Ukraine
		Ministry of Education and Science of Ukraine
		British Embassy to Ukraine
		British Council Ukraine
	Plenary	Conference Hall
1045 – 1150	Suzanne Mordue	The inclusion challenge
1150 – 1255	Gavin Dudeney	Digital Literacies: Teachers & Learners...
1255 – 1330	Project team	New Generation School Teacher
1330 – 1500	Lunch	

Concurrent sessions

1500 – 1600	Conference Hall	Room 102	Room 202	Room 212	Room 312
	British Council online courses				
	Certificate in Secondary English Language Teaching	Certificate in Primary English Language Teaching	Steps to Success	Teacher Knowledge Essentials	Special Educational Needs
	Oksana Rubanova	Natalia Nayavko	Tetiana Belyayeva	Iryna Zuyenok	Tetiana Lialiuk
1600 – 1615	Change rooms				



24 April 2015 – all day

Book Exhibition



Partners in Learning



Concurrent sessions

1615 – 1715	Conference Hall	Room 102	Room 202	Room 212	Room 312
	Alternative Assessment vs Traditional Assessment	Media Studies Made Easy: Practical Case-Studies	How to Use English YouTube Channels in Language Teaching	How to avoid Teacher Burnout	Multiple Choice Questions: Mastering the Testing Panacea
	Olena Korol	Nataliya Diachuk	Vira Kashuba	Nicholas Huzieff	Olga Kvasova

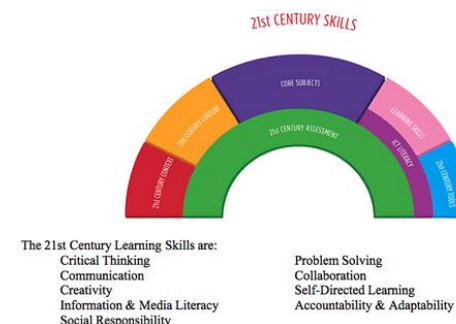
Diplomatic Academy of Ukraine Sessions

1500 – 1715	Room 101			
	Foreign Languages for Specific Purposes as a Component in Training Diplomats and Specialists in Foreign Affairs			
	Moderator Nataliya Shpak			
	Effective Methods in Teaching Professional Vocabulary to Foreign Policy Students	Improving Critical Thinking Skills Using Creative Teaching Approaches with Adult Learners	Comparative Analysis of Innovative Methods of Teaching a Foreign Language in Ukraine and the EU Countries	Interdisciplinary Approach to Teaching Business English
	Nataliya Shpak	Larysa Sokolovska	Inna Nechayuk	Larysa Sluchayna
	How to Prepare Students for DELF/DALF	Coursebook Design for Learning German to Diplomats and Foreign Policy Professionals	Translating Diplomatic Documents from Spanish into Ukrainian	A Dutch Educational Model in Humanities: An Introduction to the Best Learning Practices
	Liliia Stepanishcheva	Tatyana Kolomiyets	Alina Kovalchuk	Iryna Krasniuk

	Plenary	Conference Hall
0900 – 1000	Grzegorz Spiewak	Teaching (and Learning!) English as a Life Skill
1000 – 1100	Kevin McCaughey	The Future of English
1100 – 1115	Break	
1115 – 1215	Annual meeting	
1215 – 1315	Lunch	

Concurrent sessions

1315 – 1415	Conference Hall	Room 102	Room 202	Room 212	Room 312
	Positive discipline with young learners	Extreme Classroom Management: bad discipline vs. positive rapport	Psychology Education in Teaching English to Young Learners	Error correction: the psychology of correction, correction activities, your own approach	Equal opportunities in EFL, or How to Fight Dragons of Discrimination
	Ania Lytvynenko	Helen Popova	Tamara Ilia	Viktoriia Voronko	Kateryna Tytarchuk
1415 – 1430	Change rooms				
1430 – 1530	Conference Hall	Room 102	Room 202	Room 212	Room 312
	Cracking Bloom's taxonomy for teaching English	Using Emotional Intelligence Activities in Secondary Classes	Teaching ESP and Business English with no experience of work in the relevant spheres	Listening to teach or teaching to listen: can we actually develop listening skills?	Using Assessment for Learning (AfL) with Young Learners
	Katherine Martinkevich	Asri Nurulqodri	Fredrik Henriksson	Daniel Puzzo	James Akhurst
1530 – 1545	Change rooms				



Sessions from ELT Providers

1545 - 1645

Room 102

Cambridge University Press

Using video in the classroom

Liubov Zaliubovska

Room 202 Cambridge English Language Assessment

Boost Your Students' Motivation with Cambridge English:
Key for Schools and Cambridge English: Preliminary for
Schools exams

Daryna Sizhuk

Room 221

Grade Education Center

Effective teaching techniques for your IELTS class

Andrii Pigariiev

Room 101

International House

The Lazy Teacher Method: Make Students Do More!

Lynne Welton

Room 212

Linguist Ltd

Teaching Young Learners: Challenges and Solutions

Yulia Nakonechna

Room Conference Hall

Oxford University Press

"Shaping Learning Together" – a Cocktail Party

Anna Morris

Room 312

Pearson - Dinternal

To Certify or Not To Certify?

Kateryna Pylypenko

Suzanne Mordue

Suzanne Mordue is an eLearning Consultant for the British Council.

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/>

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. 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).

Grzegorz Spiwak

A graduate of University of Essex, UK (MA in Linguistics), and University of Warsaw (Ph.D in English & Linguistics). Teacher of English, consultant, project manager, teacher trainer, acclaimed conference speaker, author. Former academic lecturer and deputy director for English Teaching & CLIL at the Department of English of Warsaw University. Currently affiliated with Macmillan Education (Head ELT Consultant and core teacher trainer), DOS-ELTea (Founder & President), and The New School, New York (tutor on MA TESOL on-line programme). An Honorary President and advisory board member of IATEFL Poland.

The inclusion challenge (24.04.2015, 1045)

As educators we want to ensure that all the children given the maximum possibilities to achieve their full educational potential. However, 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. However, it is in the interest of everyone and everyone's unique contribution is equally valued. I will give an overview of what we mean by special education needs and how teachers can find support.

Digital Literacies: Teachers & Learners... (24.04.2015, 1150)

Language and culture are inextricably linked, and no more so than in the digital age where connections transcend classrooms, countries and cultures and present challenges previously undreamt of. New digital literacies have great potential: not only to engage and empower our learners to achieve greater language proficiency and experience deeper cultural meaning, but also – perhaps more importantly – to learn valuable life skills for an unpredictable and unstable professional future. But what exactly are these new literacies? In this overview we will discover what it means to be digitally literate, explore the new types of literacy that have emerged alongside the advent of Web 2.0 and analyse why it is important to work with these literacies on a daily basis in our teaching.

Teaching (and Learning!) English as a Life Skill (25.04.2015, 0900)

As modern foreign language professionals, we hear more and more that a modern course concept needs to simultaneously target our modern learners' language needs and provide a range of professional, academic and social/ personal skills that learners will need in order to succeed in the 21st century. Does this sound like a new challenge to you? Or perhaps as an opportunity to enhance the value of English teaching – both within your institution and to the market outside?

I do hope that after my session you will think it is the latter. My aim is [a] to offer a new rationale for selecting our teaching content to meet the needs of 21st century learners, big and small, and [b] to suggest a few ideas for how to exploit that attractive content in ways that will build learners' higher order skills - through, with and in English - as a vital instrument of success in their life beyond the classroom.

Kevin McCaughey

Kevin 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.

New Generation School Teacher Project Team

The 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 them. The group has studied the issues of language teacher education from an international perspective in the UK and Uzbekistan.

The Future of English (25.04.2015, 1000)

The English language has more speakers than ever. In this presentation, we will examine how that occurred – through English's modest birth to its status as a global lingua franca. Today English has more non-native speakers than native speakers, so we must look to the future. How will this dynamic change international English? How will the rules of grammar and pronunciation change? What does all this mean for teachers and learners of English?

New Generation School Teacher Project Presentation (24.04.2015, 1255)

The purpose of this presentation is to provide a brief overview of the joint project of the British Council Ukraine and the Ministry of Education and Science of Ukraine 'New Generation School Teacher'. The project was launched in March 2013 to address the needs of Ukrainian society for a qualitatively new level of English language learning and teaching in schools.

The presentation reports on the findings of the baseline study of the current situation with pre-service training for EFL teachers which revealed the urgent necessity for bringing the methodological strand in Ukrainian universities in accordance with international standards.

The talk focuses on the outcomes, content and modes of work suggested in the new core curriculum in ELT Methodology leading to the qualifications of Bachelor of Philology, English Language teacher. Its innovative character will be discussed, with the highlights on a proper balance between theory and practice, the modular organisation, ICT integration and early professional development.

James Akhurst

Teacher of English
British Council Ukraine

Workshop

Tetiana Belyayeva

Teacher of English
First City Gymnasia
Chercassy

Workshop

Nataliya Diachuk

Director, assistant professor
Agency of Foreign Languages "RUNA",
Ivan Franko Lviv National University

Workshop

Using Assessment for Learning (AfL) with Young Learners (25.04.2015, 1430)

This session will look at some of the problems associated with traditional assessment systems, and will then suggest solutions based on the principles of Assessment for Learning.

The assessment for learning (AfL) movement, which arose primarily from mainstream primary and secondary education in the UK, strongly advocates a formative, learning-centered view of assessment.

We will look at the validity of these principles and then consider their practical application in the classroom, including: the use of effective feedback, self-and peer assessment, encouraging questioning and classroom dialogue.

Steps to Success (24.04.2015, 1500)

If you are a newly qualified teacher and you want to enhance your teaching skills 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. You will explore ways of supporting and guiding of your learners. You will understand the importance of reflection and find out about tools of and opportunities for continuing professional development.

Media Studies Made Easy: Practical Case-Studies (24.04.2015, 1615)

The growth of global media industries is challenging independent voices and diverse views. Media education is prone to help both teachers and students understand where factoid comes from, whose interests may be served and how to find alternative views. Information processing and information services are at the core of any nation's productivity. Consequently, lessons on media literacy with inquiry as its core could provide the engaging bridge over which students can pass to learn the critical process skills they will need to thrive as adults.

At the workshop we aim to demonstrate various resources, activities and techniques an EFL professional can utilize to break media hidden codes as well as provide an outline of media studies course.

Fredrik Henriksson

Teacher of English
British Council Ukraine

Roundtable discussion

Nicholas Huzieff

English Language Fellow with the U.S. Department
of State's Office of English Language Programs
Moldova

Workshop

Tamara Ilia

Teacher of English
British Council Ukraine

Workshop

Teaching ESP and Business English with no experience of work in the relevant spheres (25.04.2015, 1430)

A discussion on problems faced by teachers who teach English to professionals while being "just" teachers. For example, how can we convince our students that we are qualified to teach them, even though we know little of what a lawyer or doctor actually does at work?

How can we meet the expectations of our students in a situation like this?

What can we do when students ask difficult questions?

How to avoid Teacher Burnout (24.04.2015, 1615)

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. This workshop is primarily designed to allow participants the chance to reflect upon their wide array of experiences as language teachers, and the kind of pressures that they may have faced throughout their careers. 'Teacher Burnout' is the central theme of this workshop.

What exactly is it? Why don't teachers, in general, talk about it? How can we go about 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 will be raised during this workshop, as well as some ways that teachers can deal with this real phenomenon.

Psychology Education in TEYL (25.04.2015, 1315)

Would you like to go deeper than everyday topics in your lessons? Incorporating psychology into your teaching will let your students explore their personalities and reflect on their inner world. Add English to that and you will get an engaging lesson that will help your students remember the information better through personalized activities.

At this workshop, we will look at one example of using a Psychology test in class, and analyse the benefits of it. We will then discuss some theories behind this approach, and brainstorm for more ideas. We will also talk about how to set up these activities in aid of giving linguistic support or review through preceding and/or succeeding tasks, ensuring maximum input and output from the students. We would look at the activities in the context of a YL classroom, but they could also be adapted to suit your adult classes.

Vira Kashuba

Teacher of English
Agency of Foreign Languages "Runa"
Lviv

Talk

Olena Korol

Senior Teacher
Kyiv National Economic University

Workshop

Olga Kvasova

Associate Professor
Taras Shevchenko Kyiv National University

Workshop

Tetiana Lialiuk

Secondary School 5
Novyi Rozdil
Lviv Region

Workshop

The Use of English YouTube Channels in Language Teaching (24.04.2015, 1615)

The presentation is about making English classes more exciting. It shows a creative idea of using English YouTube channels in language teaching and covers the following points:

- the significance and benefits of incorporating the Internet videos into English classes
- the choice of a suitable English channel for your students according to their age and level
- five Youtube channels suitable for English teaching.

The presentation also includes a lesson plan based on a YouTube channel video.

Alternative Assessment vs Traditional Assessment (24.04.2015, 1615)

Higher education graduates are expected to be autonomous learners, being able to monitor and assess their English learning progress.

With this in view, the presenter, a winner of the E-teacher Scholarship Program (2014) sponsored by University of Oregon (USA), will focus on the issue how BE teachers can make the learning and assessment more effective. She will give a brief overview of using rubric as an alternative assessment tool, and get participants involved in practising various rubrics. Participants will discuss advantages and disadvantages of using rubric as a learning, teaching and assessing tool.

Multiple Choice Questions: Mastering the Testing Panacea (24.04.2015, 1615)

MCQ is the most widely used format of testing FL skills by both professional assessors and classroom practitioners worldwide. Alderson, however, calls it time-consuming and having many pitfalls. The workshop intends to explore these in order to enable teachers to write quality MCQ for testing reading. Participants will be provided with a certain theoretical input, led through carrying out a number of explorative activities and given many practical tips.

Special Educational Needs (24.04.2015, 1500)

Every child deserves high quality education. Have you dwelt on how to engage all learners and make your lessons effective, interesting, involving and memorable for every learner? What if some of them have special educational needs? What if their failure or misbehaviour are the signal communicating their need, what's behind them? Here you are bound to find the answers about peculiarities of work with Gifted and Talented, Multicultural learners, students having SEBD, ADHD, ASD, Speech and Language difficulties, Visual, Hearing or Physical Impairment, Dyspraxia and Dyslexia.

Based on real teaching and learning experiences, little theory and lots of practical advice, the SEN course evidence and suggestions are a wonderfully rich as well as balanced source for any ELT teacher. The workshop is going to broaden your views on how to include all learners in your class, assess their achievements and enjoy brilliant results.

Ania Lytvynenko

Teacher of English
British Council Ukraine

Workshop

Katherine Martinkevich

Senior Teacher Adults
British Council Ukraine

Workshop

Natalia Nayavko

Teacher of English
Secondary School 4
Novyi Rozdil
Lviv Region

Workshop

Asri Nurulqodri

Teacher of English
British Council Ukraine

Workshop

Positive discipline with young learners (25.04.2015, 1315)

In this session we'll look at strategies for implementing positive discipline with young learners. We will also consider classroom practice in Ukrainian context

Cracking Bloom's taxonomy for teaching English (25.04.2015, 1430)

I hear and forget, I do and understand? Then we need to help students engage with what they are learning - with a little help from Bloom's taxonomy verbs! This workshop will show how common teaching activities can be made more effective and memorable by going through the main stages of critical thinking.

Certificate in Primary English Language Teaching (24.04.2015, 1500)

This workshop will explore approaches as well as demonstrate some key concepts and activities used in the CiPELT (Certificate in Primary English Language Teaching) course. It will investigate beliefs about teaching English to young learners and distinguishing characteristics of children. What are the natural ways that help young learners attain more fluency in learning English? The understanding of learner-centred and task-based approaches will be enhanced through a range of activities that can be incorporated into daily lessons effectively. The importance of contextualised language instructions to young learners will be highlighted.

Using Emotional Intelligence Activities in Secondary Classes (25.04.2015, 1430)

Emotional Intelligence is an area that has been increasingly discussed in the area of ELT, especially in YL classes. Published authors, such as Herbert Puchta, developed tasks and activities related to CLIL, which inevitably links to non-linguistic skills, such as understanding your emotions, and promoting empathy.

This workshop is a result of an ongoing experiment in my employment at the British Council. It was focused on Secondary groups and is a combination of some theories and practical applications based on different resources.

In the workshop, the attendees will try out a few activities as well as analyse different types of tasks/activities, in addition to being involved in discussions and brainstorming ideas in terms of the belief and application of Emotional Intelligence in general, and in their classes in particular.

Helen Popova

Teacher of English
British Council Ukraine

Workshop

Daniel Puzzo

Teacher of English
British Council Ukraine

Demonstration lesson

Oksana Rubanova

Linguist
EPAM Systems
Vinnytsia

Workshop

Kateryna Tytarchuk

Teacher of English
British Council Ukraine

Poster presentation

Extreme Classroom Management: bad discipline vs. positive rapport (25.04.2015, 1315)

Even a well-planned lesson can turn into a disaster given the misbehaviour of Young Learners results in bad discipline. Nowadays it is far from being a rare case. The only way to support such Extreme Classroom Management is to realize the reasons and to work out relevant strategies to improve it, thus contributing to positive rapport and easier achievement of English lesson goals.

Listening to teach or teaching to listen: can we actually develop listening skills? (25.04.2015, 1430)

In this session, we'll look at whether we can actually develop listening skills in the classroom, and the difference between merely practising listening and developing listening skills. We will specifically look at using video and authentic materials, and how this can be more beneficial in developing listening skills. We will look at ways of adapting authentic materials for different levels, and the importance of grading the task, not the material. There will also be an element of learner autonomy involved: how can we train our learners to be better listeners outside the classroom? This session will hopefully be of benefit to teachers of both adults and YLs.

Certificate in Primary English Language Teaching (24.04.2015, 1500)

Do you teach teenagers? Then the CiSELT course is for you. It will help you to develop your teaching skills further and give you ideas on how to motivate learners aged 11-18. During the workshop you will learn about the structure and content of the course as well as get a taster of activities and practical tips from the online version.

Equal opportunities in EFL, or How to Fight Dragons of Discrimination (25.04.2015, 1315)

The main purpose of this poster presentation is to raise the awareness of discrimination against teachers of English. The presenter will disclose the most common grounds of global and local discrimination based on: nationality, gender, age and professional experience in EFL, and discuss the best ways to respond to it.

Viktoriia Voronko

Teacher of English
British Council Ukraine

Workshop

Iryna Zuyenok

Associate Professor
National Mining University
Dnipropetrovsk

Workshop

Error correction: the psychology of correction, correction activities, your own approach (25.04.2015, 1315)

It is generally agreed that correction is part of the teaching/learning process but that over-correction and poor correction techniques can be demotivating for the learner and may lead to reluctance to try out new language or even to speak at all.

Correction has a number of possible psychological effects on students. Some students gain confidence from being allowed to express themselves without being picked up for every mistake; some gain confidence from knowing very strictly the limits of what is right and wrong.

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.

We'll discuss/evaluate various techniques for on-the-spot correction as well as share ideas how to deal with mistakes made during freer practice (e.g. on the spot correction techniques, correcting vs. reformulating, self and peer correction, grammar auction, hot cards).

Teacher Knowledge Essentials (24.04.2015, 1500)

The session focuses on the British Council TKT Essentials course. Participants will have an opportunity to explore TKTE by taking a mini-test, finding out what makes a good teacher and exploring the main characteristics of a motivated learner. By the end of the session participants will be able to outline and describe factors which affect language learning and motivation, and draft a list of motivating activities.

The session is based on the original materials from TKTE Module 1, including TKTE course participants' feedback and their forum postings. Sharing the results of group-work both of the TKTE course participants and the workshop participants may contribute to building new knowledge, developing teaching skills, raising awareness of the course, and encourage further professional development at TKTE courses. A variety of activities aimed at putting hands on practice will be used to demonstrate the course in action.

Nataliya Shpak

Moderator
PhD, Associate Professor
Head of Foreign Languages Department
Diplomatic Academy of Ukraine
Ministry of Foreign Affairs of Ukraine

Nataliya Shpak

PhD, Associate Professor
Head of Foreign Languages Department
Diplomatic Academy of Ukraine
Ministry of Foreign Affairs of Ukraine

Larysa Sokolovska

PhD, Associate Professor
Foreign Languages Department
Diplomatic Academy of Ukraine
Ministry of Foreign Affairs of Ukraine

Foreign Languages for Specific Purposes in Training Diplomats and Foreign Policy Professionals (24.04.2015, 1500 – 1715)

The session focuses on effective approaches and methods in teaching foreign languages to professionals majoring in diplomacy, foreign policy, international relations, economics, law, business, and finance. It will also look at how these professionals learn languages.

The overall aim of the session is to discuss and share experience in applying different learning models, designing professionally oriented coursebooks, and working out innovative methods targeted at developing foreign language proficiency of adult learners with previous experience of work in the relevant spheres.

Effective Methods in Teaching Professional Vocabulary to Foreign Policy Students

The presentation focuses on teaching professional vocabulary to adult learners majoring in foreign policy and diplomacy. Given the challenge involved in processing, storing and producing words in a second language, the author attempts to outline ways of helping learners to take responsibility for their own learning, including ways of coping with gaps in their professional vocabulary knowledge. The presentation also reviews techniques, activities and tasks for presenting vocabulary items, and for practicing them. Strong emphasis is placed on investigating sources of professional vocabulary input. Another priority is knowledge integrating activities, decision-making and production tasks facilitating professional vocabulary acquisition.

Improving Critical Thinking Skills Using Creative Teaching Approaches with Adult Learners

Different creative teaching approaches and techniques are used to improve critical thinking skills as well as to enhance the learning and engagement within the session and add variety for the adult learners. 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.

Inna Nechayuk

PhD, Associate Professor
Foreign Languages Department
Diplomatic Academy of Ukraine
Ministry of Foreign Affairs of Ukraine

Larysa Sluchayna

PhD, Associate Professor
Foreign Languages Department
International Economics and Management Faculty
Kyiv National Economic University

Liliia Stepanishcheva

Senior Lecturer
Foreign Languages Department
Diplomatic Academy of Ukraine
Ministry of Foreign Affairs of Ukraine

Tatyana Kolomiyets

Senior Lecturer
Foreign Languages Department
Diplomatic Academy of Ukraine
Ministry of Foreign Affairs of Ukraine

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

The aim of the presentation 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 presenter outlines 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).

Interdisciplinary Approach to Teaching Business English

This presentation intends to argue for the extension of the Business English curriculum across the academic process at Kyiv National Economic University. Its purpose is to build a rationale for the use of different pedagogic practices in a number of disciplines to contribute to the efficient delivery of instructions. The author's aim is to offer new insights into the potential of Interdisciplinary/Multidisciplinary Approach to learning Business English which can facilitate meaningful interactions and communicative activities in solving problems of International Economics and Management.

How to Prepare Students for DELF/DALF

The presentation highlights the structure of the DELF/DALF examinations, the requirements for candidates at A1, A2, B1, B2, C1, C2, and the tasks offered to candidates at each level. The author also looks at other French language diploma examinations such as TEF, TCF, TEFàQ, compares them to DELF/DALF, and explains how they match individual candidate's needs.

Coursebook Design for Learning German to Diplomats and Foreign Policy Professionals

The coursebook is the result of the author's many years of experience in the classroom with adult learners mastering German for specific purposes. The main focus is on the needs analysis, selection of professionally-oriented topics, adaption of input sources and development of language teaching and materials. Another emphasis is on designing effective tasks and activities at presentation, practice and production stages of developing language competence.

Alina Kovalchuk

Lecturer
Foreign Languages Department
Diplomatic Academy of Ukraine
Ministry of Foreign Affairs of Ukraine

Iryna Krasniuk

Lecturer
Foreign Languages Department
Diplomatic Academy of Ukraine
Ministry of Foreign Affairs of Ukraine

Translating Diplomatic Documents from Spanish into Ukrainian

The presentation provides a comparison of syntactic, lexical and semantic peculiarities of the most common types of diplomatic documents and conventions in Spanish and Ukrainian. The presenter looks into the features of the diplomatic documents translation from Spanish into Ukrainian, and considers options of optimal equivalence.

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

As an alumna of Leiden University the author looks at some of its learning and teaching practices in humanities and focuses on some features of the curriculum on the undergraduate and graduate levels using the Arabic language course as an example. The presentation provides a general outline of approved educational practices the University learning process is based on.

Anna Morris

Area Manager
Oxford University Press Ukraine

Yulia Nakonechna

NGL and MM Publications ELT specialist
Linguist Ltd
Kyiv

Andrii Pigariiev

Teacher of English
Grade Education Center

Kateryna Pylypenko

Methodologist
Pearson-Dinternal

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

Oxford University Press invites you to spend an hour in a friendly atmosphere with like-minded teachers. Join us as we mix cocktails with quizzes! There will be exciting activities and mini-competitions thrown in for good measure, so come and share a drink with friends, swap teaching tips and leave with new ideas to take into your classroom.

Bring your enthusiasm and expertise and be prepared for surprises!

Don't forget to take part in the Oxford University Press quiz on Friday 25th April. The winner will be announced and awarded at the Cocktail Party!

Teaching Young Learners: Challenges and Solutions

There are lots of things teachers should take into account while teaching young learners: their psychological types, learning styles, mnemonic skills, attention spans. During the workshop we will discuss how to make lessons interesting and effective for all the pupils in the classroom.

Effective teaching techniques for your IELTS class

Teaching IELTS has become a daily grind of English teachers. However, teaching it effectively goes beyond the knowledge of test specifics, and it is by far not enough to teach a coursebook and do exam tasks. Raising students' awareness, motivating and using the power of feedback are effective techniques in the repertoire of an IELTS teacher that help build confidence and create solid background for your students' exam success.

To Certify or Not To Certify?

Business English certificates from a world leader in international professional qualifications – London Chamber of Commerce and Industry (LCCI), open doors to career opportunities worldwide. In this workshop we will 1) have an overview of professional qualifications offered by LCCI, 2) discuss the benefits of taking LCCI professional qualifications, 3) get an insight into Business English Language Qualifications and finally, 4) have a go at “English for Business Level 2” Past Papers.

We will have a prize-draw of the book “How to Teach English with Technology” (Pearson) signed by one of the co-authors Gavin Dudeney.

Daryna Sizhuk

Consultant in Ukraine
Cambridge English Language Assessment

Lynne Welton

Director of Studies
International House Kyiv

Liubov Zaliubovska

ELT consultant
Cambridge University Press

Boost Your Students' Motivation with Cambridge English: Key for Schools and Cambridge English: Preliminary for Schools exams

Take a handful of exam techniques, toss it with a cup of motivation and spice up with a dash of fun...

In this activity-based workshop I will show you how to combine all the ingredients to help your students deal with the challenges they may face when preparing for and taking the exams. I will highlight the value and usefulness of the testing focuses of the Cambridge English exams and show the synergy between the preparation for Key, Preliminary and First for schools exams.

Participants will be able to take several ready-to-use recipes for practical, interactive classroom tasks away with them

The Lazy Teacher Method: Make Students Do More!

By requiring more participation and engagement from students, English lessons can become more relevant, challenging, and democratic. In this workshop we will explore and evaluate ways of making every stage of the teaching process more student-centered in order to develop empowered, engaged, self-confident and self-sufficient English-speakers.

We will discuss the benefits of student-centered teaching for both students and teachers, explore ways that participants are already pushing students to participate more, and challenge each other to invent practical ways of handing control over to students even during typically teacher-centered stages of teaching.

Using video in the classroom

Classic and more creative techniques for using video in the classroom are shown and discussed.