

24th Annual National IATEFL Ukraine Conference

19 – 20 April 2019

**The Confident and Competent Teacher:
Supporting Educational Reform**



**Kyiv National University
of Trade and Economics**



Welcome to the 24th Annual National IATEFL Ukraine Conference in Kyiv.

The annual conference is best known for its friendly and relaxed atmosphere, where ELT professionals from around Ukraine and other countries are able to network, discuss and socialise.

You will be spending the next two days in the company of like-minded professionals and we hope that you will be meeting old friends and making new ones as you interact on a variety of topics of interest to you. The IATEFL Ukraine Conference is an opportunity to step out of your daily routine and step into the wider circles of the ELT community.



IATEFL Ukraine
an associate of IATEFL

IATEFL Ukraine is an associate of IATEFL – International Association of Teachers of English as a Foreign Language.

<http://ukraineiatefl.wixsite.com/iateflukraine>

Our mission is to link, develop and support ELT professionals in Ukraine.

Thank you

IATEFL Ukraine's Strategic Partner



The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries.

<http://www.britishcouncil.org.ua/en>

The British Council Ukraine has been IATEFL Ukraine's strategic partner ever since 1998. It has actively supported the Association in strategic planning and management, organising regional and national conferences, running summer and winter teacher professional development schools, as well as other developmental activities.

For this year conference, the British Council Ukraine provides two plenary talks and a workshop by Jeremy Harmer; workshops by Teaching Centre teachers EL Zahraa Lotfy, Katherine Martinkevich and Natalia Oliinyk; organisational assistance.

IATEFL Ukraine's Conference Partner



Kyiv National University of Trade and Economics is one of the most authoritative institutions of higher education in Ukraine, certified with the highest Accreditation Level IV. Its history dates back to 1946. In 2000, by the decree of the President of Ukraine, the University was granted a status of the National University. In 2006, KNUTE joined the Charter of the Universities.

<https://www.knteu.kiev.ua/?en>



Thank you

IATEFL Ukraine partners, sponsors, supporters



CAMBRIDGE
UNIVERSITY PRESS

As one of the world's leading English Language Teaching publishers, Cambridge University Press offers market-leading courses and supplementary materials for learners of English in all age groups. We continue to lead the way in the development of new materials for teachers and students across a range of platforms.

- workshop by A. Shovkaliuk
- printing feedback forms



Express Publishing

Express Publishing offers over 3500 ELT titles in over 100 countries. Through constant innovation and implementation of new technologies and approaches, Express Publishing creates high-quality products.

- plenary talks by M. Rosenberg and D. Morris
- workshops by M. Rosenberg and A. Roditis
- demo lesson by N. Liashko
- M. Rosenberg's autograph session
- quest and flash mob
- raffle



Folio Books

FOLIO BOOKS is the official distributor of Express Publishing. Our customers enjoy the new partnership programme and participate in the teacher trainings and competitions for both students and teachers.

- ELT resources exhibition



The Linguist company has been in operation since 2007 and has been fulfilling its mission ever since – contributing to the development and quality improvement of teaching and learning foreign languages in Ukraine.

- ELT resources exhibition
- raffle
- printing certificates



macmillan
education

A 175-year-old company that established itself as a world-leading educational publisher with an outstanding reputation.



mmpublications

MM publications is an independent publishing company, specialising in the provision of books, materials and services to support the teaching and learning of the English language. We pride ourselves on producing materials with a global reach and we take equal pride in the professional quality of our work.

- books for the raffle

Thank you

IATEFL Ukraine partners, sponsors, supporters



National Geographic Learning's mission is to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it, they develop the language and skills they need to be successful global citizens and leaders.

- plenary talk and workshop by K. Stannett
- workshop by K. Shlyamina



Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship and education by publishing worldwide.

- plenary talk and workshop by E. Dudley
- workshop by A. Morris and Y. Solomentseva
- quiz and raffle



Pearson's products and services (course-ware, assessment and qualifications) are used by millions of teachers and learners across the world every day. Its mission is to help people to make progress in their lives through learning.

- workshops by K. Kirby and G. Jones
- J. Harmer's autograph session
- raffle



SOL provides support for those teaching and learning English in the countries of Eastern and Central Europe; through the provision of local teacher training workshops and affordable courses for teachers and students in England. This work enhances the prospects for young people both in their careers and cultural lives.

Thank you

ELT resources exhibition and fair



Dinternal-Education is the country's largest English-language publishing and assessment provider. Its local and international staff share a common purpose: to inspire and empower the next generation of English-language learners in Ukraine.



FOLIO BOOKS has a network of bookshops where teachers and language learners can buy ELT coursebooks, as well as dictionaries, fiction, atlases, encyclopedia, books on art, design, cooking, etc.



The Linguist company is the official distributor for many internationally recognised publishers, such as Cambridge University Press, National Geographic Learning, MM Publications, Collins ELT, Cornelsen, CLE International, Didier, Edelsa, Prolog, Glossa, Edilingua and others.



TSP is one of the biggest operators in Ukraine for foreign language teaching and learning literature and the official distributor of Oxford University Press, Macmillan, Hueber and Hachette publishers.

The exhibition
is open on
19 – 20 April 2019

Meet the Partners
break
20 April 2019
1400 – 1445



Conference timetable

Friday, 19 April 2019

0830 – 1000 Registration University lobby

1000 – 1030 Opening and welcome Assembly hall

Plenary session

1030 – 1130 Assembly hall
I don't teach answers
Jeremy Harmer

1130 – 1200 Break

Teacher training and development

Room 211 B
Rainbow bridge
Jeremy Harmer

Room 209 B
Playing, learning, having fun
Lilia Isac

Room 207 B
Effective ELT for teens &
young adults
Tery Lemanis

Making English 'one's own'
language as an (un)easy
way to become a confident
English teacher
Tetyana Lunyova

New Ukrainian school

Room 201 B
Life Skills Framework:
applications and
implications
Anna Shovkaliuk

Testing and assessment

Room 205 B
Fundamentals of language
testing & assessment: how
test-wise are we?
Lyudmyla Hnapovska

Round table

Room 304 B
IATEFL Ukraine in
perspective
Olena Korol

How to ...

Room 203 B
Learning strategies for
textual inference
Rena Alasgarova

Room 206 B
How to make learning
visible
Kateryna Protsenko

Room 205 B
Understanding adult
learners and getting them
talking
Anna Morris
Yulia Solomentseva

1300 – 1430 Lunch

Plenary sessions

1430 – 1530 Room 201 B
Making lessons memorable
Marjorie Rosenberg

Room 203 B
Making an impact – teaching our
students to be global explorers
Katherine Stannett

1530 – 1545 Break

Concurrent sessions 1545 – 1645

Teacher training and development

Room 211 B
The creative classroom
Katherine Stannett

Room 209 B
Remembering to learn and
learning to remember
David Watkins

Room 207 B
Teaching for change
Dragica Zdraveska

New Ukrainian school

Room 201 B
Teachers vs cheaters: how
to make your students
forget about cheating at
your English class
Marta Tomakhiv

Testing and assessment

Room 205 B
Develop, not just practice:
how to deal with strategies
in an exam class
Andrii Pigariiev

English for specific purposes

Room 205 B
Spicing up the business
English classroom
Marjorie Rosenberg

How to ...

Room 203 B
Let's have fun and think
critically!
Iryna Lebid

Room 206 B
Ice-breaking Activities for
Young Adults
Galyna Tsapro
Olena Gryshchenko

Room 304 B
Teaching English through
categories – a brain-friendly
approach
Maryna Tsehelska

1645 – 1700 Break

Plenary session

1700 – 1800 Assembly hall
Shakespeare and other folk
Jeremy Harmer

Saturday, 20 April 2019

Plenary sessions

0900 – 1000	Room 201 B Developing communicative language competence Daniel Morris	Room 203 B My four Cs Edmund Dudley
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1000 – 1015 Break

Concurrent sessions 1015 – 1115

Teacher training and development

Room 211 B
Ideas for the classroom using selfies, airplane mode, and memes
Edmund Dudley

Room 209 B
How to improve English? Become a PRESENTER!
Katerina Shlyamina

Room 207 B
The power of play: developing language through play
Alex Roditis

New Ukrainian school

Room 201 B
Teaching communicative activities in the New Ukrainian school
John Silver

Testing and assessment

Room 205 B
Using songs to teach for exams
Graham Jones

English for specific purposes

Room 205 B
Integrating American open engineering courseware into Ukrainian ESAP classroom
Olha Pavlenko

Peer- and self-assessment techniques in ESP
Yuliana Lavrysh

How to ...

Room 203 B
Updating your classroom layout: a little step with a big impact
Olena Moskalets
Viktoriia Matvieichenko

Room 206 B
Decoding: a new approach to teaching listening
Oksana Pelekhata

Room 304 B
The autonomous teacher
EL Zahraa Lotfy

1115 – 1145 Break



Assembly Hall

Annual general meeting

20.04.2019

Agenda

1300 – 1400

- IATEFL Ukraine annual report
- Elections
- Action plan
- Matters arising

Teacher training and development

Room 211 B
Alternative way to develop professionally: reflective practice group
Zhenya Polosatova

Room 209 B
Continuous professional development in teaching: trends and challenges
Liudmyla Pavlenko
Mariia Isakova

Room 207 B
What does academic integrity mean to you?
Tetiana Maslova

New Ukrainian school

Room 201 B
Vocabulary lesson
Natalia Liashko

Testing and assessment

Room 205 B
How to develop vocabulary for IELTS
Samad Samadov

English for specific purposes

Room 205 B
Teaching intercultural competence with no experience in living abroad or working with other cultures
Kateryna Iermak

How to ...

Room 203 B
How to develop students' interpersonal competence: guidelines for EFL teachers
Olga Bershadka

Room 206 B
Teaching global competences via international projects
Nataliia Tkachenko

Room 304 B
Differentiated gamification: linking content, language, and fun!
Holly W. Arnold

Dream big: how to land that grant
Katherine Martinkevich

1245 – 1300 Break

1300 – 1400 **Annual general meeting** Assembly Hall

1400 – 1445 Meet the Partners break



Autograph sessions with key speakers



Quizzes



Flash mob



Photo sessions



Raffles and prize draws

Teacher training and development

Room 211 B
Opening up new vistas with
tasked-based learning
Aliona Trygub

Room 209 B
What is fluency and how
can we develop it?
Diana Vaselenko

Room 207 B
The roadmap to speaking
success
Kris Kirby

New Ukrainian school

Room 201 B
Creativity in the classroom
Natalia Oliinyk

Testing and assessment

Room 205 B
Redefining exam
preparation
Iryna Maksymova

English for specific purposes

Room 205 B
Visualisation as the means
of development of IT
students monological
speech at the English
classes
Larisa Liashenko

How to ...

Room 203 B
It's not a rocket science:
teaching an authentic
material lesson
**Natasha
Doronina-Nesterenko**

Room 206 B
Speaking club – a powerful
tool for exciting self-
development
Ivonna Romaniuk

Room 304 B
Inside the teacher's brain:
planning an authentic
materials lesson
Sergei Nesterenko

Do we still use our
imagination?
Maria Sosnovskaya

1545 – 1600 Break

Teacher training and development

Room 211 B
Having fun is a serious
business
Nataliia Sharkova

Room 209 B
How to help students with
very weak listening skills
Tetiana Pavlenko

Room 207 B
A framework for upgrading
pronunciation
Daryna Luhovska

New Ukrainian school

Room 201 B
The kinaesthetic classroom:
teaching English through
creative movement, art and
music
Oksana Vakhil

Testing and assessment

Room 205 B
Speaking parts of IELTS
and TOEFL Ibt: have an ace
up your sleeve!
Oksana Konoplia

Panel discussion

Room 205 B
Exploring inclusive practices
in EFL/ESP teaching
**Olena Korol
Natalie Lyamzina
Olga Yashenkova**

How to ...

Room 203 B
Thinking in teaching
languages
Eleonora Pazyak

Room 206 B
Keeping your body fit:
learning English through
physical activities
Tetiana Bohutska

Room 304 B
Sharing Best Teaching
Practices
Larysa Tryhubava

Plenary sessions

Jeremy Harmer



Writer, frequent presenter, seminar leader and teacher both in the UK and, more frequently, around the world. Currently, an online tutor for the MATESOL at The New School, New York

I don't teach answers

The great mathematician Katherine Johnson –a central figure in Hollywood's 'Hidden Figures' about women of colour working for the space race at NASA – says in a TV interview as a sprightly 92-year-old, "I have never taught answers", and sees the process of learning as being a problem-solving activity. In this she fits into a tradition stretching back to Illich and encompassing present-day Sugata Mitra etc. But teachers think they should teach too, and, to some extent, many students expect this. So, what should we do? Where do we fit on a cline between question provider/ facilitator and transmission teacher? Is there a halfway house where student-directed thinking can stimulate learning? Is there?

Shakespeare and other folk

'The man that hath no music in his soul is fit for treasons, stratagems and spoils...' says Lorenzo in The Merchant of Venice and it is true that there is music and song all over Shakespeare's plays. Sometimes, as with Lorenzo, ivy is long speeches about the importance of this art form but also, and importantly, songs. All the plays have songs and snatches of songs in them. In Shakespeare and other folk Jeremy Harmer tells stories from the play and sings his own versions of many of the songs as well as showing how this is all part of a vibrant folk music tradition in the UK, which still exists to this day.

Marjorie Rosenberg



Teacher of general and business English in Graz, Austria, an active teacher trainer, conference speaker and ELT writer

Making lessons memorable

There are a variety of ways in which you can make your lessons memorable in order to help your learners take valuable information with them when they leave your classroom. In this plenary we will look at a number of ideas and practical examples which you can use to liven up your lessons, make them fun, relevant, engaging, and creative so that both you and your learners feel you have gotten the most out of the face-to-face time you can spend together.

Katherine Stannett



Writer, conference presenter, workshop and webinar leader

Making an Impact – teaching our students to be global explorers

Today's teenage students have limitless access to information; they can connect around the world at any time of day and night; they have more opportunities to travel than at any time in our past. How can we arm our students with the necessary skills to navigate their journey in this new and exciting 21st century world? In this workshop participants will be encouraged to reflect on the 21st century learner and to discuss their own students and how they interact with the world around them. Together, we will exchange views about how we can develop students' technological literacy so that they are able to extract the most significant facts that they need from the wealth of information available to them. We will think about the tools needed to help our students become creative and critical thinkers. Then, using videos, photographs and true stories from some of National Geographic's most inspirational explorers, we will look at a variety of topics and discuss how we can make them interesting and relevant to students. Finally, we will talk about how we can empower them to go out and make a positive impact on their world.

Daniel Morris



Teacher, presenter, an
ELT consultant for
Express Publishing

Developing communicative language competence

It is widely accepted that the goal of language teaching is “communicative language competence”. Competences consist of a set of the essential skills, knowledge, attitudes, and behaviour required for effective performance of a real-world task or activity. The speaker will concentrate on how to maximise the effectiveness of realistic and meaningful input and suggest classroom techniques that will enable this to be successfully turned into output. Ideas will be given on how to structure lessons and learning – in general - in such a way that students are provided with the support they need to move forward and become self-confident, autonomous participants in the learning process.

Edmund Dudley



Teacher trainer, materials
writer and teacher of
English

My four Cs

‘Twenty-first century skills’ is a broad term encompassing life skills, literacy skills and learning skills. As teachers, we are most concerned (but not exclusively concerned) with the third aspect: learning skills. You have probably already heard of the so-called Four Cs – communication, collaboration, critical thinking and creativity – and are probably interested in finding out ways to kindle them in your students. This talk is not going to focus on those Four Cs. Instead, I would like to consider the role of the teacher in all this. What skills and qualities do we need to bring to the classroom? To help discover some of the answers to this question, I’ll be sharing my own ‘Four Cs’ for effective teaching in a twenty-first century context.

Concurrent sessions

English for Specific Purposes

Kateryna Iermak



Business English trainer
Freelancer

Teaching intercultural competence with no experience in living abroad or working with other cultures

Since intercultural competence has been included in CERF descriptor, teaching it is no longer a choice but a demand. And still for many of us talking about other cultures sounds intimidating as we might feel that we do not have much to share. For instance, how can you comment on what Japanese people do if you have never been to Japan nor talked to anyone from this country? In this workshop I would like to share my personal experience of including cultural differences aspect in teaching adults and the implications it had for their working environment. We will look into key ideas behind the topic and we will go together the way from stereotypes to better communication techniques.

Yuliana Lavrysh



Head of Department
National Technical University
of Ukraine “Igor Sikorsky Kyiv
Polytechnic Institute”

Peer- and self-assessment techniques in ESP

The presentation outlines the implementation of peer- and self-assessment techniques in ESP at Igor Sikorsky Kyiv Polytechnic Institute as a case study. The efficiency of these methods is evaluated and verified during the completion of the speaking task by students. Students' feedback and results of the experiment are suggested for the discussion.

Larisa Liashenko



ESP teacher
Taras Shevchenko Kyiv
National University

Visualisation as the means of development of IT students monological speech at the English classes

Interactive group exercises, project work with visual aids for the development of IT students' English monological speech; the main criteria of creating them, visual aids with the aim of assessment; the influence of visualisation on the development of psychophysiological peculiarities of IT students; creativity in designing their own posters for the themes of the programme. Posters really motivate the IT students to speak laconic about the main subject they want to clear up.

Olha Pavlenko



Assistant professor
National Technical University
of Ukraine "Igor Sikorsky Kyiv
Polytechnic Institute"

Integrating American open engineering courseware into Ukrainian ESAP classroom

This talk presents the results of collaborative action research on how Ukrainian undergraduate electrical engineering students can benefit from integrating American open engineering courseware (AOEC) into the engineering course on "Analogue and Digital Circuits" and ESAP course. The research sought to improve both courses in terms of learning outcomes, assessment as well as to revise the subject specialist and ESAP teacher roles. By exploiting the content-language continuum, the "Analogue and Digital Circuits" course content and the language performance within the ESAP course was investigated and correlated. With respect to the students, the research intended to determine the extent to which the use of AOEC in the engineering and ESAP course influenced the motivation and attitudes of Ukrainian undergraduate students' majoring in electrical engineering.

Marjorie Rosenberg



Teacher, teacher trainer,
conference speaker and ELT
writer

Spicing up the Business English classroom

Communication skills are vital for business English learners at work and with business partners around the world. Although they may be experts in their own fields, they are often not as confident when they need to speak spontaneously. The supplementary activities in Communicative Business English Activities (Express Publishing) have been designed to spice up your business English lessons as they are relevant, engaging and encourage learners to speak. Come along to this interactive workshop to find out how to liven up your lessons and get your learners communicating.

Panel discussion

Olena Korol



Senior teacher, teacher trainer
V.Get'man Kyiv National Economic
University

Natalie Lyamzina



Head of the department
Lviv National Music Academy

Olga Yashenkova



Associate professor
Taras Shevchenko Kyiv National
University

Exploring inclusive practices in EFL/ESP teaching

The growing diversity within today's classrooms emphasizes the importance of a shift to inclusive education, acknowledging that all students can learn in accordance with their special needs. This panel arises out of the necessity for changes to be made to the provision of EFL/ESP teaching at Ukrainian universities so that it is responsive to diverse learning needs. The panel aims to examine inclusive practices and generate a discussion of issues related to creating a safe learning environment, so-called 'hub', where all students feel valued and have equal access to learn. The session will start with lightning talks about diversity in the classroom, Gen Z students' strengths and weaknesses, learning styles, and barriers to language learning. Special attention will be paid to UDL as one proactive framework for assessing and planning inclusive classrooms. The panel will allocate generous time for the audience participation and explore ideas of creating a virtual network to bring together colleagues from across Ukraine.

How to ...

Rena Alasgarova



Head of Secondary School
The Modern Educational
Complex named in honour of
Heydar Aliyev

Learning strategies for textual inference

When speaking about how to teach reading, we mainly think about reading for gist, specific information, and details. Making textual inference, aka reading between the lines, is often overlooked in course books and methodology guides for teachers, and, thus, is rarely included in the English teaching programmes. However, making inference on the text level is not less important as understanding details or particular pieces of information. This demo lesson is aimed at teaching strategies for reading inference sub-skill for pre-intermediate/intermediate language learners.

Holly W. Arnold



Teacher
Kennesaw State University

Differentiated gamification: linking content, language, and fun!

As education steps into the 21st century, so must the strategies and instructional practices. Research highlights that student engagement is key for learning, but what if we took this a step further? This workshop not only focuses on creating student engagement, it shares interactive, hands-on games that allow students of all levels to practice content material and language simultaneously. The presenter will share how to differentiate each game for different age groups, language levels, and content topics.

Olga Bershadka



Assistant professor
National University of Kyiv-
Mohyla Academy

How to develop students' interpersonal competence: guidelines for EFL teachers

Mastering a foreign language is all about understanding others and making yourself understood. Still it is obvious that knowing the language does not guarantee the efficiency of the communication. It is our interpersonal competence that defines how good we are at getting the message through. But what is "competence"? How to build this or that competence? And what is more important, how to assess? Since competence approach is the core of Ukrainian educational reform, teachers in schools, colleges, and universities face the challenge of updating their teaching plans. The process is exciting and confusing at the same time because there are so many questions. Olga Bershadka will demonstrate activities she has tried and approved with her students during her 10-year research on developing students' interpersonal competence. In this workshop, you will have hands-on experience in developing and assessing your being an effective communicator and team-player.

Tetiana Bohutska



Senior Teacher
International House DNK

Keeping your body fit: learning English through physical activities

CLIL is a cutting-edge approach for learning English. However, it is usually done in the context of teaching subjects like Science, History, Geography and alike. During the demo-lesson the participants will experience a possibility of incorporating English and Physical Education. In the reflection session afterwards, we will explore the framework and practical tasks which will allow connecting English and Physical Education as a school subject.

**Natasha
Doronina-Nesterenko**



Director of Studies
International House DNK

It's not a rocket science: teaching an authentic material lesson

A good teacher understands that the 21st century students will benefit way more from authentic materials in class as opposed to ready-made activities and often adapted materials from a course book. At the same time, many teachers lack certain skills and feel anxious about the challenges exploiting real world materials bring. The participants will experience a demo-lesson designed from the most up-to-date material relevant to students' needs, interests and cultural background. This will be followed by a reflective session during which we will look at the authentic lesson framework, a variety of tasks and learning opportunities for the students.

Iryna Lebid



Docent
Taras Shevchenko Uman
College of Education and
Humanities

Let's have fun and think critically!

This workshop demonstrates ideas how to teach students to think critically. The activities will boost creativity and critical thinking. Be ready to have an unusual look at usual stories and be also ready to enjoy humour! Join the session and try everything yourselves!

EL Zahraa Lotfy



Teacher
British Council Ukraine

The autonomous teacher

In order to cope with the 21st century's increasing challenges and fast-growing technology, a teacher is viewed like a shark; the moment they stop moving forward, they start to die! Accordingly, taking control of the educator's own professional development is inevitable to strive in the field. By the end of the workshop, attendees will have been introduced to practical ways and techniques to keep autonomous while collaborating with other colleagues.

**Katherine
Martinkevich**



Teaching Centre Academic
Lead
British Council Ukraine

Dream big: how to land that grant

This talk will focus on the contents and format of a typical grant application for research, conference or a business project: what to start with, how to describe your methods and plans, what evidence you need to provide in order to build credibility in the eyes of the sponsors - and how to appeal to the values of the organisation you are applying to.

Anna Morris



Regional Area Manager
Eastern Europe
Oxford University Press

Yulia Solomentseva



Methodologist
Oxford University Press

Understanding adult learners and getting them talking

For many teachers, getting students to talk in the English classroom can be a challenge. Uniquely motivating texts, topics and tasks give language learners the world over the confidence to communicate in English. This session will provide you with practical ideas on how to implement methodology from OUP's flagship titles in your classroom, and get your students speaking with confidence in class.

Olena Moskalets



Teacher
Borys Grinchenko Kyiv
University

**Viktoriia
Matvieichenko**



Teacher
Borys Grinchenko Kyiv
University

Updating your classroom layout: a little step with a big impact

Of all the components of classroom management, classroom layout is probably the first that sends our learners the message of what can be expected in our class. It is more than just activity zones or hi-tech furniture – you can have neither space nor sufficient funding for the latter, and still your layout can provide for collaborative learner-centred teaching and learning. In our workshop we are going to demonstrate the steps you can undertake to shift from fixed rows to flexible classroom, creating from scratch the environment that will inspire your learners' participation and increase your own job satisfaction.

Sergei Nesterenko

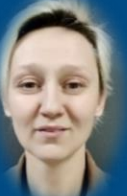


School Director
International House DNK

Inside the teacher's brain: planning an authentic materials lesson

A good course book is an invaluable source of various texts for developing a skill of reading. But doesn't it get out-of-date the moment it is published and does it always connect our classroom to the real world? In this workshop we will learn how to plan an efficient reading lesson using any authentic text or a piece of realia. You will be able to observe the planning process and thoroughly discuss the framework and techniques used, so that you feel at ease to plan your own reading lessons using a box of biscuits, a plane ticket, a map, etc.

Eleonora Pazyak



CELTA Trainer, CELT-P/S
trainer, English teacher
Freelance

Thinking in teaching languages

What is thinking? What are different types of thinking? How can we use them in teaching English? How can our students benefit from developing different thinking skills when learning a language? In this session, we will be discussing the answers to these questions. Also, you will experience some activities which will help you lead your students from basic types of thinking to creative thinking.

Oksana Pelekhata

Senior Language Instructor
<epam> systems

Decoding: a new approach to teaching listening

Listening is often seen by learners as one of the most important skills, and yet one of the most challenging. Learners complain about their inability to process speech even at advanced levels. We often say we 'practice' listening skill in the classroom, but do we ever focus on developing it? The ELT methodology states: 'never test before you teach'. And yet, when it comes to listening, the only thing we do is 'test' hoping that 'teaching' will somehow take care of itself. In my session, I will be talking about 'Decoding' as an alternative to the conventional comprehension approach to teaching listening. We will look at what makes listening difficult for our students and what can prevent us from seeing where these difficulties lie. We will also look at ways to exploit textbook materials further, possible lesson frameworks. I will also share ready-to-use activities and the useful links that the teachers willing to incorporate this approach will be able to use with their students.

Kateryna Protsenko



Director of Teacher Training
Grade Education Centre

How to make learning visible

Learning is a set of strategies and skills, most of which can and need to be taught. In this session we're going to look at what learning involves and what it takes for a novice to become an expert. We're also going to look at how we can make learning processes more visible to our learners or trainees so that they can learn how to learn more effectively.

Ivonna Romaniuk



Teacher, methodologist
AIM PYHA

Speaking club – a powerful tool for exciting self-development

Despite the fact that I specialise in Cambridge exams (in case you have any questions as to them, I will be available after my talk to clarify things for you) I decided to present my vision of a successful speaking club. I wish to inspire you to go beyond the conventional language teaching by encouraging to ponder over some existentially significant matters. My motto: "Edutainment rules!" So, do come for a sack of knowledge, a kilo of vivid experience and a generous portion of excitement with regard to your life in general.

Maria Sosnovskaya



English Teacher
Odessa Gymnasium 5

Do we still use our imagination?

One of the fashion bloggers once said that taste is a muscle that can and should be trained as any other. But do we train our imagination or have we given up using it at all? We are developing 4Cs and soft skills but what about imagination that pushed humanity beyond its limits and made it think out the box? Are we teaching our kids to use it? Do we create the situations in our classroom where they have to apply it? Are we grateful enough to this amazing ability that differs us from all other creatures? Let's think together about the ways to help our students develop and strengthen it.

Nataliia Tkachenko



Teacher of English, teacher
methodologist, regional lead
teacher of Generation Global
programme

Teaching global competences via international projects

We live in the global world with a lot of interaction between people of various cultures, values and beliefs. So, awareness of diversity of religions, cultures and values is the key to understanding and avoiding conflicts in communities and countries and to a peaceful life all over the world. That's why educational systems must teach young people who are a digital generation a lot of soft skills such as communication, tolerance, respect, empathy, sympathy, etc. There are some reliable international platforms and projects which provide a safe environment for school students to interact with their peers from other countries such as Generation Global programme, PenPalSchools, eTwinning, Empatico, One World Classrooms, etc. Generation Global programme (<https://generation.global>) provides opportunities for young people from 1500 schools worldwide to have online dialogues by means of online video conferences, team blogging and digital dialogue.

Larysa Tryhubava



Director of the Continuing
Education and Retraining
Institute
Minsk State Linguistic
University, Belarus

Sharing Best Teaching Practices

Those who care, teach. But they should also be cared for. School and university English teachers truly deserve support and assistance to stay motivated. The presentation will display the outcomes and impact of the 2018 Minsk State Linguistic University – British Council Ukraine teacher professional development project in Belarus. Special focus will be made on sharing and disseminating best teaching practices.

Olena Gryshchenko

Associate Professor
Borys Grinchenko Kyiv
University

Galyna Tsapro

Associate Professor
Borys Grinchenko Kyiv
University

Ice-breaking activities for young adults

Ice-breaking is the first step to successful collaboration within the group and an effective way to get acquainted with students and to build rapport. When working with young adults we should take into account the following aspects: age, language proficiency level, the topic of your class, the number of learners in our group. In our workshop, we are going to demonstrate those ice-breaking activities that we find efficient in our work with learners aged 19 +.

Maryna Tsehelska



Associate Professor
Kryvyi Rig Pedagogical
University

Teaching English through categories – a brain-friendly approach

Categorisation is a basic process of a human brain and a critical language processing skill. It may be successfully used in teaching the language – when we put words into clusters, we divide vocabulary into smaller groups and improve the memory, categorization helps to clarify the concepts. In a language classroom categorization becomes a tool for better understanding, remembering and development of thinking skills.

The workshop will cover the following key points:

1. How to categorise vocabulary from the initial stages of learning.
2. Using categories for the development of vocabulary and speaking (we will take personality adjectives as an example).
3. Games based on the vocabulary categorisation.

New Ukrainian school: primary and secondary

Natalia Liashko



Teacher, teacher trainer, ELT consultant
Express Publishing

Vocabulary lesson

What could be more rewarding for the students than the GAME? Learning and Playing go together hand in hand in the EFL classroom and it does not matter what age your students are. Let's turn the Vocabulary Lesson into a fantastic journey of Edutainment involving four skills (Reading, Listening, Speaking and Writing), Creativity, Critical Thinking! Do you think it is going to be too much for one lesson? Natalia would say, it is a typical lesson with 9-10 years old learners.

Natalia Oliinyk



English teacher,
teacher trainer
British Council Ukraine

Creativity in the classroom

The importance of creativity and collaboration can't be underestimated in the 21st century when the world is changing constantly and quickly and a competition for university places and jobs is rising. How can we help children to become more confident and creative? Is it possible to do having the curriculum and as we often consider not enough time to teach the basics? Creativity seems separated and disconnected from everyday classroom. This workshop aims at sharing a possible procedure of a lessons fostering creativity and also learning the target language. The participants will leave with practical activities having discovered that creativity can be an integral part of learning and classroom activities can be motivating.

Anna Shovkaliuk



ELT Consultant
Cambridge University Press

Life skills framework: applications and implications

Teachers are pretty much aware of the four basic life competencies in school or the 4C's as we know. At the workshop we're going to look at other components of the competencies that should be developed in the context of ELT: emotional intelligence, IT literacy, social skills.

John Silver



Regional English Language
Officer
U.S. Embassy Kyiv

Teaching communicative activities in the New Ukrainian school

Our most valuable resources in the language classroom are the learners themselves. This activity packed workshop looks at ways to motivate learners to speak together fluently. Teachers will better understand the features of real communication, how to use simple and effective information gap activities, grids and postcards. This workshop is designed for teachers of beginning to intermediate English language learners.

Marta Tomakhiv



Project Specialist at Seeding
Academic Integrity in
Secondary Schools Project
American Councils for
International Education

Teachers vs cheaters: how to make your students forget about cheating at your English class

NUS promotes acquisition of a foreign language as a core competency for the 21st century. Speaking fluent English becomes a life skill, the effectiveness of which depends on a real, honest learning, which should start at school. Not always pupils understand that cheating steals from them an opportunity to learn as well as creates obstacles on their path to successful language acquisition. However, do we as teachers clearly understand what constitutes cheating during ESL classes? What is our role here in preventing dishonesty? How can we develop pupils' academic integrity awareness in the English class, and motivate them to succeed without looking for shortcuts, crib notes or any other kinds of unauthorised help? During our workshop you will receive answers to these questions, and familiarize yourself with a wide range of practical tools for enhancing real English learning and raising AI awareness, which you may easily incorporate into your class to fight cheating practices.

Oksana Vakhil



Founder and owner
Merry Land private language
school

The kinaesthetic classroom: teaching English through creative movement, art and music

It is a practical workshop where we will move a lot and create learning environment that make kids love English. We will discover what creative movement is, how it influences our body and brain and how to combine it with Art and Music. You will get 10 practical activities that you can use at your classes next day and help you to create your own one in future!

Olena Korol



Senior teacher, teacher trainer
V. Get'man Kyiv National
Economic University

Round table discussion: IATEFL Ukraine in perspective

IATEFL Ukraine has been the subject to influence from economic and social forces, in ways which are unpredictable. At the same time, there have been internal trends which might indicate possibilities for IATEFL Ukraine future. With this in mind, the organisational development, major activities, outreach, and influence of IATEFL Ukraine are to be considered. Apart from this, we must admit that IATEFL Ukraine is highly dependent on the work of volunteers, so what are the ways to encourage their job? We are faced with a new social reality: an accelerating pace of life, 'increased professionalisation', as well as growing commercialisation of ELT. Therefore, we have to become more conscious of what we can offer and of what helps and hinders our work. We will also discuss how factors such as individual effort, collaboration with others, exposure to exceptional teaching, and supportive leadership contribute to successful teacher learning. Are some factors more influential than others?

Teacher training and development

Edmund Dudley



Teacher trainer, materials
writer and teacher of English

Ideas for the classroom using selfies, airplane mode, and memes

Students often tire of the topics in the coursebook. In this session I'll be sharing some practical ideas for designing classroom activities based on topics that have genuine appeal for students – especially teenage students. We'll start by looking at ways we can use selfies to generate language; then we'll switch to 'airplane mode' and look at activities that can be done using the basic functionality of a smartphone – without apps or internet. Finally, I'll share some ways of using memes as the basis for creative communicative classroom activities

Jeremy Harmer



Writer, frequent presenter,
seminar leader, teacher and
online tutor

Rainbow bridge

Ever since the publication of EM Forster's 'Howard's End' (1910) commentators have enjoyed the metaphor of the 'rainbow bridge' – where prose and passion combine to make a more beautiful whole. In ELT we frequently try to connect different sides of teacher creativity – when our hearts tell us that language experimentation and engagement with content is the key to student motivation and success, yet our heads instruct us (and so do exams etc.) that technical knowledge is the key. Somehow, we have to reconcile the two sides of that particular coin – to build our own rainbow bridge. And if we get the combination right, then student engagement will surely follow. This will be a workshop-based session with suggestions and answers coming from participants who will be attending the event.

Lilia Isac

English teacher
Gymnasium Negureni

Playing, learning, having fun

Learning vocabulary is very important in learning a foreign language; however, many people bare in mind unpleasant memories of learning vocabulary. For example, EFL students face difficulties to learn and to remember new words. As a result, teachers are searching for useful methods to be used to help students in the process of learning vocabulary. There are numerous techniques and methods that can be used to teach vocabulary; however, there are some points that should be taken into consideration referring to the manner of presenting new vocabulary. Furthermore, if the teacher wants students to remember new words, he/she should present them in context, practice them, and revise them to avoid forgetting. So, the learning of vocabulary focuses on the way it is presented and the way it is revised.

Tery Lemanis



Educational Consultant
Hamilton House Publishers

Effective ELT for teens & young adults

Teenagers are often regarded as a difficult and unpredictable group of learners that can create many challenges in the classroom. In this session, we will take a look at some of the underlying causes for this perception, think back to when we were teenagers, and discuss some proven methods to help tackle common issues like lack of motivation, managing mixed-ability groups and developing rapport.

Kris Kirby



Methodologist
Dinternal Education

The roadmap to speaking success

Some students shun written tasks, but love to talk, while others are happy to diligently complete a grammar exercise, but hate the thought of opening their mouths. The truth is both of these types of learners have problems with communication. While the first says a lot, her language may be weighed down with mistakes. Meanwhile, the second learner produces perfect sentences, but his rate of speech is such that the listener has trouble following the message. These are extreme examples – clearly all learners are different and every class is unique - but all of our students fall somewhere along this continuum. The challenge we face as teachers is optimising our students' potentials in their ability to communicate their ideas with enough accuracy to be understood and enough fluency to be followed. In this workshop, we'll look at practical ways in which we can promote speaking in the classroom and assist learners in reaching their communicative potential, whatever their attitude towards speaking English.

Daryna Luhovska



Teacher, teacher trainer
Grade Education Centre

A framework for upgrading pronunciation

Knowledge of phonology is crucial for learners. However, it is something often overlooked in classes; rushed through after meaning and form in systems lessons, or during delayed error correction. While countless lessons are dedicated to the sister systems of grammar and vocabulary, teachers very rarely devote lessons to phonology. This lack of focus means students may struggle to use and identify some of the most complex areas of phonology. In this demo lesson you will be introduced to and practice a lesson framework for upgrading students' pronunciation just in one lesson. Following this effective framework allows students to immediately notice their progress. Most importantly, by the end of the lesson, the teacher demonstrates solid evidence of every student's progress.

Tetyana Lunyova



Associate professor
V.G. Korolenko Poltava
National Pedagogical
University

Making English 'one's own' language as an (un)easy way to become a confident English teacher

The presentation will address the issue of the development of one's confidence as a teacher of English by non-native speakers of this language. It will offer a wider context for the understanding of English teacher's confidence, specify modern challenges faced by non-native speakers of English and particularly focus on the findings of the collaborative research project held by University of York and Poltava National Pedagogical University in 2017-2018 as relevant to the mission of building English teacher's confidence. Overall the presentation will present and discuss the research argument that the way non-native speakers conceptualise the English language can help them to become a confident English teacher or prevent them from turning out to be such.

Tetiana Maslova



Lecturer
National Technical University
of Ukraine "Igor Sikorsky Kyiv
Polytechnic Institute"

What does academic integrity mean to you?

As educators, we all are members of the global academic community, which now goes beyond the national boundaries and brings together teachers and students, scholars and researchers as well as anyone involved in education and science worldwide. You must have heard that academic integrity is an important issue that should be brought up within the modern educational context. But what does it actually involve and what does academic integrity mean to you personally? In this workshop, we will explore how to introduce academic integrity in the English language classroom. The concept of academic integrity will be treated from the practical point of view and explained in terms of a variety of assignments that English language learners can fulfil in order to both improve their language skills and develop academic awareness and honesty. All the workshop activities and resources can easily be further adapted for the promotion of academic integrity throughout Academic or General English courses.

Tetiana Pavlenko



Director
inozemna.com

How to help students with very weak listening skills

I share my experience in teaching adults with language skills imbalance (quite good reading, writing, speaking and strong grammar combined with surprisingly low listening skills). Teaching people whose school English language education was not successful: methods to improve students' listening. What is bottom-up approach? How to overcome a problem with decoding? Where to start and what exactly to do? Importance of working on pronunciation. Starting point where students are trained to recognise the patterns "...d you" that in connected speech becomes [dʒ] and "...t you" which becomes [tʃ]. Each presentation of new material has to include pronunciation work and training of decoding skills (through demonstrating the reality - how it might sound in connected speech in a song or in a real conversation; and through making students copy English speech at natural speed). Examples of songs I use, tasks I have designed for my students and the results I have got.

Liudmyla Pavlenko



Associate Professor
Dnipropetrovsk Regional Institute for Public Administration
National Academy for Public Administration under the
President of Ukraine; National TU Dnipro Polytechnic

Mariia Isakova



Associate Professor

Continuous professional development in teaching: trends and challenges

The workshop deals with the contemporary trends and challenges of Continuous Professional Development (CPD) faced by teachers. The concept and benefits of CPD are considered. The aim of this workshop is to involve participants in the analysis and discussion of new trends and challenges in CPD, we also aim to dwell upon the most suitable developmental tools available for choosing on the right path for their career in teaching and encourage them to share their experience and ideas how to raise awareness of how CPD tools can be used for their professional development. Special focus is made on reducing the risk of burnout and understanding of a healthy work-life balance. Participants are provided with a list of useful resources.

Zhenya Polosatova



Teacher trainer/consultant
World Learning SIT Grad
Institute

Alternative way to develop professionally: reflective practice group

This session is about an alternative way to develop professionally: in a group of like-minded colleagues, for free, without any hidden agenda and aiming to serve students more. For each meeting, a specific topic is set and preparation questions or reading is shared. There are similar groups in other countries, so we see ourselves as a part of larger reflective community of language teachers. Our group has been operating in Dnipro for the last 3 years, so there is a number of topics and insights to share. Everyone who comes will be inspired, and more groups around Ukraine may be born (as a group founder, facilitator and coordinator, there is a lot to share!)

Alex Roditis



Teacher, presenter, ELT consultant
Express Publishing

The power of play: developing language through play

Play is the most natural teaching tool there is and its purpose is to help the young prepare for adult life. It allows language learners to experience and experiment with language in a context that is safe and in a format they can understand. By integrating games into our classrooms, we increase students' motivation, activate their bodies to permit kinaesthetic learning, and develop their social skills by teaching students the value of effective collaboration. Games can be used to revive a lethargic classroom by providing opportunities for recently learned words and language structures to be reviewed in a fun way. Structured play in the classroom is not time-off from learning – it ensures that learning happens.

Nataliia Sharkova



Associate Professor
National Metallurgical
Academy of Ukraine

Having fun is a serious business

What is it that makes young learners acquire foreign languages successfully? How can we keep our learners motivated and help them enjoy foreign language learning outside the primary language community? Is it possible to integrate foreign language learning into a child's general psychological development? In an everyday context, children are normally exposed to a variety of physical and intellectual experiences of language. At the primary level when children are developing as learners and as humans it is important to involve them into activities that fit and enrich their experience. The aim of the workshop is to show how to draw foreign language learning into the shade of non-verbal activities that promote learners' psychic development, satisfy their thirst for cognition, teach them to communicate effectively, and simply enjoy learning a new language.

Katerina Shlyamina



ELT consultant
National Geographic Learning

How to improve English? Become a PRESENTER!

Presentations help students to improve their language skills. Students learn how to use English language effectively. During the session we will:

- discuss why presentation is a great tool to improve language skills
- do activities to improve presentation skills
- have fun and present.

Katherine Stannett



Writer, conference presenter,
workshop and webinar leader

The creative classroom

As teachers, we know that students benefit greatly from the support of knowledgeable persons such as teachers, parents and peers. In the classroom, it can be easy to fall into a routine of treating students as passive recipients of this knowledge. But we know that active learners are more motivated, learn better and retain more. How can we encourage our teenage learners to become active participants in the classroom? How can we build an environment where all students are engaged in the learning process and feel inspired, involved and motivated? In this session, I will be looking at creative tasks that can be used in any classroom to help students express their point of view in English and take responsibility for their own learning. Through these activities, we can transform our classrooms into creative, active learning environments that appeal to all types of learners, with different availabilities and a range of interests.

Aliona Trygub



Academic Director, teacher
First Cambridge Education
Centre

Opening up new vistas with tasked-based learning

Why use task-based framework in language learning? As well as being motivated – learners get opportunities to experience and activate as much language as possible. This session presents practical and transferable activities for adapting coursebooks in order to make them more engaging and to guard against minimal participation by less motivated learners. You will leave this session feeling optimistic and confident that you can make the most of your lessons without causing your learners to feel like rabbits caught in headlights.

Diana Vaselenko



Director of Teacher Training
International Language Centre

What is fluency and how can we develop it?

In the teaching contexts where the Grammar Translation method or elements of it are still used or were extensively used in the past, it is sometimes difficult to shift the focus from language systems such as grammar and vocabulary to language skills, especially the productive ones. This workshop will be looking at the productive skill of speaking and, in particular, helping language learners become more fluent speakers. We will start by looking at fluency as defined by the Communicative Approach and the sub-skills which need to be developed to help language learners become more fluent. We will then move on to discuss what makes a fluency activity successful and engaging for the learners. In addition, we will look at some discourse features which can be turned into strategies to help English learners become more fluent speakers.

David Watkins



Freelance Teacher Trainer

Remembering to learn and learning to remember

In this session, we will look at the role of remembering and memory in language learning. In particular we will discuss how we are able to consciously and unconsciously retrieve words, phrases and chunks of languages and what the implications of this are for the way we teach, and present and practice language. How much language should our students be able to unconsciously learn? Do we get our students to consciously recall words in effective ways? And what does all of this mean to our day-to-day lives as busy teachers?! These are just a few of the questions that we will be dwelling on in this session

Dragica Zdraveska



European events coordinator
SOL (Sharing One Language)

Teaching for change

The presentation will focus on teachers' perspectives and views which are not immune to prejudice and stereotype and look into what influences them. Through practical activities that can be used in class teachers will be encouraged to look into intercultural competence as something that is not acquired automatically but needs to be learned, practices and maintained through life.

Testing and assessment

Lyudmyla Hnapovska



Head of Foreign Languages
Department of Education and
Research Institute for
Business Technologies "UAB"
Sumy State University

Fundamentals of language testing & assessment: how test-wise are we?

Modern FL assessments focus upon measuring learners' ability to use the language rather than concentrate on testing whether they can recite rules, how many words they've learnt, if they can transform isolated sentences into their paraphrased versions or provide a definition of a word out (or even within) the context. How close or how far to this strand are we as Ukrainian ESP (in a broader perspective EFL) teaching community? The Workshop addresses the issue of functional identity of language testing and assessment (LTA) and considers key principles underpinning assessment tools employed in the EFL classroom. The workshop is based on personal findings and insights gained from ESP teaching and classroom-based assessment (CBA) practices. It also provides reflections on how and to what extent the knowledge of LTA cornerstones has been operationalized so far in the university ESP classroom.

Graham Jones



Director and CELTA Trainer
The London School of English
Odessa

Using songs to teach for exams

In this session I will look at how we can use songs to help students with exam tasks. As the importance of international exams increases in Ukraine, more and more classroom time is spent looking at ways to improve exam techniques. The skill of listening is often the one that learners find the most difficult and, in this workshop, we will be looking at ways to avoid dry and repetitive teaching by using songs to explore exam strategies.

Oksana Konoplia



Academic Director
STUDY Academy

Speaking parts of IELTS and TOEFL Ibt: have an ace up your sleeve!

This workshop will introduce some general information about IELTS and TOEFL Ibt exam structures, focusing predominantly on Speaking parts. We will discuss the types of tasks and questions for each examination, assessment criteria of candidate's speaking skills and some practical tips on how to prepare for Speaking component of each exam and what to bear in mind on examination day.

Iryna Maksymova



Head Teacher
97ys Language Space

Redefining exam preparation

If you ask 16-year-olds to choose just one word to describe their goals, dreams and hopes for 2019, they would most likely pick "ZNO". Learners are dreading the exam and anticipating the-end-of-the-world scenario in case anything goes wrong. Lots of them believe that ZNO is going to be the measure of their overall academic performance over the school years, the indicator of what they are going to be like in the future and the ultimate goal of their transition to adulthood. However, is it really so? How does this kind of mindset affect their performance? What can we do to help them achieve better results? In the workshop, we're going to look at the reasons and biological reactions behind stress, ways of dealing with exam anxiety and practical activities to make our exam preparation classes as enjoyable and efficient as possible. We're also going to become a part of nationwide growth mindset flash mob.

Andrii Pigariiev



Teacher of English, teacher
trainer, academic director
LLC Grade Education Centre

Develop, not just practice: how to deal with strategies in an exam class

Every EFL teacher sometimes catches themselves thinking that when practicing certain techniques (for example, gist reading, note taking or fluency speaking), students' performance barely improves with time. Our students might not catch the essence of a skill practiced, or they seem to be reluctant to progress due to lack of interest, or maybe there is no immediate result that motivates them. But is it always about students or is there something we as teachers are missing? It is often about what we consider strategies and how we apply them. This is where the difference between practicing and developing skills lies. The same technique introduced in different ways will definitely have various learning outcomes. How should we exploit strategies to help students develop, not just practice skills, and improve in the end? This workshop aims at answering these questions and will offer advice and practice on how to deal with strategies in exam class, based on examples from IELTS preparation.

Samad Samadov



Director of Studies
SR teaching and learning

How to develop vocabulary for IELTS

Good knowledge of vocabulary is central to the skills of paraphrasing, which, in turn, is one of the essential skills for IELTS. In this session we're going to look at how to develop and extend the students' knowledge of vocabulary for IELTS through two approaches: vertical and horizontal development.



IATEFL Ukraine
an associate of IATEFL



<http://ukraineiatefl.wixsite.com/iateflukraine>



ukraineiatefl@gmail.com - general communication

iateflukrainemembership@gmail.com - communication related to membership

iateflukraineevents@gmail.com - communication related to events



<https://www.facebook.com/ukraineiatefl/>

The first part of the paper discusses the historical context of the study, focusing on the evolution of the legal system and the role of the courts. It then moves on to a detailed analysis of the current state of the law, highlighting the challenges and opportunities for reform. The author argues that a comprehensive review of the legal system is necessary to ensure that it remains effective and efficient in the face of a rapidly changing society.

In the second part of the paper, the author examines the impact of the legal system on various aspects of society, including the economy, the environment, and the social fabric. It is argued that the legal system plays a crucial role in shaping the future of the nation, and that it must be able to adapt to the needs of a diverse and dynamic population. The author also discusses the importance of access to justice and the role of the legal profession in promoting the public interest.

The final part of the paper offers a series of recommendations for reform, based on the findings of the study. These recommendations include the need for a more transparent and accountable legal system, the importance of strengthening the judiciary, and the need to improve the efficiency of the courts. The author concludes by emphasizing the need for a collective effort to ensure that the legal system remains a cornerstone of a just and equitable society.