



# TESOL-UKRAINE NEWSLETTER

**Dear TESOL-Ukraine members and their friends!**

Welcome to the autumn-winter joint issue of TESOL-Ukraine Newsletter!

This issue presents:

- + TESOL-Ukraine Convention-2018;
- + Minutes of TESOL-Ukraine 2018 Meetings;
- + 2018 TESOL International Convention;
- + The IV International Forum for Young Researchers;
- + News from Hawaii TESOL;
- + Articles from TESOL-family;
- + Exam preparation;
- + Lesson Plan.

We wish you a productive completion of the academic year! Inspire and be inspired!

TESOL-Ukraine Executive Committee, May 2018

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# TESOL-Ukraine National Convention

On March 9-10, Lviv hosted the 2018 TESOL-Ukraine national convention "ELT IN UKRAINE: NEW WAYS TO SUCCESS" with the support of the Ministry of Education and Science of Ukraine and the US Embassy to Ukraine.

More than 250 teachers of higher and secondary educational institutions from different parts of Ukraine participated in the conference. Also, the trainers and volunteers from the the US Department of



State, Peace Corps in Ukraine and Great Britain who shared the experience of teaching English, were invited. Their workshops represented a wide range of research in the field of linguistics, computer linguistics and linguistic techniques.

Participants of the Convention have shared their impressions:



**Nina Ovcharova**, First City Gymnasim, Cherkassy: "I was impressed by the presentations of many speakers, among whom John Silver, RELO of the US Embassy in Ukraine, who spoke on facilitating teacher trainer autonomy, the English Language Fellow Joey Fordyce, who conducted a workshop on working with mixed-level

groups, and the English Language Fellow Nicholas Gordon, who showed in his session how to increase learners' comprehension with pear deck.

**Lidia Aizikova**, English language instructor, Mykolaiv National University:

At the Convention our team presented the results of the scientific research carried out by



the faculty of foreign philology, together with the students. The scientific papers included: "Using Literature Circles to Enhance Group Discussions in the Classroom" (Jose Luis Perea Hernandez, Lidia Aisikova, Karina Gulyamova, Solomiya Stikh), "A Comparative Study of Compliment Expressions Between Native Speakers of English, Russian, and Ukrainian" (Jose Luis Perea Hernandez, Angelika Solodka, Natalia Romanchuk, Zoya Hovhannisyanyan, Svetlana Kushnirenko).



**Nadia Burim**, teacher of English from Olena Pchilka Kovel city gymnasium, Kovel, Volyn:

Together with my colleagues we attended many workshops, all of them were very engaging.

My colleague Olga Pleshkova, a teacher of the high school, held a workshop on 'Teaching reading strategies for developing reading skills', and I delivered a workshop on 'Developing listening skills challenges, activities'. We enjoyed presentations of Peace Corps Volunteers Vickie M.



Nailing, who talked about the incorporation of culture, diversity and inclusion into the English classroom, and Todd Gable, who advised on reading models in the ESL classroom.

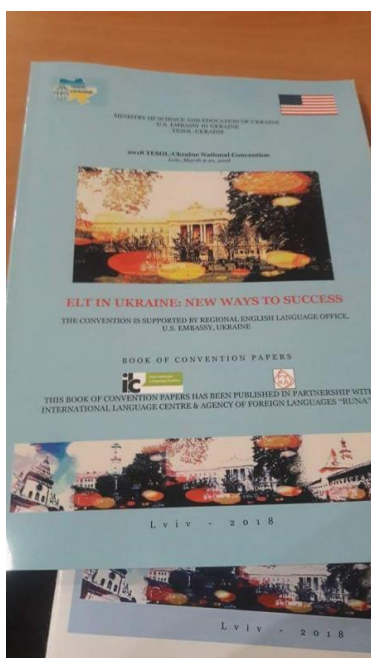


**Hanna Savchenko**, Head of English Teachers in Odessa:

During the conference, teachers and students of our region participated in a series of seminars, trainings and workshops. Productive learning and exchange of experience within the framework of the international convention brought together teachers and students of higher education institutions of the USA and Ukraine. During two days the participants had

the opportunity to enrich their knowledge of the methodology and practice of

teaching English. An interesting and informative exhibition was Cambridge University Press, where you could buy or get acquainted with novelties of literature.



# Minutes of TESOL-Ukraine General Meeting

**Held on March 09, 2018**

**Place:** Lviv, the Suputnyk Hotel

**Date:** March 09, 2018

## **TESOL-Ukraine General Meeting guests:**

- Mr John Silver, Regional English Language Officer for Ukraine, Armenia, Azerbaijan, Belarus, Georgia, Moldova

- Ms Alyona Sukhinina, RELO Assistant, Public Affairs Section U.S. Embassy

**Acting Chair** - Ms Alla Radu, TESOL-Ukraine President

**Acting Secretary** - Ms Oksana Chugai, TESOL-Ukraine Newsletter Editor

## **TESOL-Ukraine Leaders present:**

1. Ms Alla Radu, the President, Executive Committee Member
2. Ms Marina Tsegelska, the Vice-President, Executive Committee Member
3. Ms Olena Illenko, the National Coordinator, Executive Committee Member
4. Ms Lilia Kuznetsova, the Treasurer, Executive Committee Member
5. Ms Oksana Chugai, the Newsletter Editor, Executive Committee Member
6. Ms Zelinska Olga, Oblast Leader, Kharkiv Oblast
7. Mr Serhii Petrenko, Oblast Leader, Kyiv Oblast
8. Ms Anna Savchenko, Oblast Leader, Odessa Oblast
9. Ms Olena Semikina, Oblast Leader, Zaporizhzhya Oblast
10. Ms Filippova Nina, Oblast Leader, Mykolayiv Oblast
11. Ms Oksana Komarnytska, Oblast Leader, Khmelnytskyi Oblast
12. Ms Iryna Hrishnenko, Oblast Leader, Poltava Oblast
13. Ms Oleksandra Voychyshyn, Oblast Leader, Ternopil Oblast
14. Ms Lidia Aizikova, Oblast Leader, Mykolaiv Oblast
15. Ms Olha Danylenko, Oblast Leader, Chernihiv Oblast
16. Ms Svitlana Batsmai, Oblast Leader, Volyn (Lutsk)

17. Ms Elena Pariieva, Oblast Leader, Luhansk Oblast
18. Ms Nataliia Tkachenko, Oblast Leader, Kirovograd Oblast
19. Ms Limana Bilogorka, Oblast Leader, Ternopil Oblast

## **AGENDA**

- I. Registration** (Lilia Kuznetsova)
- II. Greetings** (Alla Radu)
- III. Reports of the Executive Committee members**
- IV. Elections of the Executive Committee members for next three years**
- V. Planning TESOL-Ukraine events** (moderators – Alla Radu, Olena Iliencko)
- VI. Summary**
- VII. Adjourn**

## **DISCUSSION OF AGENDA ITEMS**

- 1. Registration** (Lilia Kuznetsova)
- 2. Greetings** (Alla Radu)

*Alla Radu* welcomed the TESOL-Ukraine General Meeting participants. She said that TESOL-Ukraine National Convention “ELT in Ukraine: New Ways to Success” is a great event and gave special thanks to all the members of the Conference Organizing Committee and to Public Affairs Section.

*Alla Radu* provided information about General Meeting agenda. Voting was conducted and the agenda was approved.

### **3. Reports of the Executive Committee members**

*Alla Radu*, the TESOL-Ukraine President, gave a brief summary of everything that was done the previous year. She introduced all the members of the Executive Committee and thanked them for fruitful cooperation. She named the main events of the previous three years.

She also added that more than 200 participants registered at the Convention which indicates popularity of TESOL-Ukraine which is an affiliate of the international TESOL organization.

*Marina Tsehelska*, the Vice-President, provided a report of her activities during this period.

*Olena Iliencko*, the National Coordinator, maintained contacts with the Oblast Leaders which is necessary for coordinating their activities and informing other TESOL members about regional events.

*Lilia Kuznetsova*, the Treasurer, made a statement about conducting and recording the financial business of TESOL-Ukraine.

*Oksana Chugai*, the Newsletter Editor, went through the issues prepared by the Editorial Board and thanked all those who contributed to the issues.

All members of the Executive Committee fulfilled their duties according to the Constitution of TESOL-Ukraine.

Voting was conducted and the reports were approved.

#### **4. Elections the Executive Committee members for the next three years**

*Alla Radu* invited *Elena Pariieva*, the Head of the Nominating Committee, which was formed one year ago, to announce the nominees. She suggested introducing one more position of National Coordinator of secondary schools. Voting was conducted and one more member of the Committee was approved.

*Elena Pariieva* introduced the nominees to the participants of the General Meeting.

The bios of the nominees were read.

- *Olena Iliencko* was nominated for the position of the President;
- *Maryna Tsehelska* was nominated for the position of the Vice-President;
- *Yevheniia Moshtagh* was nominated for the position of the National Coordinator of Universities;
- *Oleksandra Voychyshyn* was nominated for the position of the National Coordinator of Secondary Schools,
- *Liliya Kuznetsova* was nominated for the position of the Treasurer;
- *Oksana Chugai* was nominated for the position of the Secretary;
- *Serhii Petrenko* was nominated for the position of the Newsletter Editor, Website Moderator.

Voting was conducted and the new members of the Committee were approved.

## **5. Planning TESOL-Ukraine events** (moderators – Alla Radu, Olena Ilienکو)

*Alla Radu* told everyone that it is necessary to choose the venue for next TESOL-Ukraine Convention and added that all proposals should be sent to the Executive Committee.

*Olena Ilienکو* suggested either Kharkiv or Odessa as venues for next TESOL-Ukraine Convention.

*Alla Radu* gave special thanks to Public Affairs Section who provided the necessary information and financial support.

Everyone was thanked for active participation in TESOL-Ukraine General Meeting.

## **6. Summary**

*Alla Radu* briefly summarized everything which was said and thanked everyone for understanding and fruitful collaboration.

### **TESOL-Ukraine General Meeting Resolution**

1. All members of the Executive Committee fulfilled their duties according to the Constitution of TESOL-Ukraine.

2. To approve members of the Executive Committee for the next three years, namely

- Olena Ilienکو, the President;
- Maryna Tsehelska, the Vice-President;
- Yevheniia Moshtagh, the National Coordinator of Universities;
- Oleksandra Voychyshyn, the National Coordinator of Secondary Schools;
- Liliya Kuznetsova, the Treasurer;
- Oksana Chugai, the Secretary;
- Serhii Petrenko, the Newsletter Editor, Website Moderator.

3. To add the position of the National Coordinator of Secondary Schools.

4. TESOL-Ukraine future events will be announced via Facebook TESOL-Ukraine Group and email calls.

## **7. Adjourn**

# Minutes of TESOL-Ukraine Leaders' Meeting

Held on March 09, 2018

**Place:** Lviv, the Suputnyk Hotel

**Date:** March 09, 2018

## TESOL-Ukraine Leaders' Meeting guests:

- Mr John Silver, Regional English Language Officer for Ukraine, Armenia, Azerbaijan, Belarus, Georgia, Moldova

- Ms Alyona Sukhinina, RELO Assistant, Public Affairs Section U.S. Embassy

**Acting Chair** – Ms Alla Radu, TESOL-Ukraine President (2016-2018)

**Acting Secretary** – Ms Oksana Chugai, TESOL-Ukraine Secretary

## TESOL-Ukraine Leaders present:

1. Ms Olena Iliencko, the President, Executive Committee Member
2. Ms Maryna Tsehelska, the Vice-President, Executive Committee Member
3. Ms Yevheniia Moshtagh, the National Coordinator of Universities, Executive Committee Member
4. Ms Oleksandra Voychyshyn, the National Coordinator of Secondary Schools, Executive Committee Member
5. Ms Liliya Kuznetsova, the Treasurer, Executive Committee Member
6. Ms Oksana Chugai, the Secretary, Executive Committee Member
7. Mr Serhii Petrenko, the Newsletter Editor, Website Moderator, Executive Committee Member
8. Ms Zelinska Olga, Oblast Leader, Kharkiv Oblast
9. Ms Anna Savchenko, Oblast Leader, Odessa Oblast
10. Ms Olena Semikina, Oblast Leader, Zaporizhzhya Oblast
11. Ms Filippova Nina, Oblast Leader, Mykolayiv Oblast
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14. Ms Lidia Aizikova, Oblast Leader, Mykolaiv Oblast

15. Ms Olha Danylenko, Oblast Leader, Chernihiv Oblast
16. Ms Svitlana Batsmai, Oblast Leader, Volyn (Lutsk)
17. Ms Elena Pariieva, Oblast Leader, Luhansk Oblast
18. Ms Nataliia Tkachenko, Oblast Leader, Kropyvniysky Oblast
19. Ms Liliana Bilogorka, Oblast Leader, Ternopil Oblast

## **AGENDA**

### **I. Greetings**

### **II. TESOL-Ukraine organizational plans** (moderators – Alla Radu, Olena Ilienکو)

1. Discussion: TESOL-Ukraine National Convention “ELT in Ukraine: New Ways to Success”;
2. Newly-elected Executive Committee members’ duties;
3. TESOL-Ukraine future events.

### **III. Summary**

## **DISCUSSION OF AGENDA ITEMS**

### **I. Greetings**

*Alla Radu* welcomed the TESOL-Ukraine Leaders’ Meeting participants. She briefly named all the present and gave special thanks to the Public Affairs Section for organizing and supporting financially TESOL-Ukraine National Convention “ELT in Ukraine: New Ways to Success” in Lviv. She mentioned that the previous Leaders’ Meeting was held in Lviv one year ago because, unfortunately, it was not possible to hold Leaders’ Meeting in Kyiv because of financial reasons. Nevertheless, all Executive Committee Members managed to communicate regularly via Facebook, emails, etc. in order to solve problems and discuss different organizational issues.

### **II. TESOL-Ukraine organizational plans** (moderator – Olena Ilienکو)

1. Discussion: TESOL-Ukraine National Convention “ELT in Ukraine: New Ways to Success” and Elections:

*Olena Iliencko* thanked all the members of the Executive Committee for hard work and especially Alla Radu and Liliya Kuznetsova for creating NGO, an account, for managing TESOL-Ukraine successfully after difficult times of uncertainty.

*Alla Radu* congratulated the Newly-elected Executive Committee members and promised to stay with TESOL-Ukraine as a member of the Advising Committee as other former TESOL-Ukraine Presidents.

*Oksana Chugai* mentioned that the program is intense and diverse.

## 2. Newly-elected Executive Committee members' duties:

*Olena Iliencko* reminded others that there is a new position of Executive Committee Member, namely: the National Coordinator of secondary schools. She added that it was necessary to do because teachers at universities and secondary schools have different opportunities for professional development and take part in the projects designed either for universities or secondary schools.

*Maryna Tsehelska* named the main events of the previous three years supported by the US Embassy in Ukraine and TESOL-Ukraine. She expressed the opinions of other participants about the success of the Convention and the proven fact that there are much more participants than previous years.

## 3. TESOL-Ukraine future events:

*Olena Iliencko* briefly described the events planned for spring and summer and invited all the participants spread the information. She added that next TESOL-Ukraine Convention is possible to hold in Kharkiv.

*Anna Savchenko* suggested holding in Odessa either next TESOL-Ukraine Convention or Summer school and described some options for host universities and organizations.

*Liliya Kuznetsova* provided some special tips on applying for grants mentioning that it is getting more and more challenging.

*Oleksandra Voychyshyn* briefly described some programs she and her school take part in, and invited everyone apply for participation in a 3-day seminar in Zalischiki.

*Olena Ilienکو* reminded everyone about the importance of popularizing TESOL-Ukraine and invite other teachers of English join this organization.

The participants discussed these issues and approved.

#### **IV. Summary**

*Olena Ilienکو* briefly summarized everything, which was said and thanked everyone for understanding and fruitful collaboration.

#### **Adjorn**

*Alla Radu* gave special thanks to Public Affairs Section for financial support of the Convention.

*Olena Ilienکو* thanked *Alla Radu* and *Liliya Kuznetsova* for organizing three TESOL-Ukraine Conventions in Lviv and Summer School as well; she also thanked everyone for active participation in the Leaders' meeting and expressed hope that this year will be fruitful for TESOL-Ukraine.

#### **TESOL-Ukraine Leaders' Meeting Resolution**

1. All members of the Executive Committee fulfilled their duties during 2016-2018 according to the Constitution of TESOL-Ukraine.

2. The newly-elected members of the Executive Committee are ready to fulfill their duties during 2018-2021:

- Ms Olena Ilienکو, the President;
- Ms Maryna Tsehelska, the Vice-President;
- Ms Yevheniia Moshtagh, the National Coordinator of Universities;
- Ms Oleksandra Voychyshyn, the National Coordinator of Secondary Schools;
- Ms Liliya Kuznetsova, the Treasurer;
- Ms Oksana Chugai, the Secretary;
- Mr Serhii Petrenko, the Newsletter Editor, Website Moderator.

3. The position of the National Coordinator of Secondary Schools is added according to the decision of the General Meeting.

4. TESOL-Ukraine future events will be announced via Facebook TESOL-Ukraine Group and email calls.

# 2018 TESOL INTERNATIONAL

## CONVENTION IN

## CHICAGO



TESOL International Association held its 2018 International Convention & English Language Expo in the McCormick Place Convention Center in Chicago, Illinois USA on 27-30 March 2018.

The TESOL International Convention is the largest annual meeting of professionals in the field of teaching English as a second or foreign language. Over 7,000 people from across the world shared their knowledge, learned about successful practices and research, and discussed future trends in the field. The program included poster presentations, practical demonstrations and workshops, educational visits to schools, pre- and post- convention institutes, and an Expo hall that features up-to-date books, materials, audiovisuals, and computer-assisted learning aids. Participants had the opportunity to exchange ideas with colleagues from different backgrounds.



The participants were shocked when Shabana Basij-Rasikh, a keynote speaker, told about challenges for Afghanistan's girls to receive education. However, she believes that the School of Leadership she established will provide a rigorous education and help girls enter universities worldwide.

The sessions included:

- Assessment – authentic assessment, innovative and creative formative assessments, rubrics as teaching tools, creating intervention programs from the diagnostic results of placement tests;

- Technology in Education – creating a 2.0 classroom in a 1.0 class environment, online paraphrasing tools, digital literacy, electronic portfolios, gamifying language learning;



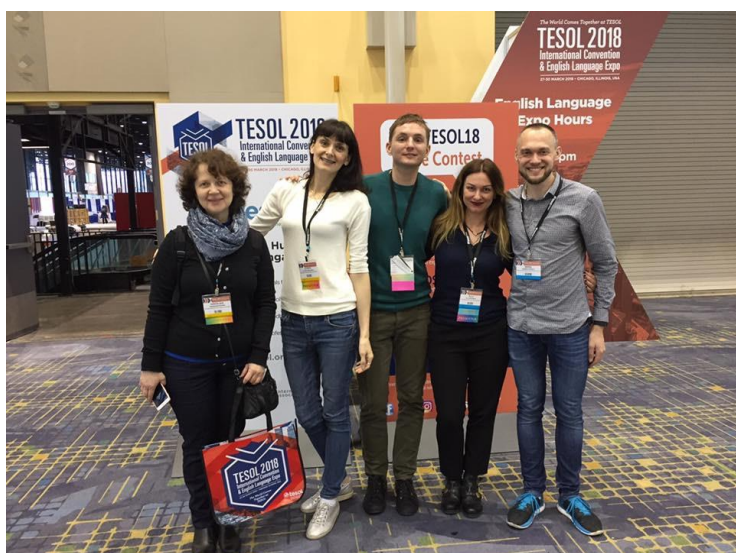
- Intercultural Communication – fostering and sustaining student collaboration, participatory classrooms, creating a welcoming environment, intercultural competence;

- Grammar – teaching structures, beyond rules, the persistence of grammar;

listening practice, note-taking, listening journals;

- Listening – bottom-up

- Reading – scaffolding close reading, book club café, authentic texts, challenges



implementing extensive reading;

- Speaking – building cohesion in presentations, balancing form and meaning, creating podcasts, developing tasks to maximize learners’ engagement and language production;

- Vocabulary – task-based vocabulary learning, vocabulary games

and activities, measuring vocabulary development;

- Writing – academic writing, plagiarism, strategies for effective and efficient writing assessment and feedback.



TESOL International Association presented **the 6 principles for exemplary teaching of English learners**, which are universal guidelines drawn from decades of research in language pedagogy and language acquisition theory. They are targets for teaching excellence and should undergird any program of English

language instruction:

**1. Know your learners.** Exemplary teachers learn basic information about their students’ families, languages, cultures, and educational backgrounds to engage them in class and prepare and deliver lessons more effectively. Teachers can best adapt instruction to students that they know well. Learn about your students’ cultures and experiences. Use that background as a resource for classroom learning and to stock classroom libraries and plan projects.

**2. Create conditions for language learning.** Exemplary teachers create a classroom culture so students feel comfortable. They make decisions regarding the physical environment, the materials, and the social integration of students to promote language learning. Student achievement is affected by teacher expectations of success. Hold high expectations for your learners and motivate them to raise their performance. Use a variety of instructional approaches to appeal to diverse learners. Teach students strategies to actively participate in academic conversations.

**3. Design high-quality lessons for language development.** Exemplary teachers plan lessons that are meaningful for students and promote language learning. These lessons evolve from language and content learning objectives. Teachers provide input through varied techniques and modalities. Engage your learners and practice authentic

language. Help them develop learning strategies and critical thinking skills. Use gestures, visuals, demonstrations, embedded definitions, audio supports, and bilingual glossaries to make information comprehensible. Elicit output from your students, too.

**4. Adapt lesson delivery as needed.** Exemplary teachers continually assess as they teach—observing and reflecting on learners’ responses to determine if the students are reaching lesson objectives. If students struggle or are not challenged enough, teachers adjust their lessons—reteaching or enhancing the tasks accordingly. This decision-making may occur on any day and sometimes you will need to make decisions within seconds. Teachers may adjust their talk, the task, or the materials according to learner response. Modify your oral language to simplify an utterance, define terms, or provide more wait time. Check student comprehension with group response techniques like thumbs up/thumbs down and handheld clicker devices.

**5. Monitor and assess student language development.** Because students learn at different rates, exemplary teachers regularly monitor and assess their language development to advance their learning efficiently and measure language growth. They design a variety of classroom assessments to evaluate student learning and inform their instruction. Teachers take note of errors to provide appropriate feedback to students but also make sure it suits the age and language development level of the students. Give feedback in a timely manner. Prompt students to self-repair or explicitly correct a learner. Record observations about language use in running notes, on a check list, or with a rubric.

**6. Engage and collaborate within a community of practice.** Exemplary teachers collaborate with others in the profession to provide the best support for their learners. They meet with colleagues to co-plan and share their expertise about second language acquisition as well as instructional techniques for students at different levels of proficiency. Teachers participate in continuous learning and ongoing professional development. Reflect critically on your classroom practices. Join a professional English teaching organization like TESOL, attend conferences, and participate in online learning opportunities. Develop leadership skills so you can be a resource at school and help design programs, interpret assessment results, offer professional development workshops, or act as a peer coach to a colleague.

# The IV International Forum for Young Researchers "Young Researchers in the Globalized World: Vistas and Challenges"



**OLENA ILIENKO**

**TESOL-Ukraine President**

Head of the department of foreign languages

O.M. Beketov National University of Urban Economy in Kharkiv



On April 19-20 at O. M. Beketov National University of Municipal Economy in Kharkiv the IV International Forum for Young Researchers "Young researchers in the globalized world: vistas and challenges" was held. The Forum was prepared and organized by the University and TESOL-Ukraine with

the support of the Regional English Language Office of the US Embassy of Ukraine.

The Forum was attended by 147 participants from 7 countries of the world (Ukraine, United States, Canada, Germany, Finland, Estonia and Bolivia) and 11 universities of Ukraine.

The subjects discussed at the Forum were:

1. Contemporary Issues of Democratic Society Development. Democracy through Law.
2. Innovative Trends of Management and Tourism Development.



3. Modern Developments of Economics and Financial Security.

4. Latest Achievements in Engineering, Ecology and Architecture.

5. General Civilization Tendencies of Professional Education Development in the Conditions of Reforming.



6. Methodology of Teaching, Innovative Methods of Teaching Foreign Languages at Higher and Secondary Educational Establishments.



The reports were presented in English, German, French, and Polish.

Based on the materials of the conference, a Collection of papers will be published.

Within the framework of the Forum of Young Researchers "Young Researchers in the Globalized World: Vistas and Challenges", on April 19, an intensive

seminar "Academic Speaking" was held, which was attended by 40 teachers and students

of O.M. Beketov National University of Municipal Economy in Kharkiv and eight other universities of the city. The seminar was led by an English Language Fellow of the Regional English Language Office of the



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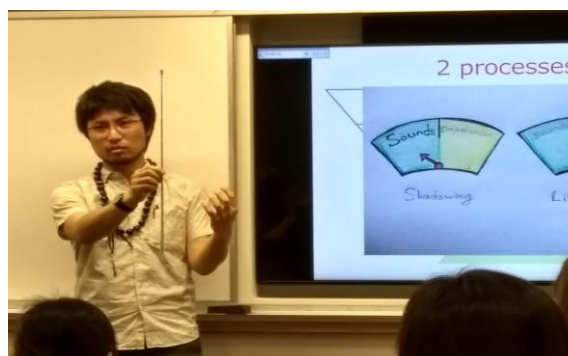


Ukraine Nicholas Gordon currently working at the Kyiv-Mohyla Academy in Kyiv. The workshop demonstrated interactive innovative teaching methods and latest information technologies for English language teaching at

schools and universities.

# PARTNERSHIP INFORMATION & NEWS FROM HAWAII TESOL

The **2018 Conference** held at Hawaii Tokai International College on February 17th was a great success. Over a 150 people registered. There were more than 25 classroom presentations and nearly 20 poster presentations. Here are some snapshots from the Conference:



# TESOL-Ukraine Family



## TEACHING ENGLISH WITH THINKING MAPS

**KLARA LIASHENKO**

Senior teacher, teacher of higher category

**Classic school 11, Zaporizhzhya**

*The education reform in Ukrainian schools raises the problem of systems thinking development and strategic reciprocal learning. The constructivist use of thinking maps in a technology-based learning environment encourages individual teachers of English to integrate content learning practices into their subject domain. Sequent utilization of bubble and double bubble thinking maps motivates learning whose incomes are deep understanding, cognitive engagement, and formation of reciprocal thinking skills.*

**Keywords:** *thinking skills, mind map, thinking map, bubble map, double bubble map.*

**Introduction.** Modern Ukrainian schools are advancing transformative change whose pedagogical use of technology can boost the interdisciplinary potential of a learning process. To maintain continuity across the stages of education it becomes significant to develop thinking skills appropriate to the digital age. Ukrainian educators may gain from current mind, brain, and education research which promotes active cognitive engagement and encourages formation of a meaningful, motivating, and interactive learner-centered environment (Sprenger 2010; Suarez-Orozco and Sattin-Bajaj 2010). Although Ukrainian teachers of English have a big choice of learning material published by the leading EFL educators, they lack support in their effort to develop intellectual powers of learners through their subject domain. Yet, Ukrainian teachers of English continue displaying enthusiasm for maintaining systems and reciprocal thinking in their school practice. Such innovative steps need evaluative discussions and exchange of pedagogical ideas. Hence, it is necessary to examine how EFL teachers engage in this performance drawing on their own experiences.

This article argues that utilization of thinking maps in an EFL-classroom setting can be strategic for teaching thinking skills through English as a subject domain of unifying

intellectual powers. Our purpose is to demonstrate how sixth-form pupils model information from the student's book to compare it with similar thematic information which they acquire by surfing the Internet.

**Strategic teaching for understanding.** In education, understanding involves a relational ability that supports intelligent action. As long as learners practice understanding, they become confident about knowledge that they get from specific school domains. Teaching for understanding is dynamic and contextual. It includes direct explanation, a “process” approach, and “conceptual change teaching” (Bereiter 2002, 118). Direct explanation is widely used worldwide. The “process” approach focuses on performance that turns knowledge into reference data. The “conceptual change teaching” approach concentrates on mental models which are the products of a learner's cognitive activity. Unlike two other approaches, the last one bears in mind that a new generation of technology-conscious learners has quick access to information but often fails to effectively work on it. With the help of mental models that function as stored knowledge, such learners gradually get used to relating objects, things or events in order to identify similarities and differences, explore simultaneity of the whole and its parts, build networks, and master associative relations. When on a daily basis schoolchildren learn how to model knowledge, they get embedded in the overall learning process that motivates their progress, shapes their experience, and directs towards deep understanding of interrelatedness across subject domains.

**Thinking skills in the technology age.** Teaching for understanding deals with constructing relatedness in a meaningful way. The constructivist teacher expects his or her learners to create meaning from active participation by developing abstract models of what is observed (McGregor 2007, 52). Tony Buzan pioneered the concept of mind mapping by presenting a topic as a central image whose main themes radiate out in a tree-like structure (Leonard 2002, 128). Advancing mind mapping, David Hyerle organized knowledge in eight types of thinking maps (Hyerle 2009). He introduced circle maps (defining a context), bubble maps (describing qualities), double bubble maps (comparing and contrasting), tree maps (classifying), brace maps (identifying part-whole relations), flow maps (sequencing), multi-flow maps (modeling cause and effect inferences), and bridge

maps (identifying analogies) (Hyerle and Asper 2014, 16-17). Hyerle promoted an idea of a thinking school whose pupils integrate his thinking maps into the overall learning process. Such schools are capable of enrooting content learning strategies into cognitive, inquiry, dispositions, modalities, and creativity dimensions (Implementing 2018).

**Construction of thinking maps.** The visible nature of thoughtful learning provided by thinking maps guides action on behalf of learners and enhances their cognitive engagement. The EFL learners gain from constructing thinking maps in several ways. First, they activate networked understanding which they link with previous experience. Second, they start thinking in English through mapped information. Third, they actively participate in content learning. Finally, they cultivate personalized habits of mind that make them leaders in teamwork.

Mastering thinking maps is a step process that needs practice and time. The earlier the learners of English learn to apply thinking maps, the better results can be expected later. From my practice, first-form pupils can and like building circle maps. Such maps facilitate to develop their view of the world through related images. For example, they can build circle maps of habitats by knowing their specific animals and plants. The second- and third-form pupils can build bubble maps in which they differentiate the zones marked by certain qualities. They build bubble maps to describe animals, people, and places. The fourth-form pupils move on to building double bubble maps. Their cognitive engagement in double bubble maps allows them to compare and contrast objects, things, and places. By doing this, they acquire systems thinking of the world that is known through similarities and differences. The pace of introducing other types of maps depends on the learning material. For example, tree maps can be used when the learners of English are engaged in classifying mammals, reptiles, birds, and insects.

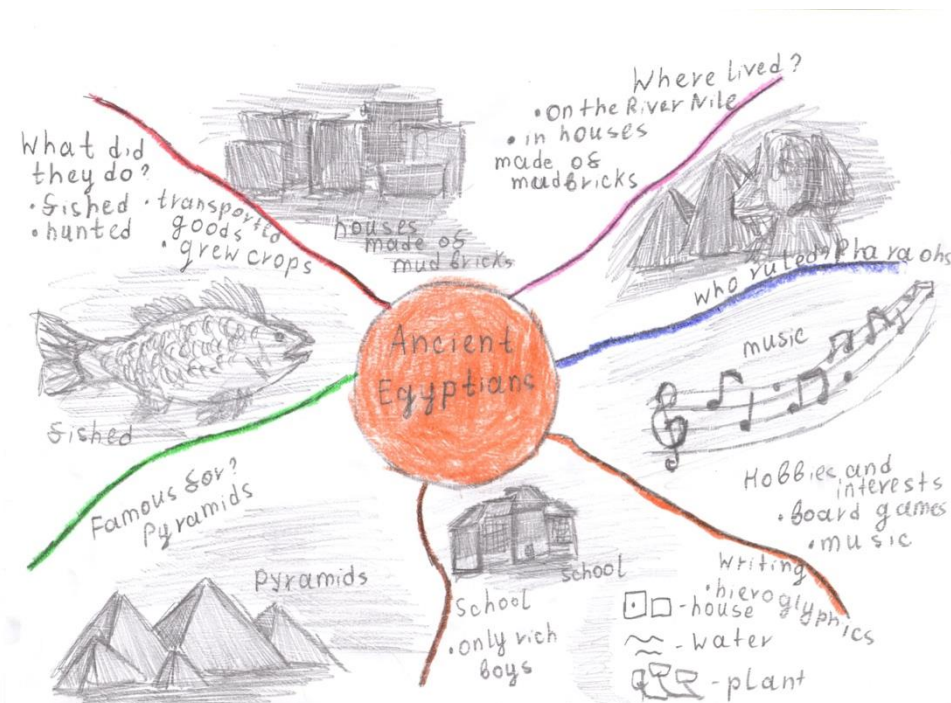
Teaching through thinking maps is different from conventional learning because it is oriented to habit formation of extracting knowledge from given information. It is beneficial for the learners of English for such reasons. First, thinking maps focus on thinking as a learning process by integrating thought into EFL acquisition. Second, the EFL learner builds a thinking map as a tool for creating an authentic oral or written text that transforms bullet points into complete sentences. Instead of retelling the material, the

learner activates the studied lexical and grammar material to build a text on the basis of this pupil's thinking map. This facilitates personalized learning. Third, thinking maps are used in team project work. Working in groups, they have to collaborate and coordinate their activity in order to build a thinking map which is their joint product. Such collective construction of thinking maps motivates pupils to create interesting presentations, since they are engaged in finding, drawing or painting visual images, as well as sharing with others what is of their interest. At the end of such project activity lessons pupils either narrate what they put in their thinking map or prepare a video presentation that is further displayed on the teacher's blog. Gradually, EFL learners get used to storing information in the form of thinking maps from which it can be readily extracted for rethinking and revision.

**Integrating bubble maps into double bubble maps.** Below, it is shown how the sixth-form pupils built two bubble maps and further transformed them into a double bubble map based on the topic "Ancient civilizations" provided by Units 5a and 5b from "Prime Time 1" (Evans and Dooley 2012). The students' book contained information related to Troy, ancient Egypt, and the Vikings. The teacher selected ancient Egypt to build a bubble map operating with both bullet points and the text from the student's book to inform the pupils about ancient Egypt. After that the teacher instructed the pupils to compare ancient Egypt with ancient Rome. For this, the bubble map structure built for ancient Egypt was replaced with the information about ancient Rome which the pupils found surfing the Internet. Moreover, on her blog "Innovative English magic" (<https://liashenkoinnovation.blogspot.com>) the teacher displayed two short videos, "Ancient Egypt introduction" (2015) and "Roman Empire: educational video for kids" (2017). Both videos contained graphic verbalization that the learners could use as bullet points in their bubble maps. The final step was to integrate two bubble maps, "Ancient Egypt" and "Ancient Rome" into a double bubble map that compares and contrasts these two ancient civilizations.

**Construction of Bubble map I.** The bubble map formulates the given theme in the central circle. The student's book gave ten facts about ancient Egypt, so the first step was to arrange this information in a tree-like structure.

As shown in Picture 1, the pupil colored the circle in which he verbalized the bubble map: “Ancient Egyptians”. The pupil rearranged ten facts given in the book in the form of six radiating lines that responded to such questions: (1) Where did ancient Egyptians live? (2) Who ruled ancient Egypt? (3) What did they do? (4) What was ancient Egypt famous for? (5) What were their hobbies and interests (6) Did Egyptian children go to school?

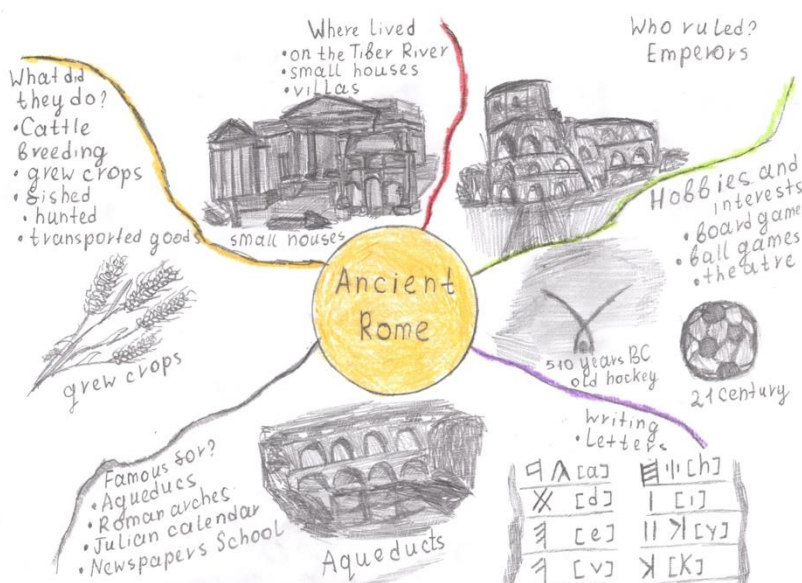


Picture 1. Double map “Ancient Egyptians”.

The pupil combined information provided by 5b (1) and 5b (3). Most of information in the bubble map is borrowed from 5b (1). For example, the pupil called the rubric “Who ruled” which is prompted by the picture from 5b (1) and added the information about pharaohs selected from 5b (3). The pupil replaced “played” given in the book with “hobbies and interests”. He also added hieroglyphics under this heading which is available in 5b (3). Finally, the pupil drew the images of his interest: the number of drawn pictures correlates with the colored lines. For example, the pupil draws a picture of a house in which ancient Egyptians lived. From all activities, fishing impressed the pupil above all, as he drew a fish. The pupil drew the images of the pyramids, sheet music, and a school building. All variants of Bubble map I were displayed on the teacher’s blog in the summarizing video. The construction of Bubble Map 1 showed that such maps organized available information as responses to each pupil’s individual preferences. Hence, the same information was presented in variants.

**Construction of Bubble map 2.** Bubble Map 1 was utilized as a sample for Bubble Map 2 entitled “Ancient Rome”. This task invited some elements of research on ancient Rome. Those pupils who watched the recommended video (Rome Empire: the educational video for kids 2017) were able to write down such keywords as “emperor”, “farmers”, “aqueducts”, “bridges”, “circuses”, “theatres”, “spas”, “schools”, and “roads”.

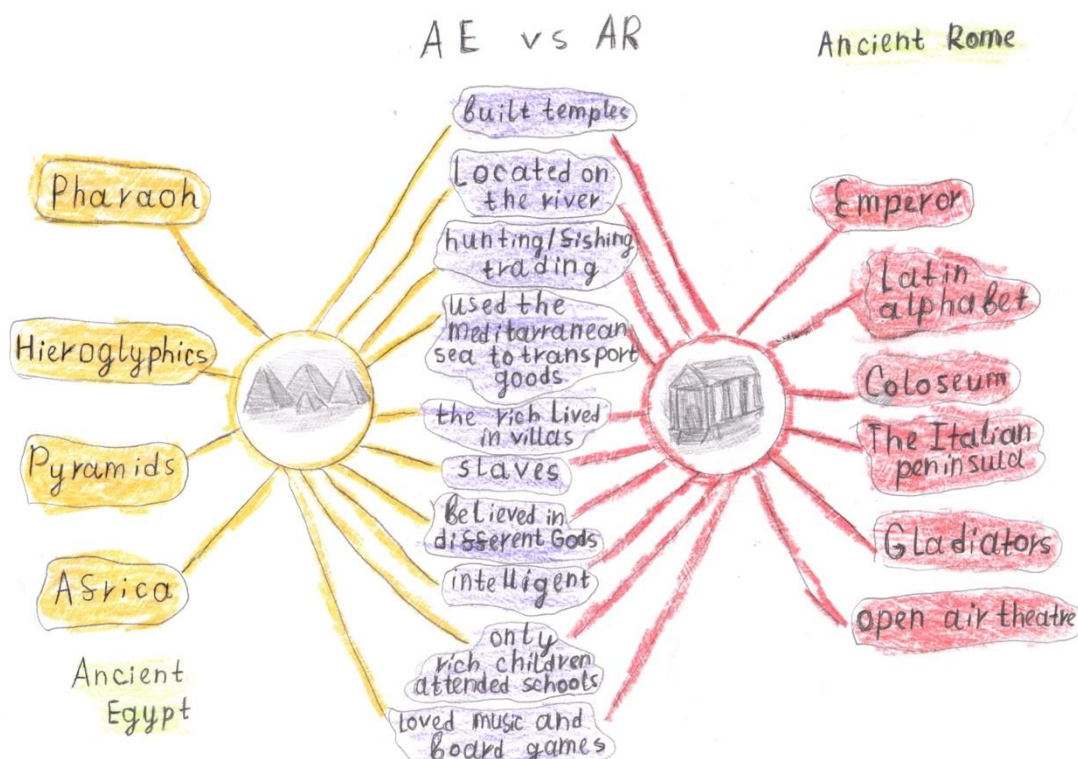
Picture 2 shows the double map “Ancient Rome” that is a five-branch tree-like structure. From the drawings that illustrate the map, the pupil was expressed by Roman architecture, aqueducts, growing crops, playing ball games, and writing in letters. It is worth noting that the pupil used a similar arrangement of responded questions as it was shown in Picture 1. At the same time, the pupil omitted the branch related to school. The idea of farming activity is reflected in the drawing that is verbalized “grew crops”. The pupil made a list of hobbies and interests for which he selected “board games”, “ball games”, and “theatre”. Again, personalized interests were traced in each Bubble Map 2. From Pictures 1 and 2 it can be assumed that both bubble maps revealed such personal interests as architecture and writing. The pupil used verbalization “transported goods” borrowed from the text about ancient Egyptians. He also guessed or might have known from history lessons that the Romans fished and hunted. Most learners patterned their Bubble Map 2 on Bubble Map 1. The selected information corresponded to their personal interests.



Picture 2. Double map “Ancient Rome”.

**Construction of Double bubble map.** Using both bubble maps, the learners drew the double bubble map that compared ancient Egypt with ancient Rome. This map's central column indicated the identified similarities, whereas at the sides the pupils put in bullet points the information that was different.

Picture 3 shows the comparison. The pupil identified four differences for ancient Egypt, six differences for ancient Rome and found 11 similarities.



Picture 3. Double bubble map: Comparing ancient Egypt with Rome.

For differences referring to ancient Egypt, the pupil selected “pharaoh” (Who ruled?), “hieroglyphics” (writing), “pyramids” (hobbies and interests, architecture), and introduced the habitat “Africa” which was not present in Bubble Map 1. The features “pyramids” and “hieroglyphics” indicate what, in the pupil’s opinion, ancient Egypt was famous for. In a similar vein, the pupil introduced the habitat “the Italian peninsula”, architecture, open air theatres, and mentioned gladiators. As shown, the pupil, whose three maps are used as illustrative examples, revised his bubble maps to suit comparison in the double bubble map. However, the pupils were expected just to combine two bubble maps by underscoring similarities and differences. The pupil identified such similarities as the use of rivers and the Mediterranean Sea for similar activities of fishing and trading, mentioned different Gods (new), generalized both peoples as being “intelligent”, decided

on putting them together through “slaves”, “music”, and “board games”. The pupil also wrote that ancient Egypt and ancient Rome provided only rich boys with education.

Thus, the double bubble map, as was shown” does not duplicate two bubble maps in the sixth-form pupils’ understanding. This map helps the learners of English select knowledge that is comparable. Hence, the pupils tend to revise what they had in their bubble maps that modeled the studied material separately. On the basis of double bubble maps EFL learners can construct authentic oral and written texts. EFL learners gain from systems thinking development because they can store information by identifying what should be compared as of primary importance.

### **Conclusion**

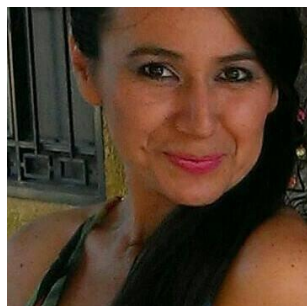
The use of thinking maps by the teachers of English in Ukrainian schools reduces the gap related to the lack of systems thinking development and reciprocal learning practices. It is an effective step towards turning Ukrainian comprehensive schools into thinking schools that contribute to identity formation of a new generation capable of reflecting, rethinking, networking knowledge, solving problems, and maturing their intellectual powers.

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# ENGLISH UNDER GLOBALIZATION

## THE HISTORY AND EXPERIENCES OF ENGLISH TEACHERS ASSOCIATIONS IN BOLIVIA



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Bolivia has not been indifferent to the changes in the world panorama that have been brewing since the First and Second World Wars. Franz Tamayo, in his remarkable essay, “The Creation of National Pedagogy,” published in 1910, laid the foundations for specialized education in a language that went beyond Castilian and demonstrated the value of retaining cultural identity by promoting the use of the first language in the study of foreign languages

With a similar vision, the Bolivian state, through the Bolivian Education Code of 1955 and Law 1565 of Educational Reform, recognizes and respects students’ native languages and in turn promotes the gradual teaching of the English language in the public schools of the state’s urban centers. Today, the Bolivian Education Law Project, "Avelino Siñani and Elizardo Pérez," recognizes that education must begin with the mother tongue

and that the foreign language must be taught from the earliest school years.

English teachers in Bolivia needed instruction to improve their ELT methodology. A number of organizations hoped to address this need: The Department of Language Careers and the Department of Linguistics within different public universities sought to develop the humanistic skills of their students from modern methods of language training.

It was thus that with the passage of time and amalgamating ideas, the Department of Native and Foreign Languages of the Royal and Pontifical Major University of Saint Francis Xavier of Chuquisaca (RMPSFXCH), headed by Lic. Juan Hinojosa G., outlined what would come to be called the English-Language Teaching Project UK-Bolivia. In 1990, this was sent to the British Embassy in the city of La Paz.

The British Embassy in Bolivia was willing to provide better teaching and learning conditions to Bolivian teachers, so they were willing to pay attention to the needs of those raised by them.

On instructions from the British Embassy, the British Council was immediately placed in the service of language teachers while seeking sufficient resources and funds to deal with the project to be financed by the British Government. Subsequently, arrangements were made for the arrival from London of Dr. Myra Harrison, ELT consultant from the Department of Overseas Development and Administration, who would visit Bolivia and attend meetings with four public universities.

The results were far from expected. In June 1992, the English-Language Teaching Project UK-Bolivia was formalized by means of a letter sent by R. M. Jackson to then Minister of Foreign Affairs and Worship of the Bolivian Government, Mr. Ronald MacLean Abaroa. Cooperation funds and technical assistance for the development of English language teaching in colleges and universities were secured.

The scope of the project would include the following cities and their respective public universities: La Paz, Cochabamba, Sucre, and Santa Cruz initially, later extending to Oruro, Tarija, and Potosí.

### **Formation of the Bolivian English Teachers Association**

The British Government's technical and financial cooperation would have a finite duration, so the British counterpart suggested that language teachers should organize

themselves through an entity that could not only unite them as teachers, but could also provide them with training opportunities for continuous improvement. English teachers from the cities of Cochabamba, Sucre, Santa Cruz, La Paz, Oruro, Potosí, and Tarija resolved to found the Bolivian English Teachers Association (BETA) for exclusively pedagogical purposes for the defense and improvement of English language teaching techniques.

### **From the BETA Principles**

Ensure the solid training of our human resources through dynamic instruments to place Bolivian education in line with the demands of the country and world change processes. This is based on the active participation of the cultural enterprise of the community through extracurricular activities endorsed with the declaration of human rights.

Strengthen, dignify, and contribute to the integral education of students of both sexes in English language learning within the principles of national sovereignty, respect, and reevaluation of the cultural, historical, and psychosocial values of our people.

Convene congresses, seminars, and conferences actively participating in technical-pedagogical, cultural, and social events.

Represent English teachers in all activities, procedures, and defense before the authorities of the Ministry of Education, etc.

Contribute to, disseminate, and promote the development of technical-pedagogical science and culture in all its manifestations.

Associate to watch and fight for ethical, professional, and moral right and also for teaching and professional improvement.

### **From the Ends of BETA**

Seek the exchange of experiences, correlation, and sequence in English language teaching.

Ensure that the educational system is integrated into the principles of Universal Science, because the human being has the right to equal opportunity to universal culture and to complete and enrich cultural education and language learning in the service of children, young people, and adults who require this service.

To create and guarantee aspirations by finding the viable path to fulfill the immediate and mediate objectives of BETA.

Supplement texts or booklets about basic or technical English with appropriate vocabulary and lexicology.

Organize summer courses for teachers of specialties, refresher courses during pedagogical holidays or during the school year according to the educational system.

Exchange experiences at teaching or extracurricular events, including application of modern systems in modern English teaching, and share techniques, methods, and procedures within educational technology.

Seek cultural exchange with other similar international organizations, embassies, and ministries.

Procure scholarship procedures for postgraduate studies and specialization.

Seek interdisciplinary relationships with Bolivian universities, particularly with the Faculties of Humanities, with the Language Careers, Institutes of National Linguistics in order to plan improvement and updating courses for English teachers.

### **BETA Organizational Structure**

BETA is entirely and exclusively made up of English language teachers. It is the academic teaching organization of Bolivian English teachers, on a par with excellence, constituted by:

Born Members

National Directory

Departmental Directory

The National Conventions of English Teachers are held once a year in January. These are an opportunity to share educational experiences related to pedagogy, methodology, grammar, phonetics, and the use of new information technologies. See Table 1 for a list of recent BELTA conventions.

Table 1. Recent BELTA National Conventions

Year	Convention	Location	Attendees
2014	19 <sup>th</sup>	Cochabamba; Bolivian Catholic University	800
2015	20 <sup>th</sup>	La Paz; Católica Boliviana San Pablo University	280
2016	21 <sup>st</sup>	Chuquisaca; Royal and Pontifical Major University of Saint Francis Xavier of Chuquisaca (MRPSFXCH)	800
2017	22 <sup>nd</sup>	Oruro; Jesus Maria School	340

### Important Achievements of BETA

Among the praiseworthy achievements of BETA as an academic institution that ensures the excellence of English language teaching, we can highlight:

Consolidation to change the National Convention of Teachers of English every year in different cities of Bolivia to involve all English teachers in this country.

The obtaining of a ministerial administrative resolution that allows the English language teacher graduates of the different fiscal universities of Bolivia to enter the national ranking of the teaching profession and consequently to be recognized as foreign language teachers for the Bolivian State.

Success in including the document Curricular Proposal for Teaching - English Language Learning in the education bill, "Avelino Siñani and Elizardo Pérez."

BETA currently has eight departmental subsidiaries throughout the country. Each and every one of them is duly constituted and represented before the national assembly.

#### **BETA as a TESOL Affiliate**

Today, BETA members are happy for the opportunity to be part of an international association like TESOL International Association. Since BETA joined TESOL as an affiliate 8 years ago, it has experienced changes. Belonging to an institution that has worked hard for more than 50 years in the latest technological advances with respect to teaching a

second language has more than updated BELTA and its members. Today, we have the advantage of having great professionals and experts who are constantly researching and working at the service not only of a whole country but of the whole world—a world that changes every day.

Bolivia still needs to research and work to have a good educational system, and thanks to foreign countries we can feel that we are achieving good results. Being a third world country does not take away the effort of teachers and students to learn and to be better every day. Besides, BETA is proud to be part of an international association where millions of people come together to exchange experiences and discover new cultures. The opportunity to have been in the biggest educational events—TESOL international conventions—motivates and pushes us to be better. Fortunately BETA, with the help of the American Embassy and sponsors, has the opportunity to have great professionals and experts from TESOL International Association in Bolivia to transmit their experiences at Bolivia TESOL Annual Convention.

That is why BETA, which today is called BOLIVIA TESOL, is working more than ever to live up to a new generation with very high goals and to meet expectations in teaching a second language.

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# TEACHER DEVELOPMENT WITH TESOL-UKRAINE

## INTRODUCING GEOGRAPHY INTO THE ENGLISH CLASSROOM

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Geography as a set of knowledge rarely attracts attention of the teachers of English. However, it may confirm the most productive of modern approaches to teaching English - CLIL (an acronym for Content and Language Integrated Learning). It is an approach to teaching when learners gain knowledge and understanding of the subject while simultaneously learning and using the target language.

It is important to notice that 'content' is the first word in CLIL. This is because curricular content leads language learning. Learning about geography involves developing knowledge and understanding of: where learners live; other people and places; how people and places interrelate; the significance of location; human and physical environments; causes and consequences of change; explaining geographical patterns and processes.

Teaching geography may become a powerful tool not only in terms of vocabulary development, but also as a basis for thinking development.

Geography promotes such thinking operations as Cause-and-Effect and may be coupled with such topics as Animals, Food, National Cuisine and Pastimes.

Therefore, teachers of English have to know the specific academic language that learners need in order to question and explain, to analyse and evaluate evidence, to make conclusions and justify them. Teachers have to present the language of geography and help learners notice key grammatical patterns as well as key content vocabulary. By doing this, learners can effectively communicate their knowledge of geographical concept.

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## EXAM PREPARATION: HEALTHY LIVING



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**Task 1. Read the text to review the vocabulary and fill in the table.**

### HOW TO STAY HEALTHY

You hear a lot about living a healthy lifestyle, but what does that mean? In general, a healthy person **doesn't smoke, is at a healthy weight, eats healthy and exercises**. Sounds simple, doesn't it?

**The trick to healthy living is making small changes...**taking more steps, **adding fruit to your cereal, having an extra glass of water...**these are just a few ways you can **start living healthy without drastic changes**.

One of the biggest problems in today's world is **lack of activity**. We know it's good for us but avoid it like the plague. The truth is, movement is movement and **the more you do, the healthier you'll be**. Even moderate activities like chores, gardening and walking can make a difference.

**Just adding a little movement to your life can:**

- **reduce the risk of heart disease, stroke and diabetes;**
- **improve joint stability;**
- **help maintain flexibility** as you age;
- **maintain bone mass;**
- **prevent osteoporosis and fractures;**
- **improve mood and reduce symptoms of anxiety and depression;**
- **reduce stress.**

So, even if you opt for small changes and a more modest weight loss, you can see the benefits are still pretty good. One study has found that just a 10% weight reduction helped obese patients reduce blood pressure, cholesterol and **increase longevity**.

## Simple Ways to Move Your Body

You can start the process of weight loss now by adding a little more activity to your life. If you're not ready for a **structured programme**, start small.

- **Turn off the TV.** Once a week, turn off the TV and do something a little more physical with your family. Play games, take a walk...almost anything will be more active than sitting on the couch.
- **Walk more.** Look for small ways to walk more. Take the dog for an extra outing each day or walk to the place you used to take a bus to.
- **Do some chores.** Shovelling snow, working in the garden, raking leaves, sweeping the floor...these kinds of activities may not be 'vigorous' exercise, but they can keep you moving while getting your house in order.
- **Pace while you talk.** When you're on the phone, pace around or even do some cleaning. This is a great way to stay moving while doing something you enjoy.
- **Be aware.** Make a list of all the physical activities you do on a typical day. If you find that the bulk of your time is spent sitting, make another list of all the ways you could move more — getting up each hour to stretch or walk, walk the stairs at work, etc.

## Eating Well

'**You are what you eat!**' is a common expression meaning that **your body shape** is directly related to what or how much you eat. We can also add: 'You are how you exercise or **work out!**' because good health is impossible without regular exercise.

So if you have a **sweet tooth**, and like eating cakes, sweets or chocolate, it's likely that you will eventually **put on weight**. As you get older, it becomes more difficult **to lose/shed weight**. In fact, you might see some **middle-age spread**, where people put on weight especially around their waist and hips.

What's the best way to lose weight? Do you want to start healthy living or go **on a crash diet**? The wisest way is **to watch what you eat all the time**. Some people always **count the calories**, and **avoid snacking between meals**. Others **cut out certain foods** to avoid **going up a size**.

Eating sensibly all the time is a good way to watch your figure. You can use these tips for simple ways to change how you eat:

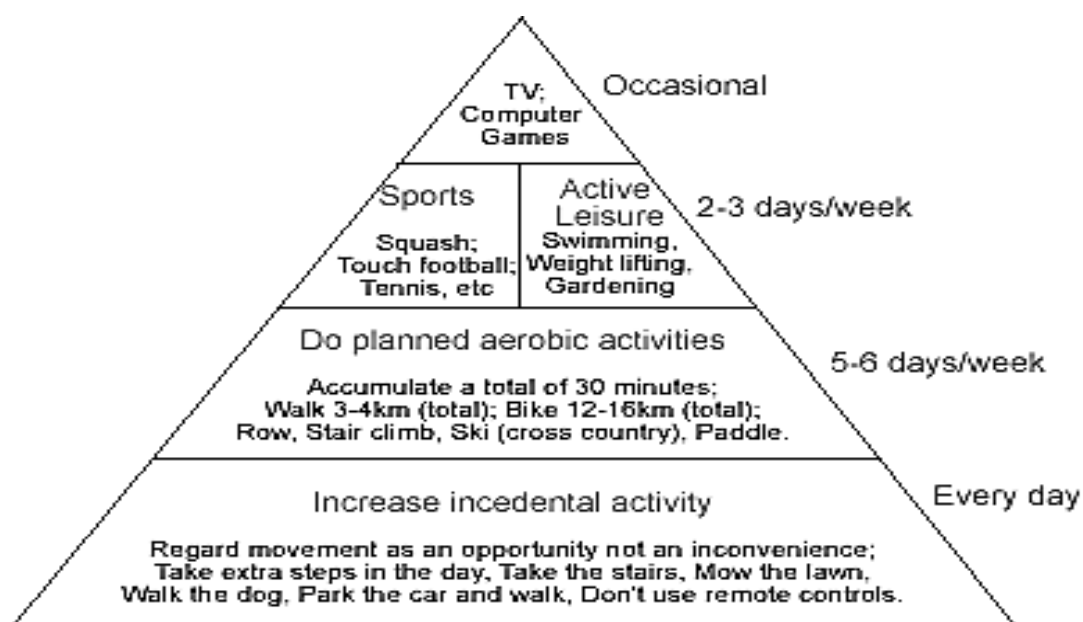
- **Eat more fruit.** Add it to your cereal, your salads or even your dinners.
- **Sneak in more veggies.** Add them wherever you can — a tomato on your sandwich, peppers on your pizza, or extra veggies in your pasta sauce. Keep pre-cut or canned/frozen veggies ready for quick snacks.
- **Eat low-fat or fat-free dairy.** Switching to skim milk or fat free yogurt is another simple way to eat fewer calories without having to change too much in your diet.
- **Make some substitutes.** Look through your cabinets or fridge and pick 3 foods you eat every day. Write down **the nutritional content** and, the next time you're at the store, find **lower-calorie substitutes** for just those 3 items.

In conclusion, for the healthy living you may **cut down on** (reduce the amount of) **fatty or sugary foods, take plenty of exercise, and make sure you're getting your five a day** (five portions of fruit or vegetables every day).

<b>Small Changes that Will Make Your Life Healthier</b>	<hr/> <hr/> <hr/> <hr/>
<b>If You Add a Little Movement, You Can...</b>	<hr/> <hr/> <hr/> <hr/>
<b>Simple Ways to Move Your Body</b>	<hr/> <hr/> <hr/> <hr/>
<b>How We Put On Weight?</b>	<hr/> <hr/>

	<hr/> <hr/>
<b>How to Eat Sensibly?</b>	<hr/> <hr/> <hr/> <hr/>

**Task 2. Examine the Healthy Living Pyramid and draw the pyramid that describes your own exercise and working out.**



**Task 3. Your Key to Healthy Living. Fill in the table with the italicized words.**

*Exercise regularly/keep fit, spend a lot of time in front of the television, go to bed and get up late, maintain a healthy weight, snack something sweet when you are hungry, have a well-balanced diet, cut down on (sugar, fats, etc.), play computer games as much as you want, have regular check-ups, lower your intake of (salt), avoid physical activity, avoid fruits and vegetables, limit the consumption of fatty foods, consume calories that are necessary for staying in a good shape.*

Should Do	Shouldn't Do
<hr/> <hr/>	<hr/> <hr/>

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**Task 4. Compare two most popular styles of spending free time using the table and the ‘Key Language’.**

Working out	Watching TV
Keep fit, take regular exercise, can be out in the fresh air or in the gym, tone the muscles, exercise good for the heart, people becoming more aware of the importance of the exercise and diet.	Couch potato, TV addict, lack of exercise, overweight, bad eating habits, low in nutrition value, risk of heart attack, obesity connected to various kinds of health problems, lack of awareness about the need to stay healthy.

No.1. Spring 2018

**Key Language**

Most people in my country prefer ... to...

It's not difficult to compare them because...

Unlike ... (watching TV) ... helps to...

Working out became popular because...

Contrary to watching TV working out...

The positive side of ... while...

**Task 5. Read the text. For questions (1–12) choose the correct answer (A, B, C or D).**

World Vegetarian Day is (1) \_\_\_\_\_ every year on October the 1st. It was started in the USA by the North American Vegetarian Society (NAVS). Many countries have (2) \_\_\_\_\_ celebrations held on different days. They all celebrate the benefits of eating a plant-(3) \_\_\_\_\_ diet. In 1977, the NAVS said it wanted to ‘promote the joy, compassion and life-enhancing possibilities of vegetarianism.’ It hoped to (4) \_\_\_\_\_ awareness of the ethical, environmental, health and humanitarian benefits of a vegetarian lifestyle. The number of people (5) \_\_\_\_\_ to vegetarianism is increasing every year. There are about one million new vegetarians in the United States every year. October 1st (6) \_\_\_\_\_ many of them celebrate their food and eat lots of it.

Vegetarianism is when you (7) \_\_\_\_\_ a diet that excludes meat, fish, shellfish, and other animal products. There are several different (8) \_\_\_\_\_ of vegetarian. A vegan will not eat meat, poultry, fish, dairy products, eggs, honey or (9) \_\_\_\_\_ else

from or made by animals. Most vegetarians eat and drink dairy products and eat eggs. These are called lacto-ovo vegetarians. ‘Lacto’ is the Latin word (10) \_\_\_\_\_ milk and ‘ovo’ means egg. Other people say they are vegetarian but they eat fish. Many people are vegetarian for ethical, health, and/or religious (11) \_\_\_\_\_. Scientists say we must all be vegetarian to help save the Earth. There is not enough (12) \_\_\_\_\_ for us all to be carnivores, or meat-eaters.

- |    |             |              |              |            |
|----|-------------|--------------|--------------|------------|
| 1  | A hold      | B holding    | C held       | D holds    |
| 2  | A similar   | B similarity | C difference | D differed |
| 3  | A bases     | B base       | C basic      | D based    |
| 4  | A rise      | B up         | C raise      | D high     |
| 5  | A turning   | B spinning   | C twisting   | D dizzying |
| 6  | A looks     | B sees       | C views      | D gazes    |
| 7  | A following | B followed   | C follower   | D follow   |
| 8  | A typical   | B typed      | C types      | D typist   |
| 9  | A thing     | B anything   | C nothing    | D anyhow   |
| 10 | A for       | B of         | C from       | D by       |
| 11 | A reasoned  | B reasons    | C reason     | D raisins  |
| 12 | A lands     | B landed     | C landing    | D land     |

	A	B	C	D
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Task 6. On a separate sheet of paper write an article on healthy living to your school newspaper. In your article mention:**

- problems, which are caused by the unhealthy life style;
- the first steps that anyone can take in a strive to live healthy;
- how to live healthy.

**LESSON PLAN****ARGUMENT PARAGRAPH EDITING AND PROOFREADING****SERHII PETRENKO***Ph.D., Teacher of English**Taras Shevchenko National University of Kyiv*

**Main aim:** To develop learners' editing and proofreading sub-skills/ strategies when writing an argument paragraph.

**Link with previous lesson(s):**

Previous writing lessons were focused on prewriting, planning, drafting and revising stages of writing an argument paragraph. Firstly, the learners tried the following techniques of prewriting: freewriting (writing whatever comes into the mind on the topic for 10 minutes), brainstorming, and keeping a journal. Secondly, they learned how to write good topic sentences, not being too broad or too narrow. Thirdly, they analysed reasons and details connected to the argument paragraph topic sentences.

During the previous lesson they wrote an argument paragraph to the following task:

*Assume that a university wants to build a research centre in your area. You live in a region that is home for some major corporations but also has thousands of hectares of farmland. Argue in favour of establishing either an agricultural-related research centre or a business-related research centre based on the most pressing needs of your region.*

During this lesson the learners will edit and proofread their argument paragraphs.

**Link with following lesson(s):**

During the following lessons the learners will develop writing strategies of the cause and effect paragraph).

**Class profile:**

A large group of students who study political science at Taras Shevchenko National University of Kyiv. They have three classes every week. The students are following a syllabus based on *Straightforward Upper-intermediate*.

The learners' age is 17-18. They are energetic and dynamic. They are willing to learn and tend to participate in any activities. All of the students are bilingual, and speak Ukrainian and Russian fluently. They come from Ukrainian towns and cities.

Their interest to political issues in Ukraine and the world has led them to study political science. The majority of them like reading newspapers (predominantly online), watching news and documentaries. However, some of the learners are keen on sport: biathlon, swimming, gymnastics, football. Some of the learners are obsessed with music: playing the guitar, the violin, and listening to jazz music.

The majority of students are visual learners. As a result, the teacher should use more the whiteboard for mind maps, graphs, etc. to explain the language material.

#### **Assumptions and strengths of the group** (in relation to this lesson)

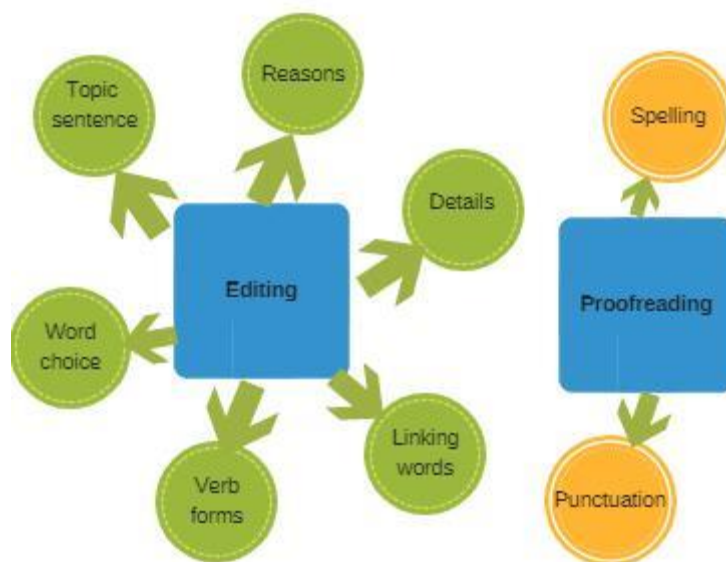
*Language:* The majority of the learners have problems with punctuation as it is somewhat different from the Ukrainian one (in Ukrainian we put commas where there shouldn't be ones in English), using articles, and linking words and phrases. Some of them have difficulties in spelling. Using the model text that needs editing and proofreading during the lesson will help the learners to prevent using such mistakes in their future writing tasks.

*Skills:* The learners will develop the following writing sub-skills/ strategies: editing (checking the topic sentence, reasons and details, examining appropriate word choice, cohesion and coherence, looking at the length of the sentences), and proofreading (checking accurate spelling, punctuation, and any other careless errors).

*Interests:* Writing argument paragraphs as well as argument essays is necessary to their future profession in the sphere of political science. Some of them will write argument articles on political science to scientific journals in English while preparing their course papers or theses.

## Language analysis

Ideas for brainstorming:



Model text that needs editing and proofreading:

*Nicholson College has an impressive campus of nine large buildings set in green grass, large trees, and open spaces. It is beautiful. It presents a challenge for most people. These people includes current students, new students, and aplicants. Current students are likely to become bad-tempered at the beginning of a new term. On the first day of class they check the printed copies of the class schedules. At that moment they realise, that their next class is scheduled for a building. The building is one, that is far away. The building is one, that they never entered. They rush to find the building but they are lost. At Nicholson College each structure has it's name in one place, on the wall. The sign is impressive. However even students, who study there for a long time,–may not find it. They may be approaching the building from the wrong direction. As a result these students wander on the outskirts of one, two, or three buildings, that they dont know well. New students suffer panic as they struggle to find their classes. New students worry about arriving late to class. They worry about looking ridiculous in front of a room full of seated students. They are afraid of irritating a professor. However, the worst impact of insufficient signs hits applicants to the college. Aplicants may be visiting the campus for the first time. They may be unsure whether the place is right for them. They may be considering several colleges. College maps are no help if the visitor can not find signs on the bildings. A first-time*

visitor may decide to look somewhere else to start his college career. Nicholson College has much to offer but it needs to offer clear directions to old, new, and aspiring students.

The analysis of the text is as follows:

Nicholson College has an impressive campus of nine large buildings set in green grass, large trees, and open spaces. It is beautiful. ~~It~~ <sup>but it</sup> presents a challenge for most people. These people ~~includes~~ <sup>include</sup> current students, new students, and ~~applicants~~ <sup>applicants</sup>. Current students are likely to become bad-tempered at the beginning of a new term. ~~On the first day of class~~ they check ~~the~~ <sup>their</sup> printed copies of ~~the~~ <sup>their</sup> class schedules. ~~At that moment they realise, that their next class is scheduled for a building. The building is one, that is far away. The building is one, that they never entered.~~ <sup>At that moment, they realise that their next class is scheduled for a distant building they have never entered.</sup> They rush to find the building ~~but~~ they are lost. At Nicholson College each structure has ~~it's~~ <sup>its</sup> name in one place, on the wall. The sign is impressive. ~~However~~ even <sup>longtime</sup> students, ~~who study there for a long time,~~ may not find it. They may be approaching the building from the wrong direction. ~~As a result~~ these students wander on the outskirts of one, two, or three buildings; ~~that~~ they ~~don't~~ <sup>don't</sup> know well. New students suffer panic as they struggle to find their classes. ~~New students worry about arriving late to class. They worry about looking ridiculous in front of a room full of seated students. They are afraid of irritating a professor.~~ <sup>They worry about arriving late to class, looking ridiculous in front of a room full of seated students, and irritating a professor.</sup> ~~However~~ <sup>In addition</sup>, the worst impact of insufficient signs hits applicants to the college. ~~Applicants~~ <sup>Applicants</sup> may be visiting the campus for the first time. ~~They may~~ be unsure whether the place is right for them. ~~They may~~ <sup>and</sup> be considering several colleges. College maps are no help if the visitor ~~can not~~ <sup>cannot</sup> find signs on the ~~buildings~~ <sup>buildings</sup>. A first-time visitor may decide to look somewhere else to start ~~his~~ <sup>their</sup> college career. Nicholson College has much to offer ~~but~~ it needs to ~~offer~~ <sup>provide</sup> clear directions to old, new, and aspiring students.

Blue colour shows the sentences that can be combined, e.g. <sup>At that moment, they realise that their next class is scheduled for a distant building they have never entered. They worry about arriving late to class, looking ridiculous in front of a room full of seated students, and irritating a professor.</sup>

Word choice errors are marked orange, e.g. ~~offer~~ <sup>provide</sup> (avoiding repetition); ~~the~~ <sup>their</sup> (using pronouns instead of articles); ~~his~~ <sup>their</sup> (avoiding sexism).

Errors using verb tenses, auxiliaries and modal verbs are highlighted pink, e.g.

includes <sup>include</sup>; can not <sup>cannot</sup>; dont <sup>don't</sup>.

Spelling errors are highlighted yellow, e.g. applicants <sup>applicants</sup>; bildings <sup>buildings</sup>.

Punctuation errors are highlighted green, e.g. On the first day of class (using a comma after the introductory phrase); However (using a comma after the introductory word); As a result (using a comma after the introductory phrase); , that (not using a comma before *that*-clause); but (using a comma before *but* to combine two independent clauses).

The topic sentence needs editing. Actually, it includes the first three sentences of the text (is underlined red): Nicholson College has an impressive campus of nine large buildings set in green grass, large trees, and open spaces. It is beautiful. It presents a challenge for most people. These people includes current students, new students, and aplicants.

Reasons are underlined blue; details – green; and the concluding sentence – yellow.

**Anticipated problems and solutions (in relation to the lesson aims and learning outcomes; the learners and the learning context; the equipment, materials and resources)**

Language problems...	Solutions...
Some learners may feel doubtful in using commas before <i>because, but, that</i> , etc.	Ask CCQs: <i>Is it a listing phrase? Is it an introductory clause? Is this clause used as an inserter?</i>
Skills problems... Some learners may struggle finding errors in their own written argument paragraphs.	Solutions... Monitor, highlight their mistakes using a marker.
Practical problems (e.g. instructions, tasks, resources)... Some learners may not understand the tasks.	Solutions... Ask ICQs, monitor.

It may be difficult to correct all the mistakes in the model text that needs editing and proofreading.	Use markers and highlighters to write on the model text printed on a big piece of paper.
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**Materials:** Biays, John Sheridan and Wershoven, Carol (2016) **Along These Lines: Writing Paragraphs and Essays with Writing from Reading Strategies**, Pearson Education; Checklist for Editing Your Argument Paragraph, and Checklist for Proofreading Your Argument Paragraph; Model text that needs editing and proofreading.

### Lesson Plan

Stage	Aim	Procedure	Focus / Interaction	Time
Lead in	To establish the topic of the argument paragraph editing and proofreading	The teacher invites the learners to brainstorm on possible errors in writing an argument paragraph, and writes general terms on the board. Later the learners work in pairs and divide those words and phrases into two groups of meaning. According to those groups of meaning, the teacher elicits the lesson focus (editing and proofreading).	T-S S-S T-S	5 min
Focus on editing strategy/ sub-skill	To introduce and develop editing writing sub-skill (checking the topic sentence, reasons and details, examining appropriate word choice, cohesion and coherence, looking at the length of the sentences)	The learners are given the model text (an example of an argument paragraph) that needs editing and proofreading, and the checklist for editing it. The learners edit the text individually, then in pairs. Eventually, the teacher edits the model text on the poster.	S S-S T-S	4+4+7 min
Focus on proofreading strategy/ sub-skill	To introduce and develop proofreading writing sub-skill (checking accurate spelling and punctuation)	The learners are given the checklist for proofreading the model text that needs editing and proofreading. The learners edit the text individually, then in pairs. Finally, the teacher proofreads the model text on the poster.	S S-S T-S	4+4+7 min
Self-editing and proofreading	To practice editing and proofreading	The learners are invited to self-edit and proofread their argument	S T-S	10 min

	writing sub-skills checking learners' own papers	paragraphs written during the previous lesson. Possible ICQs: <i>Will you use checklists for editing and proofreading your written argument paragraphs?</i> The teacher gives every student feedback using highlighters.		
Peer-feedback	To further practice editing and proofreading writing sub-skills checking classmates' papers	The learners are encouraged to swap their edited and proofread argument paragraphs with their peers. The peers read the papers and give feedback. Possible ICQs: <i>Do you think your peers will read your paragraphs and give feedback?</i>	S-S	10 min
Error correction* (optional)	To provide learners with language feedback	The teacher collects learners' mistakes, and writes them on the board. The learners first discuss in pairs, and then the teacher nominates students who did or could do such mistakes to correct mistakes on the board.	S-S T-S	5* min
Lesson consolidation	To reflect on learners' understanding of the lesson	Teacher asks metacognitive questions: <i>Why is it important to edit and proofread argument paragraphs?</i> <i>When editing and proofreading your argument paragraphs, what were you uncertain about?</i> <i>How will this lesson help you write successful argument paragraphs?</i> The learners discuss in pairs, finally the teacher nominates weaker students to answer.	T-S S-S T-S	5 min

### Commentary

To prepare for the lesson I chose the process approach. Writing is considered to be a four-stage process. It includes prewriting, planning, drafting and revising, editing and proofreading. During the last stage the learners review the revised draft of the written argument paragraph, and concentrate on improving the style, the topic and concluding sentences, coherence, reasons and details of the argument, and identifying and correcting any errors with word choice, verb consistency, sentence structure—all constituting the editing strategy; and check spelling, punctuation and other minor mistakes—which constitute the proofreading strategy.

According to John Biays and Carol Wershoven, an argument is defined as an attempt to get the reader to see the point of the writer, to think or act in a particular way. The aim of the writer is to persuade the reader to accept their point and, most likely, to act on it (Biays and Wershoven, 2016, p. 201). Although the editing and proofreading strategies are quite similar in different types of paragraphs (illustration, descriptive, narration, process, comparison and contrast, classification, definition, cause and effect, and argument paragraphs), the focus of the argument paragraph is on reasons and details justifying them. Therefore, I included checking the topic sentence, reasons, details, and the concluding sentence to the checklist for editing, as it is essential for writing the argument paragraph.

Checking grammar structures, verb forms, linking words and phrases, word choice, the sentence length, coherence has been also included into the checklist for editing an argument paragraph in the form of questions.

As the learners have troubles with punctuation, especially using commas, I decided to include four main ways of using a comma into the checklist for proofreading: as a lister, between words, phrases and clauses in a list; as a linker, before *for, and, nor, but, or, yet, so* to combine two independent clauses; as an introducer, after introductory words, phrases and clauses; and as an inserter, on both sides of the inserted material. In addition, these rules are not presented as a kind of theoretical material.

I will highlight linking words and phrases (*in addition, however, furthermore, firstly, secondly, thirdly, on the one hand, on the other hand, consequently, eventually, finally, initially, although, as well as*, etc.), but we tackle the cohesion in general as it will be the detailed language focus during the following lessons devoted to discourse. However, some of them were already the focus of the previous lessons.

As it is too long to write the model text on the board, I decided to print 16 A4 sheets of papers and pasted them, so that to create a big poster with the model text. I will use markers and highlighters to edit and proofread errors there.

Brainstorming will start the lesson to activate the learners' background knowledge about the editing and proofreading strategies, what mistakes should be identified, checked and corrected. Metacognitive questions at the end of the lesson will show some strengths

and weaknesses, so that I can prepare the following lessons accordingly, and give appropriate feedback.

### **Reference:**

Biays, John Sheridan, and Wershoven, Carol (2016) **Along These Lines. Writing Paragraphs and Essays with Writing from Reading Strategies**, Pearson Education, Inc.

## **Worksheets**

### **Checklist for Editing Your Argument Paragraph**

- ✓ Does the topic sentence cover the whole paragraph?
- ✓ Do any reasons overlap?
- ✓ Are my reasons specific?
- ✓ Do I have enough details for each reason?
- ✓ Do I need a concluding sentence that reinforces my point?
- ✓ Is my choice of words appropriate?
- ✓ Is my choice of words repetitive?
- ✓ Are any words redundant?
- ✓ Do all sentences have a subject and a verb?
- ✓ Are all the verb forms correct and consistent?
- ✓ Are other grammatical structures correct?
- ✓ Are my sentences too long? Too short?
- ✓ Should some sentences be combined?
- ✓ Can I link my ideas more smoothly?

### **Checklist for Proofreading Your Argument Paragraph**

- ✓ Do I use commas between words, phrases, and clauses in a list?
- ✓ Do I use commas before *for*, *and*, *nor*, *but*, *or*, *yet*, *so* to combine two independent clauses?
- ✓ Do I use commas after introductory words, phrases, and clauses?
- ✓ Do I use commas on both sides of the inserted material?
- ✓ Do I use a colon to introduce a list or an explanation?
- ✓ Is everything spelled correctly?

## Model Text that Needs Editing and Proofreading

Nicholson College has an impressive campus of nine large buildings set in green grass, large trees, and open spaces. It is beautiful. It presents a challenge for most people. These people includes current students, new students, and aplicants. Current students are likely to become bad-tempered at the beginning of a new term. On the first day of class they check the printed copies of the class schedules. At that moment they realise, that their next class is scheduled for a building. The building is one, that is far away. The building is one, that they never entered. They rush to find the building but they are lost. At Nicholson College each structure has it's name in one place, on the wall. The sign is impressive. However even students, who study there for a long time,-may not find it. They may be approaching the building from the wrong direction. As a result these students wander on the outskirts of one, two, or three buildings, that they dont know well. New students suffer panic as they struggle to find their classes. New students worry about arriving late to class. They worry about looking ridiculous in front of a room full of seated students. They are afraid of irritating a professor. However, the worst impact of insufficient signs hits applicants to the college. Aplicants may be visiting the campus for the first time. They may be unsure whether the place is right for them. They may be considering several colleges. College maps are no help if the visitor can not find signs on the bildings. A first-time visitor may decide to look somewhere else to start his college career. Nicholson College has much to offer but it needs to offer clear directions to old, new, and aspiring students.

### Metacognitive questions

**Work in pairs. Answer the following questions?**

1. Why is it important to edit and proofread argument paragraphs?
2. When editing and proofreading your argument paragraphs, what were you uncertain about?
3. How will this lesson help you write successful argument paragraphs?

**ACTION RESEARCH: PODCASTS, ONLINE GAMES AND DIGITAL  
DICTATIONS FOR FOREIGN LANGUAGE PROFICIENCY****Nairuhi Stepanyan, Yerevan, Armenia 2015***Published in The Word, 2018, February, Volume 27, Issue 2, pages 10-13***Introduction**

Technology is everywhere nowadays, and one aim of teachers is to insert it into the educational field in a beneficial and clever way to make the learning process more modern and motivating for students. In this research, I have used the following tools: Podcasts, vocabulary online games, and digital dictation.

“Podcasts are audio (sometimes video) programs on the Web which are updated at regular intervals” (Sze, 2006, p116). Podcast is a great tool for promoting and improving listening and speaking skills. Games are not always just for fun; they can also have an educational value. They are always engaging for students, and the students enjoy the process of playing and learning. Digital dictation differs from the traditional one as it motivates students as a new way of learning. It supports the students in checking their spelling and understanding native speech. Digital diction allows students to listen to news items and to try to write down what they hear. The computer breaks the dictation into digestible chunks and repeats them until the student has completed the sentence. In this way, the students listen and write and thus improve both spelling and listening skills.

Research was conducted to find out the usefulness of using these technological tools for educational purposes in ESL classes, the advantages of including them in curriculum designs, and understanding whether they can motivate students to study more. The analysis of this action research showed that podcasts, online games and digital dictation play a significant role in the improvement of learners’ foreign language proficiency.

**Literature Review**

The ongoing development of technology motivates teachers to apply them in education as well. It can teach and encourage students to use technology not only for fun,

but also for important and productive purposes, in this case, for foreign language proficiency.

Podcasts are good tools for improving language proficiency. Sze (2006) stated that there are two types of podcasts: Radio and independent podcasts. Podcasts provide educators with a variety of teaching strategies to meet the needs of the students. Jowitt (2008) suggested that the advantages of podcasts include the mobility of the device and the flexibility of the content, which eases student learning. Various types of podcasts target different audiences. The podcasts offer all kinds of interesting topics which students can look through. “New episodes can be listened to on the computer or downloaded to an MP3 player or iPod. What makes podcasting unique is its capacity for ‘subscription’: through an RSS (Really Simple Syndication) feed, listeners can ‘subscribe’ to their favorite podcasts. Their computer will then receive ‘alerts’ when new episodes have been posted . . . . In other words, instead of having to visit individual Websites regularly for updated episodes, listeners can now have the latest episodes of their favorite programs delivered to their computer” (Sze, 2006, pp. 116-117).

Online games can motivate students to absorb new information in a more enjoyable way where traditional ways are not well tolerated. According to some gaming theorists, video games are effective for second language learning as they are based on problem solving and therefore, they enhance deep learning. Besides, most of the time students see the words or expressions in the right context in games. According to Gee (2007) and Mubaslat (2012), video games create stress free learning environment where students solve well-ordered problems, as games usually develop from easy levels to difficult, challenging the students not to lose their interest. Online games create deep understanding of lexicon, connecting meaning with the action and visuals. Games are very motivating as they are not only entertaining, but also very challenging. Together with that, they also increase cooperation and competition. As Vygotsky (1978) stated, cultural and social factors have a big impact on the language learning process. Certain online games (e.g Avatar, MMORPGs etc.) provide a virtual society for students to learn the language in a realistic environment.

Gairns and Redman (1986) suggested the following types of vocabulary presentation techniques: Visual techniques, verbal explanations and use of dictionaries. Many experienced textbook and methodology manual writers have argued that online games are not just time-filling activities but have a great educational value. According to Amato (1988) and many other authors, games can lower anxiety, thus making the acquisition of input (i.e., vocabulary) more likely.

According to Nation (1991), dictation has been used for many years in language learning lessons. The learners receive spoken input, keep it in mind for a short time and write what they heard. Thus, the learners develop listening and writing skills at the same time and also train their memories. Digital or online dictation differs from the traditional dictation where the teacher dictates a text and the students write it down. In this case, the students are given a text with gaps (missing half of the sentence or some expressions), the teacher plays the recording and the students listen to a native speaker and fill in the gaps or half of the sentence. Afterwards, the teacher gives the students the full text and in pairs or small groups, they check their work. The online dictation can also be a usual text or a dialogue dictation where the students listen to a speech and write it down. Then they check their work themselves and try to find their mistakes and understand them, or the computer checks it for them, and they review the mistakes in pairs. There are many websites for online dictation (e.g. <https://www.englishclub.com/listening/dictation.htm>), and some ESL student's books and workbooks have them in their activity sections. This gives the students opportunity to listen and understand the expressions in the right context.

### **Methodology**

This research aimed to estimate the utility of three different tools for ESL/EFL purposes. The methods we used for introducing these tools were podcasts, online games, and digital or online dictation. The action research was conducted in the American University of Armenia with the students of English Experimental Courses (EEC), and the results were collected via pre- and post-tests, online tests, and surveys.

For the podcasts we prepared interview questions and the research took three months. There were ten students participating in this research. All of them were at an

intermediate level between 14-16 years old. First, they were introduced to podcasts. We explained in general what it was and how to download and find their favorite topics from iTunes and how to subscribe. Then during every ESL lesson, the instructor picked one interesting podcast, a topic usually close to the lesson they were covering that week, and they used it for developing listening and speaking skills. The podcasts were about 15-20 minutes long. The instructor gave them pre-listening / warm up activities which were 3-4 questions to discuss in small groups about the podcast topic they were going to listen. Then the students were given some vocabulary from the podcast (5-8 words or expressions). Afterwards, the students listened to the podcast once, took notes and did the follow up comprehensive activities; first they discussed the podcast in pairs, then they did comprehensive activities; “True or False” and “Answer the Questions” individually and then compared the answers with their peers. After that, the students were given the answer keys to check their answers in pairs and discuss their mistakes with each other. The instructor explained their mistakes. Afterwards, the students discuss the podcast with their instructor trying to use the new vocabulary.

For the research we used pre- and post-interviews to assess the results of this experiment giving the students the same kind of questions. The interview was composed of ten questions: three general questions about their lifestyle and favorite activities; three questions about podcasts and the Internet world in general; one question about a program or a show they watch regularly and why; and three questions about their favorite podcast. The interviews were recorded in order to compare the results later.

There was a huge difference first in their pronunciation and intonation. Most of the students used at least 7-8 new words and expressions they learnt from the podcasts. Their expression of speech became more fluent. Many students even stated that they were watching more podcasts at home than they were being assigned. They liked the fact that besides improving listening and speaking skills, they were learning new and useful information about different aspects of life. On average, the students scored five points higher compared to the pre-interview results.

The online game was based on food vocabulary. Two groups of students participated in this research; five students in each group at elementary level between the

ages of 7-8. The experiment lasted one month. The teacher introduced the vocabulary at the beginning of the lesson through pictures, and they all pronounced the words together. After that the students were to play an online game in pairs, where they had to match the word with the correct picture. In addition, there was audio for the words in the game, so the students not only saw the spelling but also the pronunciation was reinforced. Afterwards, the students were given a sheet of paper with ten questions each with two options. The students listened to the audio and circle the correct picture. They also had two games for homework after each lesson. During the next lesson, the students were given a small test, a gap fill activity to check their retention of vocabulary.

The second group covered the same lesson topic with worksheets and usual activities, such as gap fill, memorization of the translations and using them in the classroom in their speech. The results were compared through posttests given to both groups. On average, the students who used the online games scored four points higher than the groups who learned the vocabulary through memorization and translation.

The students in the first group, having online games as part of their lessons not only showed excellent results, but also enjoyed the whole process of using games—activities as a part of their lessons and homework. The games provided them with visuals, audios with native pronunciation, and a stress-free environment which obviously helped to learn new information better. We also used observation as a tool to note the psychological side of the research, and it was obvious that the students were highly motivated.

The last activity we used was digital or online (listen and write) dictation, which was also new and interesting for students. Two group of students participated in this research: eight students in each between the ages of 13-14. The research lasted two weeks.

The online dictation we used for this research was a ‘listen and write the dialogue,’ where two friends, or father and child were speaking with each other. The students would listen and fill in the missing parts using a computer. It was not being dictated monotonously, but the speech was very natural. The speech was separated into chunks, and the students wrote them using the computer in the gaps given. Afterwards, the computer checked their work, and they discuss their mistakes in pairs.

Another activity used in this research was a gap fill activity, where the students were given only 3-4 words from the whole sentence to have an idea as to what the speech was going to be beforehand. Next, they listened and wrote down the whole sentence. For this research, we used a survey to obtain the students' opinion about the activity, their interest and whether it was more useful and interesting for them. The results of the survey showed that the students were interested and many of them strongly agreed that listening to a speech with a natural speed and context was more enjoyable and useful for them. It helped them understand native speech more easily. Some students asked for the recordings to try them at home as well, and to correct their mistakes themselves.

## Conclusion

In conclusion, the results for this action research were satisfactory, as the improvement we saw was obvious. Moreover, we noticed the interest and the desire to learn more in students, which is another reason we think that these activities are worth being a part of the learner's lessons.

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*TESOL-Ukraine Newsletter* invites all of you to submit articles on various subjects of the professional life of the English teachers and TESOL-Ukraine activities in your places.

## **CALL FOR SUBMISSIONS**

***Dear TESOL-Ukraine members,***

On this page we bring to your attention the main rules set for submissions to the TESOL-Ukraine Newsletter. Following the requirements you will easily choose the field and format for your article. You will save your time and efforts while preparing it and ensure the best result for it as to be accepted for publication either in the TESOL-Ukraine Newsletter or in any other TESOL International journal. The Editorial Board may suggest the author to send the material for partner's TESOL-Hawaii Newsletter. You are always welcome in your articles to share research-based practices, to report on practice at all levels and in all contexts that is grounded in theory and has immediate relevancy to practitioners.

The main requirements to the material submitted:

1. The submission must be original and not a revision or restatement of research in the field.
2. The submission must not have been previously published or be under consideration for publication elsewhere.
3. Authors may use British or American spelling, but they must be consistent.
4. The authors should submit manuscripts electronically to the Editorial Board of the TESOL-Ukraine Newsletter. Submissions should be in Microsoft Word or compatible program. Please submit figures, graphs, and other graphic elements in a standard graphic format (e.g.: JPEG or Excel). Tables should be created in Microsoft Word or compatible program.
5. Authors who want to submit video or music files should contact [serge.v.petrenko@gmail.com](mailto:serge.v.petrenko@gmail.com) for further information.



6. All quoted materials must be cited in the text and in the following reference list.

7. All the submissions should be addressed to [serge.v.petrenko@gmail.com](mailto:serge.v.petrenko@gmail.com).

The Editorial Board will be thankful to both the authors of new rubrics and those of the traditional sections of the TESOL-Ukraine Newsletter.

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