



TESOL-UKRAINE NEWSLETTER

Dear Colleagues,

TESOL-Ukraine welcomes *John Silver*, a new RELO for U.S. Embassy in Kyiv, with open hearts and looks forward to achieving new heights in advancing EFL teaching in Ukraine.

This academic year we shall mark the 15th anniversary of our Sistership with Hawaii TESOL: the Partnership Agreement between our organizations was signed at 2002 TESOL Convention in Salt Lake City.

This issue opens with the materials of Hawaii TESOL Practical Workshop held on November 16, 2016. You are welcome to learn web-based tools for language learning: *Kahoot*, *Quizlet*, *Memrise*, *Poll Everywhere* under the supervision of Yoneko Kanaoka, Michael Rollins, Pamela Stacy, and Tamara Smith.

We continue to present the results of the summer institute project.

Alla Radu

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New from **Hawaii TESOL** - our *Sister Affiliate*

November usually is a month for Hawaii TESOL Practical Workshop, where the freshest ideas are presented. The outcomes of this year workshop may be found at <http://www.hawaiitesol.wildapricot.org/> :



Hawai'i TESOL held its **2016 Practical Workshop** on Wednesday, November 16. The workshop was videoconferenced across the islands at three sites: BYU Hawaii, Kapi'olani Community College, and Maui College.

A small but dedicated group of Hawai'i TESOL members attended at each location. Kapi'olani Community College instructors **Yoneko Kanaoka** (pictured left), **Michael Rollins**, **Pamela Stacy**, and **Tamara Smith** (in absentia) presented on the following web-based tools for language learning: *Kahoot*, *Quizlet*, *Memrise*, *Poll Everywhere*.

Workshop attendees heard about how these instructors use these tools in their classrooms and what they've learned about getting the most from these tools. Attendees also participated in instructor-prepared activities using each of these web tools on their mobile devices, just as students would. If you'd like to enliven your classes with interactive activities that can be completed on mobile devices, consider giving these tools a try.

Now we would like to update our readers about these web-based tools:

Kahoot! is a free game-based learning platform, as educational technology. Launched in August 2013 from Norway, Kahoot! is now played by over 50 million people in 180 countries. Designed to be accessible to classrooms and other learning environments worldwide, Kahoot!'s learning games ("kahoots") can be created by anyone, for any subject and for learners of any age. As Kahoot! may be played using any device, desktop or laptop with a web browser, it is rapidly gaining traction in classes with "bring your own device" policies. You may choose team mode or classic mode. Kahoot! is typically used for formative assessment, to monitor each student's progress towards learning objectives, identify strengths and weaknesses, and to identify areas where the students would benefit from more one-to-one teaching,



more challenging learning opportunities, or a review of foundational knowledge for that subject.

More experienced users also integrate kahoots into their curriculum to introduce new topics, increase retention of new facts, revise prior to exams, challenge classrooms around the world, survey opinions, gather insights, facilitate discussion, or to reward and re-energize learners.

The majority of Kahoot!'s users are students and teachers, with growing numbers across colleges and universities and post-graduate education. Businesses also use Kahoot! for workplace training and staff inductions.

The Kahoot! pedagogy is based on creating a trusted learning space, encouraging a loop from "*learner to leader*".

Devised from typical behavior, gaming and teaching models, the Kahoot! pedagogy creates a cycle which encourages both independent or collaborative research and creation, whilst also empowering learners to present and share their new-found knowledge to their peers, in a playful and social manner.

Deeper learning happens when learners consider not just what the correct answers are to questions, but also what the potential incorrect answers are. The more creative they are encouraged to be with their content, the deeper they will understand the topics set.

In a classroom environment, the typical "learners to leaders" loop is normally as follows:

- The teacher introduces a topic using a kahoot designed to prompt debate, critical thinking and active learning. He or she normally supplements the kahoot with instructional images and video.
- Once the leader or teacher has introduced the topic, they play a kahoot designed for Formative Assessment, to assess and improve upon the learners' understanding of the topic.
- The teacher leads the class in other activities, discussions and related quizzes to consolidate the learners' knowledge. In some cases the class may play the same quiz multiple times in "Ghost Mode" to reinforce learning through repetition.
- The teacher then asks learners to create their own quizzes on the same or related subject.
- Learners research, build up knowledge and gather or create relevant content, and then create their own quizzes using this content.
- The learners, or groups of learners, are then empowered to become leaders as they play their quiz back to classmates.
- Teachers can assess their understanding and approach based on the quality of their content, structure of the kahoot and how they have explained the correct answers to their peers.

Quizlet is an online learning tool created by Andrew Sutherland. It was originally conceived in October 2005 and released to the public in January 2007. As of November 2015, Quizlet has over 100 million user-generated flashcard sets and more than 40 million monthly visitors. It now ranks among the top 50 websites in the U.S. In 2016, Quizlet was recognized by SimilarWeb as the fastest growing US Education site in 2015.

Quizlet is very helpful for all types of students. Quizlet can help the student learn the definition with the flashcards, learn to spell the word, and even play games with the words that are in the particular study set. Quizlet can also create a practice test that consists of multiple choice, true false, fill in the blank and matching. There are quizlets that are already created for many subjects, but users can also create their own.

Quizlet began as an idea conceptualized by Sutherland to memorize 111 animal names for his French class. After realizing the daunting task of mechanical memorization, he sat down to write code for a program to aid him in memorization. These first lines of code were scrapped and then rewritten meticulously over a course of 420 days. In October 2005, Quizlet was released to the public.

In 2011, Quizlet added the ability to listen to content using text-to-speech. In August 2012, Quizlet released an app for the iPhone and iPad and shortly afterward released an app for Android devices.

On August 10th, 2016, Quizlet introduced a revamp to their website with a new design interface, along with a new logo and home page. Their mobile apps for iOS and Android also received a design interface update.^[1]

Study modes and games

As a memorization tool, Quizlet lets registered users create "sets" of terms customized for their own needs. These sets of terms can then be studied under several study modes such as:

Flash Cards. This mode is similar to paper flash cards. In it, users are shown a "card" for each term. Users can click to flip over the card, or use their arrow keys, and see the definition for that term.

Gravity. In this study mode, definitions scroll vertically down the screen in the shape of asteroids. The user must type the term that goes with the definition before it reaches the bottom of the screen. It is one of the 'Play' study modes. Gravity was adapted from a previous game, Space Race.

Learn. In this study mode, users are shown a term or definition and must type the term or definition that goes with what is shown. After entering their answer, users see if their answer was correct or not, and can choose to override the automatic grading and count their answer as right if needed.

Long-Term Learning. In this study mode, users are given a recommended study set based on whether or not they answer study set questions correctly. Repetition of terms answered incorrectly increases in frequency and a dashboard shows learning progress over time. The mode uses spaced repetition concepts to focus on longer-term retention and subject mastery versus shorter-term memorization.

Speller. In this mode, the term is read out loud and users must type in the term with the correct spelling.

Match. In this study mode, users are presented with a grid with terms scattered around it. Users drag terms on top of their associated definitions to remove them from the grid, and try to clear the grid in the fastest time possible. Micromatch is a related matching game geared towards mobile devices and devices with small screens. Users may access the Micromatch mode on non-mobile devices by manually editing the URL in Match mode to use "micromatch" instead of "match."

Memrise is an online learning tool with courses created by its community. Its courses are mainly used to teach languages, but are also used for other academic and nonacademic subjects (such as trivia, video game trivia, and pop cultural). Memrise uses flashcards augmented with mnemonics (known within the service as "mems")—partly gathered through crowdsourcing—and the spacing effect to boost the speed and ease of learning.

Steps to learn a language with Memrise

1. **Create an account.** Go to memrise.com and choose a username or sign in with Facebook.



2. **Choose a course.** In the language section of the site alone there are courses in over 200 languages available, including invented languages like Elvish and Klingon. The course screen should roughly indicate how many hours it will take to complete. A course may be divided into levels so it is easier to manage. To choose a course, click to the 'Browse' button at the top of the site. You can then sort through courses by language or popularity or search for keywords. Once you've found a great course (or three), click on 'Start Learning'!

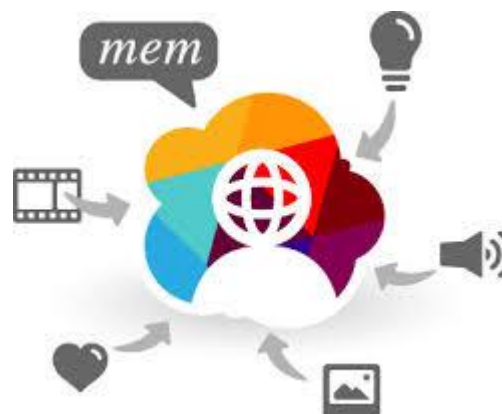
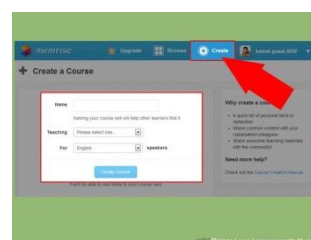
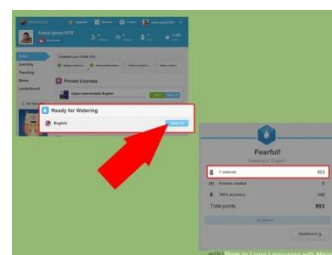
3. **'Grow' your vocabulary.** Memrise uses a garden as a metaphor for memory. When you start learning a course, the vocabulary items will be planted as 'seeds'. As you are tested on them through typing and multiple choice tests, they be transferred from your 'greenhouse' (short term memory) into your 'garden' (long term memory).

4. **'Water' your vocabulary.** Once an item of vocabulary is in your long term memory, it will need to be watered (tested on) periodically. If you get the answer right in the test, you won't need to water it again very soon, and vice versa. Growing and watering items and creating mems will give you a certain number of points each time.

5. **Use and create 'mems'.** According to Memrise, "A mem is anything that helps you create a connection between a word and its meaning. Often colloquially called "educational memes", a mem could really be a photo, GIF, mnemonic, video, cartoon, example sentence, etymology or even a witty remark. The only end goal of a mem to enrich your learning by helping you commit something to long term memory in an enjoyable, vivid way." Look at mems other people have made to help you remember something; rate mems or make your own to help other people remember things too!

6. **Create your own courses.** If there isn't one that suits your needs, or you want to make a course based on what you personally find difficult, create your own! You can make your course unlisted, so just you can see it, or public and share it with the world. Just click on the 'Create' button at the top of the website.

7. **Be social.** Get to know other users on the forums. Fill out your profile with a picture and a short bio. Leave comments on the courses you study with any questions you might have, errors you spotted or simply to say how much you liked it. Once you've 'followed' another user, you can see their activity on your Leaderboard. Engage with the community to improve everyone's learning experience



Poll Everywhere is an audience response technology based on **web and cellular** networks, which means that your students or audience can provide feedback **regardless of the device** they are holding. They can respond by SMS text message, from the web on their phones or laptops, or via Twitter.



Poll Everywhere may also be incorporated into your PowerPoint and Keynote presentations with the PollEv Presenter Add-in. For installation, you may need to contact someone with administrative privileges.

Poll Everywhere is a student-response tool -- available on just about any platform from the web to iOS and Android to all the major presentation providers -- that offers assessment and whole-class participation through teacher-designed surveys, polls, and discussion boards. Teachers can register for a free account with limited responder access that includes the ability to make questions that can incorporate images and text as well as graph results in real time. Premium paid features include data reporting and grade features in addition to more responder access. Teachers create and project surveys; students use specific survey codes to text or submit response from laptops, computers, or cell phones. It can be a great way to combat device distraction.

Sleek design and an easy-to-use dashboard allow for quick classroom integration or for teachers to bank surveys for future use. Only those who have the specific code are able to participate in the survey or discussion. In addition to the quick-serve nature of the tool, site-generated polls can be integrated into PowerPoint presentations for real-time audience participation.

How Can Teachers Use It?

Use Poll Everywhere to conduct class-content-related surveys and spark classroom discussion. Review yesterday's concepts with multiple-choice or short-response questions that include text and images as responses. For instance, "Based

upon yesterday's lesson, if we change one of the variables in the event or experiment, what could have resulted?" Let the class defend their response or make conclusions for the real-time results. Need a quick snapshot of where the class knowledge or progress is on a particular concept? Administer a quick poll and check out the results, then ask students what they would need to fully understand.

Make sure to get students involved. Show them how to deliver audience-grabbing information by integrating polls and surveys in their presentations to appeal to various audiences as well as entice audience participation.

It Good For Learning?

On-the-spot assessment allows for quick but thoughtful instructional decisions in regards to learners' needs. Of course, Poll Everywhere is only as good as the teacher questions, prompts, and response options; therefore, students will truly benefit from the experience and potential whole-class discussion if the prompt warrants such a conversation. Teachers can use text or images to relay responses, and students can react to the real-time responses from their peers.

Polls and surveys can invite more timid learners to engage with and relish whole-class discussion; students can all have their say, then respond to real-time results with their detailed opinions or simply make conclusions about the results in general. This can help students draw conclusions using data.



COMPETENCE APPROACH TO PREPARING STUDENTS FOR INTERNATIONAL EXAMS

Text and pictures by A. Radu

Within the Year of the English Language in Ukraine Ivan Franko National University of Lviv hosted Regional TESOL-Ukraine Academy “Cambridge English in English Language Teaching: experience and expertise in preparation for Cambridge exams” on October 19, 2016. It was a joint project of Cambridge University Press and Cambridge English Language Assessment, the Department of Foreign Languages for the Humanities of Ivan Franko National University of Lviv, and TESOL-Ukraine, a national non-governmental association of professionals advancing the quality of English language teaching in Ukraine through life-long professional development and research.

On behalf of the organizing committee of the teacher development academy and the Executive Committee of TESOL-Ukraine Alla Radu greeted the participants and said: *“TESOL-Ukraine is an affiliate of TESOL, Inc. (TESOL International) – an international professional association of the teachers of English to speakers of other languages. The mission of TESOL-Ukraine Association is to provide international standards in the sphere of teaching and learning English, advance professional expertise, develop the system of teacher-training, network with the professionals in Ukraine and worldwide, and promote new ideas and methods in teaching English.*

In 2016 we have implemented several most successful projects, among which TESOL-Ukraine Convention in Lviv that gathered more than 300 professionals from all over Ukraine, TESOL-Ukraine Academy in Kharkiv, TESOL-Ukraine Forum of Young Researchers in Kharkiv, conference in Mykolaiv Pedagogical University, TESOL-Ukraine Teacher Development Summer Institute in Slavske, Lviv Oblast.

This academy is one more step on the way to advancing professional expertise in preparation for Cambridge exams. It's most relevant in the context of a new concept of teaching English in Ukraine and the concept of teaching foreign languages in Ivan Franko National University of Lviv”.

Dr. Hanna Kost', the Deputy Dean of the Faculty of Foreign Languages of Ivan Franko National University of Lviv, presented a new concept of teaching foreign languages in Franko University and analyzed the first achievements and problems on the way of its implementation.

Daryna Sizhuk, the consultant of Cambridge English Language Assessment in Ukraine made a presentation on the topic “Cambridge English – Opening up a world of opportunities. Cambridge English: First—a certificate for your career and future”, which was followed by the presentation “Cambridge English – Better Learning Solutions. Using Official Exam Preparation materials that Inspire”, made by Hanna Shovkaliuk, ELT Consultant of Cambridge University Press.

The Academy gave an opportunity to identify important issues of our TESOL profession in regards to preparation for Cambridge exams. The participants gained a deeper understanding of the complexities of the process of preparing students for Cambridge exams and how to turn a complicated learning process into an inspiring creative work.



Book Exhibition of Cambridge University Press





Prizes to the winners

CAMBRIDGE ENGLISH SEMINARS

Anna Shovkaliuk,

ELT Consultant Ukraine, Cambridge University Press



On October 20th Khmelnytskyi National University hosted the seminar on Exam Preparation for Cambridge English: First. The event gathered around 100 participants among which several TESOL-Ukraine members were present.

During the conference the speakers from Cambridge English presented the general scale for Cambridge English Exams and gave some practical tips on exam preparation.

On the same day Nataliya Reutska organised a free practical workshop for school teachers of Khmelnytskyi. Anna Shovkaliuk, ELT Consultant from Cambridge University Press presented the three ways of teaching grammar interactively. All participants received the certificates of participation.

On November 1st-3rd teachers from Kharkiv, Dnipro and Zaporizhzhya took part in the annual Cambridge English November Seminars. The event gathered more than 500 people and the speakers *Joanna Kosta* and *Christopher Reese* talked about different aspects of exam preparation.

It was a pleasure to welcome TESOL-Ukraine members during the conference and we believe that our mutual collaboration with TESOL-Ukraine will contribute to improving the teaching standards in Ukraine.

More photos from the event here:

https://www.facebook.com/pg/CambridgeUniversityPressUkraine/photos/?tab=album&album_id=1146524592097960





Olha Semenova, Kryvyi Rih State Pedagogical University.

Olha, an active participant of 2016 TESOL-Ukraine Summer Teacher Development Institute, did her best to disseminate the results of the project and gave four seminars based on the materials of the summer institute.

2 s e m i n a r s

DEVELOPING LISTENING SKILLS

Group: refresher training courses (19 learners); 4th year students(13 learners).

Level: Upper-Intermediate, Advanced

Date: 19/10/2016; 04/11/2016

Place: Kryvyi Rih State Pedagogical University

Aim: to develop listening skills

- a) *Terminology introduction:* approach, CCQ (concept check questions), syllabus, feedback, open pairs, highlight, group dynamics, interaction, elicitation)
- b) *Reasons for listening outside the class:* to enlarge vocabulary, for communication, for pleasure, for survival.
- c) *Definition:* Listening - actively making meaning from verbal input. Listening is receiving information, processing and eliciting. Infotainment – information for entertainment.
- d) *Listening involves:* getting clues from the environment: facial expressions, gestures, background noise, the setting, the people; using one's background knowledge about the setting, topic and language (pronunciation and grammar) to make inferences and predictions; distinguishing which words and groups of words are important and carry the meaning; understanding and interpreting the meaning of those words and groups of words (which includes pronunciation, colloquial vocabulary, ungrammatical utterances, redundancy).
- e) *Listening stages:* set scene, prediction, pre-teach vocabulary, set general meaning task, listen, discuss answers in small groups, class feedback, set intensive task, listen, discuss answers, class feedback, set text-related task, class feedback.
- f) *Suggestions for listening activities:* circumstances/situation, how many people are speaking, relationships between the speakers, register; true/false statements; said or not said: ordering topics mentioned, historical/sequence ordering; language highlighting: functional structures, lexical groups, reproduction (drill work), pronunciation discrimination (sounds/ words/ structures), dictation; continuation (play incomplete dialogue/story and ask students to complete it); response activities: choosing or altering pictures, drawing pictures, instruction reaction (physical or replying)

We chose true/false statements, reproduction and continuation (text “Chewing

gum”). All the participants were enthusiastic, active and eager to cooperate. The atmosphere in class was friendly and benevolent. Everyone felt relaxed but industrious. Activities were interesting and variable; everyone got a chance to participate in discussions.



2 s e m i n a r s

CREATIVE WAYS OF DEVELOPING LEXICAL AND COMMUNICATIVE COMPETENCE (ROLE PLAYS)

Group: refresher training courses (23 learners); 4th year students (13 learners).

Level: Intermediate, Upper-Intermediate

Date: 21/10/2016; 25/10/2016.

Place: Kryvyi Rih State Pedagogical University

Aim: to develop speaking skills

- a) *Terminology introduction:* approach, CCQ (concept check questions), syllabus, feedback, open pairs, highlight, group dynamics, interaction, elicitation.
- b) *Criteria for good speaking activities:* the teacher should insist on learners speak English, should accept answers tactfully even if they are wrong; the learners need to be tolerant to each other, should not laugh at each other; the atmosphere should be friendly and should encourage everyone to participate; activities should be interesting, varied and have lots of pair and group work.
- c) *Stages for speaking lesson:* preparation time, setting the context, doing the task, feedback on accuracy, vocabulary activating, setting the task, feedback on content (put in the correct order).
- d) *Speaking task type:* listing, ordering and sorting, comparing, problem solving, sharing personal experiences.

We chose ordering and sorting, such as role play “Desert Survival”. Participants worked individually and as a group. All the participants were active and eager to cooperate. The atmosphere was friendly, it encouraged them to speak. Everyone felt relaxed but productive. Activities were interesting; everyone got a chance to speak.



Yaroslav the Wise National Law Academy of Ukraine

**Ksenia Nesterenko, Assoc. Prof., Ph.D.,
Yaroslav the Wise National Law Academy of Ukraine, Kharkiv**

Ksenia, an active participant of 2016 TESOL-Ukraine Summer Teacher Development Institute, contributed to the dissemination of the project results

S e m i n a r

**THE 2016 TESOL-Ukraine SUMMER INSTITUTE: RESULTS & DISSEMINATION,
conducted by Ksenia Nesterenko**

Date: October 17, 2016.

Were present: all the members of Foreign Languages Department 3, Yaroslav the Wise National Law Academy of Ukraine, in particular:

- Olena Kuznetsova, the Head of the Department, Doctor in Pedagogics, Professor;
- Ludmila Golubnichaya, Doctor in Pedagogics, Professor of the Department;
- Tatyana Bessarab, Ph.D. in Linguistics, Associate Professor;
- Svitlana Myasoedova, Ph.D. in Linguistics, Associate Professor;
- Yuana Pavlishcheva, Ph.D. in Linguistics, lecturer;
- Natalia Popova, Ph.D. in Linguistics, Associate Professor.

The Seminar was devoted to the issue of structuring receptive skills lessons for the students learning English for specific purposes. Firstly, the stress was made on the problem of motivating students to read and get the gist of legal texts. Secondly, the question was put of how and what should be learnt by law students if to come to the stage of detailed texts learning. Finally, the necessity and the form of feedback were stressed.

The followed discussion of the seminar concerned essential questions of motivation and arising interest in first year students to read legal texts on the special topics they are not quite familiar with even in their native language. Another important thing as for the discussion concerned the forms of feedback.

Ksenia Nesterenko is also going to speak on the questions of academic presentation which were touched at the panel sessions during summer school at the announced and coming soon (15th of November 2016) conference «Іноземні мови у вищій освіті» in Yaroslav the Wise National Law University (Kharkiv) to share the ideas with 73 participants.



REPORT on
the dissemination of the summer institute project
 by Yulia Panasiuk, *Ph.D, Senior Lecturer,*
the Chair of the English Language and Methods of Teaching,
 Kryvyi Rih State Pedagogical University

SEMINAR 1

Date: September 22, 2016

Place: Kryvyi Rih State Pedagogical University

Attended: 16 English teachers of the Chair of the English Language and Methods of Teaching

*Topic: **Speaking as a skill, not a language practice***

At this seminar the program of the intensive training of speaking skills was offered to the English teachers of the chair of the English language and methods of teaching. We were practicing different types of activities to teach speaking and working out the most productive mode of teaching speaking. The summer institute ideas and materials were disseminated among the colleagues. We tried to define criteria for a good speaking activity and clarified the reasons, discussed different speaking task types and stages of speaking lesson.



SEMINAR 2

Date: October 28, 2016

Place: Kryvyi Rih State Pedagogical University

Attended: 22 teachers of English who were doing Continuing Education Courses

*Topic: **The art of turning young computer users into competent readers***

This seminar was devoted to one of the most difficult skills to teach that is reading. Specific reading strategies were given and discussed with teachers from different schools, gymnasiums and lyceums. Besides scanning and skimming which were discussed at TESOL-Ukraine Summer

Institute, it was offered to pay attention to some more reading strategies such as main idea, context clues and inference. Moreover, stages of a receptive skills lesson were taken into account as well. We focused on a typical procedure for developing students' reading skills and tried to summarize everything we'd spoken about before.

SEMINAR 3

Date: November 4, 2016

Place: Kryvyi Rih State Pedagogical University

Attended: 19 teachers of English who were doing Continuing Education Courses

*Topic: **The art of turning young computer users into competent readers***

The seminar for teachers "The art of turning young computer users into competent readers" had a few stages. Using the materials of TESOL-Ukraine Summer Institute and some supplementary handouts, it was offered to discuss a lot of important questions. The teachers gave their own definitions of reading, highlighted the problems of lack of interest to reading, shared their work experience and tried to find the ways how to get students interested in reading.



Olha Lysak sharing impressions and ideas of the summer institute with her colleagues in Kyiv National University of Trade and Economics.

***Academic presentation
as a creative project
teaching writing and
public speaking***

MULTIMEDIA ENGLISH TRAINING TOOL FOR BORDER GUARDS

Balendr Andrii, Associate Professor, Ph.D., Khmelnytskyi

In 2010 the EU Member States/Schengen Associated Countries border guards initiated a Language Training Project aimed at building language capacities for border guards to be able to conduct basic and mid-level English language communication when performing daily tasks and during joint coordinated operations.

Two IT Fine Tuning Workshops were carried out in order to adapt all the training material (exercises, translations, audio and video recordings) into a developed design of the tool and to transform it into an easy to use CD based tool. The added value of this CD based tool is that it is designed to be authentic by reflecting operational needs, use images, offer a lot of practice and therefore, increase the effectiveness of language skills.

The course has been developed by Border Guards and English language experts and it can help conduct daily operational tasks and participate in Joint Operations using an

appropriate level of English language. Using feedback from users of the basic level course, the interface has been improved and the course content has been increased and re-designed to better represent situations regularly encountered in the workplace.

Four interactive topics, Border Check, Joint Operation, Security and Communicating include video and audio scenarios which, combined with reading texts, vocabulary, phrases and exercises, offer added realism and make the course involving for the user.

The tool contains vocabulary and phrases of daily situations at the airport, and also exercises for practice aiming to provide border guards with the basic English words and phrases needed, to speak to passengers and colleagues from other European Union Member States, Schengen Associated Countries and interested third Countries. Better communication will improve self-confidence and help border guards work in a more efficient way.

Iryna Blinova Associate Professor, Ph.D., Bakhmut

Academic presentations as an individual student's or group students' project work are used by me as the final result assessment and checking their work after studying a certain topic nearly twice per a semester. Presentations are also demonstrated by learners while making reports at workshops

and seminars in theoretical subjects led by me.

Moreover, since 2009 the tutors of our department, and I in particular, have conducted PSA AWARDS – an annual festival of social advertising aimed to draw

learners' attention to the most burning social problems, such as AIDS, violence, cheating, environmental issues etc. The students of senior courses participate actively and with great enthusiasm in this English-speaking contest by each group making a video clip presentation on the given topic. The video should last for 3-5 minutes and students themselves are the leading characters in it. They study all the information given by a tutor-supervisor at the lessons of English practice and conversation or home reading and on its basis prepare video episodes in the course of one semester. This spectacular and exciting festival-show takes place at the end of the semester and is always crowned with success.

As a creative technique of public speaking academic presentations are very effective

Viktoria Buhaieva, Kharkiv

Whether we are talking in a team meeting or presenting in front of the audience, we all have to speak in public sometimes. Throughout preparation and practice we can perform well. Even if you don't need to make regular presentations in front of a group, there are plenty of situations where good public speaking skills can help you advance your career and create opportunities.

We might have to talk about our organization at a conference, make a speech at some events etc. The good news is that speaking in public is a learnable skill. There are different strategies to become a better speaker and presenter.

One of the ways to encourage students to practice their speaking skills can be a presentation.

Giving presentations has the following advantages:

- it gives the presenting student a good opportunity to practise unaided speaking;
- it gives the other students good listening practice;
- it increases the presenting student's confidence when using English;

and essential means during students' reports in English done under my supervision at the scientific and practical conferences of different levels, scientific seminars, contests and while presenting the results of the course and graduation research papers.

Summing it up, I hope my students – intending teachers will use my methods of teaching in their future profession because I try to develop the following professional skills which are especially urgent nowadays in primary, secondary and high school English teaching, namely the use of information technologies, the employment of songs and games at the lesson, teaching grammar structures to learners, improvement of learners' lexical and communicative skills.

- it can be good practice for the real situation for those students who may actually need to give presentations in English in their professional lives;

- it is an excellent generator of spontaneous discussion.

Practice makes perfect. Definitely the more students practice giving presentations the more confident they become in delivering. But preparing and demonstrating a presentation can be time consuming that is why in my teaching practice I often use such short types of presentations as:

- 1) *PechaKucha* or *Pecha Kucha* is a presentation style in which 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total). It is the format, which keeps presentations concise and fast-paced;
- 2) *Speed geeking* is a participation process used to quickly view a number of presentations within a fixed period of time;
- 3) *Ignite (Ignite Talks)* is a series of events where speakers have five minutes to talk on a subject accompanied by 20 slides, for 15 seconds each, automatically advanced;
- 4) An *elevator pitch*, *elevator speech* or *elevator statement* is a short summary used to

quickly and simply define a process, product, service, organization, or event and its value proposition.

A short presentation is one thing in particular: short. To keep it as short as possible, students will have to shorten the

content as much as possible and focus on one thesis that will be the center of their presentation. Build the rest of their presentation around the thesis. Thus, to get prepared for the presentation they will also improve their writing skills when writing the content.

TEACHING WRITING WITHIN THE FRAMEWORK OF SMART LEARNING MODEL

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Introduction. *Smart learning* (SL) is regarded as joint efforts put into education by the participants of instruction and mutually beneficial interaction in the classroom to achieve most satisfying result. The embedded learning and teaching processes are aimed at students' engagement in managing curriculum, their collaboration with peers to design and deliver quality learning experiences, potential professional development, promotion opportunities, career choices, and role descriptions. Teachers are supposed to focus on course design in order to practically use well-established theories and research results in search of facilitating resourceful learning and teaching creating supportive study environment. Thus, mastering a foreign language suggests on-going interaction between students and educators, constant revision of teachers' instructions and students' needs to meet the objectives set.

Rationale. Forming writing skills remains one of the most challenging tasks in EFL/ESP. The first thing writers have to work with is vocabulary. Knowing words, their meanings and as well as the realization of the sense they explicate has always been critical to having a good command of any language. Undoubtedly, fostering a large verbal databank is crucial for EFL learners to achieve their writing objectives. To enhance students' performance a corpus-informed approach was offered as a feasible alternative for a traditional word-for-word study [Coxhead, Byrd 2007]. Incorporating

corpora into ESP classrooms in terms of SL model is based on two major ideas and associated approaches: teachers' priority to select most common patterns relevant for content-based learning comes first; in addition students are encouraged to take the initiative to explore the topic-based corpus themselves.

Since writers have to go back over what they intend to say, need to rewrite carefully to cut unnecessary material, add transitions, correct mistakes, clarify points, use synonyms, there exist various strategies that are aimed at transiting from reading, listening, speaking, vocabulary grammar to writing. Due to these students are motivated and their writing confidence is enhanced.

Conclusion. The research aimed at the study of feasibility of writing strategies within the framework of SL model revealed common challenges and opportunities that multilayered and multimodal corpora may pose to linguistic and extra-linguistic instruction. The findings indicate that teacher practitioners play a central role in materials development as well as the implementation of writing forming learning activities in the EFL/ESP classroom. Students are expected to improve their writing skills by the proper choice of topic-oriented language, audience expectations and skills of successful natural communication.

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Yuliia Gryga, Khmelnitskyi

The public nature of the presentations creates an extra level of accountability for students to really learn academic content and make it their own. To make students more accurate and fluent I use academic presentation as a creative project to teach writing and public speaking skills. Students practice different ways of thinking, writing and speaking that are important to develop all the skills.

For example, my students are asked to give oral presentations on a certain topic (Festivals, hobbies, culture, etc.) and prepare a written presentation or a project. This work can be completed individually or in groups. The purpose for the students is to understand that presenting the information to an audience is the main goal with a choice of words and explanations understood by the audience. Once a year I organize a student conference on the basis of TED

talk's format. Audio and visual media such as photos or short videos are very helpful resources. This year the suggested topic was "Festivals and traditions". Students chose a passage from the text on clothes, food, games, music and brainstormed all the ideas first. After that they prepare a speech and create a poster project and then reproduce the information or summarize ideas in the group. For advanced students I would suggest information about some other interesting festivals which can create a debating environment and provoke an enthusiastic and emotional dialogue.

When students present up front I am really pleased that others support the presenter. This experience brings about the attitude that language learning should occur in a supportive and accepting environment and foster presentation skills to all the participants in a funny and creative way.

TEACHING INTERNATIONAL PRESENTATIONS *Olena Iliencko, Associate Professor, Ph.D., Kharkiv*

Presentation skills are among the most vital skills in the modern world, therefore, teaching academic presentations is a challenging task for English teachers.

At the preparatory stage of teaching presentations, it is advisable for the teacher to select a set of successful academic presentations with speakers of different age and gender as well as different Englishes and accents. The task of the students at this stage is to make a try and determine the key elements of the presentation structure and language. Later, the main features of the delivery are highlighted and discussed. The following step is phased training of the students in content selection, structuring of the presentation and using linking devices as well as the delivery including non-verbal communication. One of the most important skills of this training is to teach students

differentiate between a 'successful' and 'unsuccessful' academic presentation. As the process of training for making 'successful' presentations is a multilevel and complex one, a realistic task is to touch in this paper only one aspect, i.e. teaching skills for presenting in English in international academic environment.

Under the conditions of developing international cooperation in all spheres of modern economy including education, more and more frequently scientists come in contact with representatives of different nationalities possessing their own values, cultures and models of a 'good presentation'. On the other hand, the presentations used in Ukrainian environment sometimes do not follow the international standards but they are the only guides that the Master and PhD degree students have. Therefore, it is the

task of the English teacher to help the students in mastering skills for making presentations and give them information on possible challenges of presenting in international environment.

First of all, it is important to focus the students' attention on possible 'problem areas' of international presentations which include the structure, the role of the audience, the role of the presenter, the ratio between the information and entertainment, the manner of presentation, non-verbal communication, etc. Preparing presentations the students should study the audiences' expectations and put the content in the form that matches these expectations as well as reaches the objectives.

As for the structure, in western-style presentations a clear structure is considered to be a result of a good planning and distinct argumentation but in some Ukrainian contexts such structure can be seen as an oversimplified one; the lack of additional argumentation chains can be valued as a lack of creativity, experience and even professionalism. As it is known, the delivery of a presentation should include checking the feedback of the audience, so it is important to be aware of the audiences' role and expectations, i.e. what type of presentation they consider to be 'good' and what role they are prepared to play. In Ukrainian environment students frequently need a special training to be prepared to ask questions considering the presentation in public. Overall, the question phase is often believed to be the most challenging part of presentation training as it cannot practically be prepared.

In task-oriented cultures focus of the presentation should be put on suggestion and action. On the other hand, audience in our country expects analysis to be presented. It should be noted some experts in international presentations suggest that a presentation is successful only in case it is focused on the audience's benefits. To prepare a successful international presentation it is important to know the role

of the presenter as an expert, a member of the group or a decision-maker.

The ratio between information and entertainment can also be challenging as western audiences expect entertainment and humorous remarks even in a very official environment. In Ukrainian official environment the audience is not prepared to hear humorous stories and anecdotes. Such speaker can be valued as unprofessional and a person who makes advances to the public. The degree of personal involvement of the presenter should be also discussed with the students. As it is known, in relation-oriented cultures the presenter is expected to give details both of the professional and personal background to make a closer contact with the audience.

One more aspect that can be challenging for a presenter in an international environment is non-verbal communication. Researches prove that very often Ukrainian presenters underestimate the importance of a friendly look and smile. As the result, western audiences perceive them as unfriendly and even aggressive. Focus should be also put on the speed of speaking as fast speaker in western countries is considered to be self-confident and enthusiastic whereas in this country such presenter may look as an individualistic person who does not take care of the audience. However, some Ukrainian slow speakers discussing all the details can seem to be boring for westerners. As for body language, the educator should focus the students' attention on the fact that western presenters believe walking during a presentation creates a dynamic movement but in Ukrainian environment, the presenter is not expected to leave the platform.

Modern multimedia technologies give chances to supply students with models of various presentations made on different topic and in different intercultural environments. The task of the educator is to help with forming an intercultural communication competence, in particular, skills for international presentations.

STUDENT SCIENTIFIC SOCIETY AS AN INDISPENSABLE TOOL TO DEVELOP STUDENTS' PRESENTATIONAL SKILLS

Komarnytska Oksana, Senior Lecturer, Ph.D., Khmelnytskyi

Student Scientific Society of the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytskyi is a voluntary student organization that represents the voice of students in organizing of research, project, extra-curricular and innovation activities. It facilitates student interaction with various departments and administrative units of the 21e university, promotes student research and continued professional education.

The Academy organizes the Annual Student Scientific Conference, which usually takes place in February of March. All students are encouraged to submit their thesis for the conference and present them either as poster or as oral presentations. The aim of the conference is to popularize scientific activities among students, to motivate students for scientific work, and help them develop their ability to state and present scientific thesis, as well as to defend their opinion. Future border guard officers who are members of the Student Scientific Society can present their thesis and

scientific works at the national and international conferences, which take place in Ukraine and abroad.

The formats and purposes of presentations can be very different, for example: oral (spoken), multimedia (using various media - visuals, audio, etc.), PowerPoint presentations, short impromptu presentations, long planned presentations, educational or training sessions, lectures, and simply giving a talk on a subject to a group on a voluntary basis for pleasure.

We teach students to plan their communication appropriately, to use tools like the Rhetorical Triangle, Monroe's Motivated Sequence, and the 7Cs of Communication to think about how they'll structure what they're going to say. Whenever possible, they have to record their presentations and speeches. Students can improve their speaking skills dramatically by watching themselves later, and then working on improving in areas that didn't go well.

Olena Kuzina, Volnovakha

Many academics would love to be able to present their research to their peers at a conference or another venue. However if you have ever been to such a conference you will be aware that many of these presentations are putting it bluntly boring. Many academics fail to put enough effort into producing a presentation that is actually going to engage and keep the attention of their audience.

Presentation is one of the best ways for practice and development of writing and speaking skills. Public speaking is difficult for most people. Presentations can help to develop skills for preparing the presentation, use verbal and body language appropriately. During public presentation

presenters don't simply read what is on the PP screen (the audience can read it). They must expand upon what's on the screen. They have to explain, paraphrase, say more, and give examples. It's kind of challenge for them. At first, they have to prepare the presentation in written form. It develops their writing skills. And in addition, they are using their imagination and creativity while they are creating slides for presentation.

The next step is preparing a speech. The main thing is practice. Presenters need to make sure that they have volume and force in their voice when they present; know the material and look at the audience except the brief glances at the notes; pause between

sections of their talk, give the audience time to process and give themselves time to think.

Academic presentation should cover all the following:

1. The introduction.
2. The research question: what it is that you are going to prove or solve.
3. Your methodology: how you went about the research.

4. The background of the research: why is this important, where does it fit in your subject.

5. The results of your research.
6. What the analysis tells us.
7. Your final conclusion.

So, academic presentation is one of the best creative projects teaching writing and public speaking.

ACADEMIC WRITING PREPARATION AND PRESENTATION AS A PART OF COURSE OF LEGAL ENGLISH

Nesterenko Ksenia, Associate Professor, Ph.D., Kharkiv

The course of English in our National Law University looks like the course "Introduction into Specialty", because 1-year students are acquainted with general information about legal systems, branches of law, legal procedures, types of jurisdiction, etc. in English quite before they start learning about these and other subjects in detail as professionals. Thus, some information which they get in English is yet undiscovered for them in their mother language. The task of a teacher is not only to teach the students specific legal vocabulary and structures, but to explain some legal concepts for them.

Studying legal concepts takes different forms: reading and discussing texts, learning vocabulary and structures, acting, giving presentations, etc.

Giving presentation on a legal issue is one of the tasks for the students, which then is evaluated, and the result of it is then added to the general result of a student. Besides, as the option the best students are invited to participate in the students' conference on scientific legal issues which is held annually by our foreign languages department.

As the experience shows, most of the 1-year students are quite familiar with the form of presentation since school. They are mostly quite confident in finding materials and organizing them into Power Point slides. The Internet can provide them with already structured materials on different topics. The

students also seem quite confident in front of the audience, and most of them do not feel nervous and stressed, which is usually marked as the problem of public speaking. These all are about positive background for good writing preparation and its presentation by the students.

But there are also some moments in this problem which needs to be perfected and improved while teaching the students academic writing and presentation.

1. Academic writing, even for 1-year students, should meet academic requirements for such kind of a task – not only give definitions and find pictures to cover the topic, but to show some research and the ability to make conclusions.

2. The students should be able to find an interesting topic, make it clear, firstly, for themselves, and then to the audience. Stressing the main idea, defining key points of it, presenting different sides of it, involving the audience into consideration and pushing them to the conclusions – all teaching process should be directed at training and mastering these moments.

3. Students are also should be taught how to be able to frame their presentations with length and time, as a rule, they do not have skills for this: usually they are overtime.

4. Before a student's work is presented in the classroom, it should be checked carefully by the teacher as for the essential structural

moments in it (introduction, aim, existing views on the topic, main body, arguments, conclusion), as well as the relevant context.

5. Then this context should be shortening to the exposition in slides. Power Point presentation should not contain long and complete sentences on the slides, but the key words and ideas, accompanied with meaningful images and symbols. Organizing the studied materials into such presentation will teach the students the organization of their future qualification academic works.

6. Well written and well presented on the slides students' work is just a half of successful presentation. One more important moment is its oral public presentation.

7. To make public presentation interesting and involving reading skills are necessary. Good pronunciation, necessary stresses and

pauses, confident behavior in front of the audience will make presentation successful. On the contrary, reading it or mumbling or muttering to himself will make even well written content unappealing.

8. Working out and performing all these moments of presentation takes a lot of efforts and time. But well done and well performed presentation, as the experience shows, is well accepted and raises question and further interest.

9. Unfortunately, there is the feeling, that a process of preparation a student for a presentation sometimes looks like training and lacks creativity in methods. In other words, there is an eager wish to find, may be, new approaches and methods to avoid traditional academism and use more novelty and creativity in preparation the students for successful presentations.

**COURSE AND DIPLOMA PROJECTS IN
THE KHARKIV LYCEUM "PROFESSIONAL"**
Oliynyk Olha, Associate Professor, Ph.D., Kharkiv

Project-based methods are getting increasingly popular in Ukrainian high schools. However, there are still challenges to make projects really effective, practical, and helpful teaching tools. This paper will share some of our "Professional Lyceum" EFL teachers' 15-years of project development experience, students' projects and implementation tips for successful project work.

The paper is focused on the practical implementation of the project-based methods in Ukrainian high schools. The Lyceum "Professional" students start working within their projects in the 8th grade. At this stage they are supposed to complete a country study project of up to 1,300 words translating it into their mother tongue (Russian/Ukrainian) and present it to classmates and teachers.

In their 9th grade their task is a harder: they are to prepare a tour around the Kharkiv

Museum of Fine Arts acting as tour guides and focusing on descriptions of artists they choose and their particular painting or paintings. They are encouraged to use the resources of the museum as well as any other accessible resources. Now their paper includes 2,600 words.

In the next academic year the students face the challenge of conducting a city excursion selecting one or more places of interest of Kharkiv they are going to discuss. They include the history, development and present-day status of the places in their 3,900-word project.

In the 11th grade, the current last year of Ukrainian high school, the students develop with their final project – "a diploma paper". This work is professionally oriented and students mostly choose the topics according to their future professional goals. The length of the project depends on the student and is not restricted by the teachers who guide the

students throughout their work. The project is presented in PowerPoint and defended in front of a public “Commission” thus developing their public speaking skills, presentation skills let alone their language skills and professional expertise.

Such an approach makes it possible to build not only the language competence but also to develop socio-linguistic component.

Panasiuk Yulia, Kryvyi Rih

Nowadays it’s impossible to imagine modern education without academic presentations which are a vital part of teaching English. It’s one of the best and most effective ways in the field of improving different language skills including reading, writing, listening and especially public speaking. It’s necessary to emphasize, that we can distinguish two important stages in this kind of work. Firstly, it’s a stage of preparation when students find material, compare it and come up with new ideas. Secondly, it’s a stage of academic presentation itself when students should take into consideration different aspects of delivery, accuracy, visual aids and so on.

Students may choose any topic they think is the most interesting for them. Surely, before making presentations they are taught to observe the main requirements necessary for perfect academic presentations: 1. to keep up to a strict structure of an academic presentation; 2. to use the scientific style of presenting the information (no slang or

colloquial words, long or illogical sentences, no contracted grammatical forms, etc.); 3. to analyze and synthesize a variety of sources to make a presentation argumentative and demonstrative, etc.

One more example that may be given is that of making presentations in the theoretical course of contrastive typology of the English and Ukrainian Languages. Students are proposed to compare and contrast allomorphic and isomorphic features of different language features and phenomena in both languages on different levels: phonetic, phonological, morphological, lexical, phraseological and syntactic.

Making such presentations helps to enlarge students’ vocabulary, to widen their outlooks, to enrich their scientific knowledge. Presentations are perfect means for displaying students’ knowledge, for development of their critical thinking skills, for gaining confidence in public speaking.

Parijeva Olena, Kyiv

The importance of students acquiring academic presentation skills cannot be underrated in EFL teaching. We are constantly looking for new ways to encourage our students to practise speaking spontaneously and excel in writing. The value of the ‘presentation’ in achieving this is very practical.

Asking students to give presentations has the following advantages:

- it gives the presenting student a good opportunity to practise unaided speaking

- it gives the other students good listening practice
- it increases the presenting student’s confidence when using English
- it can be good practice for the real situation for those students who may actually need to give presentations in English in their future professional lives
- it is an excellent generator of spontaneous discussion

They learn how to speak in front of many people and how to overcome fear and nervousness, how to use effective body

language skills, how to prepare PowerPoint presentations. Producing introduction, body and conclusion of a speech and/or writing is trained. By focusing on a particular language point or skill, the presentation is a very practical way to revise and extend book, pair and group work. From intermediate upwards, students should derive real benefit from this type of activity.

But we start this work even when our students are rather young, especially on courses that use CLIL approach. On having studied a topic students have to present what they have learned in the form of an oral presentation, we encourage them to bring in additional support material, for example pictures, wall maps or samples (realia). The objective is speaking, admittedly prepared, but without a text. After the presentation we encourage question-taking. A well-managed question-and-answer session at the end of the presentation is of real value.

High school students need to be able to fulfill requirements of a college or university, produce pieces of academic writing and present at conferences. Working on presentations they acquire planning and outlining skills, formulating their thoughts and organizing them, structuring sentences and paragraphs. Teaching exam courses (e.g. FCE, IELTS) we practice report writing, specifying the ban on using slang, jargon, abbreviations, clichés; impersonal style of writing, deductive reasoning. For those students, who are not new to making presentations, all this is much easier.

Presentations are a great way to have students practise all language systems areas (vocabulary, grammar, discourse and phonology) and skills (speaking, reading, writing and listening). They also build confidence, and presenting is a skill that most people will need in the world of work. Presentation skills are extremely useful both in and outside the classroom.

ACADEMIC PRESENTATION AS AN ACTIVE LEARNING METHOD

Polikarpova Yulia, Melitopol

Academic presentation has a number of functions in various academic and professional spheres and can be seen as a productive communicative activity and an active method of teaching. It embraces speaking, writing, as well as listening and reading. Moreover, an academic presentation can become a useful tool for the development of students' critical thinking and creativity. Today every university graduate should be able to make presentations both in native and foreign languages.

At Tavria State Agrotechnological University we use presentations as a creative project for students of all specialities and years of study. I will focus on using academic presentations in the course of "Business English" for master-level students. Every semester the student chooses one of the topics of the syllabus for his research work, finds valid materials in the Internet and works it out as a home reading task (40,000

– 50,000 symbols). On the basis of the studied material he has to prepare an individual presentation of the results of his research on the topic.

Presentations are made in front of the class during the last month of the semester. The audience plays an active role in this process. It is divided into groups that evaluate every presentation according to their roles (professors, university students, businessmen etc.) and fill in the evaluation sheet. The discussion after the presentation is encouraged and sustained. Then recommendations are given to the presenter by each group of the audience and the moderator.

I encourage students to use different formats of making presentations (pechakucha, video-presentations, poster-sessions, interactive presentations etc.) and various software Prezi, Power Point, Movie Maker, Haiku Deck, Adobe Flash etc).

We also practice making parallel 5-minute presentations in mini-groups. The students are divided into 3 – 5 mini-groups (depending on the number of presentations). Each presenter makes his presentation to one group, the discussion

follows it, and the listeners have to make mini-posters containing key-ideas of each presentation. Then the presenters shift to other groups and so on.

Academic presentations can be used in many other ways in the English class.

Savchenko Anna, Meritorious Teacher of Ukraine, Odesa

It is true that preparation of academic presentations is one of the most effective ways to help students develop writing and public speaking skills. There are different types of presentations: classical presentation and modern presentation. Classical presentation involves preparation of a report, whereas modern presentation includes preparation of a PowerPoint.

usually 4-5 minutes. It allows students to synthesize the knowledge they obtained while studying the topic and share it with other students in creative and short way. Students are very engaged in making the presentations using Internet and Prezi. This develops students ability to summarize material, work in groups, communicate the topic clearly, improve public speaking skills and review the entire material of the studied module.

In my teaching I use both forms of presentations to develop students' writing and public speaking skills. For students of 12-13 years, I use paper presentations and for students that are 14-16 years old I use PowerPoint presentation as well as an innovative way of presenting using Internet Prezi technology. Making presentations in Prezi software available freely online allows students to be creative with the presentations making them fun and interactive.

I provide students with guidelines to make presentations. Each presentation should include introduction, main idea, and a conclusion. Students are encouraged to be professional during the presentations, try to engage their audience and make their presentations interesting, visually appealing and artistic.

At the end of the a topic studied in a class, for example, "Music and Theater", "Movies and Books", "People and Talent", "Health and Lifestyle" and others, I give students an assignment to make a presentation in Prezi using materials, grammar and vocabulary of the studied topic. This presentation is

To develop students' ability to present their ideas using different technologies I give students presentation assignments in PowerPoint as well. An important aspect of presentations is to help students develop ability to express their ideas succinctly with only a few words on each slide.

Semenova Olha, Kryvyi Rih

Presentations activate all speech skills: reading, speaking, listening, and writing. While preparing for a public speaking assignment students are asked to skim and scan a wide variety of sources on the chosen topic, to elicit the key information, to find supportive arguments, to present them in a persuasive manner. From the other side presentations develop students' listening

skills because they must listen to very attentively in order to be able to agree or argue presenter's point of view.

That's why to develop all above-mentioned skills and critical thinking skills I always ask my students (usually 3d-4th year students) to make academic presentations.

As an example I can give the following, senior students learn very important and complicated topic “Law and Order. Crime and Punishment” so I usually propose them to prepare presentations on such topics: 1) The death penalty should be restored in Ukraine or not; arguments for and against; 2) Selling and buying fire-guns for self-protecting should be allowed in Ukraine or not; 3) The main purpose of prison – punishment or rehabilitation?; 4) Measures that should be taken to decrease the rate of juvenile delinquency in our country and to eliminate its reasons.

Each presentation has its structure. The first step is introduction, and it perhaps is the most important part of presentation. This is the first impression that your audience has of you. I teach students to concentrate on getting their introduction right. The next step is main body. The body is the 'real' presentation. If the introduction was well prepared and delivered, students are now 'in control'. They are relaxed and confident. The body should be well structured, divided up logically, with plenty of carefully spaced visuals.

And the last step is conclusion. The ending, similarly to the opening, is the vital element

of an academic presentation. It creates the final impression on what students have been talking about and it is also the part most likely to be remembered by the audience. The final section should reinforce and re-emphasize the main points of speech or highlight the importance of specific presented ideas. Such a summary will be followed by a conclusion, which is an original idea drawn from effective arguments.

All presentations my students make are visual. By the way, the researchers found that when a speech does not include visual aids, the audience recalls 70 percent of the information three hours after the speech. Three days later, they recall only 10 percent of the information. When the same message is delivered with visual aids only, the audience recalls 72 percent after three hours and about 35 percent after three days. When the message is delivered both in a speech and with visual aids, the recall after three hours is 85 percent and after three days is 65 percent.

That's why I suppose presentations are effective in teaching English.

PROJECT PRESENTATION FOR TEACHING WRITING AND PUBLIC SPEAKING *Semikina Olena, Melitopol*

Projects are an effective means of teaching writing and speaking. And nowadays the variety of digital technologies should be applied to enhance learners' motivation and involvement.

In my teaching practice I try to accustom students to making presentations beginning from the 3d grade. First, I regularly do my presentations to get learners accustomed to this way of sharing information. The next stage is collecting relevant information. It is rather challenging because of a great temptation to take data from the internet without critical thinking. Then the stage of eliciting proper data and pictures from the piles of collected information comes. It is

followed by composing the presentation using either PowerPoint or various online resources, like Powtoon.

The final stage is presenting in front of the class which is often very embarrassing for students.

Though the described scheme may look rather time consuming there are some ways of reducing time and effort expenses and making the process exciting and inspiring. Among them is group work, involving parents, giving limit to number of slides, surfing the net together, discussing value of the information found in rather limited time frame.

I will be happy to share the experience of my victories and failures with enthusiastic teachers willing to make learning English up-to-date and effective, let their students chance to enjoy success regardless their level of knowledge.

Shovkaliuk Anna, Kyiv

Giving presentation is a key skill and competence our learners will need in the future. Regardless of the language, being a good speaker makes so many things easier and opens a lot of doors in life. So, how can we teach our students to be good speakers? And the more important question is whether we should do it at all?

Well, looking at the current trends and growing amount of gatherings, conferences and seminars, we think that we should. Academic presentations are vital for secondary and higher education students when they need to present projects, thesis and research results.

Teaching presentation skills often involves other abilities as well. Building a speech requires good mastery of grammar and vocabulary, functional language, writing and speaking skills. Presenting in English is a double challenge for language learners as they have to perform in their non-native language with a degree of confidence and be able to structure their thoughts.

In order to integrate teaching presentation skills with my group of advanced learners I watched and analysed the talk of Steve Jobs, his commencement speech at Stanford University in particular. Steve Jobs is

Sytnyak Roman, Associate Professor, Ph.D., Bakhmut

Academic presentation is one of the most popular ways of getting specific and general knowledge in different spheres of education and is useful in all types of courses. Unfortunately, when I say this I mainly mean most European countries and the USA. Yes, we do this in Ukraine but it is so formalized that it is more regarded as an excuse for those students who, on certain

So writing and speaking skills of ESL learners can and should be developed with the help of diversity of digital technologies.

admired by millions of people around the world, especially the youth, and can be regarded as one of the very good examples of a presenter and a public speaker. So, first we broke down his speech into three parts, as he was telling three stories of his life and it made it easier for students to analyse the structure and the content of the talk. We then had the vocabulary and the listening task each time and it took us two lessons to work through his speech in total. Students were also provided with the video script at the end for further use. I then assigned learners with the task to write their own commencement speech for the final 'graduation' lesson at the end of our school year. Learners were to plan their speech, including the target vocabulary and functional language, draft and review it. Afterwards, they were to present it during the final two lessons of our semester. It is very important to encourage and praise every student's effort in making such a big creative project, therefore each of the speakers was awarded with a certificate and 'sweet treats' from the teacher.

Praising students' work is important and can be debated and discussed further on, but I personally believe that when students do and then present a creative task, they should be properly praised and encouraged.

reasons, do not take active part in day-after-day studying process.

A big problem with preparing academic projects in Ukraine is our super lenient attitude to the use of somebody's works from the Internet. The problem is so serious that if we punish all the students for plagiarism (in most civilized countries the punishment

is academically serious) we risk to lose most of them.

If we take academic presentation as the work that is carried out individually, without plagiarism and in handwriting, it will become a great creative way of developing or mastering writing and speaking skills.

There is no doubt that preparing academic presentation in handwriting will make our students literate in terms of spelling, grammar, vocabulary, style, genre and logical thinking. But the crucial conditions for the success of this activity are: regularity and profound analysis of every project, which will require time and professionalism in all the above mentioned constituent parts of the academic writing.

No one will deny the huge use of academic presentation for the development of public speaking. We should encourage young people to develop this art as the culture of

expressing our mind show the level of our education and the richness of the inner world. We should clearly present our students with the structure of different styles of oral presentation. The art of public speaking has been regarded as essential in the personal success in all the cultures for thousands of years. Even the most brilliant thought is nothing if it is not shared with the world.

We lack live communication in English. When I was a student we got a professor from the USA to give us a series of seminars “The art of public speaking” and it was a great breakthrough in our speaking abilities. When students feel that they are good at it they burst with activity making the rest follow their example.

All this considered, I would ‘say’ that potentially academic presentation is a great way of teaching writing and public speaking if it is put into life on the regular basis.

Trofymenko Anna, Kyiv

Using presentations as a tool of teaching English has a lot of advantages. First of all it gives Students a great opportunity to practice English, it gives other students a good listening practice, it surges S's confidence in using English and all that they studied during several lessons (years), it can be used in real life situations in their professional lives, it can be a perfect reason to start a discussion and to turn a class into debate club.

And what is more, presentations may be given by more than one student, it can be turned into a competition between two or more groups of participants and therefore have a much stronger effect including motivation and competitiveness.

The main thing to keep in mind giving this task I believe is the level of English and the confidence of particular participants. It should be remembered that your students can be introverts and the fact of giving a

public speech in itself can make them to be on the edge of losing consciousness.

Also I always try to control the time. Students should be given a time limit of their presentations, because speaking practice and discussion afterwards can take a little longer that can be measured.

Depending on my objective (whether it's a final class or just a means to practice vocabulary) I give different time for preparation. Explaining the objective I give students an example of what is expected and what is needed.

And two more important things: teacher's feedback and peers' feedback. I am 100 percent certain that feedback I can be crucial and always strive to ensure that it is positive. As for other students' feedback it is really important to explain the metaphor of a “sandwich” feedback, when/if they have something to criticize it should be preceded and followed by something positive.

<http://www.cambridgeenglish.org/exams/first/>

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Exam format

Cambridge English: First (FCE) is a test of all areas of language ability. The updated exam (for exam sessions from January 2015) is made up of four papers developed to test your English language skills. You can see exactly what's in each paper below. The Speaking test is taken face to face, with two candidates and two examiners. This creates a more realistic and reliable measure of your ability to use English to communicate.

PAPER	CONTENT	
Reading and Use of English (1 hour 15 minutes)	7 parts/ 52 questions	Shows you can deal confidently with different types of text, such as fiction, newspapers and magazines. Tests your use of English with tasks that show how well you can control your grammar and vocabulary.
Writing (1 hour 20 minutes)	2 parts	Requires you to be able to produce two different pieces of writing, such as letters, reports, reviews and essays.
Listening (about 40 minutes)	4 parts/ 30 questions	Requires you to be able to follow and understand a range of spoken materials, such as news programmes, presentations and everyday conversations.
Speaking (14 minutes per pair of candidates)	4 parts	Tests your ability to communicate effectively in face to face situations. You will take the Speaking test with one or two other candidates.

What's in the Reading and Use of English paper?

The *Cambridge English: First Reading and Use of English* paper is in seven parts and has a mix of text types and questions.

For Parts 1 to 4, you read a range of texts and do grammar and vocabulary tasks.

For Parts 5 to 7, you read a series of texts and answer questions that test your reading ability and show that you can deal with a variety of different types of texts.

Summary

Time allowed:	1 hour 15 minutes
Number of parts:	7
Number of questions:	52
Marks:	40% of total
Length of texts:	About 2,200 words to read in total.
Texts may be from:	Newspapers, magazines, journals, books (fiction and non-fiction), promotional & informational material.

Part 1 (Multiple-choice cloze)

What's in Part 1?	A text with some multiple-choice questions. Each question has four options (A, B, C or D) – you have to decide which is the correct answer.
What do I have to practise?	<i>Vocabulary</i> – idioms, collocations, shades of meaning, phrasal verbs, fixed phrases etc.
How many questions are there?	8
How many marks are there?	1 mark for each correct answer.

Part 2 (Open cloze)

What's in Part 2?	A text in which there are some gaps, each of which represents one missing word. You have to think of the correct word for each gap.
What do I have to practise?	<i>Grammar and vocabulary.</i>
How many questions are there?	8
How many marks are there?	1 mark for each correct answer.

Part 3 (Word formation)

What's in Part 3?	A text containing eight gaps. Each gap represents a word. At the end of the line is a 'prompt' word which you have to change in some way to complete the sentence correctly.
What do I have to practise?	<i>Vocabulary.</i>
How many questions are there?	8
How many marks are there?	1 mark for each correct answer.

Part 4 (Key word transformations)

What's in Part 4?	Each question consists of a sentence followed by a 'key' word and a second sentence with a gap in the middle. You have to use this key word to complete the second sentence so that it has a similar meaning to the first sentence.
What do I have to practise?	<i>Grammar and vocabulary.</i>
How many questions are there?	6
How many marks are there?	Up to 2 marks for each correct answer.

Part 5 (Multiple choice)

What's in Part 5?	A text with some multiple-choice questions. For each question, there are four options and you have to choose A, B, C or D.
What do I have to practise?	<i>Reading for detail, opinion, tone, purpose, main idea, implication, attitude.</i>
How many questions are there?	6
How many marks are there?	2 marks for each correct answer.

Part 6 (Gapped text)

What's in Part 6?	A single page of text with some numbered gaps which represent missing paragraphs. After the text there are some paragraphs which are not in the right order. You have to read the text and the paragraphs and decide which paragraph best fits each gap.
What do I have to practise?	How to understand <i>the structure and development of a text.</i>
How many questions are there?	6
How many marks are there?	2 marks for each correct answer.

Part 7 (Multiple matching)

What's in Part 7?	A series of statements followed by a text divided into sections or several short texts. You have to match each statement to the section or text in which you can find the information.
What do I have to practise?	<i>Reading for specific information, detail, opinion and attitude.</i>
How many questions are there?	10
How many marks are there?	1 mark for each correct answer.

RECOMMENDED LITERATURE FOR FCE:

1. **Cambridge English First 2** (authentic examination papers without answers)
CEF Level: B2 Upper Intermediate
Grammar and Vocabulary for First and First for Schools Book with Answers and Audio
Authors: Louise Hashemi, Barbara Thomas & Laura Matthews
CEF Level: B2 Upper Intermediate
2. **First Trainer 2nd Edition** (6 practice tests without answers)
Author: Peter May
CEF Level: B2 Upper Intermediate
3. **Cambridge English First 1 for revised exam from 2015**
 Authentic Examination Papers from Cambridge English Language Assessment (without answers)
CEF Level: B2 Upper Intermediate
4. **Compact First 2nd Edition**
Author: Peter May
CEF Level: B2 Upper Intermediate
5. **Objective First 4th Edition**
Authors: Annette Capel & Wendy Sharp
CEF Level: B2 Upper Intermediate
6. **Complete First 2nd Edition**
Authors: Guy Brook-Hart, Barbara Thomas & Amanda Thomas
CEF Level: B2 Upper Intermediate
7. **Examining FCE and CAE:** Key issues and recurring themes in developing the First Certificate in English and Certificate in Advanced English exams
Author: Roger Hawkey
8. **Complete First Certificate**
Author: Guy Brook-Hart
CEF Level: B2 Upper Intermediate
9. **Making Progress to First Certificate**
Author: Leo Jones
10. **Common Mistakes at First Certificate... and How to Avoid Them**
Author: Susanne Tayfoor



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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 extant 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.

Authors who want to submit video or music files should contact OChugai@meta.ua for further information.

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

All the submissions should be addressed to OChugai@meta.ua .

This issue is prepared by A. Radu