



TEACHERS OF ENGLISH TO SPEAKERS
OF OTHER LANGUAGES IN UKRAINE

TESOL-UKRAINE NEWSLETTER

EDITOR'S GREETING

Dear colleagues,

Welcome to the joint spring-summer issue of TESOL-Ukraine Newsletter 2015. This year is special for all of us and our organization because of three important events: NGO status for TESOL-Ukraine, TESOL-Ukraine elections, and the annual convention.

This issue is mainly devoted to the XX TESOL Ukraine Convention "TESOL Ukraine: New Vistas of Research and Teaching" which took place in Bohdan Khmelnytsky National University in Cherkasy. The agenda included Plenary sessions, workshops, demonstrations, TESOL-Ukraine General and Leadership Meetings, as well as a welcoming concert, lottery, reception, and city tour. More than 200 teachers from schools and universities of Ukraine, Canada, the USA, Germany, and Moldova participated in the work of the Conference. TESOL-Ukraine elections were held and TESOL-Ukraine members voted for each of the members of the Executive Committee at General Meeting.

We are glad to welcome Kevin McCaughey, a new Regional English Language Officer of Public Affairs Section, U.S. Embassy, who meets and works with Ukrainian teachers of English on a regular basis in America House (Kyiv). He has already organized many successful TESOL-Ukraine events supported by the Public Affairs Section.

Section TEACHER DEVELOPMENT WITH TESOL-UKRAINE deals with the practical materials in the sphere of professional development.

Section ENGLISH UNDER GLOBALIZATION reveals the ways of enhancing foreign language teaching in Ukraine reconsidering the traditional approaches to language teaching.

We thank those who have provided material for summer issue of TESOL -Ukraine Newsletter, and we invite all of you to submit information on TESOL-Ukraine events in your regions. The materials should be sent to OChugai@meta.ua. You are also welcome to use TESOL-Ukraine website.

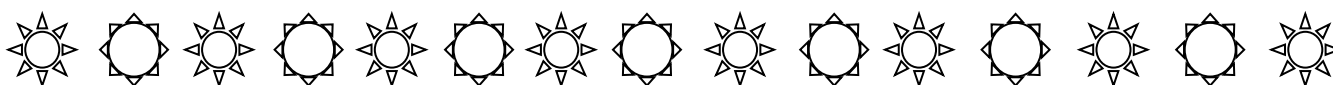
Oksana Chugai, TESOL-Ukraine Newsletter Editor,
on behalf of the TESOL-Ukraine Editorial Board

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**TESOL INTERNATIONAL ASSOCIATION
WILL CELEBRATE ITS 50TH ANNIVERSARY
AT TESOL 2016 IN BALTIMORE**



TESOL International Association's mission is to advance professional expertise in English language teaching and learning for speakers of other languages worldwide.

MISSION

TESOL is an international association of professionals advancing the quality of English language teaching through professional development, research, standards, and advocacy.

CREDO

Ideals that members believe in as a professional community:

- Professionalism in language education
- Interaction of research and practice for educational improvement
- Accessible, high quality instruction
- Respect for diversity, multilingualism and multiculturalism
- Respect for individual language rights
- Collaboration in a global community

CORE VALUES

- Professionalism demonstrated by excellence in standards, research, and practice that improve learning outcomes
- Respect for diversity, multilingualism, multiculturalism, and individuals' language rights
- Integrity guided by ethical and transparent action
- Commitment to life-long learning

VISION STATEMENT

To become the trusted global authority for knowledge and expertise in English language teaching

NONDISCRIMINATION POLICY

In principle and in practice, TESOL values and seeks diverse and inclusive participation within the field of English language teaching. TESOL promotes involvement and broad access to professional opportunities for all and works to eliminate any kind of discrimination including, but not limited to, language background, race, ethnicity, gender, religion, age, sexual orientation, nationality, disability, appearance, or geographic location.

See more at:

<http://www.tesol.org/about-tesol/association-governance/mission-and-values#sthash.hthvMw5J.dpuf>

TESOL-Ukraine Convention 2015

**BOHDAN KHMELNYTSKY NATIONAL UNIVERSITY IN CHERKASY
U.S. EMBASSY IN UKRAINE
TESOL-Ukraine**

20th TESOL-Ukraine National Convention

TESOL UKRAINE: NEW VISTAS OF RESEARCH AND TEACHING

April 29 – 30, 2015

20th TESOL-Ukraine Convention gathered educators and researchers to discuss prominent findings in the field of linguistics and English language education. The mission of TESOL-Ukraine is to provide its participants with a space to discuss and share new ideas in this field. Thus, the convention welcomed educators and researchers from Ukraine, USA, Canada and Germany.

TWO DAYS OF WORK, COOPERATION & JOY OF FRIENDSHIP



REGISTRATION WITH A SMILE: Linhard Legenhausen, Professor Emeritus at University of Munster, Germany

GOOD BEGINNING OF THE FIRST CONFERENCE DAY: Alyona Sukhinina, Jaclyn Gishbaugher, Kevin McCaughey, Nicholas Huzieff and Emily Magaziner





OPENING PLENARY: **Serhiy Kornovenko**, Vice-Rector for Research and Innovations of Bohdan Khmelnytsky National University in Cherkasy, **Lyudmila Shvydka**, Director of Education and Research Institute of Foreign Languages of Bohdan Khmelnytsky National University in Cherkasy, **Kevin McCaughey**, Regional English Language Officer of the U.S. Embassy in Kyiv, **Oleksandr Cherevko**, Rector of Bohdan Khmelnytsky National University in Cherkasy

Plenary can never be boring!



Kevin McCaughey actively engages teachers at his workshop *“How Activate Games Can Change the World”*

The participants of the Conference are ready to answer even most difficult questions





Svitlana Bobyr, TESOL-Ukraine President, presents the report at the TESOL-Ukraine General Meeting



TESOL-UKRAINE LEADERSHIP MEETING: the new Executive Committee and Oblast Coordinators are planning new activities aimed at the further development of the association



Ruslana Shamanska, TESOL-Ukraine Website Editor, is proud to receive the Certificate of Participation in the work of the 20th TESOL-Ukraine National Convention

The Editorial Board got the report on the results of the 20th TESOL-Ukraine Convention from the Organizing Committee and publishes it in the language of the original submission:

Tamila Kravchenko, Organizing Committee Member
Bohdan Khmelnytsky National University in Cherkasy

29-30 квітня 2015 року в Черкаському національному університеті імені Богдана Хмельницького, а саме, в науково-навчальному інституті іноземних мов, відбулася XX Конвенція асоціації викладачів англійської мови TESOL-Ukraine, – «**New Vistas of Research and Teaching**» (Новітні інтеграційні підходи і тенденції у викладанні англійської мови як іноземної), організована за підтримки «Відділу з питань викладання англійської мови» Посольства США в Україні.

Метою зазначеного заходу було: ознайомлення дослідників і викладачів англійської мови з новітніми науковими тенденціями прикладної лінгвістики і лінгводидактики; методиками і методами викладання англійської мови як іноземної; з сучасними дослідженнями в галузі літературознавства, лінгвістики, психології; розгляд суттєвих причин проблем викладання англійської мови та шляхи їх подолання; аналіз і розробка ефективних стратегій для реалізації і досягнення цілей навчання; покращення співпраці викладачів англійської мови з різних областей України. Робота конференції проходила за такими напрямками: міжкультурна комунікація, проблеми перекладу і транслятології, комунікативна і когнітивна лінгвістика, літературні дослідження, методика викладання англійської мови – використання сучасних технологій у навчанні мови, англійська мова для спеціальних цілей, формування лексичної, граматичної, фонетичної та соціолінгвістичної компетенції, розвиток навичок і вмій в чотирьох видах мовленнєвої діяльності, проблеми оцінювання та тестування. У конференції взяли участь науковці, викладачі та вчителі англійської мови з 30 міст та сіл України, 10 іноземних фахівців (громадяни США, Канади).

З вітальним словом до учасників конференції звернулись: ректор ЧНУ професор О.В. Черевко, проректор з наукової діяльності С.В. Корновенко, Кевін МакКой, аташе з питань викладання англійської мови при Посольстві США, директор навчально-наукового інституту іноземних мов доцент Л.В. Швидка. Протягом двох днів було проведено: пленарне засідання, 39 майстер-класів (наукові і методично-практичні семінари) круглі столи координаторів і лідерів організації з різних областей України, вибори нового керівництва асоціації викладачів англійської мови TESOL-Ukraine, святковий концерт, у якому взяли участь найталановитіші студенти інституту іноземних мов. Робота науково-методичних семінарів здійснювалася у 5-6 аудиторіях одночасно, що дало змогу учасникам конференції активно й ефективно працювати, враховуючи власні наукові та методичні інтереси. Всі семінари проходилися в аудиторіях з мультимедійним обладнанням, з доступом до мережі Інтернет. Серед запрошених «Відділом з питань викладання англійської мови» Посольства США в Україні лекторів були: Жаклін Гішбауер, Ніколас Хузієф, Кевін МакКой, Емілі Магазінер, Лін Велтон та інші. У перервах між майстер-класами було організовано кави-брейки та обід для учасників конференції. По закінченню конференції кожний учасник отримав сертифікат за підписом регіонального представника з питань викладання англійської мови Посольства США в Україні і президента асоціації викладачів англійської мови TESOL-Ukraine, скріпленими печаткою науково-навчального інституту іноземних мов. Матеріали конференції включають: програму конференції, збірник тез доповідей та сертифікат учасника конференції.

Відвідавши пленарне засідання і науково-практичні майстер-класи, викладачі здобули не лише нові знання, але й збагатилися цінною методичною літературою.

У наданій організаторами формі оцінювання заходу учасники зазначили його чітку організацію, сучасну й актуальну тематику майстер-класів, високий рівень презентацій.

TESOL-Ukraine 2015-2018 Elections

TESOL-Ukraine is run by the Executive Committee and Oblast Leaders. 2015 Elections of the new officers of TESOL-Ukraine Executive Committee were held at the TESOL-Ukraine Annual General Meeting on April 29, 2015 in Cherkassy during the 20th TESOL-Ukraine Convention.

According to the Constitution of TESOL-Ukraine (*Article 7, Section 2*) the Executive Committee shall consist of six officers: the President, the Vice-President, the Secretary, the Treasurer, the National Coordinator, and the Newsletter Editor.

The term of the office of the Executive Committee shall be three years and begin the first day after the elections. Officers may serve in the same position for two terms, either in succession or with an interval, and may run for election for a different office, but the total term as an officer of the Executive Committee in any position may not exceed six years (*Article 7, Section 3*).

The elections were held in strict requirements of the TESOL-Ukraine Constitution.

The Nominating Committee for the elections of 2015 (elections@gmail.com) included four members representing four regions of Ukraine:

1. **Olena Pariyeva**, Head (*Luhansk Oblast Leader*) – classlc@yandex.ru
2. **Olexandra Didukh**, member (*Chernihiv Oblast Leader*) – alexzenchenko@mail.ru
3. **Svitlana Kurysh**, member (*Chernivtsi Oblast Leader*) – sveta_kurysh@yahoo.com
4. **Valentyna Tumasova**, member (*Cherkasy Oblast Leader*) – vtumasova@yahoo.com

TESOL-Ukraine Nominating Committee Report



Olena Pariyeva, Head of the Nominating Committee

During the XX TESOL-Ukraine Convention in Cherkasy the elections of the President and the Executive Committee for the next term of three years were held. Having obtained consent of the potential nominees, the Nominating Committee prepared a slate for the elections and all the materials were published at TESOL-Ukraine Facebook page, so that TESOLers could familiarize themselves with the nominees.

At the conference the Nominating Committee introduced all the nominees and the nominations were brought forth. The new officers were elected at large by direct vote. The participants of the convention unanimously voted in the affirmative, nobody voted against or abstained. As a result, TESOL-Ukraine elected its President – **Alla Radu**, an experienced TESOLer from Lviv and ex-president of TESOL-Ukraine in 2004-2006, and a supportive team of professionals including:

- ☐ Vice-President – **Maryna Tsehelska (Kryvyi Rig)**,
- ☐ National Coordinator – **Olena Ilyenko (Kharkiv)**,
- ☐ Treasurer – **Lilia Kuznetsova (Lviv)**,
- ☐ Newsletter Editor – **Oksana Chugai (Kyiv)**,
- ☐ Secretary – **Svitlana Zubenko (Kharkiv)**.

At the suggestion of the leadership meeting a nomination for the Website Moderator was submitted and **Ruslana Shamanska (Hadyach)**, who had already done a lot in this capacity as a volunteer, was elected TESOL-Ukraine Website Moderator.

All newly elected officers made a commitment to support and defend the Constitution of the organization, bear allegiance to it and discharge the duties of the office to the best of their ability.

TESOL-Ukraine Executive Committee 2015-2018



Alla Radu

Co-founder of the NGO TESOL-Ukraine (2015), President

*Ph.D. in Philology, Assoc. Prof., Dept. of Foreign Languages for Humanities,
Ivan Franko National University of Lviv*



Liliya Kuznetsova

Co-founder of the NGO TESOL-Ukraine (2015), Treasurer

*Ph.D. in Philology, Assoc. Prof., Dept. of Foreign Languages for Humanities,
Ivan Franko National University of Lviv*

Maryna Tsehelska

Vice President

*Ph.D. in Philology, Assoc. Prof., English Language & Methodology Dept.
Kryvyi Rih National University*



Olena Ilyenko

National Coordinator

*Ph.D. in Philology, Assoc. Prof., Head of the Dept. of Foreign Languages,
O.M. Beketov National University of Urban Economy in Kharkiv*





Oksana Chugai
 Newsletter Editor
*EFL teacher, National Technical University of Ukraine
 "Kyiv Polytechnic Institute"*
*Ph.D. student, Dept. of Comparative Vocational Training, Institute for
 Education Studies & Adult Education,*
 National Academy of Pedagogical Sciences of Ukraine

Svitlana Zubenko
 Secretary
EFL teacher, Dept. of Foreign Languages,
 O.M. Beketov National University of Urban Economy in Kharkiv



Ruslana Shamanska
 Website Moderator
Teacher of English,
 Hadiach Secondary School # 4

The Responsibilities of the Officers:

The President is the principal Officer of TESOL-Ukraine. The responsibilities of the President are:

- general co-ordination and oversight of the affairs of the Affiliate;
- presiding at the meetings of membership, of the Executive Committee and at Leadership meetings;
- acting as a chief spokesperson at TESOL-Ukraine events;
- communicating with the TESOL Inc. Central office as a liaison officer;
- representing TESOL-Ukraine in relations with outside bodies.

The Vice-President's responsibilities include:

- deputizing for the President;
- assisting the President in the execution of the association's key areas of activity (recruitment, workshops, conferences, publications).

The Secretary is in charge of:

- maintaining a record of all the meetings;
- keeping all minutes and official documents;
- notifying the members of all the events;
- handling all official correspondence of the association.

The Treasurer is responsible for:

- financial advising for the Executive Committee;
- conducting and recording the financial matters of the Affiliate;
- presenting the annual financial statement to the membership at the Annual General Meeting.

The National Coordinator assists the Oblast Leaders in planning regional events.

The Newsletter Editor is responsible for collecting the material, editing it and publishing four issues of TESOL-Ukraine Newsletter a year.

At the General Meeting held in Cherkasy on April 29, 2015 the amendment to the Constitution was made and the position of the Website Moderator, an officer in charge of TESOL-Ukraine website, was added to the structure of the Executive Committee.

The Website Moderator will be responsible for:

- constructing the up-to-date TESOL-Ukraine website;
- updating the information about and for TESOL-Ukraine membership;
- editing, uploading new and deleting bygone postings;
- encouraging discussion of the forums' agenda;
- maintaining order throughout the proceedings.

TESOL-Ukraine 2009-2015 Report



Svitlana Bobyr,
TESOL-Ukraine President (2015)
TESOL-Ukraine Vice-President (2009-2014)

1. **The strategic goals of TESOL-Ukraine team of 2009-2015 were defined right after the election, and after the discussion at the TESOL-Ukraine site at the end of December 2009 they were formulated as the benefits of a TESOL-Ukraine member. Let me remind them:**

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- 1) **be and feel part of the international community of professionals involved in teaching English;**
- 2) **contribute to the development of TESOL-Ukraine by voting upon its principle issues;**
- 3) **participate in on-line discussions on current professional issues;**
- 4) **receive up-to-date information of all events, such as: conferences, seminars, exchange programs etc.;**
- 5) **have access to and use TESOL-Ukraine Website;**
- 6) **receive electronic versions of TESOL-Ukraine Newsletters;**
- 7) **subscribe to the "English Teaching Forum" and receive four volumes a year;**
- 8) **enjoy complimentary membership in Special Interest Sections;**
- 9) **enjoy discounted rates for participating in TESOL-Ukraine Conventions and Regional conferences and seminars;**
- 10) **enjoy advocacy and have an opportunity to participate in international events and programs including those held by TESOL Affiliates around the globe;**
- 11) **publish and exchange educational and research materials etc."**

TESOL-Ukraine Executive Committee of 2009-2014 – Alisa Mykolaichuk, President (2009-2014); Svitlana Bobyr, Vice-President (2009-2014) and President in 2015; Oksana Chugai, Secretary (2009-2011); Tetyana Marchak, Treasurer (2009-2011); Olena Ilyenko, National Coordinator; Olena Franchuk, Newsletter Editor (2009-2011), Oksana Chugai, Newsletter Editor (2012-2014), and others – strived hard to provide all these benefits for TESOL-Ukraine community. Most of these strategic goals were achieved.

2. **Seven TESOL-Ukraine international conventions were successfully held:**

- **XIV TESOL-Ukraine Convention “Discovery Learning: Content-Based Learning for EFL / ESP Teacher”** held on April 23-25, 2009 in Kharkiv National Academy of Municipal Economy;
- **XV TESOL-Ukraine Convention “English Learning in the Context of the Long-life Education”** held on April 15-17, 2010 in Rivne State University for the Humanities;
- **XVI TESOL-Ukraine Convention “Current Studies in English: Linguistics and Methodology Perspectives”** held on April 13-15, 2011 in Zhytomyr Ivan Franko State University;
- **XVII TESOL-Ukraine Convention “English in Globalized World”** held on April 15-16, 2012, Kamianets-Podilsky Ivan Ohienko National University;
- **XVIII TESOL-Ukraine Convention “Global English – Global Decisions”** held on April 12-13, 2013 in Sevastopol Institute of Banking of the Ukrainian Academy of Banking;
- **XIX TESOL-Ukraine Convention “The Global English Teacher: Improving What Works and Fixing What Doesn’t”** held on April 24-25, 2014 in Kirovohrad Volodymyr Vynnychenko State Pedagogical University;
- **XX TESOL-Ukraine International Conference “TESOL-Ukraine: New Vistas of Research and Teaching”** held on April 29-30, 2015 in Cherkasy Bohdan Khmelnytsky National University.

3. Eight TESOL-Ukraine Student Conferences and Forums were held:

- **Regional TESOL-Ukraine Student Conference “Developing Values in and for Education in a Globalizing World”** (2009, Kerch);
- **Second All-Ukrainian Student Conference “Aiming at Discoveries that will Make a Difference in the Community”** (March 26-27, 2010, Crimean Engineering Pedagogical University Simferopol);
- **Third All-Ukrainian Student Conference “Aiming at Discoveries that will Make a Difference in the Community”** (March 15, 2013, Crimean Engineering Pedagogical University, Simferopol);
- **First Student International Internet Conference “English in Interdisciplinary Context of Life-Long Education”** (Kamianets-Podilsky Ivan Ohienko National University, April 5 – May 21, 2013);
- **Summer TESOL-Ukraine Students’ language school** (Sevastopol, July 2013);
- **Winter TESOL-Ukraine Students’ language school** (Kamianets-Podilsky Ivan Ohienko National University, December 2013);
- **Second Student International Internet Conference “English in Interdisciplinary Context of Life-Long Education”** (Kamianets-Podilsky Ivan Ohienko National University, April 22 – May 16, 2014);
- **Third Student International Internet Conference “English in Interdisciplinary Context of Life-Long Education”** (Kamianets-Podilsky Ivan Ohienko National University, April 22 – May 16, 2015).

4. Five TESOL-Ukraine National and Regional Summer Institutes and Round Tables were held:

- **TESOL-Ukraine Summer Institute “Computer-Assisted Language Teaching”** (July 2010, Kamianets-Podilsky Ivan Ohienko National University);
- **“Innovation Techniques in ELT”** (June 18-22, 2012, Sevastopol Institute of Banking of the Ukrainian Academy of Banking);
- **“Teaching EFL/ESOL: a practical intensive course-guide to successful teaching”** (July 1-5, 2013, Sevastopol Institute of Banking of the Ukrainian Academy of Banking);
- **“Current Issues in Linguistics: Attainment and Perspective”** (January, 2014, Kamianets-Podilsky Ivan Ohienko National University);
- **“Teaching EFL: A Practical Intensive Course-Guide to Successful Teaching”** (July 14-18, 2014, Kamianets-Podilsky Ivan Ohienko National University).

5. Nineteen books of conference papers have been published, namely:

1. **English Learning in the Context of Long-Life Education: матеріали XV TESOL-Ukraine National Conference, April 15-17, 2010. Book of Abstracts.** – Рівне: Рівненський держ. гуман. ун-т, 2010. – CD.
2. **English Learning in the Context of Long-Life Education: program of XV TESOL-Ukraine National Conference, April 15-17, 2010.** – Рівне: Рівненський держ. гуман. ун-т, 2010. – 60с.
3. **Current Studies in English: Linguistics and Methodology Perspectives: збірник наукових праць (англ. м.).** – Кам’янець-Подільський: ВПП “Апостроф”, 2011. – 180 с.
4. **Current Studies in English: Linguistics and Methodology Perspectives: програма XVI Всеукраїнської науково-практичної конференції TESOL-Україна (англ. м.).** – Житомир, 2011. – 18 с.
5. **Language, Education and Career I TESOL-Ukraine International Conference in Sevastopol: збірник наукових праць (англ. м.).** – Кам’янець-Подільський: ВПП “Апостроф”, 2011. – 72 с.
6. **Language, Education and Career I TESOL-Ukraine International Conference in Sevastopol: програма конференції (англ. м.).** – Кам’янець-Подільський: ВПП “Апостроф”, 2011. – 36 с.
7. **English in Globalized World: збірник наукових праць.** – Кам’янець-Подільський: ВПП „Апостроф”, 2012. – 211 с.



8. **English in Globalized World: програма XVII Всеукраїнської науково-практичної конференції TESOL-Україна.** – Кам'янець-Подільський: ВПП „Апостроф”, 2012.– 60 с.
9. **Language, Education and Career. II TESOL-Ukraine International Conference in Sevastopol: збірник наукових праць (англ. м.).** – October 12-13, 2012. **Book of papers.** – Севастополь: Рибест, 2012.
10. **Language, Education and Career. II TESOL-Ukraine International Conference in Sevastopol: програма конференції (англ. м.)** October 12-13, 2012. – Севастополь: Рибест, 2012.
11. **Збірник наукових праць учасників I Регіональної науково-практичної конференції TESOL-Україна «Методика викладання філологічних дисциплін у загальноосвітніх та вищих навчальних закладах України».** – Кам'янець-Подільський, 2012.
12. **Global English – Global Decisions. XVIII TESOL-Ukraine National Conference. April 12-13, 2013. Book of papers.** – Севастополь: Рибест, 2013. – 397 с.
13. **Global English – Global Decisions. XVIII TESOL-Ukraine National Conference. April 12-13, 2013. Program.** – Севастополь: Рибест, 2013. **English in Interdisciplinary context of Life-long Education: збірник наукових праць за матеріалами міжнародної студентської конференції The First TESOL-Ukraine Student International Internet Conference (April-May, 2013).** – Кам'янець-Подільський: ВПП „Апостроф”, 2013.
14. **English in Interdisciplinary context of Life-long Education: збірник наукових праць за матеріалами міжнародної студентської конференції The Second TESOL-Ukraine Student International Internet Conference (April-May, 2013).** – Кам'янець-Подільський: ВПП „Апостроф”, 2013.
15. **Сучасні лінгвістичні розвідки: надбання та перспективи: збірник наукових праць за матеріалами міжнародного круглого столу.** – Кам'янець-Подільський: ВПП „Апостроф”, 2014.
16. **English in Interdisciplinary context of Life-long Education: збірник наукових праць за матеріалами міжнародної студентської конференції The Second TESOL-Ukraine Student International Internet Conference (April-May, 2014).** – Кам'янець-Подільський: ВПП „Апостроф”, 2014.
17. **The Global English Teacher: Improving What Works and Fixing What Doesn't. XIX TESOL-Ukraine National Conference. April 12-13, 2013. Book of papers: збірник праць.** – 2014. – 136 с.
18. **TESOL Ukraine: New Vistas of Research and Teaching: збірник наукових праць (англ. м.).** – Черкаси: ФОП Третяков О.М., 2015. – 176 с.
19. **TESOL Ukraine: New Vistas of Research and Teaching: програма конференції (англ. м.).** – Черкаси: ФОП Третяков О.М., 2015.

6. TESOL-Ukraine was the co-organizer of:

- **The U.S. Interagency Conference on English Language Program in Ukraine “English Language Education: A United Approach” held on October 6-7, 2011 in Kyiv;**
- **The two-day seminar for TESOL-Ukraine Executive Committee and Oblast leaders arranged by the U.S. Embassy and conducted by JoAnn (Jodi) Crandall, Honorary Life Member and Past President of TESOL Inc. on September 31 – October 1, 2013 in Kyiv.**

7. TESOL-Ukraine Executive Committee also:

- **designed the TESOL-Ukraine site (Alisa Mykolaichuk), 2009;**
- **elaborated the amended version of TESOL-Ukraine Constitution (Svitlana Bobyr) which was adopted at the XV TESOL-Ukraine Convention in Rivne, 2010;**
- **opened up a Facebook page (Ruslana Shamanska), 2013;**
- **held the Annual TESOL-Ukraine Leadership Meetings which were hosted by the U.S. Embassy in Kyiv and by the Universities, the venues of the Conventions (Kharkiv National Academy of Municipal Economy in 2009; Rivne State University for the Humanities in 2010; Zhytomyr Ivan Franko State University in 2011; Kamianets-Podilsky Ivan Ohienko National University in 2012; Sevastopol Institute of Banking of the Ukrainian Academy of Banking in 2013; Kirovohrad Volodymyr Vynnychenko State Pedagogical University in 2014);**
- **recruited new members of TESOL-Ukraine and coordinated the work of Oblast Leaders;**

Thanks to the joint efforts of TESOL-Ukraine Executive Committee, Oblast Leaders and you, devoted TESOLers, our beloved professional association has overcome all the hardships and pitfalls and is steadily treading its way into the future.

**Thank you all for fruitful cooperation, collaboration and communication!
Good luck and glorious achievements to the new Executive Committee!**

OFFICE NEWS

Minutes of the TESOL-Ukraine Leadership Meeting

Held on January 20, 2015

Place: US Embassy, Kyiv

Date: January 20, 2015

TESOL-Ukraine Leadership Meeting hosted:

- Mr. Kevin McCaughey, Regional English Language Officer for Ukraine, Armenia, Azerbaijan, Belarus, Georgia, and Moldova
- Ms. Alyona Sukhinina, RELO Assistant, Public Affairs Section U.S. Embassy

Acting Chair – Ms Olena Ilyenko

Acting Secretary – Ms Svitlana Zubenko

TESOL-Ukraine Leaders present:

- | | |
|------------------------|---------------------------------------------|
| 1. Alla Radu | Advising Committee Member, Lviv |
| 2. Svitlana Bobyr | TESOL-Ukraine Vice-President, Chernihiv |
| 3. Oksana Chugai | TESOL-Ukraine Newsletter Editor, Kyiv |
| 4. Olena Ilyenko | TESOL-Ukraine National Coordinator |
| 5. Ruslana Shamanska | TESOL-Ukraine Website Editor, Hadiach |
| 6. Maryna Tsehelska | Dnipropetrovsk Oblast Leader |
| 7. Liliya Kuznetsova | Lviv Oblast Leader |
| 8. Svitlana Zubenko | Kharkiv Oblast Leader |
| 9. Irina Unguryan | Chernivtsi Oblast Representative |
| 10. Lyudmyla Kotnyuk | Zhytomyr Oblast Leader |
| 11. Larisa Snigur | Mykolayiv Oblast Leader |
| 12. Olena Semikina | Zaporizhzhya Oblast Leader |
| 13. Olena Parieva | Luhansk Oblast Leader (Kyiv) |
| 14. Oleg Kalko | Cherkasy National University Representative |
| 15. Oleksandra Didukh | Chernihiv Oblast Leader, |
| 16. Valentyna Tumasova | Cherkasy Oblast Leader |

AGENDA

1. Meeting and greeting the participants, coffee.
2. Reports of the Executive Committee Members.
3. Presentation "How to Register an NGO in Ukraine" (*Maksym Latsyba, Anastasia Shynchuk*)
4. TESOL-Ukraine registration and membership for 2015
5. Status of the current TESOL-Ukraine website.
6. TESOL-Ukraine National Conference in April/May 2015.
7. TESOL-Ukraine Students' Conference.
8. TESOL-Ukraine Summer Institute.
9. TESOL-Ukraine Newsletter: e-publication and dissemination in 2015.
10. Selection of the Nominating Committee for 2015 elections of the TESOL-Ukraine Executive Committee.
11. TESOL-Ukraine regional events for 2015

12. FORUM dissemination within the TESOL-Ukraine community

DISCUSSION OF AGENDA ITEMS

1. Greetings

2. Reports of the Executive Committee members

Olena Ilyenko greeted the participants of the meeting: Advising Committee Members *Alla Radu* and *Nina Lyulkun* (on Skype), Executive Committee members: *Svitlana Bobyr*, *Oksana Chugai*, and Oblast leaders. She expressed gratitude to Mr. *Kevin McCaughey*, the RELO Officer of the USA Embassy in Ukraine for the organizational and financial support of the event.

Svitlana Bobyr, reported on her activities as TESOL-Ukraine Vice-President.

Oksana Chugai presented her report on the activities as TESOL-Ukraine Newsletter Editor.

Olena Ilyenko reported on her activities of TESOL-Ukraine National Coordinator.

The reports of the Executive Committee members were discussed and approved.

The members of the Executive Committee noted that the president of TESOL-Ukraine, *Alisa Mykolaychuk*, did not appear at the meeting, did not send the written report on her activities as the leader of the organization and demonstrated disinterest in the further development of the association. The Treasurer of TESOL-Ukraine, *Svitlana Gladysh*, did not appear at the meeting and did not send the financial report on the financial activities either. The members of the meeting discussed the situation and expressed the vote of no confidence to the President and the Treasurer of the organization.

Therefore by mutual agreement it has been decided to transfer the responsibilities of the TESOL-Ukraine President to the Vice-President, *Svitlana Bobyr*, up till the new election of the Executive Committee that will be held during the 20th TESOL-Ukraine Conference in April, 2015.

It has been also agreed to inform *Alisa Mykolaychuk* on the resolution of the meeting by regular post (with notification of delivery).

3. Presentation “How to Register an NGO in Ukraine” and TESOL-Ukraine Registration

Having listened to the presentation on the recent legal requirements to the registration of an NGO in Ukraine made by *Maksym Latsyba* and *Anastasia Shynchuk* (Ukrainian Center for Independent Political Research), the meeting participants came to the conclusion to register the organization in 2015, because the President, *Alisa Mykolaychuk*, has not managed to register the organization and open its bank account within the period of her presidency.

Alla Radu mentioned that before coming to Kyiv she had a talk with *Svitlana Chugu* (the founder of TESOL-Ukraine and TESOL-Ukraine Advising Committee Member), *Olena Ilyenko*, and *Maryna Tsehelska* on the possibilities of improving the legal status of the organization, and the idea of reregistering the organization appeared. Thus, at the meeting it was suggested to reregister the NGO TESOL-Halychyna (registered in 2004 by *Alla Radu* and *Liliya Kuznetsova*) as the NGO TESOL-Ukraine. To do this it was decided to introduce necessary amendments to the statute and change the name of the organization. The meeting delegated *Alla Radu* and *Liliya Kuznetsova* the right to reregister the organization and approved *Liliya Kuznetsova* as the Treasurer and Executive Director responsible for the financial affairs and bank account of the TESOL-Ukraine Association and obliged her to report on the bank account details at the forthcoming conference.

4. TESOL-Ukraine Registration and Membership for 2015

Having approved the activities on the TESOL-Ukraine registration, the participants covered the problems of 2015 membership.



The following decisions were made: 1) to place the 2015 TESOL-Ukraine Membership Form at the TESOL Ukraine Facebook page; 2) to fix 600 UAH as a group membership fee (for a group of 10 members) and 100 UAH as an individual membership fee.

The new bank account of the NGO TESOL-Ukraine should be mentioned in this application form.

5. Status of current TESOL-Ukraine website.

Having considered the status of the current TESOL-Ukraine website, the participants of the meeting discussed the ways of improving the association's on-line presence to respond the needs of the ELT community in Ukraine and abroad.

The members came to the conclusion that the website of the organization should be changed. To implement this decision the old website should be blocked and a new one should be constructed by a professional web-designer on the basis of a paid agreement. The meeting delegated *Ruslana Shamanska* the right to supervise the website construction. All the participants of the meeting agreed to provide materials for a new website.

6. Ukraine National Conference in April/May 2015.

The members of the meeting listened to *Oleg Kalko* speaking on the proposal of Cherkasy National University to host the XXth TESOL-Ukraine National Conference. It was decided unanimously to approve Cherkasy National University as the venue of the XXth TESOL-Ukraine National Conference. April 29-30, 2015 was fixed as the time of running the conference.

The organizing committee was commissioned to prepare the grant proposal, the conference program and the application form for the conference. The application form should be downloaded on the Facebook TESOL-Ukraine page in case the new website is not ready by that date. Oblast Leaders were asked to disseminate the information about the conference among the members of the TESOL-Ukraine communities in their regions.

7. TESOL Ukraine Students' Conference.

The participants of the meeting listened to the presentation on organization of the TESOL-Ukraine students' conference by *Svitlana Zubenko* and approved to run a one-day conference at O.M. Beketov National University of Urban Economy on May 15, 2015. It was decided to fix 50 UAH as an application fee per a person and ensure the participation of students of different majors from different higher educational establishments of Ukraine. The organizing Committee (*Olena Ilyenko* and *Svitlana Zubenko*) were commissioned to develop the conference program and the application form for the conference. The application form should be downloaded on the TESOL-Ukraine Facebook page.

8. TESOL-Ukraine Summer Institute.

The participants of the meeting discussed the proposals on organizing the 2015 TESOL-Ukraine Summer Institute. The content of training and program as well as the venue were suggested by *Alla Radu*, *Maryna Tsehelska*, and *Liliya Kuznetsova*. They were asked to develop the program of the summer institute in details with support of the RELO office of the US Embassy and write a grant proposal. It was decided to fix the summer school for a week in the second part of August.

9. TESOL-Ukraine Newsletter: creating and disseminating in 2015.

As for the TESOL-Ukraine Newsletter it has been decided to ask *Oksana Chugai* to continue her activities as a Newsletter editor and prepare a new issue of the TESOL-Ukraine Newsletter, and download it to the new website of the association.

10. Selection of the Nominative Committee for the 2015 TESOL-Ukraine Executive Committee Elections.

To get prepared for the Executive Committee Election in April 2015, the members of the meeting selected the Nominative Committee consisting of: *Olena Parieva (Kyiv)*, *Valentyna Tumasova (Cherkasy)*, *Svitlana Kurysh (Chernivtsi)*, *Oleksandra Didukh (Chernigiv)*. The members of the Nominating Committee are commissioned to publicly announce the beginning of the preparatory stage of the elections to the following positions in the TESOL-Ukraine Executive Committee: TESOL-Ukraine President, Vice President, Treasurer, National Coordinator, Newsletter Editor, Secretary, and Website Moderator. The contest for the vacancies should be announced by the members of the Nominating Committee on the TESOL-Ukraine Facebook page. All the applicants should send the resumes to the e-mail addresses of the Nominating Committee members.

11. TESOL-Ukraine Regional Events for 2015.

Oleksandra Didukh advertised the scientific conference to be held in Chernihiv National Pedagogical University.

12. TESOL-Ukraine FORUM dissemination.

Kevin McCaughey presented some FORUMs to the participants of the meeting and noted that further dissemination will be held at the 2015 TESOL-Ukraine Conference.

TESOL-Ukraine Oblast Coordinators' Planning Meeting RESOLUTION

1. To express the vote of no confidence to the TESOL-Ukraine President, *Alisa Mykolaychuk*, and the TESOL-Ukraine Treasurer, *Svitlana Gladys*.
2. To transfer the responsibilities of the TESOL-Ukraine President to the Vice-President, *Svitlana Bobyr*, up till the new election of the Executive Committee in April, 2015.
3. To reregister the NGO TESOL-Halychyna (registered in 2004) as the NGO TESOL-Ukraine.
4. To approve *Liliya Kuznetsova* as the Treasurer and Executive Director responsible for the financial affairs and bank account of the TESOL-Ukraine.
5. To fix 600 UAH as a group membership fee (for a group of 10 members) and 100 UAH as an individual membership fee.
6. To place the 2015 TESOL-Ukraine Membership Form at the TESOL-Ukraine Facebook page
7. To develop a new TESOL-Ukraine website by a professional web-designer on the basis of a paid agreement; and approve *Ruslana Shamanska* as the supervisor of the website construction.
8. To approve Cherkasy National University as the venue of the XXth TESOL-Ukraine National Conference on April 29-30, 2015.
9. To approve O.M. Beketov National University of Urban Economy in Kharkiv as the venue of the TESOL-Ukraine Students' Conference on May 15, 2015.
10. To appoint *Oksana Chugai* as the TESOL-Ukraine Newsletter Editor.
11. To appoint *Olena Pariyeva (Kyiv)*, *Valentyna Tumasova (Cherkasy)*, *Svitlana Kurysh (Chernivtsi)*, and *Oleksandra Didukh (Chernihiv)* as members of the Nominative Committee for the 2015 TESOL-Ukraine Executive Committee Elections.

Acting Secretary

Svitlana Zubenko



Minutes of the TESOL-Ukraine Leadership Meeting

Held on April 29, 2015

Place: Cherkasy National University

Date: April 29, 2015

TESOL-Ukraine Regional Coordinators' Meeting attended:

Mr. Kevin McCaughey, Regional English Language Officer for Ukraine, Armenia, Azerbaijan, Belarus, Georgia, and Moldova

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

Acting Chair – Ms Olena Ilyenko

Acting Secretary – Ms Svitlana Zubenko

TESOL-Ukraine Leaders present:

Alla Radu – Advising Committee Member, Lviv

Svitlana Bobyr – Acting TESOL-Ukraine President, Chernihiv

Oksana Chugai – TESOL-Ukraine Newsletter Editor, Kyiv

Olena Ilyenko – TESOL-Ukraine National Coordinator

Lilia Kuznetsova – Acting Treasurer

Ruslana Shamanska – TESOL-Ukraine Website Editor, Hadiach

Maryna Tsehelska – Dnipropetrovsk Oblast Leader

Nataliya Hrynya – Lviv Oblast Leader

Svitlana Zubenko – Kharkiv Oblast Leader

Svitlana Kurish – Chernivtsi Oblast Representative

Olena Parieva – Luhansk Oblast Leader (Kyiv)

Oleksandra Didukh – Chernihiv Oblast Leader,

Valentyna Tumasova – Cherkasy Oblast Leader

Agenda

1. TESOL-Ukraine registration as NGO
2. The development of TESOL-Ukraine Website
3. TESOL-Ukraine Membership 2015
5. The report of TESOL-Ukraine Acting Treasurer
4. Promotion of organization and recruitment of new members.
5. TESOL-Ukraine Executive Board Elections 2015

Alla Radu informed that NGO TESOL Ukraine had been successfully registered and had got all the legal documents (the original documents were provided). It was also mentioned that a new bank account of the NGO TESOL-Ukraine in "Oschadbank" would be open after the convention and all the money accumulated on the bank account of the acting treasurer would be transferred to that account.

Ruslana Shamanska reported that TESOL-Ukraine site was almost ready. It was created by professionals from the "Disabled Society Organization" supported by the US Embassy. Ruslana showed the TESOL-Ukraine website and presented rubrics of the website: Constitution, Events, Board, History, Contacts, Join Us, Partners, Resources, Special Groups. She also reminded that all those rubrics should be filled with information and asked Oblast Leaders to present the information for the website.

Ruslana Shamanska also informed that the price of the website was 2.600 UAH and asked Lilia Kuznetsova, acting treasurer, to pay for the development of the website www.tesol-ukraine.com. All the members of the Executive Board approved this idea.



Svitlana Zubenko reported that currently TESOL-Ukraine has 246 members and noted that group membership was an efficient model of TESOL-Ukraine management and there were 20 groups and 46 individual memberships.

Acting treasurer *Lilia Kuznetsova* reported that organization had received 35.800 UAH in the form of charity donations from membership fees. She also informed that 7.000 UAH were given to Oleg Kalko, the organizer of the 20th TESOL-Ukraine Convention in Cherkasy, to arrange reception. 11.000 UAH were also given to Oleg Kalko to publish the Book of Abstracts that were distributed among the Convention participants during the registration. Lilia also reported that 2.500 UAH were spent on the official registration of the NGO TESOL-Ukraine. Therefore, by the date of 30.04.2015 the total sum remaining on the account was 15.300 UAH.

Olena Parieva mentioned that during the Oblast Leaders' Meeting in January 2015 the Nominating Committee consisting of the representatives of different parts of Ukraine was selected, namely: Olena Parieva (Lugansk, Kyiv), Valentyna Tumasova (Cherkasy), Oleksandra Didukh (Chernihiv), and Svitlana Kurish (Chernivtsi). The Nominating Committee developed the announcement and the Guidelines for the Election of TESOL-Ukraine office which were uploaded on TESOL-Ukraine Facebook Page. The following candidates applied for the positions in TESOL-Ukraine Executive Board:

Alla Radu for the position of the TESOL-Ukraine President,
Lilia Kuznetsova for the position of the TESOL-Ukraine Treasurer
Maryna Tsegelska for the position of the TESOL-Ukraine Vice President,
Olena Ilyenko for the position of the TESOL-Ukraine National Coordinator,
Oksana Chugai for the Position of the TESOL-Ukraine Newsletter Editor,
Svitlana Zubenko for the position of the TESOL-Ukraine Secretary,
Ruslana Shamanska for the position of the TESOL-Ukraine Website moderator.

Olena Parieva noted that unfortunately there was only one Nominee for every position and mentioned that according to the Constitution of TESOL-Ukraine elections would be held by acclamation (*i.e.* by raising hands).

Resolution

1. To continue further development of the TESOL-Ukraine website.
2. To hold the TESOL-Ukraine Executive Board Elections at the 20th National Convention in Cherkasy.

Acting Secretary

Svitlana Zubenko

Minutes of the TESOL-Ukraine Leadership Meeting

Held on April 30, 2015

Place: Cherkasy National University

Date: April 30, 2015

TESOL-Ukraine Regional Coordinators' Meeting attended:

Mr. Kevin McCaughey, Regional English Language Officer for Ukraine, Armenia, Azerbaijan, Belarus, Georgia, and Moldova

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

Acting Chair – Ms Alla Radu

Acting Secretary – Ms Svitlana Zubenko

TESOL-Ukraine Leaders present:

Alla Radu – TESOL-Ukraine President, Lviv

Maryna Tsehelska - TESOL-Ukraine Vice-President, Kryvyi Rih

Olena Ilyenko - TESOL-Ukraine National Coordinator, Kharkiv



Oksana Chugai - TESOL-Ukraine Newsletter Editor, Kyiv
Ruslana Shamanska - TESOL-Ukraine Website Editor, Hadiach
Liliya Kuznetsova - TESOL-Ukraine Treasurer, Lviv
Svitlana Zubenko - TESOL-Ukraine Secretary, Kharkiv
Svitlana Kurish - Chernivtsi Oblast Leader
Olena Parieva - Luhansk Oblast Leader, Kyiv
Oleksandra Didukh - Chernihiv Oblast Leader,
Valentyna Tumasova - Cherkasy Oblast Leader
Nataliya Hrynya – Lviv Oblast Leader
Oleksandr Malyhin – Kryvyi Rih Oblast Leader

Agenda

1. TESOL-Ukraine Events 2015.
2. Promotion of the organization and recruitment of new members.

Alla Radu greeted the newly elected Executive Committee and wished everyone good work and inspiration.

She suggested running the next TESOL-Ukraine Convention (2016) at Ivan Franko National University of Lviv. All the members agreed that it would be great to have the 21st TESOL-Ukraine National Convention in Lviv and preliminarily approved this location.

Alla Radu also made a suggestion to develop a three-year program of the National Conferences, Teacher Training Seminars, and Students' Forums for smooth operation of the organization.

Svitlana Zubenko gave information on the forthcoming events in Kharkiv: Teachers' Training Seminar (25-26 May, 2015) and Students' Forum for Young Researchers (25 May).

Olena Ilyenko highlighted that TESOL-Ukraine had its members in 14 Oblasts, but unfortunately some oblasts were not involved. She regretted that some Oblast Leaders did not actively participate in TESOL-Ukraine meetings and offered to recruit new members from these Oblasts. She also noted that TESOL-Ukraine should design criteria for elections of new Oblast Leaders.

Maryna Tsehelska stated that it was crucial to have more regional events for better recruitment of new members from different regions. She supposed that it would be useful if Oblast Leaders organized one regional event at least once a year and this information should be structured and presented on the website in the form of Events Calendar for a current academic year so that TESOL-Ukraine members could have more opportunities to upgrade their professional skills. This idea was supported by all the participants of the meeting and it was decided that such a plan should be designed by the beginning of the 2015/2016 academic year.

Svitlana Kurysh proposed to think over the further development of teacher training direction and work out Professional Development Programs for the Teachers of English to submit them to the Ministry of Science and Education of Ukraine for official approval.

Alla Radu and *Olena Ilyenko* stated that it was a good idea and the British Council Experience might be useful to follow. *Svitlana Kurysh* promised to find the relevant information and check if it is possible.

Resolution

1. To organize Teachers' Training Seminar in Kharkiv, May 25-26, 2015
2. To organize Students' Forum in Kharkiv, May 25, 2015
3. To oblige each Oblast Leader to organize at least one regional event a year for TESOL-Ukraine members.

Secretary

Svitlana Zubenko

ENGLISH UNDER GLOBALIZATION



Tsehelska Maryna Valeriivna
Ph.D. in Philology, Assoc. Prof.,
English Language & Methodology Dept.
Kryvyi Rih National University

ENHANCING FOREIGN LANGUAGE TEACHING IN UKRAINE

ABSTRACT. *The use of English has become increasingly dynamic with the creation and expansion of new international networks of communication and the ubiquity of new technologies in and beyond the English-speaking world. This paper highlights the deficiencies of traditional Communicative Approach to foreign language teaching in Ukraine, and emphasizes the necessity to employ new educational technologies which are more efficient for teaching English as an international language, particularly in the academic sphere.*

Keywords: *communicative approach, enhanced approach, academic vocabulary, thinking skills.*

АНОТАЦІЯ. Використання англійської мови стає все більш динамічним, зважаючи на створення і розширення нових міжнародних мереж зв'язку та розвиток технологій як в англійськомовних країнах, так і за їх межами. У статті висвітлено недоліки традиційного комунікативного підходу, застосовуваного у викладанні іноземних мов в Україні, та наголошується на необхідності запровадження нових технологій, які можуть підвищити ефективність навчання англійської мови як

засобу міжнародного спілкування, зокрема у науковій сфері.

Ключові слова: комунікативний підхід, удосконалений підхід, академічний словник, навички мислення.

Introduction. Contemporary globalization processes have made English a *lingua franca* for today's world. Application of English in new and varied contexts throughout the world causes its rapid development which calls for new approaches to its theoretical studies and its teaching. This paper argues that in Ukraine the methods of teaching English as a Foreign Language (EFL) are sufficiently outdated, and do not keep pace with the development of global English and new educational technologies applicable in its teaching and learning. Meanwhile, Ukrainian English language learners (ELLs) are challenged with the competitiveness of today's global work-market, which requires a good command of English, and thus necessitates changes in the language classroom.

This paper provides an overview of the existing context for EFL teaching, and pinpoints the changes that take place in this field. A particular emphasis is placed on the need to develop new methods of teaching English that will become either satellites or substitutes of the widely used Communicative Approach. Such methods should enable students to master English quicker and better, and use it in various professional and non-professional environments. Respectively, we should train teachers of English who, being in command of the new methods, are capable of their creative implementation, so as meet the requirements set by the global world to their students.

Drift from communicative to other competences. In the second half of the 20th century, teaching English as a foreign language changed its paradigm, and educators throughout the world focused on developing their students' communicative competence (the term was coined by Dell Hymes in 1966). Communicative competence in EFL means that a student is able to produce well-formed utterances to achieve his or her communicative intention in various speech acts – assertive, directive, expressive, etc. On the one hand, communicative competence is grounded on linguistic competence, or one's knowledge of the vocabulary and grammar. On the other hand, communicative competence implies one's acquaintance with the appropriate use of language in variable social contexts.

The Communicative Approach to teaching English (which was a methodological derivative of the theory of linguistic competence) was introduced into the language classroom through simulating students' communication with imaginary native speakers (NS) of English, which takes place in imaginary contexts and for imaginary purposes. Language learning tasks included building vocabulary for greetings, asking directions, using transportation, ordering food in restaurants, etc. Those students who required more detailed language training were supposed to follow English for Specific Purposes (ESP) sequence, which provides students with linguistic skills necessary for particular professional fields. Introduction of the Communicative Approach triggered development of training materials which focus on typical communicative topics, such as greetings and farewells, weather and seasons, shopping, travelling, professions and hobbies among others. While discussing such topics, students practiced the language via role plays, thus attempting to attain NS-like fluency and raising their ability levels. The examples of respective curricula and textbooks are "Headway" series and "Total English", both popular in EFL contexts and still in use today.

During the previous 20th century, when people became more mobile internationally, the use of English grew exponentially, and it acquired the status of the major international language, or *lingua franca*, used for communication by speakers who did not share their first language. The response to it in Europe was creation of Common European

Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR or CEF) – a guideline representing the achievements of learners of foreign languages across [Europe](#) and, increasingly, in other countries [1]. The European standard suggests six reference levels for grading foreign language proficiency of an individual, and these levels are considered by the authors of language courses and textbooks. While defining the levels of language proficiency, CEFR relies on a range of competencies (with "competence" having acquired the role of a metacategory in language teaching). CEFR distinguishes general competences ([descriptive knowledge](#)), and [skills](#), as well as existential competences, including particular communicative competences – such as [linguistic competence](#), sociolinguistic competence, and pragmatic competence. This range of competences partly overlaps with the earlier linguistic competences that served as foundation for a Communicative Approach to teaching English.

Present-day challenges. For Ukraine, English is a necessary prerequisite for a successful integration into global economy, no matter how remote this perspective is. In Ukraine, English is an indispensable part of a secondary school curriculum. However, what matters and what does influence its acquisition is motivation for learning English, and the learners' awareness of the beneficial role of English for both themselves and their country.

At present, English retains its dominant position in industries of business and technology, and its status as a major *lingua franca* will hardly change in the nearest future. Moreover, it is expected to be further raised with the world market being open for new generations of technical innovations – handheld computers and tablets, Massive Open Online Courses (MOOCs), such as Coursera, Massively Multiplayer Online Role-Playing Games (MMORPGs), etc. Under the circumstances, English becomes a necessary medium for obtaining information and data, and to access the recent achievements in different scholarly fields. Globalization of communication in personal, academic, scholarly, economic and other areas, which will further evolve in the 21st century, as well as emergence of new contexts and places of international cooperation, make teachers of English feel the necessity for updating their educational tools, so as the latter should be compatible with the new challenges of today's life.

Of late, EFL students have been increasingly enrolling in higher education in English speaking countries. In 2010, approximately 733,000 international students enrolled in institutions of higher education in the United States [2], which is a 6% increase as compared with the previous year. Yet, many students are not properly prepared to meet the strong demand for sufficient competence in academic English. For example, students, like those in Ukraine, where EFL is taught via application of the Communicative Approach, are faced with a mismatch between their communicative competence and the type of language required in academic and scholarly fields. This mismatch exposes inadequacy of simulated interactions with imaginary native speakers in imaginary settings, which may have only a distant resemblance to real on-line interaction of native and nonnative speakers of English. Another problem is attaining appropriate instruction in academic and professional English sufficient for passing an exam like GRE (Graduate Record Exam), obtaining a university degree and getting employed after graduation.

Present-day facilities for ELLs. Teaching English to contemporary students should be grounded on the contemporary needs. The entrenched Communicative Approach with its traditional methods should not be discarded, but it should be integrated into a broader spectrum of newly developed teaching techniques. The latter should be aimed at developing students' skills sufficient for both oral and written communication with real native and non-native speakers of English. Nowadays, such skills can be developed to some extent outside the language classroom. Students use English to have an access to online games and social networks (Facebook, Instagram, as an instance), they use search engines for information, conduct research, watch videos (on YouTube), listen to audio samples, and read and write blogs. They use abbreviated English in text and chat messages (LOL, NVMD, JK, NP). They also de-code semiotic systems in gaming and advertising, thus exposing that, which in 1996 was dubbed "multiliteracies" by the New London Group. Such literacies include de-coding semiotic systems, as players do rapidly in MMORPGs. In online gaming, players are more likely to read the meaning behind symbols (e.g.,

treasure chests, pictures, maps, avatars) than behind words.

The 21st century EFL students are less likely to use static, printed textbooks than ever before. In Ukraine, many of such textbooks are outdated (published before 1991), but their replacement is expensive and therefore unaffordable. Access to multimedia technologies enables students to obtain up-to-date information without being heavily dependent on the printed sources.

At the end of the last century, when the Communicative Approach was gaining momentum, ELLs started to formulate questions as to the goals of English in Ukraine, the purposes of its learning, and the needs which it has to satisfy. At present, the answers to many of these questions seem to be obvious: first and foremost, English has to satisfy students' academic needs. Therefore, one of the contemporary demands is English for advanced academic purposes. However, Ukraine has no tradition in teaching it. Today, English language instruction should include courses of Academic English, which will make Ukrainian students capable to successfully cope with the international English language proficiency tests, such as GRE (Graduate Record Exam), TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System). These tests are indiscriminate to the learner: EFL students are expected to have the proficiency level similar to that of native speakers. Such tests **are** a part of the new reality.

Absence of solid courses in Academic English taught at Ukrainian high schools and universities is partially compensated by students' access to open online courses (MOOCs), which, on the one hand, help many young Ukrainians to enter the best world universities, and on the other hand, demonstrate what kind of English has to be taught in Ukraine. One of the top Ukrainian technical universities, "NTU Kyiv Polytechnic Institute" on its website encourages students to take 25 on-line courses in English, among them Computer Science, Software Engineering, Human-Computer Interfaces, and Machine Learning. Comments posted by students who had taken these courses expose the problems which they encounter: incomprehensibility of some lecturers' English, specific vocabulary, interruption of the lecture with tests for its understanding, etc. These comments pinpoint the

issues to be included into the course of Academic English, which should focus not only on the vocabulary and grammar typical of different academic genres, but also on the composition of academic texts and a variable manner of oral academic presentations.

Enhancing English language teaching in Ukraine. To test knowledge of school-leavers, Ukrainian system of secondary education employs the External Independent Testing (EIT), similar to GSCE in the UK and ACT or SAT in the US. Independent testing in English, as a part of EIT, was developed on the grounds of International English Language tests, particularly the FCE – the First Certificate in English Cambridge test (level B2 in the Common European Framework). However, because of technical difficulties, Ukrainian EIT has retained only the reading, writing and English use sections, and has omitted the listening and speaking sections. The first test, held in 2009, showed great discrepancy between English learned at school and English required by the EIT. The major concern was the low level of performance, which is partly explained by outdated textbooks written by proponents of the Communicative Approach and focused on the initial acquisition of English through reading texts which provide the vocabulary and grammar.

Building the vocabulary is a major part of language learning. However, the traditional way of memorizing unstructured lists of words copied out of the studied text is ineffective. The techniques that may enhance efficiency of both memorizing the vocabulary and its further use in speech are as follows:

1. The most used words should be taught directly, without reading a text. Students are advised to compile an Academic Word Lists. Moreover, they should be allowed to choose the words they will learn. In order to comprehend a text, students have to understand 95-99% of all words on a page. However, not all students have the same vocabulary learning needs. At reading lessons teachers may divide students into small groups each of which has to decide what words they would like to learn, taking into account a particular topic to be discussed or a particular text to be read. This may be also done by an individual student who can select the words from a dictionary using his/her own strategy. Students should not “guess” word meanings, as the

Communicative Approach prescribes. They should look up these meanings in an on-line dictionary linked to the text.

2. Vocabulary enhancing techniques have to be coupled with higher order thinking skills (HOTS) that combine language and thinking development. Reading a text not only for comprehension, but also for development of logical thinking will sufficiently enhance language acquisition in its various aspects – systemic (acquisition of the vocabulary and grammar), text-building (acquisition of the rules for developing a cohesive and coherent text), and communicative (adapting the text message to the communicative needs and communicative social settings).

Conclusion. The use of English in new societal niches and by new international speakers, as well as acquisition of English by students with new motivational incentives and through new technological media demonstrate an urgent necessity to reconsider the traditional approaches to language teaching and, hence, to training teachers of English. Presumably, the new approach to teaching English in Ukraine should be compatible with bilingual education wherein students learn the academic content through English and thus gradually improve their speaking, listening, and writing skills. In this way, students learn increasingly complex and content-specific vocabulary and syntactic structures. They are taught to analyze texts from various genres and to use language academically and socially, locally and globally.

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PARTNERSHIP INFORMATION & NEWS FROM HAWAII TESOL



History of Partnership: In April 2001 Hawaii TESOL took the first step to establish a sister relationship with TESOL-Ukraine when the Executive Board agreed to the proposal. The official Partnership Agreement was signed by representatives of both affiliates during the TESOL 2002 Convention in Salt Lake City.

This year Hawaii TESOL celebrates three decades of affiliation with TESOL International; our partners were among the first state and local organizations to participate at that level in 1975. It's one of the oldest TESOL organizations and its experience is of great value for TESOL-Ukraine.

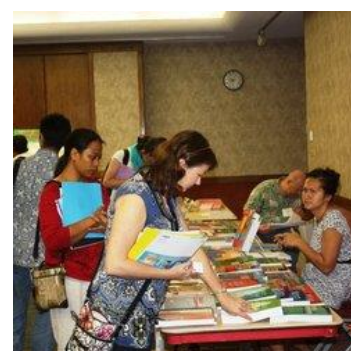


To improve networking and professional development, Hawaii TESOL offers to its members a series of year-round events – the Annual Social, Practical Workshops for ESL teachers, Hawaii TESOL Conference, Business Meeting and Highlights from TESOL, and the Language Experience. These events are scheduled at nearly the same time every year, so TESOL members start marking their calendars after the Annual Fall Social that opens the calendar of TESOL events.

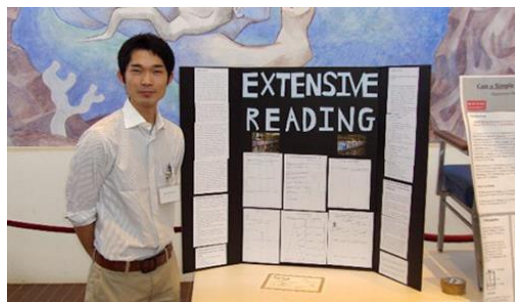


The Annual Social in September gathers old and new members after summer giving a chance for active TESOLers to discuss plans for the academic year and for prospective members to learn more about the organization, to get acquainted with the board, and to become members. Though the regular membership runs from January 1 to December 31, those, who decide to join the organization in fall at the Annual Social get a three-month 'bonus' membership. The Annual Social is not a long or very official event. It starts with a poster session where TESOLers share information about their programs and their ideas about ESL teaching. Then there is a buffet meal followed by welcoming speeches, announcements, and different activities to help members get to know one another. In 20014 and 2015 Hawaii TESOL offered their members an Online Annual Social, when many people could join the event online.

The next important event is the Practical Workshops for ESL Teachers in November, where there are two to four sessions in which professionals share their practical ideas about teaching



English. These workshops have covered a wide range of topics from teaching students e-mail etiquette to using video clips for information gap activities. Again this year our partners will participate in the workshop online – a very popular format since 2014.



The Hawaii TESOL Conference always takes place in February. It is the most important event of the year. It gathers educators from all parts of the state and welcomes conference proposals on any aspect of teaching and learning English. There are different ways to actively participate in the Hawai'i TESOL Conference – paper (a presentation of a paper on any practical or theoretical aspect of language teaching or

research), workshop (a hands-on demonstration of any practical aspect of language teaching), panel discussion (a panel to discuss a current teaching, political or research issue in the field of ESL/EFL), and poster session (a poster presentation of a teaching practice or research finding to informally share with participants at a designated time). Undergraduate and graduate students also have a chance to participate in the conference with a poster presentation of a teaching practice or research finding to informally share with participants at a designated time.



The Language Experience ends the calendar of annual Hawaii-TESOL events in May. This workshop is designed to remind language teachers how difficult it might be to start learning a new language. Every year a different language is highlighted, and a teacher of this language is invited to conduct a class. Teachers, who come to the workshop, are supposed to learn the basics of the language, and what is more important, to feel what it is like to be a student in the language classroom. The previous Language Experiences focused on Hawaiian, Arabic, Korean, Indonesian, Ukrainian, Thai and Hawaiian Creole.

TESOL-Ukraine may also be an important part of our sister-affiliate's activities. New articles from Ukrainians are always welcome – besides having a publication in a foreign newsletter (which will look impressive on your resume), you'll get to know new people, who are devoted professionals and are always ready to help. Articles can include your classroom activities, or anything else you want to share with other language educators – your knowledge, experience or teaching tips. And, believe us, even a small article can change you and your world view, giving you an idea of what it is like to be part of the global TESOL community and knowing the members of our sister-affiliate better.

If you want to place your articles in the Hawaii-TESOL newsletter, *The Word*, please submit them or any questions via e-mail to Lisa Kawai: lkawai@hpu.edu. If you have any ideas about the Hawaii-TESOL/ TESOL-Ukraine partnership, you can share them with Sally La Luzerne-Oi slaluzerneoi@hpu.edu or Maryna Tsehelska mtsehelska4@yahoo.com Let's work to make this a dynamic partnership!

Information in this article was taken from and more information about Hawaii TESOL can be found on its website <http://hawaiitesol.wildapricot.org/>



Olena Pariyeva, Linguistic Centre CLASS, Kyiv

SUMMER CAMP FOR CLASS

This summer the students of our Linguistic Centre CLASS (*Kiev*) spent two exciting and productive weeks in Skadovsk at an English language camp organized by Interclass Language School from Kryvyi Rih. We joined its friendly and motivated students in an interesting program, which combined both hard work (at times, taking into consideration the heat and closeness of the swimming pool and the beach) and entertainment.

Having worked with volunteers from China and Egypt, our students learned a lot about these countries, their culture and traditions. They had time for everything – projects, songs, discos, sport, film making, photography, and five interesting lessons a day.

At the territory of the camp (Children's Health Centre “*Scarlet Sails*” hosted our English Language Camp) there was a mini-zoo with cute animals and the opportunity to ride beautiful horses.

Content based English lessons were engaging and informative, the students learned a lot about the Universe, in general, and our solar system planets, in particular. Besides, they familiarized themselves with myths, fables, folk and fairy tales of different nations. As a result each team filmed a play and demonstrated their ability to speak English and act. These video materials and countless photographs will bring back fond memories of the summer.

Our camp was fun and we will be looking forward to meeting our new friends next summer. ;)

TEACHER DEVELOPMENT WITH TESOL-UKRAINE

INNOVATIVE METHODS OF TEACHING VOCABULARY

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As English teachers we always look for new and interesting ways to stimulate our students to learn English.

Vocabulary is a very important means to express our thoughts and feelings, either in spoken or written form. Vocabulary is considered an essential part of learning English since it leads to communication.

Traditional approach to learning English includes looking words up in the dictionary, writing definitions, and using new words in sentences. Word lists, teacher's explanation, discussion, memorization, vocabulary books, and quizzes are often used in an effort to help students learn new words. But these methods are not very effective.

Teachers should teach vocabulary in context, combine vocabulary with reading and writing activities, and provide students with different lexical information about the words they learn. Giving learners something new does wonders in relieving boredom and spiking interest in a topic.

There are some techniques that teachers can use in their classrooms to improve their students' vocabulary:

1. Showing models and objects.

It is a very useful technique to teach vocabulary to the beginners. The names of many things can be taught by showing actual objects. It gives real experience and sense to the learners.

2. Demonstrations and showing pictures.

Teacher can act and learners try to imitate it. For example, the words like *run*, *read*, *cry*, *eat*, *sleep*, and *dance* can be demonstrated. Miming works well with younger students. You can mime out emotions and everyday activities to teach new words. Many situations can be dramatized or demonstrated. This works well with young students or students studying a foreign language to help introduce them to new concepts. After explaining new vocabulary, you can then ask the students to perform the actions.

Teachers can also use picture dictionaries. Some words work well with pictures, particularly nouns. This can also be a good way to introduce blocks of related words that are often used in foreign language classes, such as nouns and verbs related to the classroom or the house. Pictures can be used in printable worksheets and flashcards, where pictures are matched to the words they represent. Learners remember better the material that has been presented by means of visual aids'.

Another visual way to teach vocabulary is to find videos that showcase the words used in lesson. Videos created for people learning English as a second language are also ideal for teaching younger students *the* words with which they have had little or no exposure. YouTube Teachers' Language Arts

section is a good place to look for video content that is safe for classroom viewing.

3. Teaching words in context.

Just learning words separately, doesn't help students to learn how to use the word. When students learn them in context, this problem is solved, because they are given an example sentence, right in front of their eyes! Students can write down their new sentence and the example in their vocabulary notebook, to be practiced later. If students are reading digital texts, they can mark the text in a number of different ways to identify context clues. They can highlight, underline, bold, or vary the font (size, style, or color) of unknown words and/or the surrounding context. They can mark the clues that they believe will help them uncover a word's meaning.

Many supports can also be embedded in the digital text to help students while they are reading. For example, selected words and phrases (the unknown words as well as the surrounding context) can be linked to definitions, synonyms, antonyms, images, and audio explanations.

4. Etymology.

Every word has its origin and its story of how it gets its current meanings. So, whenever we teach a new English word we can ask students to look it up in a dictionary or other reference books, or surf the Internet to find its origin. The interesting stories behind a word's origin can be a very good reminder for students to remember the particular word. Thus, learning the etymology of a word will certainly promote students' comprehension of new words.

5. Collocations.

It's a widely accepted idea that collocations are very important part of knowledge and they are essential to non-native speakers of English in order to speak or write fluently. The term collocation generally refers to the way in which two or more words are typically used together. For example, we talk about *heavy rain* but not *heavy sun*, or we say that we *make* or *come*

to a decision, but we don't *do a decision*. So, *heavy rain* and *make a decision* are often referred to as collocations and we say that *heavy* collocates with *rain*.

6. Synonyms.

A synonym may be used to help students to understand different shades of the meaning, if the synonym is better known than the word being taught. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly. These can be effective since they build on words and phrases that students already recognize.

7. Short stories.

Another way to make teaching vocabulary more fun is to have students create a short story or screenplay using the words they have just learned. Teachers can also make this a final project or midterm project. Typically, this will go over much better than a final exam, and students will be more willing to engage and get creative with such a task, especially if a large portion of their grade depends on it.

8. Using an i-Pod

Do your learners carry iPods or tablets? Don't be angry with them for using technology in their lives. Turn it to your advantage! There exist a number of good websites now that can get you and your learners up and running using this latest new technology for language learning and practice.

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APHORISMS IN ESL CLASS AS A TOOL OF DEVELOPING STUDENTS' SOCIO-CULTURAL COMPETENCE

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Language and culture are closely tied to one another and have a profound influence on both verbal and non-verbal communication. A variety of daily and intellectual contexts must often be taken into consideration in order to understand the meaning of something that is said. Such contexts can differ greatly from one culture to another, often making it difficult for newcomers to effectively communicate with other members of their new culture. Developing an understanding of general cultural contexts and their implications will enable someone who was not raised in a particular culture to fully comprehend speech or text in that culture's language, and to use the language more easily (American Immigration Law Foundation, 2002). That is the basic idea behind socio-cultural competence and its use in ESL education.

The idea of teaching socio-cultural competence in ESL programs is fairly recent. Moreover, there has been a slow progression of information and teaching materials that would enable ESL educators to understand the importance of this topic and to implement it in their classrooms. Several models and theories have been introduced in recent years to further explain socio-cultural competence and how the lack of this information can negatively affect ESL students.

A language is a reflection on a national mentality and culture. That is why, when teaching a foreign language, to provide students with a stock of lexical units (vocabulary) and instructions as for their arrangement (grammar) is not enough. Developing socio-cultural competence is

urgent. It is possible due to the application of a certain methodological system which embodies socio-cultural approach as a methodological foundation and communicative-cognitive method as a theoretical basis of teaching technique. Aphoristic text, in particular, is a source of getting socio-cultural information, which gives an opportunity to satisfy cognitive needs of students. In any language aphorisms are units that reflect the native speakers' picture of the world. Aphorisms as a mirror of national culture contain a great volume of information about tradition, foundations, world outlook and mentality of a language community [1, p.58].

The word *aphorism* was first employed by Hippocrates to describe a collection of concise principles, primarily medical, beginning with the famous, '*Life is short, art is long, opportunity fleeting, experimentation dangerous, reasoning difficult*'. Eventually the term was applied to statements of principles in law and agriculture and extended to other areas.

As a linguistic means of reflection of the picture of the world, aphorism allows expressing an idea more exactly and informatively, imparts certain stylistic coloring to speech. That's why the application of aphorisms helps to make speech more expressive and emphatic. So, a student can feel more confident in the situation of foreign language communication.

Aphorisms contain pragmatic settings, which reveal themselves in a perfection of vocabulary and a wise demonstration of actual life phenomena into general

principles or dominant ideas. The opportunity to appeal to the author's experience allows using aphorism as 'a pragmatic tool' with an evident didactic и polemic function. Many aphorisms aim to overwhelm a reader or a listener with an unexpected argumentation or comparison, which makes them a true weapon in polemic: *I pick my favorite quotations and store them in my mind as ready armor, offensive or defensive, amid the struggle of this turbulent existence. Robert Burns* [4].

The specifics of aphorism in cognition of various aspects of life reveals in the fact that these short sayings polish, enrich and systemize knowledge about the reality. The extreme concentration of a message is achieved in them. Aphorisms in the cognitive activity are primarily used for revealing some invisible, for fixing the result of thinking. Highlighting essential aspects of the object, aphorisms make the cognition process easier [2, p. 7-8].

Students should also be aware of the convincing or even manipulative power of aphorisms. As Arthur Krystal warns 'Anything that can educate can also manipulate, and anyone selling anything to the public dictators, CEOs, advertising executives knows the power of easy-to-remember expressions. I, for one, still believe that 'It takes a tough man to make a tender chicken.' Effective ad copy, of course, doesn't have to be true; it simply has to be catchy. But a well-honed aphorism not only stops us in our tracks; it impedes our moving forward. Even if we don't immediately buy

into it, it can still deliver a wallop: 'There is no female Mozart because there is no female Jack the Ripper,' Camille Paglia tells us. Is this worth discussing? Or are we being bamboozled by the phrase's conspicuous symmetry? True or not, some aphorisms make it hard to imagine anything better ever being said on the subject.

'And herein lies the danger as well as the appeal of the aphorism. A statement can be so well put that its cogency is entirely dependent on its formulation, but as soon as we reflect on it we may come to another conclusion' [3].

Thus, bringing aphorisms into ESL class helps to form students' socio-cultural competence and, consequently, improve their foreign language competence.

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INNOVATIVE METHODS IN TEACHING ENGLISH FOR ESP STUDENTS

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The purpose of education is not just making a student literate, but adds rationale

thinking, knowledge and self-sufficiency. That's why teaching nowadays must include

innovative communication methods that impart knowledge. Some innovative methods of teaching could be multimedia, the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience.

English as the official language of the entire world is a very tricky language to teach. English is a very old language and has undergone many changes from Proto English derived from Latin and German cultures to the Modern English which was established afterwards in the post Renaissance period. Each version was simpler than the previous one. Present day English is the simplest adaptation of a very old language and yet it is still difficult to teach it effectively especially to those who speak English as a second language.

In today's world English is taught in a very orthodox manner. The basic teaching is needed. Teaching the alphabets and the formation of the words is essential and a must. But there is something that is even more important. Students must be able to speak the words and understand their meaning before writing them down. The foundation to teach English can only be taught using the orthodox methods of teaching the alphabet and the words, and the rules. But then teaching only the rules is found to be boring by most students and because of this they lose interest in learning the language. When it comes to teaching English for ESP students who already know the basics, the traditional methods generally tend to yield poorer results than innovative methods. This has already been proven by the methods implemented like using stories, poems, movies, books and newspapers etc. These methods help students learn the language better without them actually realizing and also it keeps their interest.

Teaching through stories. Stories form an integral part of teaching a language. These stories help teach the students about the formation of sentences and how to express their thoughts and a lot of other things and they help in keeping students' interest alive

fill the story ends. It is something that every student wants to know. A story is supposed to appeal to the creative part of the brain. It helps students be more imaginative, by trying to visualize the things that are happening inside the story. The story will help them learn the language as they enact the dialogue which they will themselves extract from the stories, and when they make modifications to the plays. It helps the students be more interactive and creative.

Teaching through conversations.

Conversations are by far the most useful ways of teaching the language. Conversation forms a very important part of the teaching process. The sentence construction and grammar are not something that can be entirely taught by rules. They have to be taught intuitively. That can only happen through a lot of reading and a lot of listening. This can be taken good care of as every conversation needs a topic. The topic can be given to students in the form of written documents which they have to read, then form an opinion and then have a conversation about it or it can be spoken out and then they can listen, understand and also take part in the conversation. The participation and other aspects of the conversation can always be evaluated through points which will also urge the students to take part in the conversation. These conversations have to be general. They must spring up as if friends are talking to each other. This way the students are comfortable in expressing themselves in the best possible way. This process may take some time but in the end it would be the most efficient one in teaching the language.

Teaching through games. This is a very interesting method of teaching. Students generally like games and want to play them more and more. Traditional methods dictated for study and games to be separate but the fact remains that students tend to be more interested in playing games rather than sitting down to study. Games as part of learning would help students keep up their interest as the desire to win is very strong. It keeps us going and when combined with different aspects of

teaching the learning process would last almost throughout the day without the children getting tired or bored of studying.

Teaching through competitions. Most of the time competitions like debates also help students a lot in learning the language as the element of competition keeps them at their best in conversations. It makes them use the best possible sentence structures to express their opinions and to use good vocabulary etc. This is a very important tool in helping them learn the language. These competitions also help them address a large audience which is very important for their personality development.

Teaching through creative assignments.

Assignments help students learn something on their own and most of the time they have to research on something then write something up on it. This method is very effective for sciences and engineering although when it comes to languages students should be given assignments in which they have to modify something that already exists. If students are just given assignments like „write a story or a poem or a report then most of the students crack because not everyone can come up with a story or even if they come up with one they cannot write it down. In such case students should be given the base knowledge and data and then we may ask them to modify the data. For example, students can be given a base story and then asked to modify a part of it. This engages their creativity and also helps them overcome their difficulty in writing.

Teaching through multimedia. Multimedia sources like songs, movies, TV series, magazines, newspapers play a vital role in improving our language. This method should be used in the final stages of learning as

that is the only place where there is no scope of damage as most of the movies and songs etc. use colloquial English most of the time which is grammatically wrong. It is very important that students understand that fact so that they do not use that form of the language in their everyday usage. Apart from that this source is very helpful as it does not feel like education. This is something that students will do in their spare time. The songs are the best way to communicate, how to use a language, to express their feelings. Movies are a very common past time but apart from that in most cases they are also very instructional and educational.

Conclusion. Languages play a very important role in our lives. They help us express our emotions and communicate our thoughts and feelings, and hence they are prime tools to express who we are. Thus the knowledge of a language and its proper utilization is very important as it defines us. Since English is the official language of this world it is of utmost importance that this language has to be taught in such a way that it will help us not just speak and write, and listen but interact. That is purpose of the language and that is what it must be used for.

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NEW OPPORTUNITIES OF CALL ON THE WAY TO STUDENTS' ESP PROFICIENCY

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The primary goal of ESP teaching is to equip learners with the knowledge and language skills that will be of great demand in the sphere of their future professional activity. Therefore, this kind of instruction is to be learner-centered inherently, as in this case a second language is not taught as the subject separated from students' needs, it is integrated into the area important to their professional interests. From the early 1960s, ESP has grown into one of the most prominent areas of EFL teaching, and currently it is taught at many universities of the world. This fact is another undeniable proof of the significance of the English language knowledge in the globalized business world and the relevancy and efficiency of this kind of instruction in training future professionals. To face new challenges, nowadays ESP teaching uses a wide range of efficient approaches and methods and implements new technologies in the educational process.

For the students majoring in hospitality and tourism, ESP has become a necessity in the era of a global customer. Having more options to choose desirable travel destinations and being equipped with the latest technology, people travel all over the globe and you never know where your next visitor will be from. To remain competitive in the hospitality market and keep customers' loyalty, future graduates have to demonstrate not only their theoretical knowledge, but their practical skills and the ability to cope with any problem that can arise. Therefore, the training language course must be designed with respect to the situations close to real professional environment. In this way, the Internet has become one of the most powerful tools and invaluable sources of new professional information and knowledge.

No matter how well the ESP course books are developed, they can become even more valuable if supplemented with materials from authentic books published for those who work in the target field. For instance, due to the Internet the students of hospitality obtain the access to such professional books as *VIP: Introduction to Hospitality, Hotel Management and Operations, Food and Beverage Management, Hotel Front Office Management, The Geography of Tourism* and a number of others written and edited by professionals for future professionals. They cover such issues as hospitality marketing, segments and types of hotel and restaurant establishments, front office communication and accounting, hotel performance, yield management and forecasting and many more aspects vital for being successful in hospitality. Selected appropriately and used simultaneously with course books, they do not only enrich useful vocabulary and provide understanding of key notions, but give the idea of how different management mechanisms function in reality, providing a business successful running and further development. Many of these books include sections with case studies that make them even more popular with learners and extremely motivating as they provide examples of the situations and problems that real hospitality businesses have faced in their operation or might have to deal with in the future. These specific real life situations or imagined scenarios can be used effectively as a training tool. Among the practical advantages of conducting a case study are the possibilities to develop and improve analytical and creative thinking, communication skills, the ability to defend one's own point of view as well as to learn on someone else's experience. This method encourages learners' interest and stimulates

their involvement if it concerns the issues of future professional activity.

Apart from professional e-books, another useful option in ESP teaching is audio lectures and presentations given by leading scientists and specialists in the field. The learners can be asked to prepare the overview of the ideas presented. The students not only derive some new knowledge, but learn to perceive and process authentic information from audio sources.

Video is a special option in CALL for hospitality students. Actually, learners are much more engaged in the learning process as they see the language in action, not just in textbooks. In this way, YouTube video materials provide the hospitality students with the possibility to see the destinations they are going to sell, to learn more about facilities and amenities at the disposal, activities tourists can experience, places of interest to recommend, etc. What is more, video resources allow the learners to take video training sessions on Internet travel booking, checking-in and -out procedures, servicing patrons in catering establishments, providing customer service excellence, dealing with difficult customers and a number of other aspects the future graduates will have to be able to deal with. Such video training sessions are of special value, as they do not only give instructions, but familiarize the learners with the world standards and experience. There are numerous possibilities to develop the tasks to video programs into further practice, more complicated and challenging. For example, after watching some excursions around a city or a country, a lecturer can ask students to find some program without a tour guide's comments on the Internet, and develop their own virtual guided tours. The other options are to watch the video and describe orally or in writing some process or analyze the tendencies on the basis of different years statistic data on the number of travels, tourist expenditure at some destinations, tourist companies revenues or the hospitality market fluctuations.

Developing projects on the most popular destinations, designing tourist information leaflets or restaurant menus are only some of numerable interesting ideas that can encourage learners' interest, stimulate their creativity and increase self-motivation. Being developed on professional authentic materials, the tasks mentioned above greatly contribute to successful learning and actually signify a new phase in training ESP students making them confident target language users.

New information technologies and free excess to a numerable Internet resources give endless possibilities to organize the ESP learning process in the most interesting, challenging and efficient way. With new methods and approaches to teaching a foreign language, the learners receive a wonderful opportunity to see and examine how the target language functions in their future professional sphere as well as gain valuable international experience and the awareness of world standards. For the hospitality students in Ukraine the latter is of a special value, as the industry in its attempts to meet the challenging and sophisticated tourists' demands should take into consideration the world modern trends and learn from the best examples of creativity and excellence.

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RAISING THE LEVEL OF ENJOYABILITY IN THE PROCESS OF STUDYING

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What can a teacher do to make studying more enjoyable? One of the most frequent questions a teacher can face in his/her career. This paper will present some of the techniques which can help a teacher to raise the level of enjoyability in his/her class.

A popular saying says, "There is no gain without pain" meaning that you have to work hard and often go through subsequent difficulties to reach your goals. They say that of the two paths, the path of pleasure and the path of pain, the latter is faster. Personal suffering and tragedy causes us to look beyond the concerns of our everyday life and consider larger questions. The path of pleasure also works but slower. Dr. Stephen Krashen, expert in the field of Linguistics University of Southern California says that in literacy and language development, however, only the path of pleasure works. In his opinion what is good for language development and literacy development is perceived to be pleasant by the acquirer and the teacher. His pleasure hypothesis does not say that anything students enjoy is beneficial. It says that if an activity is good for language and literacy development, then the activity is pleasurable.

A Venetian scholar Paola E. Balboni has elaborated a model that analyzes the motivation for studying in general, not only languages. That model is essentially based on three possible activating factors: duty, need, and pleasure.

Balboni says that "pleasure" is not only a pleasant feeling or emotion but also a gratification of a cognitive need and of a desire for participation, the pleasure of making new experiences, the pleasure of a challenge, the pleasure of systematizing

knowledge by making it into a personal competence.

In negative emotional situations such as pressure, discomfort, fear, anxiety there is the formation of a chemical mechanism that stops the production of adrenalin, which is a neurotransmitter that favors memorization, a key chemical to make our memory strong and lasting.

Mario Cardona, a scholar from Venice, writes that this negative phenomenon occurs, when stress is not positive. In this case a steroid hormone, called the stress hormone is produced, that prepares the body to react to difficult situations. Controlling the production of such a hormone is the palatine tonsil, that in a stressful situation signals for an increased production of this hormone, which eventually reaches the hippocampus and the prefrontal cortex of the brain.

In such stressful for learners situations as tests, examinations, etc there is a conflict between the palatine tonsil, which requests more introduction of the hormone into the blood to cope with the situation, and the hippocampus, that instead tries to regulate the quantity of it. If the situation continues, the hippocampus's control functions cannot work properly, nor can it carry out its normal tasks. The hippocampus is the appointed area for long-term memory.

J.H. Schumann in *The Neurobiology of Affect in Language* (1997) asserts that no cognitive process is generated without an emotional process being generated first and that also from the neurobiological point of view the pleasant emotion plays a fundamental role in the activation of the

cognitive processes that permits the stable and durable acquisition of information. It is believed that pleasure is the best state of mind for a stable and durable way to learn a language. Italian educationalists Caon F., Rutka S. present the methodological proposal called the playful Language Teaching Method (LTM) that translates into practice both the presuppositions and the purposes of the humanistic (affective and functional) and communicative approach, and the presuppositions and purposes of socio-cultural constructivism. The key thing of the playful LTM is the game.

To avoid falling into dangerous prejudicial visions wherein the game at school is a moment of relaxation to be put before the "serious" learning moment, it is fundamental first of all to differentiate a free game (practiced by the students in a extra scholastic or non-controlled environment) and didactic game (proposed by the teacher in the context of learning).

Two other terms were introduced by the educationalist, Aldo Visalberghi (1980): playful activity (corresponding to free game) and playful-like activity (corresponding to didactic game).

The "purpose" of the game does not correspond with the end of the activity: in the didactic game it consciously achieves a purpose that is beyond the game itself.

Therefore, as one more representative of the Italian school G. Staccioli says, playful-like activities are "intentionally built to give an amusing and pleasant shape to certain forms of learning".

Mario Polito believes that "the game has enormous educative potentialities that facilitate learning and socialization. The game ignites the enthusiasm, fires the interest, primes the involvement, favors social activities, increases expression, stimulates learning.

Considering the frequent and almost spontaneous association of the game with childhood, it seems important to us to

deconstruct this prejudice (that is, that the playful activity belongs only to infancy and/or that the didactic game can be practiced solely in primary school) and expand the horizon of the playful LTM in order for it to be proposed to adolescents and adults alike, with the obvious differentiations in the modalities and in the activities themselves in accordance with the age of the player.

"The adolescent student often does not accept activities perceived as too infantile, or of little significance that frustrate his intellectual capacities because they are cognitively too simple. Thus, the objective is to encourage students to experience this pleasure through challenging activities (for instance, problem solving or certain creative activities where their talents are valorized) and to encourage intellectual and emotive understanding through feedback, through post-experiential discussion.

Attending to the pleasure in its various possible declinations has always been in the centre of the concerns of the Venetian school: Titone, in his studies, often refers to the pleasure of the systematization of new information in the cognitive structure of the learner; Freddi speaks of the pleasure that is awoken by satisfying curiosity and by recognizing cultural variance; Balboni, equally interestingly, dwells upon the pleasure of intellectual challenge. Therefore, the activities being proposed must be playful, defined thus far as pleasurable and also challenging in a cognitive sense, so as to initiate a desire to surpass oneself, to embark upon challenging oneself prior to any challenge directed at others.

One more activity which can promote pleasure of studying can be reading. As many researches show learners prefer free reading to traditional language instruction. Self-selected voluntary reading can be very efficient in this case because learners are given a choice, they can read whatever they like and whatever they want, they often even get addicted to it because they do enjoy it, they do enjoy reading.

Dr Krashen mentions a number of case histories when adult second language acquirers made impressive progress in English as a second language simply by reading books. Many studies made in Asia provide consistent results showing that self-selected reading raises the learners' language levels. Students in classes where reading was encouraged outside the class did better than other comparison groups.

It should be noted that when we understand what we read or listen to, and we're relaxed and feeling good about ourselves, we acquire, or pick up, more language. Learners find reading pleasant when they can find interesting and comprehensible reading material. To cut it short, we can say that if English reading and listening gives us pleasure, it's helping us acquire more English. So, one of the keys, or secrets, to improving our English is to read and listen to books, articles, and podcasts that give us pleasure.

One of the types of reading which can be applied to free voluntary reading is the so called junk reading. It is a kind of fun and entertaining light reading that does not require a dictionary. It involves reading in large quantities, and it is considered to be more valuable than serious reading in small quantities. The materials should be almost 100% comprehensible, so learners can focus

on the content rather than on separate words. Self-selected free reading cannot substitute traditional language instruction; it is not enough to guarantee students' reaching higher levels of competence in another language but is a great tool on the way to mastering foreign languages. Moreover one will definitely find this path rather pleasant.

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PROJECT WORK AS ONE OF THE STRATEGIES OF LEARNER-CENTERED APPROACH

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The origin of learner-centered approach can be traced back to 80s when the United States initiated its first educational reform. The first reform efforts were directed at reforming the educational standards, the content, the process, the role of teachers. By the beginning of 90s the first educational reform was found to be seriously flawed for

having used the wrong framework for reform. To provide the needed framework, American Psychological Association and Mid-Continent Regional Educational Laboratory jointly developed "The Learner-Centered Psychological Principles" in 1990 to 1993. These principles can be considered

as universal principles applicable to all learners in different cultures.

Learner-centered approach places the student in the centre of education. It begins with understanding the educational contexts from which a student comes. It continues with the instructor evaluating the student's progress towards learning objectives. By helping the students acquire the basic skills to learn, it ultimately provides a basis for learning throughout life.

The new role of a teacher focuses on the ways to facilitate the learning process:

- Fostering student's learning
- Accommodating different styles
- Motivating students to accept responsibilities for learning
- Designing activities in which students interact with the material, the teacher and each other
- Encouraging, inspiring student ownership of learning.

"Learner-centered teachers connect students and resources. They design activities and assignments that engage learners. They facilitate in individual and collective contexts" (5, p.76).

In student-centered classroom, at different time, students may be working alone, or in a group. They may also be teacher-led. The ideal size for a student-centered class is 12. The larger class, the more necessary it is to have a student-centered class. The only way to give all the students time to speak is by having them work together.

There are different types of interactive activities that can be utilized in the learner-centered classroom. Some activities, like discussion and role play, are quite suitable as working together activities. Brainstorming can lead to a very lively discussion. In this article we would like to touch upon the project work as one of the best ways to implement the learner-centered approach.

The project-based learning takes learner-centeredness to a higher level. The main advantage of this activity is that the students get control of what they are doing. The role of a teacher is to observe the

students, to watch how they interact, how they carry out the research, how they organize and plan their projects.

A project is an extended piece of work on a particular topic where the content and the presentation are determined by learners. The teacher provides the topic, but the project writers decide what they write and how they present. Project usually integrates language skills through number of activities: planning, gathering of information through reading, listening, interviewing, discussion, problem solving, reporting, display.

Haines identifies four types of projects:

1. Information and research projects which include such kinds of work as reports, displays.
2. Survey projects which may also include displays, but more interviews, summaries, findings.
3. Production projects which presuppose the work with radio, television, video, wall newspapers.
4. Performance/Organizational projects which are connected with parties, plays, drama, concerts.

Project work gives a clear sense of achievement. It enables all students to produce a worthwhile product. This feature of project work makes it particularly well suited to the mixed ability class, because students can work at their own pace and level. The brighter students can show what they know, unconstrained by the syllabus, while at the same time the slower learners can achieve something that they can take pride in, perhaps compensating for their lower language level by using more photos and drawings.

Projects bring real life into the classroom. It brings facts to life. Project work allows "life itself" to form part of the classroom and provides hundreds of opportunities for learning. Apart from the fun elements, project work involves real life communicative situations (analyzing, deciding, editing, rejecting, organizing, delegating) and often involves multi-disciplinary skills which can be brought from other subjects. All in all, it promotes a higher

level thinking skills than just learning vocabulary and structures.

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CRITICAL FACTORS OF INTEGRATING CONTENT AND LANGUAGE PLATFORM IN UKRAINIAN HIGHER EDUCATION

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Taking charge of your own learning is a part of taking charge of your life, which is "the sine qua non" in becoming an integrated person.

Warren G. Bennis, an American scholar, organizational consultant and author

Advocates of Content and Language Integrated Learning (CLIL) have extolled the virtues of this approach to fostering both content and language alike. However, the generalized and varied implementation of English as a Medium of Instruction (EMI) in universities worldwide has led many lecturers to question these claims [1]. This paper presents some considerations concerning a Common European Framework (CEFR) based model for measuring the impact of EMI at the tertiary level.

Most universities around the globe now offer full or partial degrees taught through a foreign language. English has long been the language of science, but these degrees have made English the language of higher education in Europe. Serving partly as programmatic development, partly as an explicit competition in a wider tertiary environment, English has become the de-facto language for academic discourse [1]. And those refusing to provide English-taught modules endanger their global scientific

visibility and professional competitiveness. Particularly in Europe, there is a strong consensus on the methodological approach to be used when a content module or degree is taught through a language other than the students' mother tongue (often in English as the Medium of Instruction). More recently, it has also become a major move towards multilingualism at the university level. It is claimed to foster a flexible, inclusive approach which can be applied through many specific methodologies, since both content and language are integrated. "By integrating language and subject teaching, various forms of educational success can be achieved where classrooms comprise learners with diverse levels of linguistic competence" [2].

After the Bologna reform process [3] carried out in the Ukrainian higher education system, many universities have decided to introduce English as the language of instruction for some studies. The new study

programs have been implemented, and there is an urgency to define what is meant by "teaching in English". Some constraints and difficulties of introducing a second or third language of instruction have been investigated and the difficulties content teachers have in recognizing and describing their disciplinary discourse have been shown [1]. Thus, there seems to be a need for a dialogue between language and content teachers, in which they can express their experiences, opinions and fears.

In the higher education system the interest in foreign languages has brought about the introduction of bilingual programs, where students can choose between Ukrainian or English as the language of instruction, or programs exclusively taught in English. However, the integration of content and language in higher education requires understanding of concepts such as interdisciplinarity and teacher collaboration. Contemporary interpretation of knowledge is not seen in separate chunks, but "within the framework of real life application where solutions are required for complex problems" [1]. An effective resource of the latter could be collaboration between content subjects and ESP teachers. Some authors have reported these collaborations in the past, when relationships were not easy, and ESP teachers took the initiative and gathered information by means of needs analyses techniques from students, content teachers and future employers and applied it to their courses. Today in Europe, there is a reported tendency to introduce English as a second or third language of instruction in European universities, with an effort to try and integrate content and language (ICL). In order to manage this integration in Ukraine it is necessary to consider the kinds of communication tasks and skills that form the core competence profile as well as the intercultural communication conventions in each discipline, the skills that may be transferable between languages, and the academic genres that should be covered from the language point of view in order to use them in the content variety of interpretations about how to implement the new policy. The above-discussed

uncertainty could serve to be the main motivation to gather a group of content teachers and English language teachers in order to create a discursive platform to share experiences and points of view at a time to make it possible to reflect on how to introduce a new language of instruction. The locus of interest for such a potential interdisciplinary discussion could cover the following aspects: 1) outlining the number of competencies for each subject, which students should acquire and teachers should adequately assess; 2) distribution of subjects with credits in English; 3) students' needs for courses delivered in English; 4) disciplinary differences in modes of teaching and pedagogical strategies; 5) opinions about a second language of instruction.

Moreover, the involvement and enthusiasm of the university community is also essential for the success of the program. Making discursive spaces available for interdisciplinary collaboration of teachers is a good measure to motivate and involve them in integrating content and language, but new creative spaces and platforms where students and administrative staff can also participate, such as workshops, seminars, or on-line platforms will help to create a corporate image about multilingualism at the university level. Furthermore, other accompanying activities can help to successfully develop a multilingual higher education policy, such as a good communication plan for students, teachers and administrative staff, as well as for the society in which the institution is embedded, which would foster a higher level of its academic competitiveness.

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THE DEVELOPMENT OF INCLUSIVE EDUCATION IN THE U.S. AND EFFECTIVE CURRENT PRACTICES

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The United States is often viewed as a leader in education, but American educators have not always pursued progressive policies. There is a dark side to American history of special education that few outside academia are aware of. Before the 1970s, American children with disabilities were either taught in special schools or were not educated at all, as they were considered uneducable. Students with disabilities did not have the same educational rights as other children and were typically isolated in institutions calling themselves "schools," but in reality were simply warehouses for unwanted children. One such institution was Willowbrook State School in New York.

The conditions at Willowbrook were horrendous. The children were often chained to their beds, locked in dark rooms in isolation or spent hours lying on filthy floors. Visitors to Willowbrook were disturbed by the continual screaming and crying. Neglect was rampant, as basic needs such as toothbrushes and toilet paper were rarely provided (Rivera, 1972b). In his groundbreaking television expose, the young journalist Geraldo Rivera (1972a) lamented, "It smelled of filth. It smelled of disease, and it smelled of death." Without consideration of ethical practices, children were deliberately exposed to hepatitis during experimental studies, in which doctors injected the virus directly into their bodies to study the effects of the disease (National Institutes of Health, 2009).

Unfortunately, Willowbrook was part of a general educational trend in the U.S. It was not the only institution subjecting students with disabilities to inhumane conditions. Similar levels of abuse and neglect were

common in many other institutions for children with disabilities. Violation of the rights of children with special needs was pervasive.

While this history is certainly tragic, the aim is to show that positive change is possible, even under the most difficult of circumstances. Beginning in the 1950s and continuing through the early 1970s, a series of influential events and court cases culminated in federal legislation that made illegal the educational isolation of children with disabilities. One impetus for positive change was the Civil Rights Movement, during which people of color fought for the right to vote, receive an equal education and participate fully in society. The courage of early civil rights leaders inspired others to advocate for equal rights of individuals with disabilities. If it is wrong to discriminate against individuals on the basis of ethnicity, then it is wrong to discriminate on the basis of any other physical characteristic, such as disability (Turnbull, Turnbull, Stowe & Huerta, 2006). The 1960s and 70s saw many protests by individuals with disabilities who demanded access to public transportation, community services, equal employment and safe housing. People also fought for the rights of children with special needs to receive the same quality of education as children without disabilities.

During the turbulent decade of the 1960s, there was a major paradigm shift in American attitudes towards children with disabilities as people rejected Social Darwinism and embraced an attitude of equal protection and rights of all people. Americans began espousing the belief that everyone has the right to live in safety and dignity, and all children have a right to an

equal and appropriate education. Additionally, scientists were proving that students with even severe disabilities could learn. Numerous scientific studies proved that education could help all children with disabilities.

As Americans' attitudes changed, politically powerful families began to talk publicly about their own sons and daughters with disabilities. Congressmen with children with special needs became leaders in the fight for the rights of individuals with disabilities. John F. and Robert F. Kennedy's sister Rosemary had cognitive disabilities, and Robert paid a visit to Willowbrook insisting that the school reform (New York Times, 1965). But the school refused to reform, and eventually, a furious public outcry forced the permanent closure of Willowbrook following Geraldo Rivera's publicized investigative television report, in which he brought cameras directly into the infamous institution (Rivera, 1972a). Other similar institutions were closed, as well, ending a tragic and notorious chapter in the history of American special education.

In response to widespread discrimination, parents and advocacy groups filed numerous lawsuits against schools that refused to provide equal educational opportunities to all children, and generally, the U.S. Supreme Court sided with the parents and children. One of the most influential cases was *Brown v. Board of Education of Topeka, Kansas*. In 1954, Linda Brown, an African American girl, was barred from attending an elementary school with white children in Topeka, Kansas. The U.S. Supreme Court ruled that separate educational facilities are unequal and racial segregation violates the 14th Amendment. Segregation makes children feel inferior and is psychologically damaging. The significant implications of this case are that segregating an entire group of children on the basis of any characteristic, including disabilities, is unconstitutional (Turnbull, Turnbull, Stowe & Huerta, 2006). If separating children based on ethnicity is a violation of their civil rights, so, too, is separating children with disabilities.

In 1971, the Supreme Court heard arguments in the case *Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania*. Children with cognitive disabilities were being denied education in Pennsylvania. The state argued that children with mental retardation cannot learn and therefore cannot benefit from schooling. The Supreme Court ruled that all children ages 4-21 must be provided free public education, because all children can learn (Turnbull, Turnbull, Stowe & Huerta, 2006).

One year later, the Supreme Court listened to arguments in *Mills v. Washington, D.C. Board of Education*, another landmark case. Seven children with learning disabilities had been refused admittance to public school in Washington, D.C. The school argued it did not have enough money to teach the children, but the High Court ruled that insufficient funds is not an excuse for refusing to educate children and ordered the school to accept them and provide an appropriate education (Turnbull, Turnbull, Stowe & Huerta, 2006). The Supreme Court reiterated previous rulings that all children with disabilities have a right to an education (Turnbull, Turnbull, Stowe & Huerta, 2006).

In 1992, the Supreme Court heard *Holland v. Sacramento City Unified School*. In this case, a school district claimed that a young girl with moderate cognitive disabilities could not be educated in a general education classroom and argued for the right to place her in special classes for children with disabilities. The High Court disagreed and held that she had a right to be educated in a general education classroom. This milestone ruling affirmed that children with disabilities have a right to be educated in an inclusive education program (Turnbull, Turnbull, Stowe & Huerta, 2006).

Following years of protests, successful lawsuits by parents and a monumental shift in societal attitudes, the U.S. Congress enacted a series of laws to protect the rights of students with special needs. In 1973, Congress passed Section 504, which legislated that schools, colleges, and

universities receiving federal money must provide architectural accommodations to make their buildings physically accessible to students with disabilities (Turnbull, Turnbull, Stowe & Huerta, 2006). In 1975, Congress passed the Education for all Handicapped Children Act, which required schools to provide a free and appropriate public education to all children and introduced the principal of “zero reject,” the legal concept that no child can be denied a free and appropriate education. It also mandated that educational teams must consider providing students with disabilities education in the least restrictive environment, i.e., inclusion in general education, and it mandated parental participation in planning students’ educational programs (Turnbull, Turnbull, Stowe & Huerta, 2006). The rights of children with disabilities were further strengthened in 1986, when Congress created a new federal program for infants and toddlers with disabilities. The law requires an education plan for young children (birth to 5) called an Individualized Family Service Plan (IFSP), which is essentially an IEP (Individual Education Plan) for a family (Turnbull, Turnbull, Stowe & Huerta, 2006).

As a result of Supreme Court rulings and federal laws enacted by Congress, current educational practices favor inclusive education for students with disabilities. In the United States, most students with disabilities receive some level of educational services in a general education setting. In 2010, some 95% of 6 to 21 year old students with disabilities were served in regular schools and of these students, 60.5% spent eighty percent of their school day in an inclusive general education classroom with peers without disabilities (U.S. Department of Education, National Center for Education Statistics, 2013).

Inclusion refers to educating students with special needs in a general education environment with peers who do not have disabilities and consists of two levels: full inclusion, where students with special needs spend 100% of their day with peers without disabilities, or partial inclusion, where students spend part of their day with peers

without disabilities (Hallahan & Kauffman, 2011). For instance, a student may spend 75% of his or her day in a general education classroom and 25% of the day in a special class. The level of inclusion is dependent on the individual needs of the student.

Providing an inclusive education to children with disabilities achieves a number of significant goals, one of which is to develop students’ independence to the greatest extent possible. Inclusion also provides students without disabilities opportunities to learn how to live and work cooperatively with children with special needs. They develop acceptance of their peers with disabilities, which encourages positive social interactions and successful integration within the wider community. Inclusion also provides greater access to the same curriculum for all students, facilitating successful inclusion at the post-secondary level. Students with disabilities have a very difficult time succeeding in higher education when they arrive at colleges and universities unprepared for the curriculum. Finally, inclusive education is a critical feature of a democratic society. How can a society claim to be democratic, if it denies an entire segment of its population equal access to education and, subsequently, the community?

Inclusion is a critical educational practice, but it takes careful planning and effort. Dr. Olga Krsek of Volodymyr Dahl East Ukrainian National University often reminds other educators that simply placing students with special needs in a general education classroom is not enough and does not automatically guarantee a successful educational experience. Students must be educated in a deliberately supportive environment that meets their individual educational needs. Educational supports for students with special needs provide accessibility to the curriculum and include: sign language interpreters for students who are deaf or hard of hearing, books and materials in braille for students who are blind, large print books for low-vision students, peer tutoring in which classmates without disabilities provide academic support to peers with special needs, peer

note-takers which allow students with disabilities to focus on classroom discussions and lectures, graphic organizers which help students with cognitive or language disabilities learn new vocabulary or concepts and assist them in organizing ideas for essays or stories, and hands-on activities and visuals which make concepts more accessible to all students (Hallahan & Kauffman, 2011).

Additionally, inclusive education cannot succeed without collaboration between general and special education teachers who work together to solve problems and provide an effective education to students with disabilities. One example of collaboration is team teaching, which allows special and general education teachers to plan lessons together that both of them will teach in the same classroom for the benefit of both students with and without disabilities. Other examples of collaboration include special education teachers consulting with general education teachers, as well as teachers working together on Individual Education Planning (IEP) teams (Hallahan & Kauffman, 2011).

Two final critical supports for students with disabilities include accommodations and modifications (Hallahan & Kauffman, 2011). Accommodations are changes to how students learn content. A few examples include extended time for assignments or tests; oral tests in place of written exams; supportive seating, such as placing a student near the teacher; and shorter assignments. Modifications refer to changes to what students learn. These include changes to the curriculum itself, rewriting tests at a lower reading level, requiring

fewer assignments, reducing the number of vocabulary words, and changing types of mathematical operations to be learned.

Certainly, successful inclusion of children with disabilities is challenging and takes considerable effort, but that is not a reason to deny students with disabilities the same educational rights and opportunities as other children. It is important that all of us open our hearts and minds to each child, because all children deserve equal respect and opportunities to succeed at their greatest potential. As educators, we must maintain high expectations for all of our students, because all students have the potential to learn.

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