



TEACHERS OF ENGLISH TO SPEAKERS
OF OTHER LANGUAGES IN UKRAINE

TESOL-UKRAINE NEWSLETTER

No.3 SUMMER 2016

In this issue

This issue is devoted to 2016 TESOL-Ukraine Teacher Development Summer Institute “Modern Trends in Communicative Teaching: from talking English in class to communication in English worldwide” that was held in the Carpathians on July 4-8, 2016.

TESOL-Ukraine Executive Committee expresses sincere gratitude for the invaluable assistance and financial support to the RELO, the U.S. Embassy in Kyiv, and personally to Kevin McCaughey, the former Regional English Language Officer, and Alyona Sukhinina, the RELO assistant of the U.S. Embassy in Kyiv.

Our special thanks go to the trainers – Anna Basarab and Nigel McTear from International Language Centre (Kyiv) and Kateryna Protsenko, Director of Studies and Head of Teacher Training of the ILC.

Alla Radu & Lilia Kuznetsova,
Organizing Committee

REPORT on the work of 2016 TESOL-Ukraine Summer Institute	2
THE PROGRAM OF THE INTENSIVE TRAINING COURSE	3
Great teachers are the ones that never stop learning, A. Shovkaliuk	4
Thought-provoking, action-packed but easy to follow & full of comic relief and wit, N. Reutska	5
SUMMER INSTITUTE TRAINERS: Anna Basarab & Nigel McTear	6
PARTICIPANTS OF THE PROJECT	8
THE WORK OF SUMMER INSTITUTE	19
CULTURAL DISCOVERIES	26
ABOUT THE PROJECT	28
PANEL DISCUSSION	30
TEACHER DEVELOPMENT WITH TESOL-UKRAINE	
CREATIVE WAYS OF DEVELOPING LEXICAL & COMMUNICATIVE COMPETENCE:	
COMMUNICATIVE COMPETENCE DEVELOPMENT, Balendr A.	31
VISUAL, AUDITORY AND KINESTHETIC ACTIVITIES IN DEVELOPING LEXICAL & COMMUNICATIVE COMPETENCE, Blinova I.	31
PLEASURE AS THE BEST STATE OF MIND FOR A STABLE AND DURABLE WAY TO LEARN A LANGUAGE, Buhaiieva V.	32
USING THEMATIC UNITS FOR DEVELOPING SKILLS FOR PROFESSIONAL COMMUNICATION, Ilyenko O.	33
USING GADGETS FOR LEXICAL COMPETENCE DEVELOPMENT, Komarnytska O.	34
LEXICAL COMPETENCE AS AN ASPECT OF LINGUISTIC COMPETENCE & COMMUNICATIVE COMPETENCE, Kuzina O.	35
CREATIVENESS IN DEVELOPING LEXICAL AND COMMUNICATIVE COMPETENCE, Lysak O. ...	35
HOW TO LEARN ENGLISH LEGAL VOCABULARY TO BE SUCCESSFUL IN THE PROFESSION: PERSONAL ATTITUDES, Nesterenko K.	36
TEACHING STUDENTS ENGLISH COMMUNICATIVE BEHAVIORAL PATTERNS, Oliynyk O. ...	36
GAMIFICATION: PLAY & LEARN, Ovcharova N.	37
COMMUNICATIVE LEXICAL ACTIVITIES, Panasiuk Yu.	37
IMPROVISATION TECHNIQUES IN LANGUAGE TEACHING, Parijeva O.	38
COMPETENCY-BASED TEACHING ENHANCES STUDENTS' CREATIVITY, Reutska N.	39
DEVELOPING STUDENTS' LEXICAL & COMMUNICATIVE COMPETENCES IN CREATIVE WAYS, Savchenko A.	39
ENGLISH IDIOMS AND THEIR IMPORTANCE IN TEACHING PROCESS, Semenova O.	40
MODERN WAYS OF DEVELOPING LEXICAL & COMMUNICATIVE COMPETENCE, Shovkaliuk A. ...	41
FILMS & SONGS AS EFFECTIVE TOOLS OF TEACHING ENGLISH:	
ACTIVE VIEWING OF VIDEO, Balendr A.	42
From teaching practice of Blinova I.	43
From teaching practice of Buhaiieva V.	43
ENGINEERING VIDEOS FOR INTERACTIVE TUTORIALS, Gladjo S., Chugu S.	44
From teaching practice of Yu. Gryga	45
CULTURAL AWARENESS DEVELOPMENT THROUGH AUTHENTIC VIDEO, Komarnytska O. ...	46
MUSIC AS THE INSIGHT INTO ENGLISH-SPEAKING CULTURE, Kuzina O.	46
BUSINESS ROLE-PLAYING AS KEY INTERACTIVE LEARNING FOR PROFESSIONAL AND COMMUNICATIVE COMPETENCES, Lytvyna Yu.	47
SCENES FROM FILMS TO TEACH ENGLISH FOR LAW STUDENTS, Nesterenko K.	47
USING SONGS IN FUN PRACTICAL WAYS, Oliynyk O.	48
CREATIVE WRITING OR HOW I DO POETRY, Ovcharova N.	49
From teaching practice of Panasiuk Yu.	49
ENGLISH FILMS AND SONGS AS A GREAT TOOL FOR STUDYING ENGLISH, Parijeva O. ...	50
ENGLISH THROUGH DRAMA FOR HUMAN RELATIONS TRAINING, Reutska N.	51
PRACTICAL WAYS OF USING LYRICS IN CLASSROOM, Savchenko A.	51
EFFECTIVE USE OF VIDEO RESOURCES IN THE CLASSROOM: THREE STAGES, Semenova O. ...	52
HOW TO INCORPORATE REAL FILMS AND SONGS INTO THE LESSONS, Shovkaliuk A.	53
MODERNIZATION OF THE TEACHING PROCESS: INTRODUCING CINEMA AND MUSIC AND WELCOMING THE ENGLISH OF THE 21ST CENTURY, Sytnyak R.	53
From teaching practice of A. Trofimenko	54
CONTRIBUTE TO TESOL-UKRAINE NEWSLETTER	55

1

TESOL-UKRAINE NEWSLETTER

**Modern trends in
communicative teaching:
from talking English in class
to communication in English worldwide**

Report on the work of 2016 TESOL-Ukraine Summer Institute

The project united 28 ELT teachers from 11 oblasts of Ukraine (Cherkasy, Donetsk, Dnipropetrovsk, Kharkiv, Khmelnytskyi, Kyiv, Luhansk, Lviv, Odesa, Vinnytsya, and Zaporizhzhya): they had good opportunities to learn from each other working together, the collaborative atmosphere helped both young and more experienced teachers to demonstrate their teaching skills and creativity. This project will definitely promote cooperation between teachers, educational establishments and oblasts.

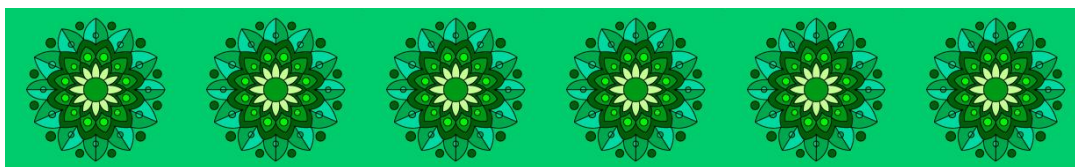
The main factors that determined the success of the project are as follows:

- a) assistance and financial support of the RELO – the cooperation with the PAS of the U.S. Embassy in Kyiv on the implementation of the summer institute project was productive and most successful as usual; TESOL-Ukraine has a long history of successful cooperation with the PAS;
- b) significance of the training program – the training program was worked out in cooperation with the International Language Centre (Kyiv);
- c) enthusiasm of the ELTs who applied for the participation in the project though the program was very intensive and included further work at the dissemination stage.

TESOL-Ukraine Executive Committee evaluates the project as very successful and effective; it will be further developed when the participants of the project will give their seminars as the members of the pilot group of trainers to their colleagues at the dissemination stage of the project.



Summer Institute participants send their greetings from the heart of the Carpathians



THE PROGRAM OF THE INTENSIVE TRAINING COURSE included the following theoretical-and-methodological sessions that were followed by practice work in small groups:

- (1) ***Developing Students' Lexical Competence: How to make sure students retain vocabulary***, followed by work in small groups: practicing different types of exercises and finding most effective ways of teaching vocabulary;
- (2) ***Communicative Grammar in Developing Communicative Competence***, followed by work in small groups: practicing different types of activities to teach communicative grammar;
- (3) ***Getting your students to read: the art of turning young computer users into competent readers***, followed by work in small groups: practicing different types of reading activities to teach the students interpret both the explicit and implicit content of different types of the text;
- (4) ***An effective listening lesson: traditional & new tools of developing listening skills in the non-English language environment***, followed by work in small groups: practicing different types of listening activities and working out the most productive mode of teaching listening;
- (5) ***How to build a writing lesson and chose the most effective methods of teaching writing different types of texts***, followed by work in small groups: practicing different types of writing activities and designing the samples of regulated/scheduled or partially regulated/scheduled texts for the further use in class;
- (6) ***Speaking as a skill, not a language practice***, followed by practice work in small groups: practicing different types of reading activities to teach the students interpret both the explicit and implicit content of different types of the text;
- (7) ***Teaching with minimum resources***, followed by practice work in small groups;
- (8) ***Improvisation in teaching***, followed by practice work in small groups.

The panel discussion ***Creative ways of developing lexical & communicative competence*** was moderated by Svitlana Gladio, *Ph.D., Assoc. Prof.* (Vinnytsya) – see p. 30. Two panels (***Films & songs as effective tools of teaching English*** and ***Academic presentation as a creative project teaching writing & public speaking***) took place in the distance format. All the materials submitted for the work of the first two panels are published in this issue – see pp. 31-54. The materials of the third panel will be published in the next issue.

The summer institute program was evaluated by the participants as “very useful” [Yulia Polikarpova, *Melitopol*] “not only for young (teachers), but experienced as well” [Ksenia Nesterenko, *Kharkiv*].

“It’s very important, because I always try to find modern and effective ways of teaching English. The program gave me an excellent opportunity to find creative ways of knowledge implementation in the field of foreign languages and make new friends” [Yulia Panasuik, *Kryvyi Rih*].

“I learnt and understood a lot! Great that it was very practical. My notebook was full of ideas which I am going to implement very soon in my teaching practice” [Viktoria Buhaieva, *Kharkiv*].



*Kyiv, Ukraine
September 12th, 2016*

Great teachers are the ones that never stop learning ...

This saying is truly about the group of 28 enthusiasts gathered together in the Carpathian Mountains for the TESOL-Ukraine Summer Institute 2016. Whether you have been teaching for more than 25 years or only two months – self-development is at the core of success. Therefore, after a severe selection process 25 lucky winners were given the opportunity to receive profound teacher training in the communicative teaching and methodology. A week of studying, fun and pleasure flew by very quickly, but the memories will stay forever.

The location and the venue created the positive working and learning atmosphere, the fresh air and the mountains brought the harmony and calmness after a very busy and emotional year that each and every participant endured before coming to the Summer Institute. But the greatest inspiration were the team members that we can now call ‘family’. The Summer School brought together the brightest and the most amazing minds and the most valuable thing we all have now are the friends, network and experience.

All of this wouldn’t be possible of course without the tremendous work done by Alla Radu and Lily Kuznetsova, we all are very grateful to them and admire the enthusiasm and the positive energy they give.

I personally thank TESOL-Ukraine and the Regional English Language Office for the opportunity and hope to be an active participant of all of the events in the future.



*Anna Shovkaliuk,
Cambridge University Press ELT Consultant Ukraine*

Thought-provoking, action-packed but easy to follow and full of comic relief and wit are just a few words that remind me of summer time with TESOLers spent at 2016 TESOL-Ukraine Teacher Development Summer Institute (July 3-8). It was definitely a lifetime treasured experience for Khmelnytskyi team of TESOLers as well as for all the participants coming from all parts of Ukraine. On behalf of Khmelnytskyi TESOL team let me express my sincere gratitude and respect to the organizing committee, particularly to TESOL-Ukraine president Alla Radu and to TESOL-Ukraine treasurer Liliya Kuznetsova, for the wonderful opportunity to participate in the event. Wonderful location with stunning views, comfortable accommodation, amazing attendees and knowledgeable trainers! Thanks go to Anna Basarab and Nigel McTear for sharing their wisdom and for keeping us involved all the time. Both trainers did excellent job, going over the basics, making a step at a time, each talk covering a different step in the process. Who could have asked for more than going hiking in the mountains together with your trainers after the intensive action-packed teacher development course? Thank you, Anna Basarab and Nigel McTear for teaching us the course and for the unforgettable time together in the mountains.

Everybody left feeling enthused and enlightened, and eager to think about sharing the knowledge with their fellow teachers.

Our Khmelnytskyi TESOL-Ukraine team are getting ready to deliver the seminars on modern trends in communicative EL teaching for secondary school teachers of Khmelnytskyi (30 to 40 attendees are expected each time) on the grounds of Khmelnytskyi Serhyi Yefremov Secondary School (NVO #5) in September-November 2016.

Indeed, TESOL-Ukraine Teacher Development Summer Institute 2016 has given us many wonderful memories that we will cherish forever.



*Nataliia Reutska,
TESOL-Ukraine Oblast Leader, Khmelnytskyi*

SUMMER INSTITUTE TRAINERS

Anna Basarab, *Cambridge Examiner, CELTA, DELTA*



Nigel McTear, *CELTA*



International Language Centre, Kyiv

The trainers from International Language Centre (Kyiv) – *Anna Basarab* and *Nigel McTear* – joined TESOL-Ukraine in 2016, successfully presented at Lviv Convention, and did their best to give a good training course to summer institute participants.

- “Well-informed, well-prepared with a high level of informativeness, characterized by constructive transfer of knowledge, unforgettable sharing of experience, active creativity” [*Iryna Blinova, Bachmut*].
- “The trainers were great. A good sense of humour and a modern way of teaching make them professionals” [*Yulia Panasiuk, Kryvyi Rih*].
- “A huge *thank you* to our trainers. They made lots of difficult things easy” [*Viktoriya Buhaieva, Kharkiv*].
- “What I really liked in the training is that it was not only a theoretical input, but we had a chance to practice everything we learnt and we were always given a feedback from our trainers. Yes, it was not easy. Following all those stages of a receptive/ productive skills lesson was often difficult. But session after session day by day we started to get used to the typical procedure for developing students’ reading, speaking, listening/writing skills” [*Victoria Bugayeva, Kharkiv*].



Anna and Nigel working non-stop: presenting, organizing the practical work in small groups, listening, analyzing, discussing ... making the summer institute go on ...

Participants of the project



Balendr Andrii, *Associate Professor, Ph.D.*,
National Academy of the State Border Guard Service of Ukraine, Khmelnytskyi
Years of teaching practice: 15

Experience in preparing students for taking international exams in English:

“I have been preparing students-officers of the State Border Guard Service for taking international exams in English in compliance with NATO STANAG 6001 for 8 years already. This exam assesses the English language proficiency of the individual in listening, speaking, reading and writing skills for professional use. It is not based upon a particular language program, but is a proficiency test. The test level corresponds exactly to STANAG 6001 descriptors and Interagency Language Roundtable (ILR) Language Proficiency Descriptions, an internationally-recognized scale used for language proficiency testing. Our team of testes developed a criterion-referenced, global assessment of functional listening, speaking, and reading proficiency test. We work in close cooperation with the Bureau for International Language Co-ordination (BILC) and participate in Language Testing Seminars”.

Experience in giving seminars in EFL teaching:

“I took part in the series of EFL teaching seminars in in the format Train-the-Trainer in 2011-2012. It was the State Border Guard Service initiative in cooperation with the EU Mission EUBAM to get Ukrainian border guards ready for the challenge of EURO-2012. We conducted trainings on Methodology of Teaching English, Classroom Management, Cultural Awareness, etc. We taught them to set achievable educational goals for students and carefully organize all class activities to meet the objectives. Special attention was paid to using of a variety of assessment techniques to provide students with continuous feedback on their progress, taking into consideration the needs and personalities of each student”.



Blinova Iryna, *Associate Professor, Ph.D.*,
English Philology, Translation and Psychology Department,
Horlivka Institute for Foreign Languages of the State Higher Educational Establishment “Donbas State
Pedagogical University”, Bakhmut
Years of teaching practice: 18

Experience in preparing students for taking international exams in English:

“Taking into consideration the primary aim of preparing the specialists in the sphere of secondary and higher education the international exams format appears not to cover all the aspects that require testing. On the one hand, the high level of knowledge of English is in priority; on the other hand, the verification of pedagogical skills is predominant. However, the international exams format is successfully used in English proficiency testing at the course University exams. Since English in our educational institution is studied by means of

training books complex published in Oxford, Cambridge, London, New York, our students are supposed to succeed in passing international exams in English in the future”.

Experience in giving seminars in EFL teaching:

“I was a member of a work group (the other participants were University tutors and school teachers – Roman S.V., Kolominova O.O., Gurevich O.V., Nyzhnyk N.M.) that presented the project “English Teacher Training Online-Primary” at the All-Ukrainian conference “Language Education: A Look into the Future” (within the British-Ukrainian project “English Global Products Fair” (28-30.10.2009, Irpin, organized by British Council) and a member of the research group in a discussion club. During 2009-2010 I coordinated the research centre “The introduction of new technologies in English practice of mass teaching” (the head is associate professor Roman S. V.). I was one of the practically oriented training (“Young Learners English Teacher Training: Songs, Rhymes and Games”) presenters within the project “English Teacher Training Online-Primary” for the Teacher development course led under the guidance of associate professor Roman S.V.) in Horlivka Institute for Foreign Languages three times (2010-2011). I participated in the face-to-face workshops “The basis of foreign languages knowledge assessment” (1-4.05.2013, Kyiv, on the basis of Ukrainian testing centre)”.



Buhaieva Viktoriia, Senior Teacher,

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

Years of teaching practice: 7

Experience in preparing students for taking international exams in English:

“I work at O.M. Beketov National University of Urban Economy in Kharkiv. Students at our university are taught English for Specific Purposes. But we also have a linguistic center at our university. There we help both our students and teachers of other subjects to get prepared for the international exams. By taking any international exams, they understand that they can receive a test report that is recognised and accepted by thousands of institutions around the world, including companies, universities, etc. Many people are aware that having the right score is one way of proving that you have the English language proficiency. Taking international tests gives the motivation to study hard and improve their English. I am sure that the Teacher Development Summer Institute will help me to learn how to develop skills and sub-skills when preparing for the exams, also some strategies how to combine exams training with everyday teaching practice”.

Experience in giving seminars in EFL teaching:

“I do have an experience in giving seminars in EFL teaching. Having attended the trainings I disseminated the new ideas I had learnt with my university colleagues. Below you can find a description of one of them.

I have also presented twice at the TESOL-Ukraine Conference. In 2015, I participated in the XX TESOL-Ukraine Conference, Cherkasy. I talked about possible ways of raising the levels of enjoyability in class. In 2016, I participated in the XXI TESOL-Ukraine Conference, Lviv. And there I demonstrated and actually shared all the conflict resolution games that had been created by the Participants of the "Operation P.E.A.C.E." Innovation Camp, the USA Embassy in Moldova funded project.

Dissemination Seminar: Giving feedback. The seminar started with an intriguing activity “Crossed or Uncrossed”. The participants felt confused, puzzled but eager to know what the trick was. It helped the participants realize that we often do not pay attention to specific things. And feedback must help us. The participants divided different samples of feedback into effective and ineffective examples of giving feedback. There were introduced and then discussed the principles of giving effective feedback. There were shown examples of giving constructive feedback. Some of the participants demonstrated the activities prepared at home. Then there was a whole-team discussion, there were given feedbacks using the openings of giving constructive feedback the participants had been informed before.

Some evidence of giving seminars:

<http://ukraineiatefl.wix.com/jateflukraine#!victoria-bugaieva/c12r2> ”



Donets Svitlana, *Associate Professor, Ph.D.*,
Ukrainian State University of Railway Transport, Kharkiv,
Years of teaching practice: 30.

Svitlana has a long experience in preparing students for taking international exams in English and she is an active participant of training programs.



Gladjo Svitlana, *Associate Professor, Ph.D.*,
Dept. of Modern European Languages,
Vinnytsya Institute of Trade and Economics of
Kyiv National University of Trade and Economics, Vinnytsya,
TESOL-Ukraine President 2000-2001, TESOL-Ukraine Advising Committee Member.
Years of teaching practice: 25

Svitlana has a long experience in Teacher Training and preparing students for taking international exams in English. As president of TESOL-Ukraine Svitlana Gladjo helped organize TESOL-Ukraine national activities and endeavors.



Gryga Yuliia, *Executive director, teacher of English, methodologist*,
English Consulting Centre, Khmelnytskyi.
Years of teaching practice: 3

Experience in preparing students for taking international exams in English:

“In our centre students are taught to use books which are recommended for successful exam preparation. Students are motivated to take FCE as an international qualification that describes their competence in English and can open doors in their professional life. That’s why I am looking forward to the opportunity to learn about examination techniques and get some additional tips to help my students reach their goals and perform successfully at the exams”.

Experience in giving seminars in EFL teaching:

“There are 6 teachers in the English Consulting Centre teachers’ team. I deliver teacher train seminars for them at a regular basis. Due to the fact that I have attended a number of seminars at America House, International House Kyiv and TESOL-Ukraine Convention’2016, it is my responsibility to disseminate the knowledge gained”.



Ilienka Olena, Associate Professor, Ph.D.,
Head of the Foreign Languages Department,
O.M. Beketov National University of Urban Economy in Kharkiv, Kharkiv,
TESOL-Ukraine National Coordinator 2015-2018.

Years of teaching practice: 35

Experience in preparing students for taking international exams in English:

“I am the head of the Centre of International Languages of O.M. Beketov National University of Urban Economy in Kharkiv and the Center for International Exams Preparation. I have prepared students and they got Cambridge Certificates of FCE B2, BEC Preliminary B1, BEC Vantage B2.

Experience in giving seminars in EFL teaching:

“I have organized a number of seminars for the teachers of the Center for International Exams Preparation of O. M. Beketov National University of Urban Economy in Kharkiv and the TESOL-Ukraine Academy: Preparation for international exams across the curriculum: best practices & practical guidelines (May 19-20, 2016). The number of participants is 37 people from 7 regions of Ukraine”.



Komarnytska Oksana, Senior Lecturer, Ph.D., English Language Department,
National Academy of the State Border Guard Service of Ukraine, Khmelnytskyi.

Years of teaching practice: 6

Experience in preparing students for taking international exams in English:

“I have been preparing students-officers of the State Border Guard Service for taking international exams in English in compliance with NATO STANAG 6001. This exam assesses the English language proficiency of the individual in listening, speaking, reading and writing skills for professional use. It is not based upon a particular language program, but is a proficiency test. The test level corresponds exactly to STANAG 6001 descriptors and Interagency Language Roundtable (ILR) Language Proficiency Descriptions, an internationally-recognized scale used for language proficiency testing. Our team of testes developed a criterion-referenced, global assessment of functional listening, speaking, and reading proficiency test. We work in close cooperation with the Bureau for International Language Co-ordination (BILC) and participate in Language Testing Seminars”.

Experience in giving seminars in EFL teaching:

“I took part in the series of EFL teaching seminars in in the format Train-the-Trainer in 2012. It was the State Border Guard Service initiative in cooperation with the EU Mission EUBAM to get Ukrainian border guards ready for the challenge of EURO-2012. We conducted trainings on Methodology of Teaching English, Classroom Management, Cultural Awareness, etc. We taught them to set achievable educational goals for students and carefully organize all class activities to meet the objectives. Special attention was paid to using of a variety of assessment techniques to provide students with continuous feedback on their progress, taking into consideration the needs and personalities of each student”.



Kuzina Olena, ELT,
 Volnovakha Lyceum, Volnovakha, Donetsk Oblast under Ukrainian control.
Years of teaching practice: 2

Olena has only started her teaching career. She was invited to participate in the summer institute *hors concours* as a novice teacher from ATO region.



Lysak Olga, Senior Lecturer,
 Kiev National University of Trade and Economics, Kyiv.
Years of teaching practice: 9

Experience in preparing students for taking international exams in English:

“I became interested in international exams 4 years ago when I first had to prepare students for taking IELTS and visited seminars on this exam. Apart from having private face-to-face practice in preparation for IELTS, I have experience of teaching to students of the European Education Center at KNUTE who plan to continue their education in France. Despite having visited a number of workshops in IELTS, I am still extremely interested in obtaining more practical experience in this area and helping my students to get high score during the exam. In addition, I plan to take IELTS in the near future and would like to maximize my score”.

Experience in giving seminars in EFL teaching:

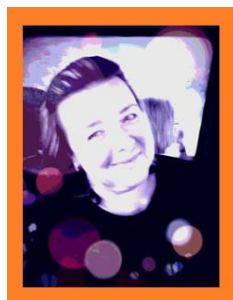
“Annually I give presentations at an interuniversity seminar for my colleagues and teachers from other universities. I try to cover up-to-date topics, such as making presentations, tips for teaching Business English, making interactive exercises using “Hot Potatoes” software, resources for distant learning. In 2016 I first participated as a presenter at TESOL convention with the presentation “Effective online tools for EFL teaching to try in 2016”. Generally, I enjoy both giving seminars and participating as a listener and would like to share useful knowledge I will get during summer school with my colleagues”.



Lytvyna Yuliya, Associate Professor, Ph.D.,
 Tavria State Agrotechnological University; Language Centre “Tutor”, Melitopol.
Years of teaching practice: 13

Experience in preparing students for taking international exams in English:

“Next year Economic Faculty is introducing the pilot curriculum for Bachelor students with a view to introduce exams (international format) for Master students. I have been also working as English teacher at language centre for 10 years. Our students are schoolchildren who usually pass National Independent Testing or school exams. Only two of my students have tried and passed IELTS for studying abroad. Today more and more students of our university and centre are asking about exam preparation. So we have to develop the curriculum for exam training course and pay more attention to exam strategies and activities during our teaching”.



Nesterenko Ksenia, Associate Professor, Ph.D.,
Yaroslav Mudry National Law University, Kharkiv.
Years of teaching practice: 30

Experience in preparing students for taking international exams in English:

“Special courses for taking international exams in English have just recently be introduced in our university, and only one teacher from our department (of foreign languages № 3) has such experience (FCE exams). But the tendency is obvious: more and more students wish to take such courses, and more teachers should be able to deliver them. From my part the first step has already been made – I attended seminar “Cambridge English Exams: Content and Ways of Training Candidates (with an emphasis on International Legal English Certificate and English Preliminary) and tried to use some structural and content elements of it during my practical classes”.



Oliinyk Olga, Associate Professor, Ph.D.,
Kharkiv State Academy of Culture, Kharkiv.
Years of teaching practice: 20

Experience in preparing students for taking international exams in English:

“I prepare students for taking international exams. Lyceum Professional is Cambridge English School and our students take YL exams + KET+PET. At the Language School Professional I prepare adult students for taking IELTS”.

Experience in giving seminars in EFL teaching:

“I am a TEA-2007 program alumnus, so upon returning to Ukraine I gave a lot of seminars to my colleagues in the lyceum. I am also an alumnus of Training of Trainers Course (Kyiv, 2005); therefore I conducted seminars for teachers in Kharkiv”.



Ovcharova Nina, ELT,
First City Gymnasia, Cherkasy
Years of teaching practice: 33.

Nina has a long experience in preparing students for taking international exams in English; she is an active participant of training programs.



Panasuik Yulia, Ph.D, Senior Teacher,
 Kryvyi Rih State Pedagogical University
Years of teaching practice: 6.

Yulia was delegated to summer institute under the resolution of the meeting of Kryvyi Rih TESOL-Ukraine community.



Parieva Olena, Director of Studies,
 Linguistic Center CLASS, Kyiv (former location: Luhansk),
 TESOL-Ukraine Leader for ATO region.
Years of teaching practice: 33.

Experience in preparing students for taking international exams in English:

“I have been working in exam preparation since 1993. LC CLASS worked with the British Council in the sphere of Cambridge exams preparation for many years and actively participated in their Advantage program. We had sessions of 12-30 students twice a year. Now, having relocated to Kiev, we have restored our preparation center status and continue working in this direction. We also provide courses on IELTS, TOEFL and PTE preparation and have sufficient expertise for that. Recently our students have successfully passed KET, CAE and IELTS”.

Experience in giving seminars in EFL teaching:

“Being TESOL-Ukraine oblast leader in Luhansk, I gave talks and workshops to the staff of my center and other TESOL-Ukraine members in Luhansk. The topics were varied – from different exams formats and teaching tips for exams to conventions of different writing styles and ways of teaching language skills. I have also made presentations at IATEFL and TESOL-Ukraine conferences and conventions”.



Pysarenko Liudmyla, ELT,
 Kharkiv National University of Urban Economy named after O.M. Beketov, Kharkiv.
Years of teaching practice: 5.

Liudmyla actively participates in teacher trainings; she has been preparing students for IELTS and TOEFL for five years.

Polikarpova Yulia,
 Head of the Department of Foreign Languages,
 Tavria State Agrotechnological University, Melitopol
Years of teaching practice: 19

Experience in preparing students for taking international exams in English:

“Actually, I have a group of university fellows who are going to pass international exams next year. Some of them need the certificate because they plan to apply for European grants; others need it in order to receive academic titles. Currently I am preparing them for passing IELTS examinations. We have 2 classes a week at our university. However, this experience is new for me and I really lack practical recommendations from experts in international exams. Taking into account that our university is planning to extend its exam preparation activity, my participation in the Summer Institute will be beneficial”.

Experience in giving seminars in EFL teaching:

“I have some experience in arranging seminars in EFL teaching at our university”.



Reutska Nataliia, EFL teacher, interpreter, methodologist,
 International School Project (NGO), Khmelnytskyi;
 TESOL-Ukraine Khmelnytskyi Oblast Leader 2015-Present,
Years of teaching practice: 30

Experience in preparing students for taking international exams in English:

“I have been involved in the preparation of students for taking international exams in English as well as the National exam in English since 2006. It started when I attended TESOL IATEFL Ukraine Joint Summer Institute “Learning, Teaching, Assessment: Issues and Challenges.’ The course on assessment was taught by Dr. Christine Coombe. The strand covered the following areas: assessment basics; assessment development process; test specifications; assessing listening, speaking, reading and writing; statistics; test taking strategies. Having been given so much important knowledge on testing and assessment, I was encouraged to cascade the information down to the teachers of my area”.

Experience in giving seminars in EFL teaching:

“Do you have an experience in giving seminars in EFL teaching? If yes, please provide a short description (100 words). In September, 2006 I took initiative in organizing a testing interest group for the teachers in Khmelnytskyi. I delivered seminars and workshops on testing and assessment from 2006 to 2012. I presented at TESOL Arabia 15th and 18th Conferences in the interest section on testing and assessment. It is my firm belief that teachers can benefit from observing and consulting with others about effective assessment practices. If we want our students to become successful test takers, first of all, we, teachers, should become test-wise. We should step into our students’ shoes by doing tests before we give them to students”.



Savchenko Anna, Meritorious Teacher of Ukraine,
 Gymnasium #7, Odesa; TESOL-Ukraine Odesa Oblast Leader 2016-Present.
Years of teaching practice: 40

Anna Savchenko, Head of EFLTs of Suvorovsky District in Odessa, Lead Teacher in South of Ukraine of the British Educational Program “Global Student Dialogue”, creator and organizer of numerous international student exchange programs between Ukraine, Poland and Sweden, TESOL-Ukraine Oblast Leader in Odessa, President of the Association of EFLTs “American Class” in Odessa. Meritorious Teacher of Ukraine, Best Educational Worker of Odessa, Excellent Teacher of Ukraine, National Winner and Alumnus of Teaching Excellence and Achievement (TEA) US Government sponsored program for English teachers.



Semenova Olha, Senior Lecturer,
 Kryvyi Rih State Pedagogical University, Kryvyi Rih.
Years of teaching practice: 6

Olha was delegated to summer institute under the resolution of the meeting of Kryvyi Rih TESOL-Ukraine community.



Semikina Olena, Tutor, Language Centre, Melitopol
Years of teaching practice: 30

Experience in preparing students for taking international exams in English:

“At the moment I am preparing 2 students to IELTS. The preparation is mostly based on Use The Official Cambridge Guide to IELTS. But unfortunately haven’t come to the stage of exam. To gain professionalism I attend seminars held by the Language centre Polyglot on our oblast city Zaporizhia., take part in webinars given by McMillan. At the moment I’m doing the course Understanding IELTS of the British Council. In summer I am planning to prepare for taking PTE and hope to pass it successfully in the autumn”.

Experience in giving seminars in EFL teaching:

“As a teacher of the Language centre Tutor I give seminars for our team once two or three months. In the frame of cooperation with Melitopol Pedagogical University twice a year I make presentations at the conferences or seminars there. I also enjoyed the chance of presenting at the 20th TESOL conference in Cherkassy in 2015. The analysis follows every presentation, so I realize pretty well how much should be improved. For this purpose I not only get the information from presenters at the seminars I attend, but also try to figure out the ways they make it effective”.



Shovkaliuk Anna, ELT Consultant,
 Cambridge University Press, Kyiv.
Years of teaching practice: 9

Experience in preparing students for taking international exams in English:

“As a Consultant for Cambridge University Press it is my job to conduct trainings and sessions for teachers and students on exam preparation materials and methodology. We mainly do preparation for Cambridge English exams (Young Learners, Key, Preliminary, First, Advanced, CPE) as Cambridge University Press publishes the official exam preparation materials. I have myself prepared my students for taking IELTS exam, targeting band 6.0-6.5 and they did well in the test. I truly believe that exam preparation is essential, but cannot stand separately from the General English teaching”.

Experience in giving seminars in EFL teaching:

“Do you have an experience in giving seminars in EFL teaching? If yes, please provide a short description (100 words). Yes, I do it almost on a daily basis. The range of topics is different: from project work with young learners to CLIL and using technology in the classroom. The biggest audience of teachers I have spoken for so far was 420 teachers at our annual conference Cambridge Day in March 2016. Generally, we have 60-100 people at the seminars as we are doing them free of charge. But, to be honest, I like working with smaller groups of teachers where I have a chance to interact with each and every one of them and receive feedback”.



Sytniak Roman, Associate Professor, Ph.D.,
Horlivka Institute for Foreign Languages “Donbass State Pedagogical University”
 [the institute has been relocated to the city of Bachmut (Artemivsk)].

Years of teaching practice: 14

Experience in preparing students for taking international exams in English:

“My teaching is based on Cambridge-direction programme aimed at providing international level of language learning. I am working with my students in FCE and CAE format that help them integrate in the sphere of the world widely accepted exams. The resources I use (Inside Out by Macmillan Education and Expert by Pearson Education) enable my students to take international exams in English. Within 5-6 years my students have passed number of international exams in different countries. It shows me the effectiveness of the chosen way and inspires the further work”.



Trofymenko Anna, ELT,
Linguistic Center CLASS, Kyiv (former location: Luhansk)

Years of teaching practice: 12

Anna participated in the summer institute as a teacher from ATO region.



Zubenko Svitlana, Senior Teacher,
O.M. Beketov National University of Urban Economy in Kharkiv, Kharkiv,
TESOL-Ukraine Secretary 2015-2018.

Years of teaching practice: 12

Experience in preparing students for taking international exams in English:

“I prepare teachers of the Management and Economics Department to pass BEC (Preliminary and Vantage).

Experience in giving seminars in EFL teaching:

“I conducted several workshops for the teachers of our department to introduce new methods of teaching English”.

Choice of the participants:

“All the participants I had an opportunity to work with showed high personal and professional qualities of a philologist/an instructor. They are people of great erudition and powerful influence upon the audience” [*Iryna Blinova, Bakhmut*].

“Many outstanding professionals” [*Anna Shovkaliuk, Kyiv*].

“It was great that there were many participants already experienced in communicative teaching, we learnt a lot from each other” [*Viktoria Buhaieva, Kharkiv*].

Did you feel yourself a part of the team?

“Sure, I felt an integral part of the team” [*Natalia Reutska, Khmelnytskyi*].

“100% yes” [*Yulia Polikarpova, Melitopol*].

“Yes, moreover, we are all Facebook friends now” [*Ksenia Nesterenko, Kharkiv*].

“Great teambuilding tasks!” [*Olena Kuzina, Volnovakha*].

“It was the first time when I participated in such a kind of a programme and I want to say that I’m sure I was a part of the team. Everybody was friendly and open to suggestions” [*Yulia Panasiuk, Kryvyi Rih*].

“We were not a team, we were a big family” [*Olha Semenova, Kryvyi Rih*].

“Got the chance to meet many interesting people” [*Anna Shovkaliuk, Kyiv*].

“Yes, everything was great!” [*Yulia Gryga, Khmelnytskyi*].

“Yes, absolutely” [*Viktoria Buhaieva, Kharkiv*].

“The psychological climate created by the hosts and coaches helped me feel safe and open for any discussion. And yes, it was a pleasurable experience” [*Andrii Balendr, Khmelnytskyi*].

“It was a really pleasurable experience. I felt strongly connected with other members of the seminar” [*Oksana Komarnytska, Khmelnytskyi*].

Did the project help you to find new friends and partners for other teaching projects?

Yes, I made friends with Anna from Odessa. We even discovered that we both were TEA teachers hosted in Bozeman, Montana (*Natalia Reutska, Khmelnytskyi*).

Yes, even more than I expected (*Yulia Polikarpova, Melitopol*).

Yes. I hope we’ll meet and continue our work (*Olena Kuzina, Volnovakha*)

Yes, hope to join new teaching projects this year (*Yulia Panasiuk, Kryvyi Rih*).

It helped to establish new connections and partnerships (*Anna Shovkaliuk, Kyiv*).

Yes, I met a lot of new and interesting people (*Yulia Gryga, Khmelnytskyi*).

I am thankful for the TESOL-Ukraine because it gives a unique opportunity to meet so many talented, interesting people, professionals who are in love with their job! (*Viktoriia Buhaieva, Kharkiv*).

I think I managed to befriend all of the participants, all of whom are great people and teachers. Hopefully, we’ll meet and work in some other projects in future. I would certainly like that a lot (*Andrii Balendr, Khmelnytskyi*).

All the participants and coaches are great people. I would certainly like to work in the future on some other teaching projects (*Oksana Komarnytska, Khmelnytskyi*).



THE DAY OF ARRIVALS, INSTRUCTIONS, AND NEW IMPRESSIONS

On Sunday morning, July 3, 2016, the summer institute participants started to arrive.

The tourist complex, we lived in, is named after the mountain Zakhar Berkut that is nearby. No wonder every newcomer wants to go to the mountain first. The summer institute members were among the first that Sunday.

Svitlana Gladio, Anna Trofymenko, Lyudmyla Pisarenko, and Olha Lysak:



Anna Basarab and Nigel McTear

The instructive meeting on the day of the arrival turned into a lively party full of interactive activities prepared by the trainers, it lasted 2 hours, gave great opportunities to get acquainted, and created a positive emotional cooperative atmosphere that was further developed during the institute.

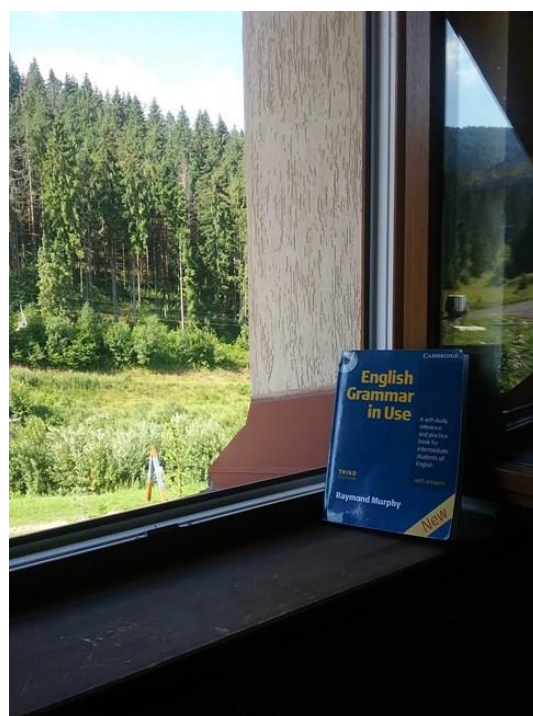
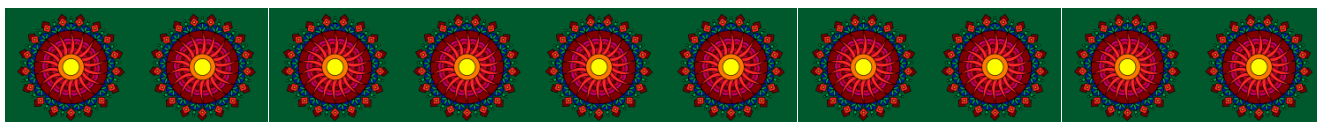


Conference bags, the complement of ILC, are handed in

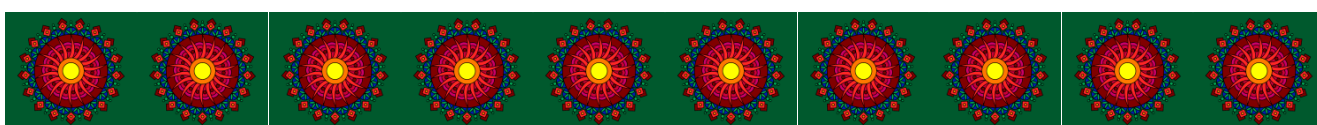


... the work of the summer institute has started!





Though bright summer outside the window invited the participants to the wonders of the Carpathians the work of the summer institute lasted from morning till evening.





Practical sessions gave opportunities to get acquainted with everyone for each time new small groups were formed



Sharing experience, exchanging ideas, finding the best solutions together



PRODUCT APPROACH WRITING PROCEDURE
lead in
gistreading of the model task
focus on the layout
input of useful vocabulary
writing
proofreading
re-writing
display*
assessment (feedback on content)
feedback on accuracy





Improvisation in teaching English



Teaching with minimum resources ...





STAGES OF A PPP LESSON
PRESENTATION (creating context)
CONVEYING MEANING
ELICITING THE WORD/PROVIDING THE WORD
CONCEPT CHECKING
MODELING PRONUNCIATION
DRILLING
WRITING DOWN THE NEW WORD
HIGHLIGHTING THE FORM
CONTROLLED PRACTICE
FREE PRACTICE



Learning how to give a PPP lesson...



... giving a PPP lesson!



STAGES OF A LISTENING LESSON
SET SCENE
PREDICTION
PRETEACH VOCABULARY
SET GENERAL MEANING TASK
LISTEN
DISCUSS ANSWERS IN SMALL GROUPS
CLASS FEEDBACK
SET INTENSIVE TASK
LISTEN
DISCUSS ANSWERS
CLASS FEEDBACK
SET TEXT-RELATED TASK
CLASS FEEDBACK



STAGES OF A RECEPTIVE SKILLS LESSON
generate interest
pre-teach essential vocabulary
set gist task
time limit
reading / listening
check task in pairs
feedback
set intensive task
time limit
reading / listening
check task in pairs
feedback
exploit material for further language/skills practice



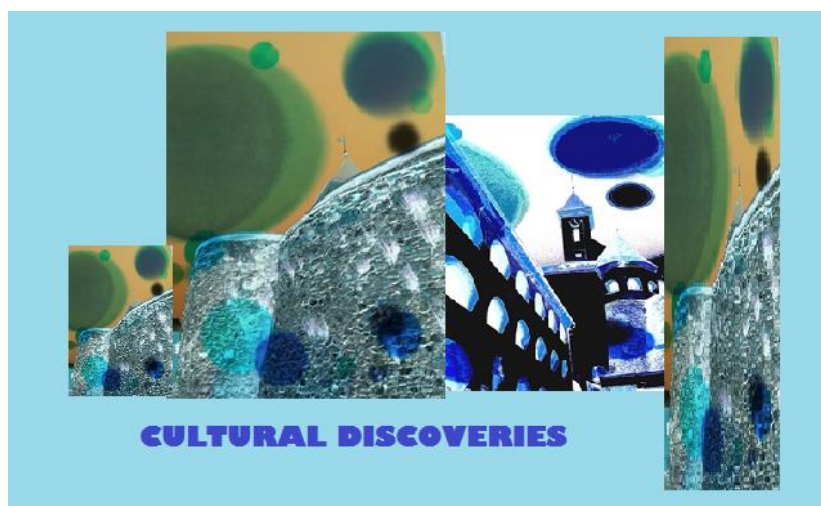


We did it!

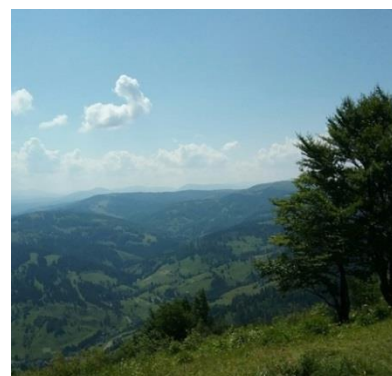
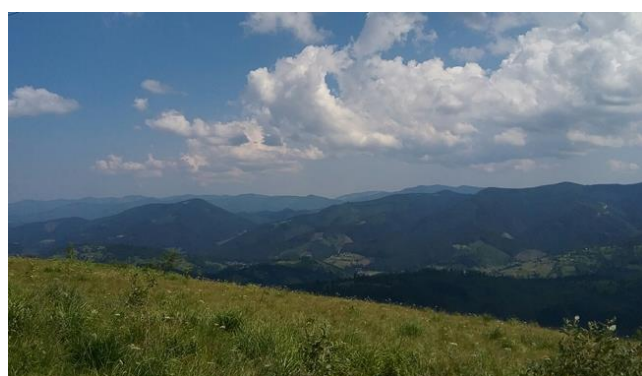


“Those nice appealing green certificates will always be a nice reminder of the amazing training in the Carpathians” [Viktoria Buhaieva, Kharkiv]:





It has always been one of the main tasks in TESOL-Ukraine activities to unite the professionals from different regions of the country, to break the stereotypes, to show in practice that we have common problems and dreams. Running the summer institute in the Carpathians gave an opportunity both to discover the beauty of the nature and experience the openheartedness of the people living in West Ukraine.



“The Carpathians are very beautiful. They have always caught my eye. The excursions were marvelous” [*Yulia Panasuik, Kryvyi Rih*].

“Great!” [*Anna Savchenko, Odesa*].

“Mountains provided us with beauty and recreation” [*Viktoria Buhaieva, Kharkiv*].



The excursions were not foreseen by the program with trainings from 9 a.m. till 5.30 p.m. The participants initiated having an excursion day, thus, the program was even more intensified: the breaks shortened to the minimum and training sessions prolonged. As a result the program was implemented and all of us got the unforgettable day of cultural discoveries, because the excursions were really great:

“They broadened my cultural horizons” [*Iryna Blinova, Bakhmut*].

“A lot of creative ideas about teaching were born during excursions” [*Yulia Polikarpova, Melitopol*].



“We were lucky to take two excursions. On the first day of our stay there we went to the Tustan fortress, a unique monument of history and architecture of IX - XIII centuries, that has no analogues in Europe, a place where history can turn back and become part of the Ukrainian culture of the Middle Ages. Two more checks-in appeared on our Facebook profiles. We were happy to enjoy an opportunity to visit two beautiful Western Ukrainian cities – they were Mukachevo and Uzhhorod. Wish we had had more time to explore the city of Uzhgorod” [*Viktoria Buhaieva, Kharkiv*].

Would you like to participate in the next TESOL-Ukraine summer institute?

“It was a great opportunity to grow professionally and then share the knowledge with other teachers. I would definitely like to participate in the next TESOL-Ukraine Summer Institute” (*Natalia Reutska, Khmelnytskyi*).

“I would be glad to, because it is an extremely valuable experience” (*Yulia Polikarpova, Melitopol*).

“It will be a great honor for me to be a participant!” (*Olena Kuzina, Volnovakha*).

“I have a strong desire to participate in the next TESOL-Ukraine summer institute. I would be very glad to experience it once more” (*Yulia Panasiuk, Kryvyi Rih*).

“DEFINITELY!!!” (*Viktoriia Buhaieva, Kharkiv*).

“Once again we would like to thank the organizers for inviting us, and we would undoubtedly like to participate in the next TESOL-Ukraine Summer Institute” (*Andrii Balendr, Oksana Komarnytska, Khmelnytskyi*).

The project had positive results:

a) formation of a pilot group of trainers - the participants of the summer institute were motivated for the work at sessions, did their best to complete the tasks, cooperated effectively though the membership of working groups was constantly changed, as a result a pilot team of trainers was formed to continue the project at the dissemination stage;

b) completion of the basic training course in communicative EFL teaching – the trainees got practical knowledge in teaching vocabulary, communicative grammar, reading and text interpretation, speaking as a skill, not a language practice, teaching with minimum resources, exploring improvisation in teaching;

c) teambuilding within the organization – ELTs from different parts of Ukraine got acquainted and networked (half of the participants are young teachers and new members of TESOL-Ukraine);

d) breaking the stereotypes about West Ukraine in the minds of participants from the East – we had 17 participants from the eastern oblasts who had brilliant opportunity to experience the friendliness of the residents of the Carpathians during their stay in the hotel and in the excursion tour;

e) support of the English teachers from the ATO area – we planned to give 2 places to the teachers from ATO, but finally included 5 of them into the number of the participants;

f) support of the ELTs – thanks to the grant 28 teachers of English from different parts of Ukraine had a wonderful opportunity for professional development, networking, cultural studies, and recreation, which is extremely important in the context of the economic decline and war in the country.

Thus, the main goal of the 2016 TESOL-Ukraine Teacher Development Summer Institute to improve the professional qualification of EFL teachers by providing an intensive module course in teacher training on the new trends in the communicative teaching of English was achieved.

All the participants of the project (trainees, trainers, organizers) evaluated it as very successful; TESOL-Ukraine Executive Committee marks its importance for the further development of the TESOL-Ukraine Teacher Training Program.

The evaluation of the project by the participants:

“The project has been beneficial not only for its participants, but for the local communities of English teachers in Ukraine <...> Thank you for the valuable experience we gained at the summer institute. It was really valuable and inspired us to further professional growth. The organization was perfect. After having wonderful time in the Carpathians, we are full of energy to start the new academic year and implement key ideas introduced at the summer institute” (*Yulia Polikarpova, Melitopol*).

“This project inspired me so much. After coming back home, I couldn’t wait when I would start my work at university. I was given a lot of new and bright ideas by my colleagues from different parts of Ukraine. Now, it’s time for their implementation” (*Yulia Panasiuk, Kryvyi Rih*).

“Хотя мои ответы могут показаться несколько однообразными, но других дать не могу. Мне действительно все очень понравилось, буквально все аспекты.

Замечательная сложилась и команда участников, хотя часто это даже организаторы не могут предугадать.

Участники принадлежали к разным возрастным группам, разным типам учебных заведений, обладали разным опытом, но все сумели стать замечательно работающей командой. В этом, конечно, заслуга организаторов. Выбор замечательных тренеров обеспечил замечательную программу тренинга. Место проведения тренинга, гостиница и питание также были безупречными. Интересная и познавательная экскурсия стала завершающим позитивным аккордом летнего института. Я бы очень хотела еще раз принять участие в такого рода тренинге. Огромное спасибо организаторам, тренерам и всем участникам” (*Olena Ilyenko, Kharkiv*).

“It was one of the best summer schools” (*Nina Ovcharova, Cherkasy*).

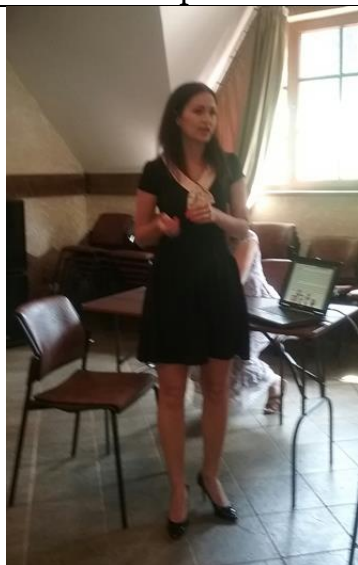
“The best training ever! It was awesome! There was something magical about that trip!” (*Viktoriia Buhaieva, Kharkiv*).

“Once again we would like to thank the organizers for inviting us, and we would undoubtedly like to participate in the next TESOL-Ukraine Summer Institute. The practical experience of lessons planning and new methods of English teaching are presently duly implemented into the education process of the National Academy. We are also preparing for the dissemination seminars and looking forward for the new opportunities” (*Andrii Balendr, Oksana Komarnytska, Khmelnytskyi*).

“As a TESOL-Ukraine member, I use every opportunity to take part in its events. One of the most memorable events was 2016 Summer School in the Carpathians. Everything was perfectly organized beginning with the choice of the venue, the program and up to every aspect of our daily work. I was also lucky to participate in two Summer Institutes in Crimea with Alla Radu and Lilya Kuznetsova. And again every detail of our lodging and seminars had been so carefully elaborated that it really made our work effective and enjoyable. I should say that training experience gained during Summer Schools gives creative impulse and inspiration to apply innovative teaching methods at my work” (*Svitlana Donets, Kharkiv*).



All the participants of the project prepared PowerPoint presentations for panel discussions. Below you can see the pictures and get acquainted with the main statements of the reports.



Creative ways of developing lexical & communicative competence

COMMUNICATIVE COMPETENCE DEVELOPMENT

Balendr Andrii, Ph.D., Assoc. Prof., Khmelnytskyi

During classroom teaching, it is essential for a teacher to be flexible and creative, be able to use varied techniques taking into consideration the needs and personalities of each student. It is essential to build the teaching-learning process on the learners and their knowledge, attitudes, skills and experiences.

In the National Academy of the State Border Guard Service of Ukraine our main teaching rational - "Communicative Language Teaching" includes such activities as: role plays, simulations, skits, case studies, interviews, games, language exchanges, pair work, surveys, learning by teaching. We often utilize "Tutoring", when there is a need to provide expertise, experience, and

encouragement. We do not provide "answers," but rather assist in problem solving, in getting answers. The challenge is to focus on assignments within the context they are assigned. We also like 'Peer learning', which is a form of cooperative learning that enhances the value of student-student interaction and results in various advantageous learning outcomes. We may ask students to discuss issues or brainstorm in small informal groups (e.g. 'talk to your neighbour' or 'think-pair-share' exercises). We use "Mentoring", especially since the relatively recent popularity of personal and professional coaching. A mentor might use a variety of approaches, e.g., coaching, training, discussion, counselling, etc.

Among numerous communicative activities for beginners we use:

- | | |
|--------------------------------------|-----------------------------------|
| Reconstruct the Story (pictures); | Dictacomp for Listening; |
| Memory Challenge Games; | Dual Dictation; |
| Circle Talk; | IGT (Information Gathering Task); |
| Lying Game; | Mind Map; |
| Class Survey; | Word Scramble; |
| What's Next? | Classic Jigsaw; |
| Gossip Game; | Two-in-one Vocabulary; |
| Pair Video Viewing (Silent Viewing); | Concentration Game |

VISUAL, AUDITORY AND KINESTHETIC ACTIVITIES IN DEVELOPING LEXICAL & COMMUNICATIVE COMPETENCE

Blinova Iryna, Ph.D., Assoc. Prof., Bakhmut

There is no doubt that teaching new generation of learners requires a lot of energy, proficiency and, of course, *creativity*. Today it is necessary for English teachers to know about different aspects of

methodology, to feel confident in a class and to pass their knowledge to children. Being always active English teachers need to read a lot of information for personal and professional development, to use interactive

and multimedia material, to collect the resources for the classroom activities etc. But one of the most important tasks is to focus on the inner world of students, help them acquire self-understanding and make the process of study enjoyable and memorable.

To my mind, creative ways of learning a foreign language, English in particular, include a wide range of interactive methods and techniques used in my teaching practice daily. Such methods and techniques are likely to encourage interest in learning English, develop communicative skills, provide high motivation, team spirit, freedom of self-expression and contribute to the main competences of future specialists – the teachers of English.

Taking into consideration the way I learn, the learning style of my students, my own teaching style, the learning style focus of various classroom activities, I devise and carry out a series of visual, auditory and

kinesthetic activities in my classroom. The most frequently practised interactive methods and techniques serving as a powerful encouragement and developing lexical and communicative competence are the following ones: cooperative learning, brain storming, dramatizing, role playing, debates, games, discussion on the basis of listening to songs, watching films etc. Moreover, students often receive the instruction to speak English without stopping (2-5 minutes) on the suggested topics (“If you could travel anywhere, where would you go and why?”, “How would you explain your basic life philosophy?”, “If you could go back in History, who would you like to meet and why?” etc.).

The above mentioned interactive means may be exercised on different stages of the lesson, such as: phonetic and communicative perspectives, a pause of relaxation, the change of diverse activities and break at work.

PLEASURE AS THE BEST STATE OF MIND FOR A STABLE AND DURABLE WAY TO LEARN A LANGUAGE

Buhaieva Viktoria, Ph.D., Assoc. Prof., Kharkiv

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). 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).

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, playful-like activities are “intentionally built to give an amusing and

pleasant shape to certain forms of learning”. The game ignites the enthusiasm, fires the interest, primes the involvement, favours social activities, increases expression, and stimulates learning.

Guessing games, singing games, board games, card games, pencil-and-paper games, computer games, action-adventure games, and many other types of games can be a very effective tool in teaching/learning languages. I especially like role play games. Why do you think people were so fond of carnivals hundreds of years ago? A good opportunity of having a drink, spending great time at a dance party? I guess there was one more reason. Every person had a chance to change his/her social role at least for one night. A shy lady had a chance to become a heart beater, and a big boss of those times could try himself as a fool. And people did enjoy that, and today the situation is the same. We do want to try changing our social roles today as well. And

an English class can be the place where one can experience that.

By playing fun educational *games*, students *learn English* vocabulary easier. I am mostly talking about pleasure here because games can create perfect environment for learning new language. In our case it is learning new vocabulary. 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 favours memorization, a key chemical to make our memory strong and lasting.

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.

There have been mentioned a number of case stories when adult second language acquirers made impressive progress in English as a second language simply by reading books. 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. What I like implementing in my teaching practice is reading children's books. Adults do enjoy reading fairytales. Having read the fairytale about Aladdin and his Genie in the lamp, learners come across new words, but this nice form of the studying material promotes their quick and easy remembering that learners almost do not notice. These are some of the ways of developing lexical and communicative competence I use in my teaching practice. I am ready to share my knowledge and would like to learn some more new ideas!

USING THEMATIC UNITS FOR DEVELOPING SKILLS FOR PROFESSIONAL COMMUNICATION

Ilyenko Olena, Ph.D., Assoc. Prof., Kharkiv

Developing students' skills for profession communication is a challenging task. Thematic units can be suggested as a complex activity complementary to the tasks of the main textbook. The thematic units used for training students at the department of the Hotel Management, Resort and Tourism are based on the thematic content of the student's modules and are designed to develop their skills for professional communication in the target language.

The advisability of using the complex activity mentioned can be supported by the fact that the tasks mirror real life situations at the work place and have real outcome outside the classroom. The activity a) helps to foster student's motivation as the students are involved in the preparatory

work, have freedom in selecting materials from various sources; b) stimulates cooperative work and helps to create a positive environment; c) allows active vocabulary and grammar recycle and be successfully mastered; d) uses the integrate skills approach; e) helps to develop abilities to creative and critical thinking; f) assists in developing cross-cultural competence.

The thematic unit 'Cruise trip' can be used as an example of complimentary complex activity to the textbook in the Module 'Types of Tours: Traveling by air, sea and road'. Before entering into studying the unit, the student and the teacher as a facilitator do the preparatory work, and decide, which cruise route and cruise company they select.

The internet is an ideal hunting ground for ideas. When the rout is selected, the students map it and present as a part of a cruise company brochure. The next stages can be suggested as follows:

1. Checking in for the cruise.
2. Designing and discussing the patter (a daily guide to cruise activities).
3. Examination of the ship, facilities and services.
4. Eating out on board.
5. Shopping on board.
6. Money matters.
7. Booking and making city tours.
8. Entertainment on board.
9. Checking out and guest departure.

Every stages of the complex activity is based on integrated skills: speaking is linked with reading or listening which provides students with active vocabulary and models (listening to the TV announcement from the cruise director, listening to the tour guides at the excursions, listening to the partners' remark in dialogues, reading the cruise brochures, guides, patters, menus, instructions, etc.). Speaking skills are developed at different levels of proficiency: question/answer complexes –

comprehension check responses – scripted dialog related to typical professional situations – presentations – discussions/debates. Participating in discussions/debates requires demonstration of the ability to enter the discussion and logically put your ideas into the conversation, to evaluate the communicative situation, to demonstrate abilities to behave as an independent and critical thinker as well as the abilities for cross-cultural communication.

USING GADGETS FOR LEXICAL COMPETENCE DEVELOPMENT

Komarnytska Oksana, Ph.D., Khmelnytskyi

Taking into account the digital nature of modern life, I try to use this peculiarity for the purpose of developing foreign language competence of my students. Although such efforts have been made before, we try to give the students, in our case – cadets, more opportunities to reinforce professional lexis outside of the educational environment. Cadets of the Military Higher Educational Establishments during the course of study have to accomplish various additional tasks, including performing guard duties, field trips, military practice etc.

New mobile technology, such as hand-held based devices, is playing a large role in redefining how people receive information. Numerous agencies including the Department of Defense, Department of Homeland Security, and law enforcement are utilizing mobile technology for information management (Hosmer 2011). So, Ukrainian border guards have also joined the race.

The existing body of research which is directly related to the students' attitudes towards mobile platform vocabulary

learning or computer assisted vocabulary learning is limited. According to some researchers “technology alone can't move learners to higher order thinking skills, but some applications are more suited for this task than others” (Burns, 2006). Educators should embrace all the opportunities the digital era presents while doing their best to cope with its challenges. Teachers have to keep up with the fast changing world of informational technology in order to shape their students' minds.

Self-study is obviously important in language learning. As I have experienced, as little as one hour a week of self-study can boost a cadets' progress greatly. At first I give my cadets small, realistic homework activities. I ask cadets to spend just five or ten minutes a day on working with these apps. They seem to like it very much.

Thus, I widely use such applications as: *LearnEnglish Elementary Podcasts, Wordshake, 60 Second World Challenge, My WordBook, Anki*. They are free to download and can be used on all mobile

platforms – iOS (iPhone, iPad, iPod Touch),

Android, Samsung Bada i Nokia Ovi.

LEXICAL COMPETENCE AS AN ASPECT OF LINGUISTIC COMPETENCE & COMMUNICATIVE COMPETENCE

Kuzina Olena, Volnovakha

Lexical competence is an aspect of both linguistic competence and communicative competence. One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.

The kind of classroom activities that best facilitate learning English are the following ones: pair work activities; role plays; group work activities; project work.

In communicative-oriented classrooms, the seating arrangement

adopted concretizes the invariable nature of group dynamics – that is, chairs are arranged in small groups, not in regimental rows. Such convenient structuring ensures maximum structuring and maximum student interaction and participation.

The communicative method's concentration on aspects of the use of language results in the commission of mistakes, particularly of grammar; however, formal accuracy must be sacrificed for language use. Obvious errors in language forms though, demand the language teacher's immediate attention and rectification (correction).

CREATIVENESS IN DEVELOPING LEXICAL AND COMMUNICATIVE COMPETENCE

Lysak Olha, Kyiv

Adding creative elements to developing lexical and communicative competence is not only motivating, but makes lessons more enjoyable both for learners and teachers. Highlighting my personal experience I would like to emphasize that ideally such activities should be easy-to-use and require minimum preparation from a teacher or be of multiple use (e.g. cards that could be used many times). There is a number of lexical and communicative games to be successfully used for developing above mentioned competences. However, it is sometimes challenging for a teacher to push students to speak using certain lexical units.

I will give an overview of several activities that could be considered most effective and creative. First activity helps practice connectors and cohesive devices in speech and motivates students to use not only common phrases like “I think”, “in my opinion”, but more diverse ones. First, students should be familiarized with PREP principle of creating an utterance (point, reason, example, point) and cohesive devices for every stage (e.g. I consider, firstly, for

instance, what is why I believe that). After that should be handed out proverbs or quotations on certain topic and the task for students is to comment the proverb following PREP principle in pairs, groups or by making a chain story. After repeating this activity several times students have less difficulties with using cohesive devices in speech.

It is important to mention an activity that can be used at the productive stage of developing communicative competence in Business English – an activity called “Buttons”. The usage of business lexical units naturally poses certain difficulties for the 1st year students, because they do not have enough experience and practical knowledge in this area. “Buttons” is a speculation game, where a student has to pick one button from a set of different ones and make his hypothesis about the company whose employee could wear a suit with such button. It means that judging upon the form, material of the button there should be made prediction on the size, ownership form, staff, structure of the company. Students practice

such lexical units as “multinational company”, “make a profit”, “subsidiary”,

“headquarters”, etc.

HOW TO LEARN ENGLISH LEGAL VOCABULARY TO BE SUCCESSFUL IN THE PROFESSION: PERSONAL ATTITUDES

Nesterenko Ksenia, Ph.D., Assoc. Prof., Kharkiv

One of the key tasks of learning and teaching foreign language is developing lexical and communicative competence in students. They should be able to recognize and use words of English language not only in the way the native speakers do it, but also as it may be accepted in the globalized English-speaking community.

Working with law students, I'd like to admit the growing necessity not only in forming their lexical and communicative competence in the concepts of civil and common law legal systems, but in the work of legal professionals generally.

As an introduction to the course of legal English our students become acquainted with the types of this profession, which is important in the whole world. Alongside with new vocabulary they also learn about qualities how to be successful in this profession. They are asked to write about their personal views about necessary knowledge, skills, abilities to be successful in

the profession in future. All written by the students is further discussed and generalized.

Usually the students admit the following:

1. A good lawyer should know about all areas of law which can form his/her legal outlook, but a good lawyer should be a specialist in one of them, for example, in family law.
2. What is essential for all lawyers, is his/her communicative skills and personal skills, like analytical skills, good research skills, problem solving. The students also stress that for a modern lawyer English language communicative skills can also help him to make success in the profession.
3. The students also add that a good lawyer should be able to listen to the client, to complete for him/herself the information from the torn pieces of it from different sides, to be able to produce comprehensive and understandable advice, etc.

TEACHING STUDENTS ENGLISH COMMUNICATIVE BEHAVIORAL PATTERNS

Oliynyk Olha, Ph.D., Assoc. Prof., Kharkiv

Different approaches and learning techniques are implemented to intensify the process of acquiring knowledge and making pupils' language skills more efficient. Here I am tackling the problems of providing students with appropriate visual supporting aids and applying familiar vocabulary and grammar to the new context.

The English language learners should make good use of stereotypes which can help them become more fluent and confident speakers. In my everyday classroom practice I rely heavily on structured supporting materials I design and develop myself. Pupils are given some sort of a plan to follow and some

particular ideas how to expand their utterances on the topic. It is not easy for a student to compose a coherent story or to make a correct statement which will include topical vocabulary. To cope with the task learners should be creative and imaginative, however only a few of them can manage on their own. That is why pupils should get practice in acquiring some helpful and beneficial techniques. First learners are monitored and supervised by the teacher, but gradually they become more independent communicators. However one problem may remain – students tend to memorise and use language units in the offered context and find it difficult to

integrate new vocabulary and grammar patterns into new conversational situations.

The ability either to expand or reduce a narration is one of the major students' skills.

While creating typical situations and designing visual tables, charts, graphs, I pick up lexical units from all sources available. That helps my students to enrich their vocabulary and practice their skills.

G A M I F I C A T I O N : P L A Y & L E A R N *Ovcharova Nina, Cherkasy*

We, teachers, try to use different methods to make our lessons more interesting and fruitful. There are many creative ways of developing lexical and communicative competence. One of them is using games at the lessons. Children like playing games.

As I work in the middle and high school the level of games are different. There is even a name for using games – **gamification**. We teachers usually work as game designers. Use them as a jumping point for discussion.

Mistakes are not important. Usually I don't correct them or do it very quietly, just whisper, not to break the speaker's idea.

For this process I have a set of language games in the classroom. The games provide opportunities to talk informally and to think creatively. Here is a list of games that have been used and practiced for many times in my class.

1. Have you ever...?
2. I am good/bad at...
3. Name your favourite colour, hobby, weather...
4. What do I know about flowers, baseball, noodles, dogs...
5. What can we do at the beach, in the kitchen, at home?

6. Guess the object under the desk, in your pocket...

There are more and more games students like to play, as they practice a variety of vocabulary, grammatical patterns and functional meaning.

It's a low stressful process that allows students to focus on *what* they say rather than *how* they say. As practice makes perfect, the more they speak, the more qualified they become and have more chances to create something new.

Usually I split the group into 3/4 students, they take a board game, roll the dice and move their tokens along the spaces on the path on the board game. Students land on the space and respond to the prompt by using their personal experience, emotions and critical thinking skills to form answers.

There is no one correct answer, thus there is no need for an answer key.

While one player is speaking the others listen carefully as not to repeat. The other players need to recognize the repetition and not accept the answer.

C O M M U N I C A T I V E L E X I C A L A C T I V I T I E S *Panasiuk Yulia, Melitopol*

Usually I try to vary the ways I present language. If we use a course book, sometimes it's easy to fall into routine in class that some students may find unstimulating and boring.

As for the presenting new words, there are many ways of getting across the meaning of a lexical item: using visual aids –

illustrations (flashcards, photographs, pictures, blackboard drawings) are very useful for more concrete words; using synonyms, antonyms, gradable items; using word field diagrams, word trees and grids; matching (words and definitions); finding derivatives.

More complicated are the ways of working with specific structures such as collocations, idioms and phrasal verbs. Here are some examples of tasks to practice using collocations: 1. Make as many correct matches as you can; 2. Write two adjectives for each word; 3. Use the following words to complete the expressions; 4. Put the words in the correct order to make longer collocations; 5. Circle the verb that does not collocate with other words; 6. Use the first part of each collocation to form the first part of the next word, etc.

All these and many other techniques promote the developing lexical competence of students but they may look as mechanical

training without communicative approach that leads to gaining communicative competence. It means that communicative language teaching should be based on real life situations that require communication so in the classroom we try to create an English language community environment that gives students an opportunity to have more pair or group work speaking during the lesson. So the examples of communicative lexical activities that I use in the class may be making different surveys, problem-solving, various games that involve competition, interviews – all types of activities that involve speaking, i.e. communication.

IMPROVISATION TECHNIQUES IN LANGUAGE TEACHING

Parieva Olena, Kyiv

Communicative competence has four main dimensions – grammatical, socio-linguistic, discourse and strategic competences. Everything is essential in this combination – accuracy, appropriateness of utterances, ability to produce and understand them, compensation for communication breakdown, survival strategies.

Survival strategies can be trained and mastered with the help of improvisation techniques in language teaching. Communication should result in the performance of real and specific tasks. Our main objective is to develop in our students the ability to use the language in actual situations. When they are using the language for real purposes through practicing communication activities, they are learning by doing.

Improvisation is defined as unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a teacher (identifying characters, enacting roles). Students have to enter into their inner experience using imagination and fantasy.

In my work I try to establish situations that are likely to promote communication – role plays, information gap activities,

discussions, etc. But my favorite of all times is the use of Carolyn Graham's JAZZ CHANTS for the lesson setup, which gives ample scope to imagination. Starting any course we use jazz chants to tune students into the melodic organization, intonation, sentence stress of the language as well as its functionality. But later they help our students to acquire language proficiency.

Unit 1 Greetings:

Hi, how are you?

How's Bob?

How's Mary?

How're the children?

How's your job?

Unit 4 Complimenting

That's a nice sweater! Where did you get it?

Unit 11 Weather

It's a nice day today, isn't it?

Further on, in the course of introducing different grammar material, I ask students more questions about the characters, making them improvise and discover their own resources. With the time they can expand on every question using more and more structures they master. They work in pairs making dialogs about their imaginary acquaintances. *E.g.: **How's Bob?** - Expansion - *Where is he and what is he doing? - Why is he doing that? - Does he do it every day? - How often does he do it? -**

How long has he been doing that? - What did he do yesterday? - Is he going to do the same thing tomorrow? - Can you do the same thing? Etc.

That's a nice hat! Where did you get it? - Expansion – *How much was it? Was it expensive for you? Is this your favorite shop? Why? Where do you usually buy things like that? How often do you go shopping? What is your attitude to brand*

shops? Who do you usually go shopping with? Why? Etc.

The benefits of this kind of activities are obvious -students gain freedom, develop ability to work with others. Improvisation motivates the learners to be active participants in authentic situations and reduces their self-consciousness.

COMPETENCY-BASED TEACHING ENHANCES STUDENTS' CREATIVITY *Reutska Natalia, Khmelnytskyi*

1. INTERACTION – it engages the students in the learning process. It is underpinned by creating clear expectations, criteria and goal setting. So, in class set real goals, establish the atmosphere of cooperation, encouragement, and motivation and you will be astonished by the outcome - students demonstrate their academic performance to the full, they overcome language barrier while socializing with native speakers, they clearly realize their ambitions in life, they demonstrate their high self-esteem, they create a learning community.

2. INVOLVEMENT - Another distinction that underpins competence-based learning is student involvement. Students need to be involved both as assessors of their own learning and as resources to other students. I involved them in such project as Students' Designed Tests. I taught them to produce reading tests in such formats as cloze, multiple matching, MCQ with focus on main idea.

3. IDENTIFICATION – this makes you put yourself into someone else's shoes so

that to see things through his eyes. To me, drama is an obvious fit for the EFL classroom. Drama offers the opportunity of all kinds of social interaction and provides your students with a unique creative outlet. In cooperation with their teacher my students read, produce dialogues, dramatize, working in an environment which encourages trust, respect and collaboration for all participants. They research, write and star as well as edit and screen the finished works.

4. IMAGINATION is the ability to form pictures or ideas in your mind as the means for self-expression. It is always based on some kind of comparison, shaped by the play of words, figures of speech, which relates to poetry. My students' poems in English and translations into Ukrainian were published in press. One of my students, Natalia Kozak has made poetry in bilingual format object of her research work. She successfully presented her work on the 9th TESOL-Ukraine Students Forum 'Enhancing Knowledge to Foster Success in Research'.

DEVELOPING STUDENTS' LEXICAL AND COMMUNICATIVE COMPETENCES IN CREATIVE WAYS

Savchenko Anna, Meritorious Teacher of Ukraine, Odesa

There are numerous creative ways to develop lexical and communicative competence. However, some of the most effective techniques teachers can use in the classroom include 1) Storytelling; 2) Drama; 3) Composition Writing, 4) Role-Playing,

5) Reading and Playing Language Games; 6) Questions for Clarification and Cooperation, and 7) Dialogue. In order to use these activities it is possible to use Internet materials, videos, specially-made cards as handout materials, songs, movies,

and different dialogues and many games. Each of the above activities should be comprised of three levels: (1) Pre-communicative activity stage and (2) Communicative activity stage.

For example, to develop students' lexical and communicative competences in creative ways I emerge students in a global student *dialogue* using "General Global" platform from Great Britain that provides technical support in conducting video-conferences. Global dialogue allows me to emerge students in English language completely on particular topics such as compassion, struggles of woman leaders in our society, peace and reconciliation, art of expression, school and your community, what would I change in my society if I could?, human trafficking and others. In preparation for each Skype video- conference students need to prepare lexical-thematic dictionary on the

specific topic to be discussed during the video-conference. Through this preparation students expand their vocabulary, which they are able to use and practice in live Skype conferences with speakers of English from other countries.

Student dialogue through Skype video-conferences allows students to learn how to communicate, understand, and learn from students in different countries with different cultural and religious backgrounds. It provides a combination of education and exposure and is a profound way of learning. Skype video-conferences bring students together through a process of facilitated dialogue, which allows students to draw on the knowledge, skills and competencies they are developing in class as they come face to face with their peers around the world through videoconferences.

ENGLISH IDIOMS AND THEIR IMPORTANCE IN TEACHING PROCESS

Semenova Olha, Kryvyi Rih

One of the most challenging teaching situations is the advanced discussion or speaking class. In theory, the teacher can bring up a given topic and the students will discuss its merits and controversial aspects. In reality, however, this is rarely the case. In most classes, the most confident students tend to dominate the discussion and the weaker students, those who really need this class, quickly withdraw. In order to keep the discussion going, the teacher ends up trying to draw the students out. In effect, this discussion often becomes a question and answer exchange between the teacher and a few students.

So, is it possible for weaker students to dominate? - Why not? How? - Using idioms. You may know just some idioms concerning discussed topic, and it'll help you to outdo the rest students.

It is difficult to use idioms accurately and appropriately in a foreign language. Before you can use them you need to be able to recognize and understand them. An important fact is that idioms are not only

colloquial expressions. They can appear in formal style and in slang. What, then, is an idiom? An idiom is a set expression that has a meaning different from the sum of the literal meanings of its components. For example, if you combine the literal meanings of the words "all, of, a, sudden" in the expression "all of a sudden", you will not get the idiomatic meaning of this expression, which is "suddenly, unexpectedly". English idioms present a great variety of constructions and combinations which are mostly unchangeable and may not follow basic rules of grammar.

The meanings of some idioms can be easily understood (in general; come out; at first; the root of all evil); the meanings of other idioms cannot be understood from the meanings of their components (on end; pack it in; high and low; hard cash). Some idioms contain proper names (a Jack of all trades; Uncle Sam; meet one's Waterloo); some other idioms are comparisons (as clear as a bell; as the crow flies). Proverbs and sayings may also have idiomatic character (every

cloud has a silver lining; still waters run deep; it never rains but it pours).

Because of the special features of some idioms, we have to learn the idioms as the whole and we often can't change any part of it (except only the tense of the verb). English is very rich in idiomatic expressions. In fact it's difficult to speak or write English without using idioms. An English native speaker is very often not aware that he is using an idiom; perhaps, he doesn't even realize that an idiom which he uses is grammatically incorrect. A non-native learner makes the correct use of idiomatic English one of his main aims, and the fact that some idioms are illogical or grammatically incorrect causes him difficulty. Only careful study and exact learning will help.

The correct use of idiomatic English should be the aim of every learner. It's an aim which is worthwhile and satisfying. Mastery of idioms comes only slowly, through careful study and observation, through practice and experience.

Nowadays English is worth not just knowing, but it is worth really knowing. There is a great importance to understand up-to-date English. A word comes to be a very powerful means of communication but also can be a cause of a great misunderstanding if it's not clearly understood by one of the speakers.

The understanding of the native speakers' language is the international problems for our students. Our secondary schools teach the students only the bases of the English language. They don't prepare them to the British streets, and accommodations. Idioms come to be a very numerous part of English. Idioms cover a lot of drawbacks of the English language and it is one-third part of the colloquial speech. If we develop students' awareness of using idiomatic sentences, we are sure to bring them closer to the authentically sounding speech.

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MODERN WAYS OF DEVELOPING LEXICAL AND COMMUNICATIVE COMPETENCE

Shovkaliuk Anna, Kyiv

Developing lexical and communicative competence has been a burning issue for years. The biggest question teachers might ask themselves is 'How can we decide what vocabulary to teach in class?' Surely, most of the time there is a course book which tells us which vocabulary to teach, but there are always extra words that come up during the lesson in the texts, listening and video. So, how can we know whether our students need this particular word at this particular level or not? Well, first of all, there is generally a curriculum which describes the range of topics and vocabulary to teach, but, it is usually quite descriptive and not specific enough. Perhaps, a good idea here would be to look at a Common European Framework of Reference which contains the competencies and 'can do' statements for each level. The other idea would be to go to

englishprofile.org and find the lists of vocabulary and grammar that learners need to have at a certain level. English Profile is a research programme that aims at defining CEFR levels which are widely used in all communicative teaching books and courses.

The other question to be discussed here is whether we need to give all the vocabulary to the learners ourselves or make them discover and work with the new words on their own. Many teachers prefer giving students long lists of vocabulary to learn and it usually occurs at the beginning of the course or module. This might be a controversial technique, as there is no context for the words to be presented, learners don't see the use and the typical situations the words are to be studied in. Therefore, a good idea might be to adopt a

learner-centered approach and let students decide which vocabulary items they don't know first, and give them time to work out the meaning from pictures, texts, listenings, videos or example sentences. If they've tried to work out the meaning themselves, they're more likely to remember vocabulary than when they're passively given a list of words to learn.

Another helpful tip might be to use the video as a way of presenting functional language. Thus, learners can explore the phrases with specific functions in the typical real-life situations. It can help students with understanding the difference between different registers of the language.

Films & songs as effective tools of teaching English

ACTIVE VIEWING OF VIDEO

Balendr Andrii, Assoc. Prof., Ph.D., Khmelnytskyi

I would like to mention the importance of an active viewing, which if used efficiently, increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video. It is necessary for students to take an active part in video presentations. If we, for example, work with video material through such teaching method as presentational teaching, which, mostly, refers to a lecture, introduction or other such presentation given to a large group of people, we'll be forming relatively passive and non-stimulating experience for our learners. Therefore, we need a full range of activities, with psychomotor objectives where participants are required to perform some manual tasks. We need well elaborated Pre-viewing and Follow-up activities, when the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it.

In the National Academy of the State Border Guard Service of Ukraine we use such methods as PAIR VIDEO VIEWING. Instructions: 1. Find a partner. Sit face-to-face with Partner B's back

to the screen. 2. Person A faces the screen and will see a short fragment from the movie. There will not be any sound. 3. After watching the clip, Person A will tell Person B what happened in the movie clip. 4. Person B will report to the class what Person A told him. 5. Change places and continue the activity with Person B explaining to Person A. 6. Watch the video again with sound and retell the story. Have all students watch the video again with sound. As a follow up, ask students to retell the story. When finished, discuss the questions.

It can also be SILENT VIEWING when while watching the sound is turned off. Instructions: 1. With a partner, create a conversation between the characters. If you want, have them write their conversations down on paper. If you do not have time, have them role-play in their seats. 2. Choose one or two groups to present to the class. It's fun if they can role-play while the video is playing (sound off). 3. Watch the video with sound and compare your conversations with the real one. How are yours different? Follow-up with a discussion of vocabulary.

Blinova Iryna, Ph.D., Assoc. Prof., Bakhmut

The main aim of song use in my teaching is, firstly, to study and practise grammar rules and patterns. As a result, I have used such songs as “Brighton in the rain” to improve students’ skills in making use of the Present Perfect Tense, “A bigger heart” to practise the degrees of comparison of adjectives, “I will be your bride” by Kelly Family to work out the types of condition in English, “Tears in Heaven” by Eric Clapton to distinguish the subtypes of unreal condition etc., exploiting of which and trying them out at the lesson enhance students’ auditory learning. Secondly, jazz chants and rhythmic songs (“Hello, how’ve you been?”, “You look wonderful today!”, “How much does it cost?”, “Do you think it’s gonna rain?”, “When do you usually have breakfast?”) are prevalent in the class and useful in everyday English communication as vivid patterns of greetings, giving and receiving compliments and so on. Furthermore, as well I have tried songs rich in specified vocabulary on the particular topic (the song “Wake up” to the topic “Daily routine”, “You are perfect to me” to the topic “Appearance and personality”).

Buhaieva Viktoria, Kharkiv

Music is one of the best and most motivating resources in the classroom, regardless of the age or background of the learner. Songs are a fantastic way to help students explore the language.

Although, there are a great variety of songs, it is not easy to choose an appropriate one. It is necessary to choose the songs that are written in a grammatically correct way, songs that include key vocabulary or grammar points in their lyrics. We should carefully examine what we want our class to learn in the lesson. We should take into account the language level of our class, the age.

We can make a song the focus of our class. Students are informed of the title of the

Regarding visuals, films are of great importance here. At the lessons I have exercised my learners’ communicative competence on the definite studied topic (“Great Britain”, “London as the capital of the UK”, “Illnesses and their treatment”, “About myself”, “Meals” and so on) after watching the series of educational films or certain episodes (“Window on Britain”, “London”, “A private detective Jack Stark” etc.) and feature ones (“A perfect day”, “Grey’s anatomy”, “The French onion soup” etc.).

As one of the representatives of our department I prefer using interactive methods and techniques of teaching not only in lesson activities but also in extracurricular work, which is manifested in conducting a discussion club, the so-called diclub. For 8 years, once a week our students and just people interested in English have taken part in watching a set of TV serial, for instance “Lost”, “Friends”, “Sherlock”, and discuss the main events and problems by covering the particular tasks. Students always look forward to such creative and effective tools of teaching.

song. They may know it, then they try to tell what this song is about, if they do not know it, they may predict, and often students have heard the target song but they are not aware what the plot is about. Class listens to the song without lyrics, answers some questions, they listen to the song again and that time with the lyrics. Songs can include fill-in-the-gaps exercises, writing exercises to continue the song. We focus on a particular verb tense or aspect of grammar. There can also be a focus on vocabulary, idioms and expressions. We can finish with some post-listening activities that include some creativity. Students can change all the adjectives in the song, they can change certain words to change the mood completely. Also, learners may plan a music video for the song. Students may draw or

collage the song and compare the visualisations in class. We can use a song with a clear rhyme pattern to do some phonetics work on particular phonemes.

But of course, we, teachers, cannot and should not limit students when choosing which songs to listen to. In my teaching practice I often encourage students to listen to songs on their own as well. They can choose any song that they like. If I want to listen to Adelle or Sting that does not mean they also want to listen to them. So at home my students choose a song, listen and read/sing the lyrics, find new words, then in class they report what they think the message of the song is, what their new words/phrases are. Once my students of Hotel Industry speciality were really excited to find out the 'Welcome to the Hotel California' song had nothing in common with their professional area.

Watching videos can have a number of advantages. It works as an additional vehicle to receive information. And we receive that

information in the target language. What I like doing with my students is watching TED talks. Apart from language practice students benefit from watching them because they can really inspire to act and do something amazing today.

There can be dozens of activities when watching videos. Questions and answers. Students predict what will come next after the brief conversation from the video. After watching a movie have the students write a one to two paragraph summary of what happened in the movie. We can have each student pick a character based on the descriptions. During the film, students pay special attention to their character and take notes on who they are and what they do. Showing videos without the sound and having students develop an imagined dialogue can be a great language lesson. Students can act out the scenes, too. Another way to use video to generate student thinking involves students watching a short video clip and then writing questions about the clip.

ENGINEERING VIDEOS FOR INTERACTIVE TUTORIALS

Gladio Svitlana, Associate Professor, Ph.D.,

TESOL-Ukraine President 2000-2001,

Chugu Svitlana, Associate Professor, Ph.D.,

TESOL-Ukraine President 1995-1999,

TESOL-Ukraine Advising Committee Members, Vinnytsya

The purpose of the research is to analyze both teaching and learning student-centered strategies that help educators to guide language trainees through video projects. During the past decade the use of ready-made and home videos of various formats – mini-dramas, debates, panel discussions, book conferences, conjoint presentations, etc. in the educational settings has increased dramatically. Thus, the framework as to the preparatory steps and final critical comments are bound to be highlighted and analyzed by instructors interested in innovative integrated and interactive teaching approaches.

As technology is boosting in both sophistication and affordability, interactive audio and video capabilities are becoming

(have become?) standard features of basic computer systems. At present great interactive multimedia applications have become available, interactive video being a reality. It features sound and visual images and can be used for production realistic stimulations. Effective education implies several stages, the most important of them being setting goals, creating adequate learning environment, and receiving students' feedback. Due to their versatility self-made videos are undoubtedly highly effective tools in providing integrated EFL learning. They serve as persuasive audiovisual output of students' knowledge, creativity, and motivation that combines a vivid display of trainees' communicative and pronunciation skills, their ability to show self-efficacy and self-confidence, and

facilitate the process of self- and peer-assessment. Student-made videos enable teachers to enhance the language learning process by testing students' skills and, thus, reflecting on their general and content-based knowledge.

Being inert receivers of the information, students quite often lack motivation and enthusiasm, while involved in teaching they magically transform into vigorous and dynamic mentors. What helps to turn a student into an active "doer"? Collaborative projects, surveys, mini-researches, etc. are focused on professional language learners' development, but still are not sufficient enough without a) proper presentations and b) appropriate performance comments. Video lessons combine all these and involve all the stages of the learning process:

Yuliia Gryga, Khmelnitskyi

Videos and songs are valuable and widely used classroom tools which can enhance listening and speaking experience for our students. Moreover, these elements during the lessons make studying extremely interesting and entertaining. As far as I teach mostly young learners I prefer using active learning method. That is why educational videos with songs are my best friends during a school year.

So, for the students who are 6-12 years old I pick up a funny song and write all the unknown words on the board adding some extra words. Then I play the song for the first time and ask a student to cross out the words when they hear them. After that I take two previously printed sets of pictures and divide my students into 2 teams. The winners are rewarded with a prize. Then I play the song for the 2nd time and ask the students to match the words with the pictures so that they could understand the meaning. After that I play the song for the 3rd time and ask the students to put the stripes with the lines of the song in the correct order while listening. After that the students need to fill in the gaps using the

planning, scheduling, developing and organizing ideas, creating the team, writing the script, implementing various techniques of shooting the video. Moreover, student-made videos help to highlight pros and cons of students' performance and language skills.

Therefore, incorporating video's feedback capabilities into classroom activities will permit instructionally valuable learning experiences to emerge. Student-made videos serve as resourceful feedback that helps to combine in-class content-based and extra-classroom activities, real-to-life language situations, motivate learners and build their confidence as well as show their language gaps, raise awareness of the classroom management and develop rapport in the group.

new words of the song while listening to it for the 4th time to practice writing skills. Then I ask my students to read out lyrics of the song and we connect the actions to each line all together. We finish the lesson performing a song. Finally I suggest discussing the idea of the song and sharing their opinions. By the end of the lesson the students already know the lyrics of the song. I have my students do such interactive activities once a month and my students are fond of them. During the next few lessons I can use this song with actions when I feel my kids are tired or bored especially after grammar time.

I am sure that using songs is a fantastic tool because students practice all the skills. Just after the first year of studying their pronunciation gets better. I did my personal research while testing kids in the end of the year to check the result and I was amazed at how fluent they can speak after doing such activities. It is my firm belief that during such interaction kinesthetic kids become teacher's helpers rather than trouble makers.

CULTURAL AWARENESS DEVELOPMENT THROUGH AUTHENTIC VIDEO *Komarnytska Oksana, Ph.D., Khmelnytskyi*

The Ukrainian State Border Guards Service has been going through an intensive organizational and logistical reform in order to reach compliance with EU Schengen standards and border regulations by 2015. One of the Schengen requirements is that all Ukrainian border crossings be staffed with personnel fluent enough in English to handle international visitors, discuss cross-border incidents with international counterparts, and participate in international training and professional conferences.

As we can see foreign language competence is viewed together with Cultural awareness development. Research on teaching culture has shown that language and culture are closely related and are best acquired together (Brown, 2007). Brown describes the interrelatedness of language and culture stating “that one cannot separate the two without losing the significance of either language or culture. One of the ways we use to incorporate cultural awareness in our

English lesson is for cadets to watch a video that shows the interaction between Ukrainian border guard and someone from a different culture who holds a different cultural assumption compared to the Ukrainian. Through the activities, cadets become aware that consciously and/or unconsciously people take actions based on their own cultural framework and assumptions.

Teachers of English should also remember that teaching is not only about language, it is about life. Universities in the States call this “whole person development”. Border guards as well as other people can benefit much from working with movies or shows with themes that teach life skills, because they are the ones who are dealing with observance of the right for freedom and security of a person, the rights for an effective legal protection, adequate conditions of holding, the rights for respect of the dignity of a person, etc.

MUSIC AS THE INSIGHT INTO ENGLISH-SPEAKING CULTURE *Kuzina Olena, Volnovakha*

Songs and music almost always contain a lot of useful vocabulary, phrases and expressions. And since the intended audience is native speakers, songs and music include up-to-date language and colloquialisms. The language used in songs is casual and actually usable, if you pick the right music.

Listening to songs will also allow students to focus on their pronunciation and understanding of the English language’s rhythm, tone and beat.

Many of the words and sound patterns within a song are repetitive and this makes it easier for them to stick in student’s mind. Music has an uncanny ability of getting stuck in our heads. Tunes and lyrics will often infiltrate our thoughts and play over

and over in our minds. All of which will help kids to learn English through songs as they easily memorize vocabulary and phrases. In fact, after a short period of time they will find it almost impossible to forget them. Pupils of primary school are usually fond of music and films (especially cartoons).

Our relationship with music is deep, powerful and hugely rewarding. It is a key that unlocks our emotions, influences our moods and enhances our mental and physical well-being. When something is emotional, then of course it is also easier to remember.

Music gives us insight into English-speaking culture and how English-speaking people think and feel. Familiarity with popular

songs and artists gives us something to talk

about with your English-speaking friends.

BUSINESS ROLE-PLAYING AS KEY INTERACTIVE LEARNING FOR PROFESSIONAL AND COMMUNICATIVE COMPETENCES

Lytvyna Yuliya, Assoc. Prof., Ph.D., Melitopol

The main advantage of business role-playing games as a teaching method is close-to-real-life communication. During this process students learn to formulate their ideas correctly, present reasons and take a stand etc. These activities not only provide students with scientific comprehension results, but also form independence, develop and improve their creative abilities. These interactions are a kind of non-formal communication which helps students to combat some stress and language barriers.

I have tried some modifications of business role-playing game at the lesson for students of Business English. A useful role-playing activity would be “Dilemma & Decision” (Intelligence Business), for example, taking part in a discussion forum on the subject. After finishing discussion and making final decisions students could write a short report to outline the key issues (Trappe 2011).

During simulation games the activity of certain company organization or its department is simulated. The events, a certain activity of people (a business meeting, plan discussion, having a talk) can be simulated as well as the environment and conditions of the place (Manager’s Office,

Meeting room). One example of this game is a meeting of the management teams to present different kinds of recommendations after learning the fact file, making analysis, comparing the advantages and disadvantages of each solution of a problem.

Operation games help to work out the implementation of specific operations, for example the respondent survey, taste tests of goods in a shop. In operation games a corresponding process is modeled. A more complex task is to combine a simulation and an operation game, for instance, a designing evaluation questions and an interview in the HR of a company. First, students have been asked to design the list of questions used by all the hiring managers. The questions should focus on the following areas as conflict, authority, ambition, networking, sociability, stress and resourcefulness. The group has to prepare an evaluation grid for the managers to enter their marks out of five (5=excellent). The interview will last a maximum of 30 minutes. The next task is to enter an evaluation of the quality of the candidate’s response directly into a computer (Trappe 2011).

SCENES FROM FILMS TO TEACH ENGLISH FOR LAW STUDENTS

Nesterenko Ksenia, Assoc. Prof., Ph.D., Kharkiv

Truly say, while working with law students, I have never used song in the classroom, except for some lines of some of most famous in some appropriate situations (like, We don’t need no education, Are you sleeping, brother John, Hosanna, hosanna, I’m an alien, I’m a legal alien) as fillers or teacher’s comments. Another thing if films.

Many Hollywood films contain scenes of interrogation, jury trials, discussing investigative process, etc. Unfortunately, lack of academic time does not give a chance to work with such episodes from films in

detail, but the task to watch, to understand phrases and tactics applied by characters is possible if to ask the students to do it at home as self-preparation task. Then, in the classroom all prepared by the students is discussed and compared with these real tapes of real, not film cases.

Such kind of work seems useful on several reasons.

1. The students watch and listen and understand authentic language, performed by actors with all necessary lexis, stresses, logical pauses, etc.

2. Usually these are good films that can form aesthetic taste in students. For example, films *A Few Good Men*, *Time To Kill* with awesome scenes of jury trials in them.

3. Watching such scenes gives the ground for the discussions in the classrooms and developing speaking skills of the students.

4. Once I suggested a tape of a real court case to compare its content and order with the filmed scenes of jury court proceedings.

5. The students were shocked by inconsistencies between real and fictional scenes and ways of proceedings.

USING SONGS IN FUN PRACTICAL WAYS *Oliynyk Olha, Assoc. Prof., Ph.D., Kharkiv*

Songs have been part of the human experience for as long as we can remember. People sing at religious services, bars, in the shower, and listening to the car radio. Songs have become an integral part of our language experience and if used in coordination with a language lesson they can be of great value.

Music is frequently used by teachers to help foreign language learners acquire a foreign language. This is not surprising since the literature abounds with the positive statements regarding the efficacy of music as a vehicle for first and foreign language acquisition. It has been reported to help foreign language learners acquire vocabulary and grammar, improve spelling and develop the linguistic skills of reading, writing, speaking and listening. According to educators of foreign language learners, music is advantageous for still other reasons. First, for most students, singing songs and listening to music are enjoyable experiences. The experience is so pleasurable that it is not uncommon for students to “pester” their teacher so that can sing again and again. Furthermore, by engaging in a pleasurable experience, learners are relaxed and their inhibitions about acquiring a second language are lessened. Yet, while they are more relaxed, they are also more attentive than usual, and therefore, more receptive to learning. Through songs, students are exposed to “authentic” examples of the second language. Furthermore, target vocabulary, grammar, routines and patterns are modeled in context. These are but a few of the benefits associated with music and song use in the second language classroom which first come to our mind on this topic. But

there are disadvantages too. Among them the most important are:

- Administrators/teachers/students do not take music and song seriously
- It disturbs neighboring classes
- Some students get too excited
- It takes away from the normal syllabus. Time is lost.
- Students disagree about songs, and have different musical tastes
- Students just want to listen, not to work.
- Lack of technical equipment due to cost
- Teachers do not like to sing or are not musical
- EFL songs are boring.
- Students will not sing
- Songs go out of date quickly

But nevertheless we keep on using songs. Why? So let's turn to Theoretical Rationale.

The first step in developing a theoretical rationale for using songs in the classroom is to label the types of listening processes and then identify the reasons teachers and researchers provide. From here, we can see that the teachers' motives are actually grounded in theory.

There are two processes involved in listening, and both can be utilized when songs are used in the classroom. The activity which is selected for a particular song will determine which of the processes is active. The first is bottom-up processing where the listener builds up the sounds into the words, sentences and meaning. The second is top-down processing where the listener uses background knowledge to understand the meaning of a message. Practicing both of

these processes is essential for developing listening comprehension.

Patterns emerge from the literature as to why teachers and researchers find using

songs valuable. These patterns include affective reasons, cognitive reasons, and linguistic reasons. They are all grounded in learning theory, and provide insights into the benefits of songs in the classroom.

CREATIVE WRITING OR HOW I DO POETRY *Ovcharova Nina, Cherkasy*

As I am a teacher of English, American and English literatures, we read and learn a lot of poems in the original. Sometimes I give my students a task to translate them and the results are amazing. One day I decided to create our own poems. At first I gave them a very easy task to continue the kid's verse, like this:

*Flowers here
Flowers there
Flowers grow
Everywhere*

At first, the task was to change the nouns and then the verbs.

<i>Birds here</i>	<i>Cats here</i>
<i>Birds there</i>	<i>Cats there</i>
<i>Birds fly</i>	<i>Cats walk</i>
<i>Everywhere</i>	<i>Everywhere</i>

At the end there were as many variants as students in the class.

Later we started writing with the idea, a spark in our mind. It does not matter what you write about, it may be just a line or two that seem to come of nowhere and you only write them down on paper. Emotions are what make poems, and if you lie about your emotions it can be easily seen in the poem.

Panasiuk Yulia, Kryvyi Rih

Modern methods of teaching English include different ways of improving language skills. Among them we can distinguish those which are particularly represented in films and songs.

Our every day activities in the classroom can be made different when we take into account up to date English films with or without subtitles. I usually try to find such a film which corresponds to the requirements of the topic and students' level. We sometimes

Write the first line as quickly as possible and when you are done, go through the list and look for certain items or words. Where to look for inspiration? Everywhere. Get inspired by reading poems you admire, go to nature, or listen to your favourite songs. The more original poems you read, the more rhyme you find in your own poems. Train your ear and you may be surprised at how it reads on the page.

I have already compiled three small booklets of poems by pupils of different ages, each is made of 20-30 poems. Some are masterpieces. Now I am working on how to make one more.

Gratitude
*Thank you mom
For being with me
When the tons of problems
Fall on me
Thank you dad
For teaching me
How to live and who to be
Thank you God
For being there
And looking after me
Wherever.* (Ivan Zemzyulin, 11B)

watch some extracts which can be really helpful and do before, while and post watching activities. They can comprise questions to discuss, matching, completing the gaps/tables and so on. As a rule, students are really interested in this kind of work, because on the one hand they feel relaxed while watching films and it helps them to calm down and on the other hand it involves them in the process of learning a foreign language. It goes without saying that I sometimes ask my students to watch a film

at home not to waste time in the classroom. After that, they are ready to do different tasks in our English lessons.

I spend a lot of time working on “Total English” which is one of the best course books. Each topic is illustrated with interesting and informative film bank such as “Best friends”, “Breaking news”, “City or country?”, “From rags to riches” and so on. Using films is effective tools of teaching English, because it gives students an excellent opportunity to pay attention to using different grammar structures, slangs and colloquial phrases, idioms and phrasal verbs in communication.

As for songs, it’s necessary to say, that I don’t use them very often because I usually work with adults and in my opinion this kind of work is not always suitable for them. But in my phonetics classes I sometimes offer students to work with songs. In this case I use pre- and while-listening activities. For example, students find consonant clusters, linking, disappearing sounds, homographs and homophones, assimilation, reduction and so on. Then they sing a song and it helps them to work more on their pronunciation and intonation.

ENGLISH FILMS AND SONGS AS A GREAT TOOL FOR STUDYING ENGLISH *Parijeva Olena, Kyiv*

English films and songs are a great tool for studying the language. Watching English films and singing along to English songs are entertaining learning methods. Our students watch films with English subtitles and we print out the lyrics to favorite songs in order to learn vocabulary more effectively.

Our Upper-Intermediate and Advanced students once a month participate in Cinema Club. a place to chat, to debate and to interpret movies of all ages and genres. There are a number of reasons why film is an excellent teaching and learning tool: learning from films is motivating, film provides authentic and varied language, gives a visual context, brings variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills.

Songs can be used from the very start of learning the language and throughout this process for any level. We use the classic songs of childhood, such as “Head and Shoulders, Knees and Toes,” and “The Itsy Bitsy Spider” and songs that are particularly for teaching English, such as “The Short Vowel Song.” Each of the songs can be found on YouTube with lyrics. Songs can present a topic, a language point, lexis, etc., teach culture and history, practice repetition and

repetition enhances learning, teach vocabulary and pronunciation, practice a language point, lexis, etc., focus on common learner errors in a more direct way, encourage extensive and intensive listening, stimulate discussion of attitudes and feelings, encourage creativity and use of imagination, provide a relaxed classroom atmosphere and bring variety and fun to learning.

Our students work with songs in the following way: read the lyrics first and try to understand them, they don’t have to translate the lyrics word by word, just try to find out what the song is all about, then pick some words or phrases from the song that they would like to learn, if necessary, look up their exact meaning in a dictionary. Then, to learn the vocabulary, they have to listen to the song again and again.

On the Internet there are a lot of helpful sites for using songs in language teaching: the site English Video Lessons has everything that you need to teach ESL online. In addition to their many well organized and easily accessible videos, they also have a fine collection of popular songs with lyrics from the Beatles to Coldplay and “Happy Birthday to You.” We are certain to find songs that our students are familiar with, ready to go. TeflTunes is another one,

it has the most comprehensive song based lesson plans. This site shares plans organized by grammar learning goal or topic. For each song, there is a user-friendly worksheet, which could be completed with the class or as homework. The site does not provide the actual song. You have to look that up, elsewhere. There is also a small subscription fee for these materials. PazWorks YouTube Channel can help you

find the ideal song to demonstrate the “Use of Present Tense in Future Time Clauses,” or “Illuminate the use of the Conditional tense.” The site is replete with songs that clarify and provide catchy examples of many tricky aspects of English Grammar. Students like singing along to the channel and learning complicated grammar from their first click.

ENGLISH TROUGH DRAMA FOR HUMAN RELATIONS TRAINING *Reutska Natalia, Khmelnytskyi*

I am going to describe a strategy designed and conducted to explore how a teacher-student produced video can be used to scaffold activities that encourage students' critical viewing, thinking and learning about human relations skills. This video project provides students with a unique creative outlet. In cooperation with their teacher students read, produce dialogues, dramatize, working in an environment which encourages trust, respect and collaboration for all participants. They research, write and star as well as edit and screen the finished works. Drama offers the opportunity of all kinds of social interaction. Researches such as Wells (1992) and Wahl (1997) emphasize on the connection between whole language learning and dramatic activity. Drama is a verbal and non-verbal cooperation which includes negotiation between parties in their meaning making. The discussion about the drama that occurs before, during and after the work is just as important as the work itself.

This project started in 2004 as ‘from page to stage’ game within home reading lessons for

9-year students. It turned into a teacher student produced video FOSTER HUMAN RELATIONS SKILLS which was successfully presented at the 42nd TESOL Convention 2008 in New York in April, 2008.

The video includes three episodes each lasting 7-8 minutes – ‘Jonathan Livingston Seagull’ by Richard Bach, ‘Fortunata Writes a Letter’ by Theodore Apstain and ‘Mr President’ based on humorous stories told by A. Lincoln. Three powerful ideas of three famous Americans serve as the basis of this teacher-student produced video. Learning and teaching, a role of an individual in a community, right or wrong are the key issues considered.

Using the interactive approach I turned authentic high interest literature into video productions and combined them with pre-viewing, during viewing and after viewing activities. They are suitable for high school EFL/ESL students for discussion, oral interaction and self-expression.

PRACTICAL WAYS OF USING LYRICS IN CLASSROOM *Savchenko Anna, Meritorious Teacher of Ukraine, Odesa*

We certainly benefit from teaching English through songs and music if we use interactive activities as well as pre-listening activities based on discussion of the theme, title, history of the song, creativity of a singer of a song, etc.

Before listening to the song it is also beneficial to let the students know which grammar points should be studied. At this stage pictures may be also used to introduce the theme of the song. They entertain and relax the students while they are learning or practicing a structure. Through providing authenticity and context they make

grammar points more understandable and easy. For the practical part of using lyrics in classroom I offer you a plan of the lesson with the song by ABBA “Money”.

Task I: a) *prediction* of the theme of the song judging from the title of the song; b) *brainstorming* around the name of the song by ABBA “Money”. Task II: a) *give out* handouts with the song. (Lines in the text of the song are in the incorrect order). Have students work together to guess the order of the lyric, then ask them to *listen to* the song and *note* the order of the lines as they hear. Have students compare their versions (pair work); b) *hand out* the complete song with gaps in the lines. *Listen to* the song and *fill in* the gaps of the missing words; c) *vocabulary* work (group work) meanings of the unknown words. Task III: Grammar task (pair work): a) *listen to* the song for

identifying Conditional sentences. On the board there are charts of Conditional sentences; (*If I+ Past Simple, I + Future-in-the-Past or If I+ V2, I + would + V1*); b) write out Conditional sentences; c) define the type of Conditional sentences. Task IV (group work) a) making up chain-sentences: *If I were/was..., I would/wouldn't... or What would you do if you were a poor girl/if you were a rich man/if you won much money/?* Task V (pair work); Multi-part choice: a) hand out to students with sayings about money and happiness;

Task VI: *Vocabulary* activities (pair work) a) Which words are included into the words: ‘money’ and ‘happiness’. Task VII: Conclusion. Discussion: a) *What would you select if you had a choice: money or happiness? Why?* b) Singing the song “Money”.

EFFECTIVE USE OF VIDEO RESOURCES IN THE CLASSROOM: THREE STAGES *Semenova Olha, Kryvyi Rih*

No doubt that the use of films is very effective in developing listening skills, in mastering spoken English and in the formation of communicative culture of students.

A really effective use of video resources in the classroom consists of three stages with the corresponding tasks. In my opinion, the shortage of lesson time doesn't allow to watch the whole film in the classroom, so I ask my students to watch a film at home, but before watching we do some tasks: the 1st stage is pre-viewing – usually I choose a film connected thematically with the topic they are learning, for example, films “To kill a mocking-bird”, “Philadelphia”, “Legally blond”, “Perfect murder” for a topic “Crime and punishment. Courts and trials”; films “Stepmom”, “Parenthood” for topics “Bringing up children”, “Family relations”; films “Dead Poets’ society”, “The Emperor’s club” for a topic “Education” and a lot of others. First, I tell students the plot of the film they are going to watch that they are prepared for getting the main problems

touched upon in the film, then they revise the vocabulary on the topic and learn the new vocabulary used in the film to improve the comprehension.

The 2nd stage is viewing, at the lesson we work with the most important fragments, do lexical exercises, for ex., find synonyms to the words from the film, give English literary equivalents of slangisms, colloquial expressions, explain meaning of idioms, some phrasal verbs, fulfill assignments on the search of information, etc.

The 3d post-viewing stage is devoted to commenting, updating communication techniques, analysis, discussion, making dialogues, correlation with real situations, writing a composition. Very interesting and entertaining are such kinds of work as role-playing, creating a new end of the film, dramatization of some fragments.

In my opinion, the use of films increases students’ motivation for learning English.

HOW TO INCORPORATE REAL FILMS AND SONGS INTO THE LESSONS

Shovkalyuk Anna, Kyiv

Nowadays almost every course book offers a range of videos and songs to use in class. Although there is a risk of getting a 'not-so-true-to-life' video with fake characters and artificially created environment. It works well with lower level learners that can't watch the films in original and sing along with Sting or Adele. But the higher we get the more authentic language we need. And there comes another problem – getting used to hearing only one standard 'classic' English might do more bad than good, as the world we live in includes hundreds of varieties of English and our learners should be exposed to as many kinds of real spoken and written English as possible. Therefore, it is important to incorporate real films and songs into the lessons.

When I was a student at a secondary school, I had 7 hours of English every week. Although, the most effective learning of live language usually came after the classes when I came home, listened and sang along with Britney Spears, Backstreet Boys and Spice Girls. The amazing thing is that I still remember all those songs by heart.

One of the sources that can be used by the English language teachers are Discovery

Education videos in the classroom. The clips are short and can easily be divided into the levels according to the difficulty of the language. The first thing I always think about before choosing a video for the lesson is the aim. Why do I need to show this video at this particular lesson? What do I want to achieve by showing this video to my students? What will they learn/improve/master in the end? Also, we should never forget that the instruction 'let's watch the video' does not carry any educational purpose. Watching any kind of video in the classroom should always be accompanied by the task/question/vocabulary/discussion.

Another way is a never-ending source of English listening and reading – TED talks. Some of the videos there even feature tasks to be used in the classroom. The most interesting ones that we watched and analysed with students were 'The Power of Passion and Perseverance' and 'Inside the mind of a master procrastinator'. Surely, these talks are to be used with more advanced learners, providing them with a great resource of vocabulary, functional language and the examples of well-prepared public speeches.

MODERNIZATION OF THE TEACHING PROCESS: INTRODUCING CINEMA AND MUSIC AND WELCOMING THE ENGLISH OF THE 21ST CENTURY

Sytnyak Roman, Assoc. Prof., Ph.D., Bakhmut

The effective process of learning English will never be complete without the connection with extra-linguistic reality of the English speaking countries. Cinema and music cultures have always been effective tools to inspire language learners.

Now, that we have a free access to the endless resources of the Internet materials it's a must to effectively use them in the English teaching. It is a great way to develop an up-to-date lexical basis.

Watching films and youth series may become a wonderful attraction that will draw student's genuine interest to the lessons. It's hard to believe but a lot of teachers still regard manuals from the previous century as the 99% foundation for the modern knowledge. One of the most effective ways to modernize the process is by introducing cinema and music and welcoming the English of the 21st century.

I have been teaching English using various video and audio presentations for several years and my students willingly take part in

them, making video presentations and sharing their music favourites. I assure you, my students have enlarged their vocabulary greatly, preparing reports about their favourite films: “The lord of the rings”, “Harry Potter”, “The picture of Dorian Gray” and many others.

The close work with music will no doubt make the students’ learning English more fruitful. It would be a crime not to take the advantage of young people’s habit to spend hours having their headsets on. Students will eagerly prepare presentations on their favourite bands and musicians and be sure such efforts will not go down the drain. They will become a prospective start for their own

vision of their English language teaching future. However, we should be aware of the variety of language styles, grammatical and phonetic liberties of different genres.

A lot of progressively-thinking teachers have stepped out of the old-fashioned ‘*trust me – I am your only source of knowledge*’ pattern. They are already enjoying their students’ feedback and parents and colleagues’ recognition.

I personally have no doubt that films and songs as effective tools of teaching English will get more and more popular and soon the whole process would be impossible without these wonderful helpers!

Anna Trofimenko, Kyiv

Language teachers have been using video technologies for at least the past twenty years. From videotapes to DVDs and streaming video from the Internet, the visual mode is still powerful and popular. I have been using film and video technologies for the last 12 years. I strongly believe that far from being mere entertainment, carefully chosen films can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing.

Most often I use either to present students with spoken language input for listening practice or to elicit student language output via speaking or writing. Videos also illustrate cultural and nonverbal behaviour and this is extremely interesting for my students of different social groups.

Clearly, there are many advantages of using films; it is a very versatile medium. There is a multitude of ways in which it may be used to achieve various goals in the English Language classroom. It presents real

language the way it is intended for native speakers. It allows language to be learnt in context.

Learning becomes easier because the more complete visual context (e.g. body language) presented by video - unlike other media - supplies additional clues to meaning. It offers the advantage of repeatability. It provides an authentic look at culture. It gives practice in dealing with the medium. It motivates and hence enhances language learning. When learners successfully deal with the ‘real’ thing in a classroom situation, they may be motivated to seek out and try to understand other authentic materials on their own.

It takes language learning out of the abstract. Last but not least, it creates a non-threatening, fun environment: it presents language as it entertains. In such a situation, there can only be low personal anxiety and low classroom anxiety, circumstances which are truly conducive to second language acquisition.

☐ ***The materials of the penal “Academic presentation as a creative project teaching writing and public speaking” will be published in the next issue of the Newsletter.***



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1. The submission must be original and not a revision or restatement of extant research in the field.
2. The submission must not have been previously published or be under consideration for publication elsewhere.
3. Authors may use British or American spelling, but they must be consistent.
4. The authors should submit manuscripts electronically to the Editorial Board of the TESOL-Ukraine Newsletter. Submissions should be in Microsoft Word or compatible program. Please submit figures, graphs, and other graphic elements in a standard graphic format (e.g.: JPEG or Excel). Tables should be created in Microsoft Word or compatible program.

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

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

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

This issue is prepared by *A. Radu*.

Texts and pictures: A. Radu. The opinions of the participants of the project included into the texts are taken from the questionnaires submitted by them.