



TEACHERS OF ENGLISH TO SPEAKERS  
OF OTHER LANGUAGES IN UKRAINE



# TESOL-UKRAINE NEWSLETTER

No. 3. Fall 2019

*Dear TESOL-Ukraine members, your friends and colleagues!*

*Welcome to the fall issue of TESOL-Ukraine Newsletter!*

*This issue presents:*

-  *2019 Sumy Media Literacy Institute;*
-  *TESOL-Ukraine Family Articles;*
-  *Teaching Tips;*
-  *Lesson Plans.*

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

*TESOL-Ukraine Executive Committee, November 2019*

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# TESOL-Ukraine

## Teacher Development Institutes in 2019



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This year the topic for TESOL-Ukraine Teacher Development Institutes was “Developing Thinking Skills for Media Literacy” and the main workshops included but were not limited to:

- Critical Thinking Introduction: Bloom's Taxonomy
- 21st Century Skills: Focus on Media Literacy
- Persuasive Language and Advertising
- How to Discern (and Correct) Bias in News Reporting
- Getting Started: Ideas for Introducing Media Literacy in Your School or District
- Media Literacy as a Reflection of Culture
- Gender Representation in Mass Media
- Separating Facts from Fiction. How to Analyze Media Messages.
- What to Look for When Analyzing Media Literacy

TESOL-Ukraine held three Teacher Development Institutes this year – two in Lviv and one in Odessa, they gathered more than 150 participants from different regions of Ukraine.

The workshops were held by such trainers as Wendy Finlayson, Emile Gable, Shaun Hicks, Ashly Emerson, Sergii Petrenko, Maryna Tsehelska.



*Spring Institute in Lviv*

All participants were divided into groups for finals presentations and were asked to disseminate their experience at home institutions. The dissemination reports may be seen at the Facebook Page “TESOL-Ukraine Teacher Development Institutes”



# Insights from 2019 Sumy Media Literacy Institute: Trying and Sharing New Experiences



**LIUDMYLA HNAPOVSKA**

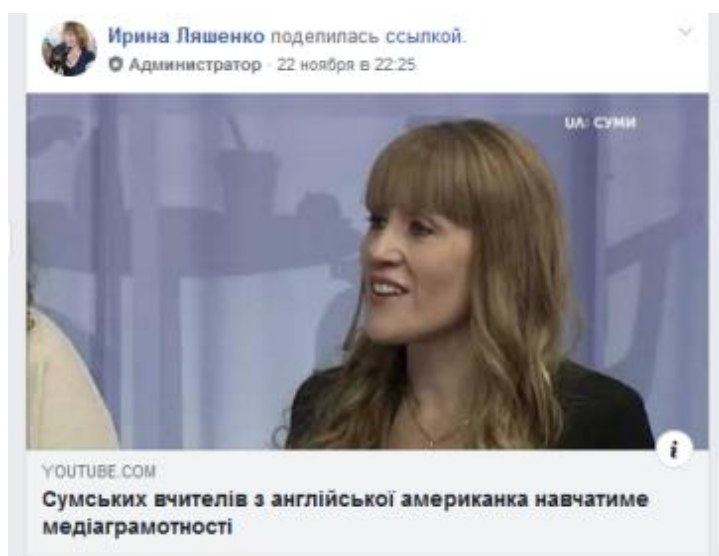


**IRYNA LIASHENKO**

*Foreign Languages Department*

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*Sumy State University*



Foreign Languages Department of Education and Research Institute for Business Technologies “UAB” of Sumy State University in collaboration with English Language Fellow, Wendy Finlayson, who is currently working at Sumy A.S. Makarenko State Pedagogical University, was the leading co-organizer of 2019 Sumy Media Literacy Institute

«Incorporating Media Literacy in English Language Teaching and Learning in the 21st Century». The event held on November 22-23, 2019 in Congress Center of Sumy State University was part of a grant project sponsored by the U.S. Embassy in Ukraine. The selected 76 participants (28 primary and secondary school teachers and 48 university English teachers), representing 24 schools and 25 universities from 14 regions of Ukraine, participated in a wide-ranging discussion on how to develop and implement critical thinking and media literacy in English language classroom as 21st century learner core competencies.

The presenters of the Institute were: Wendy Finlayson and Francisco Resto, fellows of the US Department of State English Language Teaching Program; Ashly Emerson and Shaun Hicks, US Peace Corps volunteers, as well as Ukrainian presenters Maryna Tsehelska (Vice President of TESOL-Ukraine, Director of the “Interclass” Education Center, Kryvyi Rih) and online mass course "VeryVerified Online Course" facilitators Olena Tanchyk (Head of the Department of Foreign Languages of Donetsk State University of Management, Mariupol) and Oksana Torubara (Assistant Professor of Taras Shevchenko National University "Chernihiv College", Chernihiv).



The Institute participants received a strong impetus for the introduction of innovative practices in teaching English by participating in a series of workshops.

In the workshop “21st Century Skills and Media Literacy” (workshop facilitator Wendy Finlayson), participants identified the top 21st century skills which are on-demand by employers and how those skills are connected to the New Ukrainian School Reform and media literacy. The participants also learned how to apply three essential questions for teachers to media literacy lessons.

The Workshop “Gender Representation and Diversity in Mass Media” (workshop facilitator Ashly Emerson) explored how gender and diversity impact media, and more importantly how media impacts gender and diversity dynamics. Through this session, the participants practiced the techniques to integrate inclusive conversations into the English language learning classrooms.

The aim of the workshop “Aristotle and Media Literacy” (workshop facilitator Francisco Resto) was to define the concept of media literacy and then identify three methods

of persuasion used in advertising. The participants applied these concepts in their own media messages.



As studies reflect, teachers are convinced of the importance of critical thinking. However, too many are uncertain about what critical thinking actually entails, and even fewer can consistently offer it through instruction. The session “Teaching Critical Thinking in the 21st Century” by Shaun Hicks examined what critical thinking is, why it is important, what teachers need to know about critical thinking and identify ways in which teachers can foster critical thinking in their classrooms. Beginning with a definition and justification of why critical thinking is so essential in today's world, the participants then touched on "Bloom's Taxonomy", and progressed through some reliable and interactive examples of how to ensure the students are thinking critically during their time in class. Having followed this workshop, the participants left with a rejuvenated perspective of how to make their students' education invaluable for future challenges they are sure to face.



The main idea of the session “The Language of Media” by Maryna Tsehelska was to examine how media attracts and persuades consumers. The participants learned how the



Jungian archetypes are used in marketing, reflected in various ways of presenting information and analyzed some media texts to discover the peculiarities of persuasive language. At the end of the session, the participants identified the most persuasive techniques and explained how they may be used in teaching practice.

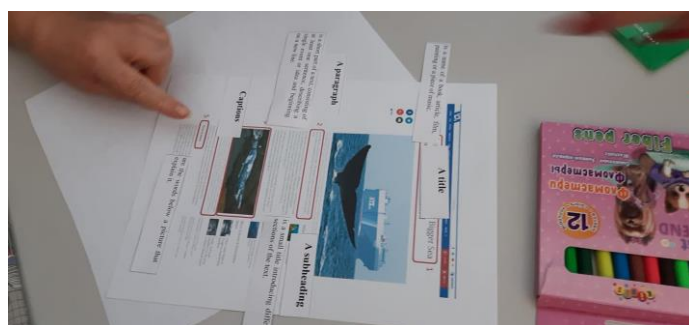
In the workshop “How to Discern Bias in News Reporting” (workshop facilitator Olena Tanchyk), the

participants discussed the meaning of media bias and were introduced to several common types of bias. During the session, some ways used to pull the wool over media consumers' eyes were demonstrated (namely facts, photos, bots and trolls that can be exploited in manipulative ways). The workshop was aimed at equipping participants with the skills to identify biases in news and social media.

Now, when the two insightful days of 2019 Sumy Media Literacy Institute «Incorporating Media Literacy in English Language Teaching and Learning in the 21st Century» have already become a bright success story, the next stage of the project is on the way. Participants are committed to disseminate the ideas they've gained and are willing to make these ideas work in their educational settings.



This two-day event, aimed at supporting the ongoing reform process in the education sector and providing professional opportunities for upgrading the qualifications of secondary and tertiary education EFL teachers in Ukraine has become a platform for the exchange of ideas, practices and insights, and thus enabled its participants to establish a network of contacts for further fruitful professional collaboration.

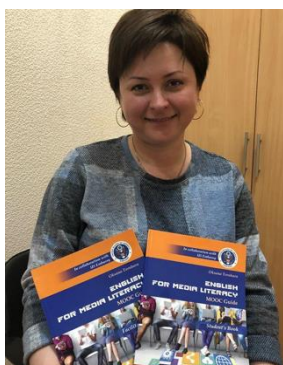


Deep gratitude to all the organizers and speakers of the event!

Follow the links below to find out more about the 2019 Sumy Media Literacy Institute:

- <http://qle.sumdu.edu.ua/index.php/2019-sumy-media-literacy-institute>
- <https://sm.suspilne.media/episode/25248>
- [https://www.facebook.com/2019-Sumy-Media-Literacy-Institute-108948140574644/?modal=admin\\_todo\\_tour](https://www.facebook.com/2019-Sumy-Media-Literacy-Institute-108948140574644/?modal=admin_todo_tour)

## My Way to Media Literacy



**OKSANA TORUBARA**

*MOOC Facilitator*

*PhD in Professional Education*

*Associate Professor of Foreign Languages Department*

**Oksana Torubara** is an English teacher and University lecturer with more than 20 years of experience in the field of TEFL. Oksana holds a PhD in the field of Professional Education and she is an Associate Professor of Foreign Languages Department at Taras Shevchenko National University “Chernihiv Collegium”. She is keen on continuous professional development and bringing innovative teaching techniques to the language classroom. Media literacy is one of such ideas which allowed Oksana not only become more media conscious but transform the way she teaches English. In 2017-2018 she took part in U.S. Embassy teacher development program “English for Media Literacy”, received special training as a facilitator and since then she has been successfully implementing main principles of blended learning into teaching English at University.

The project “English for Media Literacy” was implemented by the Public Affairs Section of the Embassy of the United States in Kyiv in collaboration with educational online platform Coursera. From January to June, 2018 program participants had an opportunity to improve their English skills while learning more about the role mass media plays in modern society. The program was designed to inform audience about media literacy and how to be better informed about modern media.

30 English language professionals from 20 Ukrainian towns and cities were selected to take part in the project and to receive special training as course facilitators. After in-person training we held dissemination seminars and workshops for multiple audiences, including youth, educators, community leaders, and news professionals in their regions. We also facilitated the work of MOOC Camps and helped the course participants share expertise and work together to develop their media literacy strategies. In total, 120 group trainings were held for nearly 700 participants all over Ukraine and 500 people were awarded

“English for Media Literacy” Certificates for successful course completion from Coursera, Pennsylvania University and RELO of U.S. Embassy in Kyiv.



I was lucky to be selected as a course facilitator in Chernihiv region and to supervise the work of MOOC Camp in Taras Shevchenko National University “Chernihiv Collegium”. Together with 25 students of Natural and Mathematical Faculty we had 6 weeks of fruitful collaboration, learning from each other, unexpected insights and heated debates. The course gave the participants a great opportunity to develop a broader understanding of media and its role in our lives as well as the language skills needed to analyze what you read and watch.

Successful launch of the project led to high interest to media literacy education among the students and faculty members which soon entailed changes in specialty curriculum. A new academic course "English for Media Literacy" was introduced into teaching practice at Natural and Mathematical Faculty of our university at the beginning of the fall semester, 2018. It was provided for the students of the 4th year of study majoring in Computer Science and IT. The course includes 20 hours of lectures and 20 hours of practical classes which are to be held twice a week for half a year. At the end of the course the students are supposed to be assessed and graded in order to receive their Coursera certificates. The mark for the course completion is an official one and is to be registered in the Bachelor's Certificate after graduation.

But we moved on. As the students are supposed to work with online resources mostly at home, in class they are involved in challenging tasks and activities on media literacy studies together with their fellow learners. Thus, there appeared an urgent need to develop some learning materials to guide the process. We applied to RELO for financial help explaining the purpose of it and soon we received a positive reply. The grant they provided us with helped to publish “English for Media Literacy” Class Set intended to make learning fun. It consists of a Student’s Book and a Facilitator’s Book. The set is intended to guide the participants towards successful online course completion, help them to develop English language skills and build their media literacy strategies.

The book production would be impossible without US Embassy funding and support. I would like to express my sincere gratitude to the project authors and consultants John Silver, Joey Fordyce and whose unfailing commitment and expertise made this program an unforgettable experience for me and other MOOC facilitators.



Participation in the program became a valuable educational experience and revealed for me and my students great opportunities of life-long learning. What's more, I was invited to tell about our experience at 2019 TEDx IvanaFrankaStED conference in Chernivtsi which took place in

Marble Hall of Y. Fedkovytch National University. My idea worth sharing was the way I implemented the model of blended learning at our university. The grant I received from TEDx allowed me to bring to Chernivtsi one of the students who took an active part in MOOC Camp and successfully covered the course. Dmytro Shchur, a master-to-be of Natural and Mathematical Faculty and an IT guy, told the audience about the opportunities which blended learning provides the students with. Being a representative of the current student generation he is aware of modern pace of life and is eager to combine learning and work at the same time. Thus, he shared the idea how he managed to do it and enjoyed the process. His presentation was a success and he received many encouraging commentaries.

As I wanted to disseminate all I learnt in the project among my friends and colleagues I initiated collaboration with K.Ushynskyi In-Service Teacher Training Institute and conducted a series of Media Literacy trainings for English school teachers of Chernihiv. The journalists and reporters of Chernihiv Broadcasting Company also agreed to improve their English language skills while discussing modern media-related issues. Thus the trainings I had with them were very productive and brought me to a higher level of critical consuming of information.

But it was not enough! As we planned to disseminate not only in region centre but in remote areas of it as well we managed to organize English Teacher Development Institute on Media Literacy on 2, November, 2019. This was the first ELT project of T. H. Shevchenko National University "Chernihiv Colehium" and the U.S. Embassy in Ukraine

aimed at providing continuous professional development and sustaining an ELT professional network in Chernihiv Region.



Participants from Ichnia, Oster, Kozelets, Nizhyn, Slavutych, Chernihiv had an opportunity to broaden their experience with media and learn effective tools for integrating media education into teaching English in secondary schools and universities.

We are grateful to all of them for being ready to learn, share and grow together!

Fellow members of Foreign Languages Department did their best to turn the meeting into successful ELT event and a starting point of Chernihiv EFL network. The students of Philological Faculty also took an active part in the meeting. It is hard to overestimate the role of Wendy Finlayson and Francisco Resto, English Language Fellows and best trainers ever. Thanks to their support our participants were provided with all necessary learning materials and their valuable contribution made our institute an unforgettable professional event for English teachers of the whole region. In this way T. H. Shevchenko National University “Chernihiv Collegium” managed to provide a reliable platform for international communication and professional development of EFL specialists in Chernihiv and the region.

All in all, Media Literacy project gave me a lucky chance to try on many hats! It gave me an opportunity to know, to develop, to learn, to disseminate, to facilitate, to



share, to meet, to publish, to present on TV and radio, to become a TED talk speaker, to promote myself, my students, my University, my town, my profession ...

It did not only flipped my classroom, but transformed me and the way I teach. It turned me into a teacher of new generation, who engages and inspires, learns and develops together with the students and colleagues. Let's go this way together!

## TESOL-UKRAINE FAMILY

### Teaching Reading for Standardized Tests: A Task-oriented Approach



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*This paper explores reading-proficiency strategies for Ukrainian standardized tests by capturing associative text comprehension components in a context of self-control and self-evaluation. It shows how to direct task-oriented search processes through rapid word recognition and application of task-oriented strategic-processing skills.*

**Keywords:** *standardized tests, reading, gap filling, multi-choice tasks, word recognition, task orientation, strategic-processing skills*

**Background.** A standardized test in English at both B1 and B2 levels challenges Ukrainian secondary school leavers. In the course of study, moving from A1 to B1-B2 levels, L2 learners get engaged in utilizing bottom-up, top-down, interactive, and interactive-compensatory models of reading (Liu 2014). Reading-proficiency standardized tests simultaneously measure both reading skills and language ability. Time-costly reading-proficiency preparation involves regular feedback, integration of reading themes into real-world contexts, planning and motivation during the reading process, and continuity of test-taking practices (Hollingworth 2007). However, English teachers are under pressure of a growing variety of texts and themes, on the one hand, and their personal responsibility for increased test scores, on the other. To facilitate test-taking in reading, research on strategic-processing skills is at issue (Nemati 2016; Fisher 2017; Assiri, Alodhahi 2018; McGray, Brunfaut 2018).

**Problem statement.** Reading-proficiency standardized tests are constructs that are data-driven and language-structured (McGray, Brunfaut 2018). It may be assumed that

efficient test takers lean on task-orientation skills whose search of task-guided clues interacts with verbalization in a given text. But with training and practice, even less proficient test takers can develop task-oriented adaptive behaviors to recognize functional and text coherence ties between the given text and task-oriented clues. I argue that task-oriented strategic-processing skills can increase reading scores.

**The purpose** of the study is to promote strategic processing for gap-filling and multi-choice reading-proficiency standardized tests. To achieve this purpose, I have analyzed gap-filling and multi-choice reading tests in the “a” (Reading) sections of the educational complex *On Screen* (1-3, B1, B1+, B2, B2+) by Virginia Evans and Jenny Dooley (2014-2015). Taking them in continuity, from a lower to a higher level, within a framework of a uniform construct, I have advanced search processes that train strategic processing skills.

**Gap-filling reading tests and strategic processing skills.** From current literature, gap-filling reading tests require from test takers not only phonological, semantic, and syntactic knowledge, but also world knowledge inferences. Test takers implement word encoding, extracting meaning, syntactic parsing, recognizing lower-order processes, and inferences. More coherent texts influence higher scores (McGray, Brunfaut 2018).

*On Screen 3* (Evans, Dooley 2015) introduces gap-filling reading tests with “Read the text and complete the gaps with the correct sentence. One sentence is extra” task orientation. Grounded in text coherence properties, such tests invite test-takers to insert a gap sentence in coherence with the pre-gap and the post-gap sentence. Training functional language usage, it is possible to enhance reading scores in these tests.

First, for each gap-filling task ask test takers to draw a three-bubble line: on the left let them draw a pre-gap bubble, in the middle ask them to draw a gap (to-be-selected-option) bubble, and on the right of the gap bubble let them draw a post-gap bubble.

Second, direct test takers to start filling the pre-gap bubble with the information that they obtain from the sentence that precedes the missing sentence. Teach test takers to write out all pronouns, linking words, and homogeneous members. The same strategic processing is repeated while filling the post-gap bubble from the information obtained from a sentence immediately following the missing sentence.

Third, leaving the middle bubble empty, test takers undermine functional words and associative links in the given options. Now, they are ready to find out how options A, B, C, and so on can be inserted to fit the pre-gap and post-gap bubbles. Looking for functional words and linking words helps not only select the correct answer but also self-assess the choice. The idea is: coherent bubbles interact. When they interact, the middle bubble is filled with this interactive information.

I will illustrate how to form strategic-processing skills, using *On Screen 3 Student's Book 3a (4)* (Evans, Dooley, 2015), which corresponds to the B1 level. Gap 1 is surrounded by the sentences that contain the personal pronoun “she” and the demonstrative pronoun “these”. The repetitive personal pronoun appears three times in B (“she was seven”, “she travelled”, “she climbed”); besides B describes travels in a caravan and climbing in Japan, which fits “these extreme family trips”. So, the test taker writes B in the middle bubble and draws arrows from the outside bubbles to make the links in the explicit: the same person (pre-gap she/ gap she, she, she/ post-gap her). Besides, the travels mentioned in B are linked with the post-gap “these extreme family trips”.

In a similar vein, test takers pass to gap-filling 2 whose pre-gap bubble contains information about Amelia’s training in a supermarket storage freezer. The correct answer can somehow mention this place. The suitable choice is D “Even **there** the temperature only dropped to -27! It contains the adverb “there” that substitutes “a supermarket storage freezer”. The post-gap bubble with “She also exercised” confirms the choice.

Gap-filling 3 opens the paragraph, so it has only the post-gap sentence to rely on. The post-gap sentence mentions “eight other expedition members” and some others as “they”. “They” can be people other than other expedition members. Only E suits this “they” link, saying “...**Amelia and her father** ... began **their** journey”.

The last Gap 4 is surrounded by the pre-gap bubble with “David/ his daughter/ the dangers of hypothermia and frostbite” and the post-gap bubble that contains “Amelia/ the youngest person ever to ski to the South Pole”. The left options are A “... the group reached their destination” and C “However, she couldn’t get used to the harsh conditions”. Option A contains a link “**this** extreme environment” that fits the description of harsh conditions in the pre-gap bubble.

Thus, syntactic parsing and recognition of lower-order processes underlie this task's completion. In the form of a table the task construct looks as follows:

Gap	Pre-gap	Gap to fill	Post-gap
4	<b>hypothermia, frostbite</b>	A: <b>this</b> extreme environment (look for this extreme environment in the pre-gap)	Amelia ... ever to ski
1	<u>she</u>	B: <u>she, she, she</u> (the same person) <b>Travelled</b> across the US, <b>climbed</b> in Japan	<u>Her</u> , <b>these</b> extreme family trips
0		However, she	
2	<b>Supermarket storage freezer</b>	D <b>there</b> (look for a place)	She also <b>exercised</b>
3		E In 2011, <b>Amelia and her father</b> ...	With eight other... <b>they</b>

Table 1. Task construct for On Screen 3 SB 3A (4) "A Polar Adventure"

**Multi-choice reading tests and strategic processing skills.** In multi-choice reading tests task orientation with one source of meaning in each question is primary. Hence, vocabulary knowledge, replacement with synonyms, antonyms or abstract nouns, alongside with thematic word recognition, is significant. Learners do multi-choice reading tests as early as *On Screen 1*. At this level they learn to replace original words in the text with synonymic words or expressions (for example, every year – annual, mustn't cut – unbroken, move quickly – run very fast).

The multi-choice strategic-processing skills for multi-choice reading tests can be trained as follows:

- **(1) Manage Task Orientation:** To begin with, read carefully the Task Orientation you have in the test. This Task Orientation is a problem to be solved. Do not read A, B, C (A, B, C, D) options given under this Task Orientation. Then, comprehend what Task Orientation asks to find in the text (Is it a "why", "where", "how" or some other problem?). After that, reformulate Task Orientation with an emphasis on the keywords. If necessary, put the question in your own words for you to know what to look for. Now, you are ready to look for textual clues.
- **(2) Store what the text says with regard to Tsk Orientation:** First, locate in the text the Task Orientation related information through word recognition. Then, read this part to identify the textual clue (that is, find out what the text itself provides as a Task Orientation clue). Third, write this clue out or undermine it in the text to "store".

- **(3) Interact with what you have stored by comparing the “store” with the option:** Return to the task and now compare your “store” with each option separately (A, B, C or A, B, C, D), beginning with A. Your “store” will interact with the correct option. Check A and cross it out, if it does not interact with your “store”, making a note why you have rejected it. Then repeat the procedures with B, C (B, C, D). To be on the safe side, check all the options to leave only one uncrossed (your selected option).
- **(4) Reread the part of the text, when it is necessary, if you have doubts.** In this case, directly compare A, B, and so on with what the text says. Identify the zone of concern and do not hesitate to check it by rereading the text.

On Screen 3 Student’s Book 7A (2) (Evans, Dooley 2015a) serves as an illustration. The test taker identifies the clue to Task Orientation 1 “In the introduction the writer says that” in the text and stores it: “the Maasai’s greatest enemy; the lion”. Then, this stored information (the clue) is compared with A “the Maasai have developed survival skills”: Option A is crossed out because it does not concern the lion as the greatest enemy. After that, the clue (“the store”) is compared with B “the Maasai kill lions at night”. This option is crossed out, since the Introduction contains no information about killing. The remaining Option C “lions pose a serious threat to the Maasai” is the correct answer, as it interacts with the clue “the Maasai’s greatest enemy; the lion”.

It is also possible to move from A to C before interacting with the text. In the same test, Task Orientation 2 directs the test taker to the source of power for invention that comes from A “a car engine”, B “a torch”, and C “the sun”. Moving from A to B and then from B to C, the test taker corresponds “the sun” in C to a solar panel mentioned in the text.

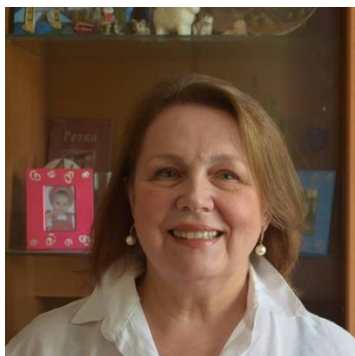
Strategic-processing multi-choice skills ensure conscious choice via self-assessment at the B2 level. Although in *On Screen B2* Student’s Book 8A (2) (Evans, Dooley, 2014) the associations are more complicated, strategic-processing skills help a lot. For example, Task Orientation 1 asks what the first sign of the earthquake was: a cold, a siren, a ground movement or cracks in the road. The test taker identifies the part of the text that contains information about the first sign, which is verbalized as “Suddenly”, and stores the clue “the ground started shaking”. Then moving through the options, the test taker chooses the correct option C “a ground movement”, which interacts with the clue “the ground started shaking”.

**Discussion.** Test takers feel more confident, prepared, and motivated when they find task-completion search processes familiar. Being aware of functional and linking words in gap-filling reading-proficiency tasks and of task-oriented stored textual clues in multi-choice tasks, test takers reduce tension of not knowing all the words in the given text. Trained in step-by-step strategic processing, test takers spend less time on switching from one strategy to another. What is more, strategic processing integrates self-assessment into test management. The test taker is aware of incorrect options because strategic processing contains the clue why this or that option is correct and incorrect. At times, when there seems to be no correct answer, the skill of crossing out the options that have no clues in the reading test is invaluable, as what is left is nothing but the right choice, whether the test taker can explain it or not.

**Conclusion.** With trained strategic processing, test takers are actively involved in task fulfillment independent of what the text is about. Continuity of strategic processing training across the proficiency levels enhances test takers' abilities to predict correct answers from text coherence and functional language usage. As reading-proficiency L2 standardized tests are mainly about text comprehension based on explicit text structures and associations, test takers can find strategic processing skills plausible for achieving desirable test scores.

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**TEACHING TIPS****Culture Capsules Technique****NATALIYA FEDICHEVA***PhD, Associate Professor**Luhansk Taras Shevchenko National University,  
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I have been interested in the problem of teaching for cultural understanding for many years and have devoted several of my publications to this issue. The more I research, the more I realize the importance of developing cultural competence when teaching and learning a foreign language, especially now when we all are part of the Global Village. Incorporating culture into language teaching can contribute significantly to developing students' practical English skills, building their awareness, and facilitating cross-cultural communication. In this publication I give examples of cultural techniques that truly integrate culture with language study and are interesting and enjoyable for students. They teach culture together with speaking, listening and reading, thus representing the connections between language and culture.

Firstly, we will look at the technique called culture capsules. The technique was developed by D. Taylor in 1970s. Unfortunately, I have not often seen it in use, as well as other techniques described below, in the English language classroom I have observed. A culture capsule is a short description of one minimal difference between a Ukrainian and a target-culture's custom, accompanied by pictures, photos, slides, or objects. In the classroom, students can perform role-plays based on various capsules.

**Culture Capsule 1: Giving Gifts**

Do you know when people in the United States give gifts? Most people wait for special occasions like birthdays, wedding anniversaries, Mother's Day, Father's Day, Bridal Shower, Baby Shower, and Christmas. Then they give big, expensive presents. Many people, especially teenagers and college students, also like to give inexpensive, funny, "just because" gifts to their friends. ("just because I like you" or "just because I think you'll like this").

Adults usually bring a small gift – like flowers or a box of sweets when they go to someone's house for dinner. And, of course, everyone brings back souvenirs when they travel to another country.

Group work. Ask and answer the questions.

When do people in Ukraine usually give gifts? Are there any special occasions for giving gifts in Ukraine? Is it a local custom to give a gift “just because”? What gifts did you give this year? Who did you give gifts to? What gifts did you get this year? What was your favorite gift? Who gave it to you?

### **Culture Capsule 2: Greetings**

In China, a popular greeting is “Have you eaten already?” There are also other expressions for saying “hello” in Chinese. Such greetings as “Where are you going?”, “Are you busy?”, “What are you doing?”, “Are you going to work?” and others also mean “hello”. A Chinese person asking these questions does not really want to know where his friend is going or what he is doing. The Chinese person just wants to demonstrate a friendly attitude to another person.

Group work. Ask and answer the questions.

Are there similar greetings in other languages? How do Ukrainians greet each other in everyday life? Americans usually say “hi”, “hello”, “how are you doing?” What kinds of answers/responses do Americans give? Why do Americans ask you “How are you?” and then do not listen to the answer?

Secondly, we will look at intercultural connections. Intercultural connections are very short situations that describe the cultural content of a target-language country. Students work in pairs or in small groups. They discuss the situation, create and present conversations based on the situation.

### **Intercultural connection 1: In a supermarket**

In American supermarkets it is very common for cashiers to say to customers “How are you? Did you find everything you need? When the transaction is complete, the cashier will say “Have a good/great day and come again.” Cashiers communicate with the customer in order to build a relationship.

People in the USA also strike up conversations with strangers in the streets.

Group work. Ask and answer the questions.

Would this happen in Ukraine? Do people in the USA respond to a cashier? Do strangers often strike up conversations in Ukraine? If they do, what things might they say? Give some examples.

### **Intercultural connection 2: Birthday Party**

In the USA, if friends or family members inform the restaurant that it’s someone’s birthday, a birthday cake with candles will be brought to the table and the waiters and waitresses will sing Happy Birthday.

Group work. Ask and answer the questions.

Is this a custom in your country, too? What other things are done to celebrate someone’s birthday in public places and at home? How did you celebrate your last birthday?

Thirdly, we will look at critical incidents. A critical incident includes a story about a cross-cultural miscommunication with a subsequent set of questions. Having read the story, students will be asked to choose the best interpretation of the characters' actions based on their knowledge of the characters' cultures. As in real life situations there might be more than one explanation that can be considered appropriate or correct. Students then discuss their options in small groups. Critical incidents can be also defined as case studies or culture mini-dramas. They should be based on real-life experiences.

### **Critical incident 1: A Misunderstanding over a Cup of Tea**

A Kenyan man, who went to the USA to study at University, married an American girl. Six years later he came back to Kenya with his wife. When his Kenyan friends visited him, he was very happy to see them. While he and his American wife were entertaining their guests, he offered them some tea and biscuits. His friends said they would like some tea. The Kenyan man went to the kitchen to make the tea and his wife remained with the guests to become better acquainted with them. Suddenly the friends looked offended, excused themselves and left the house before the tea came.

Group work. Ask and answer the questions.

Does a man prepare tea or food for guests in your country? In the USA, when a man makes tea for his guests, it is a way to express love and respect for his wife. What about your country? The Kenyan man had learnt the American way. Did he use it at the right time? Why do you think his guests refused to take tea with him and his wife? Would this happen in your country? The friends were offended because the man (not his wife) was going to serve them tea. In Kenya men do not prepare tea or food. Do you know people in your country who consider it offensive for men to prepare tea or food?

### **Critical incident 2: Hand-kissing.**

University instructors from a big university in Konya, Turkey, came to Ukraine to attend a conference which was held at a University in Ukraine. Their Ukrainian colleagues did their best to welcome the guests and they organized for them meetings with the faculty, department chairs, deans, and, of course, students. A meeting with the dean of the department of education was very interesting and informative. When the dean was saying his good byes, he kissed the Turkish female instructors' hands.

Later, the Turkish ladies told a Ukrainian colleague that they were very surprised that the dean had kissed their hands.

Group work. Ask and answer the questions.

Do men kiss ladies' hands in your country? Why do you think the Turkish ladies were surprised? Hand kissing is a very important and traditional gesture in Turkish culture. It is a way of greeting a person significantly older than you are. But in everyday life hand-kissing is very rare. Is it the same in your country? On Turkish religious holidays children kiss the hands of their grandparents, expressing their respect for them. How do Ukrainian children show respect for their grandparents?

## MY TESOL-UKRAINE EXPERIENCE



**KATERYNA KULYK**

*EFL teacher*

*Senior Teacher*

*Dmytro Motornyi Tavria State Agrotechnological University*

*e-mail: [kateryna57@gmail.com](mailto:kateryna57@gmail.com)*

In this article I would like to share my experience of being a member of TESOL-UKRAINE. My first experience at TESOL has made me very excited and reinvigorated to head back to my classroom and implement new ideas and practices. I had a great opportunity to participate TESOL conference (April 9-10, 2019). It provided for me a lot of areas of interests and I left the 2019 conference with plenty of ideas and resources to try out in my classes over the coming month. It helped me to become more effective, more knowledgeable, and more skilled in the field of English language teaching and learning. Also, I had an opportunity to be a volunteer and could help teachers.

I'd especially like to mention that the administrators were extremely supportive and friendly. Dear colleagues, you will find talks and workshops relevant to the use of technology in ELT; teaching young learners and adults. Each year for the conference, TESOL does a wonderful job of vetting and finding the best presenters who are experts in their research and teaching areas. Being a member of TESOL-UKRAINE you will meet plenary speakers many of whom are well known internationally for their writings and conference presentations.

TESOL membership is open to anyone involved in ELT. TESOL International Association offers you a global and collaborative community where you can grow personally and professionally.

I hope that this information will help everyone to take advantage of the great resources and information to come from the conference.

I definitely recommend TESOL-UKRAINE to everyone who is related with ELT.

I look forward to seeing everyone at TESOL in spring.



# LESSON PLAN

## Developing Reading Skills for Specific Purposes of Learners



**IRYNA ZUYENOK**

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*Dnipro University of Technology, Dnipro*

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**Topic:** Reading for Computer Science and IT Career

**Target group:** University students, specialised in CS &

IT, students of IIT Higher School, EMI and/or ESP teachers.

**Level:** Pre-intermediate (A2 – B1)

**Time:** 80 min.

**AIM:** to raise learners' awareness of the variety of reading skills and strategies used for obtaining and/or processing information for specific purpose from specialism and study related texts of various genres and types; to develop strategies for predicting and locating information, using keywords.

**Learning outcomes:** *by the end of the lesson learners will:*

- *be aware of*
  - different text-types and text genres;
- *have practiced:*
  - predicting information using various clues
  - skimming and scanning
  - taking notes while reading;
- *develop;*
  - different reading strategies;
  - the range of vocabulary in CS & IT while reading authentic specialism-related texts

**Focus on:**

- needs analysis
- developing strategies for reading specialism-related texts
- developing a range of terminology in the professional area using reference sources selectively
- organizing vocabulary
- taking notes while reading
- labeling diagrams

**Resources:** Kostrytska, S., Zuyenok, I., Shvets, O., Poperechna, N. (2015) *English for Study and Work*. Book 2 Obtaining and Processing Information for Specific Purposes. Dnipropetrovsk: National Mining University; available at: <http://im.nmu.org.ua/ua/library/library-english.php>; online resources downloaded from: <http://www.seas.gwu.edu/simhaweb/misc/cscareers.html> etc.

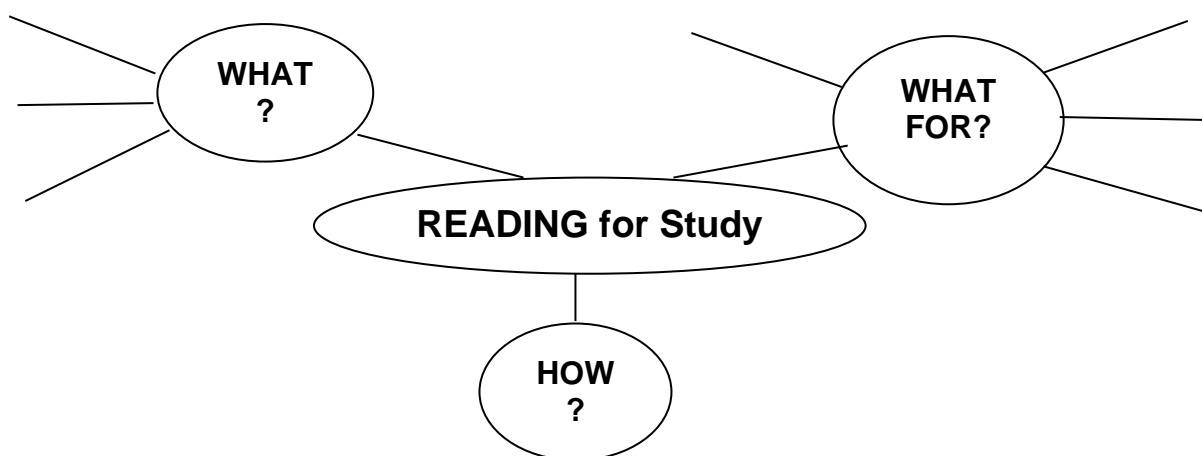
### Commentary

The lesson follows the original concept of the author based on TBL and encompasses three main parts of the lesson: *Lead-in*, *Reading Task*, which contains Pre-reading, While-reading and Post-reading tasks, and *Follow-up* tasks to be done in the classroom and/or during self-study. In general, it follows the cyclic model of the coursebook “English for Study and Work” (2015), where each unit includes 7 main elements: **Introduction** (*Focus on* the list of skills developed and expected *Outcomes*), **Lead-in** (preparatory activities: brainstorming, mind-mapping etc.); **Input** (direct: a written or an oral text(s) or indirect got from the text or a series of activities done within a group), **Content Focus** (focus on reading skills and communication), **Language Focus** (focus on vocabulary, language forms etc.), **Task** (or problem) which starts with the *pre-task activities* before the **Input** and finishes with the *post-task activities* or free - transfer, and **Follow-up** which is in most cases are a series of post-task activities proposed for self-study (Kostrytska, S., Zuyenok, I. et al: 2010).

The aim of the *lead-in* activities is to find where students are at the beginning of the lesson, to encourage their critical thinking and reflection on their own experience and tune on the topic of the lesson. So, at the beginning of the lesson students brainstorm 3 main questions:

- What do they read to study in their native language?

- What do they read this or that text for?
- How do they read? Are there any tips and tricks how to read more effectively?



- orienting yourself to the text
- reading titles and sub-headings
- skimming the text
- scanning the text
- reading paragraphs to understand
- identifying main and supporting ideas
- finding key ideas of every paragraph
- note-taking
- filling in the table
- labelling a diagram
- making a mental note of main ideas in each paragraph
- identifying argument, opinion/attitude and making inferences
- paragraph heading
- summarizing, etc.

and build a mind-map of reading for their specific purposes in the form of spider-gram or a table. If there are any difficulties with identifying How's, some of them could be given under the question as a list of reading skills and strategies given randomly (see the Fig. above): The detailed step by step procedures are given in the Lesson Plan Template (see Appendix 1 below).

Reading task starts with *pre-reading* activities done in groups, using the cards (1 – 4). Each of the card is focused on one of the main categories or key-words specific for the theme. In our context, they are key terms on the topic “Computer Science Careers”:

**Card 1. What exactly is Computer Science?**

**Card 2. What is software and software systems?**

**Card 3. What is Programming**

**Card 4. What are latest hot topics in Computer Science?**

Being in groups, students brainstorm the definition to the term from their card and put it in written on the left under the question. Then, all the definitions are presented to the class and discussed by the whole group. Any valuable comments and/or remarks are included in the definition has been made in mini group.

*During reading* task students:

- 1) read 5 texts (A – E) using skimming, scanning and other strategies to find out which of the texts matches the specific category or term, i.e. answer the question put on the left. More focus is made on the category/term have been defined in pre-reading task.
- 2) highlight, underline and write down keywords – terms used in the text.

The photocopiable worksheets are attached to this lesson plan description.

The series of *post-reading tasks* includes:

- 1) exchanging and comparing the results of group-work;
- 2) making a common word -web for they key-words.
- 3) making a summary of the text describing the given category/term and comparing it with the own definition, the latter may be used for self-assessment and self-evaluation.

*Follow-up* is focused on reading for detail Instructions on the Internet Search and starts also with pre-task: unscramble the Instructions, and task itself: check whether you have dome the pre-task correctly by putting hands-on practice, while searching for a text for further reading using the keywords identified in class.

*Home-task* which is a bridge to the next lesson(s) is to find the text (academic, science fiction, ads, blog articles etc.) on the topic chosen from the key sub-categories agreed by the group. Students should be ready to give a summary of the text, a reason for choosing it. On

the basis of the Internet search, they should make corrections in the Instructions for the Internet Search done in the classroom and be ready to share the final version with the peers.

In general, this lesson is based on the latest innovations in teaching-learning ESP at tertiary level as well as findings of the action research in the classroom done by the author. The art of discovery proposed to learners by scaffolding tasks and activities designed on the basis of Bloom's taxonomy incorporates a variety of modern approaches to teaching-learning ESP such as communicative, learner-centred, learning centred, action learning based on tasks and problem solving etc. They are used in integrated and integrative way that is rooted in the specific nature of ESP and EGAP, their cross- and multi-disciplinary nature, competencies and 21<sup>st</sup> century skills to be developed, including critical thinking, co-operation, communication, teamwork etc.

### Appendix 1. The Lesson Plan Template

Focus on		<i>By the end of the lesson learners will:</i>		
<ul style="list-style-type: none"> <li>needs analysis</li> <li>developing strategies for reading specialism-related texts</li> <li>developing a range of terminology in the professional area using reference sources selectively</li> <li>organizing vocabulary</li> <li>taking notes while reading</li> <li>labeling diagrams</li> </ul>		<ul style="list-style-type: none"> <li>be aware of the learning objectives of this module</li> <li>know different text-types and text genres</li> <li>have practiced:               <ul style="list-style-type: none"> <li>- predicting information using various clues</li> <li>- taking notes while reading</li> </ul> </li> <li>develop different reading strategies and the range of vocabulary in CS &amp; IT while reading authentic specialism-related texts</li> </ul>		
Stage	Time	Interaction Pattern	Procedure/ <i>Objectives</i>	Materials
<b>LEAD-IN: Reading: What? What for? And How?</b>				
<b>Stage 1 Brainstorming Reading: What? What for?</b>	5 – 7 min.	<i>Group-work Whole-class</i>	1.1 Brainstorming and 1.2 making a mind-map with a help of the teacher (eliciting and organising Sts' ideas, bringing to the module objectives and text-types)	Mind-map (spider-gram) <i>Reading: What? Why? What for? and How?</i>

			<ul style="list-style-type: none"> <li>- to analyse learners needs in reading, finding out their gaps</li> <li>- putting the objectives derived from Sts needs</li> <li>- tuning to the text-types and their role in choosing reading strategies</li> <li>- eliciting Sts ideas</li> </ul>	
<b>Stage 2. Text-types</b>	10 – 15 min.	<i>Individual</i> work, sharing in pairs the result <i>Group-work</i>  <i>Whole-class</i>	<b>2.1</b> Filling in the Checklist with Text-types taken from CEF (2001) <b>2.2</b> Labelling text-types on the flashcards <b>2.3</b> Checking understanding by reading the chosen text-types and matching them with the flashcards.	10 flashcards taken from Part 2 of the coursebook <i>English for Study and Work</i> , Book 2 and downloaded from the Internet.
<b>READING TASK (Pre-reading, Reading and Post-reading)</b>				
<b>Stage 3 Predicting (Pre-reading)</b>	3 – 5 min.	<i>Group-work</i> (3 or 4 Sts)	Read the question and think on your answer. Put the answer on the right-hand side.	4 cards on A4 blank sheet with questions on the key words in CS & IT
<b>Stage 4 Reading for information (skimming, scanning)</b>	10–15 min.	<i>Individual, Group-work</i>	In groups, read 5 short texts (A – E) and choose the one which is the answer to the question given on the left of the Worksheet. Put the list of CS & IT terms on the separate sheet of paper. Be ready to share them with the group.	4 cards with short texts (A-E) and 4 cards with Qs (see above).
<b>Stage 5 Summarizing</b>	20–25 min.	<i>Group work,</i>	Give a summary to the text or read it aloud to the other groups.	Students' materials

		<i>sharing the results of the group-works</i>	When listening to the texts, take notes and be ready to give a summary what you've heard. Before reading a piece of the text, a representative of the group shares the terms you' have identified on the blackboard/ flipchart/ poster.	(vocabulary and summaries)
<b>Stage 6 Key-vocabulary (Terms and Academic)</b>	10–15 min.	<i>Individual, Group-work. Whole-group work</i>	Being in groups, Sts find the terms common for all texts and the key words <i>software</i> and <i>computer</i> . Using the whole-group list of the words Sts are proposed to make a word web (spider-gram) for the words.	Students' materials (Vocabulary) Word-webs to the words: Computer Software Programming
<b>Stage 7 Reflection and Self-evaluation</b>	3 - 5 min.	<i>Individual, Group-work</i>	Compare your predictions with the summaries made.	Students' materials (cards filled in)
<b>FOLLOW-UP (In-class, if time permits and/ or Self-study)</b>				
<b>Stage 8 Reading instructions</b>	7- 10 min.	<i>Pair-work, Group- work</i>	Instructions are essential; for future CS & IT specialists. In pairs, unscramble the instructions for using the Internet when searching the materials in your specialism area made by last year students. Share the results of your pair-work with the other pair	Part 1 of the coursebook <i>English for Study and Work</i> , Book 2. Available at: <a href="http://im.nmu.org.ua/ua/library/library-english.php">http://im.nmu.org.ua/ua/library/library-english.php</a>
<b>Stage 9 or 8 Self-evaluation</b>	3 min.	<i>Teacher and the whole class</i>	Checking for yourselves whether the learning outcomes have been reached. If not, to predict whether they will be reached after home-task done.	Expected outcomes put on the blackboard

<b>Stage 10 Internet search (Home task)</b>	30 min. – 1 h	<i>Individual work (autonomous)</i>	Check how well the instructions work, while doing Internet search for a text in your specialism area of any interest for you. Download the text and be ready to share how you have found this text and to give the arguments why you have chosen it.	Internet
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### Appendix 2. Text-types Checklist

In groups, look through the list of text-types. Vote for the texts which you think to be used for your study and/or future work. Put ticks (✓) against those your group have agreed on. If necessary, add the list. Be ready to share the results of your group work.

#### CHECKLIST

<b>Text-types</b>	<b>Tick (✓)</b>
books, fiction and non-fiction, including literary journals	
magazines	
articles	
journals	
summaries	
dissertations	
textbooks	
newspapers	
instruction manuals, operating manuals	
references	
content page for journal issue/textbook	
abbreviations	
comic strips	
brochures	
prospectuses, leaflets	
advertising materials	
public signs and notices: supermarket, shop, market stall signs	
packaging and labeling on goods, tickets, etc.	
forms and questionnaires	
checklists	
table(s)	
applications	
planner (for the project timing)	

schedule, timetable	
form(s)	
request form(s)	
prescription(s)	
program(s)	
specifications for device/equipment	
dictionaries (monolingual and bilingual)	
thesauri	
glossary	
reports	
notes and messages	
databases	
diagrams, diagrammatic representation of...	
charts, flow charts, bar charts, pie charts	
activity flowcharts	
question formation flowcharts	
graphs	
business and professional letters, faxes, formal letters	
personal letters, informal letters	
contracts	
essays and exercises	
memoranda	
papers	
abstracts	
Others:	

### Appendix 3. Flashcards: Text-types

**Task.** Being in pairs, identify the text-types of the following. Compare the results of your work with the other pair.

*Note: It is better to cut each text separately before use in the classroom.*



1. \_\_\_\_\_

**Text 2** \_\_\_\_\_

**WHAT TO DO IF THE FIRE ALARM SOUNDS**

If you hear the fire alarm (this is a long, loud, continuous ringing tone), please leave the mine immediately following the **GREEN FIRE EXIT** signs. Make your way around the outside of the main building to **ASSEMBLY POINT 1**

(see the attached map)

Once at ASSEMBLY POINT 1, please wait for further instructions

**DO NOT RE-ENTER THE OFFICE UNTIL YOU ARE TOLD IT IS SAFE  
TO DO SO BY A COMPANY FIRE OFFICIAL**



3. \_\_\_\_\_

**UNIVERSITY ENGLISH LANGUAGE CENTRE**

**CLASS TIMES**

9.00am - 10.30am    11.00am - 12.30pm    5.00pm - 6.30pm

The Language Centre is open Monday to Friday. Each class has one afternoon free per week. On the first day go to the University Hall to check your timetable.

**ATTENDANCE**

All students are expected to attend classes regularly. Students who do not attend classes will be reported to the Faculty Administration. Eighty percent attendance is required for students to receive their certificates on completion of their course.

4. \_\_\_\_\_ -

Date 01/09/2015

From Prof. Brown

To: Prof. Alekseiev

Topic: Meeting with the first-year students.

Reminder: The meeting will be held in the Students' Club at 11 a.m.

5. \_\_\_\_\_



## Journal Rankings

### Ranking Parameters








Subject Area:	<input type="text" value="Computer Science"/>	
Subject Category:	<input type="text" value="All categories of selected Area"/>	
Region/Country:	<input type="text" value="All"/>	Year: <input type="text" value="2014"/>
Order By:	<input type="text" value="SJR"/>	
Display journals with at least:	<input type="text" value="0"/> <input type="text" value="Citable Docs. (3 years)"/>	<input type="button" value="Refresh"/>

Subject Area: **Computer Science.**

Year: 2014. [Download data \(Excel .xlsx\)](#)

1 - 50 of 1445 << First | < Previous | [Next >](#) | [Last >>](#)

6. \_\_\_\_\_

	Title	Type	SJR	H index	Total Docs. (2014)	Total Docs. (3years)	Total Refs.	Total Cites (3years)	Citable Docs. (3years)	Cites / Doc. (2years)	Ref. / Doc.	Country
1	<a href="#">Foundations and Trends in Machine Learning</a>	j	9,855	14	4	10	559	152	10	11,00	139,75	
2	<a href="#">IEEE Transactions on Pattern Analysis and Machine Intelligence</a>	j	8,741	241	176	627	8.398	6.708	608	9,59	47,72	
3	<a href="#">Molecular Systems Biology</a>	j	8,571	88	50	262	2.858	3.040	246	9,71	57,16	
4	<a href="#">Foundations and Trends in Communications and Information Theory</a>	j	7,602	15	1	10	192	49	10	5,43	192,00	
5	<a href="#">Journal of Operations Management</a>	j	6,599	122	45	141	3.621	1.021	131	5,41	80,47	
6	<a href="#">International Journal of Computer Vision</a>	j	6,298	141	135	291	5.146	1.688	277	5,62	38,12	
7	<a href="#">MIS Quarterly: Management Information Systems</a>	j	6,184	148	6	178	285	2.059	171	10,01	47,50	
8	<a href="#">Foundations and Trends in Computer Graphics and Vision</a>	j	6,090	17	1	4	356	51	4	2,00	356,00	

7. \_\_\_\_\_

## Computer Client Field Analyst

### Axelon Services Corporation

#### San Carlos, CA

*Posted 3 weeks ago*



### Axelon Services Corporation

## Computer Client Field Analyst

San Carlos, CA

1 year contract-long term temp work

### Qualifications:

AS in Computer Science, Computer Information Systems, or Business Minimum 3 years' experience in service/help center or field support Management delivery model PC Deployment Windows XP and 7 BMC - Remedy Ticketing System Excellent customer interface skills Testing and troubleshooting skills.

### Responsibilities:

- Provide desk side support (hardware/software support & training); local & networked printer and MFD devices and other PC peripheral devices (e.g. Blackberries, Air cards etc). This includes limited support for any software titles on the company's standard image.
- Work with other service providers to coordinate resolution of Incidents and Service Requests, including acting as the local point of contact for any vendor representatives coming on site to perform IT-related tasks
- Requires the balance of technical expertise, task management and teamwork, while serving our customers
- Diagnoses and troubleshoots problems with PCs/laptops, software, communications devices, servers and network connections as required Ensures processes and procedures for installation and troubleshooting, are appropriately documented (e.g., SMC knowledge base), by submitting feedback to individuals responsible for updates
- Ensures accurate and timely documentation of work (e.g., service tags, time reports, etc.), by daily updating of Service Requests in SMC database
- Provides after-hours (weekends), on-call support for urgent issues on applications used by clients, call centers Distribution, Substation Operators, and/or Operation Emergency Center
- Takes appropriate action (e.g., phone calls, pages, emails, etc.) to contact responsible support personnel to handle system wide events (e.g., system outages, software rollouts, down servers, application failures, etc.)

- Demonstrates full understanding of desk side support, troubleshooting and resolution concepts
- Completes assignments of moderate scope and complexity
- Selects methods, approaches and tactics to resolve problems and obtain solutions
- May participate on project teams Assignments are generally low to moderate risk
- Receives little instruction on day-to-day work and general guidance on new assignments
- Travel to remote sites to provide computer support due to vacation, sick and workload
- Work within a challenging, deadline driven, metric driven, moving target, stop n go environment

Apply

8. \_\_\_\_\_

<http://www.onedayonejob.com/majors/computer-science/>

### Computer Science



via Flickr user Cristiano Betta

Right now, at this very moment, you're reading this article on an electronic device, connected to the internet, none of which would be possible were it not for computer science. Now such an integral part of so many of modern daily life, from text messages to international trade, jobs in computer science-related fields are growing, innovative, and often well-paying. If you've always felt comfortable around computers, enjoy using technology in all of its many forms (while finding flaws in and hoping to innovate the technological systems you already use), and have found yourself the unwitting technical support representative to those around you, you might just be a perfect fit for a career in a computer science-related field.

#### Entry Level Job Guide for Computer Science Majors

1. Facts and Figures About the Computer Science Major
2. Skills Developed in the Computer Science Major
3. Related Valuable Job Skills for Computer Science Majors
4. Entry Level Jobs Well-Suited for Computer Science Majors
5. Other Possible Career Paths for Computer Science Majors
6. Things a Computer Science Major Should Learn and Do
7. Other Areas You May Be Interested In
8. External Resources

## About the Computer Science Major

In the 2010-11 academic year, about **43,000** computer science degrees were granted of the total 1.7 million or so, bringing the computer science major in at around 2% of the total degrees granted.

Compensation for computer science graduates is, on average, higher than most other disciplines, with tech-related jobs **paying around 9% more** than other industries that graduates find themselves in. In addition, due to the nature of the work and the direct correlation between skills learned in school and applied, most computer science majors enter into an industry related to their field.

The computer science major at the University of Illinois has found that the average starting salaries for Bachelor of Science graduates is **\$68,650**.

### Skills Developed in the Computer Science Major

As a computer science major, you've likely spent more hours than you'd care to tabulate planted firmly in front of a computer monitor. You've written lines and lines of code only to have one comma ruin the entire script. It's been frustrating at times, I'm sure, but also highly rewarding in the sense that you've now become familiar and **fluent in programming languages**, the foundational building blocks of software.

These programming languages rely on **logic**. They're systems, and they work according to a very specific set of rules. Understanding and being able to operate within these rules is a marketable skill of computer science majors. Similarly, required and honed is an **attention to detail** necessary to most technology-related endeavours. While modern technology, hardware, and software are incredible powerful tools on a number of different fronts, from graphics production to animation and sound engineering, their efficacy lies on a razor's edge. They work because of well-versed computer scientists who understand that one misplaced digit can be disastrous in programming.

Most computer science majors require at least a few mathematics courses, if not higher-level advanced mathematics classes. Computer science courses often involve **proofs, mathematics and logic**. Most programming languages have associated mathematical concepts and formalism that must be

9. \_\_\_\_\_

## Appendix 4. Cards A – E in the order of the correct answers to Cards 1- 4

Original text can be found at: <http://www.seas.gwu.edu/~simhaweb/misc/cscareers.html> Cut before use.

Keep in mind that Q2 on Programming is answered in 2 cards E and D. Students should make only one definition. They may choose the only one or combine the information from both.

**C** Computer Science is the science of using computers to solve problems. Mostly, this involves designing *software* (computer programs) and addressing *fundamental scientific questions* about the *nature of computation* but also involves many aspects of hardware and architecting the large computer systems that form the infrastructure of commercial and government enterprises.

Computer scientists work in many different ways: pen-and-paper theoretical work on the foundations and fundamentals, programming work at the computer and collaborative teamwork in doing research and solving problems.

**E** Software systems now pervade almost all aspects of life, including high-end entertainment (such as the computer-generated dinosaurs in Jurassic Park), mission-critical control systems (factories, robots, aircrafts, space-travel), information systems (banks, websites, medical databases, government systems) and research tools (earthquake simulators, drug-design software, astronomy databases).

Programming is the intellectual endeavor of creating individual software programs. Part of it involves thinking (design, analysis), part of it involves coding (translating a design into instructions via a programming languages such as Java or C++) and part of it involves testing (subjecting software to a battery of tests to make sure it works).

**D** Programming has been likened to mathematics (analytic thinking) to writing (artfully telling a story), to engineering (building larger software out of smaller software units) and to art (exercising creativity).

The part of programming that is most easily identified in Hollywood depictions is coding, the process of typing instructions in a programming language (such as Java or C++); this involves the stereotypical hunching over a monitor, pounding at the keyboard and watching the software execute.

**A** Computer science is not about building keyboards or monitors or the cables that connect your PC to your printer. While these are important to the functioning of a computer, as is electricity, computer software consists of interacting programs each of which is a collection of ‘instructions capable of being executed on a computer.

So, first we need to think of a computer as a "dumb" machine that knows how to execute elementary "instructions" (add this, multiply that). Then, software programs are collections of instructions that achieve higher-level end objectives. In a sense, the "intelligence" lies in the software and it is the difficulty of creating reliable, intelligent software that has made the young discipline of computer science into the large, diverse field it is today.

**B** The core areas of computer science, including *software engineering, graphics, networks, databases, multimedia* and *artificial intelligence* remain strong today. At the same time, some of the most exciting new work in computer science is occurring at the intersection between computer science and other fields. For example, computer science is changing the way biological research is conducted in fundamental ways, leading to a new field called [bioinformatics](#) at the intersection of biology and computer science. Similarly, computer simulations are making it possible to study problems in physics, chemistry, economics and geology that were difficult without computers.

### Appendix 5. Sample of Glossary of terms and Semi-academic Vocabulary

CS & IT Terms	Academic, semi-academic vocabulary
<b>Q1</b> computer software computation hardware architecting computer systems programming (work)	science to solve problems involve designing fundamental infrastructure enterprise scientists theoretical work foundations collaborative teamwork doing research

## Winter



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**How many lessons of faith and beauty we should lose, if there were no winter in our year!**

*--Thomas Wentworth*

### **Aims:**

- To introduce and practice new vocabulary
- To develop students' speaking skills
- To develop students' writing skills and to teach writing five senses description
- To develop students' communication skills

**Level:** Intermediate B2

**Age:** Teenagers



### **Procedure**

#### ***Lead in & Warming-up***

Show students the photo and ask them to give associations with this photo, write them on the board around the photo. Also, you can ask to provide associations according to categories: nouns (sunshine, village), adjectives (peaceful, pleasant) or verbs (to ski, to wander).

Ask some more questions about this photo, e.g.:

*Who lives in this village? What do these people do every day?*

*What is the weather there?*

*How would you spend your time there if you visited this place?*

## *Activities*

### *Vocabulary*

#### **Stage I. Vocabulary presentation.**

Write the vocabulary on the board before the lesson.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Serene</li> <li>• Eye-catching</li> <li>• Awesome</li> <li>• Intriguing</li> </ul> | <ul style="list-style-type: none"> <li>• Peculiar</li> <li>• Mysterious</li> <li>• Modern</li> <li>• Peaceful</li> </ul> |
|---|--|

Say that when you look at this photo you feel relaxed and calm, cute houses and clear sky make this photo **serene**. Elicit translation from students: “спокійний”, “умиротворений”. Ask students to repeat the word. Check understanding using concept checking question, e.g. “Does serene mean calm?”, “Is driving in a traffic jam serene?”.

Present all other words in context. For example, say that these days more and more people go skiing in winter, it has become a real trend; you think this hobby is really **modern**. Elicit translation, repeat, ask if travelling by plane or by horse is more modern.

Give students time to write words in vocabularies.

#### **Stage II. Controlled practice.**

##### Synonym matching.

(Key: 1. e; 2. f; 3. a; 4. c;

5. d; 6. b)

- |                 |               |
|-----------------|---------------|
| 1. peculiar     | a. peaceful   |
| 2. mysterious   | b. up-to-date |
| 3. serene       | c. attractive |
| 4. eye-catching | d. amazing    |
| 5. awesome      | e. special    |
| 6. modern       | f. intriguing |

##### Sentence completion.

1. The winner's performance was a/an \_\_\_\_\_ display of strength and skill. 2. Melbourne's \_\_\_\_\_ rectangular stadium, officially known as AAMI Park, will open this week. 3. The \_\_\_\_\_ surface of the water reflected clear blue sky. 4. What is \_\_\_\_\_ to Japan at mealtimes is that people eat rice out of little bowls. 5. The main street of Uruguay's capital city of Montevideo is lined with a/an \_\_\_\_\_ mix of old buildings alongside modern, high-rise office complexes. 6. It was so \_\_\_\_\_ out here - like another world. 7. Equipped with the most \_\_\_\_\_ appliances, cooking and cleaning was quick and easy. 8. The jaguar is one of the most beautiful and animals found in nature.

(Key: 1. awesome; 2. eye-catching; 3. serene; 4. peculiar ; 5. intriguing; 6. peaceful; 7. modern; 8. mysterious).

Game “Circle it”.

Ask students to write adjectives in random order on a piece of A4 paper. There is one paper for 2 students. Then give definition of the words. Students' task is to circle the word that is being explained faster than a partner.

Mingling activity “Adjective mix up”.

Give each student two sticky notes. On one note is written a noun and on the other an adjective. Students mingle around the classroom. The challenge is to use either another student’s adjective with her noun or the other student’s noun with her adjective and put the two together in a creative sentence. Partners can work together to write one sentence when they are matched, and both should write it on their paper next to their partner’s name.

Serene	Crime
Intriguing	Lesson
Eye catching	Manager
Awesome	River
Peculiar	Dish
Mysterious	Advert
Modern	Suitcase
Peaceful	Teacher

Describe a photo on the board. Ask students to discuss which of the adjective apply to the photo and which not. Give explanations.

**Stage III. Free practice.**

Find any photo of the nature in their mobile phones (textbooks), describe it to the group. Other students put down all the adjectives they hear. After the completion of the activity receive feedback from learners.

*Writing.*

**Stage I. Reading the model task.**

Tell students that some people like winter while others prefer spring. Explain that you will now read a sample of a five senses spring description. Read and highlight the reference of each sentence to certain sense.

### Stage II. Input of useful vocabulary.

Tell students that they are going to write a five senses description of winter. Draw the columns with senses on the board and elicit necessary vocabulary from the students, e.g.:

<i>Sight</i>	<i>Smell</i>	<i>Hearing</i>	<i>Taste</i>	<i>Emotion</i>
Bare trees	Cinnamon	Quiet	Hot cocoa	Fun
Snowflakes	Frosty air	Crunchy snow	Christmas dinner	
Blizzard	Mulled wine			

### Stage III. Writing. Proof-reading.

Learners write their description of winter (12-15 sentences) using a worksheet, proof-read it and hand it to the teacher. If there is some time left, 1 or 2 descriptions can be read out in class.

### Summarising the lesson. Homework.

Ask students to provide translations of the new vocabulary. As a homework learners have to take photos of **an eye-catching advert, intriguing book, peaceful landscape and modern piece of clothes.**

#### WINTER

<b>Looks like</b>
<b>Sounds like</b>
<b>Feels like</b>
<b>Tastes like</b>
<b>Smells like</b>

**It's a great professional development opportunity!**

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

## **CALL FOR SUBMISSIONS**

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

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

The main requirements to the material submitted:

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

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

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

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