TESOL-UKRAINE NEWSLETTER

Dear TESOL-Ukraine members and their friends!

Welcome to the summer issue of TESOL-Ukraine Newsletter!
This issue presents:
- *CLIL articles;*
- *English under globalization;*
- *Exam preparation;*
- *Lesson plan;*
- *Teacher development with TESOL-Ukraine.*

Inspire and be inspired!

TESOL-Ukraine Executive Committee, Fall 2018

In this issue…

English Language Teachers' Association International Symposium

The TESOL-Ukraine's executive committee members participated in the English Language Teachers' Association International Symposium held in Kyiv on October 29-31, 2018. Szesztay Margit, IATEFL President, led fruitful discussions among 9 English Language Teacher Associations from Armenia, Belarus, Estonia, Georgia, Moldova, and Ukraine. The following topics were covered: Range of membership benefits and services, Focus on the annual conference, Teacher Association as a hub for networking and information exchange, Leadership issues, and Finance.

The ideas generated during the symposium will help develop the associations, thoroughly organize conventions and other teacher development workshops, and conclude partnership agreements among associations.
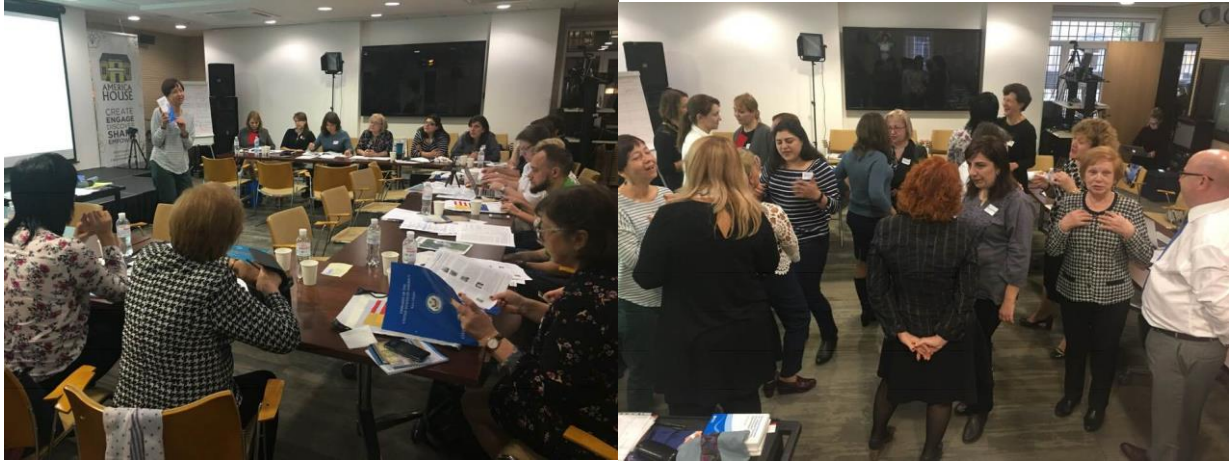
We thank Regional English Language Office, U.S. Embassy, Kyiv and British Council Ukraine for their support in organizing the event.

Innovations in Language Teaching: CLIL

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CLIL, that has become a buzz word for many teachers of various subjects and publishers, stands for Content and Language Integrated Learning and refers to teaching subjects such as science, history and geography to students through a foreign language.

Though the term CLIL was coined by David Marsh from the University of Jyväskylä, Finland in 1994, CLIL teaching has been practised for many years, from the Babylonian era to the early sixties when bi-lingual education was introduced in many schools around the world. Even if you are unaware of the term CLIL, you may already have been using CLIL methodology for many years.

There are many ways of describing the characteristics attributed to CLIL. You may already be following and using many of its principles. There are many other terms used to describe the approaches of teaching subjects in a foreign language:

- Bilingual Integration of Languages and Disciplines (BILD)
- Content and Language Integrated Learning (CLIL)
- Content and Language Integration in Primary CLIP
- Content-based Instruction (CBI)
- Content-based Language Instruction (CBLI)

- Content-based Language Teaching (CBLT)

- English Across the Curriculum (EAC)

- English as an Academic Language (EAL)

- English as a Medium of Instruction (EMI)

- Foreign Language Immersion Program (FLIP)

- Foreign Languages as a Medium of Education (FLAME)

- Languages Across the Curriculum (LAC)

- Teaching Content Through English

- Teaching English Through Content

While CLIL may be the best-fit methodology for language teaching and learning in a multilingual Europe, the literature suggests that there remains a dearth of CLIL-type materials, and a lack of teacher training programmes to prepare both language and subject teachers for CLIL teaching. The theory may be solid, but questions remain about how theory translates into classroom practice. In the following materails we have tried to analyze the current state of CLIL in Europe and understand how it works in Europe.

CLIL in Practice:

What does the Research Tell Us?

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The article was first published at

https://www.goethe.de/en/spr/unt/kum/clg/20984546.html

BRIEF BIOGRAPHIE

Christiane Dalton-Puffer is professor of English Linguistics at the University of Vienna, where she is co-affiliated to the Center of Teacher Education. She researched and published on Medieval English in the past, but today both her teaching and research interests are in educational linguistics and language teacher education. She is the author of Discourse in CLIL classrooms (Benjamins, 2007) and numerous articles in international journals. She enjoys crossing disciplinary borders and collaborating with colleagues from other fields of education. One of her missions is to convince subject educators of the key role of language in learning.

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Foto: Privat, Christiane Dalton-Puffer

Although experience of CLIL in German (CLILiG) has now been acquired in many places, there is still relatively little in the way of research available to read on the subject. The situation is somewhat different when it comes to CLIL in which English is the target language: over the past ten years, an extensive foundation of research evidence has been created here, which may also be of interest to those focusing on CLILiG. This article therefore has two objectives:

- to make a number of key insights gained in empirical CLIL research available to readers in a concise form;

- to provide orientation for those attempting a critical reading of CLIL research findings.

The primary motivation for using CLIL is the desire to improve language skills by broadening the scope of traditional foreign language teaching, while at the same time achieving the same level of specialist knowledge as would be attained if the lesson were taught in the students' first language. However, in many cases additional expectations are associated with CLIL: that it will deepen the degree of subject learning through cognitive stimulation; offer access to knowledge repositories available in other languages; better prepare students for a professional career in an era of globalization; deepen intercultural understanding and language awareness; provide a more learner-centred and innovative

didactic approach; overcome traditional subject boundaries, to name but a few. One important task for CLIL research is therefore to ascertain the extent to which these positive assumptions can be underpinned with concrete observations from the reality of CLIL practice. The following questions give structure to the subsequent brief overview of the research:

- What do students learn in CLIL programmes?

- How do teachers and learners experience CLIL?

- Foreign language or language for specific purposes – what characterizes CLIL lessons?

- Is there a specific didactic approach for CLIL teaching?

There are many CLIL 'realities', which is something one should bear in mind when looking at research results.

'CLIL reality' can take very different forms, ranging from short project phases to the teaching of virtually all subjects in the CLIL language. This has been extensively documented for the field of CLIL in German (CLILiG) in the volume by Wicke & Haataja (2015). Anyone who pursues or receives CLIL research therefore needs not only to see what all CLIL forms have in common (a dual focus on language and content learning goals in the classroom), but also to bear in mind the different institutional framework conditions of specific CLIL programmes. One practicable means of getting a better grip on the diversity of CLIL realities is to subdivide them into two main types, as illustrated in the following table:

Type A: CLIL in content lessons	Type B: CLIL in FLT
Hard CLIL	Soft CLIL
Primary goal: subject content	Primary goal: foreign language
Curricular requirements: content subject	Curricular requirements: language subject
Taught by subject teachers	Taught by language teachers
Assessed on basis of: content curriculum	Assessed on basis of: language curriculum

This comparison highlights the fundamental differences between the two CLIL variants. These should be taken into account before research results that are based on one of the variants are seen as being universally applicable to the other. The conclusion therefore has to be that "Just because something is labelled 'CLIL' does not necessarily mean that it is the type of CLIL with which I am familiar".

It is likewise important to realize that the language in which CLIL is actually taught will have a defining impact on the prior knowledge, motivation and viewpoints of those

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involved, and thus ultimately also on the outcome. It will not surprise anyone to hear that most of the time when 'CLIL' is mentioned, it is actually 'CLIL with English as the teaching and target language' that is meant. However, the predominant status of the global lingua franca, as used in numerous domains from pop culture, business, technology and science to international politics, means that not all of the claims that are made about English can automatically and unquestioningly be applied to German as a CLIL language. It cannot be ruled out for instance that some 'CLIL successes' are attributable rather to the actual or indeed imagined benefits of a good command of English than to the CLIL approach per se.

What do students learn in CLIL programmes?

From the outset, one primary objective of all interested groups was naturally to discover which learning goals CLIL students achieve. In this context, the greatest attention so far has been paid to language proficiency in the CLIL language. The language proficiency level of CLIL students is constantly compared with that of their counterparts in the normal system and not (as is usually the case in immersion research) with native speakers. Students within the normal system only work with the target language in conventional foreign language lessons, whereas CLIL students additionally attend classes in which other subjects are taught in the foreign language. It therefore comes as little surprise to learn that CLIL students are always several test scores ahead of their peers, and indeed often (though not always!) in all the assessed dimensions of language competence. The most pronounced positive effect can be found in the vocabulary of CLIL students, however.

Among others, Coyle (2008: 6) argues that this head start is due not only to the more intensive time spent in contact with the target language, but also to a qualitative difference in terms of the spectrum of usage situations that CLIL students have to cope with in the content lessons. (More on this in the section "Lessons").

So far, however, one of the weaknesses of many effectiveness studies has been the fact that they fail to assess the language proficiency level of the CLIL and control groups before they embark on a CLIL programme. Only very recently have studies appeared that do so, and they show that CLIL students already achieve significantly better results in the initial aptitude tests, and also exhibit generally higher levels of language learning motivation and linguistic talent (e.g. Rumlich, 2016). What is fairly unexpected, however, is the fact that they do not appear to build on this lead while attending a CLIL programme. One possible explanation becomes apparent if one looks at the tests used in all CLIL

language proficiency studies so far: these are conventional and in many cases standardized language tests that assess the everyday communicative skills of the test subjects in the target language. However, CLIL students primarily concentrate on developing technical language skills in the target language that are relevant to the subject in question. It is important for tests and studies to be developed that adequately assess academic language skills.

The obvious head start that CLIL students have reflects a fact that does not form part of the CLIL concept but is nonetheless a reality in education systems, namely that CLIL is de facto selective in the sense that CLIL programmes attract students with a greater interest in learning and a talent for languages.. This effect is without doubt partly responsible for those research results that show that CLIL students reach their learning targets in the content lessons just as well as their peers do (in much the same way that Tedick & Wesely 2015 show for immersion programmes in North America). It remains to be seen what will happen when CLIL is no longer a voluntary choice for students/parents but an integral part of the normal school curriculum, as has recently become the case in Italy and in the technical schools in Austria. CLIL is also used in the vocational domain in Sweden and the Netherlands.

How do learners experience CLIL?

In the context of CLIL, it is assumed in many cases that extensive contact with the target language will trigger the learning process, meaning that it is not necessary to explicitly focus on linguistic phenomena. Is this view shared by those who engage directly with CLIL? A study in Austria of budding engineers and their teachers at upper secondary level produced an interesting result (Hüttner, Smit & Dalton-Puffer 2013): on the one hand, both groups were adamant that language learning is a question of 'learning by doing', in other words that it happens implicitly. The students, on the other hand, expressed at the same time a generally more complex view of language learning: they attached equal weight to explicit learning strategies and to the implied 'acquisition' process. Interestingly, this attitude of the students is actually much closer to the opinions on the subject currently held by experts than to those expressed by the (content) teachers.

A study from Hong Kong showed clearly that the professional identity of the teacher has a considerable bearing on the design of the language and content components of the CLIL lesson: when language teachers teach CLIL, there is evidence of a clear tendency to trivialize the subject content, whereas teachers with qualifications in the subject tend to react with little sensitivity to the linguistic needs of the learners (Kong 2009). In this

context it is informative to hear teachers with dual qualifications – as is the norm in the German-speaking world – report that they follow different approaches in each of their subjects (Dalton-Puffer 2007).

As far as the students themselves are concerned, there are striking differences between the attitudes of those new to CLIL and those who already have several years of CLIL experience: those new to CLIL feel under considerable pressure and by their own account tend to take a less active part in the lesson than in classes taught in their first language. On the other hand, they have very high expectations with regard to the positive effects of this approach. Experienced CLIL students take a more sober and doubtless more realistic view of these effects; however, they describe themselves as being relaxed about using the target language spontaneously. Coupled with the satisfaction derived from having overcome a difficult challenge, this results in a positive emotional balance for CLIL students (Seikkula-Leino 2007).

language Foreign language or language for specific purposes– what characterizes CLIL lessons?

It is often argued in favour of CLIL that the subject content gives rise to a more meaningful context in which to use the target language – a context that is supposed to be lacking from conventional foreign language lessons but is particularly beneficial when it comes to attaining language proficiency (e.g. Coyle, Hood, Marsh 2010). This not only paints a one-sided picture of modern foreign language lessons but also ignores the fundamental similarities between the two learning contexts – after all, both are school-based language events with institutionally defined objectives, role allocations, expectations and communication conditions. Learners are entirely familiar with this context and know, unlike in other contexts in which the target language is used, exactly 'how school works'. In my opinion, the importance of this in terms of students acquiring emotional confidence about using the target language (see above) should not be underestimated; however, it also means that CLIL will not automatically be able to prepare learners for all situational requirements of target language use.

In addition, the typical features of discussions in the classroom support the development of receptive abilities and the ability to guess at the meaning of words in the target language: questioning techniques used by the teacher, repetitions, paraphrasing and feedback, and indeed the multimodal nature of classroom teaching, all play their part in this. In the here and now of a classroom discussion, participants accompany their verbal

contributions with gestures and body language; non-linguistic forms of presenting lesson content are likewise used in many cases (scaffolding – see article by Andreas Bonnet).

Another feature of classroom discussions in CLIL lessons is the availability of an alternative linguistic code that all participants are extremely familiar with because it represents the system-wide language of instruction. In CLILiG lessons in Georgia for example, the Georgian language would be another way of supporting the students' understanding of the lesson content (scaffolding – see article by Andreas Bonnet on this site). As far as the degree to which the first language is used in CLIL lessons is concerned, studies have found there to be considerable variations, which appear to be influenced not only by the language proficiency level of the teachers and learners, but also by group-specific "rules". There is a particularly pronounced tendency to switch to the first language when discussing lesson procedures (regulatory function), and when expressing humour or talking about personal relationships (interpersonal function).

The phases in which attention is focused on the language itself are brief and tend to occur when new technical terms are introduced, as an example from a CLIL history lesson in Finland illustrates. The teacher explains the word 'apprentice' as follows: "apprentices – they are the ones who are being trained", and then draws the students' attention to the correct pronunciation of the word. There is also documentation of isolated cases where students point out to teachers that they have mispronounced a technical term. Other issues regarding correct usage are routinely ignored, however, so long as it seems clear that everyone knows what is being talked about. It is possible that this tendency to play down the importance of correct language usage is particularly pronounced when it comes to English as the target language, as its global use as a lingua franca has led to a broad range of accepted variance. It would be interesting to investigate whether this also applies to German as a CLIL language.

Does CLIL have its own didactic approach?

Numerous optimistic statements and forecasts about the educational and didactic innovation potential of CLIL can be found in the conceptional and introductory CLIL literature (e.g. Mehisto, Marsh Frigols 2008, Coyle, Hood, Marsh 2010). They rarely stand up to empirical review, however. Badertscher und Bieri (2009) concluded for example that Swiss CLIL lessons (with German and French as the CLIL language) did not differ at all in terms of their lesson design from lessons conducted in the students' first language. Viewed soberly, such findings are not all that surprising, as the lessons are given by the same teachers in the same institution, no matter whether they are CLIL lessons or classes

taught in the first language. Nonetheless, it is the lesson design that largely determines the range of oral and written, receptive and productive usage situations with which students must engage. For example, a comparison of the learner language during the course of various types of work in social science subjects showed that role plays provide far more opportunities for using perspectivizing or evaluating language tools than group work, presentations or whole-class discussions (in descending order; see Llinares & Dalton-Puffer 2015).Interestingly, role plays were also found to be useful from the perspective of subject content teaching. In a Swiss study of CLIL biology (Maillat 2010), it was found that students regarded the CLIL language as a kind of 'mask' that allowed them to engage more intensively with sensitive and controversial issues because they had no fear of losing face.

In the light of the above, the great challenge for CLIL development research is to devise an integrated didactic approach that provides both language and subject experts with points of access with which they can identify. Specialists in second language didactics in North America have already done extensive pioneering work here with respect to academic language reading and writing (the 2011 article by Schleppegrell & O'Hallaron provides a concise overview of this work). Gratifyingly, educational science experts in the German-speaking world have now also realized that they need to focus attention on the numerous learners of migrant origin, who likewise learn in a second language. The CLILiG community can no doubt profit from the recent work done in the areas of German as an academic language, language-sensitive teaching and bilingual didactics (e.g. Bachmann & Feilke 2014, Leisen 2017, Mercator Institut).

Conclusion

CLIL teachers are often pioneers who have to work without the certainties of any established practice in their field. They end up crossing boundaries in their professional work, and often raise questions about their practice. This article has attempted to shed some brief light on how research work is and has been helping to answer these questions in different CLIL contexts.

The wide range of different forms of CLIL makes it impossible to give any concise summary here of the current state of research into CLIL.

Some clear trends are evident, however:

- Learners find CLIL opportunities attractive and generally acquire satisfactory proficiency in the subject, yet the positive image enjoyed by CLIL cannot be attributed unequivocally to the teaching on offer.

- There is also evidence that vocabulary learning appears to work well in CLIL lessons, and that role plays seem to be more conducive to the use of a wider range of linguistic means or other activity types.

- There is no evidence that any particular subject is not suitable for the CLIL approach. Subjects with a greater focus on activity such as PE or art are suitable for introducing students with lower levels of language proficiency to CLIL. And even mathematics, which is sometimes viewed as unsuitable, has the advantage that the language used to accompany calculations is fairly repetitive. By contrast, history is a subject that places higher demands on the students' wealth of linguistic expression.

Thus, the challenge for researchers is to develop curricular requirements that are relevant to the subject language and reflect the language level of the learners, while at the same time minimizing the preparation involved in meeting these requirements in normal lessons.

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Interview with Anna Bigos

taken by Maryna Tsehelska

Anna Bigos is a modern educator, who introduces progressive ideas into teaching. She is a proponent of bilingual education, teaching her subjects to Polish students in English. She agreed to share her ideas with Ukrainian teachers of English.

Question (Q): Anna, you teach for ProFuturo School, what makes this educational establishment unique?

Pro Futuro is a bilingual school that teaches in English following subjects such as geography, physics, music, literature, art, biology. However, first and foremost, this school is an institution strongly focused on universal values which consider to be the most important goal in the educational role. ProFuturo school is also a leader on the education market, supporting the idea of flipped classroom, international and interdisciplinary teaching as well.

Question (Q): Anna, you teach for Pro Futuro Schools, what makes teaching subjects in English unique? What brought you to teaching science in English?

Teaching subjects in English opens up a number possibilities and opportunities. As a teacher of natural science, that is the subject where visualisation is extremely important, by conducting my lesson in English enables me to search and display hugely diverse educational resource of videos, interactive games, photos found on English websites, what makes the lesson more interesting for the students.

Another very important benefit of teaching subject in English is familiarizing students with technical vocabulary in a natural and easy way. Knowledge of technical vocabulary turns out to be very useful especially for the students who start the next stage of their education in foreign schools.

It is worth adding that teaching subjects in English gives the teachers possibility for international cooperation with the schools from all around the world. Such cooperation brings a great sense of satisfaction both to students and teachers.

Q: Are there any rules of teaching subjects in English?

In order to teach subject in English, teachers have to have qualification like bachelor's degree or TEFL certification. The technique and method of teaching, largely

dependent on the teacher and are not formally regulated. Personally, I consider myself as a science teacher above all and comprehension of science content is the basic key for me. I never assess my students' language skills. I allow my students to speak freely in English without correcting their mistakes. This approach builds a friendly and trustworthy atmosphere during lesson.

Furthermore, in exceptional situations when the student in not so advance and has clear barriers to speak English, I allow him using native language. It is always better when the student expresses his opinion in Mather tongue than when he sits completely passively and unproductively on lesson. At the same time, I am very alert to any form of taking advantages of the situation and do not allow advanced students to speak in their native language. My students know that I try to approach each of them individually.

Q: How is CLIL promoted in EU? Could you suggest some useful ideas for our readers?

European Union strongly supports the approach for learning content through an additional language. In 1994 EU had created an idea of content and language integrated learning (CLIL). European Union programmes such as Erasmus or eTwinning promote both students and teachers' mobility, organize and finance teachers' education and foreign trainings. The main aim for eTwinning is to encourage schools to collaborate using Information and Communication Technologies (ICT). The eTwinning platform enable to find the partner, communicate, share resources and develop collaborative, pedagogical school projects in any subject area.

Q: We teach English so that our students could cooperate with their colleagues all over the world. Can you tell us more about the projects you have made?

I see many benefits of international cooperation, which is why I strongly recommend this type of teaching. Carrying out international projects gives not only great, but also develops students in variety of aspects and is an excellent opportunity to meet new people. Project's themes are consistent with the core curriculum assumptions as its implementation takes place during school classes. One of my projects titled „Sweet Exchange" performer by school from Italy, Poland, USA and Great Britain was a summary of the unit about nutrient content in food. Each school had to prepare three

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packages with national sweets of their country and sent them to the partners. The students' task was to calculate the nutritional value of the protein, fats and carbohydrates and assess the data. The project provided not only educational value but also resulted in making new friends. A few months later the students from London school visited us and we spend fantasying time participating in classes and visiting Warsaw Museum together. You never know what the cooperation brings to you in the future.

Another example of very fruitful collaboration are numerous projects performed together with Space Camp Turkey. This lively cooperation is based on frequent videoconferences, during which students ask questions, receive assignments and present solutions to the partner school. The tasks are extremely interesting and challenging. One of the students' task was to construct a prototype of a Space Toy, to be played on International Space Station. The topic provoked a lot of discussion and stimulated the creativity of students who were wondering how their toy would move in microgravity. Our project with Space Camp Turkey resulted in receiving 12 scholarships for event called „ePALS Week" as part of the International Youth Meeting in Izmir.

International collaboration has shown us many times that cultural factors also can strongly determine how students approach a problem. It was very evident for us when we had our „Bridge Challenge" project with Stockholm school. The project involved the construction of the strongest bridge made of 50 straws. The students from both schools solved the task in a completely different way and came up with variant solution, making the project even more attractive.

Some of our projects receive awards, for example our eTwinning project titled „Coding with Culture Detectives" with UK school. This project received Quality Label by national agency. Such rewards additionally motivate students and encourage them to participation.

Q: Ukrainian teachers often complain that educational funding is rather limited. How do you find money for your projects?

Funding to cover international project can be found as I mentioned before in European Union programmes. To apply for funds school has to write and submit a project. However, to cooperate internationally, you do not necessarily need to have financial resources. The majority of my projects do not involve any additional expenses. All what is needed are partners, ideas and will to carry out such projects. Sometime, as a result of cooperation it turns out unexpectedly that we receive teaching aids, scholarships or free invitations.

Q: Conferences and professional meet-ups are very important for the professional of any field. Could you please tell us about the professional events you have been involved into?

A professional conference are an opportunity to learn more about the educational field you work in. Attending a conference give the teachers the opportunity to learn also about a new place or culture – especially if the conference is taking place in a country or city that is culturally different from your own.

During a few days' seminar and Danmarks Learning Festival in Copenhagen I have got acquainted with the 21st Century Skills and CRAFT. After returning, I introduced all acquainted knowledge into my didactic classes. Each event teaches something new. My participation in conference held in Stockholm was an opportunity for me to learn more about very innovative method of teaching by coding and using robots during lessons. A professional conference can be an excellent chance to network with other educators, allowing teachers to feel more integrated into their professional community.

It is mainly due to my participation in international events that I directly meet the teachers with whom I make my future projects.

ENGLISH UNDER GLOBALIZATION

Padagogy Wheel and its potential in organizing learning goals, objectives and teaching techniques

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admiral Makarov

Modern education and language learning in particular requires learning goals and teaching techniques to match the digital culture. The so called 'thumb tribe' or 'digital natives' is a younger generation who grew up being apt to use their thumbs for texting rather than talking on the phone because they are used to different gadgets due to which they communicate, learn, entertain themselves, go shopping, find ways to express themselves. Therefore, teachers have to consider this and include modern technology in their classes.

In spite of technology being accessible and attractive for their ability to build competences and 21st century skills, modern digital tools and apps can be dangerous. Teachers facing the 'ocean' of opportunities they offer may be tempted to build their classes around the technologies at which they are good or which are available at their university or school. However, such strategy is a mistake since achieving their goals and objectives should always be the basement for choosing techniques and technologies for the process.

Using technologies in the class is always determined by the main course objective but it can have a lot of advantages and disadvantages. Hence, using technologies can significantly improve students' performance. It could be of particular use for those students who have some difficulties in communicating face-to-face. Moreover, mastering some skills of the 21st century as collaboration, digital literacy etc. largely depends on students' ability to work with wide range of technologies and learn through them. Thought they increase students' motivation, technology should not replace the activities that include personal

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communication even if they are very effective for collaborative tasks. Computer and technology assisted learning is becoming very popular; however, we still need serious investigations on fundamental analysis and estimation of such learning compared to traditional class [8].

Forming a number of competences for performing effective communication in English for educational, professional, and personal purposes is the general objective of English language learning in modern world [1]. Setting detailed goals for each class is one of the most important teachers' tasks. Padagogy Wheel by Allan Carrington, a professor from Adelaide University in Australia. This Wheel is based on Bloom's Cognitive Domain Categories, and SAMR-model used to estimate teaching strategies that was developed by Ruben R. Puentedura [9].

The classification of thinking skills by Benjamin Bloom [2].

Lower Order Thinking Skills	Higher Order Thinking Skills
Knowledge	Analysis
Comprehension	Synthesis
Application	Evaluation

In 1990s, Bloom's taxonomy was revised, and some crucial changes in the idea of thinking categories organization were introduced; nouns were replaced by verbs and the whole order was changed. Teachers now got a system allowing then to classify learning objectives, tasks and standards, evaluate their syllabus and choose the forms of control.

Revised Bloom's Taxonomy [7].

Lower Order Thinking Skills	Higher Order Thinking Skills
Remembering	Analyzing
Understanding	Evaluating
Applying	Creating

However, due to objective reasons (lack of materials, limited class time etc.) teachers

hardly ever go beyond Applying level and include tasks for Higher Order Thinking Skills formation. Digitalization of learning and ICT method in teaching English combined with Bloom's taxonomy initiated the so-called digital Bloom's taxonomy. The working principles it suggests [3] help to improve learning competence of students, develop learner autonomy and increase motivation. To be effective, those principles need to be matched with particular digital tools.

After analyzing and matching them with the key words of Bloom's cognitive categories, different apps in Android and Apple were classified according to activities that learners can perform in the class or at home within modern teaching techniques as project work, problem-based learning, blended learning etc. Though useful, those apps cannot always be used by teachers in the form they are developed, thus, some adaptations is needed to make them useful for a specific teaching and learning context.

It is the SAMR-Model that helps teachers to do so. This model includes four levels in working with learning technologies: Substitution, Augmentation, Modification, and Redefinition; it also helps to see how computer technology influence learning and teaching. The SAMR-Model shows the stages that an educational technology user takes to get more experience, confidence and autonomy in using the technology for learning and teaching. It helps teachers to evaluate whether the technology is appropriate to the educational process requirements.

The first two stages, Substitution and Augmentation, include improving available technology, which are used as they are designed by their developers or with insignificant functional improvements. Modification and Redefinition stages include transformation and changes that are more significant and developing new tasks and functions. SAMR-model levels are characterized by action verbs connected with different apps [10]. For example, while doing a project, students can use a web-browser to search information (Substitution), and then they share their finding with other group members (Augmentation). Next step is storing and processing the information for the project task (Modification), and then they create a project result presentation, mind map etc. (Redefinition). One of the key advantages of the SAMR-model is that teachers do not have to be fully in charge of all four stages –

sometimes they just need to set clear goals and develop effective assessment tools for each stage, and 'digital natives' will be able to complete the 'technical' part of the project task by themselves.

Padagogical Wheel is a practical implementation of the ideas underlying Bloom's Taxonomy and SAMR-model; they are aimed at helping teachers consider long-term learning goals logically and systematically and plan the learning outcomes. Teachers can use the Padagogy Wheel for different purposes starting from planning a syllabus to setting objectives and developing tasks for an individual class [4].

The basic principle of the Wheel is that it is a pedagogical tool with the help of which teachers can choose methods, techniques, forms of work, evaluate teaching strategies, and choose different apps and technology in class. The Padagogy Wheel can assist in connecting mobile apps with learning goals and objectives.

Moreover, the Padagogy Wheel has other advantages that make it a unique and universal tool for planning. Choosing learning goals, teachers should consider the real world demands with its economical demand to develop students' competencies for their future profession. That is why graduate attitudes and capabilities are in the core of the Wheel. They encourage teachers to focus on the question, 'How can class activities develop those attributes?' The following concept is Motivation, which emphasizes that learning activity has to include three aspects: Autonomy, Mastery, and Purpose. Having these three, it can lead to transforming education.

Every level of Bloom's taxonomy in the Padagogy Wheel is introduced by a group of action verbs and activities. They can be ready-made ideas for class tasks and serve as assessment tools. The following sectors are filled with mobile apps icons; each app matches the corresponding cognitive category and can be used to perform the activities mentioned in each section.

The four levels of the SAMR-model help teachers to evaluate the results; it is of great importance in identifying how students and teachers will use the selected technology in the class [4]. This model also give a great advantage in switching form the teacher-centered environment, in which students have relatively low autonomy, to learner-centered class in

which students can choose how they will use, combine, modify the available technology to complete a creative task.

The Padagogy Wheel can be both a source of information about numerous mobile apps and activities that can be done with them, and a powerful tool to realize the educational potential of digital technology in the world that requires brand new competencies for any professional or learning activity of the 21st century to be performed effectively.

PERMANENT DOWNLOAD LINK FOR PADAPGOGY WHEEL V5.0: https://designingoutcomes.com/english-speaking-world-v5-0/
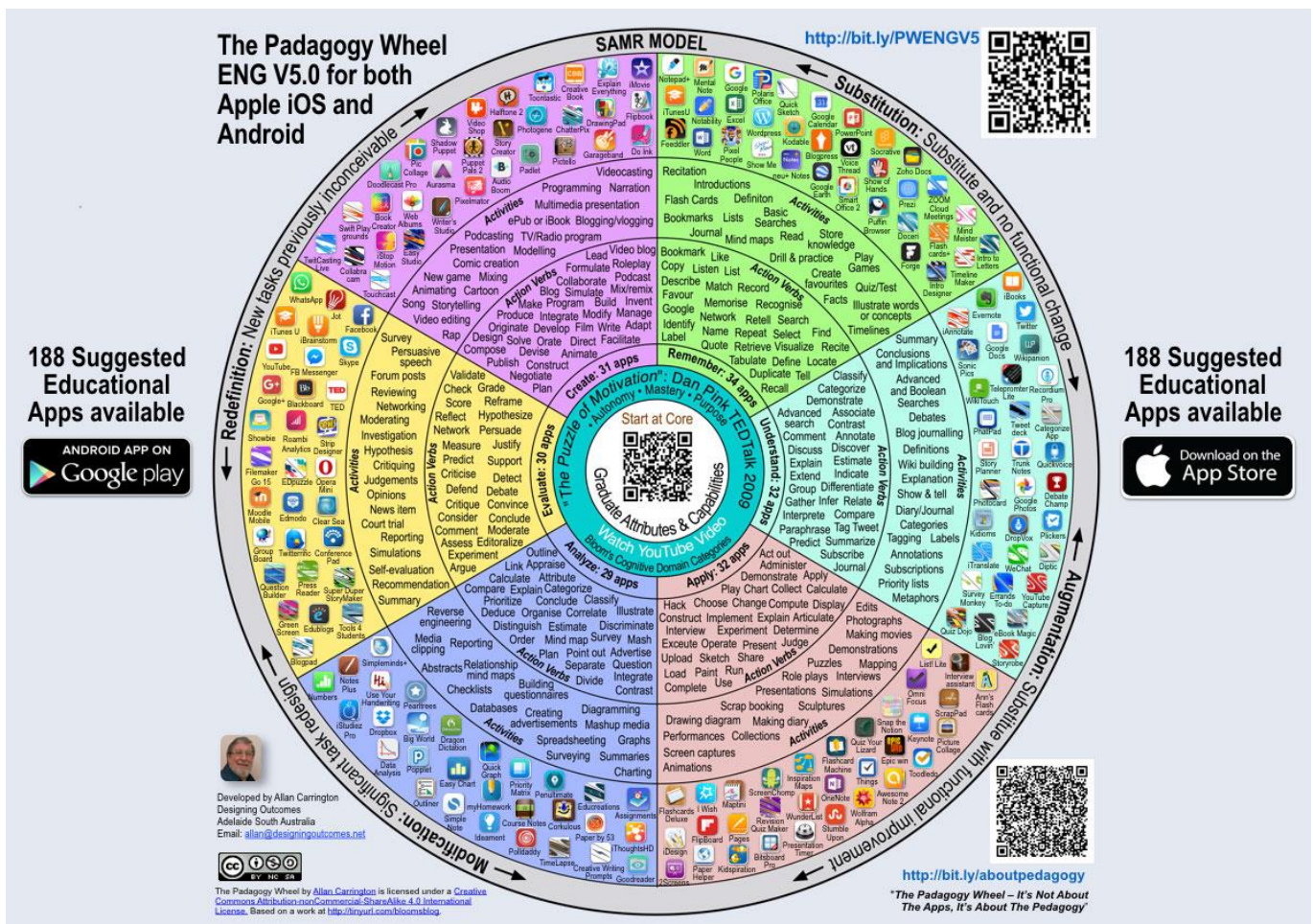
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FAMILY RELATIONS

Task 1. Fill in the table with the italicized words.

Father, cousin, brother-in-law, son, grandfather, step-daughter, mother-in-law, half-sister, grandmother, wife, uncle, sister-in-law, brother, aunt, great grandmother, mother, sister, ex-husband, husband, daughter, father-in-law, grandson, nephew, granddaughter, niece, great grandfather, ex-wife, half-brother, step-father, step-son, step-mother.

MY RELATIVES		RELATIONSHIP TO ME
male	*female*	
parent		relative of whom I am the child
sibling		we have the same father and mother
		sibling of my parent
grandparent		parent of my parent
		parent of my grandparent
		child of my uncle or aunt
spouse		relative to whom I am married
child		relative of whom I am the parent
		child of my sibling
grandchild		child of my child
in-laws		parent of my spouse
		sibling of my spouse; spouse of my sibling
after divorce		my previous spouse (we divorced)

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		my sibling born to my father or mother but not both
step-parent		new spouse of one of my parents
step-child		child of my spouse but not of me

Task 2. Fill in the text with the terms from the table (task 1):

YOUR FAMILY TREE

Your closest relatives are your parents: your **(1)** _____ and **(2)** _____; and your **(3)** _____ (brothers or sisters). If your mother or father is not an only child, you also have a(n) **(4)** _____ and/or a(n) **(5)** _____. If your aunts or uncles have children, they are your **(6)** _____.

When you marry, your husband's (or wife's) family become your **(7)** _____. The mother of your spouse (husband or wife) is your **(8)** _____ and his or her father becomes your **(9)** _____. The term in-law is also used to describe your relationship with the spouses of your siblings. So the husband of your sister becomes your **(10)** _____, while the sister of your husband becomes your **(11)** _____. If you are a woman, you become the daughter-in-law of your husband's parents, and if you are a man, you become the son-in-law of your wife's parents. The same term in-law is used for all generations.

The parents of your parents are your **(12)** _____ — grandmother and grandfather. If your grandparent has a sister or a brother, they are your great-aunt and great-uncle. (And you are either his or her great-niece or great-nephew.)

If your mother or father remarries, you can acquire a new family and set of relatives. For example, if your father marries a second wife, she becomes your **(13)** _____. Any children she already has become your stepbrother or stepsister. If your mother or father remarries and has children, they become your **(14)** _____ or **(15)** _____.

You might also hear people talking about their biological brother / sister etc., to mean a brother who is related by blood, rather than by marriage.

The main family types are nuclear family (only mother, father and children), today nuclear families are often single-parent/one-parent families. The bigger unit is immediate family — your closest relatives — grandparents, aunts, uncles, cousins. The entire family (all relatives you have) makes an extended family.

Families may be close-knit, where the members have close relationships with each other or dysfunctional (where the members have serious problems with each other).

When members of the family look similar, we speak of family resemblance, when there exists a characteristic that is common among family members, we say that it runs in the family. Also, characteristic for the family are family gatherings, family values and family-sized (big) packages of food.

Task 3. Write about the advantages and disadvantages of growing in a large, extended family and in a small family using the table and the 'Key Language'.

	Advantages	Disadvantages
Small Family	The attention of the parents is focused on the only child; the child can enjoy expensive after-school activities, travelling, etc.; they can have newest technologies and more money can be invested in education.	The only child often feels lonely, especially if parents spend a lot of time at work; there are no close relatives after parents pass away; the child can develop egoistical features of character.

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Extended Family	When people grow together, they develop close ties to the end of their lives; there is always somebody to play with and talk to; people learn to help and cooperate.	There are fewer possibilities for expensive development; there is often sibling rivalry; less money is invested into education.

Key Language: Compare and Contrast

They both have…
Both of them are…
One of these … while the other…
On one hand (the extended family) is … but on the other hand…
On one hand…/ On the other hand…/ At the same time…
In comparison to the small family, the large one…
It's quite difficult to compare them but…
However…/ Though…/ While…/ Whereas…

Task 4. Read the text. For questions (1–6) choose the correct answer (A, B, C or D).

FAMILY PROBLEMS

Every family has family problems. Whenever you have a group of people who spend hours with each other there are going to be problems. **Personalities clash** and **power struggles** happen as parents and children learn how **to cope with each other**.

A family can be compared to **a tapestry made of people of different ages**, different personalities, different likes and dislikes. This diversity produces major family problems.

The generation gap occurs when family members do not understand each other well because of the interests typical for different ages (e.g. favourite music styles, clothes, etc.). Generation gap is a cause of many **quarrels**, **arguments** and **misunderstandings**, very often family members are **annoyed** and **ill-treated**.

Verbal infections cause conversations to **escalate into an argument**. Arguments in their turn cause **miscommunication** and may be **the root of the family problems**.

Overprotection or **overparenting** is a typical feature of responsible parents. They pay extremely close attention to their child's experiences and problems. This phenomenon is also known as '**helicopter parents**', who are connected with their children with the 'longest umbilical cord' — the cell phone. Such parents **interfere into their children's problems** and attempt **to move out all the obstacles** from the ways of their children. Very often, instead **of establishing a close bond between parents and children**, overparenting can **break the relationship down** because of growing **mutual misunderstanding**.

Dysfunctional families are the families where family members have serious problems with each other. Parents **neglect their children**, give no support and the children **feel lonely at home**. That may cause children's loneliness and **psychological problems**.

In general, no family member is immune to family problems. If you want to have a happy family, it's necessary **to take a responsibility** for your family rather than **blaming others for it**. As we all know, it takes at least two people to cause a problem and at least two **to resolve the problem**. It's OK to feel angry in certain situations, but **learn to vent your anger** in a constructive way. No matter what the cause of the problem is or **who is to blame**, you need to learn to forgive and to move forward in your life.

1   The families have problems because_____.
    A it's easy to understand each other
    B there is no money for kid's wishes
    C parents do not listen to their children
    D different people have problems with understanding each other

2   The generation gap is_____.
    A a new trademark

    B misunderstanding between generations
    C psychological problem
    D loneliness in the family

3 'Helicopter parents' are_____.
    A the parents, who love helicopters
    B the parents, who love cell phones
    C the parents, who protect their children too much
    D the parents, who blame their children for family problems

4 In dysfunctional families_____.
    A the children are overprotected
    B the children are neglected
    C the parents interfere into their children's problems
    D the parents vent their anger in a constructive way

5 When people vent their anger in a constructive way they_____.
    A explain what the cause of the trouble is
    B do not take responsibility for their actions
    C struggle for power
    D do not try to cope with each other

6 When people resolve the problems they_____.
    A become the vent for others
    B escalate the argument
    C learn the cause of the trouble
    D compare the tapestries of their lives

Task 5. Read the text. Fill in the gap (1–4) with one suitable word.

MULTIGENERATIONAL FAMILIES

Multigenerational families are becoming increasingly **(1)** _____ in the United States. This household structure allows families to come together to face the many trials of life, such as raising a child, caring for elders, single parenthood, and high cost of **(2)** _____ and housing. Such families **(3)** _____ of three or more generations living together. The number of such families will grow up because more people in their 60s will be called on to care for 80 and 90 year-olds, more children will get to know their great grandparents. In the future the number of four-generational households will **(4)** _____ more common.

Task 6. Your friend is going to the USA to stay for a year in a host family with 5 children. As she has no siblings, she is afraid of the problems that may arise. On a separate sheet of paper write a letter to her and soothe her by:

telling about the pros of living in a big family and cons of living in a small family;

informing about the problems that may happen in the big family;

advising about the successful ways of overcoming these problems.

LESSON PLAN

Academic/ Research Presentations

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Main aim: to raise learners' awareness of spoken discourse skills, such as organising an academic/research presentation, and using discourse markers (*but, and, therefore, well, more simply)*, which can help them to prepare and deliver well-structured and coherent academic/research presentations.

Link with previous lesson(s): Previous lessons were focused on written discourse: organising an argumentative essay, coherence, cohesion, using linking words and phrases, planning and writing draft paragraphs, reviewing, editing and proofreading them, creating overall statements, topic sentences, concluding sentences, providing reasons and details. Therefore, it is not necessary to teach learners that the academic/research presentation (which is a genre of spoken discourse) should have an introduction, body paragraphs and a conclusion, be coherent, and include linking words and phrases.

During this lesson the learners will prepare their academic/research three-minute presentations following the structure of a typical academic/research presentation and ABT model (*inspired by Randy Olson's presentation:* https://www.youtube.com/watch?v=ERB7ITvabA4).

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

Language: The majority of the learners have problems with using discourse markers when speaking. Some of them do not follow the structure of the presentation (introduction, body paragraphs, and conclusion). Using the model text of the three-minute presentation by Matthew Thompson about his PhD research at the University of Queensland, Australia, as well as the ABT model will help the learners to prevent them from using such mistakes in delivering their future academic/research presentations.

Skills: The learners will develop spoken discourse skills: organising the academic/research presentation, timing the presentation (three minutes), and analysing discourse markers (*but, and, therefore, well, more simply*). However, they will also develop listening (skimming the model presentation), reading (scanning the text of the model presentation) and speaking (presenting an academic/research presentation) sub-skills.

Interests: Preparing and delivering academic/research presentations is necessary to their future profession in the sphere of political science. They will present their findings written in course papers at the scientific conferences.

Language Analysis

Ideas for introducing the topic (brainstorming):
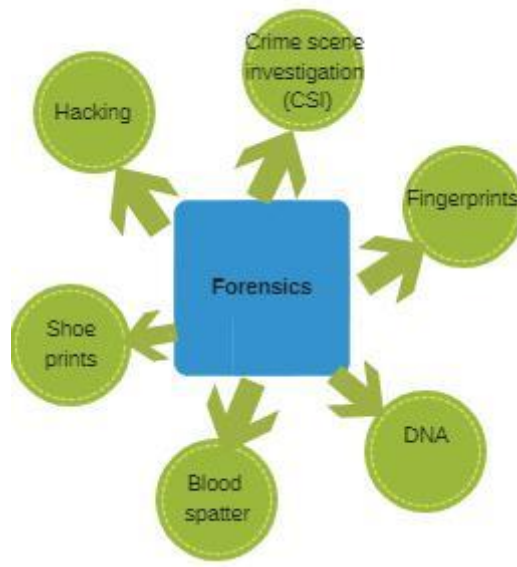
The structure of a typical academic/research presentation:
- Introduction/ background (overview of core principles)
- Brief summary of relevant literature and previous work
- Materials and methods (how things were done)
- Results (the data)
- Conclusions (summary of main findings)

Although this structure is proposed for a fifty-minute presentation, this sequence also fits the three-minute presentation students are going to watch and then deliver their own speeches. The paragraphs of the model text are highlighted according to the abovementioned sequence.

The model text:

Suspects, Science and CSI by Matthew Thompson

I used to think that when a crime was committed the police dusted for fingerprints, put them into the computer, and it popped the driver's license for the person who committed the crime, right? But, unfortunately, it's not that easy. Contrary to what you see on CSI, it's not computers that match prints, it's humans. This is a thing of print examiner, and his job is to look back and forth to a pair of prints, and

decide whether the crime scene print matches suspect or not. My PhD thesis is about understanding how examiners make these important decisions.

In Australia, there are over five thousand of these comparisons made per day to be used as evidence in convicting criminals. But occasionally, mistakes are made. In 2004 a lawyer, named Brandon Mayfield, was arrested by the FBI because his fingerprints matched those found on a bomb that exploded killing a hundred and ninety-one people. But here's the catch. The fingerprint examiners made a mistake. They matched the print to the wrong person. Mayfield was innocent. So how can this happen? Well, it turns out that despite them testifying in court for the past one hundred years, fingerprint examiners have never been scientifically tested for how accurately they can match prints.

In my PhD I study by testing the accuracy of fingerprint examiners at police stations in Queensland, New South Wales, Victoria, South Australia, and Australian Federal Police in Canberra. I put them in a situation similar to their usual work, but I maintained a tight experimental control by using simulated crime scene prints in a single protection paradigm. More simply, I wanted to find out how many guilty people were being wrongly set free, and how many innocent people being wrongfully convicted. This was the first ever test fingerprint expertise. And within my scope the examiners were extremely accurate, but not perfect. I breathed a sigh of relief when i saw that the examiners can actually do what they claim. But the challenge now is to see how these findings transmit performance outside the lab.

As well as accuracy, I'm interested in the basics of how humans process complex visual patterns, such as fingerprints. I want to turn novices into experts more quickly, and I'm discovering ways of improving their accuracy. Last month, my research was presented to judges at the Supreme Court. The experiments for my PhD are changing the way we think about presenting fingerprint evidence to judges and juries. So we start from here.

Well, next year I'm heading to L.A. to continue my research and learn forensic agencies in the U.S. I'll plan my fingerprint work across other areas of forensics like shoe prints, blood spatter, and even DNA to help ensure that innocent people are not wrongfully accused. Thank you! [Applause]

Taken and transcribed from https://www.youtube.com/watch?v=pvjPzsLIyGw

The words that are used too often in the presentation are discourse markers **and** and but. We can apply the ABT model here.

Presentation using ABT model
- [   ]
- **And** [   ]
- **But** [   ]
- **Therefore** [   ].

For example, if we take the whole presentation, the ABT model can be as follows:

[Research issue/problem]
And [Reasons/details]
But [Other points of view]
Therefore [Results/conclusions].

If we take a single paragraph, for example, the introduction, the ABT model can be as follows:
[I used to think that when a crime was committed the police dusted for fingerprints, put them into the computer]
And [it popped the driver's license for the person who committed the crime]
But [it's not computers that match prints, it's humans]

Therefore [My PhD thesis is about understanding how examiners make these important decisions].

The overall statement that is personalised to interest the audience: *I used to think that when a crime was committed the police dusted for fingerprints, put them into the computer, and it popped the driver's license for the person who committed the crime, right?* This sentence finishes with a discourse marker right? to attract audience's attention. The thesis statement is *My PhD thesis is about understanding how examiners make these important decisions.*

Summarising what was done before: *In Australia, there are over five thousand of these comparisons made per day to be used as evidence in convicting criminals. But occasionally, mistakes are made. In 2004 a lawyer, named Brandon Mayfield, was arrested by the FBI because his fingerprints matched those found on a bomb that exploded killing a hundred and ninety-one people. But here's the catch. The fingerprint examiners made a mistake. They matched the print to the wrong person. Mayfield was innocent. So how can this happen? Well, it turns out that despite them testifying in court for the past one hundred years, fingerprint examiners have never been scientifically tested for how accurately they can match prints.*

Explaining how the research was conducted: *In my PhD I study by testing the accuracy of fingerprint examiners at police stations in Queensland, New South Wales, Victoria, South Australia, and Australian Federal Police in Canberra. I put them in a situation similar to their usual work, but I maintained a tight experimental control by using simulated crime scene prints in a single protection paradigm. More simply, I wanted to find out how many guilty people were being wrongly set free, and how many innocent people being wrongfully convicted. This was the first ever test fingerprint expertise. And within my scope the examiners were extremely accurate, but not perfect. I breathed a sigh of relief when i saw that the examiners can actually do what they claim. But the challenge now is to see how these findings transmit performance outside the lab.* Explaining what has already been said: The presenter used the discourse marker *More simply,*

Reporting the results: *Last month, my research was presented to judges at the Supreme Court. The experiments for my PhD are changing the way we think about presenting fingerprint evidence to judges and juries. So we start from here.*

Concluding the presentation: *Well, next year I'm heading to L.A. to continue my research and learn forensic agencies in the U.S. I'll plan my fingerprint work across other areas of forensics like shoe prints, blood spatter, and even DNA to help ensure that innocent people are not wrongfully accused. Thank you!*

Using the discourse marker *Well* in this context is considered to be the same as *Therefore*.

Materials

The model presentation: Matthew Thompson's Suspects, Science and CSI, the University of Queensland, Australia, taken from https://www.youtube.com/watch?v=pvjPzsLIyGw

Pictures for introducing the topic are taken from:

http://staff.katyisd.org/sites/thsforensics/Pages/default.aspx

http://www.the-scientist.com/?articles.view/articleNo/47794/title/Forensics-2-0/

https://www.edx.org/course/computer-forensics-ritx-cyber502x-1

http://www.labmanager.com/insights/2017/03/forensics-applications-for-next-generation-sequencing

http://all-free-download.com/free-vector/download/different-fingerprints-design-elements-vector_528239.html

http://wikiclipart.com/cross-country-clipart_26364/

https://www.forensicmag.com/news/2011/03/forensic-blood-spatter-breakthrough

https://www.newscientist.com/article/2123322-first-hint-of-how-dna-calculators-could-supercharge-computing/

PowerPoint Presentation (created by the teacher).

Worksheet (created by the teacher).

Commentary

I have decided to focus on spoken discourse skills, such as organising an academic/research presentation, and using discourse markers (*but, and, therefore, well, more simply)* because it can help the learners to prepare and deliver well-structured and coherent academic/research presentations. They study political science at university. During the next years they will prepare their research in a form of course papers. In addition, they will have to present their findings to the audience (other students, instructors and professors of the Political Science Department). Some of the learners will do that in English.

In order to develop spoken discourse skills, I will follow the Scott Thornbury model: brainstorming, initial skimming, and while-reading tasks (Thornbury, 2005, pp. 117-119). Firstly, the learners will brainstorm about the topic of the video. Secondly, they will skim the video presentation to get the general information. Thirdly, they will analyse spoken discourse features in the written transcript of the video presentation.

In order to grab learners' attention to the organisation of the presentation, particularly ABT model, I will start the lesson with the following sentences: *Today we're going to watch a successful presentation, analyse it, **and** you'll make your own presentations. **But** you'll have only three minutes to present. **Therefore**, I'll offer you a few tips how to do it* (words in bold are intentionally stressed). During the Lead-in stage I will introduce the topic which is connected with the presentation the learners are going to watch.

I will use the three-minute presentation by Matthew Thompson (*https://www.youtube.com/watch?v=pvjPzsLIyGw*), as it follows the structure of a 50-minute (or more) traditional academic/research presentation, but lasts only three minutes. It has an introduction, summarises previous work, provides methods of the research, its results, and conclusions. This presentation was successful and was chosen by the University of Queensland, Australia, as the best presentation of the year.

I have found the ABT model, which was used by Randy Olson in his presentation (*https://www.youtube.com/watch?v=ERB7ITvabA4*) because the learners can memorise better the structure of a typical academic/research presentation easily. It clearly and simply illustrates the research issue, reasons/details, other points of view, and results/conclusions. This model can be adapted to the chosen model text of the presentation, too.

The clarification stage will be supported by the model text of the presentation on a big piece of paper where the teacher will highlight, underline or circle the material.

During the Practice/application stage the learners will be asked to think about their speeches and preparatory work for seminars and lectures of other subjects connected to political science, history of political science, and philosophy, and prepare their presentations in accordance with their findings. I will do that as the learners are only first-year students at university, and they have not done any research within the political science yet. Each learner will have five minutes for preparation (it is enough as they definitely prepared for other subjects), and three minutes for delivering the presentation in the group.

During the Lesson consolidation stage, I am planning to receive feedback from the learners on their thoughts about organising academic/research presentations, which will help me understand whether they have become aware of spoken discourse skills. The learners will discuss the metacognitive questions in pairs (Task 4 of the Worksheet).

During the Delayed error correction stage, the learners' errors and mistakes will be written on the board. The learners first will recognise them in pairs. Then the teacher will check their understanding.

Bibliography

Thornbury, Scott (2005) **Beyond the Sentence: Introducing discourse analysis**, Macmillan Education.

Stage	Aim(s)	Procedure	Resources	Focus / Interaction	Time
Lead-in	To introduce the topic connected to the model presentation	The teacher shows the pictures and invites the learners to brainstorm on words and phrases connected to them (*forensics, fingerprints, DNA, CSI,* etc.). If necessary, ask CCQs.	PowerPoint presentation, Whiteboard	T-Ss	5 0:00-0:05
Listening/ Reading	To provide a model presentation (video)	The teacher tells learners that they are going to watch a successful presentation by Matthew Thompson from University of Queensland, Australia, about his research.	Video, Worksheet	T-Ss	10 0:05-0:15
	To engage learners in awareness raising focussed on skimming listening sub-skill	The learners watch the video and answer the questions (Task 1 of the worksheet). Then they compare their answers in pairs. Then the teacher asks them to check possible answers on the second page of the worksheet.		S S-S T-Ss	
	To engage learners in awareness raising focussed on scanning reading sub-skill	The learners are asked to fulfil Task 2 (of the Worksheet). Then they compare their answers in pairs.		S S-S	
Clarification	To raise learners' awareness of the importance of focusing on the structure of the academic/research presentation; to raise learners' awareness of the importance of using discourse markers	The teacher uses markers and highlighters to analyse the model text on the poster (its structure and discourse markers). The learners take active part in the analysis. In addition, the teacher shows the ABT model, and explains how it can be applied to the whole presentation or its introduction.	Poster with the model text, PowerPoint presentation, Whiteboard, Worksheet	T-Ss	15 0:15-0:30
Practice/ application	To plan a short presentation	The learners are encouraged to plan a three-minute presentation in five minutes.	Worksheet, Timer	S	20 0:30-0:50
	To deliver the presentation using the target spoken discourse skills (organising the presentation, using discourse markers)	The learners are divided into six groups of three students in each one. Everyone has three minutes to deliver a presentation. The teacher monitors and collects errors and mistakes.		S-S-S	
Lesson consolidation	To reflect on learners' understanding of the lesson and target spoken discourse skills	The learners work in pairs and answer the metacognitive questions (Task 4 of the worksheet). The teacher asks learners' ideas randomly (especially shy learners and those who were the least active during the lesson).	Worksheet	S-S T-Ss	5 0:50-0:55
Delayed error correction* (optional)	To provide learners with language feedback	The teacher writes learners' errors and mistakes on the board. The learners first discuss in pairs, and then the teacher nominates learners who did or could do such mistakes to correct them on the board.	Whiteboard	S-S T-Ss	5 0:55-0:60

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<u>**Worksheet**</u>
Spoken Discourse: Academic/Research Presentations

Task 1. Watch the three-minute presentation *Suspects, Science and CSI* by Matthew Thomas from the University of Queensland, Australia, about his PhD research. Answer the following questions:

- Did the presentation provide an understanding of the ***background*** to the research question and its ***significance***?

- Did the presentation clearly describe ***the key results*** of the research including ***conclusions***?

- Did the presentation follow a ***clear*** and ***logical*** sequence?

Compare you answers in pairs.

Possible answers:
- *Did the presentation provide an understanding of the **background** to the research question and its **significance**?* Yes, the PhD thesis deals with understanding how fingerprint examiners make important decisions when matching the suspects' fingerprints. It's significant because accurate fingerprint examining will help ensure that innocent people are not wrongfully accused.

- *Did the presentation clearly describe **the key results** of the research including **conclusions**?* Yes, the experiments for his PhD are changing the way people think about presenting fingerprint evidence to judges and juries in courts.

- *Did the presentation follow a **clear** and **logical** sequence?* Yes, it has an introduction, the thesis statement, the analysis of the problem, results, and conclusions.

Task 2. Look at the following structure of a typical academic/research presentation and the transcript of Matthew Thompson's presentation. Does he follow this structure?
   • Introduction/ background (overview of core principles)
   • Brief summary of relevant literature and previous work
   • Materials and methods (how things were done)
   • Results (the data)
   • Conclusions (summary of main findings)

Find examples:
   • of words that are used too often

   • presenting the overall statement

   • presenting the thesis statement

   • summarizing what was done before

   • explaining how the research was conducted

   • explaining what has already been said

   • reporting the results

   • concluding the presentation

I used to think that when a crime was committed the police dusted for fingerprints, put them into the computer, and it popped the driver's license for the person who committed the crime, right? But, unfortunately, it's not that easy. Contrary to what you see on CSI, it's not computers that match prints, it's humans. This is a thing of print examiner, and his job is to look back and forth to a pair of prints, and decide whether the crime scene print matches suspect or not. My PhD thesis is about understanding how examiners make these important decisions.

In Australia, there are over five thousand of these comparisons made per day to be used as evidence in convicting criminals. But occasionally, mistakes are made. In 2004 a lawyer, named Brandon Mayfield, was arrested by the FBI because his fingerprints matched those found on a bomb that exploded killing a hundred and ninety-one people. But here's the catch. The fingerprint examiners made a mistake. They matched the print to the wrong person. Mayfield was innocent. So how can this happen? Well, it turns out that despite them testifying in court for the past one hundred years, fingerprint examiners have never been scientifically tested for how accurately they can match prints.

In my PhD I study by testing the accuracy of fingerprint examiners at police stations in Queensland, New South Wales, Victoria, South Australia, and Australian Federal Police in Canberra. I put them in a situation similar to their usual work, but I maintained a tight experimental control by using simulated crime scene prints in a single protection paradigm. More simply, I wanted to find out how many guilty people were being wrongly set free, and how many innocent people being wrongfully convicted. This was the first ever test fingerprint expertise. And within my scope the examiners were extremely accurate, but not perfect. I breathed a sigh of relief when i saw that the examiners can actually do what they claim. But the challenge now is to see how these findings transmit performance outside the lab.

As well as accuracy, I'm interested in the basics of how humans process complex visual patterns, such as fingerprints. I want to turn novices into experts more quickly, and I'm discovering ways of improving their accuracy. Last month, my research was presented to judges at the Supreme Court. The experiments for my PhD are changing the way we think about presenting fingerprint evidence to judges and juries. So we start from here.

Well, next year I'm heading to L.A. to continue my research and learn forensic agencies in the U.S. I'll plan my fingerprint work across other areas of forensics like shoe prints, blood spatter, and even DNA to help ensure that innocent people are not wrongfully accused. Thank you! [Applause]

Task 3. You are going to deliver a three-minute presentation on issues you prepared for the seminars of other political science subjects. You have only five minutes to prepare.

Task 4. Work in pairs. Answer the following questions.
- Is it important to structure an academic/research presentation? Why? (Why not?)

- Are discourse markers important in the presentation? Why? (Why not?)

- Will I use the ABT model when preparing my presentations? Why? (Why not?)

TEACHER DEVELOPMENT WITH TESOL-UKRAINE

TESOL – Ukraine
Regional English Language Office, U.S. Embassy Kyiv

TESOL-UKRAINE TEACHER DEVELOPMENT WINTER INSTITUTE
"Critical Thinking for Media Literacy"
January 9-11, 2019

supported by the Regional English Language Office, U.S. Embassy Kyiv

THE NATIONAL TEACHER TRAINING INSTITUTE is for teachers of secondary schools and universities, mostly TESOL-Ukraine members aimed at providing continuous professional development and sustaining an ELT professional network in Ukraine. The preference will be given to new members of the first, second and third years of service.

The program will suggest the following subthemes:
- Critical Thinking Introduction: Bloom's Taxonomy
- Comparing Traditional to Social Media – Using Templates for Developing Thinking Skills
- Creating Test Items Addressing Diverse Population
- Gender Representation in Mass Media
- Advertising, Thinking Critically about Ads and Targeting Audiences
- Using Videos for Teaching Media Literacy Skills

TRAINERS

Luis Perea – English Language Fellow, U.S. Department of State
Luis Perea is an English Language Fellow in Mykolaiv.

Todd Emile Gable Jr. – TEFL Volunteer, Peace Corps, Zalishchyky State Gimnasia
Todd Emile Gable Jr. is an American educator from New York City. After working as a teacher in the United States for two years, Todd worked internationally in Thailand and

Myanmar. Now living in Ukraine, Todd works as an English teacher in Zalishchyky State Gimnasia through the United States Peace Corps Program

Ashly Emerson – TEFL Volunteer, Peace Corps, Kaminets-Podilskyi National University
Ashly Emerson earned her Master's in Education in 2016 Arizona State University and has worked with students in person and through virtual platforms. Ashly is currently working with Kaminets-Podilskyi National University through Peace Corps focusing on methodology for the English Foreign Language department.

Maryna Tsehelska – Director, Educational Centre "Interclass", Assistant Professor, Kryvyi Rih State Pedagogical University
Maryna Tsehelska is a director of the Educational Centre "Interclass" and a lecturer at Kryvyi Rih National University. Her main professional interest lies in cognitive methods of teaching English, which are developed and tested on the basis of the Educational Centre.

Serhii Petrenko – TESOL-Ukraine Newsletter Editor, Associate Professor at Taras Shevchenko National University of Kyiv
His scientific interest lies in the field of critical thinking skills forming for Media Literacy.

Working Language – English

THE NUMBER OF THE PARTICIPANTS IS 30. Successful candidates will be required to conduct at least five follow-up activities (e.g. workshops, round tables, demonstrations) in their regions sharing the knowledge and practices gained at the training.
The participants will receive 25 free training hours, institute pack of materials, complimentary three-night accommodation at Hotel "Suputnik", breakfasts, coffee-breaks, lunches, and a Certificate of Participation. Conference participants are responsible for arranging their own transportation to and from the training site. It is recommended for the participants to arrive on January, 8.
Sessions will begin at 9 a.m. on January, 9 and end by 5 p.m. on January,11, 2019.

REGISTRATION FEE:
Only the successful candidates are required to pay the registration fee of 500 UAH after the confirmation to:

Асоціація ТІСОЛ-Україна
Номер рахунку п/р 26008300476660
Назва банку АТ "Ощадбанк"
Адреса банку ТВБВ № 10013/0289 ФЛОУ АТ "ОЩАДБАНК"
МФО Код банку 325796
Код ЄДРПОУ організації 33073458

Призначення платежу: Реєстраційний внесок, Прізвище відправника

TRAINING LOCATION
Hotel "Suputnyk", Lviv.
Kniahyni Olhy Street, 116, 79060, Lviv, Ukraine
http://suputnyk.com.ua/

DEADLINES
Application deadline: December 19, 2018
Acceptance notification deadline: December 20, 2018

CONTACT E-MAIL ADDRESS
E-mail: zubenkosvitlana@gmail.com

Online application form
https://goo.gl/forms/EavABT6IdBtVnSTx2
(CTRL+Click)
The applicants are required to send two applications
BOTH online and by e-mail to
zubenkosvitlana@gmail.com
For more details, contact the Organizing Committee at:
Olena Ilienko (TESOL-Ukraine President)
050 109 46 53
Svitlana Zubenko 050 101 60 53 (TESOL-Ukraine President Assistant)
Registration form to be sent by e-mail.

First Name, Last Name	
E-mail	
Telephone	
Place of Work	
Number of Years You Teach English	
TESOL-Ukraine membership (yes/no)	
Which way this school will be useful for your language teaching? (300-400 words)	

ANNOUNCEMENTS

The TESOL Convention is for You!

The TESOL Convention offers professional development opportunities to English language educators at all levels from around the world. With 6,500 attendees and nearly 1,000 sessions, the convention has something for everyone. It's been more than 10 years since the convention has been in the southeastern United States. Atlanta is a welcoming, international city with plenty of southern charm.

For more information visit the website: https://www.tesol.org/convention-2019

The next TESOL International Convention will take place in Atlanta, Georgia, U.S.A. from March 12-15, 2019. Jean Kirschenmann, co-liaison for the Hawai'i TESOL/TESOL Ukraine Partnership, will be at the convention. She will plan a conference get together with Hawai'i TESOL and TESOL-Ukraine members attending the conference. It has been a number of years since members have met, so we hope 2019 will be the year we meet next! If you think you might attend the convention or know you will, please contact co-liaison Sally La Luzerne-Oi at slaluzerneoi@gmail.com Mahalo/Thank you!

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 jour1nal. 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 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 .

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

Editorial Board

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