



TEACHERS OF ENGLISH TO SPEAKERS
OF OTHER LANGUAGES IN UKRAINE



TESOL-UKRAINE NEWSLETTER

No.3. SUMMER 2017

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TESOL-UKRAINE NEWSLETTER

Dear **TESOL-Ukraine**
members and their friends!

Welcome to the summer
issue of TESOL-Ukraine
Newsletter!

This issue presents

- + TESOL-Ukraine
Convention-2017 in
pictures;
- + the voices of young
researchers from the III
Forum in Kharkiv;
- + information about
international experience
of Intercamp and MELTA
participants;
- + the news from Hawaii
TESOL;
- + various teaching
materials.

We wish you a productive
academic year! Inspire
and be inspired

TESOL-Ukraine Executive
Committee,
September 2017

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TESOL-Ukraine National Convention

“PATHWAYS TO SUCCESS FOR CONTEMPORARY ENGLISH TEACHERS AND THEIR LEARNERS”

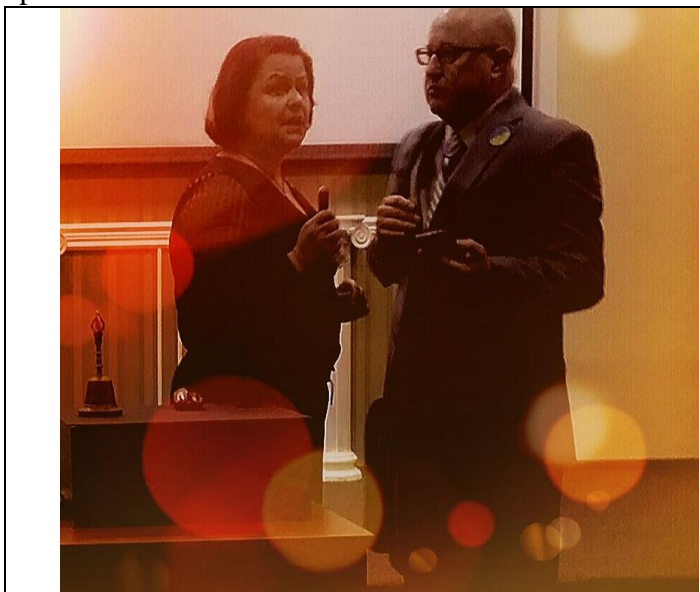
in pictures

(Lviv, April 25-26, 2017)

This year's TESOL-Ukraine National Convention “Pathways to Success for Contemporary English Teachers and Their Learners” gathered professionals from all corners of our country.

Participants enjoyed the great organization of the Convention and useful workshops and presentations:

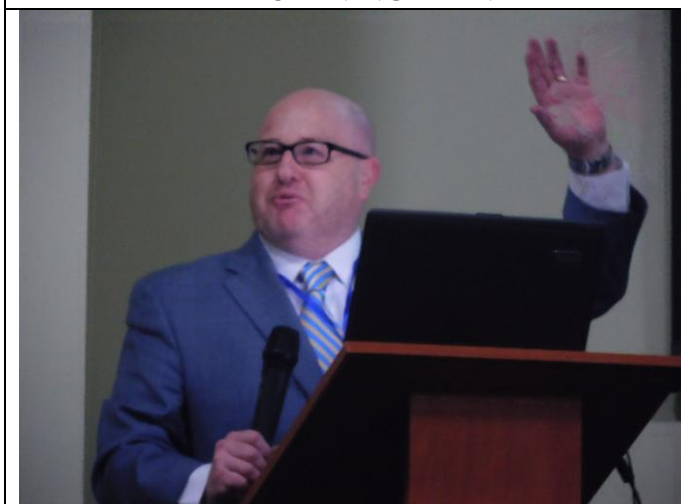
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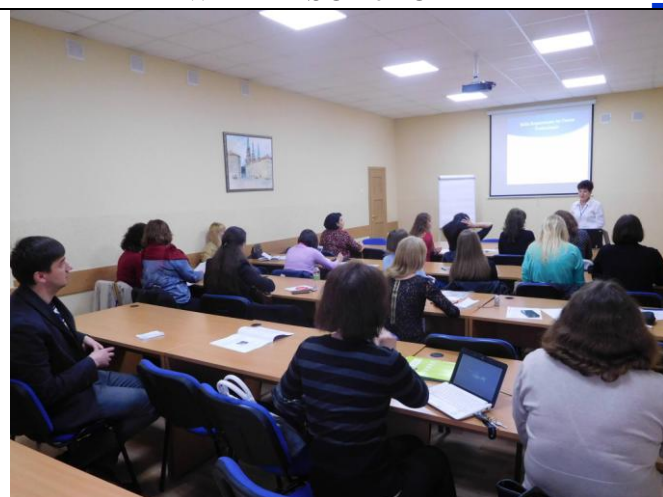
**Alla Radu and John Silver at
THE OPENING PLENARY**



**Olga Pariieva with
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**John Silver at
COMMUNICATIVE ACTIVITIES
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**Anna Savchenko at
CREATIVE METHODS OF TEACHING
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SOL-U



*Using learning stations at
Valentyna Tumasova's
LEARNING STATIONS OR PRACTICAL TIPS ON
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*Participating in the discussion at
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USING POSITIVE REINFORCEMENT AS
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***Svitlana Chugu** at
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*Learning about LanguaBooks™ at
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CREATE! EXPLORE! LEARN!*



***Viktoriiia Harbuz** at
DEVELOPING STUDENTS' KEY COMPETENCES
THROUGH PARTICIPATION IN ETWINNING*

All participants expressed great thanks to the organizers of the Convention – TESOL-Ukraine President Alla Radu and TESOL-Ukraine Treasurer Lily Kusnetsova.

TESOL-Ukraine Family

Young Researchers in the Global World: Vistas and Challenges: Proceedings of the IIIrd Forum for Young Researchers, Kharkiv, May 19, 2017 / O. M. Beketov National University of Urban Economy in Kharkiv, Canadian College of English Language (Canada) and oth. – Kharkiv: O. M. Beketov NUUE in Kharkiv, 2017. – 311 p.

CONTEMPORARY ISSUES OF DEMOCRATIC SOCIETY DEVELOPMENT. DEMOCRACY THROUGH LAW

PROHIBITION OF DISCRIMINATION ON THE GROUND OF BIRTH, NATIONAL OR SOCIAL ORIGIN OR BELONGING TO A NATIONAL MINORITY IN THE DECISIONS OF THE EUROPEAN COURT OF HUMAN RIGHTS

SERHII ANDRUSHCHENKO

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The purpose of this research is to investigate the prohibition of discrimination on the grounds of birth, national or social origin or belonging to a national minority in the decisions of the European Court of Human Rights (ECHR).

The object of the study comprises the notions of "discrimination", "minority" and "ECHR".

The activities of the European Court of Human Rights are related to the protection of the rights that are fixed in the European Convention on Human Rights (the Convention or ECHR) including Article 14, which prohibits discrimination on various grounds. However, the specific application of this article by the European Court of Human Rights is in the fact that it is not used alone, but in conjunction with other rights specified in the Convention. Since this article is of no value of its own, it complements other articles of the Convention and its Protocols, providing both individuals and groups of individuals protection against all kinds of discrimination in the exercise of the rights and freedoms fixed in these documents.

So, in the case of discriminatory actions by the state two articles of the Convention are violated simultaneously. In other words, as stated in one of the judgments of the European Court of Human Rights, Article 14 is an integral part of legal norms, providing rights and freedoms. It forms an integral part of each of the articles on the rights and freedoms.

Discrimination is a phenomenon that appeared long ago, but it has new forms of expression. In international law, the term "discrimination" was introduced by the Anglo-American diplomatic vocabulary and practice (earlier in the French texts of international agreements the term "difference" was mostly used). The term was used after World War I largely in peaceful international treaties and agreements on the protection of national minorities.

Discrimination is any distinction, exclusion or preference that denies or reduces equal exercise of rights. Regulation on the legal norms of protecting human rights is based on the principle of banning any forms of discrimination. Discrimination can be defined as any form of subordination or negative attitude

to certain individuals or social groups based on the characteristics that are not acceptable in a particular environment namely those of birth, nationality, etc.

Discrimination on the grounds of national or social origin is referred to as the "other characteristics". We call them "other" not because they are protected in a special or specific way, so that discrimination on these grounds happens less than discrimination on the "main characteristics" such as gender, sexual orientation, etc.

Thus, the first specific feature of "other characteristics" is that discrimination on these grounds happens less and is less common than the "main characteristics". These two types of characteristics are interdependent. To justify the difference of treatment on the grounds of race or color, national origin or economic status, valid arguments are to be presented.

We differentiate two notions "national origin" and "nationality", the first means belonging to a certain nation and the second denoted the individual's participation in the relationships with the state. Discrimination on the basis of national origin (in this case on the basis of nationality) is also prohibited by various international instruments against discrimination on the ground that nationality cannot be equated with any other reasons for discrimination, because in modern world there should be a kind of difference between the citizens of states and foreigners. For example, only the citizens of states have the right to vote or take part in referendums in their countries and stateless persons will have no such right and it cannot be considered discriminatory because it is clear that in referendums, elections, the destiny of the country is shaped, so the foreigners cannot perform these functions.

LUSTRATION

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This research deals with the problem of lustration that is a concept which includes different aspects and features of constitutional law. It influences not only the certain range of subjects, it is focused on, but also the other parts, which bear the second impact of it. Lustration takes its origin in the political interests of the new people at power. Sometimes there are conflicts between these constituents because of the numerous contradictions between our national law system and international law.

In other words, dealing with lustration is very important and it is in great demand when political transformations take place. The term 'lustration' is increasingly used in media and even in the everyday conversations of common people.

The object of the paper is lustration in its entirety of multifaceted significance. The subject of the paper deals with the analysis of the aspects of lustration and its functioning.

The goal of the research is to analyze the problems of the practical functioning of the political institute of modern Ukraine. This goal presupposes the implementation of the following tasks:

define the term 'lustration' and analyze its origin;

determine criteria and types of lustration;

identify the causes of possible conflicts caused by lustration;

examine the specific procedure of practicing lustration in Ukraine and other post-soviet states;

analyze the Law of Ukraine 'On Government Cleansing'.

The term "lustration" denotes an institution of constitutional law, directed at the destruction of non-democratic heritage of totalitarian regimes, it needs clear determination.

It is important to note that lustration is made up of two basic components, or according to S. Shevchuk, there are two types of public proceedings [1, p. 1]. The first type is the criminal persecution of state officials regardless of their rank. The other type includes the investigation of crimes committed by different party members at power or volunteers who help the party.

There is one more approach to define lustration suggested by N. Letki, which is called «transitional justice». According to this approach lustration is a system of ‘political decisions, adopted right after the transition from authoritarianism’ and these political decisions are made on the basis of what was committed by state officials during the period of the former regime [2, p. 530].

In comparison with the ordinary criminal persecution, the process of dismissing the officials from their office does not involve trial and punishment and it is implemented according to the laws of post-authoritarian state.

The staff of public institutions can be characterized by two main categories: competence and integrity. Both of them are very important for post-totalitarian state, as there is unreliable supremacy of law or its total absence in those countries.

The real practical recommendations for conducting check-ups contain no readymade solutions and they do not tend to answer all the questions which arise during the process of the development of the check-up mechanism in a certain historical situation. Besides, they suggest methodical instruments which can help in the development of the check-up strategy for every state institution in a particular situation. So, the necessity to start any reform based on numerous debates and assessment of constitutional and institutional needs is highly stressed.

In international practice lustration is not new. For a long period of time certain standards were developed and a kind of cliché in lustration implementation was agreed on and declared by the International Labor Organization, the European Court of Human Rights, the European Committee of Social Rights, the UN High Commissioner for Human Rights of the Parliamentary Assembly Council of Europe and the Venice Commission.

It should be noted that the lustration laws have been adopted in most of the former socialist countries of Central and Eastern Europe, many of them are enforced now. Similar lustration verification of state officials was held in Portugal, Bosnia and Herzegovina, Kosovo and Liberia.

The Assembly recommends post-socialist countries to use the following four principles:

demilitarization aimed at complete demilitarization of all military institutions that were created during the previous regime, for example, military courts;

decentralization that leads to the devision of power and prevents centralization of power in one hands;

demonopolisation and privatization encourage the private sector, return nationalized companies that were illegally taken from private owners and provide the transition from a command economy to a market economy;

elimination of bureaucracy includes cutbacks in the bureaucratic apparatus and abatement of paperwork that is characteristic of the totalitarian state.

The law ‘On Government Cleansing’ does not comply with all principles. However, it does not mean that the law should continue to act in a way in which it exists today. It is necessary to develop it according to international standards.

In my opinion, the issues in this research are relevant today and important enough in the conventional sense of justice. We cannot ignore gaps in lustration because it is a process that not only regulates relations, but also influences the life of people.

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CONTEMPORARY ISSUES OF UKRAINIAN DEMOCRATIC SOCIETY DEVELOPMENT

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Democracy (Greek: δημοκρατία, *Dēmokratía* literally "rule of the commoners"), is a system of government in which the citizens exercise power directly or elect representatives from among themselves to form a governing body, such as a parliament.

A mature civil society and the rule of law are the basis of modern democracy. Its formation is associated with the approval process of capitalist development in new, compared to the Middle Ages, outlook, which is based on the idea of innate inalienable rights. This new system of philosophy was affirming in the implementation in all areas of public life.

Strengthening democracy should precede the formation of the state, the legitimacy of which is not questioned by its citizens. An important factor is also the formation of the nation that gives the state formation signs of integrity and sufficient for the functioning of democratic unity, and the citizens a sense of responsibility for the state and the political system, which is confirmed in it.

One of the most important criteria of maturity of society is its degree of democracy (the level of democracy). Its democratic political players see the purpose, effective way of renewal of public life, a radical transformation of the political system, guarantee the irreversibility of the process. After all, the social development of democracy is the most effective way to implement contradictions improvement and harmonization of society.

The problem of democracy and its role in political life is one of the central in political science, which has been considered organic democracy as a sign of civilized society since ancient times.

Democracy appeared with the emergence of the first states. For the first time this term was mentioned in the writings of thinkers of ancient Greece (Democritus). In the classification of countries, proposed by Aristotle, it meant "government of all", in contrast to aristocracy ("government by elected"), and the monarchy ("one board").

Since the birth of a democratic system in ancient Greek democracies were a minority in the world. Only a powerful wave of democratization that took place in the second half of the twentieth century, contributed to the global spread of democratic ideas. Ukraine is no exception. In our time democracy is the main component of a politically stable country, it is the basis of government in our country.

The core of the state building process in the first half of the 90s of XX century was constitutional process that was to ensure establishment of a stable system of government, the national legal system, law and order. Deploying of the constitutional process was complicated by delayed formulation of science-based model of the future socio-political system, opposition of branches of power and relentless struggle around important questions of the legislation between various political forces (the official language,

national symbols, private property, division of powers, etc.). Commission developers had managed to agree and 28 June 1996 the Constitution was adopted.

Basic Law of Ukraine proclaimed a democratic, social, law-based state. An individual, his life and health, honor and dignity, inviolability and security shall be recognized in Ukraine as the highest social value.

Our country is not rich in democratic traditions. In fact, elements of personal freedoms and the rule of law, democratic society and the individual consciousness was not developing in Ukraine during the entire period of Soviet totalitarianism. At this stage it is important not to accelerate the process of democratization of social life in artificial way, but do not inhibit it in similar ways. Democracy might mature on national soil gradually and consistently, it should be limited due to the logic of post-communist society and its transformation.

The main task that faces Ukrainian society - is gradually overcoming a mismatch of power and weakness of civil society in the case of the consistent realization of human rights. In addition, for Ukraine one of the major problems, that inherent in many countries of the international community in general and, especially, the former Soviet Union is corruption, clan-oligarchic influence on power, signs of unification of government and business.

These problems give Ukraine danger of exclusion of the center of international development. Only rooting the democratic values in sense of justice in Ukrainian community, turning them into defining and everyday could be the key to the transformation of the national idea into reality. This maximally promotes the fact, that geopolitical and geocultural preconditions determine a key place of Ukraine in this process. Because of this transformation of Ukraine into the focus of democracy, even in Eurasia should regard as a significant issue not only for the Ukrainian people, but also for the international community.

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E-GOVERNMENT IN MODERN UKRAINE

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'Electronic Government' (or in short 'e-Government') refers to the employment of the Internet and the world-wide-web for delivering government information and services to the citizens. It is also defined as the use of information and communications technologies to transform government by making it more accessible, effective, and accountable. According to the European Commission, this transformation should be combined with organisational change and new skills to improve public services, increase democratic participation, and enhance public policy making

Over the last decade there have been four major trends in global markets that moved e-government to the forefront of politics. These trends are the following: 1) innovation: in modern technology-intensive world organisations, individuals, and governments are increasingly using

innovative technologies for a large range of purposes; 2) information society: the world has experienced a transition from an industrial economy to an information economy; 3) globalisation: countries join together economically, through education, society and politics, and view themselves not only through their national identity but also as part of the world as a whole; 4) democracy: interaction between governments and their citizens in decision making is recognized as an essential element of modern society [1].

E-government used in developed countries offers impressive advantages, such as: efficient access to government services and officials, reduced government expenditures on administrative functions, increased public access to budget information, and increased access to government documentation and activities. From an economics point of view, e-government leads to lower information costs as well as lower transaction processing costs, thus saving human resources and providing more effective service levels which are available 24 hours a day, 7 days a week.

Ukraine has been undergoing reforms nowadays and as a result it has experienced recent rise in the global e-government rankings. According to the global UN E-government Development Index in 2014 Ukraine occupied the 87th place out of 192 countries and in 2016 it moved to the 62nd place.

Several factors contributed to this fact. First of all, three important laws such as the Law on Citizens' Petitions (2015), the Law on Access to Public Information and Open Data (2015) and the Law on the Open Use of Public Funds were enacted. Secondly, the civil society launched several important online tools. These have included Prozorro electronic procurement platform which in its first 14 months of operation already contributed 1.5 billion hryvnia in state savings. The spending.gov.ua or the Price of the State platforms make tracking of state expenditures a more transparent and interactive process for citizens. E-petitions instruments were adopted by the Presidential Administration, by over 200 local government authorities and more recently by the Cabinet of Ministers. Smart City, open data, e-voting pilots and the growth of regional IT innovation centers such as the Impact Hub in Odessa, Space Hub in Dnipro and iHUB in Vinnytsia are important catalysts to local civic initiatives that focus on social innovation. Lastly, several Ministries including Justice, Economic Development and Trade, Social Policy, Ecology, Regional Development, Building and Housing, Infrastructure and the State Fiscal Service have launched some of their first electronic services. These services are facilitating more rapid and cost efficient business [2].

Unfortunately, a recent national OMNIBUS public opinion survey shows that ordinary Ukrainian citizens are not aware of the possible benefits of e-government and e-democracy initiatives: 86% did not understand what e-government means, 79% have never heard of the term e-democracy and only 41% thought that they may have some idea of the term's meaning. 47% Ukrainians still prefer face-to-face contact and only 19% are ready to use information technology to interact with authorities.

The main task for Ukraine nowadays is creation and maintenance of a centralized platform for all digitalized state services: everything from real estate registers to individual electronic identities have to be coordinated via the relevant state information systems. For example, passport data must be stored in electronic format rather than current paper records. This information must be secure but accessible.

The fact that Ukraine is a relative latecomer to the world of e-governance could be an advantage. International e-government experience varies widely from country to country, with different models depending on cultural factors as well as available technological frameworks. These lessons have to be learned thoroughly and used effectively.

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2 WAYS YOU ARE WASTING YOUR SOCIAL MEDIA TIME (AND WHAT YOU CAN DO TO FIX IT)

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Social media marketing is becoming an increasingly important way to interact with customers in the engagement-rich era. Latest Pew Research data shows that 76% of Americans who use Facebook visit the site daily. 2.8 billion people were using social media by the end of 2016. 83% of Americans have a social media account. 41% of Americans say it is important for their favorite brands to have a strong social media presence. Let us look at how we are wasting our social media time and what we can do to break these bad habits.

Time Waster #1: Joining Every Social Media Network

Many companies make the mistake of thinking that if they want to be successful at social media marketing, they need to create an account on every platform - from Instagram, to Twitter, to Snapchat. However, you should understand that making social accounts on all of these platforms also means that you need to devote time each day to maintain them in order for them to be effective. This can be a wasteful process if you are putting time into platforms your target market is not interested in.

The Fix

If you are wasting too much time on platforms which are not producing results, narrow your focus. For example:

Facebook and Twitter are usually an effective tool for any kind of business. They're quick and easy to use, and ideal for interacting with customers .

Instagram is better suited for visual companies, those in the industry of fashion, food, or lifestyle and those with plenty of personality

If you are testing multiple platforms, use your Google Analytics data to help you pinpoint the ones which are driving the best results.

Time Waster #2: You Forget to be Social

Some companies think they can just sign up for a Facebook account and the traffic will just start rolling in, however, that line of thinking ignores what social media marketing is all about - being social.

The Fix

So, how can you make sure that you use your social media marketing time effectively by being social? The answer is simpler than you think - all you need to do is reach out to your customers:

Creating conversations: asking questions is a fantastic way to draw people into a conversation with your brand.

Respond: if your customers interact with you, interact back.

Offer customer service solutions: if people need help, let them know that they can reach you on social media.

Conclusion

Thus social media can be a powerful tool for your business, but you need to know how to make the most of it. Focus your social efforts in the right direction, and you will avoid wasting time, money, and opportunities on marketing schemes that have no chance of delivering measurable results.

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UKRAINE DEMOCRACY

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Democracy is not the solution for all kinds of social troubles – its power is moderated by legal institutions and social-economical development level of a country. But at the same time, democracy is the essential attribute of modern and developed country, which leads to subsequent important steps in its development. That's why solving democracy issues is an actual problem of many countries progress, and one of them is Ukraine.

Talking about democracy development, Ukraine's situation is quite unprecedented: while in other countries the way from absolute oligarchical system to democracy has taken centuries and began from such documents as United States Bill of Rights and Declaration of the Rights of Man and of the Citizen in France, Ukraine's didn't have so much time. One of the main issues in Ukrainian democracy is lack of time: being independent for only 25 years, the country is trying to make drastic changes in short terms. It takes a long time not only to make changes in law, but also to make it work in a proper way. Another point of this situation is the way that changes proceed. History shows us that there are two main kinds of them: pressure and compromising. While pressure makes strict and fast changes with revolution-like methods, when ruling classes and elite are pushed away with force of people, on other hand compromising method makes more soft and slow changes, where concession are applied to the both sides of the changing process. Ukraine, after declaration of independence, has chosen the second, rather slow way. That's why process of formation of democracy faces many obstacles, and its ideas haven't got accustomed yet.

The other reason why democracy in Ukraine has slow accustoming is the mental traits of Ukrainian people, which were acquired through living in Soviet Union and, in case of younger generation, transferred from older one.

In Art. 5 of the Constitution of Ukraine it is said that the people, being the carrier of sovereignty and the only source of the power in Ukraine, use their power directly and through public authorities, local government. Thus, democracy in Ukraine is carried out in the form of representative democracy (representative board) and in the form of direct democracy (direct board). Yet, there is a hitch: many of the people thinks that democracy is equal to economic well-being, absolutely ignoring the fact that it also requires developed enough basis in all spheres of country's life. And one of the biggest gaps in social sphere development is the fact that civil society is on its beginning stage: society doesn't have enough tendency to unite, problem solving through social groups is rather slow, private interest have low level of articulation, when self-proclaimed "democratic parties" are aimed not on social effect, but only on private profit. In this situation there are also obvious problems with aftermath of totalitarianism period, because of which the statement "democracy leads to a better life" sometimes wrongly understands as "democracy is when government makes our life better", while the key idea that no one will make the better life for the

society than a society by itself. So there is also a problem with level of awareness about what democracy really is – an opportunity.

But nowadays, 25 years after, with generation changes, level of this awareness and social activity rises, and as the stun from changes goes away, the people have begun to take more active part in country's life, making democracy mechanism work in more and more effective way. But because of unstable situation on Ukrainian territory, some political forces are trying to handle this process and turn the situation to their own side, using gaps in the law and still not high enough level of acknowledged of society. And one of the things that can help the democracy development in Ukraine stand those harsh times is the European concept of "Democracy through Law".

Venice Commission that represents the ideas of Democracy through Law and its main business is based on consulting and helping countries that have troubles in this sphere of development. Its aim is to help in solving of different kinds of law issues. It was founded in 1990 on the base of internal council of European Union, but nowadays its competence is used on the international level. Important trait of Venice Commission is the fact that it's trying to find mutual laws basis between countries that requested for its help, to not just find the way to protect it's democracy development process in a lawful way, but also to re-create law relationship between democratic countries on a mutual basis, and Ukraine surely have this basic law framework to count on support of Venice Commission in future development stages.

Thus we can see that one of the most actual issues of democracy in Ukraine are related not only to law by itself, but also to the social misunderstanding and lack of experience in using that power given to society. But that issue slowly goes away with time and income of new generation, and development of democracy from social point of view promises increase its velocity.



ENGLISH UNDER GLOBALIZATION

SUMMER ENGLISH CAMP: INTERCAMP



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Would you like to start a summer English camp?

The summer is a great time to work with English language learners! During summer school, you can focus on individual student needs, help students catch up, and prepare them for the following school year. The time is short, though, so it's important that students spend as much time as possible in meaningful and engaging activities.

Here are some ideas to get you started with a summer camp for English learners shared by Maryna Tsehelska and Olena Pariyeva, trainers of Intercamp – a summer English camp.

Starting the Intercamp

We started in 2010, after discovering the prices of other camps that were too high for most of EL learners. The great help of Peace Corp (PC) Volunteers Frank and Carol Kersting shaped the curriculum of the camp for many years. Frank and Carol advised to make the camp by traditional PC patterns – group activities, songs, games, etc. The main goal was to speak as much English as possible (we even used to penalize campers for Russian/ Ukrainian words).



Frank Kersting (left) with the first shift of campers.

Further Development

Though Frank's ideas were very productive, with years we changed the approach, especially after 2014, when PC stopped sending volunteers to Ukraine and we had to rely on AIESC volunteers, who were non-native speakers of English. The first Intercamp was themed "Around the World in 7 Days" – a pretty common and well-used topic. We discovered that campers remember well everything they learnt, so it could be used in more advanced themes.

The following years the themes for the camp included Cinema, Theatre, TV (twice), Literature, Geography and History. Though scary at once, such topics broadened both campers' and trainers' knowledge of the topics, many admitted they learnt more here than at school.

Camp philosophy and culture

Every camp needs a personality, something to set it apart from all the others. Intercamp strives to educate, but also to teach kids teamwork and friendship values. Many activities unite kids of different age, and it's great to see how teens help younger campers.

Curriculum and Schedule

Curriculum always is made of two parts: "theoretical part" – morning classes and "practical part" – making videos or even staging plays in the afternoon. "Theory" covers many aspects of a topic, such as history, genres, etc. "Practice" is more personalized, sometimes campers write their own script or they are helped by the trainers or councilors.

While the theme and curriculum are important elements of the camp, we have found the schedule to be crucial.

- **Morning:** Mornings are divided into small blocks of time in which we integrate listening, speaking, reading, writing and cultural components. It does not mimic a regular classroom, but it requires some effort from the campers.
- **Afternoon:** We make video or prepare for it. It does take some planning, however, so that it's organized and meaningful. We also use the non-competitive games so students get to know each other and communicate with each other.



Video reports are perfect for developing speaking skills.



Intercamp 2017 “History” – campers animate the Ancient Age.



Intercamp 2017 “History” – campers animate the Medieval Age.

Logistics for the Camp

Logistics are another issue which is often overlooked, but which is absolutely imperative. There is a lot to be arranged for your camp: accommodation may be available, but tents may also be necessary. We used tents for classes during first Intecamps, then we were able to find a summer camp with classrooms and learning space.

Besides that, some activities may require special equipment: everything from computers to costumes will have to be sourced, transported and stored properly.

Staffing Your Camp

Staff is a complicated but important part of your camp. You will need to decide how many employees will be required and which skills they should have. We always employed Ukrainian trainers

for the “theoretical” part and Volunteers for the “practical” part. Besides AIESEC and PC Volunteers you may try to invite an English-speaking volunteer from www.workway.com – a great connecting website that brought to us this summer a volunteer from New Zealand Liz Parker.

Safety for the children and staff

While we’re on the subject of protecting the children, there are some other considerations to take into account throughout the planning of your camp. Serious incidents are rare, but can happen, especially during outdoor activities. How will you deal with minor and major injuries? Is professional medical help easily available in the area where you are planning to organize the camp? Is there a fire hazard and how will it be minimized? What are national and local laws on safety and insurance requirements? Are there any insurance policies which may not be legally required, but can still be sensible to have? All our camps were close to medical help.

Communication with parents

When people entrust their children to you and your staff, proper communication is essential. The children’s parents are your customers and need to be able to contact someone about their children at any time. At the same time, you should always be able to reach parents quickly in an emergency. Keep a file with all the children’s parents and emergency contacts in a central location, like an office, where all staff members know to find it if necessary.

Final thoughts

Summer school can be a time of great fun and learning for both the students and teachers — even when teaching in the open air with limited supplies and technology! Each summer shift brings campers of various age, experience, and needs. The time is short and not all topics can be covered. But, if we look at it as a time in which to campers a positive learning and speaking experience and help them feel more confident with English, we will be sure to have a very positive impact for our students throughout the summer.

If you decide to start your own summer English Camp, feel free to contact us at mtsehelska4@yahoo.com

EXPERIENCING “MELTA TEACHER DEVELOPMENT PROGRAM FOR TEACHERS OF ENGLISH” IN MUNICH



OKSANA CHUGAI

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There is no denying the fact that professional development programs for teachers enrich the experience of all participants and their communities, especially when organized by experts.

MELTA Teacher Development Program for Teachers of English, which took place in Munich, Germany, in June 2017, provided an opportunity for six teachers of English from non-EU European countries to attend workshops conducted by CELTA teacher trainers and local teachers of English, observe lessons and visit the English department at the University of Munich, as well as a variety of English classes for adults. The program covered the topics of communicative and student-centered learning, creative teaching, using technology, providing feedback, to name just a few.

The MELTA participants were also invited to the workshop on the subject of Brain-Friendly Learning with Mark Fletcher, a prominent teacher, trainer and EFL materials designer. In addition, there were plenty of opportunities to network with ESL teachers from other countries and enjoy the cultural life of Munich.

Thanks to the efforts of MELTA team, all the participants have mastered the art of developing innovative strategies of teaching English in a contemporary multicultural environment.

The MELTA participants from Ukraine Natali Andronik, Irina Vantsak and Oksana Chugai with Mark Fletcher after the workshop “Brain-Friendly Learning”



The MELTA participants with Amanda Momeni, CELTA tutor, after the workshop “Task-based learning”



PARTNERSHIP INFORMATION & NEWS FROM HAWAII TESOL

Hawaii TESOL News

Shawn Ford, Instructor and Coordinator at Kapiolani Community College and the Socio-Political Action Chair of Hawaii-TESOL attended the TESOL Advocacy Summit in Washington, DC in summer 2017.

While there, he arranged to meet with members and staff of Hawaii's congressional delegation to educate them about TESOL, immigrant and international education, and the positive impacts that teachers can have on education and the economy. He advocated for continued and increased funding immigrant student funding as an investment in the future economy. He also expressed concern about current federal policy directions regarding immigration and travel that negatively impact Hawaii economies and student populations.



for

Shawn Ford, HI-TESOL Socio-political action chair, with Maesie Hirono.

Shawn: This past summer, I was fortunate to be one of just over 100 educators to participate in the 2017 TESOL Advocacy & Policy

Summit in our nation's capital, coordinated by TESOL International Association. My participation was made possible by a generous professional development grant from my home institution, Kapi'olani Community College. The objective of my training was to learn strategies and make political connections for advocating for immigrant students in Hawai'i, with the intention of increasing the number of immigrant students who pursue higher education.

The TESOL Advocacy & Policy Summit "is an unparalleled professional development opportunity for educators to learn about U.S. federal education issues and advocate for policies that support English learners and the field of English language education."

The event was held in Alexandria, VA, just a few minutes by train outside of DC, over three days in June.

During the first two days, we received overviews of current federal policy and legislative issues relevant to the field of English language education, and intensive training in advocacy work to support English learners. On the third day, we went to Capitol Hill individually to meet with our Congress members to conduct our advocacy activities.

For more specific information about the Summit, click on the following link, which will take you to the relevant page on the TESOL website

<http://www.tesol.org/advance9the9field/advocacy9resources/tesol9advocacy9policy9summit>

More info about Shawn's visit is in September HI-TESOL Newsletter at <http://www.hawaiiitesol.wildapricot.org/resources/Documents/Word/2017%20Sept.pdf>

TEACHER DEVELOPMENT WITH TESOL-UKRAINE

BOARD GAME COMPETITION “Technology Addiction”



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Teaching English to students of technical specialization is challenging. Besides development of basic skills, terminology should be taught and revised in a meaningful way. Motivating students is also important considering the fact that English is not their core subject. Playing games breaks the routine at the lesson and makes students survive in a competitive environment. Taking part in Board Games Competition on the topic “Technology Addiction” provides such an opportunity. In addition, students reveal their creative potential, develop critical thinking and participate in teamwork designing their own board games.

At the beginning students play several board games which may be Activate Board Games or others. The point is for students to gain the experience necessary for them later, when they create their own games. After learning about the rules of the competition and the rubrics, students in groups design board games, develop the tasks (cues) on the topic and instructions for players. Using color pencils, pens and highlighters they create their board games, which are assessed by the committee later. Content, visual attractiveness, clarity of instructions and language are the main criteria according to which points are given to the board games and the best are chosen.

Timing is important: students should have enough time to finish the board game and not be bored. Anyway, early finishers may play the board game they have created or swap it with another group. Besides reaching educational goals, this competition is supposed to be entertaining for both students and teachers.

Example of instructions

1. The players sit in groups of 3–4.
 2. They determine who goes first and whether the turns will progress clockwise or counter-clockwise.
 3. Each player rolls the dice in turn.
 4. On their turns, the players move their game pieces along the path according to the number of spaces indicated by the dice.
 5. Players then finish the sentence written on the space (called a “prompt” or a “cue”) where they land, using personal experience, imagination, and/or critical thinking skills.
 6. Some spaces, like 6, 13, and 17 in *About Me*, penalize players by requiring them to go back to an earlier space. These are meant to increase the “chance” aspect of the game and usually foster mildly negative feelings for a moment, but it is all in fun! The victim will probably groan; the other players will probably laugh.
 7. The game continues until one or all players reach the ‘Finish’ space.
- (<https://americanenglish.state.gov/resources/activate-board-games>)

SNAKES AND LADDERS



Rubrics

Board Games on the topic: “Technology addiction”

Criteria/Points	Limited (1-2 points)	Acceptable (3-4 points)	Proficient (5-6 points)
I. Content (Relevance of information)	Irrelevances and misinterpretation of task	Minor irrelevances may be present	The content is relevant to the task
II. Visual attractiveness	Visuals are not attractive; low quality	Visuals are attractive, but have some drawbacks	Visuals are of high quality and attractive
III. Clarity of instructions	Instructions are confusing	Some instructions are confusing	All instructions are clear and understandable
IV. Language	Mistakes which prevent understanding	Some vocabulary, grammatical or spelling mistakes	No vocabulary, grammatical or spelling mistakes.
Total amount of points (4 – 24 points)			
Suggestions for improvement			

EXAM PREPARATION: EDUCATION



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Task 1. Read the text and fill in the table.

EDUCATION AND THE PROBLEMS OF MODERN WORLD

Education is **the system of values** around which people build personal and social lives.

Many great minds never **completed** even their grade **schools** like Thomas Edison and Henry Ford but they were super success. When we look at the reason behind this phenomenon, we come to know that they succeeded because **they knew how to research, collect information for a selected project and process knowledge**.

What can we do today to make modern education suitable for the XXI century? Firstly, we need to change **the class room environment**. Today it is not **research supporting** and only **focuses on cramming up some text book topics** remaining **exam focused**. The change must be aimed at **developing innovative, creative, intuitive, and self-motivating qualities of students**.

Also teachers complain on **the lack of motivation** in students. Actually, the lack of motivation is lack of **knowledge processing skills**. Many students feel that they have to acquire the knowledge they will never need in life. Knowledge by itself has no value; it is like a dictionary filled with words. Words by themselves have no value; it is the process of stringing them together that gives them value like words combined make meaningful phrases, clauses, sentences and even compositions. Self-made millionaires were not the best students in their classes. But they differ from the crowd by **the mode they process knowledge**. The self-made millionaire **has a vision**, then he **researches specific knowledge, applies intuitive knowledge and process all essentials, searching for a workable way out**. Finding unconventional decisions to do ordinary duties makes millionaires. The furtive is **vision, research and processing, not pre stored knowledge**. That's what we need to teach.

Today's education is **exams oriented, focused on knowledge**. The quality education of tomorrow will **address the exceptional talents of each student and have a positive emotional experience**. It will evaluate natural talent and how the student learns. Teachers will become skilled at what works and what does not work. Then focus on what works. With this method, students will **develop a love to learn and learning becomes a lifelong procedure**. This is the point where we may call it **future-oriented**.

	Today's Education	Education of the Future
Classroom Environment	_____ _____ _____	_____ _____ _____
Motivation, Processing Knowledge	_____ _____ _____	_____ _____ _____
Orientation of Education	_____ _____ _____	_____ _____ _____

Task 2. School and University. Fill in the table with the italicized words. What are the words that suit both types of education?

Teacher, pupil, student, professor, lecturer, headmaster, tutor, undergraduate, graduate, postgraduate, class, lesson, form, session, workshop, lecture, seminar, school trip, campus, lecture hall, dormitory, playground, sports ground, stadium, library, canteen.

	University	School
Activities	_____ _____	_____ _____
Facilities/ Places	_____ _____	_____ _____
People	_____ _____	_____ _____

Task 3. People, Places and Subjects at School.

a) Think of the people, places and subjects in Ukrainian schools and fill in the last column of the table. Compare the school subjects in Britain to those in Ukraine. Use the table and the 'Key Language' to speak about the subjects.

	US/British Schools	Ukrainian Schools
People in a School	classmate, coach, cook, headmaster, janitor, librarian, president, principal, professor, secretary, student, teacher.	_____ _____ _____
School Rooms and Places	baseball field, bathroom, cafeteria, classroom, gym, lab, library, locker room, office, playground, principal's room, soccer (football) field, swimming pool, teacher's room.	_____ _____ _____ _____

Secondary School Subjects	Art, Business Studies, Citizenship, Design And Technology, Drama, English, Geography, History, ICT: Information and Communications Technologies, Languages, Maths, Modern Studies, Music, PE: Physical Education, RE stands for Religious Education, Science, Study Skills.	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Key Language

- Learn about living organisms.
- Study physical forces like energy and light.
- Be creative and use your imagination.
- Learn about the past events.
- Improve computer skills.
- Play various games and get exercise.
- Learn how to help people in difficult situations.
- Learn poems and fiction of the world heritage.
- Understand human nature and behaviour.
- Learn about the key geographical features of other countries.

b) What do you like/dislike about your school? Use the ‘Key Language’ to talk about this.

Key Language

- Have exams at the end of the year.
- Prepare for external independent testing.
- Have assignment deadline.
- Have to follow the syllabus.
- Have to follow the rest of the class.
- Study long hours.
- Can be very intensive.
- Socialize with other students.
- Go on school trips/excursions.
- Have lessons outside the classroom.
- Organize events and performances.
- Timetable can be flexible — classes may be shortened.
- Receive the teacher’s full attention.
- Learn at your own pace.

Task 4. Read the texts and fill in the table. Compare the educational systems using the table.

EDUCATIONAL SYSTEMS IN GREAT BRITAIN, USA AND UKRAINE

All British children must stay at school from the age of 5 until they are 16. Many of them stay longer and take final examination when they are 17 or 18. Before 1965 all children had to go through special intelligence tests. There were different types of state secondary schools and at the age of 11 children went to different schools in accordance with the results of the tests.

State schools are divided into the following types:

Grammar schools. Children who go to grammar schools are usually those who show a preference for academic subjects, although many grammar schools now also have some technical courses.

Technical schools. Some children go to technical schools. Most courses there are either commercial or technical.

Modern schools. Boys and girls who are interested in working with their hands and learning in a practical way can go to a technical schools and learn some trade.

Comprehensive schools. These schools usually combine all types of secondary education. They have physic, chemistry, biology laboratories, machine workshops for metal and woodwork and also geography, history and art departments, commercial and domestic courses.

There are also many schools which the State doesn't control. They are private schools. They charge fees for educating children and many of them are boarding schools, at which pupils live during the term time.

After leaving school many young people go to colleges or further education. Those who become students at Colleges of Technology (called 'Techs') come from different schools at different ages between 15 and 17. The lectures at such colleges, each an hour long, start at 8,15 and end at 4,45 in the afternoon.

British Schools. Schooling is voluntary under the age of 5 but there is free nursery school education before that age. Primary education takes place in infant schools for pupils ages from 5 to 7 years old and junior schools (from 8 to 11 years). Some areas have different systems in which middle schools replace junior schools and take pupils ages from 9 to 11 years. Secondary education has been available in Britain since 1944. It is compulsory up to the age of 16, and pupils can stay at school voluntarily up to three years longer.

In 1965 non-selective comprehensive schools were introduced. Most local education authorities have now completely changed over to comprehensive schooling.

At the age of 16 pupils take school-leaving examinations in several subjects at the Ordinary level. The exam used to be conducted by eight independent examining boards, most of them connected with the university. This examination could also be taken by candidates at a further education establishment. This exam was called the General Certificate of Education (GCE). Pupils of comprehensive school had taken the examination called the Certificate of Secondary Education either with or instead of the GCE.

A GCE of Advanced ('A') level was taken two years after the Ordinary level exam. It was the standard for entrance to university and to many forms of professional training. In 1988 both examinations were replaced by the more or less uniform General Certificate of Secondary Education.

The private sector is running parallel to the state system of education. There are over 2500 fee-charging independent schools in GB. Most private schools are single-sex until the age of 16. More and more parents seem prepared to take on the formidable extra cost of the education. The reason is the believe that social advantages are gained from attending a certain school. The most expansive day or boarding schools in Britain are exclusive public schools like Eton college for boys and St. James' school for girls.

Universities and Colleges in Great Britain. There are over 90 universities in GB. They are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities, such as London and Manchester universities, and the new universities. Some years ago there were also polytechnics. After graduating from polytechnic a student got a degree, but it was not a university degree. 31 former polytechnics were given university status in 1992.

Full courses of study offer the degree of Bachelor of Art or Science. Most degree courses at universities last three years, language courses 4 years (including year spent aboard). Medicine and dentistry courses are longer (5–7 years).

Students may receive grants from the Local Education Authority to help pay for books,

accommodation, transport, and food. This grant depends on the income of their parents. Most students live away from home, in flats or halls of residence. Students don't usually have a job during term time because the lessons called lectures, seminars, classes or tutorials (small groups), are full time. However, many students now have to work in the evenings.

University life is considered 'an experience'. The exams are competitive but the social life and living away from home are also important. The social life is excellent with a lot of clubs, parties, concerts, bars.

There are not only universities in Britain but also colleges. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

EDUCATIONAL SYSTEM IN THE USA

General Pattern of Education in the USA. The general pattern of education in the USA is an eight-year elementary school, followed by a four-year high school. This has been called 8-4 plan organization. It is preceded, in many localities, by nursery schools and kindergartens. It is followed by a four-year college and professional schools. This traditional pattern, however, has been varied in many different ways. The 6-3-3 plan consists of a six-year elementary school, a three-year junior high school, and a three-year senior high school. Another variation is a 6-6 plan organization, with a six-year elementary school followed by a six-year secondary school.

American education provides a programme for children, beginning at the age of 6 and continuing up to the age of 16 in some of the states, and to 18 in others.

The elementary school in the United States is generally considered to include the first six or eight grades of the common-school system, depending upon the organization that has been accepted for the secondary school. It has been called the 'grade school' or the 'grammar school'.

There is no single governmental agency to prescribe for the American school system, different types of organization and of curriculum are tried out.

The length of the school year varies among the states. Wide variation exists also in the length of the school day. A common practice is to have school in session from 9:00 to 12:00 in the morning and from 1:00 to 3:30 in the afternoon, Monday through Friday. The school day for the lower grades is often from 30 minutes to an hour shorter. Most schools require some homework to be done by elementary pupils.

Elementary Schools, High Schools and Institutions of Higher Learning. There are eight years of elementary schooling. The elementary school is followed by four years of secondary school, or high school. Often the last two years of elementary and the first years of secondary school are combined into a junior high school.

The school year is nine months in length, beginning early in September and sometimes a shorter one in spring. There are slight variations from place to place. Students enter the first grade at the age of six and attendance is compulsory in most states until the age of sixteen or until the student has finished the eighth grade.

The elementary schools tend to be small. The high schools are generally larger and accommodate pupils from four or five elementary schools. A small town generally has several elementary schools and one high school. In some rural communities the one-room country school house still exists. Here may be found from five to twenty-five pupils in grades one through eight, all taught by the same teacher.

Admission to the American high school is automatic on completion of the elementary school. During the four-year high school programme the student studies four or five major subjects per year, and classes in each of these subjects meet for an hour a day, five days a week. In addition, the student usually has classes in physical education, music, and art several times a week. If he fails a course, he repeats only that course and not the work of the entire year. Students must complete a certain number of courses in order to receive a diploma, or a certificate of graduation.

Institutions of higher learning supported by public funds are not absolutely free. The state colleges and universities charge a fee for tuition or registration. This fee is higher for those who come from outside

the state. Working one's way through college is commonplace.

Usually there is no admission examination required by a state university for those who have finished high school within the state. Sometimes a certain pattern of high school studies is necessary, however, and some state universities require a certain scholastic average, or average of high school grades.

Private colleges and universities, especially the larger, well-known ones such as Harvard, Princeton, and Yale, have rigid scholastic requirements for entrance, including an examination.

Higher Education Institutions. It has become common for the college programme to be divided into broad fields, such as languages and literature, the social sciences, the sciences and mathematics, and the fine arts. Many colleges require all freshmen and sophomores to take one or two full-year courses in each of three fields. Certain Courses, such as English or history, may be required for all, with some election permitted in the other fields.

Higher educational institutions usually are governed by a board of regents or a board of trustees. The executive head of a college or a university is usually called the president. The various colleges or schools which take up a university are headed by deans. Within a school or college there may be departments according to subject matter fields, each of which may be headed by a professor who is designated as department head or chairman. Other members of the faculty hold academic ranks, such as instructor, assistant professor, associate professor, and professor. Graduate students who give some part-time service may be designated as graduate assistants or fellows.

Professional education in fields such as agriculture, dentistry, law, engineering, medicine, pharmacy, teaching, etc. is pursued in professional schools which may be part of a university or may be separate institutions which confine their instruction to a single profession. Often two, three, or four years of pre-professional liberal arts education are required before admission to a professional school. Three to five years of specialized training lead to professional degrees such as Doctor of Medicine, Bachelor of Law, etc.

Private and State Colleges and Universities. Harvard College was established in 1636, with the principal purpose of providing a literate ministry for colonial churches. It was a small institution, enrolling only 20 students in 1642 and 60 in 1660. It soon became more than a theological training school and established itself as a liberal arts college. The next institution of higher learning established in the American colonies was the College of William and Mary, which opened in 1693 at Williamsburg, Virginia. Other colleges were founded in the next century, but all of them remained small schools for long periods. Students entered at the age of 14 and remained until they were 18, and the curriculum, while rigidly academic and classic was by modern standards rather secondary in nature.

Private colleges and universities were established in various states. The first state university was the University of Virginia, founded in 1819. Some state universities have large endowment funds which provide a substantial portion of their support. Other sources of income are student fees, gifts and endowments.

In general, higher education in the USA may be divided into two broad fields: liberal arts and professional. Each of these fields may be further subdivided into undergraduate and graduate levels. The liberal arts programme, on the undergraduate level, may be a two-year junior college course, or a four-year course leading to a degree of Bachelor of Arts or Bachelor of Science. The four-year course is usually subdivided into a lower division (which may be called the junior college), consisting of the two first years, and the upper division, which is the last two years. The first two years continue the general education and specialization begins in the third year.

EDUCATIONAL SYSTEM IN UKRAINE

Ukrainians have always shown a great concern for education. The right to education is stated in the constitution of Ukraine. It's ensured by compulsory secondary schools, vocational schools and higher education establishment. It is also ensured by the development of extramural and evening courses and the

system of state scholarship and grants. Education in Ukraine is compulsory up to the 9th form inclusive. The stages of compulsory schooling in Ukraine are: primary education for ages 6–7 to 9–10 inclusive; and senior school for ages 10–11 to 12–13 inclusive, and senior school for ages 13–14 to 14–15 inclusive. If a pupil of secondary school wishes to go on in higher education, he or she must stay at school for two more years. Primary and secondary school together comprise 11 years of study. Every school has a ‘core curriculum’ of academic subjects.

After finishing the 9th form one can go on to a vocational school which offers programmes of academic subjects and a programme of training in a technical field, or a profession. After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can go into higher education. All applicants must take competitive exam. Higher education institution, that is an institute or a university, offers a 4-years programme of academic subjects for undergraduates in a variety of fields. After four years of studying undergraduates receive bachelor’s degrees and may continue education and get a specialist or master’s degree. Then a person may receive postgraduate education — write a thesis and receive a candidate’s degree or a doctoral degree.

Higher educational establishments are headed by Rectors. Pro-rectors are in charge of academic and scientific work. An institute or a university has a number of faculties, each specializing councils which confer candidate and doctoral degrees.

The system of higher and secondary education in Ukraine is going through a transitional period. The main objectives of the reforms are: to decentralize the higher education system, to develop a new financial mechanism, to give more academic freedom to faculties and students. All secondary schools, institutes and universities until recently have been funded by the state. Now there is quite a number of private fee-paying primary and secondary schools, some universities have fee-paying departments.

SCHOOL SYSTEMS OF THE UK, USA AND UKRAINE COMPARED

	UK	USA	Ukraine
Types of Schools	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
General Pattern of Education	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
Who Pays for the Education?	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
School-leaving Exams	_____ _____	_____ _____	_____ _____

Vocational Schools			
Universities			
Interesting Facts to Remember			

Task 5. Read the text below. Fill in each gap with one suitable word which best fits each space (1 – 7). (у форматі ЗНО)

WHY EDUCATION IS THE KEY TO SUCCESS

Every one of us is a bundle of unique gifts and talents. Our relative success in life (1) _____ on how much we believe in ourselves, trust our own private genius and let it grow freely. Education provides us with the opportunity to realize our inborn talents.

Real education is the one which enables you to think for yourself and apply what you have learned. Purely knowing facts and being able to effectively remember and recall them isn't (2) _____ educated. To be educated is being able to make your own decisions and form your own opinions about things. What good education requires is a one-to-one interaction (3) _____ a good teacher and student.

There are two factors of education which must mold two different aspects of the human psyche — one is analytical intelligence and the (4) _____ is emotional intelligence. The former deals with the ability to solve technical problems while the latter deals with the ability to empathize, communicate, connect with our fellow human beings. A wholesome education system must educate to mold a character with all the abilities required to live a happy and successful life.

A human is what his thoughts make him. Education provides direction (5) _____ these thoughts. Success is more than just accumulation of material wealth. Success is not a destination but a never ending journey in self exploration. Education plays a large role (6) _____ determining our potential for achieving this success.

The real key to success is self-belief, which can unlock your inner potential. Education which puts you on the path of self-discovery, leading to self-belief, adds meaning to your life and provides you (7) _____ the means to achieve lasting success in life. As rightly put by W. B. Yeats, education

lights the inner fire and provides us with the ability to think independently, making success only a matter of time.

Keys: 1 depends, 2 being, 3 between, 4 other, 5 for, 6 in, 7 with.

Task 6. Your friend is going on a FLEX programme to the USA to study in a high school. On a separate sheet of paper write your friend a letter to congratulate him with this success and tell about the things different from Ukrainian that he will meet in the US school:

the structure of education;

the subjects (majors and electives);

places and people at schools.

Conclude the letter by wishing success.

The keys to the material from the spring issue

SCIENCE AND TECHNOLOGY

Task 3. 1 to, 2 this, 3 with, 4 for.

Task 4. 1 B, 2 D, 3 A, 4 A, 5 C, 6 B, 7 B, 8 A, 9 C, 10 B, 11 C, 12 D.

Task 5. 1 I, 2 F, 3 G, 4 D, 5 C, 6 E, 7 H.

Task 6. 1 C, 2 A, 3 C, 4 B, 5 B.



Contribute to TESOL-Ukraine Newsletter

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.

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

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

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

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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