TESOL-UKRAINE NEWSLETTER

Dear TESOL-Ukraine members and their friends!

Welcome to the summer issue of TESOL-Ukraine Newsletter!
This issue presents:
- *TESOL-Ukraine Teacher Development Institute;*
- *Partnership information and news from Hawaii TESOL;*
- *TESOL-Ukraine family;*
- *English under globalization;*
- *Teacher development with TESOL-Ukraine*
- *Exam preparation;*
- *Lesson Plan.*

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

TESOL-Ukraine Executive Committee, August 2018

In this issue…

TESOL-Ukraine Teacher Development Institute

OLENA ILIENKO

TESOL-Ukraine President
Head of the department of foreign languages
O.M. Beketov National University of Urban Economy in Kharkiv

On June 24-28 Odesa hosted the 2018 TESOL-Ukraine Teacher Development Institute **"Development of Critical Thinking through Four Cross-Curricular Thematic Lines of the New Ukrainian School"** (Environment and Sustainable Living, Civic/Community Engagement, Healthy Lifestyle and Entrepreneurship) with the support of the US Embassy in Ukraine.

Thirty five teachers of higher and secondary educational institutions from different parts of Ukraine participated in the Institute. The goal of this Summer Institute was to examine challenges EFL professionals face with the implementation of Four Cross-Curricular Thematic Lines in the curriculum of the New Ukrainian school and explore tools for critical thinking development. We expect that by the end of the Institute participants were able to implement Four Cross-Curricular Thematic Lines in EL learning and teaching.

The first day of the Institute was prepared by the TESOL-Ukraine Odesa Oblast Leader Anna Savchenko – the Opening Ceremony took place in Ukrainian Gymnasium # 7, where the participants were warmly welcomed by the staff and the students of the Gymnasium. Everyone enjoyed the concert and workshops that presented unique Ukrainian culture to the attendees.

Three other days we filled with workshops conducted by the trainers - Joey Fordyce – English Language Fellow, U.S. Department of State, Nicholas Gordon – English Language Fellow, U.S. Department of State, National University "Kyiv-Mohyla Academy" Todd Emile Gable Jr. – TEFL Volunteer, Peace Corps, Zalishchyky State Gimnasia, Ashly Emerson - TEFL Volunteer, Peace Corps, Kaminets-Podilskyi National University and Maryna Tsehelska – Assisstant Prefessor, Kryvyi Rih State Pedagogical University.

Participants discussed such important issues as Environmental Protection and Sustainable Living, How to work in groups with students at multiple levels, Creating a critical thinking classroom, Integrating Civic/Community Engagement into the English Lessons and many others.

The last day was marked by group presentations – four groups presented the Four Cross-Curricular Thematic Lines of the New Ukrainian School (Environment and Sustainable Living, Civic/Community Engagement, Healthy Lifestyle and Entrepreneurship)

Participants were warmly welcomed by the staff and the students of Gymnasium # 7

Welcoming words by Anna Savchenko.

Workshops on Using Bloom's Taxonomy in the Classroom by Joey Fordyce and Nick Gordon.

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Presenting Ukrainian culture and traditions

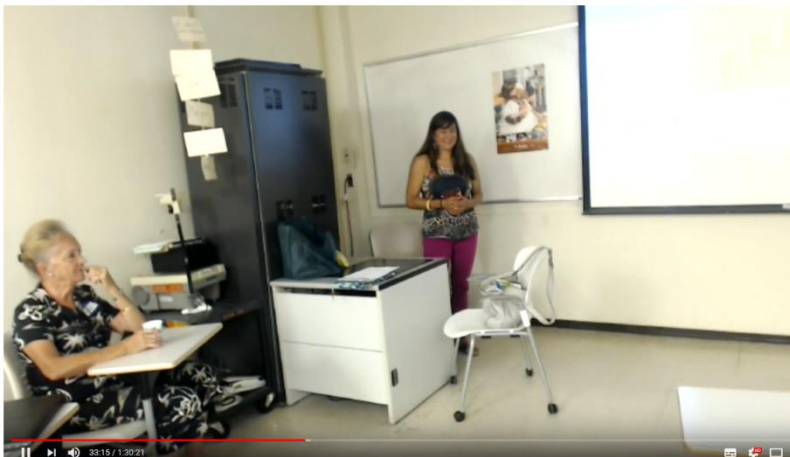Working moments

Organizers and trainers

Thanking Gymnasium # 7

Presenting final projects

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PARTNERSHIP INFORMATION & NEWS FROM HAWAII TESOL

Hawaii TESOL Language Experience

This year's Hawaii TESOL Language Experience held May 24th, 2018 was excellent. Rachel Mamiya Hernandez was very engaging. Her lesson about Brazil was a good mix of history, culture, and language. All who attended were enriched.

The language experience was also the first of what our colleagues hope to be many video broadcasts of our events, which will allow outer island and outer Honolulu members to participate from the comfort of their own computer. The videos are housed on the new Video Broadcasts page:

https://www.youtube.com/watch?v=sHX0yQd2I34&feature=youtu.be&t=1991
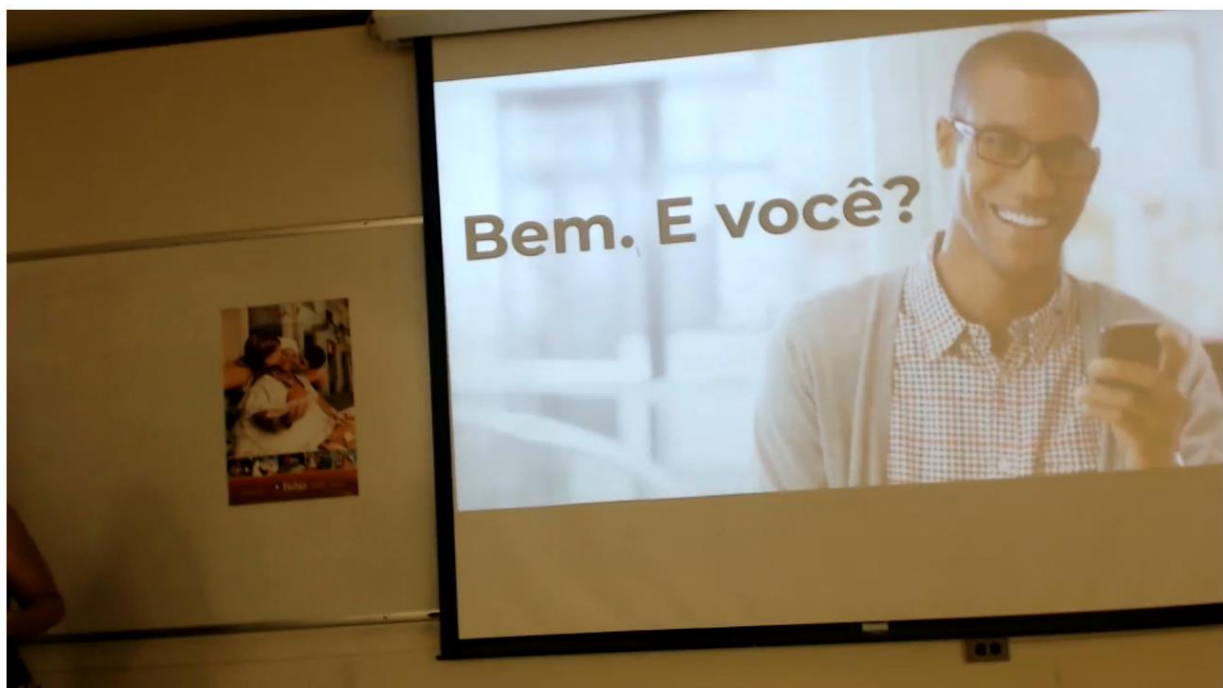
TESOL-Ukraine Family

All-Ukrainian Camp L.E.A.D.

OLEKSANDRA VOYCHYSHYN

TESOL-Ukraine National Coordinator

Head Teacher at Zalishchyky State Gimnasia

Zalishchyky State Gimnasia in Ukraine was excited to organize and host an All-Ukrainian Camp L.E.A.D. for 85 educators and 40 students. They were representatives from 22 oblasts who participated in workshops to develop their skills connected to competencies found in New Ukrainian School. These 85 teachers will have a much broader impact as they transfer their skills to other teachers in their communities across Ukraine and bring a new approach to their individual classroom, impacting thousands of students.

20 Peace Corps Volunteers and 3 Ukrainian trainers delivered sessions during 5 days. The organizers and directors of the Camp L.E.A.D. were Emile Gable - a Peace Corps Volunteer, Oleksandra Voychyshyn - Head teacher at Zalishchyky State

Gimnasia and Iryna Luchyn - an English language teacher..

It is a great honor that our Camp LEAD project has been recognized by the Ministry of Education and Science of Ukraine. The certificates for all participating teachers were signed by the Deputy Minister, Pavlo Khobzey. Camp LEAD was a project started from an idea that spawned from a Peace Corps Workshop. Our special guests were John Silver, Regional English Language Officer from the U.S. Embassy in Ukraine; Michael Ketover, Peace Corps/Ukraine - Country director; Marta Tomakhiv, Project Specialist at American Councils for International Education; Olha Khoma, a head of the Education Department in Ternopil region; Lidia Uruska, a regional methodologist of the Institute of the Postgraduate Education.

"It's a unique experience! You get new skills and methods of teaching,you are taught how to use technology in the classroom, and have fun while playing games, different cool outdoor activities and virtual field trips. It's perfect for both teachers and students!", said one of the educators.

ENGLISH UNDER GLOBALIZATION

Communicative Competencies in ESL Teaching: Reshaping the College English Classroom

Zhanna Shatrova (Mugla, Turkey)

Short bio: Zhanna Shatrova is a professional from Ukraine., holding Ph.Ed. from Oklahoma State University. She worked as Adjunct Faculty there, now Zhanna continues her work as Assistant Professor at Muğla University (Turkey)

Communicative competency as a pressing issue in college English teaching

Changing landscape of jobs and professions, requirements to the professionals and expectations of their qualifications, globalization in every sphere of life push the ELT scholars to review priorities and goals of teaching English in college. The goals and understanding of what college English learners need have changed in the last 30 years (Richards, 2006). English majoring students have become a minority at the Universities world wide (Fan Fang, 2010). The students who major in engineerig, business, law, medicine become the primary stake holders and agents who need English to perform and successfully comptete on a job market. They need communicative competence: how to use the language in the wide range of purposes and functions, how to vary it considering setting and participants, how to produce different types of speech and how to maintain

communication despite language level limitations (p. 3). The classic Hymes' (1972) theoretical concept of communicative competence has not undergone considerable transformation. It has been a recurring theme in ESL teaching for more than 40 years (Celce-Murcia, 2007) but it seems to gain momentum now with communicative language teaching (CLT) coming forth on the ELT agenda. Though there are some voices who view this approach as utopian (Alptekin, 2002), a general consensus is that developing communicative comptencies or speaking proficiency and switching to communicative teaching is an international perspective responding to needs and expectations of ESL learners in various contexts (Savignon, 1991).

Not only educators but also policy makers in different countries emphasize it. Developing communicative competencies in English is mandatory for ELT in Chinese universities, for example. Speaking proficiency is a requirement in China College English Curriculum since 2007 (Fang Fan, 2007). At the same time, the review of recent studies and anecdotal evidence do not provide enough data to claim that this pressing issue gets sufficient attention and consideration in research and practice.

Oral component in ESL teaching traditionally suffers (Roulstone and Black, 1992) and it is not culture or country specific. The analysis of issues in English teaching shows that educators in China, Russia, Turkey, Indonesia, Japan and other countries (Bobyreva, 2015; Efrizal, 2012; Fang Fan, 2007; Millrood, 2014) face the same challenges when it comes to ESL curricular and development of communicative competencies.

Traditional methods oriented more on grammar and vocabulary skills in the course books and motivation of the students only to achieve at the exams and tests to get a passing grade (exam-oriented education) impede the development of communicative competencies. Speaking exercises in course-books in most part are very structured with pre-dertemined roles which do not resonate with everyday life of learners or their real needs. It leads to viewing these activities as another exercise just for the instructor and grade without gaining benefits . Methodology of teaching communication is mostly based on formalized steps and structured units of discourse. It does not take into account the complexity and self-developing nature of the classroom . As a result, the graduates leave the college with

"Dumb English" (cannot express themselves) and "Deaf English" (cannot make themselves understood) (Fang Fan, 2010).

There is a need to search and develop more effective methodologies and resources to ensure functionality of the language, promote students creativity, and meet their professional needs (Gural, 2014; Millrood, 2014). Communicative competence should be a "dominative target" in teaching students of other than English majors with the challenges of tailoring the curriculum according to different proficiency levels and other constraints (Bobyreva, 2015). The content of learning is in a constant transition from purely linguistic to "a mix of communicative and professional competence." (Millrood, 2014, p. 200). The conventional communicative competence model should be reviewed "to accomodate the case of English as a means of international and intercultural communication" (Alptekin, 2002, p. 63).

Changing the landscape of the classroom

This paper aims at initiating a discussion among ELT practitioners who teach English to college students with different majors about the ways to develop English communicative competencies and sharing experiences and ideas what can be done to achieve this goal with the account of curricular, financial and other constraints.

To embrace the complexity and understand the real goal of the learning language it is paramount to create the classroom environment which will enable students to feel the true benefits of mastering the language, develop their creativity and encourage the desire to express their thoughts and opinions becoming protagonists in the classroom.

(Fang Fan, 2010). A separate speaking class within an English course seem to best meet this objective allowing "streamlining fundamental communication skills" (Riemer, 2002).

The class has the following foci:

■ extra-linguistic goals: cultivate creativity, lay foundation for life-long learning, improve cognitive skills, imagination and reasoning (Guangwei Hu, 2002)

■ effective language instruction through modified and original teaching techniques and activities to address systematic, formulaic and interactional aspects of language (Celce-Murcia, 2007, p. 52)

■   instructional materials involving both local and international contexts, suitable discourse samples pertaining to native and non native speakers. Database or instructional portfolio with resources (texts, articles, links, etc) instead of a course book insure constant updates and modifications of the materials to make them current.

■   The role of the teacher as motivator and assessor (Efrizal, 2012). We should get away from "dominance of the teacher's voice at the expense of students 'own meaning-making voices" (Lyle, 2008, p.228)

To achieve these goals, the English instructor goes to the class not with a fixed structured lesson plan but rather set of materials for several scenarious depending of the direction of the discussion the studetns might come up with or contingencies of real life which should be addressed promptly. For example, there is a student who is late because of the traffic jams in the morning. Instead of following the planned activities the teacher facilitates the class discussion of the city problem with traffic and what the community can do about it. In such speaking classes, the lesson content is in constant flux and rigid plannning does not work.

Due to the curriculum contraints, the challenge is to allocate time for a speaking class. English might not be the priority for the students and faculty with different than English major. However, if a department or faculty has English as medium of instruction (EMI) or offers English for specific purposes (ESP), it provides a strong reasoning for the English instructors to be more aggresive and proactive in introducing changes in the English curriculum, including type of classes or courses to offer.

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TEACHER DEVELOPMENT WITH TESOL-UKRAINE

My eTwinning Experience

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Kovel City Gymnasium named after Olena Pchilka, Volyn Region

The aim of this article is to share my own story of my everyday challenges and problems that I face teaching English for secondary students at Kovel Gymnasium, a typical Ukrainian school in a small town of Kovel in the north-west of Ukraine. At the same time I would like to highlight how implementation of eTwinning (more information about eTwinning on https://www.etwinning.net/en/pub/index.htm) into the school curriculum and my everyday classes helps me to deal with most of these problems and solve the most challenging issues in my classroom.

The most discouraging thing about education nowadays is students' lack of motivation to learning. I am striving to motivate my students and engage them in

learning as I stick to the viewpoint of most cognitive psychologists about how important motivation is to one's success in life. I realize that it is not easy to promote motivation until students are actively engaged in what they do. Having involved my students into eTwinning projects I noticed how collaborative learning and sharing raise their interest to learning. For example, a project offered to a group of students will prompt a full range of responses related to motivation, such as excitement, enthusiasm and engagement.

Another challenge in my classroom is the fact that most students do not own proper computer skills. It is not surprising as the majority of Ukrainian schools are not technically equipped, have poor Internet access/speed and computer classrooms are used only for ICT lessons. I fully realize that the digital age impacts today's generation because children have been growing up with technology. Nowadays technology is advancing at such a rate that traditional ways of teaching and learning are not pushing students to their full potential. By using IT properly in the classroom, teaching and learning are enhanced and given a new dimension. Involving my students into eTwinning projects and encouraging them to learn about how to use

effective web 2.0 tools, I see how they develop computer skills. Even using stereotypical cell phone and the mobile Internet, the process of learning becomes more motivating and interactive for students. Using technology while working on eTwinning projects children learn by doing, researching, and receiving feedback. This helps students to become passionate about what they are learning.

As my observation of Ukrainian school education shows, the older version of a student needs to be upgraded. It's no longer enough for a modern student to own a basic level of literacy. Being able to find information is still useful, but knowing how to evaluate it, apply it, and be able to use knowledge in practice is what's essential. As we move further into the 21st century, we realize what skills students need to be competitive in today's society. Even though my school is in a distant area of Ukraine, there's still an urgent task for me to start encouraging thinkers and innovators who are able to work in teams and generate new ideas. Gradually involving my students into eTwinning projects, I notice how they are changing and how eTwinning helps them to develop important 21st century skills. Participating in eTwinning projects my students learn more about other people and diversity, and they are coming to understand that not everyone learns and thinks in the same way. I feel excited about it, because I do not want to fit my students into the same box. I encourage my students to be keen participants in the class discussion, to practice leadership skills, to be able to express their viewpoints clearly and try to impact our school and class community bringing positive changes and improving our lives.

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The most challenging task for me as a teacher is to adapt eTwinning activities into my lesson plan. Although my students have become accustomed to new technologies and are always eager to learn new skills, there's not always time to work on eTwinning activities at my lessons because we should follow the curriculum and very little time is left for extra activities. However, I try to fit eTwinning activities into my lessons even if eTwinning project and my lesson topic cover different aspects. I explain my students that in the real life we also do not deal with the same or similar challenges, so they need to react quickly to the changes. It also fosters their curiosity and enhances their creativity and imagination. In this way I try to connect eTwinning activities and my lesson topic. At the same time eTwinning activities can reinforce what we learn at the lesson. One quick example. While we were reviewing with students how to write stories, we had the online meeting (it was included into our project plan "Grandma's Stories in 2080") with Shelly Sanchez Terrell, an e-learning specialist, consultant and innovator who shared her experience how to write exciting stories and gave some useful tips on effective storytelling. This meeting was a virtual bridge between "the world in here" and "the world out there", the real world of real lives. What I appreciate about eTwinning projects is the fact that they help to develop my students' social skills. Through collaborative activities in the project children also improve interpersonal skills to interact appropriately with others. Participation in the project activities enables them to respond to people in a positive way fostering their tolerance and empathy. Their teamwork skills are refined and they have social influence.

To sum up, project-based learning helps my students to apply what they learn to real-life experiences and provides an all-around enriching education.

EXAM PREPARATION

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ENVIRONMENT

Task 1. Read the passage and review the vocabulary.

The word **environment** has a lot of meanings and most often it refers to **the natural environment** — all living and non-living things that occur naturally on Earth. Humans have a leading role in the **environmental changes** as they use **natural resources.** Humans can affect **the wildlife** (life of animals) or they can **damage the natural resources by polluting them**. The causes of pollution are **factories that emit poisonous chemicals, pesticides in farming, land degradation, toxins, waste** and many others.

Task 2. Problems with the Environment. Explain what the following terms mean and say where they occur.

Environmental problems such as…	have a damaging effect on…
air, land, water pollution	_____
climate change	_____
deforestation (destruction of the rain forest)	_____
overpopulation	_____
energy consumption	_____
greenhouse effect	_____
industrial and nuclear waste	_____
chemical fertilisers and pesticides	_____
insecticides	_____
acid rain	_____
smog	_____
genetic engineering (genetically modified food)	_____
hunting/poaching	_____

Task 3. Endangered Wildlife. Fill in the first column of the table with the italicized words.

Pollution, hunting, pesticides, agricultural growth, growth in urban expansion.

Wildlife can be affected with…	It happens when…	That is how…
	farmers spray crops with chemicals to protect crops from insects.	animals get poisoned as they eat the insects.
	industries release toxic waste in the water.	natural habitats are destroyed.
	large amounts of ground is cleared to make the way to housing/industry.	the natural habitats of animals and birds are destroyed.
	ground is cleared to make way for crops.	animals and birds lose their habitats.
	demand for luxury items leads to hunting/killing of animal species.	animals become endangered.

Task 4. Speak about natural disasters using the table.

	Cause	Effect
Hurricane	Winds and warm tropical air combine to create strong circular storm patterns.	Destruction of property/homes/buildings, loss of livestock, flooding.
Drought	Shortage of rainfall over a long period of time.	Water shortages, reduced production of hydro-electricity, loss of crops and livestock, disease.
Tsunami	Water displaced in the oceans due to rapid movements from earthquakes, volcanic eruptions, underwater explosions.	Destruction of buildings and loss of life.
Forest Fire	Drought, human error, irresponsibility, arson.	Loss of life, loss of oxygen needed from trees, loss of natural habitat.
Flood	Intense rain, severe storms, poor drainage systems.	Cannot use the land to grow crops, risk of widespread disease due to contaminated water, damage to property, food/water shortages.

Task 5. Protecting the Environment. Study the information to speak about the steps you are making to protect environment.

Environmental problems are solved by many national and international organizations. However, they can't be effective without our help.

	Governments' Help	Personal Responsibility
Electricity	Inform the public, use the media on educating people.	Use energy saving light bulbs and devices. Save electric energy.
Pollution	Introduce stricter legislation, prohibit pollution, impose the filters on factories' chimneys.	Do not drop litter. Use the bike instead of the car when it is possible.
Food	Prohibition of genetically modified products. Eco-food popularization.	Eat organic! Consume less fast food.
Water	Water protection programmes, purification of contaminated rivers.	Do not let water run freely, reuse water.
Rubbish	Sorting of waste, recycling.	Recycle, use fewer plastic bags.
(Rain)forests	Prevent deforestation through fines and laws, replanting programmes.	Plant a tree, do not print the documents out if it's not necessary, use recycled paper.
Wildlife	Organize campaigns, create wildlife parks, breed endangered animals in zoos.	Adopt an animal, feed animals and birds in winter.

Some steps for saving rainforests and, on a broader scale, ecosystems around the world can be abbreviated as **TREES:**

- **T**each others about the importance of the environment and how they can help save rainforests.
- **R**estore damaged ecosystems by planting trees on land where forests have been cut down.

- **E**ncourage people to live in a way that doesn't hurt the environment.
- **E**stablish parks to protect rainforests and wildlife.
- **S**upport companies that operate in ways that minimize damage to the environment.

Task 6. On a separate sheet of paper write an essay about the environmental problems A B C D □□□□ **using the frame:**

Urban expansion and overpopulation in the modern world have led to such problems as...

The damaging effect on the environment is caused by...

The example of the environmentally unfriendly attitude is seen with the wildlife when... A B C D □□□□

There is the danger that in the long run the damage may not be recovered. So, today □□□□ people are becoming increasingly concerned about...

I think that our first priority should be ... another important factor to consider is ... the least urgent priority is...

The ways of solving the environment can be abbreviated as TREES:...

Task 7. Read the text. For questions (1–9) choose the correct answer (A, B, C or D). A B C D □□□□

In 1928, Thomas Midgley, a scientist and engineer in America, found a way to use chlorofluorcarbons (CFCs) as a refrigerant. They proved to be a valuable compound, stable, non-poisonous, non-corrosive, non-flammable.

Their low thermal conductivity made them ideal for coolants in refrigerators and air-conditioners. In the Second World War, CFCs were widely used as cleaning solvents and in plastic foam for food and drink containers, and the insulation of buildings.

These are the products which, doubling in output every ten years, have contributed to the destruction of the ozone layer, the thin veil in the stratosphere which protects animals and plants from disease and, possibly, extinction.

Other man-made chemicals, apart from CFCs, are eating ozone molecules. Among them are halon gases used in fire extinguishers, aerosols, and refrigerators, and two compounds widely used as solvents: methyl chloroform and carbon tetrachloride. Their combined reaction on the ozone layer is devastating, allowing ultraviolet rays from the sun, known as UV-Bs, to bombard the earth.

UV-Bs cause skin cancer. Medical journals in Australia say two-thirds of the population alive today will develop some form of skin cancer. More than 250,000 of the continent's 16 million inhabitants will develop the deadliest of all, malignant melanoma.

UV-Bs can damage the immune system and leave you open to infectious diseases. They A B C D □□□□ damage your eyes, burning the cornea, injuring the retina and generating cataracts. In southern Chile, blindness has begun to strike humans, sheep, rabbits and horses. The radiation kills off the plankton on which larger sea creatures depend, and in southern Chile a 12 per cent reduction in plankton has been measured.

The scientists who know about the ozone layer are worried. They give three reasons for their pessimism:

1. Ozone depletion is now general over the globe, and occurring twice as fast as had been predicted: according to reports, in the first two months of this year, parts of the ozone layer shrank by 20 per cent, and levels of chlorine, the ozone-eating chemical, were 70 times higher than normal.
2. Depletion is now being caused by the CFCs released in the mid-1970s, and so the chemicals being released now will endanger our children.
3. No one knows what the cumulative effects of the depletion of the ozone layer will be, but they do know that things from now on are going to change very quickly indeed.

1 Which title would best suit the passage?
  A CFCs: from Coolers to Cancers
  B The Ozone Layer
  C UV-B and Skin Cancer A B C D □□□□
  D Worries about the Ozone Layer

2 As CFCs are non-corrosive, they don't_____.
  A poison food
  B cause explosions

C eat metals

D damage plastics

3 CFCs were used in drink containers because they_____.

A are easily moulded

B are light-weight

C don't conduct heat

D are stable compounds

4 How rapidly was the use of CFCs increasing?

A Doubling every decade.

B Doubling every year.

C Twice as much each year.

D Ten per cent every year.

5 A solvent is used in_____.

A cooking

B lubricating

C cleaning

D sterilizing

6 'Bombard' is a word normally used with reference to_____.

A artillery fire

B heavyweight boxing

C solar radiation

D laser technology

A B C D
☐ ☐ ☐ ☐

7 The opposite of 'malignant' is_____.

A neutral

B benevolent

C healthy

D salubrious

A B C D
☐ ☐ ☐ ☐

8 According to the text, in southern Chile, as a result of UV-B_____.

A fish stocks are falling

B fish are going blind

C fish are subject to disease

D fish food has been depleted

9 Our children are in danger because_____.

A CFCs are cumulative

B CFCs are used more than ever

C CFCs take time to attack the ozone layer

D chlorine levels are rising

A B C D
☐ ☐ ☐ ☐

A B C D
☐ ☐ ☐ ☐

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LESSON PLAN

Art Critique / Adjectives describing works of art and style

SERHII PETRENKO

Ph.D., Associate Professor

Taras Shevchenko National University of Kyiv

Main aim: Students will be introduced to the use, meaning and pronunciation of adjectives describing works of art and style (*priceless, worthless, clumsy, shallow, vibrant, mundane, grotesque*) and their collocations with nouns. **Sub aim**: To provide freer speaking practice when students will talk about works of art.

Learning outcomes: By the end of the lesson, the students will have understood the use of adjectives *priceless, worthless, clumsy, shallow, vibrant, mundane, grotesque* and how they collocate with nouns to describe works of art and express their opinions on style of artists.

Link with previous lesson(s): During the previous lesson students were introduced to the topic of art. They watched the video about Martin Creed, a modern British artist, and discussed types, ideas and problems of modern art. Students were asked to bring books on art or photocopies of their famous paintings for this lesson. **Link with following lesson(s):** During the following lessons students will practice writing skills (writing an art review) and grammar issues (stative and dynamic verbs) in the context of art theme.

Class profile: A large group of students who study history of Ukraine and history of art at Taras Shevchenko National University of Kyiv. They have three classes every week, Monday (two classes) and Wednesday (one class). The students are following a syllabus based on Straightforward Intermediate. The students' age is 17-20. They are energetic and dynamic. They are willing to learn and tend to participate in any activities. All of the students are bilingual. They speak Ukrainian and Russian fluently. They come from

Ukrainian towns and cities. As the group combines students whose specialty is history of Ukraine and those whose specialty is history of arts, their interests are slightly different. The former enjoy reading history books and watching documentary and history films as well as series like "Game of Thrones" (which is a fantasy but the plot is created as if it were the late Middle Ages). The latter like visiting museums, art galleries and exhibitions, theatres and cinemas, listening to music. What is more interesting, the majority of students are into sports (running, cycling, swimming, tennis, volleyball, badminton). The majority of students are tactile and kinesthetic. They learn best through hands-on activities and need to move. However, five students are auditory learners and four visual ones.

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

Language: Students were introduced to the topic of art during the previous lesson. This lesson will deal with the use, meaning and pronunciation of adjectives describing works of art and style (*priceless, worthless, clumsy, shallow, vibrant, mundane, grotesque*) and their collocations with nouns. Special attention will be given to suffixes *-less* and *-esque* of the abovementioned adjectives. Guided discovery should activate their critical thinking, the students are expected to define the unknown adjectives when reading the texts. Going to the exhibition should appeal to kinaesthetic and visual learners.

Skills: Students will enjoy doing speaking activities (criticise real works of art at the university's art exhibition. The last task is designed to discuss about masterpieces the students can add to the existing exhibition. The new lexical units will be introduced through reading opinions of artist about their own style.

Interests: The majority of students like art, especially modern art. Some students study history of art as their specialty. They enjoy visiting museums, art galleries, theatres and cinemas.

Language analysis (Meaning/Appropriacy/Use; Form; Phonology):

The following adjectives describing works of art and style will be introduced: *vibrant, mundane, grotesque, clumsy, shallow, priceless, worthless.*

Vibrant

Pronunciation: /ˈvaɪbrənt/

Definition: *vigorous and active.*

Collocates with: *colour, community, economy, city, culture, market, green, scene, neighbourhood, society, democracy, voice.*

Words and phrase in the given text having similar meaning (context): <u>moving between states</u>.

Mundane

Pronunciation: /mʌnˈdeɪn/

Definition: *belonging to this earth or world; found in the ordinary course of events; concerned with the world or worldly matters.*

Collocates with: *life, task, matter, activity, detail, reality, object, aspect, existence, routine, chore, subject.*

Words and phrase in the given text having similar meaning (context): <u>experience of my everyday life</u>.

Grotesque

Pronunciation: /grəʊˈtesk/

Definition: *distorted and unnatural in shape or size; ludicrously odd.*

Collocates with: *face, figure, form, image, parody, body, mask, creature, character, shadow, detail, manner.*

Words and phrase in the given text having similar meaning (context): <u>using humour and absurdity, to navigate social contradictions</u>.

Clumsy

Pronunciation: /ˈklʌmzi/

Definition: *not elegant or graceful in expression; lacking grace in movement or posture; showing lack of skill or aptitude; difficult to handle or manage especially because of shape.*

Collocates with: *attempt, hand, finger, foot, boot, step, movement, shoe, leg, handling, suit.*

Words and phrases in the given text having similar meaning (context): <u>make associations, apply horror films, science fiction, and sports to personal mythology and symbolic language</u>.

Shallow

Pronunciation: /ˈʃæləʊ/

Definition: *lacking physical depth; not deep or strong; lacking depth of intellect or knowledge*.

Collocates with: *water, dish, bowl, pool, lake, grave, baking, breathing, end, breath, area*.

Words and phrase in the given text having similar meaning (context): <u>creating these tiny spaces</u>.

Priceless

Pronunciation: /ˈpraɪsləs/

Definition: *having incalculable monetary worth*.

Collocates with: *treasure, gift, artefact, collection, piece, art, painting, object, resource, experience, museum, antique*.

Worthless

Pronunciation: /ˈwɜːθləs/

Definition: *lacking in excellence or value*.

Collocates with: *stock, money, piece, option, currency, paper, share, property, junk, check*.

Examples of words ending with suffix *-less*: *endless, artless, reckless, tasteless, spotless, ruthless, listless, peerless, powerless, hopeless, helpless, careless*.

Examples of words ending with suffix *-esque*: *burlesque, humoresque, gigantesque, picturesque, sculpturesque*.

Materials

The texts for reading were taken and adapted from *New American Paintings: Juried Exhibitions-in-Print* (Aug./Sep. 2017).

The vocabulary items were analysed by the *Corpus of Contemporary American English* (www.wordandphrase.info): definitions and collocations.

Stage	Aim(s)	Procedure	Resources	Focus / Interaction	Time
Lead in	To generate interest to the topic	The lesson starts at the university's art exhibition. Students describe paintings and try to give opinions about the style.	Paintings on the wall	T-S S-S	10 min.
Gist reading	To quickly establish what the text is about	Students quickly read four texts (opinions of modern artists about their style) and answer the questions. Then they discuss the answers in pairs or small groups.	Task 1 in the handout	S S-S	4 min.
Reading for specific information	To introduce new vocabulary (adjectives)	Students read the texts again and fill in the blanks the adjectives and nouns. Then they discuss in groups.	Task 2 in the handout	S S-S	10 min.
Focus and clarify TL	To focus on meaning of new lexical items	Students are asked to underline the words and phrases in the texts that have similar meaning to the adjectives in Task 2 of the handout. Then they discuss in pairs. Subsequently the teacher clarifies the meaning of the problem lexical units (if necessary).	Task 3 in the handout	S S-S T-S	5 min.
	To focus on phonology of new lexical items	Students are asked to choose the correct variant (task with transcriptions). Then they discuss in pairs or small groups.	Task 4 in the handout	S S-S	3 min.
	To focus on form of new lexical items	Students work in pairs and try to give examples of words ending with suffixes -less and -esque.	Task 5 in the handout	S-S	4 min.
	To activate students critical thinking	Students work in groups of three. They are asked to write nouns that collocate with the adjectives on the posters, which will be located in different parts of the class) during limited time (a minute) for each adjective.	Task 6 in the handout	S-S	7 min.
Controlled practice	To give students the opportunity to practice new lexical items	The posters are collected in one place so that everybody can see them. Students are asked to write stories using those collocations. Then they tell those stories in pairs.	Task 7 in the handout	S S-S	7 min.
Freer practice	To give students the opportunity to practice target language in context, personalise	Students are asked to discuss which painting they would like to add to the exhibition where the lesson has started.	Paintings, posters, photocopies students brought to the lesson	S-S	5 min.
Error Correction	To give feedback on language use	Teacher collects possible mistakes and writes them on the board. Students are asked to find mistakes and correct them in pairs.	Board	T-S S-S	5 min.

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Handout

ART CRITIQUE

Task 1. **Read the following texts and answer the questions:**

1. What do these people do?

2. What do they describe?

3. Where can you find their works?

Zoe Nelson. I make abstract paintings that are rooted in experience and psychological states. The _____ is a vehicle for moving between emotive states, and is often _____, juicy, and intuitive. Illusionistic holes sometimes depict contemporary technological processes such as cropping, layering, and arranging. The paintings reference a way of looking that is as much about the experience of scrolling through Instagram as it is about the sensory experience of being in a body.

Heesu Jeon. I am a human recorder of my personal history, using animated images, emotional abstraction, cubist composition, and natural signs. I mix the exterior appearance of my daily life – whose order and hierarchy have lost their meaning – with the internal nature, or essence, that resides within it. The internal nature, or essence, here is redefined through the combination of the _____ _____ and the psychic realm of the mind. Through the patterns and symbolic signs of American comics and Japanese anime, I depict the experience of my everyday life as well as the Korean social identity.

Amadeo Morelos Favela. My work is an attempt to understand my relationship to others. My work is my own search for belonging on the verge of a _____ _____. Using humour and absurdity, I like to navigate social contradictions. I am interested in superficiality as a basis for understanding more intrinsic human qualities: a search for the spiritual through the material.

Ryan Doyle. I make associations freely. Pulling _____ _____ from horror films, science fiction, and sports, I apply them to personal mythology and symbolic language. I often begin a painting by first making a dimensional paper model. The symbolically coded scenes take place in _____ _____. While creating these tiny spaces, I am thinking about a reconstruction or collapsing of personal narrative, history, and myth.

Taken and adapted from *New American Paintings: Juried Exhibitions-in-Print* 22.4 (Aug./Sep. 2017). Print.

Task 2. **Read the opinions again and fill in the blanks the following adjectives and nouns. Note that there are two odd adjectives and two odd nouns.**

clumsy grotesque mundane priceless shallow vibrant worthless	colour idea metaphors painting reality space world

Task 3. Underline the words and phrases in the texts that have similar meaning to the adjectives: *clumsy, grotesque, mundane, shallow, vibrant*.

Task 4. Choose the correct pronunciation for the adjectives:

1. Clumsy   a) /ˈklʌmzi/   b) /ˈklæmzi/

2. Grotesque   a) /ˈɡrəʊtesk/   b) /ɡrəʊˈtesk/

3. Mundane   a) /mʌnˈdeɪn/   b) /ˈmʌndeɪn/

4. Shallow   a) /ˈʃæləʊ/   b) /ˈʃʌləʊ/

5. Vibrant   a) /ˈvaɪbrənt/   b) /ˈvɪbrənt/

6. Worthless   a) /ˈwɜːθləs/   b) /ˈwæθləs/

7. Priceless   a) /ˈpraɪzləs/   b) /ˈpraɪsləs/

Task 5. Work in pairs. Answer the questions:

1. What does suffix *-less* mean? Give examples of words ending with *-less*.

2. Give examples of words ending with suffix *-esque*.

Task 6. Work in small groups. Write nouns that collocate with the adjectives.

clumsy	grotesque	mundane	priceless	shallow	vibrant	worthless
movement			*painting*			

Task 7. Write a story using collocations from Task 6.

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Commentary

In order to prepare the lesson on art I scrolled through various student's books (*Straightforward, English File, Cutting Edge, Inside Out, Speakout*). However, all the books study the topic about art only for upper-intermediate level. That's why I decided to create the lesson myself. I found a list of adjectives describing art shape, style, colour, size, etc. Then I chose 20 words that interested me and might not be known to my students. Afterwards my search went on to the articles from newspapers and magazines devoted to art. Surprisingly I found *New American Paintings: Juried Exhibitions-in-Print* magazine about the paintings of modern artists exhibited in Chicago's art galleries this year. It illustrated the photos of the paintings and opinions of their authors (artists). I chose four opinions about their own style, adapted them to the intermediate level of my students. To increase the students' interest to read the texts I included photos of artists.

The vocabulary items were analysed through one of the engines of the *Corpus of Contemporary American English* (www.wordandphrase.info). I inserted my adapted texts there and analysed them. Therefore, I took definitions and collocations there as they are considered to be more frequent and up-to-date (comparing to dictionaries).

The lesson will start in the hall of the university building where students can observe an art exhibition. As a lead-in, they will describe the paintings presented there in small groups. It's a bit tricky activity because we need around two minutes to go from the exhibition to the class, but I hope that during their moving to the class the students will continue discussing the paintings. The students who are kinaesthetic learners will enjoy this activity.

The lesson will be based on Guided discovery. Students will be introduced to the new vocabulary (adjectives) through reading a text. They will try to guess the meaning of words first by themselves. Then they will compare their answers and guesses in pairs and small groups. Finally, the teacher will help them with the meaning, form and pronunciation of the items they haven't or partially understood. Scrivener (2011, p. 194) suggests focusing on lexis anytime (before, while or after reading the text). Lewis (2000, p. 31) states that learning more vocabulary does not include learning new words, but it is

learning already known words in collocations (new combinations). Therefore, I tried to include the task with noun collocations with adjectives that are the centre of the lesson.

According to Scrivener (2011, p. 191), lexis can be practice by students mostly in discussions, role plays, other communicative activities as well as written tasks. Therefore, I included such activities into the lesson.

The controlled practice will be based on writing and speaking activities. The students will first write their stories using new lexical units as well as its collocations with nouns, then tell these stories to their classmates (pair work).

The freer practice will be the final activity before the error correction stage. The students will recommend and discuss which work of art should be included into the university's exhibition.

The main aspect of the lesson is adjectives. As Parrot (p. 60) noted, they can add 'colour' in any description and give information about the qualities of nouns, noun phrases or noun clauses.

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3. Scrivener, Jim (2011) *Learning Teaching. Third Edition.* Macmillan.

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