



TEACHERS OF ENGLISH TO SPEAKERS  
OF OTHER LANGUAGES IN UKRAINE



# TESOL-UKRAINE NEWSLETTER

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

Welcome to the spring  
issue of TESOL-Ukraine  
Newsletter!

This issue presents:

-  TESOL-Ukraine  
Convention-2019;
-  Minutes of TESOL-Ukraine  
2019 General Meeting;
-  2019 TESOL International  
Convention;
-  The V International Forum  
for Young Researchers;
-  Articles from TESOL-family;
-  Lesson Plans.

TESOL-Ukraine Executive  
Committee, May 2019

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# 2019 TESOL-Ukraine National Convention

On April 9-10, Kharkiv hosted the 2019 TESOL-Ukraine national convention "Thinking Globally, Teaching Locally" with the support of the Ministry of Education and Science of Ukraine and the US Embassy to Ukraine.



More than 250 teachers of higher and secondary educational institutions from different parts of Ukraine participated in the conference. Also, English Language Fellows - professional trainers from the US Department of State, who work in such countries as Ukraine, Moldova, Azerbaijan and Armenia, were invited. Their workshops represented a wide range of research in the field of linguistics, computer linguistics and linguistic techniques.

Key-note Speaker Dr. Holly Arnold lectured on *Critically Thinking Outside the Box: Preparing EFL Professionals for the 21st Century Student* during the plenary session, and

*Differentiated Gamification and Instruction for the 21st Century* during the conference sessions. At the plenary her speech was preceded by Dr. Maryna Tsehelska's workshop *Teaching English Through Categories – A Brain-Friendly Approach*.



Participants of the Convention had an opportunity to learn more about the Regional English Language Office and Windows on America Programs and resources for English Teachers from RELO John Silver, presenters Marie Catherine Snider and Daria Batalova.



Other English Language Fellows, who work in Ukraine, also presented on *The Sherlock Holmes Approach to Teaching ESL* and *5 Common Mistakes in Essay Writing* (Francisco Resto), *Collaborative Writing Using Pictures as a Catalyst* (Wendy Finlayson) *Universal Design Testing* (Luis Perea) and *Championship Listening* (Nicholas Gordon). Many Fellows collaborated with their students and conducted interesting workshops together.



Special thanks from the organizers and participants go to Dr. Robert D. Leier, who came with Shushan Melik-Adamyanyan and Nelly Ghazaryan from Armenia, Grace Lui, who arrived from Moldova and Amy Zhupikov, who came with Farida Orujova from Azerbaijan. We not only enjoyed their great presentation, but also made great friends.



At 2019 is the 25<sup>th</sup> year of TESOL in Ukraine, we celebrated the great effort of the TESOL-Ukraine “Founding Mothers” Svitlana Chugu and Svitlada Gladio. Their warm speeches were coupled with TESOL-Ukraine and Hawaii TESOL co-liason Sally La Luzerne-Oi.

The smooth work of the Convention was possible with the dedicated efforts of the professionals from the Department of Foreign Languages of O.M. Beketov National University of Urban Economy in Kharkiv and their head and TESOL Ukraine President Olena Ilyenko.



# Minutes of TESOL-Ukraine General Meeting

**Held on April 09, 2019**

**Place:** O.M.Beketov National University of Urban Economy in Kharkiv

**Date:** April 09, 2019

## **TESOL-Ukraine Leaders' Meeting guests:**

- Mr John Silver, Regional English Language Officer for Ukraine, Armenia, Azerbaijan, Belarus, Georgia, Moldova
- Ms Alyona Sukhinina, RELO Assistant, Public Affairs Section U.S. Embassy
- Ms Liliia Shylo, RELO Assistant, Public Affairs Section U.S. Embassy

**Acting Chair** - Ms Olena Iliencko, TESOL-Ukraine President

**Acting Secretary** – Ms Oksana Chugai, TESOL-Ukraine Secretary

## **TESOL-Ukraine Leaders present:**

1. Ms Olena Iliencko, the President, Executive Committee Member
2. Ms Marina Tsegelska, the Vice-President, Executive Committee Member
3. Ms Svitlana Zubenko, the National Coordinator, Executive Committee Member
4. Ms Lilia Kuznetsova, the Treasurer, Executive Committee Member
5. Ms Oksana Chugai, TESOL-Ukraine Secretary
6. Mr Sergii Petrenko, the Newsletter Editor, Executive Committee Member
7. Yevheniia Moshtagh, the National Coordinator of Universities
8. Oleksandra Voychyshyn, the National Coordinator of Secondary Schools
9. Ms Svitlana Chugu, the TESOL-Ukraine Advisory Committee Member
10. Ms Svitlana Gladio, the TESOL-Ukraine Advisory Committee Member
11. Ms Zelinska Olga, Oblast Leader, Kharkiv Oblast



- 12.Mr Serhii Petrenko, Oblast Leader, Kyiv Oblast
- 13.Ms Anna Savchenko, Oblast Leader, Odessa Oblast
- 14.Ms Olena Semikina, Oblast Leader, Zaporizhzhya Oblast
- 15.Ms Filippova Nina, Oblast Leader, Mykolayiv Oblast
- 16.Ms Oksana Komarnytska, Oblast Leader, Khmelnytskyi Oblast
- 17.Ms Iryna Hrishnenko, Oblast Leader, Poltava Oblast
- 18.Ms Oleksandra Voychyshyn, Oblast Leader, Ternopil Oblast
- 19.Ms Lidia Aizikova, Oblast Leader, Mykolaiv Oblast
- 20.Ms Olha Danylenko, Oblast Leader, Chernihiv Oblast
- 21.Ms Svitlana Batsmai, Oblast Leader, Volyn (Lutsk)
- 22.Ms Elena Pariieva, Oblast Leader, Luhansk Oblast
- 23.Ms Nataliia Tkachenko, Oblast Leader, Kirovograd Oblast
- 24.Ms Limana Bilogorka, Oblast Leader, Ternopil Oblast

## AGENDA

I. Registration (Olena Ilienکو)

II. Greetings (Olena Ilienکو)

III. Greetings on TESOL-Ukraine 25<sup>th</sup> jubilee

(Olena Ilienکو, Svitlana Chugu, Svitlana Gladio, Marina Tsegelska, Nina Fillippova, Sally La Luzerne-OI (the video greeting).

IV. Reports of the Executive Committee members (Olena Ilienکو, Marina Tsegelska, Lilia Kuznetsova, Sergii Petrenکو)

V. Planning TESOL-Ukraine events (moderators – Olena Ilienکو, Marina Tsegelska)

VI. Summary

VII. Adjourn

## DISCUSSION OF AGENDA ITEMS

### I. Registration (Olena Ilienکو)

### II. Greetings (Olena Ilienکو)

**Olena Ilienکو** welcomed the TESOL-Ukraine General Meeting participants and provided information about General Meeting agenda. Voting was conducted and the agenda was approved.

### III. Greetings on TESOL-Ukraine 25th jubilee

(Olena Ilienکو, Svitlana Chugu, Svitlana Gladio, Marina Tsegelska, Nina Fillippova, Sally La Luzerne-Oi (a video greeting).

**Olena Ilienکو** said that 2019 TESOL-Ukraine National Convention “Thinking Globally – Teaching Locally” is special considering the fact that TESOL-Ukraine was founded 25 years ago. She gave special thanks to all the members of the Conference Organizing Committee and to Public Affairs Section.

**Svitlana Chugu** shared with the participants the story of how the idea of creating TESOL-Ukraine emerged when Sally La Luzerne-Oi came to Ukraine as a Fullbright Senior Scholar.

**Svitlana Gladio** recalled the very first Summer Institute when Zirka Voronka was the main speaker at the Summer TESOL-Ukraine Institute.

**Sally La Luzerne-Oi** (a video greeting) reflected on the time she spent in Ukraine and went through the main stages of building the relationship between Affiliate Sisters: TESOL Hawaii and Ukraine.

**Nina Fillippova** from Mykolaiv was the first National Coordinator.

**Maryna Tsehelska** greeted the participants and expressed hope that the next year will be as fruitful as the previous one.

IV. Reports of the Executive Committee members (Olena Ilienکو, Marina Tsegelska, Lilia Kuznetsova, Sergii Petrenko)

**Olena Ilienکو** informed the participants that more than 300 teachers from 15 regions got TESOL-Ukraine membership cards in 2019 so far. She listed the most important events of 2018-2019 and said that TESOL-Ukraine website contains more information, as well as the lists of participants and certificates awarded. She reminded the participants about the requirement to disseminate the knowledge after TESOL-Ukraine trainings, institutes and other events. The information about the workshops should be placed on schools or university websites and the link shared with others in the Facebook group.

The 2018 TESOL-Ukraine National Convention “ELT IN UKRAINE: NEW WAYS TO SUCCESS” (March 9-10, 2018, Lviv);

The IV International Forum for Young Researchers “Young Researchers in the Globalized World: Vistas and Challenges” (April 19-20, 2018, Kharkiv);

TESOL-Ukraine Teacher Development Institute (June 24-28, 2018, Odessa);

TESOL-Ukraine Teacher Development Winter Institute (10-11 January, 2019, Lviv);

TESOL-Ukraine Teacher Development Spring Institute “Critical Thinking for Media Literacy” (9-10 March, 2019, Lviv);

2019 TESOL-Ukraine National Pre-Conference Training “English Language Teaching in the 21st Century” (08 April, 2019, Kharkiv).

Olena Ilienکو reminded the participants about the nearest event after the National Convention, the 5<sup>th</sup> Forum for Young Researchers, which takes place on 11 April, 2019 in Kharkiv.

**Marina Tsehelska**, the Vice-President, provided a report of her activities during this period.

**Lilia Kuznetsova**, the Treasurer, made a statement about conducting and recording the financial business of TESOL-Ukraine for 2018-2019.



**Sergii Petrenko**, the Newsletter Editor, went through the issues prepared by the Editorial Board and thanked all those who contributed to the issues. He also shared the strategies of successful application for TESOL International Convention.

All members of the Executive Committee fulfilled their duties according to the Constitution of TESOL-Ukraine.

#### V. Planning TESOL-Ukraine events (moderator – Olena Ilienکو)

Olena Ilienکو suggested Kyiv the next venue for next TESOL-Ukraine Convention. Olena Ilienکو gave special thanks to Public Affairs Section who provided the necessary information and financial support. Everyone was thanked for active participation in TESOL-Ukraine General Meeting.

#### VI. Summary

Olena Ilienکو briefly summarized everything which was said and thanked everyone for hard work.

#### TESOL-Ukraine General Meeting Resolution

1. All members of the Executive Committee fulfilled their duties according to the Constitution of TESOL-Ukraine.
2. TESOL-Ukraine future events will be announced via Facebook TESOL-Ukraine Group and email calls.

#### VII. Adjourn

# TESOL-UKRAINE TEACHER DEVELOPMENT SPRING INSTITUTE IN LVIV



**LILY KUZNETSOVA**  
*TESOL-Ukraine Treasurer*  
*Ph.D., Associate Professor*  
*Ivan Franko National University of Lviv*

Three very intensive days of TESOL-Ukraine Teacher Development Spring Institute

in Lviv gathered the educators of from all areas of Ukraine. TESOL-Ukraine and the U.S. Embassy in Ukraine have been running a number of ELT projects over several years aimed at providing continuous professional development and sustaining an ELT professional network in Ukraine. The topic for TESOL-Ukraine Teacher Development Institute this year is “Critical Thinking for



Media Literacy”. It was the second session of the Institute in 2019.

The program introduced teachers to different types of tools they could use in their teaching to encourage critical thinking in their students. The training were provided by Gabriel Cortez - TEFL Volunteer, Peace Corps, Ashly Emerson - TEFL Volunteer, Peace Corps, Wendy Finlayson – English Language Fellow, U.S. Department of State, Shaun Hicks - TEFL





Volunteer, Peace Corps, Luis Perea – English Language Fellow, U.S. Department of State and Maryna Tsehelska – Director, Educational Centre “Interclass”, Associate Professor, Kryvyi Rih State Pedagogical University.

Trainers focused on such important issues as 21st Century Skills: Focus on Media Literacy, Advertising, Thinking Critically about Ads and Targeting Audiences, Gender Representation in Mass Media, Separating Facts from Fiction. How to Analyze Media Messages and many others. They were equipped with the ideas on how to get started and introduce Media Literacy in your school or district. On the final day of the Institute participants presented their ideas in groups.



Now they are disseminating the gained knowledge in their institutions and reporting about the events to TESOL-Ukraine community.



# The V International Forum for Young Researchers "Young Researchers in the Globalized World: Vistas and Challenges"



**OLENA ILIENKO**

**TESOL-Ukraine President**

Head of the department of foreign languages

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

On April 11 at O. M. Beketov National University of Municipal Economy in Kharkiv the V TESOL International Forum for Young Researchers “Young Researchers in the Globalized World: Vistas and Challenges” was held.



The Forum was attended by 116 participants (students, postgraduates and young teachers) from 7 secondary and higher educational institutions of Kharkiv, as well as from Chernyhyv, Mykolayv, Poltava and Zaporizhya. 136 abstracts were sent for publication from 6 countries of the world (Ukraine, United States, Germany, Netherlands, Poland and Turkey).



At the plenary session Mr. Louis Perea, English Language Fellow of the Regional English Language Office of the US Embassy in Ukraine, and Dr. Grace Liu, English Language Fellow of the Regional English Language Office of the US Embassy in Moldova, spoke about the spread of English in the world, its role in the processes of globalization.

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52 students from Chernihiv, Mykolaiv, Poltava and Kharkiv delivered the presentations and workshops in 4 sections. All participants received the certificates of participation and presentation at the Forum.



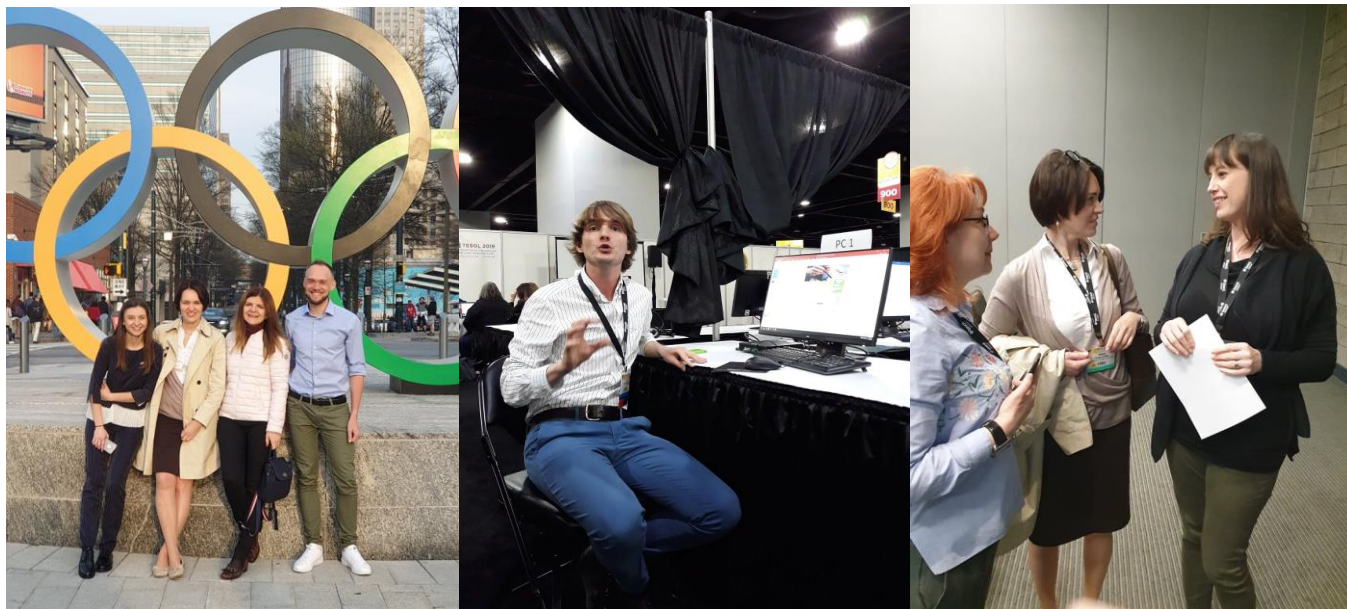
# TESOL 2019 INTERNATIONAL CONVENTION (ATLANTA, GEORGIA, USA)



Over 7,000 people from across the globe gathered at the Georgia World Congress Center in Atlanta, Georgia, USA on 12-15 March 2019 to share their knowledge, learn about successful English teaching practices and research, and discuss future trends in the field of English language teaching. The Convention's program included poster presentations, practical demonstrations, workshops, educational visits to schools, pre- and post- convention institutes, and an Expo hall featuring up-to-date books, materials, audiovisuals, and computer-assisted learning aids. Participants had the opportunity to exchange ideas with colleagues from different backgrounds.

It was interesting to attend keynotes, academic, practice-oriented, research-oriented sessions, workshops, roundtable discussions, teaching tips and poster presentations

featuring new trends in English teaching. Keynotes, in particular, were devoted to endangered languages, local-global considerations about TESOL expertise, diversity, equity and inclusion in English language teaching, and influence of the current political climate on language teaching.



The participants were impressed with various mobile apps which can be used in language classroom, e.g. Knugde.me, Airbnb, FlipGrid, WeChat, ClassDojo, Quizzizz, Kahoot, Mindmup, Google G-Suite, VoiceThread, Flippity, PlayPosit, Weebly, WhatsApp, Unimersiv, Lingt, Popplet, iMindMap, Coople, Poll Everywhere, Google Doodles, Turnitin, etc.

Interesting and thought-provoking ideas have been taken from the pre-convention workshops “Integrative Language Skills Development Through Games, Activities, and Discussions”, and “Effective Lesson Observation: More Than Meets the Eye”. In the former, the presenters provided with theory and practical application how interactive classrooms, using games, activities and discussions, facilitate students’ acquisition of the language in a way that allows them to apply their language skills in real-life situations. In the latter, it was shown how to turn lesson observation into a relevant teacher development tool. The presenter gave an example of two metaphors (map and compass), with which the participants explored tools to guide them through the observation process.

Several participants from Ukraine presented at the conference.

Olena Tanchyk, Aliona Sukhinina together with John Silver and Joey Fordyce in their “Blended Learning Media Literacy Project Design and Implementation in Ukraine” presentation discusses media literacy in an EFL context and outlined the steps of implementing a large-scale, media literacy project using massive online open courses (MOOCs), local teachers, and social media to reach the largest number of ELLs as possible.



During his presentations “Using Telegram Bots to Teach English” and “Creating a Telegram Bot to Test Students”, Serhii Petrenko demonstrated how EFL teachers can use Telegram bots to help students learn English: how they can study lexis, grammar, phonology and discourse, develop reading, listening and writing skills. In addition, he provided the examples of similar bots where placement, unit and progress tests are incorporated.

Ivan Atamanenko in his “Using PowerPoint to Design Teaching Materials” presentation demonstrated how to use PowerPoint to design eye-catching layouts. The session discussed the basic principles of effective materials design and explains how to realize these by using the PowerPoint toolkit.

You can also submit the presentation proposal to TESOL 2020 International Convention (Denver, Colorado, USA). The deadline is June 10<sup>th</sup>, 2019. The website link is <https://www.tesol.org/attend-and-learn/international-convention/tesol-2020-call-for-proposals>

## TESOL-Ukraine Family

# TEACHING COMPLIMENTS IN THE FOREIGN LANGUAGE CLASSROOM



**Natalia Romanchuk,**

student, *V. O. Shukhomlinsky National University of Mykolaiv*

**Luis Perea,**

English Language Fellow, Lecturer of Applied Linguistics and ESL  
*V. O. Shukhomlinsky National University of Mykolaiv*

### Introduction

According to the comparative study on the pragmatics of compliments between Ukrainian and American speakers conducted in 2017-2018, a speech act of compliment may sometimes lead to misunderstandings and false interpretation. In the following article we are focusing on practical advice for teaching compliments in the foreign language classroom, which will add to the conducted theoretical study. The present study also attempts to correspond to the current trends in the Ukrainian system of education, and the New Ukrainian School in particular.

Manes (1983) defines compliments as those speech acts which have the reflection and expression of cultural values because of their nature as judgments, over expressions of approval or admiration of another's work, appearance or taste.

In this context a speech act may be defined as the basic or minimal unit of linguistic communication (Searle, 1969, p.16) oriented to success (real sincere communication).

According to Wierbicka (1991), pragmatics is the study of linguistic interaction between people. In Thomas' (p. 92) conception, pragmatic competence is the ability to use language successfully in order to achieve a specific purpose and to understand language in context. Pragmatic failure is defined by Thomas (1983) as the occurrence when a L1 speaker perceives the purpose of a L2 utterance as other than the L2 speaker intended.

Thomas (1983) distinguishes two kinds of pragmatic failure: pragmalinguistic (when language learners translate an utterance from their native language to the target language, but they fail to get their meaning across because of the difference of the communicative conventions) and sociopragmatic (it is about knowing what to say and to whom to say it to; it also refers to the social conditions, gender, and intimacy of relationship).

Accordingly, while teaching English compliments, a tutor should consider the following two aspects: teaching compliments itself and acknowledging the pragmatics of the speech act peculiar to Ukrainian and American speakers. The pragmatics behind the produced compliment comprises tone employed, specific use of different parts of speech, frequency of giving compliments, attributes praised in the compliments, and relationship between compliment giver and receiver.

Here are some general useful tips for enriching the background knowledge of second language learners:

- Tone of the compliment may differ in the two languages, i.e. American English compliments (98 %) are more sincere than the Interlanguage ones (96,5 %). 97,6% compliments in Ukrainian are sincere. There is approximately equal percentage (2-2,4%) of sarcastic compliments in the two languages. Ukrainian males are more likely to produce sarcastic compliments, while Ukrainian and American women equally produce and receive sincere compliments.

- As for the parts of speech, native American and Ukrainian speakers use approximately the same number of adjectives (14-15,7 %) and verbs (6,4-6,6 %) in the compliments they produce. However, the only difference is that Ukrainians use more adverbs (11,4 %) comparing to Americans (2 %).

- Obviously, Ukrainians produce compliments in English rather rarely. In order to sound naturally in an English-speaking society, Ukrainian's frequency of compliment producing should be increased from 8 days 18 hours to 2 days and 10 hours.

- Among American English speakers it is appropriate to praise such attributes as appearance (*body/clothes*), traits/personality/physical abilities/intelligence (*talented, active, friendly, hard-working, cool, funny, cheerful, nice, sincere, positive, brave, sociable, artistic, sense of humor, taking difficulties easy*), skill/work (*job well done, good meal or taste, skill/effort*), personal property (*cell phone, outfit, perfume*), other (*house decorating, photo in social network/blog post, attention/presence*).

- Relationship between compliment giver and receiver in the USA are rather peculiar: women frequently complement their female friends and acquaintances; men are more likely to compliment their female friends than women do vice versa; males almost never complement each other, however they tend to complement female strangers. Another tendency among Americans is to complement their coworkers.

### **Methodology**

The abovementioned points may be used as a part of awareness-raising tasks for upper-intermediate level of English acquisition. Teacher may present the statements above and ask pupils to comment on them:

- to retell the most interesting/surprising facts;
- to recollect their experience of producing or receiving compliments and analyze it according to the results of the study;
- to say if there are any stereotypes about giving and receiving compliments in their native language;
- to compare their image of compliment act in a foreign language with the statistics above.

If a teacher finds it necessary to revise the statistics, the following exercise may be applied: make your pupils work in pairs and play a “2 False 1 True” game. One of the pupils should produce 3 statements, two of which are true and one is false. The other pupil should say which statement is false and explain why.

The comparative study revealed that according to the criteria of a syntactical structure there are both similarities and differences between English compliments produced by Ukrainians (Interlanguage) and Americans.

If we take Ukrainian educational system, the following recommendations are to be adapted to the goals, principles and requirements of the so-called New Ukrainian School. The priorities of this innovative teaching system in Ukraine are social and communicative competence, critical thinking, collaboration and others.

The recommended teaching techniques for primary school pupils include: interactive exercises during the warming-up in the beginning of the lesson. Compliments are given to others to make them feel better about themselves. At the beginning of the lesson ask pupils how they are feeling that day. If someone says he/she is feeling badly, ask others how they can support their classmate with the help of giving compliments to that person. Moreover, instead of just greeting pupils, a teacher may ask pupils to say something kind/sweet/pleasant to each other. At this stage the teacher may choose several simple syntactical patterns, common for a native and a foreign language:

- **ADJ+NP** (*Great job!*)
- **PRO+BE+ADJ** (*You're awesome; You will be successful*)
- **INTENSIFIER/ADJ + COMPLEMENT** (*Very good. Really beautiful.*)

The first and foremost way for children to learn is observation. Ask your middle school pupils to observe and document compliments in TV shows, Youtube videos, Vines or Instagram posts. Make them share their findings during the lesson and ask them to learn several compliments they find the most useful or extraordinary.

Involve your pupils in a group discussion and generate a list of praise/approving words (adjectives). The following table includes the most common (76,3 %) American English adjectives in compliments:

1. <b>Good / the best</b>	5. Awesome	9. Pretty
2. <b>Great</b>	6. Amazing	10. Handsome
3. <b>Nice</b>	7. Cute	11. Smart
4. <b>Beautiful</b>	8. Wonderful	

Introduce the following compliment formulas:

- **POSS ADJ+N+BE+ADJ/COMPLEMENT** (*Your hair is so cool. Your home is lovely. What a great apartment*)
- **DEM ADJ + BE + ADJ/NP** (*That's a nice shirt. That was in insightful answer.*)
- **INTERJ+INTENSIFIER+COMPLEMENT**(*Thanks so much for your very kind words! Thank you for sharing nicely with your sister* )
- **INTERJECTION+NP** (*Bravo, my intellectual friend! Thanks friend*)

Give pupils the opportunity to practice their skills during the following activity: pupils take one of the flash cards with a briefly explained life situation on it; ask them to think whether it is appropriate to make a compliment and which exact compliment to make.

A teacher may also develop his/her pupils' creative thinking by asking them to imagine some unreal life situations and try to produce compliments if something unusual/outstanding happens to them.

Making up a dialogue is a great idea for homework or a project because pupils not only use compliments but also apply them to the life situations.

As high school pupils are involved in different sociocultural relations, we find it necessary to include some dialogues/ role plays/ case study into the learning process. Basically, in the high school we will be modeling real-life situations. Giving and receiving compliments is an example of a social skill here.

Discuss with your pupils how many compliments they give or receive in one day. Think of the cases when you make compliments. Role-play some common situations where a compliment might be a good idea.

The following formulas are specific to the English language and rather rare among the Ukrainian speakers, so they require special attention:

- **PRO/NP + LOOK + ADJ + COMPLEMENT** (*You look beautiful today. You look really professional in that outfit.*)
- **I+like/love+NP** (*I really like your neighborhood! I love the color of your hair!* )
- **PRO+HAVE+ADJ+NP** (*You have a good memory. You have perfect marketing skills* )
- **IMPERATIVE VERB+COMPLEMENT** (*Great job, keep up the good work! Keep posting the amazing photographs! Look at you!!!*)
- **IDIOMATIC EXPRESSION** (*Way to go! Congrats.*)
- **QUESTION+COMPLEMENT**(*Can you try not to be so awesome, you are making the rest of us look bad*)

### Conclusions

Language is nowadays considered to be rather one of the means of communication rather than a learning objective. A speech act of compliment is an integral part of social life and emotional communication, which is successful only if pragmatic failure doesn't take place. As stated before, the main goal of teaching compliments in a Ukrainian foreign

language classroom is to avoid misunderstandings and to use and understand the correct ways of complimenting in English.

The most challenging part of foreign compliments acquisition is learning some specific syntactic formulas. We consider the patterns (structures) that American English speakers use to realize a compliment in comparison with those used the most by Ukrainian speakers. Based on that study, we have given some recommendations for pupils of different age according to the requirements of the New Ukrainian School.

The prospects for the further study are the ways to teach pupils how to react to the received compliment and the ways to assess the pupils' progress during the learning process.

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## Extracurriculars



***Oksana Kibalka***

*English teacher*

It's difficult to attract with sciences the generation which has used the Internet since childhood and is comfortable with technologies. Extracurriculars can cope with the problem.

Extracurriculars fall outside the teacher's regular curriculum. But the activity educates, unites and motivates. Pupils are fully immersed into the language environment. And the discover that there is "life beyond the Internet" gives the pupils the opportunity to develop their skills.



Participating in extracurriculars contribute to higher grades. Working hard and mastering new skills during the rehearsals, in a fun, relaxed atmosphere, pupils are allowed to be successful without the pressure of getting a good grade.

Let's be honest, making friends can be hard, especially when children fall out from their screens and step into the real life. Extracurriculars engage in providing the opportunity to expand the circle of friends. Pupils can be interested and more likely be deeply involved.



Extracurricular activities give "real world" skills such as goal setting, teamwork, time management, prioritisation, leadership, public speaking. The skills are not limited. All of them may be useful when becoming a child's personality.

So, if you are passionate about the teaching job, you'll go the extra mile. Extracurriculars worth time spent.

# LESSON PLAN

## Teaching Listening: Bottom-Up Processing Strategies



**SERHII PETRENKO**

*Ph.D., Associate Professor*

*Taras Shevchenko National University of Kyiv*

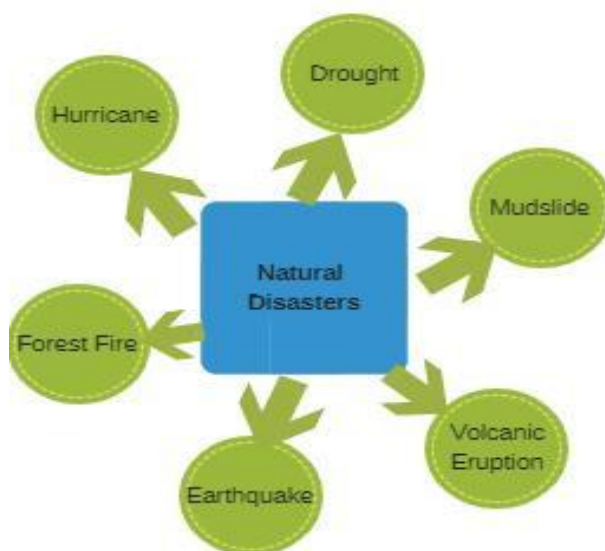
**Topic:** Natural disasters.

**Context:** Sub-skills will be presented through listening recordings (about Cambridge University studies of volcanic eruptions; about the United Nations).

**Main aim:** To raise learners' awareness of bottom-up processing strategies, such as identifying words in stressed and unstressed positions.

**Learning outcomes:** By the end of the lesson, the learners will have been more aware of the importance of bottom-up processing strategies, such as identifying words in stressed and unstressed positions to develop their listening sub-skills.

**Ideas for introducing the topic (brainstorming):**



The learners will brainstorm the examples of natural disasters. Additional lexis: tornado, tsunami, lightning, flood, landslide, blizzard, avalanche, etc.

The extract for the analysis is as follows:

**Volcan de Fuego rises over three** thousand **seven** hundred **metres above sea** level. The **volcano is very** active. It has **small** explosions **multiple** times **every** hour, **and large** eruptions every **three or four weeks**. These **large** eruptions **release** volcanic **ash into the atmosphere, which is dangerous both for local communities, and for aviation.**

Sentence stress (prominence) highlights the meaning emphasizing any word in an utterance. Word stress (accent) is not essential in understanding the meaning of the text.

Content words (words in stressed positions) carry the main part of the meaning of the utterance. Knowing these words the learner can reconstruct the text. The words in stressed positions are marked red. They are: nouns (*metres, sea, volcano, weeks, ash, atmosphere, communities, aviation, etc.*), main verbs (*rises*), adjectives (*small, multiple, every, large, dangerous*), adverbs modifying the verb (*very*), and numerals (*three, seven*).

Function words (grammar words; words in unstressed positions) connect content words together in grammatical relations. They are marked green: articles (*the*), prepositions (*over, above, into, for, etc.*), conjunctions (*and, or*), pronouns (*it, which, both*), and auxiliary verbs (*is*).

Other words can be stressed depending on the intention of the speaker, and the meaning they intend to convey.

#### **Materials:**

- Audio “Drones help scientists study Guatemalan volcanoes” – taken from <https://www.youtube.com/watch?v=r6AQR8VQI-s>
- Audio “How does the United Nations work? (RMIT University)” – taken from <https://www.youtube.com/watch?v=QoIafzc0k74>
- Worksheet (created by the teacher).

## Commentary

I have decided to focus on listening as the learners in the group I teach experience difficulties with this receptive skill. The majority of the learners identify this skill as the weakest one. Most of them cannot easily identify words in stressed and unstressed positions. As they study political science at university, they have lectures where they have to write down mostly the content words, and later on, reconstruct the lecture looking at those words. Developing this strategy will help them identify prominent words and phrases, but not just write whole sentences of the lecture. In addition, I believe that it will help them understand the stream of speech better by picking up the content words.

In order to create smooth stages, I will follow the Scott Thornbury model: brainstorming, initial skimming, and while-listening tasks (Thornbury, 2005, pp. 117-119). Firstly, the learners will brainstorm about the topic of the video (natural disasters). Secondly, the initial listening task will follow. Thirdly, they will pick up the words in stressed positions from the recording.

During the lesson the learners will be exposed to an audio extract multiple times. In order to familiarise them with the voice in the recording, they will answer the questions following the listening text. The extract contains the phrase in Spanish “Volcan de Fuego”, the name of the volcano, which the learners may have troubles to recognise. However, during the clarification stage I will help them to decode it.

I will include the guided discovery technique when they listen to the deliberately challenging recording. Firstly, they answer questions themselves, then compare in pairs. Finally, they will unfold the worksheet with the possible answers (as they may vary due to different views). Then they listen to the extract several times writing down the words in stressed positions, comparing them in pairs, and eliciting their words on the board with the teacher’s guidance. As V. Smitha has noted, it is essential to give time for the learners to discover (Smitha, 2012, p.32), I will try not to hurry over the tasks.

During the Practice/application stage the learners will be asked to listen to the recording of a different text, and write down words in stressed positions. The listening text will be about the United Nations. This topic is interesting and necessary for them as they study political science. They will be divided into two sub-groups, each group listening to

the different part of the text. In order to interact and engage them, they will work in groups, then in pairs (one learner from the first sub-group, another – from the second one) to reconstruct the original listening text. This stage corresponds to the idea of task repetition in the Task-based approach. As V. Samuda and M. Bygate have insisted, the task repetition is the opportunity for the learners to produce the same or similar task the second time in order to rework their sub-skills or systems (Samuda & Bygate, 2008, p. 114). In Task 3 of the Worksheet, the learners will try to recognize the words in stressed and unstressed positions as they have done in Task 2 of the Worksheet.

During the Lesson consolidation stage I am planning to receive feedback from the learners on their thoughts about the importance of recognizing words in stressed and unstressed positions, how they will make use of it, and problems that might occur.

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

Stage	Aim(s)	Procedure	Resources	Focus / Interaction	27
Lead-in	To introduce the topic connected to the initial listening	The teacher invites the learners to brainstorm the words and phrases connected to natural disasters ( <i>hurricane, tornado, tsunami, lightning, forest fire, earthquake, volcanic eruption, flood, mudslide, drought, blizzard, avalanche, etc.</i> ). Then they discuss in pairs the recent natural disasters happened in the world.	Whiteboard	T-Ss S-S	5 0:00- 0:05
Initial Listening	To provide a model listening text	The learners listen the recording and answer the questions in Task 1 of the Worksheet. They compare their answers in pairs. Then the teacher asks them to unfold the Worksheet, and check possible answers.	Audio recording, Worksheet	S S-S T-Ss	0:05- 0:15

Focus on the Target Strategy	To engage learners in awareness raising focused on recognizing words in stressed positions	<p>The teacher invites learners to listen an extract from the recording they have just listened to. Their task is to write down stressed words from the recording. They will hear the recording 3 or 4 times. Possible ICQs: <i>Are you going to write down all the words? Are you going to listen once or several times?</i></p> <p>The learners compare their words in pairs. The teacher elicits their answers on the board.</p> <p>The learners listen 2 or 3 times more, and add words that go before or after stressed words. Compare in pairs. The teacher elicits the answers on the board to make the full text.</p>	Audio recording, Worksheet, Whiteboard	<p>T-Ss S</p> <p>S-S T-Ss</p> <p>S S-S T-Ss</p>	<p>15 0:15- 0:30</p>
Clarification	To raise learners' awareness of the importance of focusing on words in stressed positions	The teacher focuses on stressed words on the board, and explains the learners that the stressed words usually carry the message, and are content words. Verbs, nouns, adjectives, adverbs, and numerals are usually stressed. Auxiliaries, articles, prepositions, and pronouns are usually unstressed, and they are function words that connect content words together in grammatical relations.	Whiteboard	T-Ss	<p>5 0:30- 0:35</p>
Practice/ application	To provide the opportunity for the learners to practice target strategies	<p>The learners are divided into two groups. Each group will listen to the extract of the recording about the United Nations. Their task is to write down stressed words. Then they compare their words in groups, and try to reconstruct the listening text.</p> <p>Then they work in pairs (one learner from the first group, another – from the second one). Looking at the stressed words of their peers, the learners try to reconstruct the texts.</p>	Audio recording	<p>S S-Ss</p> <p>S-S</p>	<p>0:15- 0:30</p>
Lesson consolidation	To reflect on learners' understanding of	The learners work in pairs and answer the metacognitive questions (Task 4 of the	Worksheet	<p>S-S T-Ss</p>	<p>5 0:50- 0:55</p>

	the lesson and the target strategy	Worksheet). The teacher asks learners' ideas randomly (especially shy learners and those who were the least active during the lesson).			
Delayed error correction* (optional)	To provide learners with language feedback	The teacher writes learners' errors and mistakes on the board. The learners first discuss in pairs, and then the teacher nominates learners who did or could do such mistakes to correct them on the board.	Whiteboard	S-S T-Ss	5 0:55- 0:60 <b>No.2. Spring 2019</b>

## Worksheet

### **Listening: identifying words in stressed and unstressed positions**

**Task 1.** Listen to the recording and answer the following questions:

- What do the scientists from two universities study in Guatemala?
- What device helps them to study the natural phenomenon? How is it used?
- What is the next stage of the project?
- What is the overall aim of the project?

Compare your answers in pairs.

#### **Possible answers:**

- The scientists from the University of Cambridge and the University of Bristol study an active volcano in Guatemala.
- They designed special unmanned aerial vehicles (UAVs) that can fly above the volcano, measure temperature and humidity within the volcanic clouds, and take pictures of volcanic eruptions.
- In the next stage of the project the UAVs will also carry sensors to measure the volcanic gases being released from the volcano.
- The aim of the project is to improve the understanding what is happening deep beneath the volcano, the ability to forecast when and how big the next eruption may be.

**Task 2.** Listen to an extract from the recording you have just listened to. Write down stressed words. You will hear the recording 3 or 4 times.

**Task 3.** Listen to the recording, and write down stressed words. You will hear the recording only once.

**Task 4.** Work in pairs. Answer the following questions.

- Is it important to identify words in stressed positions? Why?
- When will you use this strategy?
- How will it help you during lectures or in your profession?

## **Transcript: How does the United Nations work? (RMIT University)**

So imagine a world parliament. Imagine 193 voices gathering together in New York to deliberate over matters of peace and security. The United Nations was established in 1945 with the signatory of 50 countries for the express purpose of preventing the outbreak of war and averting a world war. The United Nations has many parts to it. It deals, for instance, with matters of economics and social policy. It deals with matters of human rights. It deals with matters of culture.

But the most important parts of the UN are the Security Council, which has five permanent members who are responsible for controlling its policy; these are France, Britain, the United States, China and Russia. The other body that is very important is where all the nations meet and come together, and that is the general Assembly. Both the General Assembly and the Security Council pass what are called resolutions to make policy for the world.

The UN has been responsible for eradicating polio in Africa, for instance, of dealing with problems of debt or problems of other diseases spreading. The UN has been very important in making sure that human rights are observed. The most famous document is the United Nations Declaration of Human Rights, which has been ratified and kept by many countries.

The UN, precisely because it's so complex, it is determined to make sure that everything is done towards a big picture of peace and trying to make sure that humanity attains the primary purpose of what it says – that we believe. We believe in a better future.

### **Bibliography**

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

# Teaching “Tend to” Concordances to Students

Taguhi Sirakanyan – EFL teacher



I am from Armenia, I work in “Hope of Oasis” organization as an English teacher.

My educational background includes Bachelor’s degree in English-Italian literature and Master’s degree in linguistics, pedagogy.

When a child is born into poverty, he has little control over his health, his education and his quality of life. In many cases children do not have the ability to make the...

My wish is to help children. I am planning to open a school for children who do not have an opportunity for a good education. I know English, Italian and Persian. I am a sociable person, with high sense of responsibility.

**Level.** Intermediate to advanced.

**Time.** 30-40 minutes.

**Aims.** To present and practice the language patterns associated with particular words and phrases.

**Materials.** Copies of one or more concordance printouts for the word(s) or phrase(s) chosen.

**Preparation.** Make copies of Example concordance below. Alternatively, if you have access to a corpus and appropriate software, make your own concordance of a word or phrase you or your students have chosen.

**Procedure.**

1. Explain to your students that **tend to** is extremely Frequent in spoken English, that second – language speakers who use it tend to sound more English than they really are. Tell them that this verb **tend to** express habit and regular occurrence.

2. Give out copies of the Example concordance and ask them to read through and see how many of the excerpts they can make sense of. Give help where required.

3. Pair the students and ask them to choose one utterance and to produce a four-line dialogue. Give them example like this.

*A. Shopping pretty good down your way, innit?*

*B. That's right the shops are found to open at eleven o'clock.*

*C. Really late.*

*D. We are never up before eleven.*

4. Ask the pairs to learn by heart what they have written.

5. They turn their books over and bring the dialogues to live for the rest of the class.

6. Get them to create another dialogue with a new excerpt and act this out.

7. i.e. *The shops **tend to** open about eleven o'clock, if I do buy bacon we **tend to** have it for lunch you know.*

Another concordance **tend to**.

Fix good glasses but we tend not to use them.

*I have used **Michael Mc. Carthy**.*

Spoken language and applied linguistics.



And this is a group with my students, when we use these activities and students enjoy lesson. Surely, we can say that it is both an interesting and a productive lesson plan, and students never get bored.



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## CALL FOR SUBMISSIONS

*Dear TESOL-Ukraine members,*

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

The main requirements to the material submitted:

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



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

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

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

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