



TEACHERS OF ENGLISH TO SPEAKERS
OF OTHER LANGUAGES IN UKRAINE



TESOL-UKRAINE JUBILEE NEWSLETTER

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

Welcome to the jubilee
summer issue of TESOL-
Ukraine Newsletter!

This issue presents:

- + Greetings for 25 years of
TESOL in Ukraine;
- + Summer Institute in
Odesa;
- + Hawai'i TESOL/ TESOL-
Ukraine Co-Liason;
- + Articles from TESOL-family.

Inspire and be inspired!

TESOL-Ukraine Executive
Committee, August 2019

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25 Years of TESOL in Ukraine



**GREETINGS from OLENA ILIENKO,
TESOL-Ukraine President,**

Head of the Department of Foreign Languages,

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

DEAR COLLEAGUES, FRIENDS, MEMBERS OF THE TESOL-UKRAINE FAMILY!

Let me congratulate all of us on the 25-year Association jubilee, 25 years of fruitful work, professional communication, sharing ideas for the sake of our students and English language teaching in Ukraine.

Our Association was established in 1995 by enthusiastic and concerned people just several years after the foundation of independent Ukraine. First of all, I would like to express gratitude to Ms. Zirka Voronka for her devotion to the development of the expertise of the English language teachers in Ukraine and consolidating us in this professional union. Today we should greet the former Presidents and TESOL-Ukraine veterans, years-long activists – Svitlana Chugu, Svitlana Gladio, Nina Lyulkun, Alla Radu, Lilia Kuznetsova, Svitlana Bobyr, Maryna Tsehelska, Nina Filippova, Olena Pariyeva, Olga Zelinska, Svitlana Zubenko and their regional teams as well as many other professional people, who contributed a lot to the development and prospering of the Association.



At the very beginning, TESOL-Ukraine encountered a very modest number of enthusiasts, but nowadays I am proud to say there are 350 members from 20 regions of Ukraine, and we are growing with more and more university and school teachers, private establishments' teachers and methodologists joining us every year.

25 years of the Association have been marked with unforgettable professional events and meetings, conferences, conventions, Winter and Summer Institutes and trainings during which remarkable, very often unique ideas were shared and discussed. Participation in TESOL-Ukraine events always means inspiration, collaboration and getting perspectives for the future professional work of English language instructors.

Our special thanks go today to all Guest speakers from the USA, who have participated in the TESOL-Ukraine events and shared their teaching innovations during all these years. I would like to express our gratitude to the Regional English Language Office of the US Embassy in Ukraine. It is the time to thank all Regional English Language Officers, who have been working in Ukraine for those 25 years as well as Regional Officers' Assistants Ms. Alyona Sukhinina and Ms. Lilya Shylo for a their constant informational, financial, organizational support of the Association of professional teachers of Ukraine. Great thanks go to our awesome partners TESOL Hawaii and personally to Ms. Sally La Luzerne-Oi for many years of meaningful cooperation and support. It is worth mentioning that Ms. Sally La Luzerne-Oi was a member of the first group of English language instructors, who organized and held the first Summer Institute for Ukrainian English Language teachers in Kharkiv in 1995. This training brought an innovative experience for the participants and laid grounds for establishing our Association.

25 years is a perfect age for any human being or an organization. It combines the experience of maturity and enthusiasm of the young. We have many achievements to be proud of and we interweave them into our teaching. TESOL-Ukraine challenges, inspires, involves, develops and surprises. It promises us an unforgettable journey to breathtaking information, fascinating events, fruitful cooperation, mutual enrichment and astonishing revelations.

Thank you for being with me to this journey!



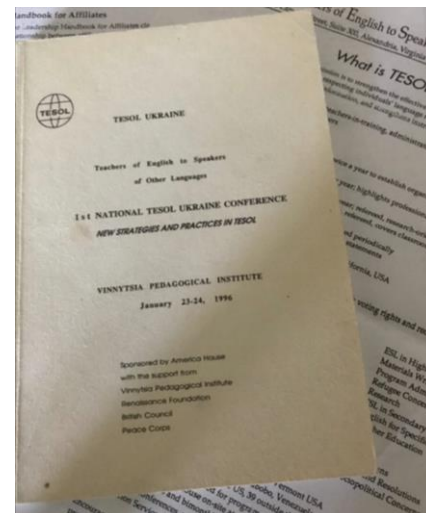
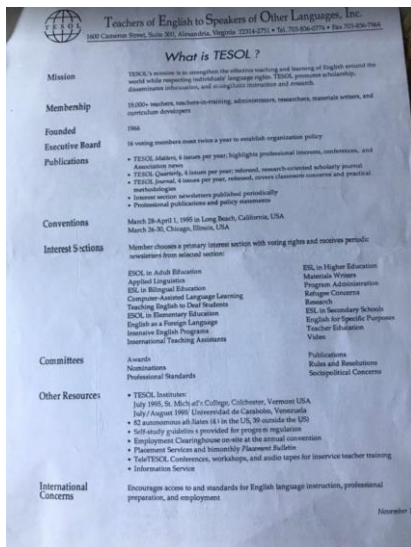
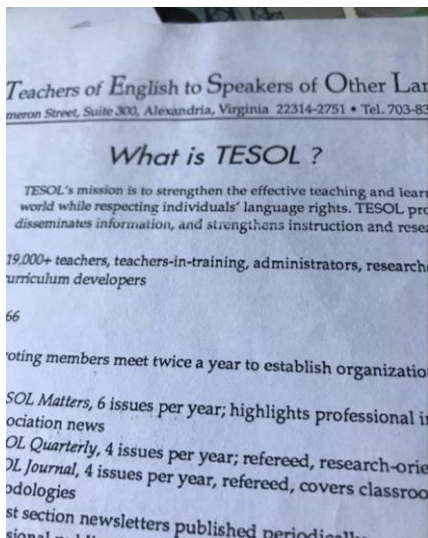
**GREETINGS from OLGA ZELINSKA,
PhD in Linguistics, Associate Professor,
TESOL Member since its first days in Ukraine**

In 1994, TESOL became a turning point in my teaching career. We participated in a lot of FIRSTS: 1st meeting with sensational Zirka Voronka who inspired me, influences my big steps in career and life development. 1st Summer Institute with the great team of American professors; 1st communicative textbooks we were taught to work with; 1st Conference founding TESOL-Ukraine; 1st meetings with great colleagues-friends from all over Ukraine and other countries eager to gain and share knowledge and experience.

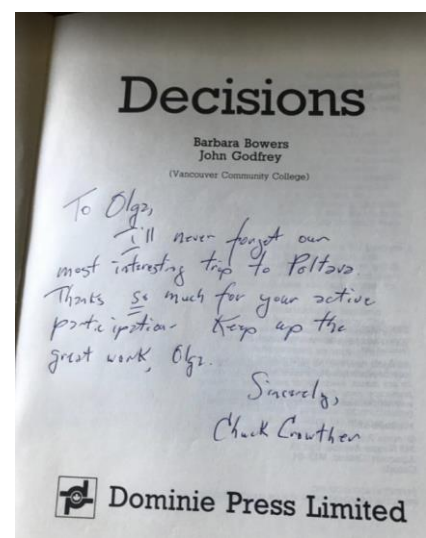
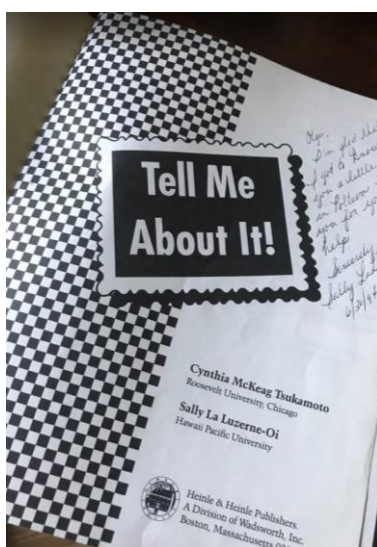
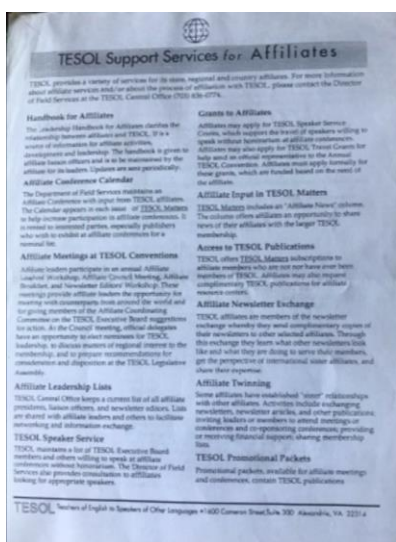
I hope we will have a lot of further firsts in our organization of the English language enthusiasts!



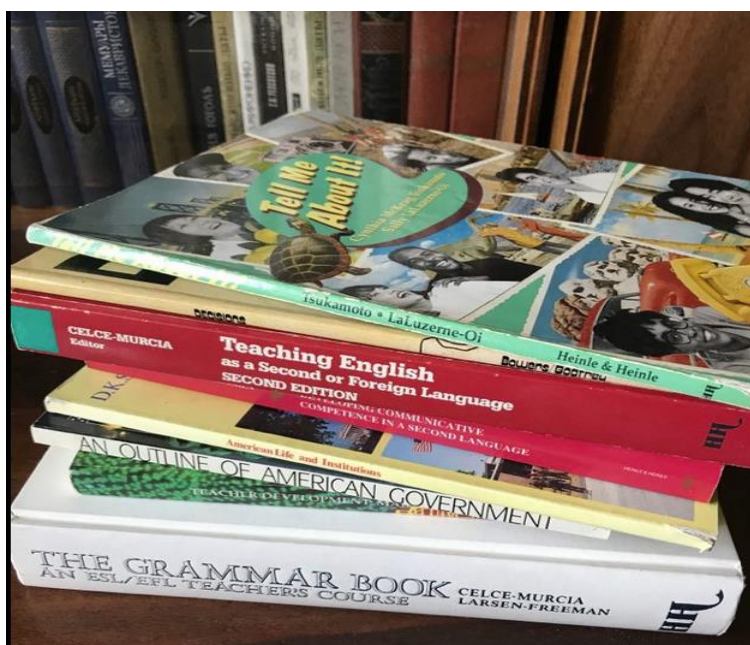
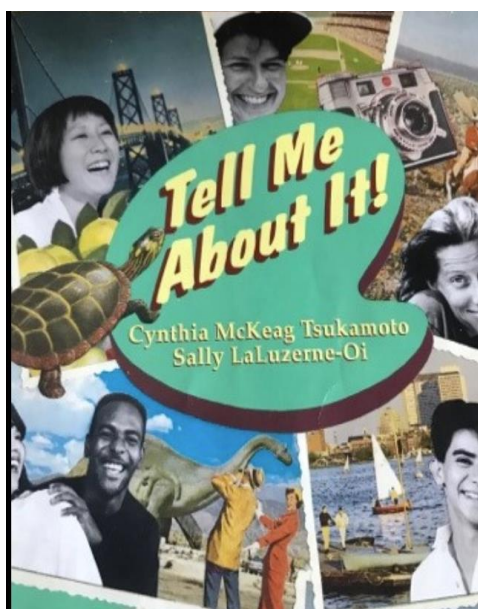
Valuable treasures: materials of the first TESOL-Ukraine meeting:



No 2. Summer 2019



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TESOL-UKRAINE NEWSLETTER



**GREETINGS from SVITLANA CHUGU and SVITLANA GLADIO,
First and Second TESOL-Ukraine Presidents**

Dearest colleagues, friends, TESOLers, TESOL Ukraine family!

It has been a quarter of a century since we first met to get united into the association of enthusiasts who craved to share the experience and problematic issues of teaching

English in Ukraine. 60 teachers of English came practically from every part of our huge and diverse country, eager to meet and discuss the challenges in the EFL classroom and beyond with a wonderful team of 8 American instructors during the 1995 TESOL 2003 Baltimore



Summer Institute organized in Vinnytsia Pedagogical University under the auspices of The Ministry of Education of Ukraine and America House.



Ukrainian TESOLers were lucky to have a massive support from the US experts in EFL Viktor Kytastyi, Zirka Voronka, Sally La Luzerne-Oi and many friends and teachers with continuous help of RELOs who served in the USA Embassy in Ukraine at different times. During all these years TESOL Ukraine

had ups and downs, challenges and hardships, but at the annual conferences and leadership meetings, Summer and Winter Schools, Sistership with TESOL Hawaii, Section Interest Groups (SIGs), via links with students' community, the members of the association did their best to improve teaching expertise, deal with problems and find solutions targeting not only at training future professionals, but also at bringing up the future elite of our country. The result speaks for itself. The association has got many newcomers, the vast majority of whom are ex-students.

Today special thanks should go to TESOL Ukraine teams headed by Presidents Svitlana Chugu and Svitlana Gladio with their Vinnytsia team; President Nina Lyulkun and Khmelnytsky team; Alla Radu, Lilia Kuznetsova and Lviv team, Bobyr Svitlana and Chernihiv team, Olena Ilienکو, Maryna Tsegelska and Kharkiv team. A lot has been done by enthusiasts Nina Filippova, Olena Pareyeva, and many other members who put their efforts to keep the association on the track.

Undoubtedly, TESOL Ukraine has become much bigger than a professional association for many people, it is a community of soul mates, of people who are willing to make this world just a little bit better and we are all honoured to be part of it.





**GREETINGS from Sally La Luzerne-Oi,
Hawaii TESOL /TESOL Ukraine Co-Liaison**

Dear TESOL Ukraine Colleagues,

It is an honor to be asked to write an article about my memories of TESOL Ukraine. Readers might wonder how a person living in Honolulu, Hawaii got connected with your organization, so I will start at the beginning.

In 1994 I saw an ad in *The Chronicle of Higher Education* looking for instructors for a Summer Institute on Current Methods and Practices in TESOL. My personal and professional interests included—and still are—travel and professional development, so I submitted a resumé. Eventually I found myself a part of a team organized by Zirka Voronka heading to Vinnytsia for two weeks and then to Kharkiv for two more weeks. It was an amazing experience! Once again in 1995, I joined Zirka's Summer Institute team and was present at the TESOL organizational conference held in Vinnytsia in June of that year. There was a lot of enthusiasm among the teachers in attendance, and that meeting spearheaded the initiative to form a Ukrainian affiliate of TESOL.

After two Summer Institutes in Vinnytsia, I had left a piece of my heart with the teachers and students there and wanted to return. That wish became a reality when I received a Fulbright Senior Scholar Award to Vinnytsia Pedagogical Institute for the 1995-96 academic year. During that year, Svitlana Chuhu and her team worked on laying the foundation for the organization and actually getting professional development events underway. It was an exciting time, but also a challenging one when landline phone calls had to be made to conduct business, newsletters had to be printed and mailed, and so on, yet the Vinnytsia team managed to do a lot including organizing and hosting the first



national conference in January 1996. At that time, I worked closely with a group of students at Vinnytsia Pedagogical Institute who comprised the first Special Interest Group of the affiliate the Future Teachers of English Special Interest Group (FTESIG). I saw my involvement as a way to mentor future teachers and the future leaders of TESOL Ukraine.

Back in the United States, I returned to teaching at Hawaii Pacific University and continued my involvement with Hawaii TESOL. Thanks to the Internet and e-mail becoming more widely used at that time, TESOL Ukraine President Svitlana Chuhu was able to keep me up-to-date on what was happening in those early years. Later TESOL Ukraine presidents and I worked remotely on several projects. For example, TESOL, Inc. suggested that U.S. affiliates consider forming a “sister” relationship with an international affiliate. Svitlana Gladio and I exchanged a flurry of e-mails in order to establish a partnership between TESOL Ukraine and Hawaii TESOL. Nina Lyulkun strove to connect our sister affiliates with technology, specifically a blog for members and online student conferences. In fact, all the presidents and/or newsletter editors attempted to keep our two affiliates connected.

Because of the TESOL Ukraine and Hawaii TESOL Partnership, there were meetings of affiliate members at several TESOL Conventions. Two stand out in my memory—the dinner at TESOL 2002 in Salt Lake City where the official Partnership Agreement was signed by Nina Naumenko and Patty Reiss representing their respective presidents, and the dinner at TESOL 2003 in Baltimore where a number of TESOL Ukraine members, Hawaii TESOL members, Zirka Voronka and other Summer Institute instructors were in attendance. Lilya Shylo and Alyona Sukhinina often helped with the logistics for those meetings. One of the highlights of the partnership was having Maryna Tshelska spend an academic year at Hawaii Pacific University on a Fulbright Award. She took part in every Hawaii TESOL event and enlivened the partnership. She now continues to keep the two affiliates connected. More recently, Yaroslava Fedoriv gave a talk at Hawaii Pacific University to members of Hawaii TESOL when she was on the Islands.



Photo: Larissa was the head of the department and delivered opening comments at that June 1995 TESOL meeting/conference.

Little did I know in 1994 when I responded to that job ad, that 25 years later I would be so intimately connected with many Ukrainian colleagues and with TESOL Ukraine. This connection has been very special for me. My hope is that TESOL Ukraine will continue to provide opportunities for professional development and for building a community of colleagues and friends.

I send you my heartfelt congratulations, and on behalf of all the members of Hawaii TESOL, we wish you a Happy 25th Anniversary!

With aloha,

Sally La Luzerne-Oi



Hawai'i TESOL / TESOL Ukraine Co-Liaison

Jean Kirschenmann

jkirschenmann@hpu.edu



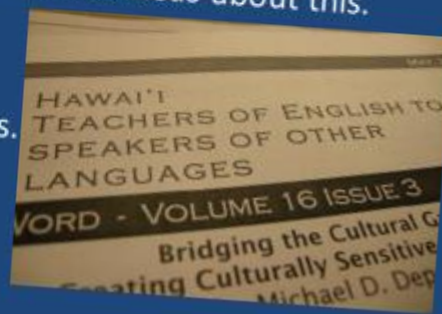
Affiliate Sisters: Hawaii TESOL & TESOL Ukraine



An unlikely part

Planting the seed

- 1995-96 HI TESOL member Sally La Luzerne-Oi spent a year in Ukraine as a Fulbright Teaching Fellow.
- 2000 TESOL asks U.S. affiliates to consider forming international affiliate relationships
- HI TESOL president (Donna Prather) writes an article for *The Word* asking if anyone has ideas about this.
- Sally responds.
- Correspondence begins.
- International TESOL advises.



Formalizing the relationship

At the 2002 Convention in Salt Lake City, Patti Reiss & Nina Naumenko sign the agreement on behalf of respective presidents.



Nina, Donna, and Patti

Nurturing the relationship

- Regular newsletter article contributions
- Annual TESOL Convention get-togethers
- E-mail greetings and announcements
- Poster sessions about TESOL Ukraine at HI TESOL



Lessons learned @ 2010 affiliate workshop

- Importance of personal contacts (like Sally La Luzerne-Oi)
- Importance of retelling the story (having a board member)
- Importance of K.I.S. (keeping it simple)



HI TESOL and TESOL Ukraine members at convention get-togethers



GREETINGS from SVITLANA BOBYR,
TESOL-Ukraine Ex-President (2015-2019)
TESOL-Ukraine Acting President (2014-2015)
TESOL-Ukraine Vice-President (2009-2014)
TESOL-Ukraine Oblast Leader (1995-2009)

TESOL-Ukraine official representative at the 33d TESOL Convention
 (1999, New York)

Dear TESOLers and participants of the 25th TESOL-Ukraine Convention, let me congratulate you on the 25th anniversary of foundation of TESOL Community in Ukraine!

It's amazing to realize that twenty-five years have passed since June 1995 when we first met in Vinnitsa to launch the affiliate of TESOL Inc. in Ukraine. Like a living being TESOL-Ukraine went through different stages of its development. When doing its first steps it was weak and needed strong support. PAS of the US Embassy with its RELOs and Ukrainian assistants, represented by Alyona Sukhinina and Lilya Shylo, were always ready to help. We appreciate their efforts and express our deep gratitude!





We can't but appreciate the efforts of our first TESOL-Ukraine Presidents Svitlana Chugu and Svitlana Gladio who have laid the foundation of TESOL-Ukraine. We address our great respect and warm feelings to the other Presidents, Nina Lyulkun, Alla Radu, and Lena Ilyenko who did their best to build up and strengthen this wonderful association of professionals.



This and many other challenges that TESOL-Ukraine had to confront during the construction period have strengthened the association. And this was only possible thanks to TESOL-Ukraine Community. It is due to you, devoted TESOLers, that TESOL-Ukraine has survived and grown into a powerful association with its history, traditions and values.

which attracts new members and turns them into a friendly community. Teachers of English in Ukraine are full of energy and enthusiasm to teach their students English as a means of cross-cultural communication. We believe it will help us integrate Ukraine into the world community of highly developed countries.

Our association embraces professionals from all the regions of Ukraine who seek self-development, collaboration, and advocacy. It unites people of different ages and positions. Its truly democratic nature is the greatest achievement of TESOL-Ukraine



Long live TESOL-Ukraine!



**GREETINGS from NINA FILIPPOVA,
First TESOL-Ukraine National Coordinator**

Dear comrades-in-arms, dear Ukrainian TESOLers,

I've been with TESOL-Ukraine for those 25 years which have passed like a flash.

Metaphorically speaking, we English teachers, are very often all at sea (in a state of ignorance and bewilderment about a situation) as a boat which is tossed about out of control among difficulties and dangers.

Our difficulties and dangers are many and varied:

we are teaching young learners, and adults;

we are teaching GE, BE, AE;

we are teaching grammar, vocabulary, pronunciation;

we are teaching speaking, reading, writing, listening;

we are dealing with computer-assisted teaching, Internet-assisted teaching, multimedia-assisted teaching;

we are dealing with learner autonomy, teacher development task- and content-based; instruction

we are taking into consideration essential needs of students their motivations, availability of resources, level of difficulty.

Balancing between practicality and possibility.

There is one exceptional danger: that is in the fact of language changing. We are swimming with the tide in a sea of language change. Language change is as unpredictable as the tides. No two high tides are the same. The tides are different – reaching one part of the beach today, a different part tomorrow. Everyone is aware of the fact of unavoidable language change and nobody is entirely happy about that. There is no predictable direction for the changes. They are just changes: not for the better, worse just changes, going one way or another. Everyone is aware of the fact. It's easier to stop the tide coming in and our task is to teach students to swim in the right direction – with the tide.

But we always feel we, English teachers, are in the same boat – we share the same difficulties and dangers as passengers in a boat on the sea exposed to wind and waves.

In ELT we spread knowledge and represent the best of our colleagues from all over the world to our students.

That's why I'm proud of being part of ELT community and being part of TESOL community. I'm proud of having met so many amazing, challenging personalities.

We cannot direct the wind but we can adjust the sails.





**GREETINGS from Valentyna Tumasova,
TESOL-Ukraine Cherkasy Oblast Leader,
TEA Alumna 2017,
Head of Zolotonosha District EFLTs' Association**

TESOL-Ukraine is Our Life, Inspiration and Drive to Success.

I believe joining TESOL-Ukraine has been one of the most worthwhile experiences in my life. I first learned about TESOL-Ukraine at the TEA Pre-Departure Orientation in 2007 and on coming back from the USA I was asked by a PCV Kristina Morden to co-present at the TESOL Conference in Poltava in 2008. I was adopted by the friendly Kharkiv team and I was really thankful for their encouragement and support. Our presentation on How to Creatively Find Resources and Identify Opportunities When Available Money and Resources are Limited was visited by RELO Dr. Lisa Harshbarger whose praise mattered a lot for me. There were numerous questions from the participants after my presentation and I gladly shared my experience with them. Thus in Poltava I felt myself an integral part of a big welcoming family whose member I decided to become next year.

I've been a TESOLer and Cherkasy Oblast TESOL-Ukraine Leader since 2009. Cherkashchyna TESOLers are motivated University and school educators who are passionate about teaching and learning. I have also invited my colleagues from rural

schools to join our TESOL-Ukraine family. I am really proud to see how they have grown professionally during these years. Volunteering at the conference 2019 in Kharkiv was one more invaluable experience for these young teachers from village schools.

I myself have been both a presenter and an attendee at the TESOL Conferences during these years and I enjoyed every session and workshop, as they were always practical, empowering and challenging, helping me to develop both personally and professionally. The presenters were always eager to give full support answering questions and giving feedback.

I've been with TESOL-Ukraine for 10 years already and it is both a pleasure and a privilege for me to be among true professionals who are passionate about teaching, learning and sharing. I look forward to the annual TESOL-Ukraine conferences and Summer Institutes as even now with versatile opportunities ICT offers, nothing can be better than face-to-face communication and collaboration with Ukrainian and international colleagues.

I congratulate everyone whose hearts and souls are with TESOL-Ukraine on its 25th jubilee! Long live TESOL-Ukraine!



Poltava 2008



Poltava



Poltava



Kamianets Podilskyi 2012



Sevastopol



Sevastopol



Lviv 2017



Lviv 2017



Lviv 2017



Lviv 2017



Kharkiv



Kharkiv 2019



Kharkiv 2019



Kharkiv 2019

The First TESOL Conference in Ukraine

ZIRKA VORONKA

Associate Professor at Passaic County Community College

Greater New York City Area

On June 16, 1995 a country-wide conference to organize a TESOL Affiliate in Ukraine was held at the Vinnytsia Pedagogical Institute. It was the culminating event of my activities in Ukraine as the USIA Liason Fellow during the 1994-1995 academic year. Professors Svitlana Chuhu, Svitlana Gladio, O.Tarnopolsky and V. Parashchuk were instrumental in all phases of preparing and organizing this one-day event. Dr. Viktor Kytatsky, the director of America House in Kyiv and his assistant Lilia Shylo supported the conference by providing books and teaching materials for all attendees and hosted a reception at the end of the event. Over 200 English teaching professionals from all regions of Ukraine attended. Officers and regional leaders were elected, a plan of activities for the coming academic year was drafted and work on publishing a newsletter was begun. All 9 members of the Summer Institute in Vinnytsia that preceded the conference were present as well. They were Dominic Ambrose, Chuck Crowther, Laurie Moody, Sally La Luzerne-Oi, Gaby Rinkerman, Christina Scally, John Wheeler and Zirka Voronka from the US and Nina Sklyarenko from Ukraine. Both Svitlana Chuhu and Svitlana Gladio worked tirelessly for many years for TESOL Ukraine to become an affiliate member. Sally La Luzerne-Oi was instrumental in having TESOL Ukraine and TESOL Hawaii become Affiliate Sisters.

It is a great honor and pleasure to greet TESOL Ukraine and its current leadership on your 25 years of work in improving English language instruction in Ukraine. Here's wishing you continued growth and success!

You may also read the first interview with Zirka Voronka in Ukraine at

https://zn.ua/EDUCATION/zirka_voronka_ukraina_chast_moego_suschestvovaniya.html



TESOL-UKRAINE TEACHER DEVELOPMENT SUMMER INSTITUTE IN ODESA



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 Odesa in June 2019 gathered the educators 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 third 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 Emile Todd Gable, Jr. – TEFL Volunteer, Peace Corps, Ashly Emerson – TEFL Volunteer, Peace Corps,

Wendy Finlayson – English Language Fellow, U.S. Department of State, Shaun Hicks – TEFL Volunteer, Serhii Petrenko – Associate Professor, Taras Shevchenko National University, TESOL-Ukraine Newsletter Editor, 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

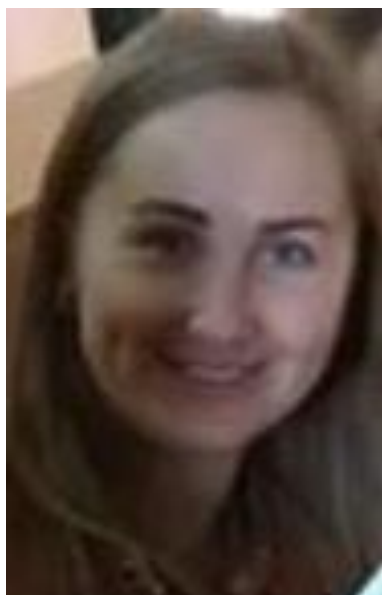
were equipped with the ideas on how to get started and introduce Media Literacy in your school or district. On the final day of the Institute participants presented their ideas in groups.



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

Materials of the Teacher Development Institute can be found at <https://www.facebook.com/groups/266646794086997/>





My TESOL-Ukraine Experience

OLGA CHERNAYA

Bohdan Khmelnytskyi Melitopol State Pedagogical University

Dear colleagues!

I would like to share my experience of being member of the TESOL-UKRAINE organization.

First and foremost, it was my first participation in that unique event which was held in Kharkov, a magnificent setting that inspired me and made me explore teaching further. I had the great opportunity to get to meet wonderful people and to exchange outstanding ideas from different culture and backgrounds. We attended workshop during the three days that enriched our knowledge and mingled in the evening with our colleagues.

In particular, we have been given plenty of practical ideas in the initial workshops on how to work with a class for the first time, which help teachers to break the ice in the first lesson and manage a new class. Some key concepts were building rapport, giving instructions and setting rules in order to create a positive and effective learning environment.

I was inspired by Holly W. Arnold who shared her splendid ideas about how to provide appropriate differentiated pedagogy for teachers of levels, the D.A.N.C.E. framework which is centered on learning language and content through scaffolding and linguistic support systems.

It was a privilege to take part in this conference and deep my knowledge attended workshops of John Silver, Nick Gordon, Francisco Resto, Maryna Tsehelska, Luis Perea and others as well.

Last but not least I would like to add that it was one of the best experiences I have ever had it. This conference has filled my mind with wonderful ideas, and I will apply everything I've learnt into a practice because it's really important for teachers who really to influence the future of each child and develop their current knowledge.

I'd like to express my gratitude to the organizers of the conference, and I'll be counting days for the next splendid event.



PROFESSIONAL DEVELOPMENT: CELTA EXPERIENCE



Oksana Chugai

PhD, Associate Professor, Teacher of English
National Technical University of Ukraine
“Igor Sikorsky Kyiv Polytechnic Institute”

It is not easy to plan your life nowadays. Yet, doing CELTA became my overarching goal a long time ago. Being enthusiastic about seminars, workshops, conferences and other professional development events, I immediately recognized CELTA and DELTA trainers. Having deep understanding of why and how teaching and learning work, they somehow stood out of the crowd.



At last, this year my dream came true. In January 2019 I became a member of a part-time CELTA community, consisted of 18 trainees and 5 trainers. Experienced teachers of English, novice, freelancers, those who work at state or private educational institutions, owners of language schools, business people became group members for 13 weeks.

It meant doing lots of things together: meeting on weekends regularly, sharing links, contacts, eating out, solving problems, watching educational videos ... and still maintain living your life of a family member and employee...

The most valuable experience for me was Teaching Practice (TP): developing the lesson plan, completing language analysis, conducting a lesson, observing the lessons of others, taking part in discussion, conducting self-assessment. TP provided opportunities for us to apply theory to practice and meanwhile discover blind spots about teaching – those moments which we don't notice and, maybe, will never be able to notice ourselves. That was something I always needed – honest critical feedback which contains thought-provoking material, lessons to learn, questions to answer. For each lesson we had at least three feedbacks of the peers, one self-assessment, feedbacks of tutors who always summed up what was said before each time conducting this activity differently.



Changing hats with our students, we opened to new ideas and knowledge which became valuable part of our experience, accepting the thought that it is only the beginning of self-development. Still, one question I couldn't answer: this course is easier for novice teachers who don't have much experience or for seasoned teachers; it is easier to accept new ideas or review the old ones; reject what you thought was right and start doing things differently or to practice what you learn from scratch...

Changing hats with our students, we opened to new ideas and knowledge which became valuable part of our experience, accepting the thought that it is only the beginning of self-development. Still, one question I couldn't answer: this course is easier for novice teachers who don't have much experience or for



ITEM TEST SPECIFICATIONS: HOW TO CREATE RECIPES FOR LANGUAGE ASSESSMENTS AND TESTS

Luis PEREA, M.Ed., M.A.

US Department of State &

V.O. Shukhomlynskyi National University of Mykolaiv

joseluisperea@msn.com

Creating tests and assessments for both English language and second language learners has been challenging and has required a lot of theoretical and abstract thought. Conversely, big language testing companies, have shown weaknesses in their production of standardized assessments, especially in the training of test-item-writing. In order to create good language assessments, specifications are needed. According to language assessment experts such as Davidson & Lynch, “*A test specification is a generative document from which equivalent test items or tasks can be generated. Specs are a common component of many test development systems.*” [3, p 4].

Therefore, the purpose of this article is to present the fundamental and basic principles to create a recipe or test specifications to create any type of language assessment. The author uses Lynch and Davidson’s five-step model (2002), following the formula derived by James Popham (1978). Further, after having presented the theoretical components of the model, the author proposes practical strategies to the use of this model and provide a sample language item test specification. The idea of this paper is to have teachers visualize and internalize the model to put it into practice in their own testing and assessment contexts.

Key words: Language Assessment, Item Test Specifications, Testing, Assessment, Test Development and Construction.

As noted above, in the following paper, I provide some practical guidelines to the design of item language test specifications. Item test specifications are important documents that create deep thinking within a group of teachers and even test developers in the creation of language assessments. Item test specifications allow us to put into writing what skills will be assessed in any test or assessment we design for our students.

Let us start with a simple metaphor. Imagine we go to the store and we purchase a brand-new bicycle. We obtain all of the parts, but we do not have directions to put it together. Thus, on the same token we use our background knowledge of how a bicycle works, and we use our common sense to put it together (see Figure one below).



Figure 1. Building the bike without instructions (Adapted from Perea, 2010. Teacher Evaluation of Item Formats for an English Language Proficiency Assessment. Department of Applied Linguistics, Portland State University. Portland, Oregon).

Consequently, we may get confused and we may not end up with the product we desire. On the other hand, what would happen if we purchase the bicycle, we lay out systematically every part of it according the “enclosed directions”, we identify every part and follow such directions? Then, as expected, we will end up with a product that will fulfill its primary purpose and it will be long lasting (see figure 2 below).



Figure 2. Building the bike with instructions (Adapted from Perea, 2010. Teacher Evaluation of Item Formats for an English Language Proficiency Assessment. Department of Applied Linguistics, Portland State University. Portland, Oregon).

Thus, this metaphor is helpful to explain the role of item test specifications in item and passage writing and in the creation of accurate and quality language assessments. In numerous trainings for item writing, I have encountered workshops designed for teachers who are hired to create test items and passages for a new assessment. Unfortunately, both item writers and trainers generally do not possess test specifications, which will guide the item writing process on how to create quality items. Most of the time, trainees are exposed to some degree to the standards, benchmarks or general goals which are required within their curriculum. From there, trainers typically may provide some sample test items so both teachers and item writers are expected to produce test items with a vague idea on what skills need to be assessed. Here is when item specifications and a systematic process to the development of language assessments are paramount to this endeavor. Hence, I provide the role of test specifications in the stages of test development. See figure 3 below.

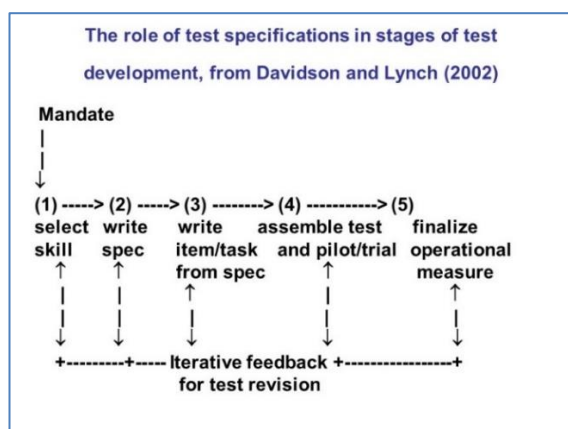


Figure 3. The role of test specifications in stages of test development (Adapted from Davidson, F. & Lynch, B. (2002). *Testcraft: A teacher’s guide to writing and using language test specifications*. New Haven, CT: Yale University Press).

As noted in figure 3 above, Davidson and Lynch (2002) highlight the importance of designing assessments, examinations and tests with the use of test specifications. Thus, in every testing situation there should be a ‘mandate’, which can be translated as the reason to teach and the reason to test. Thus, the mandates are the expected standards that our students are supposed to know at the end of a course, semester, year and so on. The mandate is important because it guides what skills we want to assess in our students. This is the backbone of our assessment. So, once we have selected our skills, from there we need to create our test specifications or “recipes” for test questions or items. Then, it comes the task of producing test questions from such guidelines, recipes or specifications. Once teachers and item writers have produced a number of suitable test questions, the next stage is to assemble the test by skills and making a pilot test in order to try out the test items and see how these react to the students. At this stage, it is wise to do item analysis, item discrimination, distractor analysis (if multiple choice items), etc. The final stage is to finalize the operational measure. In other words, once the best test items have been selected based on the students’ or test takers’ reactions to the test questions, the test becomes operational or “ready to go” and can be implemented. Notice the dotted arrows intersecting all the stages in the development of the assessment which mark the “iterative feedback for test revision.” Davidson and Lynch (2002) declare this is a critical aspect of the development of assessments because all the parties involved in this process (test developers, teachers, psychometricians, test proctors, etc.) are and should be involved in the development of the assessment. It is critical that all parties should have their opinion in how to improve and make the assessment the best it can be. Davidson and Lynch (2002) also postulate the assessment process should not only come from the top (meaning big testing companies, psychometricians, test developers or administrators), but also from the bottom (teachers, students, parents, etc.) in order to have a quality reliable and valid assessment.

Another aspect that is important to mention in this process is including the notion of constructing a “table of specifications.” A table of specifications merely helps us map out our assessment. For instance, how many test questions or tasks we need, what skills are being tested, what types of questions we need (e.g. multiple choice, true-false, essay format, etc.), what the scoring weight per each section or task is, materials needed, number and types of passages for listening or reading tests, the level of performance or English language proficiency for each item and the standard that it is assessing. Figure 4 below, illustrates a general sample of what a table of specifications or test design may look like, which in turn can also be created by teachers creating their own assessments for their own contexts.

Skill tested	Number of items / tasks	Type of item / task	Weight	Materials, comments	Level (DOK, Bloom's Taxonomy)	Standard, Benchmark, Goal, Outcome
Literal comprehension	6 items	Constructed response (short answer) general information from the passage	1/3	Passage needed 1-6 items	Level 1	Goal A, B
Interpretive comprehension	6 items	Constructed response (short answer) specific / unstated information from the passage	1/3	Passage needed 7-12 items	Level 2	Goal C, D
Applied comprehension	6 items	Constructed response (short answer) unstated information from the passage	1/3	Passage needed 13-18 items	Level 3	Goal E, F
	18 total items		100%	1 passage		

Figure 4. Sample table of specifications / blueprint (Perea, L.; Demchuk, O. & Nesterenko, O. (2019). Item Test Specifications: How to Create Recipes for Language Assessments and Tests. US Department of State and V.O. Shukhomlinsky National University of Mykolaiv).

Henceforth, as I have provided in this article the theoretical and general background in the design and development of assessments, I would like to delve into the nitty gritty terminology for the purpose of this article. According to Davidson (2003), his theoretical definition is as follows: *“A test specification is a generative document from which equivalent test items or tasks can be generated. Specs are a common component of many test development systems.”* [3, p 4].

Conversely and based on my experience creating standardized tests and assessments for over 12 years, I define test specifications in the following manner: *“Test specifications are important documents in language testing [correction... in all content testing!] since they allow item writers knowing specific information about the items they need to create. In essence, a test specification is a ‘recipe’ to create / write items that will address a common skill or set of skills based on the standards from the test.”* [12, p. 5].

Here, I try to clarify not only what test specifications are, but also their importance in all content areas (mathematics, social studies, English language arts, science, English as a second language, etc.), which goes beyond the domains of teaching English as a second or foreign language. Based on our experience, specifications are extremely necessary documents to train teachers who wish to create test items in any content area. Second, test specifications are a way to organize a set of skills we as teachers wish to assess when creating our assessment, here why they are so important in all creation of test items or tasks. Finally, I would like to provide a more practical definition for the novice teacher who wants to create assessments: *“Test specifications are recipes for teachers and for item writers to write or create test questions that assess a common skill. Test specifications are not for students to take, they are recipes for teachers to create the tests students will eventually take.”* [13, p. 6].

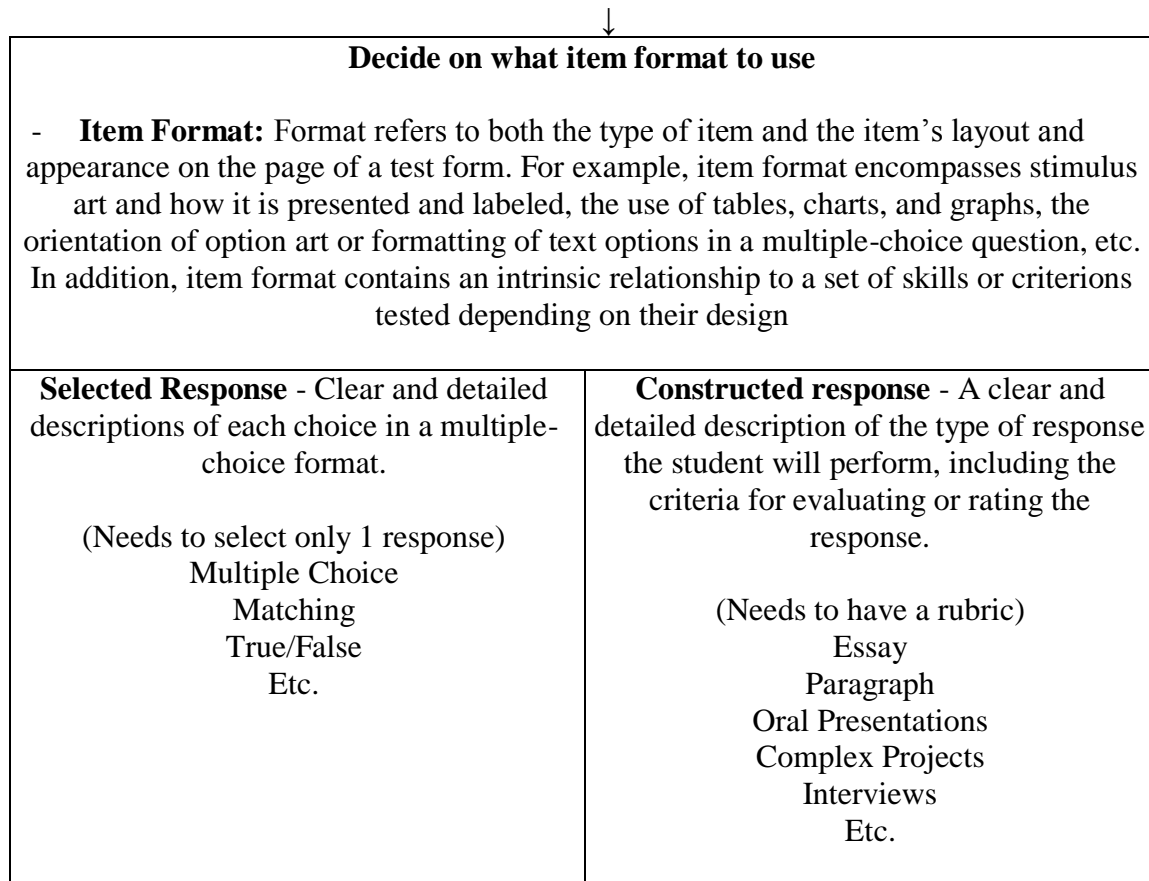
Here I want to make the distinction that test specifications are documents created by teachers or test developers to aid other colleagues in the assessment process to create suitable congruent test items or tasks. Specifications are not the assessments per se that test takers will take. Specifications have the power to document how we will assess students in specific skills. Also, Davidson, Lynch, 2002 et al. declare test specifications lend themselves to a more CRM (Criterion Reference Measurement) approach to test our students since we can compare our test takers with a criterion or skill as opposed to be compared amongst other students (a Norm Reference Approach - NRM). Now, let us define the components of the recipe we propose in this article as noted in figure 5 below.

One important aspect to note, which is not discussed in detail in the Lynch and Davidson’s five-step model (2002), is the notion of “item format”. Based on my experience, I define it in this way: *“Format refers to both the type of item and the item’s layout and appearance on the page of a test form. For example, item format encompasses stimulus art and how it is presented and labeled, the use of tables, charts, and graphs, the orientation of option art or formatting of text options in a multiple-choice question, etc. In addition, item format contains an intrinsic relationship to a set of skills or criteria tested depending on their design.”* [10, p. 1].

Thus, item format is an important concept because depending on which format a test question is presented, it will inform the language of the PA (Prompt Attribute) in this test specification model. To point out a couple simple examples, the best way to assess writing comes from item formats such as writing an essay or a paragraph. If there is a need to assess grammatical points or mechanics in a more discrete manner, multiple choice or error correction identification tasks would be better suited to assess these criterions. Hence, I believe the idea of “item format” as very important in defining the way we will assess a specific language skill or criterion.

Figure 5. **Components of Item Test Specifications (Lynch, Davidson, Popham Model, 2001, 2002)**

Mandate: Standard, benchmark, construct for which the item/task is created.
General Description (GD): A brief general statement of the behavior to be tested. The GD is very similar to the core of a learning objective. The purpose of testing this skill may also be stated in the GD. The wording of this does not need to follow strict instructional objective guidelines.
Prompt Attribute (PA): These attributes comprise the component of the recipe (spec) that details what will be presented to the test taker. It includes the selection of an item or task format. It provides a detailed description of what test takers will be asked to do, including the form of what they will be presented with in the test items or task, to demonstrate their knowledge or ability in relation to the skill being tested.



Response Attribute (RA): A complete and detailed description of the way in which the student will provide the answer; that is, a complete and detailed description of what the student will do in response to the prompt and what will constitute a failure or success. There are two basic types of RA.
Sample item (SI): An illustrative item or task that reflects this specification, that is, the sort of item or task this specification should generate. It brings to life the language of the GD, PA and RA.
Specification Supplement (SS): A detailed explanation of any additional information needed to construct items for a given spec. In grammar tests, for example, it is often necessary to specify the precise grammar forms tested. In a vocabulary specification, a list of testable words might be given. A reading specification might list in its supplement the textbooks from which reading test passages may be drawn, DOKs, etc.

To further polish this model and help teachers write congruent specifications, scholars such as Fulcher and Davidson (2007) define congruent specifications as those where there is a clear direct match between a specification and its items. Thus, let me introduce the concepts of “Speclish & Level of Generality.” Therefore, “*Speclish refers to the unique genre of neither too-specific nor too-general language which characterizes a functional & generative test specification*” [3, p. 53]. This is an important notion because the way we write a recipe has to do with the correct phraseology and word choice in the spec itself, neither too specific nor too general.

If we tend to write a spec which is too general in its directions, our item writers and teachers, who need to create test items, will not be able to infer what exactly is requested in the recipe. On the other hand, if our directions are too detailed, we run the risk of confusing our item writers in producing test tasks or items which are poorly written or too specific without allowing a good range of test items addressing particular skills. Having established this issue, let us illustrate a couple examples in the wording of a PA (Prompt Attribute):

- **PA 1** [3, p. 56].

“Each item will present, in multiple choice format, a sentence requiring a particular English verb tense. The wrong answer will reflect error analysis on the kinds of mistakes students typically have made in the course they just completed”

- **PA 2 (revised)**

“Each item will present, in multiple-choice format, a sentence requiring a particular English verb tense- in particular, compound future verb tenses (e.g., “will be going,” “will have gone,” etc.). The wrong answer will reflect error analysis of the kinds of mistakes students typically have made in the course they just completed. See SS for a report on the most recent error analysis data.”

Notice in the first example of a PA, the description is too general and the item writer trying to produce test items addressing verb tenses would get too confused since there is not enough specificity to confound the skills needed to be tested. On the other hand, the second example has identified an item format (MCh), a particular verb tense (compound future tense), provides examples, and refers back to the SS to identify specific student mistakes during the course of the semester. Thus, we can see more clarity onto what the designer of the test specification wants the item writer to produce. Consequently, some solutions proposed to fix these sorts of issues between specificity and generality are as follows:

- Use language that is not restrictive, but which also is not too loose and ambiguous.
- Language is a genre of comfortable and reasonable guidance.
- Language used is a compromise between specificity and generality.
- Obtain feedback from others in the test development team/teachers.
- Include results from piloting & trialing.
- Include QA of operational use of interviews generated from the spec.

Finally, we want to pull everything together to visualize what a test specification may look like following this model (See appendix 1 for a sample test specification). In addition, I would like to end up this article with another metaphor that we hope helps capture the idea of how the process of language testing is or ought to be.



Figure 6. A Metaphor for Language Testing and Item Test Specifications (Adapted from Perea, 2010. *Teacher Evaluation of Item Formats for an English Language Proficiency Assessment*. Department of Applied Linguistics, Portland State University. Portland, Oregon).

Figure 6 above, illustrates and compares how the process of creating test questions / items can be similar to baking ‘cookies.’ The very experienced baker or cook may know exactly how to bake cookies based on her experience throughout the years and familiarity with the ingredients and the process to do so. As time goes by, this person will become an expert and may not be inclined to use a recipe. All she needs are the ingredients, portions and even the tools to prepare the dough and bake it. Similarly, in our experience attending and conducting many item writing workshops those with the very intrinsic knowledge of language testing may know the nitty gritty aspects of item writing. However, those not familiar with such a process will struggle to master and to perfectionate this item writing skill. Further, in several contexts we have seen trainings being conducted with a vague or general vision of what is needed in terms of the items produced. Sometimes trainers, item writers and teachers only possess the standards or benchmarks, a few sample test items and a general idea of what the best item format to assess a particular skill is. Nevertheless, item writing is not the best it can be as teachers may not be satisfied with the quality of the test questions. What if in an item writing situation, no matter if conducted by a testing company or conducted by a group of teachers who want to develop a test, detailed item test specifications are present and are the result of a collaborative consensus-based dialogue amongst the participants? What if we had the theoretical background of what we want to test, the standards, a good framework, a well-defined construct or set of skills we want to test, but also a selection of good item formats, but most importantly, recipes or test specifications? Such interrelation of test specifications (recipes to cook test questions), clear and defined item formats (cooking molds), and the framework, standards and defined constructs/skills (cooking ingredients) will produce a set of well-defined test items or task (cookies), which are spec-driven. Spec-driven test items are the result of a long dialogue between the test collaborators, between trial and error, and a well-thought set of skills which are aligned to the mandate or standards driving the teaching curriculum.

A final benefit of spec-driven test questions is that specifications do not quite set in stone but continue evolving and improving with the collaboration of teachers. The design of classroom assessments should be specification-driven, iterative (evolving) and consensus-based (where all parties involved have a say in the process of test development). Finally, such process does not come from the top-down, but also from the bottom-up to make the best possible language assessment.

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Appendix 1. Reverse-Engineered Speaking Test Specification Created by Luis Perea (2003)©

Mandate:

ESL students must have exposure to practice oral skills and communicate in social settings and personal expression. Students need to be able to have frequent opportunities to practice speaking in a variety of topics, use critical thinking strategies, and with different audiences. These are important guidelines that are required by the State of Oregon and the K-12 TESOL standards to assess ELL students in their speaking ability throughout their academic life in high school. Additionally, the state requires that ELL students develop high levels of thinking processes such as those proposed in the Bloom's taxonomy, especially in analyzing, synthesizing and evaluating. Therefore, it is a mandate from the state of Oregon to assess/test ELL students in their oral ability periodically to gather data that will be beneficial to make recommendations on the students' oral English language demands. Such results will lead to an appropriate washback effect to improve future communicative language teaching strategies for ELL high school students.

General Description (GD):

ESL students will demonstrate their ability to state orally their opinion by supporting their point of view or by contrasting it with the suggested topic. Students will use a set of aspects or suggestions relevant to the topic that reflects what a good friend looks like and will develop an argument that supports their ideas. By doing this, students also will analyze and reflect on their own personality and support their own ideas with evidence.

Prompt Attribute (PA):

The students will be asked to develop an argument based on a set of aspects/suggestions that describe what a good friend looks like. In an oral presentation, students will contrast whether or not

friendship is more valuable than family relationships, will explain orally his/her point of view, and will defend it with evidence (previous experiences).

Requirements of the oral presentation During the first part, students will have a five-minute preparation time to think about their responses. Choices can be jotted down according to certain aspects or traits that describe friendship. For ins:

- Kindness
- Honesty
- Shared interests
- Fun to be with
- A shoulder to cry on
- Support

Additionally, other characteristics supporting this argument can be included by the student in a new category called “other”.

The teacher may make predetermined accommodation to:

- 1) Help students understand the purpose of the questions in the five-minute preparation time.
- 2) Elicit students’ ability to communicate by rewording, restating, or changing the question in order to facilitate the oral presentation and to determine the students’ English oral proficiency level as well as the future language demands that the student needs.

The oral presentation will be initiated by the teacher asking the student’s name as well as explaining the format/procedure of the oral presentation and making sure the student understands it. The student then will be asked to start his/her oral presentation. Depending on the pace of the presentation, the teacher may ask a question with a prompt or additional questioning in order to facilitate the presentation. Examples of questions can have a WH format, some question examples as illustrated in the Sample Item (SI) are:

- What are the qualities in yourself that you think your friends’ value?

Or a restated question by the teacher:

- Can you mention examples from your own experience showing that friend relationships are more important than your family relationships?

This test is not only a test of speaking or listening ability, but also a test of the student’s ability to think critically how to:

- Compare/contrast ideas;
- Support own ideas with evidence;
- Analyze/reflect upon own personality and experience.

Therefore, critical thinking ability is also a vital part of students’ second language communication skills that need to be reflected through comparing and contrasting ideas and defending their point of view in the L2.

Response Attribute (RA):

The student will have the choice to use his/her notes taken during the preparation time as a guide to organize and mention his/her point of view.

The student will speak from 10 to 15 minutes, if necessary; students will take more than 15 minutes to allow their speaking proficiency. Student will show sufficient original speech that will contain grammar that is appropriate to the context of the topic and students’ utterances. Students’ speech will be characterized of understandable speech rate, pronunciation, intonation, volume, and appropriate vocabulary suitable for the audience. In addition, they will be able to demonstrate orally:

- Their point of view and support it with evidence taken from previous experiences;
- Their analysis/reflection upon their personality that will lead to the description of their point of view;
- Their construction and defense of their own argument (either by comparing it or by contrasting it) based on the suggestions stated by the teacher in the Prompt Attribute (PA) such as: kindness, honesty, shared interests, fun to be with, a shoulder to cry on, support, and others; addressing the question, “what makes a good friend?”

Versus the question that leads to the argument of: “are family relationships more important/reliable than relationships with friends?”

There is not success of failure of the items, any response by the student depending on the oral ability and language structure used by the student, can be helpful to determine students' level of communication and exposure of critical thinking. Even the use of the mother tongue can be a factor to collect important data. See Specification Supplement (SS) for detailed student expectations in the oral presentation process.

Sample Item (SI) Directions:

You are going to make a 15-minute speech to demonstrate your oral skills in English as well as your capacity to make up an argument and defend it with evidence. You will talk about the importance of having a “friendship” and your “family relationships”.

Preparation time (five minutes)

First, read the following traits that may describe the characteristics of a “good friend”. Second, think about how these words are important to describe a good friend; you can jot down additional characteristics if you want in the chart below:

What makes a good friend? the advantages of a good friendship can be ...

- Kindness
- Shared interests
- Honesty
- A ‘shoulder to cry on’
- Support
- Fun to be with
- Other...

Now think about your family and the relationship that you have with each one of your relatives. Explain what is more important for you – your friends – or – your family – If you were given a choice whether to choose your family or your friends, what would it be? Explain why; give at least 3 good examples of your conclusion. Also provide examples from your own experience. Think of the advantages and disadvantages of your decision and talk about them.

Ask the teacher if you get stuck or have a question, you only have 5 minutes to prepare your speech.

Now, proceed to the next room and present your speech, be prepared to answer possible questions that the teacher may ask.

Specification Supplement (SS) 1



Malika Kalandarova: From Tajikistan to the USA & the World!

Written by Nasiba Sharipova & Luis Perea

Hook (rhetorical questions)

Do you know where Tajikistan is? Did you know that it once belonged to the former Soviet Union? How about their people? Did you know that Tajiks are very gifted dancers and love their culture?

Introduction

Tajikistan is a beautiful country situated in the heart of Central Asia. Its neighbors are Kyrgyzstan on the north, China on the east, Afghanistan on the south, and Uzbekistan on the west. Tajik people are also multilingual and multicultural given the fact that many of them speak Dari, a Persian dialect. A large number of them maintain close ties to the people of Iran because they use Persian languages. The population is ethnically mixed as it has been historically the case, yet other ethnicities have been part of them. For instance, 85% are Tajik, 12% are Uzbek, 0.8% are Kyrgyz, 0.5% are Russian, and 2% belong to other different groups.

Main Character + Childhood

One of the most famous dancing artists who has been a cultural ambassador and representative of the Tajik culture and traditions is Malika Kalandarova. She has not only been a role model for Tajik women within her country, but also, she has become a legend herself in the United States of America. Malika was born in 1950 in the capital of Tajikistan, Dushanbe. Interestingly, none of her family was involved in the arts. Her background was Jewish given the fact that her father was a Bukharian Jew hairdresser. She was raised within a family of 5 sisters and 2 brothers and she was the youngest. Yashuva, her father, wished for her to become also a hairdresser, just like her older sisters. Nevertheless, Malika refused because she knew she was gifted in dancing and she could exploit all her different skills.

Challenge 1

A fascinating fact about her, is that she was an extremely rebellious child, yet she never left behind her roots and always fought to pursue her dreams about dancing. As proof of her persistence, she began dancing in her patio and it was there when she received her first round of applause from her neighbors. Eventually, she enrolled in the House of Culture, then the Mayakovsky Children's Jewish Theater.

Challenge 2

Legend says that in times of Malika, being a Jewish was considered a bad stereotype during the former Soviet Union in Tajikistan. To solve this difficulty, she recognized herself as Bukharian Jew because as she became rather popular, this would show her originality more. Malika said: "*Most Jewish people [in Tajikistan] say they are Tajik or they are Russian because Jews get no good work, no good pay,*" she says, "*But once I'm famous, I'm not afraid. I say, 'Me Jewish.'*"

Challenge 3

Later on, when she was 14 years old, she emerged as a dancer in the state ensemble "Lola". She was highly ambitious and quickly approached the musicians and asked them to play so that she could

demonstrate her skills to the choreographer. After six months, the ensemble gave her the first performance on the stage of the Opera and Ballet Theater. Thus, she obtained a solo dance called “Broken Heart.” Because of her great dancing skills, she was able to coordinate her eyes, shoulders, hands, legs, etc. Consequently, she made a good impression upon the Minister of Culture and her artistic name became “Malika” (Queen, in Tajik).

Education and Career Development

Malika technically became professional in 1965 with “Lola Dance Ensemble”, later on, she performed at the Tajik Philharmonic in Dushanbe. She became one of the most popular performers in both Central Asia and the entire Soviet Union. She was well-known for her unique and exquisite movements on folk dances, and even she invented the dance “Goryanki of Tajikistan”. It was at this moment, where she began to be acknowledged not only as a professional dancer, but also as a stage director and tutor. Because of this, she was given the motto of People’s Artists of the Tajik Soviet Socialist Republic and the USSR.

Career Climax

Upon the collapse of the Soviet Union, in 1993 after the explosion of the Tajik Civil War, Malika immigrated to the USA. Life was difficult at the beginning as being an immigrant, she had to sell dishes. Eventually, her tenacity and perseverance, allowed her to launch her “Malika’s International Dance School” in Queens, New York. Successfully, her school attracted more than 150 people who wished to become familiar with the East dancing style, including Tajik, Khorezm and Indian dances.

She also participated in several films including:

1961 — Зумрад (Zumrad)

1970 — Жених и невеста — (the Groom and the Bride) *Gulniora*

1971 — Сказание о Рустаме — (The Tale of Rustame)

1972 — Ураган в долине — *Gultchekhira* – (Hurricane in the Valley)

1984 — И еще одна ночь Шахерезады... — (And one more night of Scheherazade...)

1986 — Новые сказки Шахерезады — (New Tales of Scheherazade)

1987 — Последняя ночь Шахерезады — (Last Night of Scheherazade)

1989 — Шерали и Ойбарчин — (Sherali and Oybarchin)

Present Life – Final Accomplishments

Malika got married in 1972 with the famous musician-dombra player Iskhak Gulkarov. They currently have two children, Mark and Samira. Evidently, Samira Gulkarov inherited Malika’s dancing and artistic skills.

Finally, Malika was given the following awards to acknowledge her accomplishments throughout her life:

- The People’s Artist of the USSR, 1984
- The State Award of the Tajik Soviet Socialist Republic, 1984
- The People’s Artists of the Tajik Soviet Socialist Republic, 1976
- The Honored Artist of the Tajik Soviet Socialist Republic, 1972

Writing Activity 1.

After you have read Malika’s biography, now think about a person you admire or someone who is famous in your community.

Follow the same outline as you saw in Malika’s Biography. Then, write a biography of this special person.

Hook (rhetorical questions) – A hook is what gets the reader’s attention. Rhetorical questions also get the reader thinking about the topic.
Introduction – The introduction can describe the setting or place where the character is from.
Main Character + Childhood – Include who is the main character being described and include information about her/his childhood.
Challenge 1 – Include a problem in life the character has encountered.

Challenge 2 – Include a second problem in life the character has encountered.
Challenge 3 – Include a third problem in life the character has encountered.
Education and Career Development – Talk about the main character’s background, schooling, studies and her/his career.
Career Climax – Include the character’s most successful accomplishments in life.
Present Life – Final Accomplishments – Include the character’s current life, or if the character is deceased.

Writing Activity 2.

Look at the following sentences from the biography.

Rewrite the same sentences using as many formal or informal vocabulary. Change the underlined vocabulary and re-write your sentences on the right column. See the examples in blue color.

Original sentence	Possible ways to re-write the same sentence
Did you know that it once <u>belonged to</u> the former Soviet Union?	Did you know that it once <u>was part of</u> the former Soviet Union?
Did you know that Tajiks are very <u>gifted dancers</u> and love their culture?	Did you know that Tajiks are very <u>skilled performers</u> and love their culture?
Tajikistan is a beautiful country <u>situated</u> in the heart of Central Asia.	
<u>A large number of</u> them maintain close ties to the people of Iran because they use Persian languages.	
One of the most famous dancing artists who has been a cultural <u>ambassador and representative</u> of the Tajik culture and traditions is Malika Kalandarova.	
Interestingly, none of her family <u>was involved</u> in the arts.	
Yashuva, her father, <u>wished for</u> her to become also a hairdresser, just like her older sisters.	
Nevertheless, Malika <u>refused</u> because she knew she was gifted in dancing and she could <u>exploit</u> all her <u>different skills</u> .	
A <u>fascinating</u> fact about her, is that she was an <u>extremely rebellious</u> child, yet she never <u>left behind</u> her roots and always fought to <u>pursue</u> her dreams about dancing.	
To solve this <u>difficulty</u> , she <u>recognized</u> herself as Bukharian Jew because as she became rather popular, this would show her originality more.	
She was <u>highly ambitious</u> and quickly <u>approached</u>	

the musicians and asked them to play so that she could <u>demonstrate</u> her skills to the choreographer.	
She was <u>well-known</u> for her unique and <u>exquisite</u> movements on folk dances, and even she invented the dance “Goryanki of Tajikistan”.	
It was at <u>this moment</u> , where she began to <u>be acknowledged</u> not only as a professional dancer, but also as a stage director and tutor.	
<u>Eventually</u> , her <u>tenacity</u> and <u>perseverance</u> , allowed her <u>to launch</u> her “Malika’s International Dance School” in Queens, New York.	
They <u>currently</u> have two children, Mark and Samira	

Reading Comprehension & Analysis Activity.

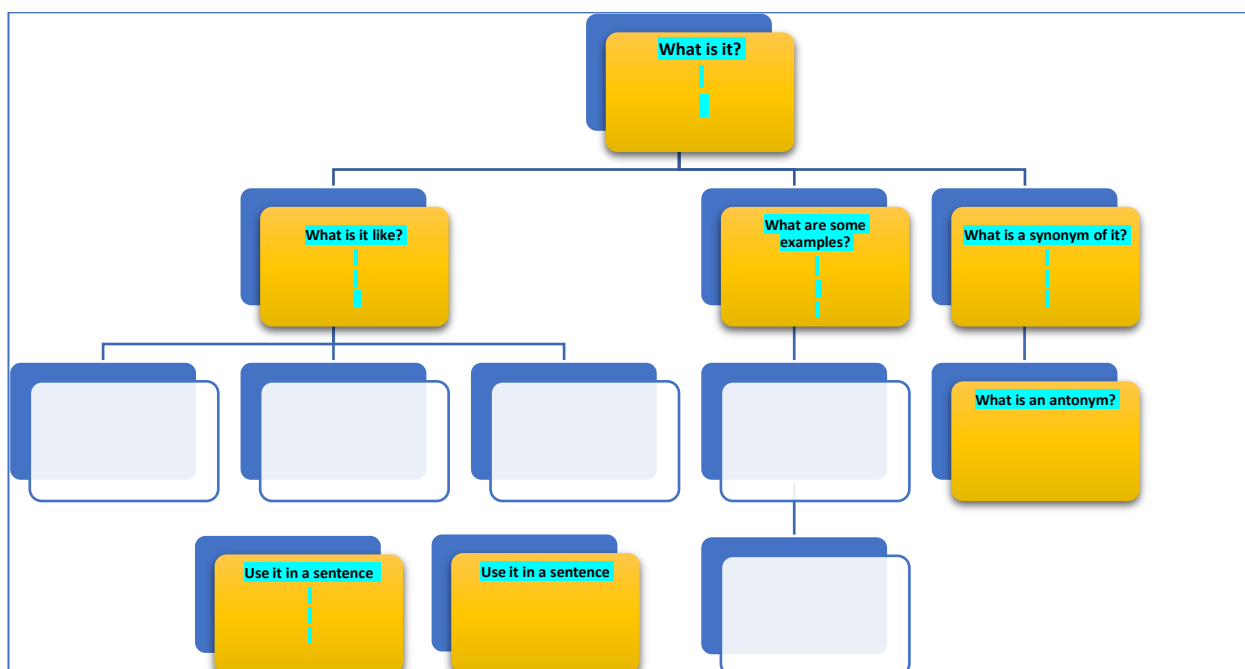
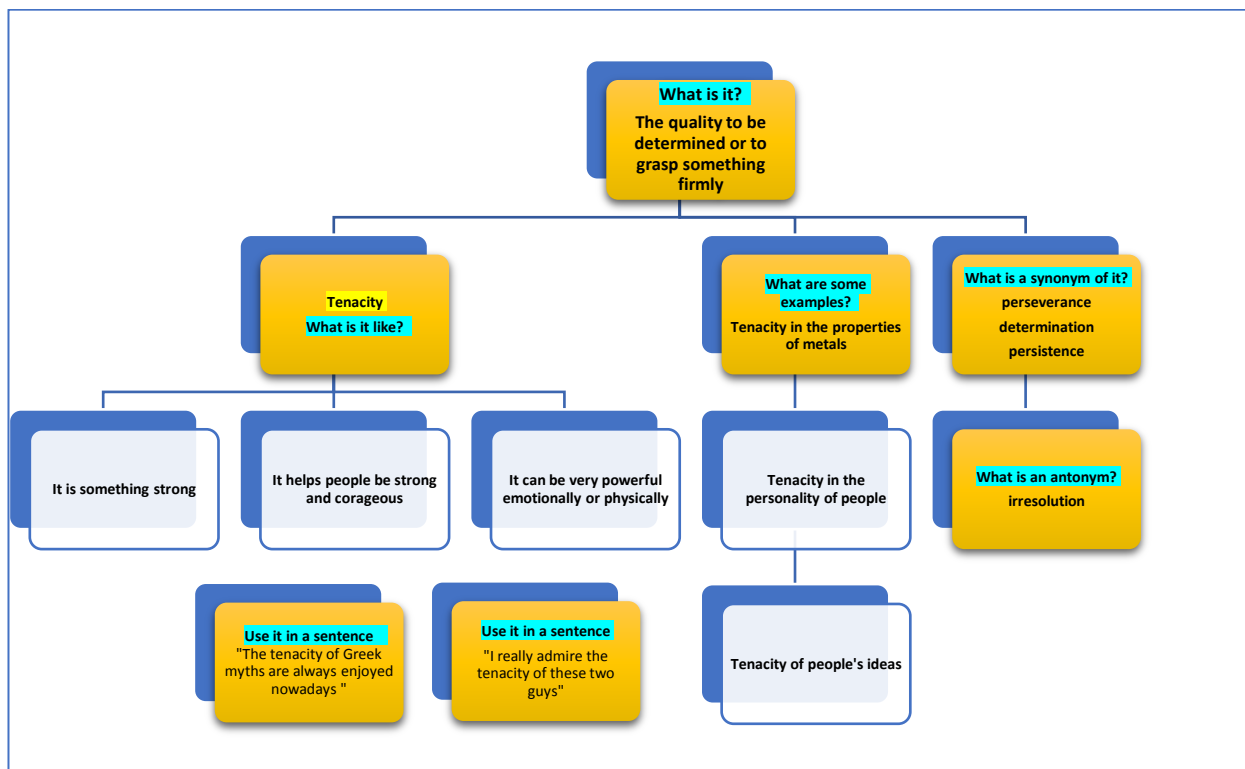
Now that you have read the biography, find the causes or effects in the main character’s life. Remember that a cause is the reason why something happens while the effect is the result of the cause. Look at the following example in the table below and fill in the missing information below.

Cause	Effect
None of her family was involved in the arts. Yashuva, her father, wished for her to become also a hairdresser, just like her older sisters.	Malika refused to be a hairdresser because she knew she was gifted in dancing and she could exploit all her different skills.
	She received her first round of applause from her neighbors.
Malika became very professional dancer and later created the dance "Goryanki of Tajikistan".	
	After six months, the ensemble gave her the first performance on the stage of the Opera and Ballet Theater. Thus, she obtained a solo dance called “Broken Heart.”
After the collapse of the Soviet Union, in 1993 life became hard in Tajikistan as well due to the Civil War.	
	Currently, one of Malika's child Samira Gulkorov has started a music solo career, too.
	When Malika moved to the USA, she had to work in the store to make her living.
Finally, her hard work gave her another opportunity to continue pursuing her dream in the US.	

Reading Comprehension & Vocabulary Activity.

Look at the following word bank taken from the biography. You will analyze each word to find its meaning. Use also the context of the biography to infer the meaning of the words. Follow the example below:

Accomplishments Acknowledged Applause Choreographer Coordinate	Emerged Enrolled Exploit Exquisite Immigrant	Inherited Obtain Persistence Rebellious Refused	Role model Stage Stereotype Tenacity
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It's a great professional development opportunity!

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

CALL FOR SUBMISSIONS

Dear TESOL-Ukraine members,

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

The main requirements to the material submitted:

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



5. Authors who want to submit video or music files should contact serge.v.petrenko@gmail.com for further information.

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

7. All the submissions should be addressed to serge.v.petrenko@gmail.com.

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

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