From the Editor

Dear Readers,

The newsletter you are reading now is rich in articles, dedicated to the events that took place in February-May, 2008. I’m grateful to the authors that submitted their contributions. I also have some information to share. On April 4, 2008 Svitlana Kuzmych and I met with three members of Hawai’i TESOL: Mark Wolfersberger, Vice President, Elise Fader, The Word Editor, and Yoneko Kanaoka in order to consolidate the unity of our affiliates.

We had a semi-official luncheon meeting, which reminded me of the reunion of the old friends who didn’t see each other for ages and had much to tell. We were talking about life, family, and teaching.

Of course, we exchanged national and professional presents. The most valuable professional present from Hawai’i TESOL was HITESOL 2008 Conference DVD. I passed a copy to ETRC in Kyiv so that our teachers of English could watch a number of presentations, made by Hawaiian colleagues. I’m sure you’ll find lots of interesting ideas there.

When I was watching this DVD a brilliant idea came to my mind: we can exchange not only the articles but the experience and ideas as well. Exchanging the presentations, videotaped or podcasted will make us closer.

If you also have any ideas about how to diversify our partnership, feel free to contact me. In September I’m going to submit a proposition to our sister affiliate concerning our future collaboration. Join in!

Sincerely yours,
Maryna Denysenko

Next issue will find its readers in autumn.
Deadline for submissions is October 30, 2008.

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42nd TESOL Convention in New York: Dream and reality

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We spent five wonderful days in “the center of the universe” as, we got to know, they often call New York City. All the three of us were first-time presenters at the TESOL convention which proved to be rewarding both professionally and personally. Last year, when we sent our speaker proposal abstract to the organizing committee, to participate at the greatest professional event of the year for English teachers was just a dream. Then in late October we got an e-mail message proving that our proposal had been accepted at an acceptance rate of 23%. This was a real achievement for us. We thought our dream story would end, but it did not and our dream became reality with the help of US Embassy Budapest, Hungary and US Embassy Kyiv, Ukraine. Our deepest thanks go to Ms. Alyona Sukhinina (Kyiv) and Mr. Gergo Santha (Budapest) for doing the enormous task of coordinating our trip to NYC. THANK YOU.

Our presentation was a report on the first phase of a long-scale research investigating the quality of English and Ukrainian teaching to Form 3 Hungarian schoolchildren in our home town, Berehovo (Zakarpatska oblast). Our original hypothesis was that learners knew English better than the state language. This was refuted by our results obtained from English and Ukrainian proficiency tests. After our presentation on April 4, a discussion started among the audience. We got valuable comments on our research design which we will evidently incorporate into the future phases of the same research.

It was an excellent experience to meet the most outstanding and well-known language pedagogy professionals in person and hear them discuss issues that are in the focus of today’s language teaching. We cannot help mentioning the names of William Grabe the reading specialist from Northern Arizona University, USA who gave a plenary talk on how to teach second language reading skills effectively. Another plenary that had a great impact on us was given by Penny Ur (Oranim Academic College of Education and Haifa University, Israel).

With Penny Ur

Her 1996 practical course of language teaching is a real masterpiece written in clear and simple language, a book that must be known and referred to by every foreign language teacher around the world. At her plenary, Ms. Ur spoke about correctness and correction in language teaching, about what learner errors should be corrected and how. She admitted that being a teacher for her in fact means that every single mistake of a language
learner should be corrected. Numerous papers, demonstrations, and poster sessions were provided concerning foreign or second language acquisition research. One that we found most fascinating was by Simon Borg (University of Leeds, UK). He spoke about the research methods one can survey beliefs of language teachers. He came up with the latest results of the field.

Surely, NYC with its five boroughs and countless sights showed its best to us who were not only first-timers at the TESOL convention but also first-timers in the US. In the five days we spent in Manhattan, we could feel the atmosphere of a metropolis (especially that we come from a small rural town with only 26,000 inhabitants close to the Ukrainian-Hungarian border). We will never forget the original paintings of 19th and 20th century European painters (Monet, Manet, Gaugain, Matisse, Picasso, Mondrian, Dali, etc.) that we saw at the Metropolitan (one of the most famous art collections of the world) and at the MOMA (Museum of Modern Art). We have also visited Lady Liberty known as the Statue of Liberty standing on Liberty Island. It is the famous sign of NYC declaring that people arriving in the USA have hope for lifelong freedom.

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caroline@kmtf.uz.ua (Marta Fabiyan)

42nd TESOL Annual Convention and Exhibit: How to Make a Good Presentation
(on the material of the presentation “English Through Drama For Human-Relations Training”)

Natalya Reutska,
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The increasing complexity of conditions under which communities live and work today leads more and more towards interpersonal conflicts. Schools are communities, and learning is a social process. I strongly support the idea that the function of education should not be limited to imparting knowledge or cultivating intelligence alone. Concurrent with these, school should be concerned with the social and emotional aspects of character development and human-relations training in terms of conflict resolutions in a community. I have developed the understanding of this concept due to Wilkerson & Tomasik (2007) after I attended International School Project Seminar that took place in Khmelnytskyi, 2007.

I am going to describe a strategy designed and conducted to explore how a teacher-student produced video can be used to scaffold activities that encourage students’ critical viewing, thinking and learning about human relations skills. This video project provides students with a unique creative outlet. In cooperation with their teacher students read, produce dialogues, dramatize, working in an environment which encourages trust, respect and collaboration for all participants. They research, write and star as well as edit and screen the finished works.

To me, drama is an obvious fit the EFL classroom. Drama offers the opportunity of all kinds of social interaction. Researches such as Wells (1992) and Wahl (1997) emphasize on the connection between whole language learning and dramatic activity. Drama is a verbal and non-verbal cooperation which includes negotiation between parties in their meaning making. The discussion about the drama that occurs before, during and after the work is just as important as the work itself.

This project started in 2004 as ‘from page to stage’ game within home reading lessons for 9 year students. It turned into a teacher student produced video FOSTER HUMAN RELATIONS SKILLS which was successfully presented at TESOL.
Convention 2008 in New York in April, 2008. I am proud to share the idea that human relationships themselves can be a focus of inquiry and drama can be used as an excellent tool to build communication as well as human relations skills.

The video includes three episodes each lasting 7-8 minutes – ‘Jonathan Livingston Seagull’ by Richard Bach, ‘Fortunata Writes a Letter’ by Theodore Apstain and ‘Mr President’ based on humorous stories told by A. Lincoln. Three powerful ideas of three famous Americans serve as the basis of this teacher-student produced video. Learning and teaching, a role of an individual in a community, right or wrong are the key issues considered.

Using the interactive approach I turned authentic high interest literature into video productions and combined them with pre-viewing, during viewing and after viewing activities. They are suitable for high school EFL/ESL students for discussion, oral interaction and self expression.

PRE-VIEWING ACTIVITIES:
You are going to view 3 episodes of a teacher-student produced video. Each episode deals with conflict resolution in terms of applying human relation skills (HRS).

Activity 1
Ask your students to guess which of the episodes will deal with:
- Conflict within a community
- Conflict within a family
- Contradiction between one’s desire and lack of ability

Episode 1: “Jonathan Livingston Seagull” after R. Bach

Plot Summary:
Breakthrough
Jonathan Livingston Seagull pushes himself, learning everything he can about flying instead of flying for food like the other gulls that put the blame on him for irresponsible organizat. As soon as he wants to share his knowledge within the flock, they turn their backs and expel him from their community.

Outcast
One day, Jonathan is met by two gulls who take him to a “higher plane of existence”, where he is taught to fly through time and space. A successful learner, he is still concerned about his fellow gulls whose motivation to fly is limited only by getting food.

Instructor
Jonathan returns to the Earth to his Flock with clear understanding that the spirit cannot be really free without the ability to forgive and this leads him to the idea of becoming a teacher. One of his students, Fletcher, accepts his newly discovered ideals and is ready for the difficult fight against the current rules of that society.

Background Information:
It is worth mentioning that the play was staged in the times of the Orange Revolution, November – December, 2004. In those times every Ukrainian square was crowded with people holding white-and-blue or orange banners – the colors of certain political parties. In November 2004 when we had been doing rehearsals of Jonathan the country was in for a very deep civil conflict. Nobody could avoid dealing with it. The country was divided into two parts – white-and-blue and orange... In the video you will see that we were clearly focused on the idea of putting together the three colors which symbolized our desire to see our country united.

Activity 2
Have your students range the indicators of HRS in the order from more important to less important:
- Trustworthy organizat
- Good sense of humor
- Ability to understand the feelings of others
- Ability to admit mistakes
- Ability to take responsibility for one’s role in a conflict
- Self esteem
- Ability to motivate people
- Confidence in self and others
- Genuineness in relationships
- Ability to forgive
- Flexibility in making decisions

Ask your students to think of more indicators of HRS.

Activity 3
1. What is the relationship between motivation and conflict?
2. Explain that motives are needs, drives or impulses within the individual. Motives are classified into two categories: Primary – unlearned, secondary – learned.

Activity 4
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Episode 2: “Fortunata Writes a Letter” after Theodore Apstain

Plot Summary:
Curious about food
Mateo, a Mexican man of about 50, who works as a museum guard, comes home from work and
shows great disappointment about the food that his wife has cooked for him. Fortunata raises a flock of chickens in her patio and tells her husband that she can’t afford to cook any of the chickens because she has been selling the chickens and saving the money for a special purpose.

Curious about money
It turns out that Mateo does not know where Fortunata hides the money which makes him furious. His wife explains that she started saving the money for her funeral years ago, as soon as she realized that her husband was reluctant to save money for a rainy day. Then we get to know that Fortunata, having lost her own children, is very worried about the children who are starving. That’s why she wrote a letter to the president of the country in which she describes her life and asks to take away her chickens and feed the hungry children.

A lucky man
A gentleman arrives in the end of the episode and hands a letter from the Presidente to Fortunata which gives her a sense of life. She doesn’t feel like dying as she seemed to be in the previous scene. Now she knows that her goal is to support hungry children. The gentleman calls Mateo a lucky man who is married to such a wonderful woman like Fortunata. However, the spectators, as well as Mateo, would think Fortunata to be crazy in the beginning of the play.

Background Information:
When he was eight years old, Russian–born Theodore Apstain settled in Mexico with his parents. He spent eleven years there, and then his family moved to the USA. Much later while he was working for the United Nations Relief and Rehabilitation Administration, he noticed a touching letter from a woman who, like Fortunata, wanted to help the poverty-stricken children. “Her scheme was different from Fortunata’s”, Apstain writes, “but the idea for the play was born there”. Fortunata was published in 1949 in THE BEST SHORT PLAYS, Beacon Press.

Episode 3: “Mr. President” based on stories told by A.Lincoln compiled by N.Reutska

Background Information:
Today, the name of Abraham Lincoln is one of the most respected not only in the history of the USA but in the world’s history. The verse by Steven Vincent Benet and Rosemary Benet in the beginning of the episode gives us a view of the man before he became the president.

Abraham Lincoln must have been a witty man because of his humorous sayings, riddles and anecdotes. See that every anecdote in the story was based on some quality of Lincoln that people of his time appreciated and talked about. One of the qualities was Lincoln’s sense of humor that helped him solve or cope with the problems of being President at a critical time.

The famous story by Beatrice Schenk de Regniers *Lincoln Tells a Story about the King, the Farmer and the Donkey* is put as the basis for the second part of the episode in which Lincoln, using his sense of humor, turns the job hunters away without hurting their feelings.

DURING – VIEWING ACTIVITIES
Activity 1
Have your students observe the following indicators of HRS in the organization of the following characters (see Table 1):

Jonathan, the Leader of the Flock, Fortunata, Mateo, Mr. President, and Job Hunter.
Ask them to tick the boxes while they are viewing.

### Table 1

<table>
<thead>
<tr>
<th>Indicators of HRS</th>
<th>Jonathan</th>
<th>Leader of the Flock</th>
<th>Fortunata</th>
<th>Mateo</th>
<th>Mr. President</th>
<th>Job Hunter</th>
<th>YOU</th>
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<td>Trustworthy behavior</td>
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<td>Good sense of humor</td>
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<td>Ability to forgive</td>
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POST – VIEWING ACTIVITIES:
Activity 1 Questions to discuss
- What indicators of HRS have you noticed in the organizational characters?
- Which of the HRS indicators do you consider the most important in the characters’ organization?
- In what ways can HRS help people deal with conflicts?
- Have you ever experienced a situation similar to one of those in the video?
- What HRSs have you applied or are going to apply in your life?

References:

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42nd TESOL Annual Convention and Exhibit Collage (April 2-5 2008)

Natalia Reutska and Svitlana Kuzmych (at the Plenary)

Svitlana Radziyevska and Maryna Denysenko (in the Affiliate Booth)

Mind Mapping Opens Creativity of the Brain

Svitlana Kuzmych
Teacher of English
State University of Information and Communication Technologies

English language students often have problems acquiring words efficiently and easily and generating their ideas in preparing homework. If professors teach how to organize thoughts in right order creating Mind Maps, students feel more confident.

The British author Tony Buzan studied human brain and in the late 60s developed Mind Mapping in order to help his students make notes quickly. Such visual diagrams are much easier to remember and review. Mind Maps as visual graphs help to open the creativity of our brain. A Mind Map contains a basic image or word at its center. This immediately triggers the power of your creative imagination. From this image radiate main branches of thought associated with the central image. These branches are curved because your brain prefers organic structures to rigid ones, and they are large because the size represents the importance of the ideas. You can see from this image that your brain is not a linear thinking device. You brain is a radiant thinking organ.

Tony Buzan with his team developed the main rules and recommendations for Mind Mapping:

- Use just key words, or wherever possible images.
- Start from the center of the page and work out.
- Make the center a clear and strong visual image that depicts the general theme of the map.
- Create sub-centers for sub-themes.
- Put key words on lines. This reinforces structure of notes.
- Print rather than write in script. It makes them more readable and memorable. Lower case is more visually distinctive (and better remembered) than upper case.
- Use color to depict themes, associations and to make things stand out.
- Anything that stands out on the page will stand out in your mind.
- Think three-dimensionally.
- Use arrows, icons or other visual aids to show links between different elements.
- Don’t get stuck in one area. If you dry up in one area go to another branch.
- Put ideas down as they occur, wherever they fit. Don’t judge or hold back.
- Break boundaries. If you run out of space, don’t start a new sheet; paste more paper onto the map.
- Be creative. Creativity aids memory.
- Get involved. Have fun.

Participants of Svetlana's Session (Sheraton, New York)

Mind Mapping can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance. It is a tool for all teaching and learning tasks. Teachers can benefit from increased efficiency and organization in lesson planning and preparation, lesson delivery, curriculum planning, creating handouts, student assessment.

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Some links to handouts and exercises on paraphrasing
Compiled by Buthaina Al Othman buthaina_3@yahoo.com
http://owl.english.purdue.edu/owl/resource/619/01/
http://oregonstate.edu/~healeyd/162/162paraphrase.html
http://alothman-b.com/readingandwriting_skills.htm#writingtips
Motivating Very Young Learners’ Communication Through TPR

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PhD, Associate Professor, Chair of FLT Methodology, Zhytomyr State University
Myroslava Matys,
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Introduction
TPR stands for Total Physical Response. The approach, called TPR, introduces the language through the use of commands and has learners demonstrate their understanding through action responses to the given commands. Teacher physically and verbally models commands for learners who are then required to respond with appropriate actions.

Total Physical Response (TPR) is based on the theory that the memory is enhanced through association with physical movement. It is also closely associated with theories of mother tongue language acquisition in very young children, where they respond physically to parental commands.

The predecessor of TPR did not have a name. It was apparently born in the early 1920s with the work of Harold E. Palmer (1877-1949) and his daughter Dorothee in Japan, where he was linguistic advisor to the Ministry of Education in 1922-1923 and, from 1923 to 1936, Director of the Institute for Research in English Teaching. They published the first known book, English through Actions, about this approach to language teaching and learning in Tokyo in 1925.

In 1960 James J. Asher, Professor of Psychology at San Jose State University (USA), undertook experiments to solve the problem of how to facilitate the acquisition of a second language.


In 1977 J.Asher published the first edition of Learning Another Language through Actions: the Complete Teacher’s Guidebook. As Stephen Krashen admits, Asher was the first in second/foreign language pedagogy to recognize the primacy of comprehension in language development.

The strategy of Total Physical Response was suggested and developed to give children time to get the feel of a foreign language – the period of absorbing, understanding and imitating – through inviting them first to action responses to the verbal stimuli, before they start real communication. It is based upon the way that children learn their mother tongue.

What can be accomplished with TPR:
- it develops listening comprehension before speaking;
- it is superior to other ways of acquiring concrete vocabulary (such as action verbs, names of objects, prepositions of place, many adjectives and adverbs);
- it helps to practice grammar;
- it practices classroom language, imperatives and instructions;
- it is good for story-telling;
- it helps to be active and enjoy doing things in English.

The following succession of steps for a TPR activity can be recommended:

I Pre-teaching/ Revising language material (with a lot of visual aids, miming, gestures).

II Presenting a TPR activity:
- the teacher gives instructions and acts, the children watch silently;
- the teacher gives instructions and acts, the children do the actions silently;
- the teacher gives instructions without acting, the children do the actions silently;
- the teacher gives instructions and acts, the children do the actions and comment them;
- the teacher acts silently, the children do the actions and comment them without the teacher.

III The children give instructions themselves in different modes (to the whole class, to a small group, to each other in pairs, etc.)

TPR is reported to be used most productively with young learners. To show different characteristics of children at different ages, sometimes a distinction is made between very young learners aged under 7, and young learners aged 7 to 12.
So the basic idea of TPR is that a language learner hears something in the language and physically responds to it. Children’s response to the teacher’s input may be of different forms:
- listening and identifying/pointing;
- listening and doing;
- listening and making/coloring/drawing;
- listening and performing/miming/acting out;
- listening and responding games.


R. Wilson refers to TPR-B for “TPR with body”, which includes everything that can be done with general body movement: stand up, sit down, turn around, turn right, turn left, lift up your arm, touch your nose, etc. This is best done in a room with some space to move around.

TPR-O stands for “TPR with objects”. This is best done sitting at a table that has some objects on it: learn the words for “apple”, “banana”, “orange”, and so on, but also, “give me”, “take”, “put”, “smell”, “bite”, “roll”, “peel”, and “show me”.

TPR-P with Wilson stands for “TPR with pictures”.

TPR-S was developed by Blaine Ray. It involves the teacher (and eventually the students) acting out simple stories as a means of understanding the story and internalizing vocabulary.

### Classification of tasks involving TPR activities

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<th>General character of activities</th>
<th>Types of activities</th>
<th>Kinds of TPR tasks</th>
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<td>Action games</td>
<td>Finding your way</td>
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<td>Playground games</td>
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<td>‘Iffy’ games</td>
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<td>Craft activities</td>
<td>coloring, cutting, gluing, sticking, making greeting cards, posters, models etc.</td>
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<td>Puzzles</td>
<td>Treasure-hunting</td>
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<td>Playing ‘Let’s pretend’</td>
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<td>II. Miming</td>
<td>Miming actions</td>
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<td>Miming and keeping the rhythm</td>
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<td>III. Acting out</td>
<td>Storytelling</td>
<td>Invented stories</td>
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<td>Role-playing</td>
<td>Imaginary situations</td>
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I Following instructions
It’s better to start with following instructions. Use gestures and demonstrate what you want the children to do. When children listen and do they are making sense of English words and phrases, acquiring meaning and sound together, developing their vocabulary, distinguishing between grammar patterns.

1.1. Commands
Commands are a good way to start using English for communication in the classroom. After good training the children can give commands to each other.

1.1.1. Single commands

1.1.2. Classroom Instructions
Open/close the door.
Turn on/off the lights.
Write on/erase the blackboard.
Take out/put away your textbooks.

1.1.3. Listen and match

1.2. Action series
Action series can provide good practice with different grammar patterns (singular and plural forms of nouns, numerals, pronouns, prepositions, adverbs of direction, verb tenses and aspects, degrees of comparison of adjectives and adverbs etc.) Special attention should be paid to strictly following the succession of the actions.

1.2.1. Command action series
Can involve drawing, coloring, painting, pointing to objects, following the leader. May be given in a form of a command (Draw a big circle.) or in a form of a narrative with various verb forms/tenses (This animal has a large head/This animal is standing under a tree/This animal was standing under a tree.) ‘Drawing a Picture’
1. Draw a lake.
2. Draw two trees next to the lake.
3. Draw a rock between the trees.
4. Draw a fish in the lake.
5. Draw the sun over the lake.
6. Draw two birds near the trees.
7. Draw grass around the lake.
8. Show your picture to your desk-mate.
9. Say something nice about his/her picture.

1.2.2. Operations
An operation is a procedure for doing something, using a natural sequence of events.

‘Setting a Table’
1. Put the plate in the center of the placement.
2. Take a napkin.
3. Put the napkin to the left of the plate.
4. Place the knife to the right of the plate.
5. Put the fork on the left-hand side of the plate, on top of the napkin.
6. Set the glass near the tip of the knife.
7. Look at the table. Do you like it?
8. Take your seat at the table.

1.2.3. Minidramas
‘Crossing a Street’
We are going to cross a street.
Let’s walk to the curb at the crossing place.
Look to the left. Are there any cars coming?
If yes, wait till the car is gone. If no, cross the first half of the road.
Stop in the middle. Look to the right. Are there any cars coming?
If yes, wait till the car is gone. If no, cross the second half of the road.
Now you are on the opposite side of the street.
Very good!

1.2.4. “Iffy” or Conditional Series
If you like bananas, wave to me.
If you like apples more, stand up.
If you don’t eat both bananas and apples, stamp your feet.

1.2.5. Finding your way
Involving learners in marking a route on a town plan or road map according to spoken directions.

1.3. Action games
TPR games are of ‘listen and do’ type. For one thing, they provide good linguistic practice, for another thing, they help children see learning English as an enjoyable and rewarding process. Besides, playing games develops the ability to cooperate, to compete without being aggressive, and to be a good looser.

Games presuppose setting some rules and demand very careful listening to the commands to act correctly. You can play games inside or outside. Explain in L1 before you start a new game and then say it in English. Later on the children can give the commands in the action games.

1.3.1. Classroom games
‘Would You Please’
(a variation of “Simon Says”)
The teacher introduces the game to the class.
When s/he says ‘Would you please touch your nose?’ the children follow the instruction. When the teacher does not say ‘Would you please …?’ the children do not complete the action.

First, the teacher works with the whole class. When the children understand the game, they can practice in pairs. After they have practiced in pairs, a volunteer can lead the whole class in a game. The child who misses (follows the command that does not include the words ‘Would you mind…’) becomes the leader and goes to the front of the class to give instructions.

1.3.2. Playground games

‘Clock’
(the whole class game, in two teams)
The aim of the game is to practice the time (hours and minutes). The teacher draws a clock on the ground, with the numbers inside it. The players are divided into two teams. One team represents the ‘big hand’ and the other team – the ‘little hand’ of the clock. The teams stand in two equal rows. The teacher/leader calls out a time, e.g. Ten past seven. The players on the end of each row reproduce the time by standing at appropriate points of the clock. Each player who stands in the correct place is given one point. The winning team is the team with most points at the end of the game, which can be whenever the teacher wishes, e.g. after 10 minutes.

1.3.3. ‘Iffi’ games

‘Please Mr. Crocodile’
Two parallel lines are drawn on the ground – it’s a river. The teacher introduces the game to the class. S/he plays the role of Mr.Crocodile. The children are standing at one line – on one side of the river.

They have to get to the other line – to cross the river. They ask Mr.Crocodile, “Please Mr. Crocodile, can we cross the water to see your lovely daughter swimming in the water?” Mr. Crocodile answers, “Yes, you can cross the water to see your lovely daughter swimming in the water, only if you are wearing something green”. Kids wearing something green can cross the river safely. The others have to run from one side of the river to the other. Mr. Crocodile tries to catch them. If he caught none, he has to change his tasks (“Only if you have a sister”, “only if you are born in autumn” etc.). Anyone caught joins Mr. Crocodile.

1.4. Puzzles

‘Treasure-hunting’
Teacher: Listen to my instructions and answer the questions.
1. Start at G8.
2. Go left five squares. Stop. Go down two squares. Stop. Where are you? **B6** What can you see? *Palm Beach.*
3. Go right six squares. Stop. Where are you? ______ What can you see? ______
4. Go up three squares. Stop. Where are you? ____ Look towards the sea. What can you see? ______
5. Go down five squares. Stop. Where are you? ______ What can you see? ______
6. Go up three squares. Stop. Go right one square. Stop. Where are you? __ What can you see? __
7. Go left six squares. Stop. Go up two squares. Stop. Where are you? ____

Your treasure is here. Where is it? __
8. Draw the treasure on the map.

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A        B       C      D      E        F      G       H       I        J        K
(to be continued)
XIII National TESOL-Ukraine Conference
held in Poltava on April 14-16 2008

What’s the difference between General English and English for Specific Purposes?

From April 14-16, 2008 190 pre- and in-service English language teachers from all regions of Ukraine gathered in Poltava for their traditional nation-wide professional event.

The XIII Annual TESOL-Ukraine convention was held at the Poltava University of Consumer Cooperatives, Poltava, Ukraine. The event was sponsored by the U.S. Embassy and the Poltava University of Consumer Cooperatives.

The opening ceremony included greetings from the Deputy Rector for Science Irina Markina, the Head of the Business Foreign Languages Department Valentyna Ishchenko, and the Regional English Language Officer Lisa Harshbarger.

The keynote presenters were Ms. Kristen Danek from the University of North Carolina who spoke on Strategies for Reaching a Higher Language Proficiency Level and Ms. Katherine Reynolds, a Fulbright scholar from Kharkiv, who shared her ideas on Easy Development of Interactive Activities.

TESOL-Ukraine, a Ukraine affiliate of TESOL International, continues to be the biggest professional association of teachers of English in the country.

Annual national conference is the major event that brings the teachers together and allows to keep the network alive, to upgrade teachers’ professional knowledge, to discuss burning educational national level issues, to listen to invited international speakers as well as to present themselves and share unique classroom experience.

Find more at http://web.usembassy.kiev.ua/relo_eng.html
From TESOL Conference to TESOL Conference

Kateryna Uryvalkina
Teacher of English
Nizhyn Agrotechnical Institute

Paraphrasing the famous students’ saying, which is familiar to each teacher “From session to session students live merrily”, I would like to say “From TESOL-Conference to TESOL-Conference teachers of English live with the hope to get some unforgettable impressions”. How great it is that we, Ukrainian teachers of English, have such an organization as TESOL-Ukraine.

This year the 13th TESOL-Ukraine Conference took place in Poltava, and was warmly hosted by the Poltava University of Consumer Cooperatives in Ukraine, one of the leading institutions of higher learning in Economics. Each TESOL-Ukraine Conference in which I have participated, is unforgettable in its own way but the 13th one is unforgettable in particular.

Firstly, everyone admitted warm welcome and prompt organization of the Conference. When the first participants arrived at the University at 7 o’clock in the morning, the members of the registration body were ready to meet them. It seems that the town of Poltava is “infected” with the hospitality. It happened so that before leaving Poltava I had some free time and decided to explore the center of the city. I wanted to take some pictures at the background of Poltava’s flowerbeds, parks and squares. I asked many people to take pictures, and despite the rain nobody refused to help me. So, owing to the unknown inhabitants of Poltava I have lots of perfect views of this beautiful city.

Secondly, each TESOL-Conference is remembered by its guest speakers. This time the participants could listen to perfect presentations of Dr. Lisa Harshbarger, Regional English Language Officer for Ukraine, Belarus, Moldova, Armenia, Azerbaijan, and Georgia; Kristen Danek from Educational Testing Services (Durham, North Carolina) and Katherine Reynolds, TESOL Coordinator at the University of Wisconsin. Their presentations were made in the form of PowerPoint, that is why the participants could not only listen to but observe what the presenters spoke about. This was Lisa Harshbarger’s third TESOL – Ukraine Conference but unfortunately, the last on the position of the regional officer.

Thirdly, I would like to mention the friendly atmosphere of the conference, which is not surprising. You see your old friends, make new ones; you can meet a person for the first time but, who turned out to be very close to you.

Fourthly, we were impressed by the Recourse Center for English Language Teachers and students, the reading hall, the museum of the University and many other things. I am sure many teachers from some institutions of higher education would like to have such auditoriums and facilities at their disposal.

Finally, the participants of the Conference were proposed a very interesting entertainment program: concerts, theatre performances, museums, an excursion about the city.

I would like to say “Thank you, TESOL-Ukraine, for the opportunity to get together and realize educational and cultural projects promoting English studies”.

Thank you, Lisa, Aliona, Lilia, the members of the organizing committee of the Poltava University of Consumer Cooperatives in Ukraine for your great job that you have done for “the best teachers of English, the members of TESOL”.

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Ukrainian teachers of English as well as their students are interested in the Presidential Elections in the USA. Therefore, to fill in the teachers’ and students’ information gap, the teacher-training conference “U.S. Presidential Elections 2008 – the Primary Season” was held at Nizhyn Agrotechnical Institute. The Conference was organized in the frame of the project “Innovative Teaching Methods for the Village Teachers of the English Language”. This project was launched in 2005 and it was the fifth English teacher-training conference. Not only the teachers of English from Nizhyn and nearby villages but college and high-school students participated in the Conference. So, approximately 200 representatives of young generation and 50 teachers got together in the Assembly Hall of Nizhyn Agrotechnical Institute. The stage was decorated with the national flags of Ukraine the USA.

It was a great pleasure for me to introduce the Guest-Speaker and the Key-Presenter of the Conference Dr. Lisa K. Harshbarger (photo to the right), Regional English Language Officer U.S. Embassy in Ukraine. It was her second visit to Nizhyn and her presentation for English language teachers but she had not communicated with the students and pupils of the small provincial town before.

Lisa’s presentation was perfect. She is an eloquent and convincing speaker. Her presentations are classical: you can listen to them dozens of times, and each time you’ll discover something new, which can help you greatly as a teacher of English.

In the course of the preparation to this great event we decided after the plenary session to divide all the participants into two groups: one group of students and one, of teachers. While Lisa Harshbarger was delivering her presentation “U.S. Presidential Elections 2008 – the Primary Season” to teachers, I (K. Uryvalkina) was working with a group of students. My presentation dealt with the two major political parties in the USA”. During my presentation students had an opportunity to gain some theoretical material as well as to engage in some practical activities such as matching activity, and a quiz about the Democratic and Republican parties.

After the coffee-break we exchanged the groups: while Lisa Harshbarger was presenting her topic to the students, I was delivering the workshop “U.S. Presidential Elections - 2024” for the teachers. They were engaged in some interactive activities electing “an ideal political candidate” from the Democratic and Republican Parties in the imaginary “U.S. Presidential Elections – 2024”.

Surely, the main person of the Conference was Lisa K. Harshbarger. She demonstrated the Power-Point presentation on the U.S. Presidential Elections 2008, prepared for general audiences by U.S. State Department’s Information Office. Lisa’s presentation featured 60 illustrations dedicated to “U.S. Elections 2008 – the Primary Season”. The PowerPoint offered a complete schedule and animated map of presidential caucuses and primaries for 2008 and described how primary elections had expanded U.S. democracy.

For us, Ukrainians, it is really difficult to understand all the niceties of the Presidential Elections in America. Some of us say that the Presidential Elections in America are rather complicated; others admit that they are not really democratic because candidates of only two major political parties participate in them. Some of us do not understand the difference between the “Primary Elections” and “the caucuses” or they do not know what “Super Tuesday” is. These and lots of other questions, concerning the Presidential Elections in America, were answered by Lisa Harshbarger.

I know that Lisa Harshbarger will leave Ukraine soon. Nevertheless, we hope that the project “Innovative Teaching Methods for the Village Teachers of English Language” will never stop.

Thank you, Lisa, for your inspiring work.
Larysa Shishkina and Lisa Harshbarger

Here are some teachers’ and students’ quotes about the conference.

- “It was very useful for me as a future historian. I understood that in Ukraine, the Presidential Election is decided by popular vote – the vote of individuals. In America, however, the President is elected by state. A presidential candidate who gets more that 50% of the votes in state wins all of the electoral college votes for that state”.
- “I could not understand the difference between the primary season and caucuses. After the conference I know for sure that the primary elections are run by state and local governments, while caucuses are private events run by political parties”.
- “I knew that American and Ukrainian presidential systems differ greatly, and I’ve heard about electoral college. After Lisa’s PowerPoint presentation I will remember that there are 538 delegates to the electoral college, based on the number of representatives and senators each state has in the Congress. A presidential candidate has to get 270 delegates to win the election”.
- “It was interesting for me to get to know that the first primary is always held in New Hampshire, but campaigning for presidential post often begins almost two years before the presidential election”.
- “Surprising fact for me was that elections in America are always held on Tuesday after the first Monday in November unlike in Ukraine on Sunday and it is never a public holiday”.
- “I knew that the Democrats and the Republicans have their animal symbols. But I often mixed them up. Now I will remember – “donkey” is for the Democrats or “d” for “d” and “elephant” is for the Republicans”.

Here’s “A Letter of Thanks” to Lisa Harshbarger, written and signed by the teachers of village schools of Nizhyn district.

Lisa K. Harshbarger
Regional English Language Officer
for Ukraine, Armenia, Azerbaijan, Georgia, Moldova of the U.S. Embassy
Public Affairs Section
vul. Hlybochytka, 4
04050, Kyiv, Ukraine

Dear Ms. Harshbarger,

On behalf of all the participants of Teacher-training Conference “U.S. Presidential Elections 2008 - the Primary Season” which was held at Nizhyn Agrotechnical Institute we would like to express our heart-felt thanks to you for your enthusiasm, kindness and willingness to come and spend some time with teachers of EL and pupils of 10-11th grades from Nizhyn, Nosivka, Ichnia Districts, the town of Nizhyn, Nizhyn oblast Pedagogical Lyceum, Bobrovytsia Economic College named after Olena Mainova and students of Nizhyn Agrotechnical Institute.

Your presentation "U.S. Presidential Elections 2008 - the Primary Season" gave us a better understanding of political system in the USA in a whole and Presidential Elections in particular. It was both very interesting and useful for the participants to know a completeschedule and animated map of presidential caucuses and primaries for 2008 and how primary elections expanded U.S. democracy.

Besides, your excellent presentation promoted the development of listening and speaking skills both teachers and students, formation of cultural skills of conducting a discussion and raising the students’ interest to learning of English Language. Fresh ideas which we have got at the seminar we will implement successfully in teaching "American Studies" course in our schools.

Once again, thank you very much for your presentation and we hope that our cooperation will flourish and more and more teachers will benefit from these most outstanding events in our profession.

Thank You, Lisa!
National Technical University of Ukraine “Kyiv Polytechnic Institute”
(NTUU “KPI”)
Linguistics Faculty

MEMORANDUM ABOUT COOPERATION
to our partner Universities

University cooperation is rapidly changing its identity. Today in university cooperation, or rather in university collaboration, market mechanics are gaining in importance and in fact nowadays university cooperation for development ends coexists with collaboration motivated by market mechanisms.

The Dean and Scientific Council of the Linguistics Faculty of NTUU “KPI” is convinced that the existence and development of a scientific exchange and various forms of cooperation have the potential to become of joint value to our universities through the amplification of mutual understanding between people and the formation of noble value characteristics of an open society.

In the present Memorandum we declare our intentions to develop various forms of academic and educational cooperation between our universities.

I. PERSONNEL EXCHANGE
1.1. The Linguistics Faculty is interested in an exchange of academic personnel for lecturing, scientific work, consultations and joint research.
1.2. The Linguistics Faculty is interested in an exchange of post-graduate students and trainees for scientific work and joint research.

II. EXCHANGE OF STUDENTS
2.1. The Linguistics Faculty is concerned in an exchange of students under BS and MS programs.
2.2. The Linguistics Faculty is interested in the realization of cooperation BS and MS programs.
2.3. The Linguistics Faculty is prepared to offer various standard BS and MS programs and special programs for foreign students.

III. COOPERATION IN THE FIELD OF RESEARCH
3.1. The Linguistics Faculty supports cooperation at several levels of contact: between separate scientists, and joint interfaculty as well as interdepartmental projects.
3.2. The Linguistics Faculty supports participation of academic personnel in scientific conferences, symposiums, seminars, and with publication in foreign scientific magazines.

IV. COMMERCIAL FORMS OF COOPERATION
4.1. The Linguistics Faculty is interested in the organization of training on a commercial basis of foreign students at Linguistics Faculty under MS programs.
4.2. The Linguistics Faculty suggests the organization of permanent Winter and Summer Schools under various programs and terms of training.
4.3. The Linguistics Faculty offers language seminars for foreign companies on a commercial basis.
4.4. The Linguistics Faculty is interested in conducting research (in the field of ESP) in the interests of European and Ukrainian companies, with students and professors.
4.5. The Linguistics Faculty is interested in large-scale twinning-partnerships with foreign Universities and language schools.

V. REALIZATION OF THESE GOALS
5.1. In our opinion the best possible method to realize the goals outlined above is through twinning faculties/departments.
5.2. The Linguistics Faculty has a strategy for international activity and programs for its realization in each department.
5.3. The Departments of the Linguistic Faculty are prepared to develop various forms of cooperation with partner Universities.
### Appendix

National Technical University of Ukraine “KPI”  
Linguistics Faculty  
Department of English Language Teaching  
Professional Activity: To teach English for Specific Purposes  
Target audience: 48,000 students, 26 faculties, 176 specializations

<table>
<thead>
<tr>
<th>#</th>
<th>Content focus of the activity</th>
<th>Goals of Cooperation</th>
<th>Form of cooperation</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>ESP Curriculum. Theory and practice</td>
<td>To share of ideas, expertise, and specialized curricula among ESP practitioners to promote quality research, education, and professional development in ESP</td>
<td>Seminars, workshops, conferences, teachers’ exchange</td>
</tr>
<tr>
<td>2</td>
<td>Computer-Assisted Language Learning</td>
<td>To work toward a definition of issues and standards in CALL, to facilitate communication and exchange, to contribute to the computer orientation of the English language teachers, and to foster research into the role of CALL in language learning</td>
<td>Seminars, workshops, conferences, CALL materials’ exchange</td>
</tr>
<tr>
<td>3</td>
<td>Applied Linguistics</td>
<td>To carry out a joint research in language learning and communication, in effectiveness of new information-based methods of foreign language teaching</td>
<td>Research papers, information exchange</td>
</tr>
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<td>4</td>
<td>International Trends and Standards in Higher Education</td>
<td>To follow advances of effective instruction, to promote professional standards and practices, influences and policies of English language Boards, to determine needs and matters relevant to ESP in universities</td>
<td>Researchers, information exchange</td>
</tr>
<tr>
<td>5</td>
<td>International Teaching Experience</td>
<td>To research teaching and administrative experience related to the preparation for instructional duties in university classrooms</td>
<td>Workshops, teachers’ exchange</td>
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<td>6</td>
<td>Intensive English Programs</td>
<td>To learn more about methodology, curriculum design, materials development, placement, evaluation, and research relevant to the teaching of English for students attending intensive/semi-intensive programs</td>
<td>Workshops, Seminars, Intensive English Programs</td>
</tr>
<tr>
<td>7</td>
<td>ESP Leadership</td>
<td>To learn the special needs of the English language program administrators at all levels and in all fields, ways of fostering professionalism, to strengthen leadership skills and provide facilities for information exchange to ensure that the programs are effective in meeting student needs and program goals</td>
<td>Seminars, Trainings</td>
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<td>8</td>
<td>Teacher Training and Education</td>
<td>To promote professional development of English language teachers, to work toward the formulation of policy to improve conditions of employment and learning for teachers</td>
<td>Seminars, Trainings, Workshops</td>
</tr>
<tr>
<td>9</td>
<td>Media Resources Development</td>
<td>To develop media materials (multimedia programs, electronic manuals, video and audio digital objects for English language teaching); to design distance learning and to use new information-related technology</td>
<td>Conferences, Workshops, Media resources</td>
</tr>
<tr>
<td>10</td>
<td>ESP Teachers’ Community</td>
<td>To teach English for Specific Purposes and to share it</td>
<td>Meetings, Conferences, Research papers</td>
</tr>
</tbody>
</table>
| 11 | Language Board                                          | To focus more on the English language studying:  
  - Cognitive Explorations of Language  
  - English Grammar  
  - English Phonetics  
  - Contemporary English Pronunciation | Meetings, Conferences, Workshops, Research and educational |
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<td>12.</td>
<td><strong>Assessment Board</strong></td>
<td>To develop testing and evaluation facilities</td>
<td>A set of tests and assessment facilities</td>
</tr>
<tr>
<td>13.</td>
<td><strong>ESP Materials Development</strong></td>
<td>To develop a set of teaching materials, testing facilities, management issues focused at the specialty</td>
<td>Discussions, seminars, experience exchange</td>
</tr>
<tr>
<td>14.</td>
<td><strong>Students’ Conferences</strong></td>
<td>To provide an English language forum for exchange of views and research related to higher education; to promote research in academic specific purposes, methods and materials, to cooperate in developing and implementing students’ researches in higher education</td>
<td>Students’ conferences, Students’ meetings, English Club for students</td>
</tr>
<tr>
<td>15.</td>
<td><strong>E-Learning Community</strong></td>
<td>To forecast e-Learning development, to ensure mobility and flexibility of studying, to provide language skills at any place, at any time, at any pace especially for those already in work, to help in the presentation of learning achievements (e-portfolio), to enhance personal development, to contribute to a more active form of citizenship and lifelong learning</td>
<td>On-line communication, video conferences, Information exchange</td>
</tr>
</tbody>
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**Nina Lulkun**

is one of the webheads awarded with a scholarship to participate at WorldCALL 2008 Congress in Fukuoko, Japan. Congratulations!
Cultural Levels of TEFL

Pavlo Shopin
Luhansk Interpreters' School
Teacher of English

Teaching English as a foreign language is intertwined with teaching culture and this relation is better understood when we scrutinize the notion of culture. In the current paper I am going to define the cultural levels of TEFL and reveal the basic relations behind some types of communication by means of a foreign language.

Despite the modern visions of culture as being fragmented and discursive I believe that national traits are an important component of culture and evidence of its potential even in the globalized world. Complete elimination and reduction of the fragments of culture will not lead to mechanistically unified human culture, but rather trigger denigration of thoughts and feelings, “and therefore never send to know, for whom the bell tolls; it tolls for thee” (Donne). Therefore, it should be evident that English as an international language still represents its cultural background and cannot be taught without introducing the culture which is behind it. However, McKay argues that “English no longer needs to be linked to the culture of those who speak it as a first language” (McKay, 2004, p. 14). She points out that teaching Western culture and values may offend learners and cause an inferiority complex. The way out is to learn English using it to understand your own culture better. I cannot fully support this viewpoint because learning English does not mean learning a universal code that is culturally neutral. English is a powerful language that is culturally conditioned. Its learning necessarily presupposes learning cultural peculiarities and nuances that enable us to communicate effectively. At the same time, EFL is not a one-dimensional cultural process. Acculturation is multi-faceted and complex because of a number of cultural levels of EFL.

First of all, the teacher has to choose what language and culture will be the target medium of communication for students. There are different standards of English and various cultures that can be taught. American English and British English are the most popular standards that are presented in authentic textbooks. Understanding their variations and differences is quintessential at the advanced level. In Ukraine there are more textbooks with the stress upon British English such as Oxford, Cambridge and Express Publishers. Ukrainian textbooks also choose to teach British English. On the whole, it is not fully justified that British English whose spread is not so wide internationally should prevail at school.

Secondly, English language and culture serve the purpose of better understanding home culture and contrasts between the two are vital for any EFL learner. At this level students participate in cross-cultural communication between English and home culture. With this regard Ukrainian textbooks seem to have an advantage over authentic ones where Ukrainian culture is not manifested or directly compared. Nonetheless, I assume that explicit presentation of home culture in English is no more motivating than presenting English culture in Russian or Ukrainian. Contrasts should be drawn implicitly through comparison and discussion. The more immersed we are in the British and American cultures, the more interesting and permeating differences and similarities we find between our home culture and the foreign one, which creates the sphere of interculturality.

Thirdly, we have a chance to let our students see other cultures through the English “public language sphere” (Velychenko, 2006, p. 1). At this level students observe cross-cultural interaction between English and other cultures and the attitude of the English speaking nations to other cultures. Authentic textbooks pay special attention to the world culture represented in the English language. In Ukraine Western values should not be feared but soberly interpreted and internalized if we recognize their positive influence. I feel strongly that Western values are not damaging for Ukraine because our aim is integration into the European culture and economy. To sum up them we should also be summed up. And these conclusions on both sides will certainly be influenced by the code. Consequently, it is important that English be learnt as a second or third language at Ukrainian schools. According to S. Velychenko, democratic changes in Ukraine are closely connected with its moving to the English public language sphere (Velychenko, 2006). Different cultures represented in English help us make the next step.

Cross-cultural communication between two or
more non-native speakers is the final and most compelling level of EFL. It is a fact acknowledged by many scholars that establishing interculturality requires two essential elements: “First, learners need to acquire knowledge about target culture and then they need to reflect on how their own culture contrasts it” (Stepykina, 2007, p. 94). Both processes are not linear and may influence each other. Moreover, English will always influence cross-cultural communication. When two cultures interact with the help of English a third culture is there to help and impede communication whether we like it or not. It becomes clear that any type of foreign language communication involves three basic components which are home culture, foreign culture and the English language and culture. English is first of all a national language and only then a medium for cross-cultural communication. It is culturally conditioned in every sense and at every level outlined above. In my opinion, no rationalization can make it neutral and universal and nothing will enable it to embrace all cultures and their merits.

What is TESOL?

This professional association, headquartered in Alexandria, Virginia USA was founded in 1966. Its mission is to ensure excellence in EL teaching to speakers of other languages.

TESOL publishes two serials: a scholarly, refereed journal TESOL Quarterly and a magazine offering various articles that cover professional interests of teachers Essential Teacher. TESOL has electronic resources as well.

Every year TESOL members have a chance to participate in conventions, which are traditionally held in North America.

March 25-28, 2009, Denver, Colorado USA
March 24-27, 2010, Boston, Massachusetts USA

If you are interested in educational programs, contact deprograms@tesol.org.

Find and share resources in the TESOL Resource Center www.tesol.org/trs

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For more information visit TESOL’s Web site at http://www.tesol.org/

I absolutely agree with S. Hoverla who states that “world culture is composed of thousands of national cultures, and the richer these are, and the more original they are, then the richer and more original world culture becomes. For this reason, the troubadours of international culture, in their attempt to obliterate and merge national culture, are the gravediggers of world culture” (Hoverla, 1988, p. 31). Consequently, the aim of teaching EFL comprises all four levels but some of them are surely not given sufficient attention in Ukraine.

References:
1. Donne, J. Devotions upon emergent occasions/ Available at: http://torch.cs.dal.ca/~johnston/poetry/island.html.

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To Be or Not to Be?

To be.
Why?
Because…

- I made many friends.
- I learnt I can change the world (of my students, at least).
- I heard Penny Ur, Michael Harris, Mario Rinvolucri, Radmila Popovic talk…
- I feel useful.
- I am constantly growing as a professional and a person.
- I am part of community that never stops growing and changing.

Alexandra Popovski-Golubovic (Macedonia)

You have a chance to…

- Become a professional teacher.
- Joint the ELT community.
- Meet people with the same goals as yours.
- Learn many useful skills.
- Be groomed for leadership positions.

After SPELT Quarterly Pakistan. – Vol. 22. – No.4. – 2007.

TESOL has 100 autonomous affiliates worldwide. One of them is in Ukraine.

What is TESOL-Ukraine for you?

Let us know at marin-denisenk@yandex.ru
Motivation Factors

Makiko Ebata
Digital Hollywood University (Tokyo, Japan)

Motivation in language-learning plays a vital role. It is motivation that produces effective second-language communicators by planting in them the seeds of self-confidence. It also successfully creates learners who continuously engage themselves in learning even after they complete a targeted goal. In order for English instructors to motivate them, a number of methods are needed both in and outside of class. According to Hussin, Maarof, and D'Cruz, “positive self-concept, high self-esteem, positive attitude, clear understanding of the goals for language learning, continuous active participation in the language learning process, the relevance of conducive environment that could contribute to the success of language learning” (2001). They state that six factors influence motivation in language learning: attitudes, beliefs about self, goals, involvement, environmental support, and personal attributes (2001). Above all, three specific elements are strongly believed to build motivation towards language-learning: self-confidence, experiencing success and satisfaction, and good teacher-learner relationships as well as relationships between learners. All three factors are believed to be correlated to each other in the process of motivation development.

Self-confidence
Experience of success and satisfaction
Good relationship with teacher

This paper demonstrates the analysis of three factors that have a solid connection with motivation.

Investigation of three factors

Self-confidence
Self-confidence is the most significant in language-learning. It provides learners with the motivation and energy to become positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication. “At the heart of all learning is a person’s belief in his or her ability to accomplish the task” (Atsuta, 2003). Lack of belief in one’s ability hinders him from achieving that task – pursuing a targeted language accomplishment. Moreover, it is widely believed that once students gain self-confidence, it progressively expands, in conjunction with experiencing success and satisfaction as well as good relationships.

Experience of success and satisfaction
Experience of success provides students with more power to pursue a new goal. It allows language learners to understand the purpose of trying and have pleasure in communicating with others. Some people might feel successful when they can communicate their thoughts to people; others might feel the sense of success when they complete a challenging task in a targeted language. The feeling of success time and again emerges specifically when he realizes the degree of his improvement and achievement. Some people, on the other hand, appreciate compliments from others. Subrahmanian suggests that external praise for one’s improvement is strongly related to fomenting the sense of success (2001). There is a similarity between the experience of success and satisfaction; the experience of success at all times satisfies people not only in language learning but also in anything. To make it short, it is strongly believed that the experience of success goes hand in hand with the sense of satisfaction.

According to Lile, “a student will find it difficult to perform in a stressful environment” (2002). He also mentions that “the lessons must be very simple, yet fun and interesting, with a lot of changes from a writing exercise, to a speaking, listening, back to writing, and so on”. This implies that in order for language learners to experience success and become satisfied, it is essential for instructors to create a relaxing learning environment so that students can perform successfully. Moreover, a language class needs to contain a variety of materials and activities focusing on all necessary skills. By encouraging students to practice not only one skill but all, the class will become more challenging and effective.

Good relationships among learners and between teacher and students
According to Hussin, Maarof, and D'Cruz, “teachers need to find creative ways to teach the language and increase the student’s motivation to
learn the language and to eventually appreciate the language” (2001). There are a number of methods that English instructors can use to motivate students in class, and instructors should flexibly employ the most suitable method for the class. Furthermore, Kabilan indicated that “Teachers should develop a mutual relationship with their learners” (2000). In order to develop a mutual relationship with their learners, teachers need to understand students who are from different backgrounds, have different interests, future goals, aims for English learning, and most importantly, different personalities. Once they understand them better, teachers are able to apply specific teaching and communicating strategies tailored to each student, thereby creating a trusting relationship between a teacher and student. Once a relationship develops, the classroom will become comfortable and enjoyable enough for students to learn positively from the teacher without any hesitation.

Hussin, Maarof, and D’Cruz mention that “what occurs in the language classrooms must be extended beyond the walls of the classroom so that a link is created between what is learned in the classrooms with what occurs outside of the classrooms” (2001). Languages cannot be learned merely in classrooms. Learning a language requires communication in real life situations. Thus, students need to acquire an array of communication skills that they can use with various kinds of people. It is essential that they learn not only how to communicate in the target language but also the background, history, and culture that defines it.

**Conclusion**

Motivation is more vital than anything in language-learning. It makes language learners positive about their own learning. It also creates the drive in them to acquire the targeted language, enjoy the learning process, and experience real communication. Moreover, experience of success and satisfaction has a strong connection with motivation. By realizing their improvement and achievement, students always gain the feeling of success. In order for language students to become satisfied with a lesson, it is required to produce a stress-free classroom and develop integrated-tasks lesson. It is necessary that there is a trust between a teacher and the students so that much communication in a targeted language is developed. In conclusion, three factors: self-confidence, experiencing success and satisfaction, and good teacher-learner relationships as well as relationships between learners, play the essential roles to develop language learners’ motivation.

**References:**


### Notes From Our Readers

**Dear Svitlana and Maryna,**

Thank you very much for the Newsletter… I read it through with pleasure. The articles are wonderful! You did a great job.
I wish you all the best and success in the next issues.
I am looking forward to getting them.

Love,

Morika, Uzhgorod Oblast Leader.

**Dear TESOL-Ukraine editorial board,**

Thank you for the Newsletter. It is really useful to regularly get the information about what is happening in our organization. The articles published in the issue are interesting and helpful for those who make researches. They are exemplary. The section Who is Who in TESOL-Ukraine is also necessary. Now each TESOL-Ukraine member can contact their leaders.

Good luck,

TESOL-Ukraine members from Ternopil.
TESOL Prizes Competition 3

Answer the following questions and win a collection of short stories.

Send your answer with your name, postal address and e-mail address via e-mail to Maryna Denysenko
marin-denisenk@yandex.ru

Deadline for entries is September 30, 2008. Results will be announced in the next issue.

Professional Quiz
Vocabulary Quiz
Choose the appropriate colloquial 'pair-phrase' to complete the sentences.

1. She's very _______ about everything. Make sure you don't use any swear words around her!
2. You can find quality beers throughout the _______ of Ireland.
3. She believes that, ________, there is nothing we can do to change anything.
4. I'm afraid these rules are ____________. We can't make any exceptions.
5. Now, you'll have to fight ____________ to win this game.
6. We just had ____________ for dinner.
7. I'm afraid that John is ____________. I saw him begging the other day.
8. Their parents were relieved when they arrived ____________ from their hiking trip.
9. I've been running ________ all day long. I'm exhausted!
10. You need to consider the ________ before you make a decision.

Score: 10 points

TESOL Prize Competition 2: Results

Thank you for your decision to take part in the competition. The winner is

TETYANA BYKOVA
Ternopil, Ukraine

She is awarded with Caroline Graham's Jazz Chants Sample Pages with CD and a book from the Newsletter-Ukraine Editor.

Congratulations!

Here the ANSWERS are:

General Knowledge Quiz
New Year's Customs Quiz: Answers

1. In which country do they eat 12 grapes as the clock strikes midnight (one each time the clock chimes) on New Year's Eve?
   a. Canada   b. Vietnam   c. Spain

2. In which country do some people eat long noodles to wish for a long life?
   a. Italy   b. Japan   c. Argentina

3. In which country do people go to the beach to jump seven waves and throw flowers in the sea while making a wish?
   a. Italy   b. Spain   c. Brazil

4. In which country is a bell struck 33 times?
   a. Korea   b. Switzerland   c. Colombia

5. In which country do people eat noodles while listening to a bell start ringing and strike 108 times?
   a. Germany   b. Japan   c. Greece

6. In which country do people who want to travel take a suitcase and carry it around the house on New Year's Eve?
   a. The United States   b. Venezuela   c. The Philippines

7. In which country do people wear white clothes in order to have good luck during the new year?
   a. France   b. Papua New Guinea   c. Brazil

8. In which country do families dress a stuffed male doll with old clothes from each member of the family and then burn it, symbolizing forgetting all the bad things of the old year?
   a. Hungary   b. Angola   c. Colombia

9. In which country do they pound rice into a glutinous form using a huge hammer?
   a. Thailand   b. Japan   c. Indonesia

10. In which country do people wear masks to burn on December 31 to drive away bad luck?
    a. Spain   b. Ecuador   c. Nigeria

To read more about the customs described in this quiz, read:
New Year's Traditions Around the World
http://www.topics-mag.com/internatl/holidays/new-years-quiz.htm

American Literature: Teacher Guide

1. American Literature Links:
   http://www.millikin.edu/aci/crow/links.html
2. American Literature. A Web Directory:
   http://www.zeroland.co.nz/american_literature.html
3. American Writers. Sources for Biography, Historical Context, and Criticism:
   http://www.bcps.org/offices/lis/models/amwriters/biogcrit.html
President’s Report
Coming Soon
Minutes of TESOL-Ukraine Leaders’ Meeting
Held on November 14, 2008

Place: PAS, Kyiv
Date: November 14, 2008

TESOL-Ukraine Leaders’ Meeting hosted:
- Mr. Thomas W. Santos, Regional English Language Officer for Ukraine, Armenia, Azerbaijan, Belarus, Georgia, Moldova
- Ms Alyona Sukhinina, RELO Assistant Public Affairs Section U.S. Embassy

TESOL-Ukraine Leaders present:
1. Ms Svitlana Radzijevska, President, Executive Committee Member
2. Ms Alisa Mykolaychuk, Vice-President, Executive Committee Member
3. Ms Maryna Denisenko, Newsletter Editor, Executive Committee Member
4. Ms Natalia Smila, Treasurer, Executive Committee Member
5. Ms Oksana Chugai, Secretary, Executive Committee Member
6. Ms Sviltana Bobyr, Oblast Leader, Chernigiv
7. Ms Svitlana Kurish, Oblast Leader, Chernivtsi
8. Ms Nina Filippova, Oblast Leader, Mykolayiv
9. Ms Nina Naumenko, Oblast Leader, Sevastopol
10. Ms Larisa Shishkina, Oblast Leader, Kerch
11. Ms Olena Illenko, Oblast Leader, Kharkiv
12. Ms Olena Pariyeva, Oblast Leader, Lugansk
13. Ms Tetiana Pavlova, Oblast Leader, Kyiv
14. Ms Antonina Zaytseva, Oblast Leader, Poltava
15. Ms Olena Franchuk, Oblast Leader, Rivne
16. Ms Liudmila Kontniuk, Oblast Leader, Zhytomyr
17. Ms Lesya Myklash, Oblast Leader, Lviv
18. Ms Iryna Plavutska, Oblast Leader, Ternopil
19. Ms Tetyana Marchak, Oblast Leader, Khmelnytskyi

AGENDA

1. Registration (Oksana Chugai)
2. Greetings (Svitlana Radzijevska, Alisa Mykolaychuk)
3. Membership database (Svitlana Radzijevska, oblast leaders)
4. Membership fee and benefits (Svitlana Radzijevska)
5. TESOL-Ukraine website (Maryna Denisenko)
6. TESOL-Ukraine E-list (info: Svitlana Radzijevska)
7. NEWSLETTER and FORUM distribution (Maryna Denisenko)
8. Welcome word from the RELO officer Thomas W. Santos
9. RELO support (Alyona Sukhinina)
10. 2008-2009 events and conferences planning (Alisa Mykolaychuk)
11. Reports of the Executive members:
   - President’s Report: Svitlana Radzijevska
   - Vice-President’s Report: Alisa Mykolaychuk
   - Treasurer’s Report: Natalia Smila
   - National Coordinator’s Report: Liudmila Liulka

DISCUSSION OF AGENDA ITEMS

1. Registration
2. Greetings
   Alisa Mykolaychuk welcomed the TESOL-Ukraine Leaders’ Meeting participants. She suggested to start the discussion without the President Svitlana Radzijevska.
3. Membership database
4. Membership fee and benefits
5. TESOL-Ukraine website
Maryna Denisenko agreed with the Vice-President and informed the participants that TESOL-Ukraine has the website. She thanked those who supplied the materials and reported about the problem connected with the payment about Hr 200 a year. She said that it is not clear how many TESOL-Ukraine members we have and correspondingly what is the budget of this organization.

Oksana Chugai informed the participants that these problems were discussed during the Executive Committee Meeting held on May 28, 2008. She added that on the basis of the Executive Committee Meeting decision the President Svitlana Radzijevska was obliged to pass the database of the organization to Oksana Chugai, the TESOL-Ukraine secretary, to present an annual financial report, to include Natalia Smila, the TESOL-Ukraine Treasurer into the list of people who have an access to the information concerning bank account of Kyiv-TESOL, and to hire an accountant to help to deal with the financial issues of the organization. All these problems still remain unsolved. All the information is concentrated in the hands of the President and she didn’t pass it to other members of the Executive Committee.

6. TESOL-Ukraine E-list

7. NEWSLETTER and FORUM distribution

Maryna Denisenko reported that the next issue of the Newsletter has been completed but without the President’s permission it cannot be published. Besides, that issue must contain the President’ annual report, which Svitlana Radzijevska didn’t prepare. We still don’t know how much we can spend on the publishing of the Newsletter and the amount of copies we need.

Olena Franchuk suggested to read the Constitution of TESOL-Ukraine to remind all the participants about the legal ways of solving these problems.

(Oksana Chugai and Alisa Mykolaychuk read out the text of Constitution of TESOL-Ukraine (10 articles).

Olena Illenko reminded the participants that officers can be nominated by the Nominating Committee and elected at-large by ballot at the Annual General Meeting. So the President can be re-elected only in this way.

Olena Pariyeva mentioned that the participants of the TESOL-Ukraine Leaders’ Meeting can take a resolution to inform everyone about the situation in TESOL-Ukraine.

Olena Illenko added that the resolution may be sent out via the Internet. She reminded about the fact that there is no vacancy, the organization has the President. But we should remember that the President doesn’t fulfill her duties – she wasn’t present at the National TESOL-Ukraine Conference and the General Meeting (14-16 April), she didn’t present the annual report of 2007-2008.

Olena Franchuk advised to think about the voting via the Internet.

Alisa Mykolaychuk reminded that according to the Constitution it is possible only at the Annual General Meeting. Again we can change or add articles to the Constitution only at the Annual General Meeting.

Sviltana Bobyr suggested to use the new postal address for registering new TESOL-Ukraine members next year.

Olena Illenko proposed to work out the text of the Meeting’s Resolution.

Approved: To prepare Resolution of the TESOL-Ukraine Leaders’ Meeting

8. Welcome word from the RELO officer Thomas W. Santos

9. RELO support
Alyona Sukhinina welcomed the TESOL-Ukraine Leaders’ Meeting participants and introduced Mr Thomas W. Santos, Regional English Language Officer for Ukraine, Armenia, Azerbaijan, Belarus, Georgia, Moldova.

Thomas W. Santos welcomed all the participants of the Meeting and shortly described his teaching career and the duties of his current position.

Alisa Mykolaychuk described the difficulties which TESOL-Ukraine members have this year.

Thomas W. Santos advised the participants on demanding the Letter of Resignation from the President and after that to conduct the National TESOL-Ukraine Conference and the Annual General Meeting. He suggested to create a vacancy and only after solving that problem to make the necessary amendments to the Constitution. If the President doesn’t respond it may be considered as a resignation. The main idea is to keep the documentation and to move the organization forward.

Olena Illenko mentioned that the President may respond but not come.

Thomas W. Santos advised to take only legal actions. Especially important is the bank account – only the current President Svitlana Radzjevska has the access. You must reach the agreement remembering about hundreds of angry TESOL-Ukraine members who paid the fees and still don’t know anything about the membership or the budget.

Liudmila Kontniuk asked if there were examples of other organizations in a similar situation.

Thomas W. Santos shortly described a similar situation connected with the running an organization in Hungary. They solved the problems by giving the access to several people instead of one. So the most important thing for an organization is to be transparent to all the members.

Liudmila Kontniuk inquired if the non-profit organization can apply to get financial control.

Thomas W. Santos advised to hire an advisor to help with the amendments to the Constitution to avoid similar situations in the future, to hire a treasurer (it may be even not a teacher) to prepare regular financial reports. The most important thing is to keep the organization going – to organize the Conference, to publish the Newsletters. You need to spread out the responsibilities, the reason for moving forward.

Liudmila Kontniuk proposed to distribute the information between all TESOL-Ukraine members.

Thomas W. Santos advised on documenting all the steps taken to prevent such situation in the future. Maybe it is necessary to report to tax organization about the finance matters.

Nina Naumenko proposed to start writing the resolution before Svitlana Radzjevska’s arrival.

(The TESOL-Ukraine Leaders’ Meeting participants prepared the draft of the Resolution and after editing approved the final version.)

Approved: To sign the final version of Resolution of the TESOL-Ukraine Leaders’ Meeting

(Alisa Mykolaychuk welcomed Svitlana Radzjevska and handed her the Resolution.)

Olena Franchuk said that it was a shame that the TESOL-Ukraine members happened to be in such a situation. She asked the President Svitlana Radzjevska to resign her current position. She added that unfortunately the circumstances were against the effective work of TESOL-Ukraine this year.

Svitlana Radzjevska: Thank you all for fruitful cooperative work.

(Svitlana Radzjevska writes and sings the letter of resignation).
Olena Illenko mentioned that if the President resigned the Vice-President should fulfill all the duties of the President.

10. 2008-2009 events and conferences planning

Larisa Shishkina reminded everyone about the Student Conference in Kerch.

Nina Naumenko announced that The Art Festival and the conference will be held in Sevastopol.

Alisa Mykolaychuk informed that there are three proposals for hosting the National TESOL-Ukraine Conference: in Kharkiv (Olena Illenko, Oblast Leader), Sevastopol (Nina Naumenko, Oblast Leader) and Chernivtsi (Svitlana Kurish, Oblast Leader).

11. Reports of the Executive members