

# 24th Annual National IATEFL Ukraine Conference

**19 – 20 April 2019**

**The Confident and Competent Teacher:  
Supporting Educational Reform**



**Kyiv National University  
of Trade and Economics**



Welcome to the 24<sup>th</sup> Annual National IATEFL Ukraine Conference in Kyiv.

The annual conference is best known for its friendly and relaxed atmosphere, where ELT professionals from around Ukraine and other countries are able to network, discuss and socialise.

You will be spending the next two days in the company of like-minded professionals and we hope that you will be meeting old friends and making new ones as you interact on a variety of topics of interest to you. The IATEFL Ukraine Conference is an opportunity to step out of your daily routine and step into the wider circles of the ELT community.



**IATEFL Ukraine**  
an associate of IATEFL

IATEFL Ukraine is an associate of IATEFL – International Association of Teachers of English as a Foreign Language.

<http://ukraineiatefl.wixsite.com/iateflukraine>

Our mission is to link, develop and support ELT professionals in Ukraine.

# Thank you

## IATEFL Ukraine's Strategic Partner



The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries.

<http://www.britishcouncil.org.ua/en>

The British Council Ukraine has been IATEFL Ukraine's strategic partner ever since 1998. It has actively supported the Association in strategic planning and management, organising regional and national conferences, running summer and winter teacher professional development schools, as well as other developmental activities.

For this year conference, the British Council Ukraine provides two plenary talks and a workshop by Jeremy Harmer; workshops by Teaching Centre teachers EL Zahraa Lotfy, Katherine Martinkevich and Natalia Oliinyk; organisational assistance.

## IATEFL Ukraine's Conference Partner



Kyiv National University of Trade and Economics is one of the most authoritative institutions of higher education in Ukraine, certified with the highest Accreditation Level IV. Its history dates back to 1946. In 2000, by the decree of the President of Ukraine, the University was granted a status of the National University. In 2006, KNUTE joined the Charter of the Universities.

<https://www.knteu.kiev.ua/?en>



# Thank you

## IATEFL Ukraine partners, sponsors, supporters



**CAMBRIDGE**  
UNIVERSITY PRESS

As one of the world's leading English Language Teaching publishers, Cambridge University Press offers market-leading courses and supplementary materials for learners of English in all age groups. We continue to lead the way in the development of new materials for teachers and students across a range of platforms.

- workshop by A. Shovkaliuk
- printing feedback forms



**Express Publishing**

Express Publishing offers over 3500 ELT titles in over 100 countries. Through constant innovation and implementation of new technologies and approaches, Express Publishing creates high-quality products.

- plenary talks by M. Rosenberg and D. Morris
- workshops by M. Rosenberg and A. Roditis
- demo lesson by N. Liashko
- M. Rosenberg's autograph session
- quest and flash mob
- raffle



**Folio Books**

FOLIO BOOKS is the official distributor of Express Publishing. Our customers enjoy the new partnership programme and participate in the teacher trainings and competitions for both students and teachers.

- ELT resources exhibition



The Linguist company has been in operation since 2007 and has been fulfilling its mission ever since – contributing to the development and quality improvement of teaching and learning foreign languages in Ukraine.

- ELT resources exhibition
- raffle
- printing certificates



**macmillan**  
education

A 175-year-old company that established itself as a world-leading educational publisher with an outstanding reputation.



**mm**publications

MM publications is an independent publishing company, specialising in the provision of books, materials and services to support the teaching and learning of the English language. We pride ourselves on producing materials with a global reach and we take equal pride in the professional quality of our work.

- books for the raffle

# Thank you

## IATEFL Ukraine partners, sponsors, supporters



National Geographic Learning's mission is to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it, they develop the language and skills they need to be successful global citizens and leaders.

- plenary talk and workshop by K. Stannett
- workshop by K. Shlyamina



Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship and education by publishing worldwide.

- plenary talk and workshop by E. Dudley
- workshop by A. Morris and Y. Solomentseva
- quiz and raffle



Pearson's products and services (course-ware, assessment and qualifications) are used by millions of teachers and learners across the world every day. Its mission is to help people to make progress in their lives through learning.

- workshops by K. Kirby and G. Jones
- J. Harmer's autograph session
- raffle



SOL provides support for those teaching and learning English in the countries of Eastern and Central Europe; through the provision of local teacher training workshops and affordable courses for teachers and students in England. This work enhances the prospects for young people both in their careers and cultural lives.

# Thank you

## ELT resources exhibition and fair



Dinternal-Education is the country's largest English-language publishing and assessment provider. Its local and international staff share a common purpose: to inspire and empower the next generation of English-language learners in Ukraine.



FOLIO BOOKS has a network of bookshops where teachers and language learners can buy ELT coursebooks, as well as dictionaries, fiction, atlases, encyclopedia, books on art, design, cooking, etc.



The Linguist company is the official distributor for many internationally recognised publishers, such as Cambridge University Press, National Geographic Learning, MM Publications, Collins ELT, Cornelsen, CLE International, Didier, Edelsa, Prolog, Glossa, Edilingua and others.



TSP is one of the biggest operators in Ukraine for foreign language teaching and learning literature and the official distributor of Oxford University Press, Macmillan, Hueber and Hachette publishers.

The exhibition  
is open on  
19 – 20 April 2019

Meet the Partners  
break  
20 April 2019  
1400 – 1445



# Conference timetable

## Friday, 19 April 2019

0830 – 1000 Registration University lobby

1000 – 1030 Opening and welcome Assembly hall

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### Plenary session

1030 – 1130 Assembly hall  
I don't teach answers  
**Jeremy Harmer**

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1130 – 1200 Break

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### Teacher training and development

Room 211 B  
Rainbow bridge  
**Jeremy Harmer**

Room 209 B  
Playing, learning, having fun  
**Lilia Isac**

Room 207 B  
Effective ELT for teens &  
young adults  
**Tery Lemanis**

Making English 'one's own'  
language as an (un)easy  
way to become a confident  
English teacher  
**Tetyana Lunyova**

#### New Ukrainian school

Room 201 B  
Life Skills Framework:  
applications and  
implications  
**Anna Shovkaliuk**

#### Testing and assessment

Room 205 B  
Fundamentals of language  
testing & assessment: how  
test-wise are we?  
**Lyudmyla Hnapovska**

#### Round table

Room 304 B  
IATEFL Ukraine in  
perspective  
**Olena Korol**

#### How to ...

Room 203 B  
Learning strategies for  
textual inference  
**Rena Alasgarova**

Room 206 B  
How to make learning  
visible  
**Kateryna Protsenko**

Room 205 B  
Understanding adult  
learners and getting them  
talking  
**Anna Morris**  
**Yulia Solomentseva**

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1300 – 1430 Lunch

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## Plenary sessions

1430 – 1530 Room 201 B  
Making lessons memorable  
**Marjorie Rosenberg**

Room 203 B  
Making an impact – teaching our  
students to be global explorers  
**Katherine Stannett**

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1530 – 1545 Break

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Concurrent sessions 1545 – 1645

### Teacher training and development

Room 211 B  
The creative classroom  
**Katherine Stannett**

Room 209 B  
Remembering to learn and  
learning to remember  
**David Watkins**

Room 207 B  
Teaching for change  
**Dragica Zdraveska**

### New Ukrainian school

Room 201 B  
Teachers vs cheaters: how  
to make your students  
forget about cheating at  
your English class  
**Marta Tomakhiv**

### Testing and assessment

Room 205 B  
Develop, not just practice:  
how to deal with strategies  
in an exam class  
**Andrii Pigariiev**

### English for specific purposes

Room 205 B  
Spicing up the business  
English classroom  
**Marjorie Rosenberg**

### How to ...

Room 203 B  
Let's have fun and think  
critically!  
**Iryna Lebid**

Room 206 B  
Ice-breaking Activities for  
Young Adults  
**Galyna Tsapro**  
**Olena Gryshchenko**

Room 304 B  
Teaching English through  
categories – a brain-friendly  
approach  
**Maryna Tsehelska**

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1645 – 1700 Break

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## Plenary session

1700 – 1800 Assembly hall  
Shakespeare and other folk  
**Jeremy Harmer**

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**Saturday, 20 April 2019**

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**Plenary sessions**

0900 – 1000	Room 201 B Developing communicative language competence <b>Daniel Morris</b>	Room 203 B My four Cs <b>Edmund Dudley</b>
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1000 – 1015 Break

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**Concurrent sessions 1015 – 1115**

**Teacher training and development**

Room 211 B  
Ideas for the classroom using selfies, airplane mode, and memes  
**Edmund Dudley**

Room 209 B  
How to improve English? Become a PRESENTER!  
**Katerina Shlyamina**

Room 207 B  
The power of play: developing language through play  
**Alex Roditis**

**New Ukrainian school**

Room 201 B  
Teaching communicative activities in the New Ukrainian school  
**John Silver**

**Testing and assessment**

Room 205 B  
Using songs to teach for exams  
**Graham Jones**

**English for specific purposes**

Room 205 B  
Integrating American open engineering courseware into Ukrainian ESAP classroom  
**Olha Pavlenko**  
  
Peer- and self-assessment techniques in ESP  
**Yuliana Lavrysh**

**How to ...**

Room 203 B  
Updating your classroom layout: a little step with a big impact  
**Olena Moskalets**  
**Viktoriia Matvieichenko**

Room 206 B  
Decoding: a new approach to teaching listening  
**Oksana Pelekhata**

Room 304 B  
The autonomous teacher  
**EL Zahraa Lotfy**

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1115 – 1145 Break

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Assembly Hall

**Annual general meeting**

20.04.2019

**Agenda**

1300 – 1400

- IATEFL Ukraine annual report
- Elections
- Action plan
- Matters arising

### Teacher training and development

Room 211 B  
Alternative way to develop professionally: reflective practice group  
**Zhenya Polosatova**

Room 209 B  
Continuous professional development in teaching: trends and challenges  
**Liudmyla Pavlenko**  
**Mariia Isakova**

Room 207 B  
What does academic integrity mean to you?  
**Tetiana Maslova**

#### New Ukrainian school

Room 201 B  
Vocabulary lesson  
**Natalia Liashko**

#### Testing and assessment

Room 205 B  
How to develop vocabulary for IELTS  
**Samad Samadov**

#### English for specific purposes

Room 205 B  
Teaching intercultural competence with no experience in living abroad or working with other cultures  
**Kateryna Iermak**

#### How to ...

Room 203 B  
How to develop students' interpersonal competence: guidelines for EFL teachers  
**Olga Bershadka**

Room 206 B  
Teaching global competences via international projects  
**Nataliia Tkachenko**  
  
Dream big: how to land that grant  
**Katherine Martinkevich**

Room 304 B  
Differentiated gamification: linking content, language, and fun!  
**Holly W. Arnold**

1245 – 1300 Break

1300 – 1400 **Annual general meeting** Assembly Hall

1400 – 1445 Meet the Partners break



Autograph sessions with key speakers



Quizzes



Flash mob



Photo sessions



Raffles and prize draws

### Teacher training and development

Room 211 B  
Opening up new vistas with  
tasked-based learning  
**Aliona Trygub**

Room 209 B  
What is fluency and how  
can we develop it?  
**Diana Vaselenko**

Room 207 B  
The roadmap to speaking  
success  
**Kris Kirby**

#### New Ukrainian school

Room 201 B  
Creativity in the classroom  
**Natalia Oliinyk**

#### Testing and assessment

Room 205 B  
Redefining exam  
preparation  
**Iryna Maksymova**

#### English for specific purposes

Room 205 B  
Visualisation as the means  
of development of IT  
students monological  
speech at the English  
classes  
**Larisa Liashenko**

#### How to ...

Room 203 B  
It's not a rocket science:  
teaching an authentic  
material lesson  
**Natasha  
Doronina-Nesterenko**

Room 206 B  
Speaking club – a powerful  
tool for exciting self-  
development  
**Ivonna Romaniuk**

Room 304 B  
Inside the teacher's brain:  
planning an authentic  
materials lesson  
**Sergei Nesterenko**

Do we still use our  
imagination?  
**Maria Sosnovskaya**

1545 – 1600 Break

### Teacher training and development

Room 211 B  
Having fun is a serious  
business  
**Nataliia Sharkova**

Room 209 B  
How to help students with  
very weak listening skills  
**Tetiana Pavlenko**

Room 207 B  
A framework for upgrading  
pronunciation  
**Daryna Luhovska**

#### New Ukrainian school

Room 201 B  
The kinaesthetic classroom:  
teaching English through  
creative movement, art and  
music  
**Oksana Vakhil**

#### Testing and assessment

Room 205 B  
Speaking parts of IELTS  
and TOEFL Ibt: have an ace  
up your sleeve!  
**Oksana Konoplia**

#### Panel discussion

Room 205 B  
Exploring inclusive practices  
in EFL/ESP teaching  
**Olena Korol  
Natalie Lyamzina  
Olga Yashenkova**

#### How to ...

Room 203 B  
Thinking in teaching  
languages  
**Eleonora Pazyak**

Room 206 B  
Keeping your body fit:  
learning English through  
physical activities  
**Tetiana Bohutska**

Room 304 B  
Sharing Best Teaching  
Practices  
**Larysa Tryhubava**

# Plenary sessions

**Jeremy Harmer**



A writer, frequent presenter, seminar leader and teacher both in the UK and, more frequently, around the world. Currently, an online tutor for the MATESOL at The New School, New York

## I don't teach answers

The great mathematician Katherine Johnson –a central figure in Hollywood's 'Hidden Figures' about women of colour working for the space race at NASA – says in a TV interview as a sprightly 92-year-old, "I have never taught answers", and sees the process of learning as being a problem-solving activity. In this she fits into a tradition stretching back to Illich and encompassing present-day Sugata Mitra etc. But teachers think they should teach too, and, to some extent, many students expect this. So, what should we do? Where do we fit on a cline between question provider/ facilitator and transmission teacher? Is there a halfway house where student-directed thinking can stimulate learning? Is there?

## Shakespeare and other folk

'The man that hath no music in his soul is fit for treasons, stratagems and spoils...' says Lorenzo in The Merchant of Venice and it is true that there is music and song all over Shakespeare's plays. Sometimes, as with Lorenzo, ivy is long speeches about the importance of this art form but also, and importantly, songs. All the plays have songs and snatches of songs in them. In Shakespeare and other folk Jeremy Harmer tells stories from the play and sings his own versions of many of the songs as well as showing how this is all part of a vibrant folk music tradition in the UK, which still exists to this day.

**Marjorie Rosenberg**



a teacher of general and business English in Graz, Austria, an active teacher trainer, conference speaker and ELT writer

## Making lessons memorable

There are a variety of ways in which you can make your lessons memorable in order to help your learners take valuable information with them when they leave your classroom. In this plenary we will look at a number of ideas and practical examples which you can use to liven up your lessons, make them fun, relevant, engaging, and creative so that both you and your learners feel you have gotten the most out of the face-to-face time you can spend together.

**Katherine Stannett**



a writer, conference presenter, workshop and webinar leader

## Making an Impact – teaching our students to be global explorers

Today's teenage students have limitless access to information; they can connect around the world at any time of day and night; they have more opportunities to travel than at any time in our past. How can we arm our students with the necessary skills to navigate their journey in this new and exciting 21st century world? In this workshop participants will be encouraged to reflect on the 21st century learner and to discuss their own students and how they interact with the world around them. Together, we will exchange views about how we can develop students' technological literacy so that they are able to extract the most significant facts that they need from the wealth of information available to them. We will think about the tools needed to help our students become creative and critical thinkers. Then, using videos, photographs and true stories from some of National Geographic's most inspirational explorers, we will look at a variety of topics and discuss how we can make them interesting and relevant to students. Finally, we will talk about how we can empower them to go out and make a positive impact on their world.

**Daniel Morris**



a teacher, an ELT  
Consultant for Express  
Publishing

### Developing communicative language competence

It is widely accepted that the goal of language teaching is “communicative language competence”. Competences consist of a set of the essential skills, knowledge, attitudes, and behaviour required for effective performance of a real-world task or activity. The speaker will concentrate on how to maximise the effectiveness of realistic and meaningful input and suggest classroom techniques that will enable this to be successfully turned into output. Ideas will be given on how to structure lessons and learning – in general - in such a way that students are provided with the support they need to move forward and become self-confident, autonomous participants in the learning process.

**Edmund Dudley**



a teacher trainer, materials  
writer and teacher of  
English

### My four Cs

‘Twenty-first century skills’ is a broad term encompassing life skills, literacy skills and learning skills. As teachers, we are most concerned (but not exclusively concerned) with the third aspect: learning skills. You have probably already heard of the so-called Four Cs – communication, collaboration, critical thinking and creativity – and are probably interested in finding out ways to kindle them in your students. This talk is not going to focus on those Four Cs. Instead, I would like to consider the role of the teacher in all this. What skills and qualities do we need to bring to the classroom? To help discover some of the answers to this question, I’ll be sharing my own ‘Four Cs’ for effective teaching in a twenty-first century context.

## Concurrent sessions

### English for Specific Purposes

**Kateryna Iermak**



Business English trainer  
Freelancer

#### Teaching intercultural competence with no experience in living abroad or working with other cultures

Since intercultural competence has been included in CERF descriptor, teaching it is no longer a choice but a demand. And still for many of us talking about other cultures sounds intimidating as we might feel that we do not have much to share. For instance, how can you comment on what Japanese people do if you have never been to Japan nor talked to anyone from this country? In this workshop I would like to share my personal experience of including cultural differences aspect in teaching adults and the implications it had for their working environment. We will look into key ideas behind the topic and we will go together the way from stereotypes to better communication techniques.

**Yuliana Lavrysh**



Head of Department  
National Technical University  
of Ukraine “Igor Sikorsky Kyiv  
Polytechnic Institute”

#### Peer- and self-assessment techniques in ESP

The presentation outlines the implementation of peer- and self-assessment techniques in ESP at Igor Sikorsky Kyiv Polytechnic Institute as a case study. The efficiency of these methods is evaluated and verified during the completion of the speaking task by students. Students' feedback and results of the experiment are suggested for the discussion.

**Larisa Liashenko**



ESP teacher  
Taras Shevchenko Kyiv  
National University

### **Visualisation as the means of development of IT students monological speech at the English classes**

Interactive group exercises, project work with visual aids for the development of IT students' English monological speech; the main criteria of creating them, visual aids with the aim of assessment; the influence of visualisation on the development of psychophysiological peculiarities of IT students; creativity in designing their own posters for the themes of the programme. Posters really motivate the IT students to speak laconic about the main subject they want to clear up.

**Olha Pavlenko**



Assistant professor  
National Technical University  
of Ukraine "Igor Sikorsky Kyiv  
Polytechnic Institute"

### **Integrating American open engineering courseware into Ukrainian ESAP classroom**

This talk presents the results of collaborative action research on how Ukrainian undergraduate electrical engineering students can benefit from integrating American open engineering courseware (AOEC) into the engineering course on "Analogue and Digital Circuits" and ESAP course. The research sought to improve both courses in terms of learning outcomes, assessment as well as to revise the subject specialist and ESAP teacher roles. By exploiting the content-language continuum, the "Analogue and Digital Circuits" course content and the language performance within the ESAP course was investigated and correlated. With respect to the students, the research intended to determine the extent to which the use of AOEC in the engineering and ESAP course influenced the motivation and attitudes of Ukrainian undergraduate students' majoring in electrical engineering.

**Marjorie Rosenberg**



a teacher, teacher trainer,  
conference speaker and ELT  
writer

### **Spicing up the Business English classroom**

Communication skills are vital for business English learners at work and with business partners around the world. Although they may be experts in their own fields, they are often not as confident when they need to speak spontaneously. The supplementary activities in Communicative Business English Activities (Express Publishing) have been designed to spice up your business English lessons as they are relevant, engaging and encourage learners to speak. Come along to this interactive workshop to find out how to liven up your lessons and get your learners communicating.

### **Panel discussion**

**Olena Korol**



Senior teacher, teacher trainer  
V.Get'man Kyiv National Economic  
University

**Natalie Lyamzina**



Head of the department  
Lviv National Music Academy

**Olga Yashenkova**



Associate professor  
Taras Shevchenko Kyiv National  
University

### **Exploring inclusive practices in EFL/ESP teaching**

The growing diversity within today's classrooms emphasizes the importance of a shift to inclusive education, acknowledging that all students can learn in accordance with their special needs. This panel arises out of the necessity for changes to be made to the provision of EFL/ESP teaching at Ukrainian universities so that it is responsive to diverse learning needs. The panel aims to examine inclusive practices and generate a discussion of issues related to creating a safe learning environment, so-called 'hub', where all students feel valued and have equal access to learn. The session will start with lightning talks about diversity in the classroom, Gen Z students' strengths and weaknesses, learning styles, and barriers to language learning. Special attention will be paid to UDL as one proactive framework for assessing and planning inclusive classrooms. The panel will allocate generous time for the audience participation and explore ideas of creating a virtual network to bring together colleagues from across Ukraine.

## How to ...

**Rena Alasgarova**



Head of Secondary School  
The Modern Educational  
Complex named in honour of  
Heydar Aliyev

### **Learning strategies for textual inference**

When speaking about how to teach reading, we mainly think about reading for gist, specific information, and details. Making textual inference, aka reading between the lines, is often overlooked in course books and methodology guides for teachers, and, thus, is rarely included in the English teaching programmes. However, making inference on the text level is not less important as understanding details or particular pieces of information. This demo lesson is aimed at teaching strategies for reading inference sub-skill for pre-intermediate/intermediate language learners.

**Holly W. Arnold**



Teacher  
Kennesaw State University

### **Differentiated gamification: linking content, language, and fun!**

As education steps into the 21st century, so must the strategies and instructional practices. Research highlights that student engagement is key for learning, but what if we took this a step further? This workshop not only focuses on creating student engagement, it shares interactive, hands-on games that allow students of all levels to practice content material and language simultaneously. The presenter will share how to differentiate each game for different age groups, language levels, and content topics.

**Olga Bershadka**



Assistant professor  
National University of Kyiv-  
Mohyla Academy

### **How to develop students' interpersonal competence: guidelines for EFL teachers**

Mastering a foreign language is all about understanding others and making yourself understood. Still it is obvious that knowing the language does not guarantee the efficiency of the communication. It is our interpersonal competence that defines how good we are at getting the message through. But what is "competence"? How to build this or that competence? And what is more important, how to assess? Since competence approach is the core of Ukrainian educational reform, teachers in schools, colleges, and universities face the challenge of updating their teaching plans. The process is exciting and confusing at the same time because there are so many questions. Olga Bershadka will demonstrate activities she has tried and approved with her students during her 10-year research on developing students' interpersonal competence. In this workshop, you will have hands-on experience in developing and assessing your being an effective communicator and team-player.

**Tetiana Bohutska**



Senior Teacher  
International House DNK

### **Keeping your body fit: learning English through physical activities**

CLIL is a cutting-edge approach for learning English. However, it is usually done in the context of teaching subjects like Science, History, Geography and alike. During the demo-lesson the participants will experience a possibility of incorporating English and Physical Education. In the reflection session afterwards, we will explore the framework and practical tasks which will allow connecting English and Physical Education as a school subject.

**Natasha  
Doronina-Nesterenko**



Director of Studies  
International House DNK

### **It's not a rocket science: teaching an authentic material lesson**

A good teacher understands that the 21st century students will benefit way more from authentic materials in class as opposed to ready-made activities and often adapted materials from a course book. At the same time, many teachers lack certain skills and feel anxious about the challenges exploiting real world materials bring. The participants will experience a demo-lesson designed from the most up-to-date material relevant to students' needs, interests and cultural background. This will be followed by a reflective session during which we will look at the authentic lesson framework, a variety of tasks and learning opportunities for the students.

**Iryna Lebid**



Docent  
Taras Shevchenko Uman  
College of Education and  
Humanities

**Let's have fun and think critically!**

This workshop demonstrates ideas how to teach students to think critically. The activities will boost creativity and critical thinking. Be ready to have an unusual look at usual stories and be also ready to enjoy humour! Join the session and try everything yourselves!

**EL Zahraa Lotfy**



Teacher  
British Council Ukraine

**The autonomous teacher**

In order to cope with the 21st century's increasing challenges and fast-growing technology, a teacher is viewed like a shark; the moment they stop moving forward, they start to die! Accordingly, taking control of the educator's own professional development is inevitable to thrive in the field. By the end of the workshop, attendees will have been introduced to practical ways and techniques to keep autonomous while collaborating with other colleagues.

**Katherine  
Martinkevich**



Teaching Centre Academic  
Lead  
British Council Ukraine

**Dream big: how to land that grant**

This talk will focus on the contents and format of a typical grant application for research, conference or a business project: what to start with, how to describe your methods and plans, what evidence you need to provide in order to build credibility in the eyes of the sponsors - and how to appeal to the values of the organisation you are applying to.

**Anna Morris**



Regional Area Manager  
Eastern Europe  
Oxford University Press

**Yulia Solomentseva**



Methodologist  
Oxford University Press

**Understanding adult learners and getting them talking**

For many teachers, getting students to talk in the English classroom can be a challenge. Uniquely motivating texts, topics and tasks give language learners the world over the confidence to communicate in English. This session will provide you with practical ideas on how to implement methodology from OUP's flagship titles in your classroom, and get your students speaking with confidence in class.

**Olena Moskalets**



Teacher  
Borys Grinchenko Kyiv  
University

**Viktoriiia  
Matvieichenko**



Teacher  
Borys Grinchenko Kyiv  
University

**Updating your classroom layout: a little step with a big impact**

Of all the components of classroom management, classroom layout is probably the first that sends our learners the message of what can be expected in our class. It is more than just activity zones or hi-tech furniture – you can have neither space nor sufficient funding for the latter, and still your layout can provide for collaborative learner-centred teaching and learning. In our workshop we are going to demonstrate the steps you can undertake to shift from fixed rows to flexible classroom, creating from scratch the environment that will inspire your learners' participation and increase your own job satisfaction.



**Sergei Nesterenko**

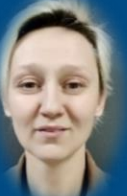


School Director  
International House DNK

### **Inside the teacher's brain: planning an authentic materials lesson**

A good course book is an invaluable source of various texts for developing a skill of reading. But doesn't it get out-of-date the moment it is published and does it always connect our classroom to the real world? In this workshop we will learn how to plan an efficient reading lesson using any authentic text or a piece of realia. You will be able to observe the planning process and thoroughly discuss the framework and techniques used, so that you feel at ease to plan your own reading lessons using a box of biscuits, a plane ticket, a map, etc.

**Eleonora Pazyak**



CELTA Trainer, CELT-P/S  
trainer, English teacher  
Freelance

### **Thinking in teaching languages**

What is thinking? What are different types of thinking? How can we use them in teaching English? How can our students benefit from developing different thinking skills when learning a language? In this session, we will be discussing the answers to these questions. Also, you will experience some activities which will help you lead your students from basic types of thinking to creative thinking.

**Oksana Pelekhata**

Senior Language Instructor  
<epam> systems

### **Decoding: a new approach to teaching listening**

Listening is often seen by learners as one of the most important skills, and yet one of the most challenging. Learners complain about their inability to process speech even at advanced levels. We often say we 'practice' listening skill in the classroom, but do we ever focus on developing it? The ELT methodology states: 'never test before you teach'. And yet, when it comes to listening, the only thing we do is 'test' hoping that 'teaching' will somehow take care of itself. In my session, I will be talking about 'Decoding' as an alternative to the conventional comprehension approach to teaching listening. We will look at what makes listening difficult for our students and what can prevent us from seeing where these difficulties lie. We will also look at ways to exploit textbook materials further, possible lesson frameworks. I will also share ready-to-use activities and the useful links that the teachers willing to incorporate this approach will be able to use with their students.

**Kateryna Protsenko**



Director of Teacher Training  
Grade Education Centre

### **How to make learning visible**

Learning is a set of strategies and skills, most of which can and need to be taught. In this session we're going to look at what learning involves and what it takes for a novice to become an expert. We're also going to look at how we can make learning processes more visible to our learners or trainees so that they can learn how to learn more effectively.

**Ivonna Romaniuk**



Teacher, methodologist  
AIM PYHA

### **Speaking club – a powerful tool for exciting self-development**

Despite the fact that I specialise in Cambridge exams (in case you have any questions as to them, I will be available after my talk to clarify things for you) I decided to present my vision of a successful speaking club. I wish to inspire you to go beyond the conventional language teaching by encouraging to ponder over some existentially significant matters. My motto: "Edutainment rules!" So, do come for a sack of knowledge, a kilo of vivid experience and a generous portion of excitement with regard to your life in general.

**Maria Sosnovskaya**



English Teacher  
Odessa Gymnasium 5

### **Do we still use our imagination?**

One of the fashion bloggers once said that taste is a muscle that can and should be trained as any other. But do we train our imagination or have we given up using it at all? We are developing 4Cs and soft skills but what about imagination that pushed humanity beyond its limits and made it think out the box? Are we teaching our kids to use it? Do we create the situations in our classroom where they have to apply it? Are we grateful enough to this amazing ability that differs us from all other creatures? Let's think together about the ways to help our students develop and strengthen it.

**Nataliia Tkachenko**



Teacher of English, teacher  
methodologist, regional lead  
teacher of Generation Global  
programme

### **Teaching global competences via international projects**

We live in the global world with a lot of interaction between people of various cultures, values and beliefs. So, awareness of diversity of religions, cultures and values is the key to understanding and avoiding conflicts in communities and countries and to a peaceful life all over the world. That's why educational systems must teach young people who are a digital generation a lot of soft skills such as communication, tolerance, respect, empathy, sympathy, etc. There are some reliable international platforms and projects which provide a safe environment for school students to interact with their peers from other countries such as Generation Global programme, PenPalSchools, eTwinning, Empatico, One World Classrooms, etc. Generation Global programme (<https://generation.global>) provides opportunities for young people from 1500 schools worldwide to have online dialogues by means of online video conferences, team blogging and digital dialogue.

**Larysa Tryhubava**



Director of the Continuing  
Education and Retraining  
Institute  
Minsk State Linguistic  
University, Belarus

### **Sharing Best Teaching Practices**

Those who care, teach. But they should also be cared for. School and university English teachers truly deserve support and assistance to stay motivated. The presentation will display the outcomes and impact of the 2018 Minsk State Linguistic University – British Council Ukraine teacher professional development project in Belarus. Special focus will be made on sharing and disseminating best teaching practices.

**Olena Gryshchenko**

Associate Professor  
Borys Grinchenko Kyiv  
University

**Galyna Tsapro**

Associate Professor  
Borys Grinchenko Kyiv  
University

### **Ice-breaking activities for young adults**

Ice-breaking is the first step to successful collaboration within the group and an effective way to get acquainted with students and to build rapport. When working with young adults we should take into account the following aspects: age, language proficiency level, the topic of your class, the number of learners in our group. In our workshop, we are going to demonstrate those ice-breaking activities that we find efficient in our work with learners aged 19 +.

**Maryna Tsehelska**



Associate Professor  
Kryvyi Rig Pedagogical  
University

### **Teaching English through categories – a brain-friendly approach**

Categorisation is a basic process of a human brain and a critical language processing skill. It may be successfully used in teaching the language – when we put words into clusters, we divide vocabulary into smaller groups and improve the memory, categorization helps to clarify the concepts. In a language classroom categorization becomes a tool for better understanding, remembering and development of thinking skills.

The workshop will cover the following key points:

1. How to categorise vocabulary from the initial stages of learning.
2. Using categories for the development of vocabulary and speaking (we will take personality adjectives as an example).
3. Games based on the vocabulary categorisation.

## New Ukrainian school: primary and secondary

**Natalia Liashko**



Teacher trainer  
Express Publishing

### Vocabulary lesson

What could be more rewarding for the students than the GAME? Learning and Playing go together hand in hand in the EFL classroom and it does not matter what age your students are. Let's turn the Vocabulary Lesson into a fantastic journey of Edutainment involving four skills (Reading, Listening, Speaking and Writing), Creativity, Critical Thinking! Do you think it is going to be too much for one lesson? Natalia would say, it is a typical lesson with 9-10 years old learners.

**Natalia Oliinyk**



English teacher,  
teacher trainer  
British Council Ukraine

### Creativity in the classroom

The importance of creativity and collaboration can't be underestimated in the 21st century when the world is changing constantly and quickly and a competition for university places and jobs is rising. How can we help children to become more confident and creative? Is it possible to do having the curriculum and as we often consider not enough time to teach the basics? Creativity seems separated and disconnected from everyday classroom. This workshop aims at sharing a possible procedure of a lessons fostering creativity and also learning the target language. The participants will leave with practical activities having discovered that creativity can be an integral part of learning and classroom activities can be motivating.

**Anna Shovkaliuk**



ELT Consultant  
Cambridge University Press

### Life skills framework: applications and implications

Teachers are pretty much aware of the four basic life competencies in school or the 4C's as we know. At the workshop we're going to look at other components of the competencies that should be developed in the context of ELT: emotional intelligence, IT literacy, social skills.

**John Silver**



Regional English Language  
Officer  
U.S. Embassy Kyiv

### Teaching communicative activities in the New Ukrainian school

Our most valuable resources in the language classroom are the learners themselves. This activity packed workshop looks at ways to motivate learners to speak together fluently. Teachers will better understand the features of real communication, how to use simple and effective information gap activities, grids and postcards. This workshop is designed for teachers of beginning to intermediate English language learners.

**Marta Tomakhiv**



Project Specialist at Seeding  
Academic Integrity in  
Secondary Schools Project  
American Councils for  
International Education

### Teachers vs cheaters: how to make your students forget about cheating at your English class

NUS promotes acquisition of a foreign language as a core competency for the 21st century. Speaking fluent English becomes a life skill, the effectiveness of which depends on a real, honest learning, which should start at school. Not always pupils understand that cheating steals from them an opportunity to learn as well as creates obstacles on their path to successful language acquisition. However, do we as teachers clearly understand what constitutes cheating during ESL classes? What is our role here in preventing dishonesty? How can we develop pupils' academic integrity awareness in the English class, and motivate them to succeed without looking for shortcuts, crib notes or any other kinds of unauthorised help? During our workshop you will receive answers to these questions, and familiarize yourself with a wide range of practical tools for enhancing real English learning and raising AI awareness, which you may easily incorporate into your class to fight cheating practices.

**Oksana Vakhil**



Founder and owner  
Merry Land private language  
school

**The kinaesthetic classroom: teaching English through creative movement, art and music**

It is a practical workshop where we will move a lot and create learning environment that make kids love English. We will discover what creative movement is, how it influences our body and brain and how to combine it with Art and Music. You will get 10 practical activities that you can use at your classes next day and help you to create your own one in future!

**Olena Korol**



Senior teacher, teacher trainer  
V. Get'man Kyiv National  
Economic University

**Round table discussion: IATEFL Ukraine in perspective**

IATEFL Ukraine has been the subject to influence from economic and social forces, in ways which are unpredictable. At the same time, there have been internal trends which might indicate possibilities for IATEFL Ukraine future. With this in mind, the organisational development, major activities, outreach, and influence of IATEFL Ukraine are to be considered. Apart from this, we must admit that IATEFL Ukraine is highly dependent on the work of volunteers, so what are the ways to encourage their job? We are faced with a new social reality: an accelerating pace of life, 'increased professionalisation', as well as growing commercialisation of ELT. Therefore, we have to become more conscious of what we can offer and of what helps and hinders our work. We will also discuss how factors such as individual effort, collaboration with others, exposure to exceptional teaching, and supportive leadership contribute to successful teacher learning. Are some factors more influential than others?

**Teacher training and development**

**Edmund Dudley**



Teacher trainer, materials  
writer and teacher of English

**Ideas for the classroom using selfies, airplane mode, and memes**

Students often tire of the topics in the coursebook. In this session I'll be sharing some practical ideas for designing classroom activities based on topics that have genuine appeal for students – especially teenage students. We'll start by looking at ways we can use selfies to generate language; then we'll switch to 'airplane mode' and look at activities that can be done using the basic functionality of a smartphone – without apps or internet. Finally, I'll share some ways of using memes as the basis for creative communicative classroom activities

**Jeremy Harmer**



A writer, frequent presenter,  
seminar leader, teacher and  
online tutor

**Rainbow bridge**

Ever since the publication of EM Forster's 'Howard's End' (1910) commentators have enjoyed the metaphor of the 'rainbow bridge' – where prose and passion combine to make a more beautiful whole. In ELT we frequently try to connect different sides of teacher creativity – when our hearts tell us that language experimentation and engagement with content is the key to student motivation and success, yet our heads instruct us (and so do exams etc.) that technical knowledge is the key. Somehow, we have to reconcile the two sides of that particular coin – to build our own rainbow bridge. And if we get the combination right, then student engagement will surely follow. This will be a workshop-based session with suggestions and answers coming from participants who will be attending the event.

**Lilia Isac**

English teacher  
Gymnasium Negureni

### **Playing, learning, having fun**

Learning vocabulary is very important in learning a foreign language; however, many people bare in mind unpleasant memories of learning vocabulary. For example, EFL students face difficulties to learn and to remember new words. As a result, teachers are searching for useful methods to be used to help students in the process of learning vocabulary. There are numerous techniques and methods that can be used to teach vocabulary; however, there are some points that should be taken into consideration referring to the manner of presenting new vocabulary. Furthermore, if the teacher wants students to remember new words, he/she should present them in context, practice them, and revise them to avoid forgetting. So, the learning of vocabulary focuses on the way it is presented and the way it is revised.

**Tery Lemanis**



Educational Consultant  
Hamilton House Publishers

### **Effective ELT for teens & young adults**

Teenagers are often regarded as a difficult and unpredictable group of learners that can create many challenges in the classroom. In this session, we will take a look at some of the underlying causes for this perception, think back to when we were teenagers, and discuss some proven methods to help tackle common issues like lack of motivation, managing mixed-ability groups and developing rapport.

**Kris Kirby**



Methodologist  
Dinternal Education

### **The roadmap to speaking success**

Some students shun written tasks, but love to talk, while others are happy to diligently complete a grammar exercise, but hate the thought of opening their mouths. The truth is both of these types of learners have problems with communication. While the first says a lot, her language may be weighed down with mistakes. Meanwhile, the second learner produces perfect sentences, but his rate of speech is such that the listener has trouble following the message. These are extreme examples – clearly all learners are different and every class is unique - but all of our students fall somewhere along this continuum. The challenge we face as teachers is optimising our students' potentials in their ability to communicate their ideas with enough accuracy to be understood and enough fluency to be followed. In this workshop, we'll look at practical ways in which we can promote speaking in the classroom and assist learners in reaching their communicative potential, whatever their attitude towards speaking English.

**Daryna Luhovska**



Teacher, teacher trainer  
Grade Education Centre

### **A framework for upgrading pronunciation**

Knowledge of phonology is crucial for learners. However, it is something often overlooked in classes; rushed through after meaning and form in systems lessons, or during delayed error correction. While countless lessons are dedicated to the sister systems of grammar and vocabulary, teachers very rarely devote lessons to phonology. This lack of focus means students may struggle to use and identify some of the most complex areas of phonology. In this demo lesson you will be introduced to and practice a lesson framework for upgrading students' pronunciation just in one lesson. Following this effective framework allows students to immediately notice their progress. Most importantly, by the end of the lesson, the teacher demonstrates solid evidence of every student's progress.

**Tetyana Lunyova**



Associate professor  
V.G. Korolenko Poltava  
National Pedagogical  
University

### **Making English 'one's own' language as an (un)easy way to become a confident English teacher**

The presentation will address the issue of the development of one's confidence as a teacher of English by non-native speakers of this language. It will offer a wider context for the understanding of English teacher's confidence, specify modern challenges faced by non-native speakers of English and particularly focus on the findings of the collaborative research project held by University of York and Poltava National Pedagogical University in 2017-2018 as relevant to the mission of building English teacher's confidence. Overall the presentation will present and discuss the research argument that the way non-native speakers conceptualise the English language can help them to become a confident English teacher or prevent them from turning out to be such.

### Tetiana Maslova



Lecturer  
National Technical University  
of Ukraine "Igor Sikorsky Kyiv  
Polytechnic Institute"

#### What does academic integrity mean to you?

As educators, we all are members of the global academic community, which now goes beyond the national boundaries and brings together teachers and students, scholars and researchers as well as anyone involved in education and science worldwide. You must have heard that academic integrity is an important issue that should be brought up within the modern educational context. But what does it actually involve and what does academic integrity mean to you personally? In this workshop, we will explore how to introduce academic integrity in the English language classroom. The concept of academic integrity will be treated from the practical point of view and explained in terms of a variety of assignments that English language learners can fulfil in order to both improve their language skills and develop academic awareness and honesty. All the workshop activities and resources can easily be further adapted for the promotion of academic integrity throughout Academic or General English courses.

### Tetiana Pavlenko



Director  
inozemna.com

#### How to help students with very weak listening skills

I share my experience in teaching adults with language skills imbalance (quite good reading, writing, speaking and strong grammar combined with surprisingly low listening skills). Teaching people whose school English language education was not successful: methods to improve students' listening. What is bottom-up approach? How to overcome a problem with decoding? Where to start and what exactly to do? Importance of working on pronunciation. Starting point where students are trained to recognise the patterns "...d you" that in connected speech becomes [dʒ] and "...t you" which becomes [tʃ]. Each presentation of new material has to include pronunciation work and training of decoding skills (through demonstrating the reality - how it might sound in connected speech in a song or in a real conversation; and through making students copy English speech at natural speed). Examples of songs I use, tasks I have designed for my students and the results I have got.

### Liudmyla Pavlenko



Associate Professor  
Dnipropetrovsk Regional Institute for Public Administration  
National Academy for Public Administration under the  
President of Ukraine; National TU Dnipro Polytechnic

### Mariia Isakova



Associate Professor

#### Continuous professional development in teaching: trends and challenges

The workshop deals with the contemporary trends and challenges of Continuous Professional Development (CPD) faced by teachers. The concept and benefits of CPD are considered. The aim of this workshop is to involve participants in the analysis and discussion of new trends and challenges in CPD, we also aim to dwell upon the most suitable developmental tools available for choosing on the right path for their career in teaching and encourage them to share their experience and ideas how to raise awareness of how CPD tools can be used for their professional development. Special focus is made on reducing the risk of burnout and understanding of a healthy work-life balance. Participants are provided with a list of useful resources.

### Zhenya Polosatova



teacher trainer/consultant  
World Learning SIT Grad  
Institute

#### Alternative way to develop professionally: reflective practice group

This session is about an alternative way to develop professionally: in a group of like-minded colleagues, for free, without any hidden agenda and aiming to serve students more. For each meeting, a specific topic is set and preparation questions or reading is shared. There are similar groups in other countries, so we see ourselves as a part of larger reflective community of language teachers. Our group has been operating in Dnipro for the last 3 years, so there is a number of topics and insights to share. Everyone who comes will be inspired, and more groups around Ukraine may be born (as a group founder, facilitator and coordinator, there is a lot to share!)

**Alex Roditis**



ELT Consultant, a Speaking Examiner for Cambridge Assessment English the University of Athens, Greece

### **The power of play: developing language through play**

Play is the most natural teaching tool there is and its purpose is to help the young prepare for adult life. It allows language learners to experience and experiment with language in a context that is safe and in a format they can understand. By integrating games into our classrooms, we increase students' motivation, activate their bodies to permit kinaesthetic learning, and develop their social skills by teaching students the value of effective collaboration. Games can be used to revive a lethargic classroom by providing opportunities for recently learned words and language structures to be reviewed in a fun way. Structured play in the classroom is not time-off from learning – it ensures that learning happens.

**Nataliia Sharkova**



Associate Professor  
National Metallurgical  
Academy of Ukraine

### **Having fun is a serious business**

What is it that makes young learners acquire foreign languages successfully? How can we keep our learners motivated and help them enjoy foreign language learning outside the primary language community? Is it possible to integrate foreign language learning into a child's general psychological development? In an everyday context, children are normally exposed to a variety of physical and intellectual experiences of language. At the primary level when children are developing as learners and as humans it is important to involve them into activities that fit and enrich their experience. The aim of the workshop is to show how to draw foreign language learning into the shade of non-verbal activities that promote learners' psychic development, satisfy their thirst for cognition, teach them to communicate effectively, and simply enjoy learning a new language.

**Katerina Shlyamina**



ELT consultant  
National Geographic Learning

### **How to improve English? Become a PRESENTER!**

Presentations help students to improve their language skills. Students learn how to use English language effectively. During the session we will:

- discuss why presentation is a great tool to improve language skills
- do activities to improve presentation skills
- have fun and present.

**Katherine Stannett**



a writer, conference presenter,  
workshop and webinar leader

### **The creative classroom**

As teachers, we know that students benefit greatly from the support of knowledgeable persons such as teachers, parents and peers. In the classroom, it can be easy to fall into a routine of treating students as passive recipients of this knowledge. But we know that active learners are more motivated, learn better and retain more. How can we encourage our teenage learners to become active participants in the classroom? How can we build an environment where all students are engaged in the learning process and feel inspired, involved and motivated? In this session, I will be looking at creative tasks that can be used in any classroom to help students express their point of view in English and take responsibility for their own learning. Through these activities, we can transform our classrooms into creative, active learning environments that appeal to all types of learners, with different availabilities and a range of interests.

**Aliona Trygub**



Academic Director, teacher  
First Cambridge Education  
Centre

### **Opening up new vistas with tasked-based learning**

Why use task-based framework in language learning? As well as being motivated – learners get opportunities to experience and activate as much language as possible. This session presents practical and transferable activities for adapting coursebooks in order to make them more engaging and to guard against minimal participation by less motivated learners. You will leave this session feeling optimistic and confident that you can make the most of your lessons without causing your learners to feel like rabbits caught in headlights.

**Diana Vaselenko**



Director of Teacher Training  
International Language Centre

### **What is fluency and how can we develop it?**

In the teaching contexts where the Grammar Translation method or elements of it are still used or were extensively used in the past, it is sometimes difficult to shift the focus from language systems such as grammar and vocabulary to language skills, especially the productive ones. This workshop will be looking at the productive skill of speaking and, in particular, helping language learners become more fluent speakers. We will start by looking at fluency as defined by the Communicative Approach and the sub-skills which need to be developed to help language learners become more fluent. We will then move on to discuss what makes a fluency activity successful and engaging for the learners. In addition, we will look at some discourse features which can be turned into strategies to help English learners become more fluent speakers.

**David Watkins**



Freelance Teacher Trainer

### **Remembering to learn and learning to remember**

In this session, we will look at the role of remembering and memory in language learning. In particular we will discuss how we are able to consciously and unconsciously retrieve words, phrases and chunks of languages and what the implications of this are for the way we teach, and present and practice language. How much language should our students be able to unconsciously learn? Do we get our students to consciously recall words in effective ways? And what does all of this mean to our day-to-day lives as busy teachers?! These are just a few of the questions that we will be dwelling on in this session ....

**Dragica Zdraveska**



European events coordinator  
SOL (Sharing One Language)

### **Teaching for change**

The presentation will focus on teachers' perspectives and views which are not immune to prejudice and stereotype and look into what influences them. Through practical activities that can be used in class teachers will be encouraged to look into intercultural competence as something that is not acquired automatically but needs to be learned, practices and maintained through life.

## **Testing and assessment**

**Lyudmyla Hnapovska**



Head of Foreign Languages  
Department of Education and  
Research Institute for  
Business Technologies "UAB"  
Sumy State University

### **Fundamentals of language testing & assessment: how test-wise are we?**

Modern FL assessments focus upon measuring learners' ability to use the language rather than concentrate on testing whether they can recite rules, how many words they've learnt, if they can transform isolated sentences into their paraphrased versions or provide a definition of a word out (or even within) the context. How close or how far to this strand are we as Ukrainian ESP (in a broader perspective EFL) teaching community? The Workshop addresses the issue of functional identity of language testing and assessment (LTA) and considers key principles underpinning assessment tools employed in the EFL classroom. The workshop is based on personal findings and insights gained from ESP teaching and classroom-based assessment (CBA) practices. It also provides reflections on how and to what extent the knowledge of LTA cornerstones has been operationalized so far in the university ESP classroom.

**Graham Jones**



Director and CELTA Trainer  
The London School of English  
Odessa

### **Using songs to teach for exams**

In this session I will look at how we can use songs to help students with exam tasks. As the importance of international exams increases in Ukraine, more and more classroom time is spent looking at ways to improve exam techniques. The skill of listening is often the one that learners find the most difficult and, in this workshop, we will be looking at ways to avoid dry and repetitive teaching by using songs to explore exam strategies.



### Oksana Konoplia



Academic Director  
STUDY Academy

#### **Speaking parts of IELTS and TOEFL Ibt: have an ace up your sleeve!**

This workshop will introduce some general information about IELTS and TOEFL Ibt exam structures, focusing predominantly on Speaking parts. We will discuss the types of tasks and questions for each examination, assessment criteria of candidate's speaking skills and some practical tips on how to prepare for Speaking component of each exam and what to bear in mind on examination day.

### Iryna Maksymova



Head Teacher  
97ys Language Space

#### **Redefining exam preparation**

If you ask 16-year-olds to choose just one word to describe their goals, dreams and hopes for 2019, they would most likely pick "ZNO". Learners are dreading the exam and anticipating the-end-of-the-world scenario in case anything goes wrong. Lots of them believe that ZNO is going to be the measure of their overall academic performance over the school years, the indicator of what they are going to be like in the future and the ultimate goal of their transition to adulthood. However, is it really so? How does this kind of mindset affect their performance? What can we do to help them achieve better results? In the workshop, we're going to look at the reasons and biological reactions behind stress, ways of dealing with exam anxiety and practical activities to make our exam preparation classes as enjoyable and efficient as possible. We're also going to become a part of nationwide growth mindset flash mob.

### Andrii Pigariev



Teacher of English, Teacher  
Trainer, Academic Director  
LLC Grade Education Centre

#### **Develop, not just practice: how to deal with strategies in an exam class**

Every EFL teacher sometimes catches themselves thinking that when practicing certain techniques (for example, gist reading, note taking or fluency speaking), students' performance barely improves with time. Our students might not catch the essence of a skill practiced, or they seem to be reluctant to progress due to lack of interest, or maybe there is no immediate result that motivates them. But is it always about students or is there something we as teachers are missing?

It is often about what we consider strategies and how we apply them. This is where the difference between practicing and developing skills lies. The same technique introduced in different ways will definitely have various learning outcomes. How should we exploit strategies to help students develop, not just practice skills, and improve in the end? This workshop aims at answering these questions and will offer advice and practice on how to deal with strategies in exam class, based on examples from IELTS preparation.

### Samad Samadov



Director of Studies  
SR teaching and learning

#### **How to develop vocabulary for IELTS**

Good knowledge of vocabulary is central to the skills of paraphrasing, which, in turn, is one of the essential skills for IELTS. In this session we're going to look at how to develop and extend the students' knowledge of vocabulary for IELTS through two approaches: vertical and horizontal development.



**IATEFL Ukraine**  
an associate of IATEFL



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