

**Ministry of Education and Science of Ukraine
Kirovohrad Volodymyr Vynnychenko State Pedagogical
University
TESOL-Ukraine
Public Affairs Section of the U.S. Embassy in Ukraine**

19th TESOL-Ukraine International Conference:

**THE GLOBAL ENGLISH TEACHER:
IMPROVING WHAT WORKS AND FIXING WHAT
DOESN'T**

April 25-26, 2014

Book of Papers

**Kirovohrad
2014**

References

1. Brinton, D. Content-based Instruction (2003). In D. Nunan (ed.), *Practical English Language Teaching*, pp.199- 224. Singapore: McGraw-Hill.
2. Roseth, C., Akcaoglu, M., Zellner, A. (2013). Blending Synchronous Face-to-face and Computer-Supported Cooperative Learning in a Hybrid Doctoral Seminar. *TechTrends*, 57(3), pp 54-59.

HOW TO HELP STUDENTS TO BE MOTIVATED LEARNERS?

Nadezhda Bevez, Diana Strelchenko (Kharkiv, Ukraine)

It's true that today teachers have much work to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the course, the nature of the assignments and informal interactions with students all have a large effect on student motivation. We may have heard the utterance, "my students are so unmotivated!" and the good news is that there's a lot that we can do to change that. Here are some practical tasks to help you to raise your students' motivational level:

Make it real

In order to foster intrinsic motivation, try to create learning activities that are based on topics that are relevant to your students' lives. Strategies include using local examples, teaching with events in the news, using pop culture technology (iPods, cell phones, YouTube videos) to teach, or connecting the subject with your students' culture, outside interests or social lives

Provide choices

Students can have increased motivation when they feel some sense of autonomy in the learning process, and that motivation declines when students have no voice in the class structure. Giving your students options can be as simple as letting them pick their lab partners or select from alternate assignments, or as complex as "contract teaching" wherein students can determine their own grading scale, due dates and assignments.

Balance the challenge

Students perform best when the level of difficulty is slightly above their current ability level. If the task is too easy, it promotes boredom and may communicate a message of low expectations or a sense that the teacher believes the student is not capable of better work. A task that is too difficult may be seen as unattainable, may undermine self-efficacy, and may create anxiety. Scaffolding is one instructional technique where the challenge level is gradually raised as students are capable of more complex tasks

Use peer models

Students can learn by watching a peer succeed at a task. In this context, a peer means someone who the student identifies with, not necessarily any other student. Peers may be drawn from groups as defined by gender, ethnicity, social circles, interests, achievement level, clothing, or age.

Establish a sense of belonging

People have a fundamental need to feel connected or related to other people. In an academic environment, research shows that students who feel they 'belong' have a higher degree of intrinsic motivation and academic confidence. According to students, their sense of belonging is fostered by an instructor that demonstrates warmth and openness, encourages student participation, is enthusiastic, friendly and helpful, and is organized and prepared for class.

Adopt a supportive style

A supportive teaching style that allows for student autonomy can foster increased student interest, enjoyment, engagement and performance. Supportive teacher behaviors include listening, giving hints and encouragement, being responsive to student questions and showing empathy for students.

In conclusion, educational psychology has identified two basic classifications of motivation - intrinsic and extrinsic. Intrinsic motivation arises from a desire to learn a topic due to its inherent interests, for self-fulfillment, enjoyment and to achieve a mastery of the subject. On the other hand, extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome. Students who are very grade-oriented are extrinsically motivated, whereas students who seem to truly embrace their work and take a genuine interest in it are intrinsically motivated.

AMERICAN REALEMS – A KEY TO NATONAL CULTURE

Lilia Bilas (Kyiv, Ukraine)

The processes of globalization in the XXI century are enhancing intercultural links between nations, mutual exchange of their views, attitudes and values which helps to raise people's awareness of various cultural and ethnic identities.

For the Ukrainian youth knowledge of both the English language, and culture of the English-speaking world as a powerful "network civilization" (J. Bennett) and influential global scientific and cultural force, opens the perspectives in their professional activity and interpersonal communication with native speakers avoiding cultural barriers, misunderstanding and bias.

In this respect such discipline as *American Studies* plays an important educational role. In particular, Simon Bronner, a well-known American folklorist, ethnologist and educator emphasizes that "...American studies identifies and interprets themes, patterns, trends, behaviors, traditions, and ideas that characterize the United States as a nation, an

48. Tetiana Maslova (Kyiv, Ukraine)	42
PRAGMATIC POTENTIAL OF DEICTIC MARKERS	
49. Ella Mintsyts, Olesya Monyuk (Ivano-Frankivsk, Ukraine)	43
THE USE OF EPITHETS IN FICTION TEXT	
50. Valentina Pryanitska (Kharkiv, Ukraine)	44
PROVERBS AS A MEANS OF WISE SPIRITUAL INFLUENCE ON PEOPLE	
51. Iryna Salata (Kryvyi Rig, Ukraine)	45
NEW FORMS OF ENGLISH ABBREVIATIONS IN DIFFERENT KINDS OF MESSAGES	
52. Svitlana Sheremeta (Kamianets-Podilsky, Ukraine)	45
SPEECH ACTIVITY IN ENGLISH: THE METAPHORICAL CONSTRUCTION	
53. Lesya Shulyakova (Kharkiv, Ukraine)	46
STRUCTURE AND CONTENTS OF BASIC UNITS OF SCIENTIFIC LANGUAGE	
54. Antonina Umanets (Kamianets-Podilsky, Ukraine)	47
GENERATIVE PARADIGM IN AMERICAN STRUCTURALISM	
55. Anna Zizinska (Bila Tserkva, Ukraine)	47
APPROACHES TO DESCRIBING INDIRECT SPEECH ACTS	

METHODOLOGY

56. Maryna Adeshelidze (Cherkasy, Ukraine)	48
TESTING AS A TOOL FOR ASSESSING LISTENING COMPREHENSION	
57. Svitlana Aleksandrovych (Kharkiv, Ukraine)	49
COMMUNICATIVE APPROACH IN TEACHING ENGLISH	
58. Tatiana Andreeva, Katie Subra (Minsk, Belarus)	50
(RE)DEFINING ENGLISH LANGUAGE TEACHING THROUGH PROFESSIONAL VOCABULARY DEVELOPMENT	
59. Helen Anisenko (Kharkiv, Ukraine)	50
PERCEPTUAL SKILLS TEACHING OF ESP STUDENTS IN THE PROCESS OF ENGLISH LANGUAGE LEARNING	
60. Maryna Babenko (Kharkiv, Ukraine)	51
ALTERNATIVE ASSESSMENT IN ESL/EFL TEACHING AND LEARNING	
61. Maria Baida (Zhytomyr, Ukraine)	52
BLENDING CONTENT-BASED INSTRUCTION AND COOPERATIVE LEARNING IN A LANGUAGE CLASSROOM	
62. Nadezhda Bezv, Diana Strelchenko.(Kharkiv, Ukraine)	53
HOW TO HELP STUDENTS TO BE MOTIVATED LEARNERS?	
63. Lilia Bilas (Kyiv, Ukraine).....	53
AMERICAN REALMS – A KEY TO NATIONAL CULTURE	
64. Larysa Bondarenko (Kyiv, Ukraine).....	54
WHAT HINDERS MASTERY LEARNING?	
65. Svitlana Buchkovska (Kharkiv, Ukraine)	55
CASE METHOD ON THE WAY TO ESP PROFICIENCY	
66. Victoria Bugaieva (Kharkiv, Ukraine)	56
TEACHING EMPATHETIC LISTENING	
67. Marina Chirmitcaia (Kishinev, Moldova)	57
OVERVIEW OF VOCABULARY IN THE FILM SCRIPT “YOU’VE GOT MAIL” BY NORA AND DELIA	
68. Olena Chorna (Cherkasy, Ukraine).....	57
LANGUAGE OF COMPUTER-MEDIATED COMMUNICATION	
69. Oksana Chugai (Kyiv, Ukraine).....	58
EFFECTIVE COOPERATIVE LEARNING: MAKE IT TRUE	
70. Tetiana Datska (Kirovohrad, Ukraine)	59
A COUNTRYSTUDY TEXTBOOK FOR PROSPECTIVE EFL TEACHERS	
71. Inna Dubchak (Cherkasy, Ukraine)	60
THE GRAMMATICAL COMPETENCE COMPONENTS OF ENGLISH TEACHERS-TO-BE	
72. Igor Gizhko (Donetsk, Ukraine)	60
TAKING A STEP FURTHER: HOW TO BECOME A CONNECTED EDUCATOR	
73. Elina Golovacheva (Yalta, Ukraine)	61
BUILDING INTERCULTURAL COMPETENCE THROUGH INTERNATIONAL PROJECTS	
74. Volodymyr Goshylyk, Nataliia Goshylyk (Ivano-Frankivsk, Ukraine)	62
EVALUATING STUDENTS’ PROGRESS IN STORY	