

# English language education

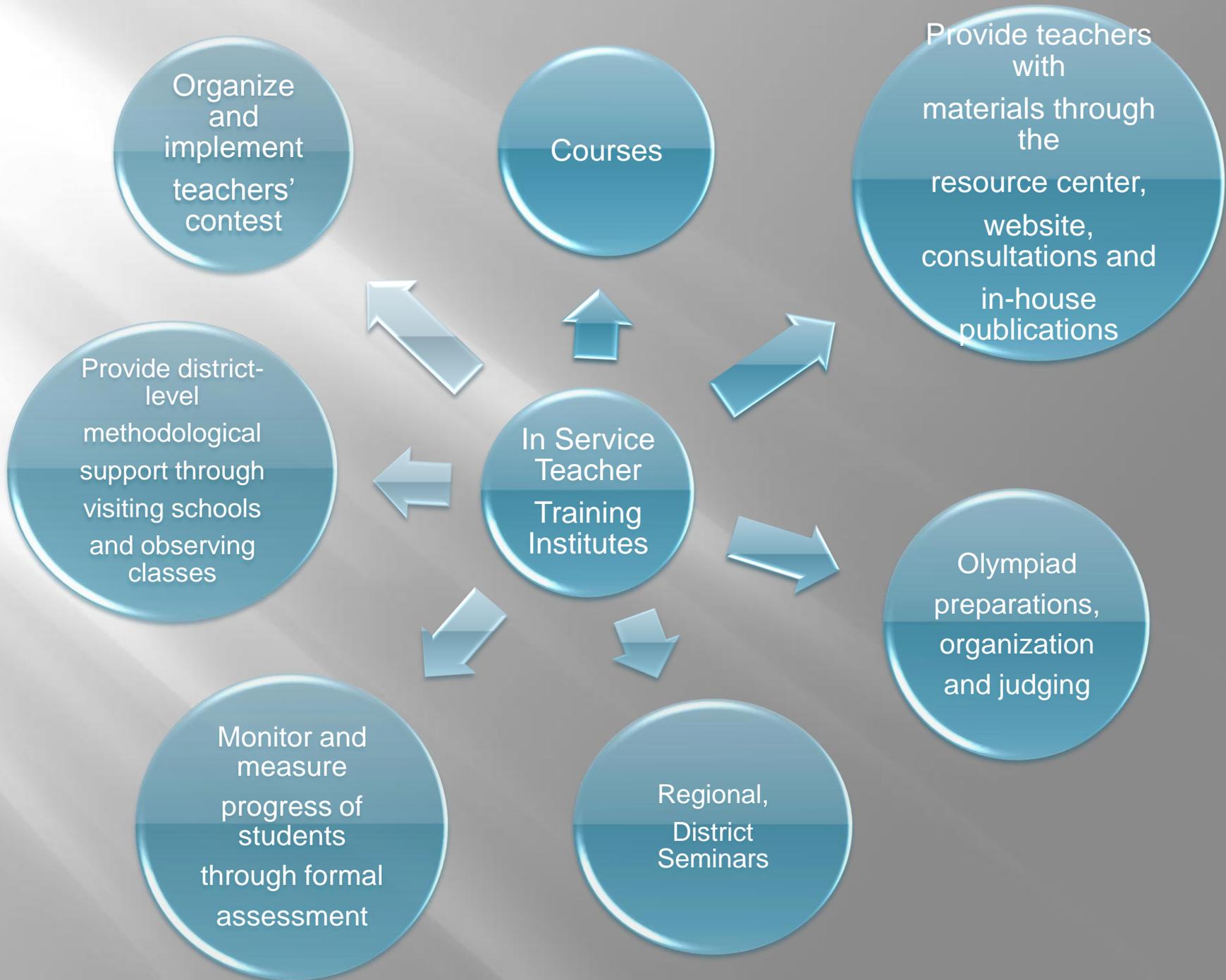
*Vinnitsa Region*

Senior  
management  
provides the  
resources and  
develop the  
core national  
documents

Middle  
management  
who direct the  
resources  
needed to help  
the teachers

Front line staff,  
District  
Methodologist

Teachers and  
children



# Vinnitsa In-Service Teachers' Training Institute Volunteers

- ✓ Since 1999 my office closely cooperates with Peace Corp (Kiev). There were 5 Pacts:
  1. Amy Brand 1999-2001 ( Master degree)
  2. Sandy Buffalo 2001-2003 (Bachelor degree)
  3. Brian Benson 2003-2005 ( Master degree)
  4. Miranda Wilkerson 2007-2009 ( PhD degree)
  5. Eunice Bonaparte August 2011 till now ( master degree)

Thanks to the staff of PC in Ukraine to choose these highly qualified people!

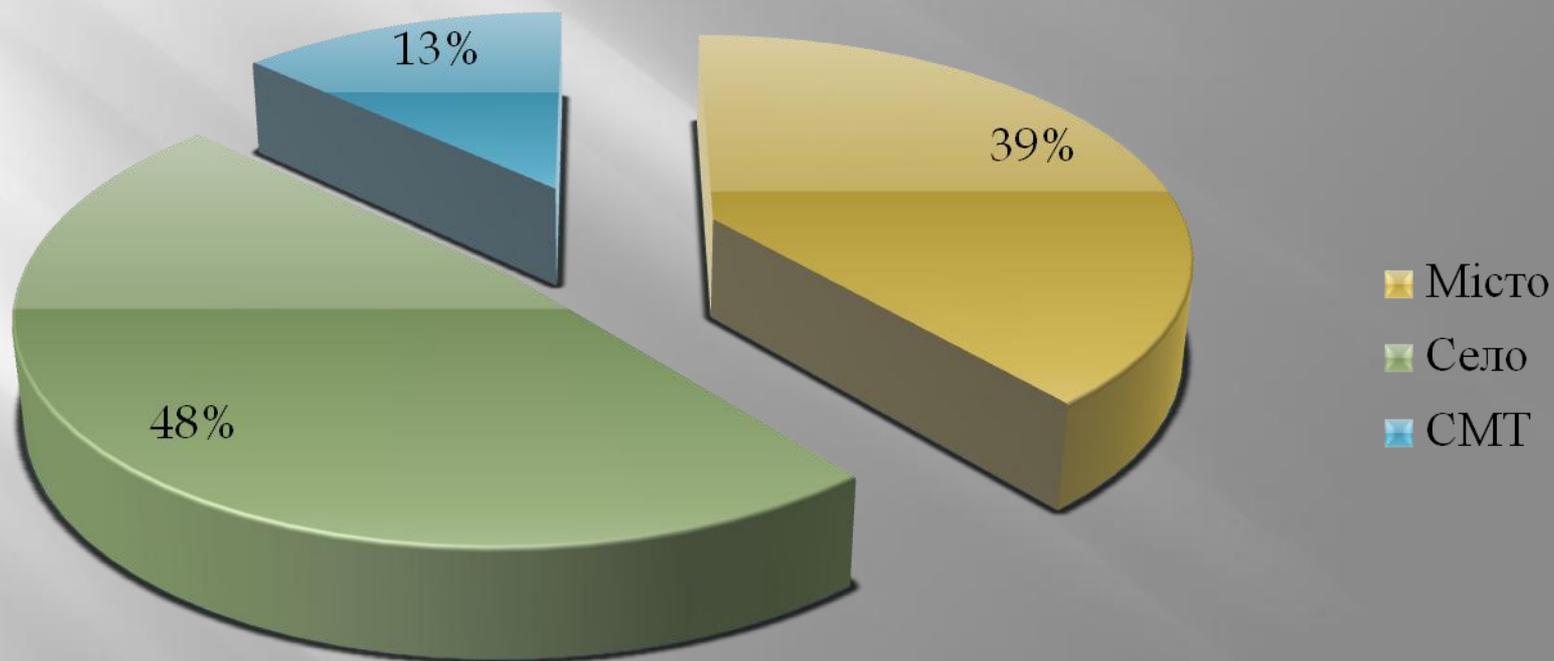
# Other responsibilities

- ✓ Monitor and measure progress of students through formal assessment.

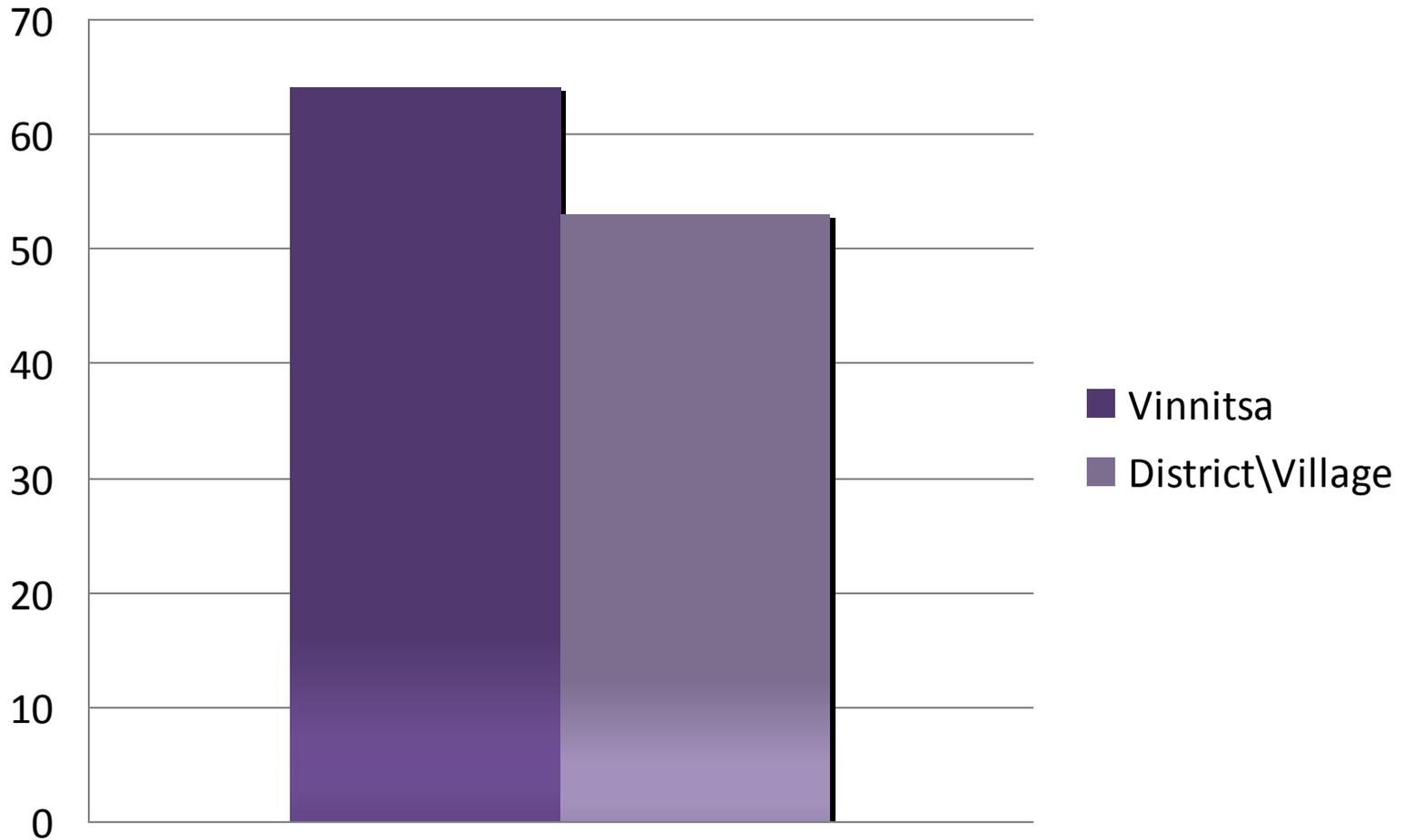
14 th of April 2010 we students of the 4 -th grade wrote a test on reading comprehension. In one day, at one time.

# Results

## Учні- учасники моніторингового дослідження



## Qualitative results of the test



# Challenges of transition from the primary education to the secondary.

- English language skills level of teachers
- The existence of different categories of teachers creates obstacles for students transitioning between levels
- The lack of adequate professional development sessions during courses creates work-place challenges for teachers
- The lack of adequate course hours addressing psychology and physiology of both primary and secondary level students.

# The another reasons are...

- Lack of transition between textbooks in different classes and grades makes an additional challenge for teachers
- The lack of communication regarding academic requirements between the primary and secondary teachers makes the transition more difficult for students and teachers.
- The failure to communicate between students of the fourth and fifth forms makes it difficult to raise their motivation levels and makes adaptation difficult.
- The lack of parental involvement during the students' transitional period creates further challenges.

# Solutions

To raise the level of preparation for future teachers currently at universities

To raise the level of preparation during the In service courses through increasing the amount of time spent in courses from two weeks to three or four.

To invite native speakers to the courses to provide language practice, share new methodological ideas, and to bring authentic language material into the classes.

To include into the courses sessions on age-relevant psychology and physiology as well as multiple intelligences in order to inform teachers about what students are and are not capable of remembering, paying attention to, thinking about, and imagining at particular stages of physiological development.

# We can also try...

To have them share the requirements of their programs, to observe lessons, and give advice to each other.

Directors should be in charge of organizing the work of these groups and provide information about the psychology and physiology of students.

Cooperation between fourth and fifth form teachers regarding lesson plans and possible co-teaching experiences.

At the beginning of the fifth form, students should meet with the psychologist for an evaluation of their state of adaptation.

School directors should provide assessments of students' knowledge at the end of primary school and to see whether the working groups are successful.

Fourth form teachers should observe fifth form teachers for at least half a year in order to smooth the students' transition.