Association of Teachers of English of the Republic of Kazakhstan 'KazTEA'

Association of Teachers of English in Shymkent "TESh"

Miras University

The 14th International Conference KazTEA

«Recognizing Learning Abilities and Teaching Possibilities in the Era of Trilingual Education»

Program

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Dear participants, partners, guests!

It is my pleasure to greet you at the KazTEA 2017 Conference 'Recognizing Learning Abilities and Teaching Possibilities in the Era of Trilingual Education'. The KazTEA Conference as the Supreme Body of the Association is targeted at upgrading the status of local chapters and its representatives across the country by initiating nationwide action research on tri-lingua education at higher and secondary education. There is an urgent need to update and upgrade teaching and learning methods in compliance with the updated core curricula and criteria-based assessment that set challenges for teachers and students at every level. In addition, the conference is targeted to share the best practices and successes in innovative education, content-language integrated learning (CLIL), teaching innovative thinking skills with students to initiate research and academic projects at local settings, discuss challenges and successes of internationalization of education.

KazTEA Conference 2017 raises issues that are common to TEFL such as communicative learning, teaching ideas and tips to meet learners' interests, intelligences, tools and formats of communicative skills assessment or teaching young learners. However, most emphasis is given to innovative techniques in developing cognitive skills of learners, critical pedagogy, innovative thinking, students' intelligences, leadership skills. This is the first time the conference raise questions that enhance awareness among women teachers on issues such as Girl's Education, violence against women, legal rights of women. etc.

The conference is taking place thanks to the help and support of many organizations: US Embassy Regional English Language Office, U.S. State Department English Language Fellow Program, Association of Teachers of English in Shymkent, InterPress Distributions, Representative Office Oxford University Press and Cambridge University Press, Macmillan Publishers in Kazakhstan, Exam Center "Best IELTS Center", Education USA, Training Center "Genesis" and Miras University.

We wish you productive and enjoyable work!

We do believe that you will use your opportunity to expand your professional network as well.

Sincerely yours,
Tatyana Letyaikina
KazTEA President

Dear friends and colleagues,

On behalf of the NGO "TESh", Shymkent Association of Teachers of English, I am pleased to welcome you all to the 2017 KazTEA Conference!

I would like to take this opportunity to thank you for continuing interest in the development of the profession to which you have devoted the greatest part of your time and effort as well as in the opportunities that we open for all those who are ready to keep up time with new trends of English language teaching and learning in Kazakhstan today.

We decided to dedicate the conference to the 20th anniversary of TESh association: 20 years on the road to efficient teaching.

TESh represents the ELT community in South Kazakhstan oblast that fosters and provides professional development and leadership for English teachers by promoting cooperation and sharing resources and experiences among its members.

Twenty years have elapsed since the first meetings in 1997 when the Peace Corps volunteers helped to set up the English Teacher Association in Shymkent. A group of teachers working in the same area decided to adopt a collaborative approach towards their professional development. Initiating with weekly round table discussions with local teachers, NGO "TESh" has expanded its activities up to international conferences.

Today we have over 250 teachers from all over Kazakhstan and abroad in attendance. Through exchanging expertise and developing networks across the country and abroad the conference aims to contribute to sharing of best practice to map our future directions which respond to the needs and perspectives of a learner, educational institutions and the wider market. This year the conference is designed to examine current trends in learning and teaching English and their reflection of learner's needs. It is our desire to help teachers prepare their students for the interactions they will face in their future professions by modeling an interactive environment for them in the classroom.

We are confident that your participation in the KazTEA conferences and active involvement in KazTEA activities will make an important contribution to your professional development. We see this as an excellent opportunity for Kazakhstani English teachers to interact with native speaking teachers, network with fellow teachers and keep up-to-date on current teaching methods.

We wish you all an enjoyable and productive stay in Shymkent.

Best wishes for success in your present and future!

Sincerely yours,

Rashida Osmanova, IVLP'02, IVLP'10 alumna,

NGO "TESh" President

Miras University Vice-Rector

March 29, 2017

All participants are kindly asked to register upon arrival in the hall.

Opening speech 9.30 – 9.40	**Tatyana Letyaikina**, 'KazTEA' President
Welcoming remarks 9.40 – 9.50	**Nurmukhammed Dossybayev**, Deputy Head, Department of Education, Shymkent **Rashida Osmanova**, President of Association of Teachers of English in Shymkent (TESh), Miras University Vice-rector
Plenary Speech 9:50-10:40	**Mark Dorr**, U.S. State Department English Language Specialist, USA 'CLIL Strengths and Challenges in a Trilingual Environment'
Plenary Speech 10:45 - 11:00	**Bilimgul Bayekeshova,** Senior Manager , Assessment Department "Center for Pedagogical Measurements" the branch of AEO "Nazarbayev Intellectual schools", Astana 'Ensuring Success in Secondary Education'
Plenary Speech 11:05 - 11:55	**Lyudmila Smirnova**, Professor, **Saule Abdygapparova**, Professor, Kazakhstan National Research Technical University n.a. K.I. Satpayev, Almaty 'Implementing English Language Teaching Reforms in Kazakhstan: Plans and Reality'

InterPress Distrubition Ltd, Representative Office Oxford University Press and Cambridge University Press	**Nurzhan Serimbetov** - ELT Consultant

Representative Office Macmillan Publishers in Kazakhstan	
Exam Center "Best IELTS Center"	**Oygul Muhamedyorova -** English FL Teacher
Education USA	**Sofia Lochilova** "EducationUSA network and educational opportunities"
Ltd 'Excelsia'	**Gulbokhor Umarbekova**- Deputy Director
Training Center "Genesis"	
English Access Microscholarship Program	**Zarina Dubkovetskaya, Zairakul Kissanova -** (Atbasar, Akmola region)
Miras University	**Akmaral Daniyarova, Tatyana Kim**
Model UN	**Nazerke Polat, Shakhrukh Iriskulov**

Poster Session: 12.00 – 12.50
"Miras" Palace, 1st May Street

Section: *Evolving Theories and Innovative Practices in ELT*	**Aigerim Myrzabayeva, Assem Amantay** (Astana, Nazarbayev University, Graduate School of Education) 'Plurilingual Competence: From the European Perspective to the Kazakhstani Context'
Section: *Alternative Assessment: Challenges and Tips*	**Azhar Iskakova (**Astana**,** #81 "Astana English School"**)** 'Alternative Assessment is Beneficial Tool for Evaluating Students' Effective Learning'
Section: *Class Design:* Creativity in Teaching and Learning	**Yuliya Ukrainchenko, Nina Zelenskaya** (Borodulikha, EKO, Main secondary school n.a. Abay) 'A Good Beginning Makes a Good Ending'
Section: *Tips for Teaching English for Young Learners*	**Nargilya Khassanova** (SKO, Ordabassy district, Badam village, secondary school n.a. A. Sherimkulov) 'School Puppet Show: Folk Fairy Tales in English'
Section: *Class Design: Creativity in Teaching and Learning*	**Gulchekhra Khalmetova** (Shymkent, #107 Y. Saremi school-lyceum) 'Teaching Prospective with TEA Program'
Section: *Making English Learning Communicative*	**Aizhan Tokhtarova** (Miras University, Shymkent) 'Official and Colloquial Styles of Writing' **Madina Zhussipova** (Miras Unversity, Shymkent) 'Modern Methods of Teaching English'

	Zhanat Ulukpanova, Beknazar Tolemissov (Secondary school-gymnasium №21 with trilingual education, Access Program Teachers) 'Project- based Learning'
	Sofya Lochilova (Shymkent, Education USA Shymkent) 'EducationUSA Network and Educational Opportunities'
Section: *Cognitive learning: innovative thinking skills for student*	**Svetlana Podkhomutnikova, Yelena Yelissova** (Ust-Kamenogorsk, School-gymnasium#10, Access Program Teachers) 'Access is a Way to Leadership and Success' **Sholpan Zhailaubekova, Ainur Raimbekova** (SKO Aksukent, № 20 S.Seifullin School, Access Program Teachers) 'Access Program is a Perfect Access to Learning English and Leadership' **Sholpan Alimova (**Pavlodar**,** State University n.a. S. Toraigyrov, Access Program Provider**) 'Access Key'** **Sardor Ismanov (**Kazygurt, SKO, Public Association "Zhalynda Zhastar"**)** A'dvantages of Access Microscholarship Program in rural area' **Tatyana Letyaikina, Aigul Bekmuratova** (Shymkent, Miras University) 'Investigating World of English and Selves with Access' **Zarina Dubkovetskaya, Zairakul Kissanova** (Atbasar, Akmola region) NGO "Tselina", 'English Access Microscholarship Program'

Raffle: 12.50– 13.00

Lunch Break: 13.00– 14.30

Lunch is on your own expenses. You are welcome to enjoy your meal in dining options next to the University.

Concurrent Session I: 14.30– 15.20
"Miras" University, Sapak Datka 2

Room: 204	**Olga Paterova** (Senior RELO Assistant), **Assem Bekimova** (Access Program Coordinator, U.S. Embassy. U.S. State Department English Language Programs) *Demonstration:* American English Resources

Room: 302 **Section:** *Tips for Teaching English for Young Learners*	**Zulfiya Smanova** (SKO, Aksukent, S. Seifullin School #20) *Workshop:* Helping Children Deal with Emotions Social Skills
Room: 400 **Section:** *Evolving Theories and Innovative Practices in ELT*	**Philipp Aitenov (**Excelsia, Shymkent**)** *Demonstration:* Language and Culture. Current Problems of Communication in the Context of Globalization
Room: 401 **Section:** *Evolving Theories and Innovative Practices in ELT*	**Luiza Datsayeva** (Shymkent, gymnasium #8 with trilingual education n.a. M.Dulati,) *Workshop:* Content-based Instruction Making Content Comprehensible
Room: 402 **Section:** *Cognitive learning: innovative thinking skills for students*	**Dilorom Mirsaliyeva (**Shymkent, Sayram, Global Education**)** *Workshop:* Firing up EFL Readers' Critical Thinking Integrating Mind Mirror Projects
Room: 403 **Section:** *Making English Learning Communicative*	**Olga Samofalova (**Shymkent, Aviation Training Centre of JSC SCAT Airlines**)** *Workshop:* Interlocution Tips to Enhance Meaningful Conversation
Room: 404 **Section:** *Tips for Teaching English for Young Learners*	**Tatyana Kruglikova** (NIS, Shymkent) *Workshop:* Development and Improvement of Listening Skills
Room: 414 **Section:** *Cognitive learning: innovative thinking skills for students*	**Yevgeniy Tetyukhin** (North Kazakhstan State University n.a. M. Kozibayev) *Workshop:* Cognitive Bases for Learning English within Trilingual Approach.

Concurrent Session II: 15.30 – 16.20
"Miras" University, Sapak Datka 2

Room: 204 **Section:** *Tips for Teaching English for Young Learners*	**Gulnar Abileva** (NIS Kokshetau) *Workshop:* Formative Assessment strategies for Primary school.

Room: 302 Section: *Alternative Assessment: Challenges and Tips*	**Olga Tarassova** (NIS Ch&B, Shymkent) *Workshop:* Expanding Estimation in the Modern Educational Process
Room: 400 Section: *Making English Learning Communicative*	**Irina Loshkova, Marina Novozhilova (**M.Kh.DulatyTaraz State University**)** *Workshop:* Content-based Instruction Making Content Comprehensible
Room: 401 Section: *Content-language integrated learning*	**Yelena Kandalina** (A.Baitursynov Kostanay State University) *Workshop:* Active Learning in and about
Room: 402 Section: *Empowering women teachers*	**Khalida Nurseitova** (L.N.Gumilyov Eurasian national University, Astana) *Demonstration:* Women in Higher Education and Globalization
Room: 403 Section: *Empowering women teachers* Section*: Evolving theories and Innovative Practices in ELT* Section: *Making English Learning Communicative*	**Shynar Adambaeva** (school #112, Kyzylorda) *Paper session:* Empowering Teachers through Professional Development in Today's World of Constantly Changing Technology. **Tatyana Draganova (**Salem Social Village, Shymkent**)** *Paper session:* Teaching is about Relationship **Assel Kozhakhmetova** (Academy of Border Service of National Security Committee of the RK, Almaty) *Paper session:* Challenges Facing Military Women Teachers **Aigerim Mussabekova, Gulzhan Juzbayeva** (Academy of Border Service of National Security Committee of the RK, Almaty) *Paper session:* Cognitive Learning for Cadets of the Border Service Academy **Assiya Sulkarnayeva (**Kazakhstan Branch of Lomonossov Moscow State University, Astana*)* *Paper session:* Methods of Teaching in MA TESOL Modules: Research Analysis **Ravshanbek Abakulov** (Kyrgyz- Uzbek University, Osh, Kyrgystan) **Yorkynoy Solieva** (School # 84, Osh, Kyrgystan) *Paper session:* Team Teaching is in the Era of Trilingual Education
Room: 404	**Yelena Bozhko, Yelena Magamedova (**Zatobolskaya

Section: *Making English Learning Communicative*	school-gymnasium, Kostanay**)** *Workshop:* Intercultural Communication through Blogging
Room: 414 **Section:** *Class Design: Creativity in Teaching and Learning*	**Taryn U'Halie** (U.S. State Department English Language Fellow)**,** **Aigerim Mustafina (**Karaganda State Technical University**)** *Workshop:* New Ways of Teaching Grammar: Collaborative Learning Using Minimal Pairs

Coffee Break/Raffle: 16.20 – 16.40

Concurrent Session III: 16.45 – 17.35
"Miras" University, Sapak Datka 2

Room: 204 **Section:** *Cognitive learning: innovative thinking skills for students*	**Saule Zikirina** (NIS in Petropavlovsk) *Workshop:* Promoting Innovative Thinking Skills through Teaching Writing
Room: 400 **Section:** *Cognitive learning: innovative thinking skills for students*	**Gulchekhra Khalmetova (**#107 Y. Saremi School-lyceum, Sayram, SKO**)** *Workshop:* 10 Modern Ways of Using Technology in EFL Classroom
Room: 401 **Section:** *Content Language Integrated Learning*	**Maher Sherif** (Education Consultant, LLC MI Academy, Taraz) *Workshop:* Seeing is Believing
Room: 402 **Section:** *Alternative Assessment: Challenges and Tips*	**Nathan Carr** (Professor of TESOL, California State University, Fullerton; Fulbright U.S. Scholar, M. Auezov South Kazakhstan State University) *Workshop:* Developing Scoring Rubrics for Alternative Assessments: A How-to Guide
Room: 403 **Section:** *Evolving Theories and Innovative Practices in ELT*	**Moldir Shoimanova** (Orleu National Centre for Professional Development, Shymkent*)* *Workshop:* Some Characteristics of Effective Teaching and Learning
Room: 404 **Section:** *Making*	**Sandra Lee** (U.S. State Department English Language Fellow, Korkyt Ata Kyzylorda State

English Learning Communicative	University, Kyzylorda (USA) *Workshop:* Power Tools in the ESL Classroom
Room: 410 **Section:** *Making English Learning Communicative*	**Mark Dorr (**U.S. Department of State English Language Specialist, USA**)** *Workshop:* Opening the Back Door: Writing as a Process
Room: 414 **Section:** *Evolving Theories and Innovative Practices in ELT*	**Martin Curtis** (Oxford University Press Teacher Trainer for Central Asia, Middle East & Northern Africa) *Workshop:* Teaching Multiple Intelligences and Learning Styles

March 30, 2017

Concurrent Session IV: 9.00 – 9.50
"Miras" University, Sapak Datka 2

Room: 204 **Section:** *Class Design: Creativity in Teaching and Learning*	**Elmira Zhumayeva, Sandra Lee** (Korkyt Ata Kyzylroda State University, Kyzylorda) *Workshop:* Correction Methods for the ESL Classroom
Room: 401 **Section:** *Class Design: Creativity in Teaching and Learning*	**Tatyana Kolesnikova, Zhanat Tanekenova** (East Kazkakhstan State Technical University, Ust-Kamenogorsk) *Demonstration:* Implementing ELT Methods and Techniques Learnt at MOOC
Room: 402 **Section:** *Content Language Integrated Learning*	**Viktoriya Danilova** (Kostanay State Pedagogical Institute) *Demonstration:* International Project "ACADEMICA" (Erasmus +) as a FL toolkit for students
Room: 403 **Section:** *Evolving Theories and Innovative Practices in ELT*	**Darina Belich, Dastan Miyashev** (NIS, Petropavlovsk) *Workshop:* Presenting New Vocabulary Using MPF technique and Memorizing It
Room: 404 **Section:** *Tips for Teaching English for Young Learners*	**Natalya Penner, Darya Penner-Nassibulina** (Secondary School-lyceum #23, Aktobe) *Demonstration:* Scaffolding as an Effective Strategy in Content-Language Learning
Room: 414 **Section:** *Class Design: Creativity in Teaching*	**Mark Dorr** (U.S. Department of State English Language Specialist, USA) *Workshop:* Your Class is a Launch Pad: Resources for

and Learning	Learner's Self-Development

Concurrent Session V: 10.00 – 10.50
"Miras" University, Sapak Datka 2

Room: 400	KazTEA Board meeting
Room: **204** **Section:** *Cognitive learning: innovative thinking skills for students*	**Irina Kim (**Taraz State University**)** *Workshop:* Teaching Higher-Order Thinking Skills in Trilingual Groups by Problem-Solving Activity
Room: **301** **Section:** *Class Design: Creativity in Teaching and Learning* **Section**: *Content Language Integrated Learning* **Section:** *Alternative Assessment: Challenges and Tips* **Section:** *Making English Communicative* Section: Evolving Theories and Innovative Practices	**Tatyana Mikhailova** (Sh. Ualikhanov Kokshetau state university) *Virtual Presentation:* Encouraging Critical Thinking among Students through Self-Awareness **Benjamin R. Taylor (U**.S. State Department English Language Fellow, LN Gumilyov Eurasian National University) *Virtual Presentation:* Building Your toolkit: Making the Most of Online Resources **Anastassiya Panevina, Bakytgul Yermanova, Gulnaz Zhukenova** (NIS, Pavlodar) *Virtual Presentation:* CLIL: Collaborative environment in english and physics classrooms **Botagoz Abdrakhmanova,** (NIS, Kokshetau) *Virtual Presentation:* Formative Assessment Techniques and Strategies in the Lesson **Zhanat Aubakirova** (NIS, Kokshetau) *Virtual Presentation:* Global Citizenship Education in Kazakhstani Classrooms **Gulnara Galimzhanova** (NIS, Kokshetau) *Virtual Presentation:* Effective Feedback Makes the Learning Process More Effective **Anna Tonkih** (Linguagrad Language Academy, Pavlodar) *Virtual Presentation:* D is for Dogme or the Purest Communicative Approach **Marina Amelina** (Linguagrad Language Academy,

	Pavlodar) *Virtual Presentation:* Role Play Activities in Teaching Functional Language **Alexandra Tumanshina** (Linguagrad Language Academy, Pavlodar) *Virtual Presentation:* Creativity as a Way of Motivating Students and Teachers. **Anna Kalizhanova, Bayan Ibrayeva, Margarita Ishmuratova (**Private Institution Bolashak, Karaganda**)** *Virtual Presentation:* Elements of Gamification's Introduction into the Educational Ecosystem
Room: **401** **Section:** *Tips for Teaching English for Young Learners*	**Sholpan Zhailaubekova, Ainur Raimbekova** (№ 20 S.Seifullin School, SKO Aksukent) *Workshop:* Sustaining Young Learners' Interests through Texts and Assessment Criteria
Room: **402** **Section:** *Cognitive learning: innovative thinking skills for students*	**Saltanat Alken** (Karaganda State Medical University) *Demonstration:* Multilingual Education in Medical University
Room: **403** **Section:** *Class Design: Creativity in Teaching and Learning*	**Yulia Bulatkulova** (Astana L.N. Gumilyov Eurasian National University) *Demonstration:* Turn the Class to Motivation - Bring to Learners Inspiration
Room: **404** **Section:** *Making English Learning Communicative*	**Madina Zuftarova** (Makhtaral regional educational department, Shymkent) *Workshop:* Fun Ways to Build Communication Skills
Room: **414** **Section:** *Making English Learning Communicative*	**Aliya Kurmanova** (Secondary school #10, Zhezkazgan) *Demonstration:* Photo Stories as a Means of Support Low-Achieving Students

Concurrent Session VI: 11.00 – 11.50
"Miras" University, Sapak Datka 2

Room: **204** **Section:** *Tips for Teaching English for Young Learners*	**Kazyna Yesmambetova** (School-Lyceum No.3, Kyzylorda), **Rosa Yesmambetova** (Secondary School No 87, Shymkent)

	Workshop: How to Motivate Young Learners at the English Lesson?
Room: 301 **Section:** *Class Design: Creativity in Teaching and Learning*	**Oksana Shubina, Natalia Tarasova** (Grammar School #40, Taraz) *Demonstration:* How can "Hot Potatoes" Help in Trilingual Teaching?
Room: 401 **Section:** *Tips for Teaching English for Young Learners*	**Alexander Galkevich** (Saran humanitarian-technical college, Karaganda) *Workshop:* Using Pictures for Developing Communicative Skills in English and Kazakh
Room: 402 **Section:** *Cognitive learning: innovative thinking skills for students*	**Yelena Kiiko** (NIS, Petropavlovsk) *Workshop:* Visual Aids as Tools to Support Cognitive Learning
Room: *403* **Section:** *Evolving Theories and Innovative Practices in ELT* **Section***: Class Design: Creativity in Teaching and Learning* **Section:** *Cognitive learning: innovative thinking skills for students* **Section:** *Making English Learning Communicative* **Section:** *Content-language integrated learning*	**Rakhima Imanaliyeva** (Taraz State University named after M.Kh.Dulaty) *Paper session:* Sustaining Motivation in Free Voluntary Reading in FLT **Gulnara Shamsherakova** (School #6, Kyzylorda) *Paper session:* Trinity of Language Using of Interactive Methods during English Lessons **Zhanar Jarasbaeva** (Academy of Border Service of National Security Committee of the RK, Almaty) *Paper session:* Mistake Correction in the Process of Learning of Foreign Language in Military High School **Natalya Pushko** (Miras University, Shymkent) *Paper session:* Mingle Activities as a Socializing Tool at English Classes **Dana Altynbekova** (NIS Ch&B, Shymkent) *Paper session:* Vocabulaty Learning in CLIL Context **Asemgul Sarieva** (Academy of Border Service of National Security Committee of the RK, Almaty) *Paper session:* The Function and the Role of Mother-tongue in Teaching of a Foreign Language to Military High Education Institutes **Zhuldyz Dzhampeissova (**Border Service Academy of National Security Committee, Almaty**)** *Paper session:* Teaching Listening in the System of Professional Training of Cadets at Military Higher Educational Institutions

Room: 404 Section: *Cognitive learning: innovative thinking skills for students*	**Oygul Muhamedyorova** (Best IELTS Center, Shymkent) *Workshop:* Developing innovative and critical thinking skills as critical part of trilingual education
Room: 414 Section: *Class Design: Creativity in Teaching and Learning*	**Yekaterina Khoroshilova Yekaterina Adamovich** (Zatobolskaya school-gymnasium, Kostanay obl) *Demonstration:* Producer's Centre

Concurrent Session VII: 12.00 – 12.50
"Miras" University, Sapak Datka 2

Room: 204 Section: *Making English Learning Communicative*	**Yuliya Astafyeva** (Sh.Ualikhanov Kokshetau State University, Kokshetau) Workshop: Communicative Approach and "On Air" Method in Class
Room: 400 Section: *Cognitive learning: innovative thinking skills for students*	**Zhanna Smagulova** (Korkyt Ata Kyzylorda State University) *Demonstration:* Projects as a Form of Individual Work of Students
Room: 401 Section: *Class Design: Creativity in Teaching and Learning*	**Tunukai Pazilova** (Kyrgyz- Uzbek University, Osh, Kyrgystan) *Workshop:* Effective Academic Writing Strategies
Room: 402 Section: *Class Design: Creativity in Teaching and Learning*	**Yelena Yechina** (M.Kh.Dulaty Taraz State University) *Workshop:* Using Pictures for Storytelling
Room: 403 Section: *Cognitive learning: innovative thinking skills for students*	**Nilufar Ibadullayeva** (School-gymnasium #9 named after Nekrasov, Turkestan, SKO) *Demonstration:* Cognitive Learning Approach to Develop Students' Thinking Skills
Room: 404 Section: *Content-language integrated learning*	**Alfiya Bissenglaiyeva** (NIS Ch&B, Atyrau) *Demonstration*: Teaching Math through English
Room: 410 Section: *Cognitive*	**Nuriya Nazipova** (English language centre "Speaking time", Shymkent) *Demonstration*: Kahoot!

learning: innovative thinking skills for students	Game-based Blended Learning and Classroom Response System
Room: 405 *Presentation*	**Akmaral Daniyarova***:* (Miras University, Shymkent) Cooperation with Miras: Prospectives for Secondary School Teachers and Students
Room: 406 *Presentation*	**Tatyana Kim** (Miras University, Shymkent) Cooperation with Miras: Prospectives for University Teachers and Students

Lunch Break: 13.00 – 14.00

Lunch is arranged for you in the Miras University canteen

Concurrent Session VIII: 14.00 – 14.50
"Miras" University, Sapak Datka 2

Room: **204** **Section:** *Empowering women teachers*	**Sholpan Tagaeva (**Shymkent, Kazygurt District**)** *Demonstration:* How to Motivate Village Teachers to Feel Empowered
Room: 400 **Section:** *Tips for Teaching English for Young Learners*	**Dilfuza Azimova (**SKO, Turkestan, school #20**)** *Workshop:* Effective classroom speaking dynamics and interactive activities for young learners
Room: **401** **Section:** *Content-language integrated learning*	**Damira Jantassova (**Karaganda State Technical University) *Workshop:* Visual Organizers in Content-language Integrated Learning at Technical University
Room: **402** **Section:** *Cognitive learning: innovative thinking skills for stud.*	**Gulchekhra Khalmetova** (Shymkent, #107 Y. Saremi school-lyceum) *Demonstration:* Project based learning
Room: **403** **Section:** *Alternative Assessment: Challenges and Tips*	**Elmira Belyayeva** (Sh. Uakikhanov Kokshetau State University, Kokshetau) *Workshop:* Incorporating alternative assessment into classroom activities
Room: **404** **Section:** *Making English Learning Communicative*	**Victoria Kondratenko** (Academy of Languages. Kazakhstan Engineering and Pedagogical University of Nations' Friendship, Shymkent) *Demonstration:* Practices in teaching conversational English

Room: 414 **Section:** *Alternative Assessment: Challenges and Tips*	**Martin Curtis** (Oxford University Press Teacher Trainer for Central Asia, Middle East & Northern Africa) *Workshop:* Diversifying Correction

Raffle: 14.50 – 15.00
"Miras" University, Sapak Datka 2, Lecture Hall

Plenary Session: 15.00 – 16.00
"Miras" University, Sapak Datka 2, Lecture Hall

Room: 414 **Plenary speech** 15.00 – 15.40	**Robert Sim** (e3net consultancy, Lerwick, UK) Trilingual Education in Scotland: The 1+2 Initiative
Room: 414 **Closing ceremony** 15.40 – 16.00	'KazTEA' President President of Association of Teachers of English in Shymkent (TESh)

Information about speakers and session abstracts:

Mark Dorr, U.S. State Department English Language Specialist, USA
'CLIL Strengths and Challenges in a Trilingual Environment'

A trilingual education system presents exciting possibilities for students as well as a nation. But, administrators, teachers, students, and parents can feel the "pinch" from making sense of the changes. To help with part of this, the presentation connects general issues within trilingual education, CLIL (Content and Language Integrated Learning), and related student-centered approaches. It reviews some models that have been researched and put in practice. In addition, the session examines possibilities for future plans. The goal of the session is to provide educators at a variety of levels with tools and perspectives that they may use immediately in universities and schools. In addition, concepts presented here can spark discussion in other sessions as well as at home institutions. In conclusion, by looking at trilingual education from a variety of perspectives, participants to prepare themselves as well as their classes for the challenges and excitement of this thought-provoking change in the system of education.

Bilimgul Bayekeshova, Senior Manager
(Assessment Department "Center for Pedagogical Measurements" the branch of AEO "Nazarbayev Intellectual schools", Astana)
'Ensuring Success in Secondary Education'

This paper presents the results of testing English language teachers after training courses as a part of the in-service training within the context of the updated curriculum. The training helps to ensure that the revised curriculum for schools makes a significant contribution to renewing the education system in Kazakhstan. Thus the objective of in-service training programme offered by the Centers of Excellence is to improve the pedagogical skills of English language teachers in the context of the updated curriculum and introduce the system of criteria-based assessment.

As it is widely recognized that raising teachers' effectiveness in the classroom is powerful means of raising quality of education, it is interesting to observe the impact that the training had on teachers and analyze the results of testing about the priorities for curriculum update, effective teaching and learning, planning, assessing learners against a fixed set of predetermined criteria and about the methods and approaches to assist English teachers. The paper deals with how the training programme content has been mastered by them, what parts have been achieved at satisfactory level and what other kinds of resourses the teachers may need and have in general in second language

pedagogy and in second language learning theory to make the learning as active, challenging and meaningful as possible.

Lyudmila Smirnova, Professor, **Saule Abdygapparova**, Professor,
(Kazakh National Research Technical University n.a. K.I. Satpayev, Almaty)
Implementing English Language Teaching Reforms in Kazakhstan: Plans and Reality

The paper describes the current state of foreign language education in Kazakhstan, which is seriously influenced by the ambitious plans to implement a phased transition to the trilingual education. Though some accomplishments in this area are obvious, a breakthrough is still far away. Most significant challenges to be currently addressed have to do with a lack of qualified English language teachers, ineffectiveness of teacher training and professional development system, and as a result, a low level of school graduates' language proficiency.

K. I. Satpayev Kazakh National Research Technical University first-year students and English language teachers were interviewed with a view to identifying the degree of their satisfaction with learning and teaching. The analysis of the interviews, as well as the results of class observations, gives ground to state that most of the first-year students are not equipped with knowledge and skills necessary to function in the academic environment while a considerable number of teachers face difficulties in coping with the basic teaching tasks. The paper specifies the problems both students and teachers encounter and offers possible ways to solve them.

Poster Session: 12.00 – 12.50
"Miras" Palace, 1st May Street

Aigerim Myrzabayeva, Assem Amantay (Nazarbayev University, Graduate School of Education, Astana)
Plurilingual Competence: From the European Perspective to the Kazakhstani Context

In the discourse around the recent trilingual education policy initiative in bilingual and multicultural Kazakhstan, a growing attention is paid to the plurilingual competence (hereinafter named PC) of students and how to develop it in a classroom. Cultural and linguistic multiplicity is also common in Europe, where sometimes it is considered as a problem. In order to turn this diversity into a resource and develop PC among students, the European Union has stepped far ahead in promoting the concept of plurilingualism and PC through language, cultural and self-awareness, and has developed particular tools such as the European Language Portfolio and the Autobiography of Intercultural Encounters. In addition to these European instruments, other art-based project of fostering PC was presented by

Canadian researchers Gail Prasad and Nancy Dykstrawe. They developed a modified version of self-portrait activity which can help to illustrate different linguistic and cultural identities in the classroom.

This poster presentation is aimed at introducing these three innovative tools of fostering PC that could be modified and used by English language teachers on the secondary and higher education levels. These instruments help a student facilitate a deep understanding of his/her linguistic competence and language awareness, also bring additional educational gains, such as the development of reflective, creative and critical thinking skills, increase motivation to learn more languages, and further engagement in the learning process.

The presentation will cover the European conceptualization of PC, the importance of language awareness in developing PC, and the classroom activities based on the authors' own experience accomplished within the course of the Multilingual Education program at Nazarbayev University. The poster presentation will also be supplemented with the original art-works of other graduate students and their narratives.

Azhar Iskakova (Astana**, #81 "Astana English School")**
Alternative Assessment is Beneficial Tool for Evaluating Students' Effective Learning

The theme of my poster session is "Alternative Assessment is Beneficial Tool for Evaluating Students 'Effective Learning". If students are seen as active learners, who construct their own understanding it follows that it is necessary for both the child and the teacher to know what these understanding are in order to take, and to support, next steps in learning. Ideas that have developed from this work as well as the teaching and learning strategies that they underpin will be showed in the presentation. The poster includes some tips for Alternative Assessment in teaching learners, activities with photos, drawings, graphs, and charts. I am ready to share my ideas about alternative assessment. In addition, graphic organizers are very helpful for children in assessment at classroom.

Yuliya Ukrainchenko, Nina Zelenskaya (Borodulikha, EKO, Main secondary school n.a. Abay)
A good beginning makes a good ending

One well-known phrase says: "Everything flows, everything changes". Of course, the modern lesson has changed too – structure, form, type of interaction. But there are things that remain unchanged. Warm-up activities are among them. Why is it very important to use different kinds of warm-up activities? The answer is simple: any warm-up activity is like a push that motivates, involves and creates the atmosphere of success. Poster session titled "A good beginning makes a good ending" will reflect our

practical experience in the field of using different warm-up activities. The speech consists of three stages: introduction, practical part, conclusions. The theoretical material is accompanied by handouts.

Nargilya Khassanova (SKO, Ordabassy district, Badam village, secondary school n.a. A. Sherimkulov)
School puppet show: Folk fairy tales in English

The poster focuses on using well-known Kazakh fairy tales as a kind of teaching strategy in a process of teaching English through puppet show. It helps to combine teaching and upbringing process as a method of demonstrating and analyzing gained skills in out of class activity. Kazakh folk fairy tales in English are interesting for students because they knew them almost by heart in native language. And watching them in puppet show makes them understand not only the content but to develop learning pattern as they listen repeatedly to the right pronunciation, accent and intonation. The activity increases students' creative skills. It encourages enriching students' knowledge: for participant students it motivates practice English, for guest students it promotes to improve listening skills and to enlarge vocabulary stock and for both it increases motivation. It has great advantage for teacher's work as well from the point that students learn unconsciously by watching and listening. Teachers will share with the script and the experience on making puppets.

Gulchekhra Khalmetova (Shymkent, #107 Y. Saremi school-lyceum)
Teaching prospective with TEA program

I would like to start my demonstrative lesson-training with the definition of the word "Project-based learning". Next, I will give its definition and share with the school which have implemented these methods in their teaching (BIE and Parker Charter School). It is crucial in CLIL because students who have low English can do much better progress. They can apply their knowledge on real-life situations through questioning, analizing, and problem-solving tasks. In short, project-based learning helps the students to acquire the 21-century skills that are necessary in a rapidly changing world of technology and innovation.

Aizhan Tokhtarova (Miras University, Shymkent)
Official and colloquial styles of writing

In my research paper, I will try to show the problem of teaching writing of official and colloquial English, its methods and techniques, present the ways of selecting materials and practicing them during the teaching process, also will give recommendations of official and colloquial styles in the writing process.

Madina Zhussipova (Miras University, Shymkent)
Modern Methods of Teaching English

Sofya Lochilova (Shymkent, Education USA-Shymkent)
EducationUSA network and educational opportunities

Zhanat Ulukpanova, Beknazar Tolemissov (Secondary school-gymnasium №21 with trilingual education, Access *Program Teachers)*
Project based learning

The presenters share their results, discuss the importance and usage of such dynamic classroom approach as PBL while challenging ACCESS students to actively explore real - world problems, acquire deeper knowledge, develop leadership and intersocial skills.

Svetlana Podkhomutnikova, Yelena Yelissova (Ust-Kamenogorsk, School-gymnasium#10, Access Program Teachers)
Access is a Way to Leadership and Success

The English Access Microscholarship Program provides a foundation of English language skills to 13-14 year-olds from economically disadvantaged sectors through after-school classes and intensive sessions. Access also develops leadership and communicative skills, creativity and competitive ability. We would like to present the work and successful results of Access Program in Ust-Kamenogorsk.

Sholpan Zhailaubekova, Ainur Raimbekova (SKO Aksukent, № 20 S.Seifullin School, Access Program Teachers)
'Access' Program is a Perfect Access to Learning English and Leadership

The workshop covers the most effective texts and activities(word guessing, scanning, finding key sentences, choosing the best titles, question-answer work , role-playing) to facilitate English learning. And they will show how effectively they make assessment criteria for having students speak on the topic or a text. The teachers will share handouts as well.

Sholpan Alimova (Pavlodar**,** State University n.a. S. Toraigyrov, Access Program Provider**)**
Access Key

English Access Microscholarship Program started in Pavlodar in 2007. Our achievements: 9 Access Alumni are English teachers and 3 – future English teachers; 1 Flex Alumni and 2 Flex applicants; 6 trips to Astana; our Alumni geography: Russia, Kyrgyzstan, Czech Republic, Germany, England, Israel; 2 Access teachers took part in summer intensive workshops in Oregon, USA.

Sardor Ismanov (Kazygurt village, SKO, Public Association "Zhalynda Zhastar")**

Advantages of Access Microscholarship Program in rural area

There is a great number of programs which allow Kazakhstan students to apply for them. However, it is found difficult for students from rural areas to apply for the programs due to the lack of information. This presentation outlines the advantages of Access Microscholarship Program which supports by the U.S. Embassy in rural areas and the educational opportunities it gives local students. Moreover, thanks to students' activeness in the Program, others can get information about education abroad and scholarships of other educational institutions abroad, exchanging and sharing the knowledge with their friends.

Tatyana Letyaikina, Aigul Bekmuratova, Zarina Dubkovetskaya, Zairakul Kissanova (Shymkent, Miras University)
Investigating world of English and selves with Access

Presentation will spread on students' opportunities to expand their general outlook, open their minds to new perspectives, enhance their cognitive, social skills while being proactive and enjoying English learning at and outside classes with Access Program.

**Concurrent Session I: 14.30– 15.20
"Miras" University, Sapak Datka 2**

Luiza Datsayeva (Shymkent, gymnasium #8 with trilingual education n.a. M.Dulati,)
Content-based instruction making content comprehensible

At the beginning the target group will share their ideas on Functional Literacy and its necessity in education. After a small discussion they will be presented the theoretical material. Smart board will be applied as well. Then the group will discuss its connection with teaching English language to be deep aware of the theme. Group work is provided. Posters are demonstrated. The group is offered worksheets to get to know worked out stages of some plan and discuss how this lesson can be helpful for students in a real life, what stu dents will adopt for their real life situation. As a result the group is to work out their own activities to show how Functual Literacy is depicted. Some books will be offered to the audience to use while they prepare for the task (the groups can choose any theme and type of the lesson). Sharing ideas. There is a reflection in conclusion.

Dilorom Mirsaliyeva (Shymkent, Sayram, Global Education**)**
Firing up EFL Readers' Critical Thinking Integrating Mind Mirror Projects

This workshop will cover one of the current hot topics of ESL class such as integrating critical thinking into English classes though reading. The workshop discusses discrepancies between surface level reading and deep level reading and how various skills: generic, texts, strategic and reflective are intertwined to sustain and expand reading comprehension. The beginning of my workshop is planned to present some grounded theory of teaching deep comprehension such as character relationship, engaging literature discussion groups and literature response logs. Towards the end of the workshop participants will be engaged into empirical techniques, they will be guided to step-by -step learning of integrating Mind Mirror projects into their EFL environments

Olga Paterova (Senior RELO Assistant), **Assem Bekimova (**RELO Assistant), U.S. Embassy. U.S. State Department English Language Programs
American English Resources

The Regional English Language Office of the U.S. Embassy will discuss its resources and professional development opportunities for Kazakhstani teachers. These include a new offering of distance-learning courses and updates on traditional materials and programs.

Olga Samofalova (Shymkent, Aviation Training Centre of JSC SCAT Airlines**)**
Interlocution tips to enhance meaningful conversation

Practical workshop demonstrates interlocution skills and tips for performance-demanding areas like speaking section in tests, round-tables, and discussions. Deep involvement and reasonable interferences into conversation will allow participants to refresh their skills of supporting, maintaining and developing on-going meaningful communication in discussions and interviews.

Tatyana Kruglikova (NIS, Shymkent)
Development and improvement of listening skills

In learning foreign languages all four skills: listening, reading, writing and speaking are equally important, however listening comes the first. This is obvious because listening is the primary skill which precedes the other three. In my workshop I am planning to range various listening skill developing activities, from simple commands for very young learners to IELTS format tasks for Upper-Intermediate or Advanced level high-school students and adults, with accordance to the level of a learner and his/her age. After that the presentation of my own exercises aimed at listening skills improvement followed by practical activity for participants to experience its effectiveness will take place. I am planning to finish by eliciting feedback from listeners.

Philipp Aitenov (Excelsia, Shymkent**)**
Language and Culture. Current Problems of Communication in the Context of Globalization

This presentation reveals the problems of international and intercultural communication with particular attention to the changes in the life of mankind, which is caused mainly by modern processes: the scientific and technological revolution that has provided unprecedented opportunities for communication between people, and globalization as it is a consequence. The new conditions of life, on the one hand, provide a new perspective on the role of national languages and cultures, including as one of the main obstacles on the path of globalization and on the other hand, a newly revealed essence of globalization, and its impact on human, both the creator and the creation of the language and culture.

Yevgeniy Tetyukhin (North Kazakhstan State University n.a. M. Kozibayev)
Cognitive bases for learning English within trilingual approach

The contemporary cognitive approach to linguistic studies creates the bases for teachers of English to recognize the learning abilities of the students and teaching possibilities of educators. It enables foreign language teachers to find the most effective ways of teaching English as a second language and helps reveal the hidden possibilities empowering the students to succeed in their learning endeavors. The application of cognitive and metacognitive strategies in learning English involves linguistic, metalinguistic and extra linguistic parameters which should be considered in close unity. It is often difficult to distinguish between cognition and metacognition. Cognition, on the one hand, is a mental operation dealing with receiving information, storing and processing it for further use. On the other hand it is connected with memory attention, reasoning, learning, problem solving and decision making. Metacognition as a type of cognition is the scientific study of an individual's cognitions about his /her own cognitions. Thus the teacher should consider cognitive and metacognitive strategies in learning English which are based on linguistic, metalinguistic and extra linguistic parameters. The close unity of these parameters is especially important nowadays when we work within trilingual paradigm of Kazakhstani education. The trilinguism in education stimulated the development of CLIL (Content Language Integrated Learning) in our country, which is an approach, a philosophy and a kind of educational paradigm based on linguistic parameters which are most essential as they constitute the basis for applying cognitive and metacognitive strategies which will be described in a detailed way at the conference presentation

Zulfiya Smanova (SKO, Aksukent, S. Seifullin School #20)
Helping children deal with emotions social skills

The purpose of the workshop is providing teachers with information and strategies how to integrate emotions into language learning to effectively manage classroom. The classroom is an emotional place. Learning, interactions with peers and teachers, their achievements arouse intense emotions and during the lesson students may feel positive emotions, such as enjoyment of learning, hope and pride, as well as negative emotions such as anger, shame or boredom. Being involved in communicative activities students feel social emotions such as admiration, contempt, envy or anger. Emotions are very important in the classroom as they may influence students' motivation, behavior and personal development. Young learners often can't control their emotions that lead to disrupting a lesson. Emotions are hard for young children to understand so they should be taught how to deal with them appropriately. Presenter will share the information of emotional intelligence and its components that are crucial in teaching and upbringing children. The workshop will provide colleagues with some practical techniques on handling emotions to help students understand the things they may feel and how to act about them.

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Concurrent Session II: 15.30 – 16.20
"Miras" University, Sapak Datka 2

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Taryn U'Halie (U.S. State Department English Language Fellow)**,**
Aigerim Mustafina (Karaganda State Technical University**)**
New Ways of Teaching Grammar: Collaborative Learning Using Minimal Pairs

In this grammar activity, students will use the Kagan Cooperative Learning Strategy, TIME-PAIR-SHARE, to learn the form and the use of the simple past tense versus the present perfect tense. The grammar lesson will use these two grammar tenses to show a contrast by using minimal pairs sentence strips that will be cut up and scrambled. The use of minimal pairs will help to demonstrate how the two tenses have similar ideas, but their uses and forms are indicated at different times. Many times TESL/TEFL teachers have students that are quite confused by the use of these two grammar structures, and the use of minimal pairs can help the English learning process to see the form and use more clearly. By using minimal pair sentence strips that need to be unscrambled , the students can manipulate their own learning process and see first-hand how to manage the the form and use of the the two grammar tenses indicated. Overall, this minimal pair grammar workshop is important to the KAZTEA conference because it can demonstrate new ways to model and

to scaffold learning that keeps learners engaged from start to finish of the lesson.

Gulnar Abileva (NIS Kokshetau)
Formative Assessment strategies for Primary school

All teachers need to know how effective their teaching is and all learners are interested in how well they are doing. The teacher needs the information about the achievements and gaps in the knowledge of each child and the class as a whole. Formative assessment or assessment for learning provides answers for all the questions. It is aimed to adjust the teacher's and the students' actions, based on interim results of the learning process and demonstrates an objective picture of the students' skills and their progress. One more advantage of formative assessment is that it is applied in a way that is acceptable both for students and for teachers. The main characteristic of formative assessment is that this is an assessment, which is used in daily practice in every class, which means that the teacher and students can affect the quality of education in the early learning stages. Formative assessment is an endless stream of feedback from teachers to students to make adjustments to improve the learning process. In my everyday practice, I am increasingly beginning to use computer technology, namely, online educational websites that are focused on developing creative and forward thinking skills of students, help kids learn through interactive games, take into account the age and interests of the child, colorful and exciting. The aim of the workshop is to discuss some effective formative assessment strategies to improve the performance of younger students as well as to improve teacher practice. During the workshop teachers will be taught to implement some of the strategies into their lessons.

Yelena Kandalina (A.Baitursynov Kostanay State University)
Active Learning in and about

Content and language integrated learning (CLIL) aims at meeting the challenges of the era of trilingual education. The needs of English teachers involve two aspects: clear understanding of the concept of CLIL and how to teach within CLIL. The workshop provides for deeper understanding of CLIL, its models, approaches to assessment through active learning techniques which allow the participants to learn the theory and share their best practices in CLIL or CLIL-related activities. It is supposed that the workshop participants will be able to develop and demonstrate an activity evolving content-based models for diverse context and using the materials provided by the trainer. The workshop contains two parts: the first part empowers the participants with CLIL theory, the second part lets practice this theory through the activities. The activities are pre-prepared by the trainer via structured subject-related material and demonstrated by the workshop

participants. The participants work in mini-groups, which are given the same content, but each group should achieve different learning outcome through different activities. The activities aim at practicing vocabulary, grammar, reading, speaking. After demonstrating\describing an activity participants draw the conclusion on CLIL ideas implemented in practice.

Shynar Adambaeva (school #112, Kyzylorda)
Empowering teachers through professional development in today's world of constantly changing technology

One of the main reasons to pursue professional development is to be empowered – to have the opportunity and the confidence to act upon your ideas as well as to influence the way you perform in your profession. Empowerment is the process through which teachers become capable of engaging in, sharing control of, and influencing events and institutions that affect their lives. As teachers, we have the capacity to empower ourselves if we keep in mind the following precepts: - Be positive - Believe in what you are doing and in yourself - Be proactive, not aggressive Feeling empowered can also manifest leadership skills, and teacher empowerment leads to improvement in student performance and attitude. To be an effective teacher requires a combination of professional knowledge and specialized skills as well as your own personal experiences and qualities. And adding to their knowledge base and acquiring new skills are among the main reasons teachers participate in professional development activities. I am learning about new ideas and techniques in English language teaching that can be motivating and encouraging. I face similar challenges due to the very nature of school environments. I teach my classes independently from my colleagues, which makes us feel isolated. Professional development activities can alleviate some of these issues. Such activities can also bring together teachers who have similar experiences and interests. Just having the opportunity to share experiences and ideas with colleagues can help a teacher gain a sense of community and belonging. Ongoing professional development is essential in today's world of constantly changing technology.

Tatyana Draganova (Salem Social Village, Shymkent**)**
Paper session: Teaching is about relationship

My proposal can be interesting for all teachers who want to refresh their teaching. For those teachers who want to understand why kids don't learn. And the last thing is what the difference is between motivation and inspiration?

Assel Kozhakhmetova (Academy of Border Service of National Security Committee of the RK, Almaty)
Challenges Facing Military Women Teachers

The efficient guarding of the State Border of the Republic of Kazakhstan takes an important part in the modern development of the country. All the officers must possess three languages: Kazakh, Russian, English. The main process of teaching future officers is implemented at the Border Academy. This institution is introducing the main features of trilingual education into the teaching process. The teachers of English do their best to realize a successful teaching. It goes without saying that the majority of English teachers are women. So, there are some challenges which face military women teachers. They are as follows: the lack of cadets' motivation; the influence of military environment; insufficient access to electronic devices, etc. The main goal of the presentation is to discuss the existing problems notwithstanding the military women teachers or so-called civil women teachers. It is aimed to overcome challenges coming from our learners. Modernization of education, development of the society, particularly, social networks are imprinted on our young generation. Their attitude towards the learning process, the respect of women has been recently changed. The main question is whether the gender influences on the successful acquirement of the English language.

Aigerim Mussabekova, Gulzhan Juzbayeva (Academy of Border Service of National Security Committee of the RK, Almaty)
Cognitive learning for cadets of the Border Service Academy

The main purpose of this article is to know of cognitive thinking which has been researched and examined to show the correlation of cadets who perform well in their course of study. Cognitive learning strategy provides cadets the acquisition of information through personal experience. The method is powerful because it serves as a template that helps cadets learn new concepts through organizational charts.

Assiya Sulkarnayeva (Kazakhstan Branch of Lomonossov Moscow State University, Astana)
Methods of teaching in MA TESOL modules: research analysis

The paper shows an analytical review of changes in Kazakhstani foreign language education system and its modern trends. The author has analyzed the FLE paradigms and trends (1991-2017). The conclusion is the most important paradigm in FLE covering 25 years of changing is its aiming at intercultural communication, i.e. transformation from learning 'language in theory' to 'language in practice'.

Ravshanbek Abakulov (Kyrgyz- Uzbek university, Osh), **Yorkynoy Solieva** (School # 84, Osh, Kyrgystan)
Team teaching is in the era of trilingual education

We are going to organize team teaching lesson. We are sure and have strong opinion making beneficial results by exchanging our experience and expertise

globally. Our topic emerges the solutions to the problems on making the language learning effective and easier on the basis of CLIL technology. We designed our workshop using communicative activities including discussion on some theoretical information. Teachers will have a chance to participate in interesting games and feel free to share ideas. Also we would like show some video fragments from the lessons of our school teachers where we had difficulties at the beginning and continually show how students are adapted to new technology nowadays which is school subjects integrated with the language learning successfully.

Yelena Bozhko, Yelena Magamedova (Zatobolskaya school-gymnasium, Kostanay)
Intercultural communication through blogging

The 21st century students are adapting to a digital world and are eager to learn from it. In this regard, blogging has played an integral role. Writing a blog about something meaningful, and that they're interested in, will inspire them to write more, and write better. What are the main benefits of blogging for our students? They can express themselves and develop their social skills . They become an expert in a topic, because they have to learn about that topic, researching and reading about it first. And, of course, it will make pupils better writers. Blogging gives students an opportunity to become published authors and showcase their writing skills. You will get step-by- step instructions how to work with the blog platform, what opportunities you have to encourage your students. You will get involved into some group activities to write your comments, post summaries of content covered at the KazTEA conference. Blogging is as much about sharing with one another as it is about getting your own voice out.

Irina Loshkova, Marina Novozhilova (M.Kh.DulatyTaraz State University**)**
Content-based instruction making content comprehensible

Developing students' content knowledge, language proficiency and cognitive skills is not an easy job. First of all, teachers should build upon the skills and knowledge students have already mastered and planning each lesson, create opportunities to focus on thinking skills through teacher-student questioning, or through problem-solving and decision-making. To make content comprehensible, it useful and interesting to use Graphic organizers prior and after reading academic texts. Graphic organizers help students create a picture of what they are thinking or planning, giving a structure to the relationships among details and information. Concept Definition Map, Cause-and- Effect organizer, Cubing Organizer, Content Chart are very popular with our students. Being an active learner means being independent, which is impossible without learning strategies that are the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain

new information. When teaching strategies we employ a variety of approaches: mnemonics, SQP2R, PENS, GIST, PQ4R, STAD. At our workshop we are going to present in more detail student-centered and peer-assisted activities we use to develop students independence, academic achievement and language proficiency simultaneously, focusing on graphic organizers, SQP2R, GIST, STAD and case study.

Khalida Nurseitova (L.N.Gumilyov Eurasian national University, Astana)
Women in Higher Education and Globalization

In this paper a cross-cultural analysis is made to examine the professional opportunities for Kazakhstani women in academia by contrasting the socio-cultural dynamics of gender equity in the academic life of two countries, the US and Kazakhstan. Coofey and Dalamont have already presented the American clusters as a possible explanation of women representation in promoted positions. The goals of my paper are first to illustrate Kazakhstan's specific impediments to women achieving positions of higher status and professional standing in academia, and second, following Coofey and Dalamont model, to show the local clusters. Thus, the paper tries to address the similarities and differences between women in academia in these countries. The importance of this analysis rests on demonstrating the nexus between global and local changes, and its implications for developing strategies and policies for the improving women's participation in the higher educational system. I try to answer whether internationalization of academia and globalization have any impact on the currents shifts in higher educational workplace systems. And beyond this institutional analysis, to consider to what extent are Asian values, combined with rapid economic growth, influential on female participation in academia?

Olga Tarassova (NIS Ch&B, Shymkent)
Expanding estimation in the modern educational process

The workshop will demonstrate some estimation tools in the modern educational process as a way of determining the extent to which the learning goals and planned learning outcomes are achieved.

Martin Curtis (Oxford University Press Teacher Trainer for Central Asia, Middle East & Northern Africa)
Teaching Multiple intelligences and Learning Styles

Why do our students react differently to the activities we do in the class or why do different groups of students react in different ways to the same activity? Why do some students like collaboration in groups while others are much more productive working by themselves? Why do some learners prefer drawing images in their notebooks while others seem to need to just hear a word to be able to use it themselves? In this session we'll once again look at

different types of multiple intelligences according to Howard Gardner and learning styles.

Mark Dorr (U.S. Department of State English Language Specialist, USA**)**
Opening the Back Door: Writing as a Process

Focusing on the product of writing is found commonly in many language programs. However, by exploring the process of writing as well, your students learn more insights. This can help them to produce more thoughtful, useful, and eye-catching writing.

Maher Sherif (Education Consultant, LLC MI Academy, Taraz)
Seeing is Believing

In training English teachers in Kazakhstan, one of the challenges faced is the actual assessment of the lesson. Very often trainers have to depend on their notes and memories to provide assessment, but what if that is not enough? Teachers who are assessed are usually nervous and do not remember all of their mistakes, in addition, they are getting feedback from just the trainer. So how can the process of training English teachers be improved? With the advent of Youtube, Facebook and smartphones, it has become very easily for anyone to videotape anything and post it online. Why not use the simple free tools available on smartphones to train English language teachers and make their lesson more effective? This demonstration will show English teachers, and especially teacher trainers, how to assess and improve teaching skills in the English classroom by allowing not only the assessor, but also everyone in the training to contribute to the feedback. Since the lesson is videotaped, it can be viewed many times and mistakes can be accurately pointed out.

Saule Zikirina (NIS in Petropavlovsk)
Promoting innovative thinking skills through teaching writing

The topic of our workshop is directly connected with the theme of the conference as innovative educational approaches focus on processes such as: thinking, researching, problem posing, brainstorming, learning to learn. The ability to articulate one's thinking process becomes a powerful tool in learning. Metacognition must be taught through critical thinking, transference of knowledge to new situations and problem solving. Bloom's taxonomy is a pedagogical framework taught in every university education department across the world and is employed, with varying degrees of success, in classrooms across Kazakhstan. The proposed interactive workshop will give English teachers explicit and practical tools for teaching writing with an eye to slowly and deliberately introducing more complex thinking skills. The workshop will commence with an overview of Bloom's taxonomy, followed by an interactive portion in which attendees review tasks designed to promote thinking at each level of the taxonomy and then offer

improvements. In addition, attendees will receive an entire unit's worth of activities to move students from a theoretical understanding of paragraph structure to composing and revising their own work.

Sandra Lee   (U.S. State Department English Language Fellow, Korkyt Ata Kyzylorda State University, Kyzylorda (USA)
Power Tools in the ESL Classroom

During production, ESL students often depend on translation and dictionaries or simply become paralyzed when Pixating on an L1 word that they don't know in English. This workshop discusses methods to teach students to ask for new vocabulary words using words that they already know, using games, jazz chants, and critical thinking. It also discusses teaching students how to paraphrase and redirect discourse around known vocabulary to encourage Pluency in speaking.

Gulchekhra Khalmetova (#107 Y. Saremi school-lyceum, Sayram, SKO)
10 modern ways of using technology in EFL classroom

I would like to start my workshop by getting to know how much my audience can work with technology. By knowing their background I will be more specific with giving examples and try to add based on their technology skills. Further, there will be some ideas about implementing blogging, forums, discussion charts that teachers can use online both for professional development and teaching. Materials on using language websites and mobile apps are also to be included. Teachers will be provided with handouts and materials with variety of activities to be used in the classroom.

Nathan Carr (Professor of TESOL, California State University, Fullerton; Fulbright U.S. Scholar, M. Auezov South Kazakhstan State University)
Developing Scoring Rubrics for Alternative Assessments: A How-to Guide

Speaking and writing assessments, sometimes referred to as alternative assessments, require the use of appropriate scoring rubrics or rating scales. Teacher education programs seldom include training in how to create or adapt scoring rubrics, leaving many teachers with a choice between using existing rubrics that might not be appropriate, or scoring their students on an entirely subjective basis. The aim of this workshop is to explain the scoring rubric development process, and give participants practice planning and writing a rubric for themselves. Participants should then be better prepared to create or adapt rubrics to meet their own assessment needs.

Moldir B.Shoimanova (Orleu National Centre for Professional Development, Shymkent*)*
Some characteristics of effective teaching and learning

Effective learning refers to a number of approaches to teaching and learning which involve learners doing more than passively listening to a teacher. These approaches exemplify the idea that learning follows, and takes place during, activity rather than being a precursor for it. In terms the teaching and learning of English, and the learning of languages in general, this broader concept is demonstrated by a range of different types of activity where learners are engaged in a range of engaging physical and cognitive active activity task frameworks.

Concurrent Session IV: 9.00 – 9.50
"Miras" University, Sapak Datka 2

Tatyana Kolesnikova, Zhanat Tanekenova (East Kazkakhstan State Technical University, Ust-Kamenogorsk)
Implementing ELT Methods and Techniques Learnt at MOOC

New ICT technologies allow teachers of English develop professionally without leaving their workplace, i.e. online. The courses are packed with useful methodology, and it is a must for all the participants to implement it in the teaching process. We will demonstrate some examples of lessons that use new methods and techniques.

Mark Dorr *(*U.S. Department of State English Language Specialist, USA)
Your Class is a Launch Pad: Resources for Learner's Self-Development

A class can do more than providing information and grades; it can be a launching pad for further growth! By showing students activities, habits, and resources that they can use to improve themselves, the teacher empowers students whose knowledge goes beyond the sum of the lessons.

Viktoriya Danilova (Kostanay state pedagogical institute)
International Project "ACADEMICA" (Erasmus +) as a FL toolkit for students

Demonstration deals with the sharing experience on CLIL based classroom for students learning ICT in English as a part of modernized curriculum in Kazakhstan and a target group of the international project "ACADEMICA" co-funded by the European Union (Erasmus+Programme). Information to be presented will include presentation of the scope of the project, its aims and current outcomes as well as a modernized English pre-CLIL syllabus designed for teachers of Informatics as a pilot group of the project. The listeners will get the set of handouts, audio and video materials with methodical supplements and glossaries aimed at mastering basic preliminary skills in the field of ICT. Demonstration will be useful for all participants who are interested in key CLIL technologies and principles applied to real practices in any HEIs (higher educational institutions) due to its practical orientation, matter-of- fact structure and validated basis.

Darina Belich, Dastan Miyashev (NIS, Petropavlovsk)
Presenting new vocabulary using MPF technique and memorizing it

Learning vocabulary is an important part of the language learning process. Educators are faced with two key questions: How can we best present new vocabulary and how can we encourage learners to memorise it? During our two part workshop, we will try to answer these questions. During the first session we will present a mode of introducing vocabulary using MPF (Meaning – Pronunciation - Form) technique. It is obvious that English words are usually pronounced differently to the way that they are spelt, that is why it is important to give students the pronunciation before the written form of a word. The MPF sequence is the way children naturally learn language. First you heard a word, then your parents used it and eventually you learnt to say it yourself. Later, at more advanced levels you read it. This is the idea behind MPF. After presenting the theory we will have a practice session where our colleagues will be able to present new vocabulary using this technique in groups. The second part of our workshop will introduce our colleagues to two creative methods to remember vocabulary through mnemonics and association. They are not only funny, but also effective ways of learning vocabulary. Mastering them will lead to a skill of memorizing a big list of words for a long period of time.

Elmira Zhumayeva, Sandra Lee (Korkyt Ata Kyzylroda State University, Kyzylorda)
Correction Methods for the ESL Classroom

While direct correction is a traditional and often effective method of encouraging accuracy in the classroom, it can discourage students and impede Rluency. This jointly led workshop discusses various correction methods using rephrasing, body language, verbal prompts, or written prompts to encourage students' accuracy while also empowering them to make their own corrections in line with student-focused teaching. We will be demonstrating these techniques in the workshop through participant interaction.

Natalya Penner, Darya Penner-Nassibulina (Secondary School-lyceum #23, Aktobe)
Scaffolding as an effective strategy in Content-language learning

In education, there are a variety of different methods all designed to help children learn effectively and thoroughly. Some methods work well together, while others do better when they are applied individually. So in our session we plan to demonstrate how "scaffolding", a very popular method in education, functions well when applied alongside other methods. We'll also give some examples of scaffolding as a method of teaching, designed to offer students structure and support. The participants will get a chance to practise and see that new lessons and concepts can be more readily understood and

comprehended if there is support given to a learner. Some activities which we plan to conduct will prove that this strategy makes the whole learning process learner-centered and involve learners in something new by utilizing things that they already know or can already do.

Anna Kalizhanova, Bayan Ibrayeva, Margarita Ishmuratova (Private Institution Bolashak, Karaganda**)**
Elements of Gamification's Introduction into the Educational Ecosystem

This work focuses on the necessity and inevitability of introduction of the elements of gamification in the educational process to prevent the outflow of students from colleges or universities due to the lack of interest in obtaining the knowledge by the traditional forms of education. The authors share their experience of gamification in the educational ecosystem using a free online platform Trello Board, which provides a broad range of features to control students, maintain their level of motivation for further learning as well as develop students' autonomy, collaboration, and higher order skills (HOTs).

Concurrent Session V: 10.00 – 10.50
"Miras" University, Sapak Datka 2

Sholpan Zhailaubekova, Ainur Raimbekova (№ 20 S.Seifullin School, SKO Aksukent)
Sustaining young learners' interests through texts and assessment criteria

The workshop covers the most effective texts and activities(word guessing, scanning, finding key sentences, choosing the best titles, question-answer work , role-playing) to facilitate English learning. And they will show how effectively they make assessment criteria for having students speak on the topic or a text. The teachers will share handouts as well.

Saltanat Alken (Karaganda State Medical University)
Multilingual Education in Medical University

The main purpose of the State Program of Development and Functioning of Languages of Kazakhstan for 2011-2020 has been adopted by the Decree of the President of Kazakhstan No. 110 (June 29, 2011) is to ensure a harmonious language policy, which provides full-scale functioning of the state language as the most important factor for strengthening of the national unity by preservation of languages of all ethnic groups living in Kazakhstan. Key tasks of the program are: improvement and standardization of the methodology of teaching the state language, development of the infrastructure of teaching the state language, functioning of the Russian language in the communicative – language space, studying English and other foreign languages. Currently, there is a great deal of schools and universities which

employ multilingualism in Kazakhstan. For instance, Karaganda State Medical University which uses Kazakh, Russian and English languages.

Yulia Bulatkulova (Astana L.N. Gumilyov Eurasian National University)
Turn the class to motivation -bring to learners inspiration

We would be more than happy to present the following activities to our colleagues: First activity is a warm up activity "a spy glass" an alternative way to begin class with, to grab students attention. Second activity is a motivational speaking activity "a taboo word" played in 2 rounds. 1 st round focuses on speaking and description and the 2 nd round focuses on the use of appropriate vocabulary with no gestures or any pet peeves allowed from the (players) learners. Third activity is "poker" designed as an alternative, fun way to assess students performance. The activity mainly focuses on speaking skills. The fourth activity is "Window" which is focused on alternative approaches to teaching innovative thinking skills, teaching grammar, speaking and country studies. And the fifth one is "Make me say -yes" is a funny speaking activity that focuses on grammar as well. All the activities can be adopted to different language levels and the age of the learners. These activities can fit to any topic, that teacher wants to present. Thus they might become a good resource for the teachers. Mainly activities are designed by the presenters, have been worked out in the classroom and proved the efficiency. The activities are recently designed and focus on creativity thus, might be beneficial for the teachers at the beginning of the career and experienced ones.

Madina Zuftarova (Makhtaral regional educational department, Shymkent)
Fun ways to build communication skills

Knowing a language means being able to use it in communication. In my workshop I would like to share some tips, activites and techniques of teaching for improving communication skills. During workshop participants will be involved in activities which improve essential communication skills like listening, empathy and verbalization. Some of them will also strengthen team members' problem-solving, creative-thinking and leadership skills. After each activity we will do short discussion about this or that activity sharing ideas. Projector, Laptop computer, different handouts will be used in my workshop.

Irina Kim (Taraz State University**)**
Teaching higher-order thinking skills in trilingual groups by problem-solving activity

The workshop deals with teaching higher-order thinking skills by means of problem solving activity in the English class of a trilingual group of biotechnology students. The activity develops students' ability for reasoning,

reflecting, and making decisions, thus developing speaking skills in English. The problem is focused on a controversial issue "GM foods –evil or blessing". The work includes the following stages: - a warm-up activity where participants answer the question "Are you "for" or "against" GM foods" with further dividing into teams. This stage also involves work with scientific vocabulary; - identifying a problem by making research, reading authentic texts on the topic and watching 2 short videos with opposite points of view; and tasks for comprehension check - analyzing, brainstorming and finding solutions (should GM foods be further developed, produced and consumed or banned). The teams will discuss their ideas and then present their solution to other teams. - evaluating solutions: it includes suggesting both the strengths and the weaknesses of each idea. All teams participate in this stage together. - choosing the best one; after evaluating each idea participants will pick the best solution - evaluating consequences, new solutions can be offered after evaluating. This workshop can be of interest for the conference as its aim is to share some experience in teaching in a trilingual group and to show some advantages of using strategy for providing students with opportunities to use their acquired knowledge in real-life activities and assisting them in working at higher levels of thinking.

Aliya Kurmanova (Secondary school #10, Zhezkazgan)
Photo stories as a means of support low-achieving students

Getting out learners to actually talk at the English lesson is what most of us, teachers have been struggling with so far. If it seems to be quite hard to do with our most brilliant students then what about the ones who are struggling. So, should we work only with those who seem to have some speaking skills and pretend not to see those who do not? I cannot say that all my students are fluent English speakers, but all of them are trying. I would like to share a simple technique that might be familiar for most of the teachers, but I brought some improvements in it and adapted that according to requirements of latest educational reforms. Participants will learn how to get low-achieving students' achievements closer to high standard through team working on the activities I implemented in my classroom, they will, as well, try to create their own activities through discussing with other teachers and contribute developing a new approach to already known technique. The method I would like to present will enhance students' skills and abilities in all four modalities and assist those who are not catching up as it gives perfect opportunity to differentiate the tasks according to levels, language background, and be a great resource to help level off the overall academic level.

Tatyana Mikhailova (Sh. Ualikhanov Kokshetau state university)
Encouraging Critical Thinking among Students through Self-Awareness

It is in the nature of human beings to think. But much of our thinking is biased, partial, uninformed or prejudiced. However the quality of our life and that of what we produce, make, or build depends on the quality of our thought. Thus the importance of Critical Thinking cannot be overestimated by school and university teachers nowadays. We cannot but agree with the fact that students who participate in Critical Thinking activities are more likely to become engaged citizens than students without Critical Thinking experience. During the 50-minute workshop the KazTEA conference participants will be acquainted with some practical CT techniques and ideas for incorporating CT in the classroom, for encouraging their students to develop logic and reasoning.

Anastassiya Panevina, Bakytgul Yermanova, Gulnaz Zhukenova (NIS, Pavlodar)
CLIL: Collaborative Environment in English and Physics Classrooms

Recent reforms in the field of education today involve the study of sciences in English in high schools and, accordingly, final external assessment in these subjects in English. To start preparing students for the transition into English, the teachers of Physics and English at Nazarbayev Intellectual School, Pavlodar decided to collaborate and gradually immerse the students in the English learning environment. Solving this problem since 2014, a group of teachers has experimented with various methods of teaching, beginning with the development of academic vocabulary and ending up with the development of communicative skills through cumulative discussion at science lessons. This time, we've decided to focus on reading as one of the most effective ways of transmitting information. We've got an idea to check how successful the development of functional literacy skills could be in the process of such interaction. In the presentation, we would like to show how to distribute the roles between all project participants, how to create a database of materials (texts and exercises). We would also like to highlight the strengths and weaknesses of the project, the difficulties arising in the course of the experiment, and their possible solutions. It might be useful for teachers of English, since it is a field-proven set of tools that can be used in the organization of science teaching in English from the beginning till the end. We hope that our proposed action plan will help many professionals to get rid of fear and begin the study of CLIL with confidence.

Botagoz Abdrakhmanova, (NIS, Kokshetau)
Formative Assessment Techniques and Strategies in the lesson

The prime goal of education these days is to bring up generation who are flexible, proactive, are able to meet the challenges of the globalization era. Therefore, vast educational reforms are being undertaken these days in the sphere of Kazakhstani education. Young people in this fast-developing world

need skills to acquire new knowledge independently, track their own progress, and set goals for further success. With the introduction of new curricular in Kazakhstani schools, the system of classroom assessment has been undergoing changes. The nature of classroom assessment is making a shift from giving grades, comparing students' performances against one another to formative assessment. What is formative assessment? And why formative assessment? According to Black and William (2009) formative assessment is defined as an assessment carried out during the instructional process in order to improve teaching or learning. It is embedded in the process of teaching and learning, and starts the moment teacher starts the lesson. It is highly efficient to involve students in formative assessment, so that students understand what is expected from them. However, this may cause difficulties since students may not appropriately understand the purpose of formative assessment. It is crucial for teachers to perceive the benefits of formative assessment and align it with lesson objectives. The following formative assessment strategies are successfully being implemented in teaching practice: teacher observation, exit-cards, paddles, different types of indicators, for example, such as: I need help/ I need help, but I can keep working/ I am working fine, utilizing assessment criteria.

Gulnara Galimzhanova (NIS, Kokshetau)**,**
Effective Feedback Makes the Learning Process More Effective

Feedback is an important component of teaching and learning process. It can be beneficial and motivational for students, it can help them to analyze their learning and achieve learning objectives that is why giving constructive and effective feedback is one of the skills teachers need to have in their professional practice if they want to make their teaching productive and effective. My professional development aim for this academic year is closely connected with this topic. As one of the most important goals for Kazakhstanis now is to know English language and use it comparatively equal with Kazakh and Russian languages I am thinking as an English language teacher how my teaching practice can be more effective and useful for students. My solution was to make the whole process more communicative and independent for learners at the same time. Using portfolios and giving effective feedback might be an excellent tool geared towards these aims. My presentation will be based on a general overview of international experience on this topic and on my practice which will include detailed description of approach used in the classroom and data that can show to what extent it is effective.

Anna Tonkih (Linguagrad Language Academy, Pavlodar)
D is for Dogme or the purest communicative approach

"Communicative language teaching" has long been a buzzword, attracting both teachers, who claim to be employing it, and prospective learners, who wish to

be taught by this and only approach. In recent years, expensive textbooks and sophisticated technology rather than communication have been forming the backbone of teaching and learning, making language learning less affordable and available for general public. In the era of trilingual education where language learning should be widely and easily accessible, teachers are to depart from a one-size- fits-all merchandized approach to language teaching and recognize the one and only aim of language learning, which is being able to communicate. To communicate via real language means to real target language speakers on the topics of their common interest is the goal of a learner. Therefore, this should be the true aim of a language course, a single lesson and a teaching philosophy. Dogme is an approach which promotes importance of conversation-driven and learner-focused teaching. It eschews published textbooks in favor of conversational communication between learners and a teacher who scaffolds and aids in co-constructing knowledge through dialogue and emergent language. Dogme calls for material-light teaching, emergent language use and content relevancy. I believe that these aspects have been overlooked by teachers in Kazakhstan as we rely on popular coursebooks (the content of which is often irrelevant), careful lesson planning (which follows the same structure with little flexibility) and technology such as power point presentations and interactive whiteboards (which are time-consuming to create and difficult to manage effectively). The proposed workshop will prompt participants to re-evaluate their current methods of teaching and offer practical tips on how to deal with emergent language and teach without textbooks. Teachers will try out dogme-style activities and design their own.

Marina Amelina (Linguagrad Language Academy, Pavlodar)
Role play activities in teaching functional language

For most learners, the main reason and motivation in studying and learning a language is the ability to use it in real life, outside of classrooms. This factor is commonly recognized and consistently incorporated in modern text books. Knowledge of simple techniques of facilitation of speaking activities aimed to practice functional language makes the task that much easier and more practical. The workshop looks at different types of functions, specific features of functional language role play activities (the types of roles that can be played by the learners and types of role cards that are assigned for the practice) and stages of the activity.

Alexandra Tumanshina (Linguagrad Language Academy, Pavlodar)
Creativity as a way of motivating students and teachers

Being a teacher is similar to being an actor on the stage, no matter how many students you have in the classroom and no matter how old they are – you must grab their attention, but not only - the process teaching-learning is

mutual, students perceive and produce. Teachers are likely to face the situations when a crippling lack of classroom interest or general lack of attention threatens to throw the learning process off course. Thus, teachers-researchers struggle to design activities, which are enjoyable and fruitful. My instructional activities are meant to help teachers increase their effectiveness as they make the transition from being a language student into this phase of their teaching career. I have observed that a lot of teachers use only traditional methods, as a result discourage themselves and students. Creativity is an important part of teaching-learning process, which involves thinking and producing, it must bring new ideas and patterns. At the workshop I intend to present and practice various strategies, which will be beneficial and fun both for educators and students. The activities that I will share will bring variety to the classroom and motivate kids, teens and even adults since I have to teach different age categories.

> ### Concurrent Session VI: 11.00 – 11.50
> ### "Miras" University, Sapak Datka 2

Yelena Kiiko (NIS, Petropavlovsk)
Visual aids as tools to support cognitive learning

In recent years, there has been a global movement in education to develop students' critical thinking ability. As an international language, this focus is also seen in the English language classroom and within the broader sphere of English language programs. Teachers may combine the well-practiced technique of using visual aids to also assist in developing their students' cognitive learning. Access to an expansive selection of visual aids is already ubiquitous in well developed nations and is increasingly available in developing nations. Visual aids are an important tool in the English classroom because they give the thinking process a point of clear focus and motivation. Visual aids break the barrier of language gap and allow space for student language production. When the aim in the language classroom is to develop students' thinking skills, it is necessary to carefully select visual aids so that this aim is achieved. This workshop guides teachers through this process and demonstrates lesson tasks in variant cognitive domains, cognitive empathy and metacognitive, which promote the development of thinking skills and language production through cognitive learning. We would like to demonstrate some of the strategies that we use at our lessons of English language to develop language skills. The workshop will be supported by visual aids and handouts.

Rakhima Imanaliyeva (Taraz State University named after M.Kh.Dulaty)
Sustaining Motivation in Free Voluntary Reading in FLT

I am willing to contribute to KazTEA 2017 conference by presenting the theme "Sustaining Motivation in Free Voluntary Reading in FLT." The topicality of the problem is that the acquisition of reading skills is never easy, and students need consistent practice to become fluent readers. These challenges may be overcome more easily if students are highly motivated to read. Teachers can enhance the development of intrinsic motivation by supporting students' needs for competence, autonomy, and relatedness. Researchers identify different types of motivations, among them, self-determination theory, and examine how they influence students' learning.

When these principles are met, students are to develop the motivational orientations associated with desired reading behaviors. They will read more, understand texts more deeply, and use reading strategies more effectively. The need for competence is satisfied when students accomplish reading activities that are challenging but not overwhelming, so that students feel they are capable of completing the reading task themselves. The following tasks support feelings of competence: introducing reading assignments in small steps; providing visual support to complement texts and aid comprehension; distributing reading guides to enhance comprehension, including text summaries; providing definitions of vocabulary to reduce the difficulty of reading; allowing students enough time to finish reading. Development of competence, autonomy and relatedness in learners is equally important in any foreign language teaching. Reading guide tasks designed for extensive reading on "The Picture of Dorian Gray" by O. Wilde support activities which are constructed in the way the students feel they will complete them successfully.

Gulnara Shamsherakova (School #6, Kyzylorda)
Trinity of Language Using of interactive methods during English lessons

The problem of language is one of the most important in the spiritual life of our country. Everyone knows that the language of the people is its greatest asset, because language is one of the attributes that reflect the nature of a nation and of a people. Language is a national valuable property, a tool which, throughout a person's conscious life teaches him or her art and knowledge, cultural sensitivity and how to be an active citizen of society. Moreover, taking culture of language to a higher level is our duty, as language is a means of all actions and communication of people. As a source of spiritual wealth that does not lose its historical value, language has always represented and continues to represent a national valuable asset and precious legacy of our ancestors. Therefore, language is a phenomenon that has a huge impact on establishment of inter-ethnic culture; it is considered to be an indicator of development process of Kazakhstan's culture. In a language context in the Republic of Kazakhstan, based on the use of multilingualism and strengthening solidarity as well as mutual understanding of people groups, language should become a tool that serves to strengthen political stability based on intercultural and

poly-lingual relations. Most clearly in relation to the problem of the language situation of modern Kazakhstan is reflected in the President of the Republic of Kazakhstan Nursultan Nazarbayev «New Kazakhstan in a New World» from 2009, where in order to ensure the competitiveness of the country and its citizens offered a phased implementation of the cultural project «Trinity of languages», according to which we need to develop three languages: Kazakh as the state language, Russian as a language of international communication and English as the language of successful integration into the global economy. Under these conditions, the problem is updated formation and development of multilingual education, including issues of development of its theoretical and methodological grounds. Answers to questions related to the problem of multilingual education due to its versatility and diversity can be found only on the condition of the study, a systematic and comprehensive analysis of the theoretical concepts of various scientific schools. The methodological reference of our study is the work of the experts in the field of philosophy, ethnology, and ethno pedagogics pedagogy, sociology and ethno-psychology and ethnic psychology, linguistics and ethno linguistics. Thus, the ideological positions of our study defined philosophies A. Kunanbaeva directly relevant to the issue of identity and its formation, the essence of the sociological concept Valikhanov and ideas Kazakh educators and teachers Altynsarin S., AimauytovJ., A. Baitursynov, Zhumabaeva M. et al, allows to realize the importance of the mother tongue in the development of personality.

Zhanar Jarasbaeva (Academy of Border Service of National Security Committee of the RK, Almaty)
Mistake correction in the process of learning of foreign language in military high school

The article includes the methodical information, practical advice and recommendation to teachers in organization and implementation of teaching in foreign language, in particular on working with mistakes in different stages of learning and in different groups of students. The aim of teaching of foreign language in military institutions is mastering the skills, necessary for oral and written communication.

Natalia Pushko (Miras University, Shymkent)
Mingle activities as a socializing tool at English classes

Mingle activities allow learners to actively engage with new content by moving around the classroom, asking and answering questions with multiple members of the class. Afterwards, there is an opportunity for group review and reflection. The constant use of this technique provides a great socializing effect and develops cognitive skills of students.

Dana Altynbekova (NIS Ch&B, Shymkent)

Vocabulaty learning in CLIL context

It is the rare case when students' L3 is used in teaching the science subject in the context of CLIL. In the frame of trilingual policy currently only NIS schools are practicing the use of CLIL since the L1, L2 and L3 are adapted in Kazakh secondary education that is based on Cambridge program. The ambitious steps in policy change of language instruction from Kazak and Russian into English language in science learning have been gradually implementing. Accordingly, the NIS teachers are taught to methodology of content and language integrated learning application and improves their English proficiency. Despite the teachers awareness of CLIL significance in science teaching its scope of implementation is still limited with teaching science terminology. The issue of teaching in this case is dual as requires students' comprehension of new terminology and content of the subject during the lesson. However, no studies have been conducted yet on how CLIL impacts on students' new vocabulary learning to understand the content of the subject from teachers' perception.

Asemgul Sarieva (Academy of Border Service of National Security Committee of the RK, Almaty)
The function and the role of mother-tongue in teaching of a foreign language to military high education institutes

In this article the author will try to highlight the functions and the role of the mother-tongue in teaching of a foreign language to military high education institutes, and also will justify the strict limitation for the usage of mother tongue in communicative skill development in line with proper comprehension. The English language – will bring forward Kazakh country, will raise it to the world level, thus the importance of English language cannot be over-estimated.

Zhuldyz Dzhampeissova (Border Service Academy of National Security Committee, Almaty**)**
Teaching listening in the system of professional training of cadets at military higher educational institutions

This article is devoted to one of the types of speech activity – listening. Particular attention is paid to the motivation and difficulty of listening, as well as methods of teaching listening.

Oygul Muhamedyorova *(*Best IELTS Center, Shymkent*)*
Developing Innovative and Critical Thinking skills as Critical Part of Trilingual Education

Nowadays knowing English is not enough in order to succeed in highly competitive educational system. So, developing participants' innovative thinking skills in teaching English will provide valuable opportunities to

students in their future prospects and at the same time will improve the quality of English lessons. This workshop is targeted to share modern strategies of teaching English to meet international education standards. Theses strategies are mainly suitable to be implemented in teaching participants preparing to enter university.

Yekaterina Khoroshilova, Yekaterina Adamovich (Zatobolskaya school-gymnasium, Kostanay obl)
Producer's centre

The program "Producer's centre" helps to improve the knowledge of English language and it is designed for 8-9 forms. The aim of the project is to improve listening and grammar skills, pronunciation, intonation of speech and creativity. Tasks: learn to perceive, remember and reproduce lexical and grammatical patterns; develop language and speaking skills; help to make video clips according to songs. The aim of the speech is to share our experience in working with video and audio materials of well-known English and American songs for improvement listening, speaking and grammar skills, intonation and lexical patterns, slang expressions; to show in practice the examples of different activities and tasks which are made up with video and audio materials by the students; to demonstrate the video clip that was created by the students themselves; to tell about the factors which increase student's interests to learning English language due to the program "Producer's centre"

Kazyna Yesmambetova (School-Lyceum No.3, Kyzylorda),
Rosa Yesmambetova (Secondary School No 87, Shymkent)
How to motivate young learners at the English Lesson?

This paper will discuss the effectiveness of using different activities improving the quality of teaching English in junior classes by keeping the learners motivated all throughout the lesson. One of the greatest problem of teaching young learners for today is how to teach and how to interest them at the lesson. At my workshop I am going to demonstrate some ways of having interesting lessons by using flashcards and Thrash Chart (for Reading) in teaching as it has made a great impact in the learning process by developing a more attractive, enjoyable, interesting and effective classroom scenario. One of the effective ways in teaching is active learning which engage students with the material, participate in the class, and collaborate with each other. We should not expect our students simply to listen and memorize; instead, have them help demonstrate a process, analyze an argument, or apply a concept to a real-world situation. By using activities I would like to share with the information why the spoken input is so important in Primary language learning and what type of talk activities are most likely to engage young learners at the lesson. For this purpose I will use some meaningful, purposeful

and fun tasks where effective questioning and eliciting techniques can be shown/demonstrated. It also provides a stimulating learning experience and encouraging a deeper approach to learning. Therefore, using different activities for young learners is the important issue in teaching and learning at schools.

Alexander Galkevich (Saran humanitarian-technical college, Karaganda)
Using pictures for developing communicative skills in English and Kazakh

The workshop is dedicated to the problems of forming communicative skills in English and Kazakh for students who started to learn English or Kazakh (Beginners). Presentation of some activities for developing communicative skills, using pictures in communication. Material for presentation is taken from book 'Using pictures for developing communicative skills in English and Kazakh". Consideration the points of contacts in developing of communication in English and Kazakh.

Oksana Shubina, Natalia Tarasova (Grammar School #40, Taraz)
How can "Hot Potatoes" help in trilingual teaching?

Nowadays for every teacher it is very important to find his or her own teaching way. Especially it is so closed thing for English teachers who should involve their students in trilingual area of learning when all school subjects are tight together. English teachers have a great possibility to show the best way for trilingual teaching. This demonstration will help to organize teaching process in such way that every student will find some interesting for himself or herself and will enjoy the learning process. This demonstration is very important and useful for those teachers who always find something amazing and creative for students and try to make learning English not like a school routine but something special and wonderful. This demonstration will be helpful for everybody who want to surprise students every his or her lesson and who wants to enjoy teaching process day by day.

> **Concurrent Session VII: 12.00 – 12.50**
> **"Miras" University, Sapak Datka 2**

Tunukai Pazilova (Kyrgyz- Uzbek University, Osh, Kyrgystan)
Effective Academic Writing strategies

This workshop deals with effective teaching of Academic writing. Teachers usually teach students to study traditional models of academic writing (description, narration, argument) and then practice writing in these forms themselves. Teachers do not always get good results teaching these models by giving the students a set of rules to memorize for each type of writing. I have used another guide and students could identify and recognize the convention of each type of writing themselves. When students begin to write their essays

according to models , they must use their own experiences, thoughts and opinions in their writing. The students words should be wholly their own. The teacher provides the form of composition and students must provide the content. Before I used several variants to begin writing essays but it was difficult to start. According to models which I have practiced it was easy and interesting for them to begin and to continue it. Nowadays trilingual become popular especially teaching Foreign languages. Teachers of our staff took part in trilingual conferences and we used several techniques, methods and activities in teaching English classes. I hope to share this workshop with other teachers will give possibilities to increase students writing skills in the era of trilingual education.

Yelena Yechina (M.Kh.Dulaty Taraz State University)
Using Pictures for Storytelling

Productive skills formation (compared with receptive ones) requires more time, efforts and the level of responsibility on the side of a teacher as well as much students' attention and diligence. There are ways to make the process easier, more interesting and efficient. Using Pictures for Storytelling workshop helps to share ideas in the English language methodology and transfer them to teaching other languages in the era of trilingual education. The first activity (10 min) includes sequencing of a series of pictures (24 cards in a set) telling a fairytale (in groups). The plot of the fairytale depends on the order of the cards and personal imagination. The second activity (10 min) presents 2 portraits of the people having lived in different centuries. The task is to create a story of the family relations with the use of an additional vocabulary list and chronological order of events (worksheets). The third activity (15 min) invites the participants to tell the life story of a thing (a picture of one object for each group). It also presents a narrative structure of the whole story in general (PPT slides). The last activity (15 min) is the story reconstruction based on dramatic pictures (historical paintings as an example). It makes everyone participate in creating a story keeping to the story structure, the use of additional vocabulary and connecting words (handouts).

Nilufar Ibadullayeva (School-gymnasium #9 named after Nekrasov, Turkestan, SKO)
Cognitive learning approach to develop students' thinking skills

The given practical-oriented presentation raises Turkistan English teachers' growing problem about gifted students' preparation for the English Olympiad effectively. The challenges that teachers face are developing cognitive skills, comprehending text content through critical thinking, logic reasoning, various experiences and emotions. I consider the key point for teachers is to transform teaching strategies by introducing cognitive skills as an efficient

tool to perceive and process new information, access students' background knowledge and develop their metacognitive skills. I believe it will be an integral part of teachers' work to embed teaching techniques which require developing students' memory, problem solving and reading skills to perceive a text not at a word but a passage level. My student Zarema Fayzurakhmanova, grade 10 took a chance to take a part in the Regional Olympiad in English held in Shymkent 2017. She gained the 6 th place out of 33 participants after the first tour. Discussing the challenges faced at each stage and analyzing the whole procedure of that Olympiad I discovered a high discrepancy between objectives of local schooling and international education standards which are based on Cambridge English tests of more advanced level. No doubt our teachers need years of practice and experience to systematize it when achieving this goal together with their students. So I think that school teaching curriculum needs transformation from vocabulary and grammar learning to meaningful content processing.

Zhanna Smagulova (Korkyt Ata Kyzylorda State University)
Projects as a form of individual work of students

Independent work of students is the chief variety of activity that performed on the direction without a participation of the teacher. It is a special form of education on the teacher's tasks which requires active cogitative, research and analytical activities. There are three levels of independent work of students: 1) Reproductive (training) – solution of tasks, filling of tables, schemes. The purpose: fixing of knowledge, forming of abilities and skills; 2) Reconstructive – reorganization of decisions, scheduling, theses, annotation. At this level papers can be carried out; 3) Creative, searching – creative independent work requires the analysis of problem situation, receipt of new information; the student will construct the choice of means and methods of the decision (educational and research tasks, final qualification papers). Special attention is paid to projects as the form of student's independent work in higher education institutions. The reasons of popularity of this form and main types of the projects were used in educational processes which are described in the article. In my teaching activity I pay more attention to the creative independent work of students (research tasks). As the teacher I offer many topics of projects on marketing discipline for students. One of the terms of project making is providing of research on the concrete enterprise or industry ("Sulpak", "Alser" trade organizations, oil industry, confectionery production of Kazakhstan). For ensuring the effectively results of mini projects I try to search completely new, innovative techniques to achieve the purpose on the development of new technologies to increase sales growth.

Yuliya Astafyeva (Sh.Ualikhanov Kokshetau State University, Kokshetau)
Communicative Approach and "On Air" method in class

The goal that we, English teachers, have in mind while working with our students is to enhance the learning process, make it more meaningful, practice-oriented, enable our students to use efficiently the English language not only in the classroom but also in real life situations. Active methods of teaching are more preferable nowadays. As a matter of fact, teachers spend more time planning their lessons paying attention to the resources they can use, the activities they are able to apply to create a welcoming atmosphere for learning. When students are involved in real communication, they try to do their best, and this will allow them to learn to use the language. This workshop will allow teachers to step into their students' shoes and see how effective can the communicative approach be, provided classroom activities guided by this approach, are characterized by trying to produce meaningful and genuine communication at all levels. The so-called "On air" teaching method selected for this workshop will demonstrate that, if used purposefully, it can help students acquire skills of active hearing that contributes to the process of getting much new information as well as skills of expressing themselves using English. Doing so each student can see that his or her opinion is of an unconditional value, they feel free in class, as there is no external evaluation. Everyone in class will have his or her own role. The ability to speak, listen to others and be heard will contribute to the presence of empathic understanding.

Alfiya Bissenglaiyeva (NIS Ch&B, Atyrau)
Teaching Math through English

Integrated lessons significantly increase in children and adolescents motivation for language learning. In the classroom, where teachers use CLIL technology, the purpose is not only to study language. The main objective of these lessons is studying another subject. So students can see that with the help of English they can learn new information. Learning a language at once becomes more meaningful, because it is used to solve specific problems. I'm going to demonstrate how we can integrate Math and English. And I would like to show some CLIL activities at three stages of the lesson. (evocation, realization of the meaning, reflection).

Nuriya Nazipova (English language centre "Speaking time", Shymkent)
Kahoot!Game-based blended learning and classroom response system

Kahoot is a fantastic free tool that lets teachers create quizzes that students answer on their device. There are no individual logins required, all students need to do is enter the pin number of the Kahoot room, add a nickname, and start answering questions. All questions are projected on the screen and students tap on the colour and icon that matches the correct answer. This interactive tool is great for kicking off a lesson, providing a snapshot of student understanding and making sure that everyone is engaged in the

lesson. Whether your elementary schoolers or fellow teachers are participating, everyone will have a super fun time. It is important to note that educators may enhance the learning process by getting students to create their own quizzes and discussions. Students should work in collaboration to study the topic and create some questions. This leads to deeper understanding of the theme by students and may develop their leadership skills as well as team worker abilities. In the conclusion, I would like to say that teacher creativity plus new technology equals to awesome learning process.

Concurrent Session VIII: 14.00 – 14.50
"Miras" University, Sapak Datka 2

Martin Curtis (Oxford University Press Teacher Trainer for Central Asia, Middle East & Northern Africa)
Diversifying Correction

Error correction in the language classroom is important – students definitely want to be corrected, and can feel irritated if they aren't. But for teachers, what to correct, when to correct, and how to go about it are issues we grapple with on a day-to- day basis. How can we help our learners in an encouraging way? In my workshop we'll explore how to categorize oral language errors and examine strategies for dealing with them, as well as evaluating practical ideas for immediate use in class.

Damira Jantassova (Karaganda State Technical University**)**
Visual organizers in content-language integrated learning at technical university

In most teaching contexts around the world, the course book is usually considered the main resource along with audio and video components. However, in order to make the most of their teaching, when teaching in a second language, teachers need to develop a range of ways to present or record information which can be adapted for use in many contexts. In a CLIL lesson, the use of visual organisers (also called graphic organisers) can help convey language and content in a friendly and meaningful way to students. It is known that visual organizers help show connections between ideas, have no unnecessary information and language and they are visual and therefore aid memory. Visual organisers can be used to support teaching and learning of both content and language, so during the workshop teachers will have a look at a few examples of classroom activities and the visual organisers which can be used with them for the purpose of learning how to use visual organisers in their lessons.

Gulchekhra Khalmetova (Shymkent, #107 Y. Saremi school-lyceum)
Project based learning

I would like to start my demonstrative lesson-training with the definition of the word "Project-based learning". Next, I will give its definition and share with the school which have implemented these methods in their teaching (BIE and Parker Charter School). It is crucial in CLIL because students who have low English can do much better progress. They can apply their knowledge on real-life situations through questioning, analizing, and problem-solving tasks. In short, project-based learning helps the students to acquire the 21-century skills that are necessary in a rapidly changing world of technology and innovation.

Dilfuza Azimova (SKO, Turkestan, school #20**)**
Effective classroom speaking dynamics and interactive activities for young learners

The rapidly changing global and multi-lingual environment of the 21st century requires positive changes in the sphere of education. It is important to provide young learners with innovative modern education methods of teaching so as they can develop their listening and speaking abilities, motivation and self-confidence. In my workshop I would like to show effective classroom interactive activities which will help teachers to use in practice effectively.

Elmira Belyayeva (Sh. Uakikhanov Kokshetau State University, Kokshetau)
Incorporating Alternative Assessment into Classroom Activities

The planned workshop is designed for teachers to conceive that alternative assessment is an important means of gaining a dynamic picture of students' academic and linguistic development. It is expected that the tips and suggestions offered at the workshop will make it possible for teachers to create fair and reliable assessment measures of the content knowledge and skills of the ESL students in their classrooms at all stages of their English language development. New assessment approaches and guidelines strategies introduced and filed away through practical activities are intended to become adaptable, useful, and realistic for teachers who are aimed at creating meaningful and effective assessment experiences for ESL students. Participants will compare traditional and alternative assessment methods (such as student portfolios, checklists, grading with rubrics), discuss practical activities they can use to help students develop self- and peer assessment. Once students are familiar with the use of alternative assessment and grading rubrics for evaluation, they can gradually begin to assess their own learning and provide feedback to their peers. Learning outcomes By the end of the session participants will have a greater understanding of how to: incorporate alternative assessment strategies into the daily activities of the school or classroom; measure and monitor students' development and achievement by means of alternative assessment methods; engage students in classroom assessment; develop students' self- and peer assessment.

Victoria Kondratenko (Academy of Languages. Kazakhstan Engineering and Pedagogical University of Nations' Friendship, Shymkent)
Practices in Teaching Conversational English

Ability to speak English is getting an urgent need as far as much stronger consideration is given to conducting classes in it. And teachers have to speak English fluently to explain the content, express their ideas and make students interested and involved. My workshop provides some practical things on how to facilitate exceptionally challenging conversation classes and make students feel comfortable while speaking a foreign language.

Sholpan Tagaeva (Shymkent, Kazygurt District**)**
How to motivate village teachers to feel empowered

As village teachers we have the capacity to empower our students and our community. Although our women have had equal rights with males and have had great opportunities for professional and career growth since the Soviet period, the majority of village teachers still remain passive and indifferent. Being very busy with running their village houses and farms and being unable to manage their time women teachers lose their interest for personal improvement. The presenter will show how to inspire the colleagues to continue improving their teaching and pursue professional development by demonstrating her own experience: having a big family she manages to run a big village house and lead a very active life of an ambitious and successful teacher. She will offer various techniques and activities that help teachers feel empowered and motivated.

> **Plenary Session: 15.00 – 16.00**
> **"Miras" University, Sapak Datka 2**

Robert Sim (e3net consultancy, Lerwick, UK)
Trilingual Education in Scotland: The 1+2 Initiative

Like Kazakhstan, the Scottish education system has been implementing its own version of a trilingual education initiative over the last few years; and it has the same deadline date: 2020. By that date, all Scottish students aged five to 16 must be studying two languages in addition to their mother tongue. The initiative is therefore termed the '1+2' initiative. Work has already begun on this project in the primary-school stages with preliminary work also happening in secondary. The presentation will look at the background to 1+2, including the challenges and means of overcoming them. It will examine a range of teaching techniques used at both primary and secondary level which should be of interest to all those involved in trilingual education.

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