IMPLEMENTATION OF INDIVIDUALIZATION PRINCIPLES: INVESTIGATING STRATEGIES TO MAKE CONTENT COMPREHENSIBLE IN UNIVERSITY CLASSES

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Currently, a plethora of methodologies to teach English as a Foreign and Second language exists in ESL classrooms around the world. In Ukraine, for instance, university English classes are taught with different methodologies from what is currently used in the USA, Canada, England, etc. As evidence of this, some of the textbooks are written in Russian/Ukrainian explanations, the authors are not native speakers of English, and the curriculum is strictly guided by the books, the learning of English is exercise-driven, with minimal group-work, etc. Because of this, it is necessary to adopt methodologies that are more communicative-based and aligned to real-life situations, where also the teachers can involve all students and make the delivery of the content and lessons comprehensible.

Therefore, the following paper will describe an exploratory study on how university teachers use materials, curriculum, strategies, group configurations, etc. to make the content comprehensible and if possible, individualized. The researcher will investigate the methodologies of university teachers at V.O. Shukhomlinsky National University of Mykolaiv by comparing them with strategies that are well-known to make content understandable. E.g. the SIOP approach (Sheltered Instruction Observation Protocol).
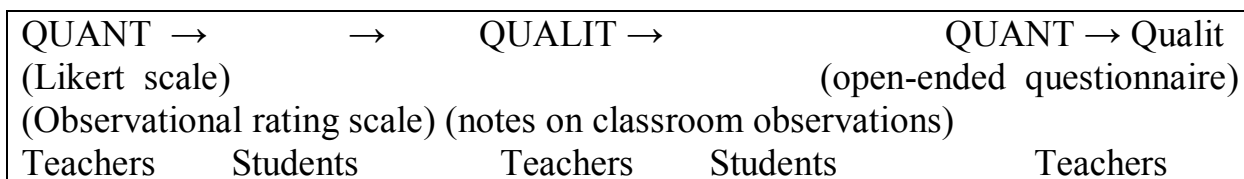
Methodology

Having discussed the gap in the introduction section of this paper, the methodology that will be used for this study is a neo-ethnographic case study with evaluative features because this study deals with the in-depth investigation of a single case by a participant observer or a group of observers. I will use a mixed-methods approach to collect data.

I will use a survey questionnaire because it allows asking specific questions to participants about what the researcher wants to know. In order to gather objective data, I will use the following instruments:

1)	A quantitative survey (Likert scale) for both university students and teachers to answer

2)	A qualitative questionnaire (open-ended) for both university students and teachers to answer

3)	A rubric or observational rating scale to figure out the strategies and methodologies teachers use in their lessons.

As noted in the aforementioned instruments of data collection, the mixed-methods approach allows to use a Core approach but also being informed by

another one. The following figure below, summarizes how each instrument will be utilized to gather the data.

QUANT →	→	QUALIT →		QUANT → Qualit
(Likert scale)				(open-ended questionnaire)
(Observational rating scale) (notes on classroom observations)				
Teachers	Students	Teachers	Students	Teachers

In this paper, I will use three different instruments of data collection because they will allow me to compare and contrast the university teachers' perceptions of their strategies and methodologies used in class, but at the same time, I will be able to get the university students' perceptions on how they are taught by the same teachers. Finally, in order to triangulate this data, I will use an observational rubric or rating scale to go and visit teachers' classrooms and document observations on their methodologies, strategies and any individualized instruction they use in class.

Instruments of Data Collection

Approximately 30 items measuring 30 different constructs will be used in all three instruments of data collection. These are based on the SIOP (Sheltered Instruction Observation Protocol) Framework created by Echevarría, J., Vogt, M. E., & Short, D. (2008).

First of all, by using the SIOP Model Abbreviated Version, I will observe teachers at the department of English at V.O. Shukhomlinsky National University of Mykolaiv. I will have my supervisor and trained observers also conduct these classroom observations. Second of all, the same constructs from the SIOP Model, will be used to gather both teacher and student's perceptions of how they believe they are taught or use individualized instruction, strategies and the methodology used by their teachers. These constructs will be part of both the Likert scale and the open-ended questionnaire. The following are the main constructs to be used / measured:

1) Content objectives	16) Question types
2) Language objectives	17) Interaction
3) Content concepts	18) Grouping configurations
4) Supplementary materials	19) Clarification of key concepts in L1
5) Adaptation of content	20) Hands-on materials/manipulatives
6) Meaningful activities	21) Application of content and language
7) Concepts explicitly linked to students' background	knowledge
8) Links made between past and new learning	22) Application of all language skills
9) Key vocabulary	23) Content objectives supported by lesson
10) Comprehensible input	24) Language objectives supported by lesson
11) Appropriate speech	25) Student engagement
12) Explanation of academic tasks	26) Pacing of the lesson
13) Variety of techniques	27) Review of vocabulary
14) Strategies	28) Review of key content concepts
15) Scaffolding	29) Feedback to students
	30) Assessment of student comprehension

Once all these data have been gathered, I will analyze it and I will correlate the results from a) the teachers, b) the students, and c) the observations using the

SIOP Model. Finally, I will identify the inconsistencies between teachers, students and the observations and I will provide recommendations for the improvement of the methodologies used in the university teachers' classrooms.

References:

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ANFÄNGEWAS IST EINE KEYNOTE UND WOZU WIRD SIE EINGESETZT?

Uwe Pache, Lektor
Henke Schulungen, Stuttgart, Deutschland
Dmytro Yurchenko, Lektor, Sprachberater
Charkiwer Nationalen O. M. Beketow Universität für Stadtwirtschaft

Das Wort Keynote stammt aus der Musik, wenn ein Sänger ohne die Begleitung von Instrumenten („a cappella") eine einzelne Note zu Beginn spielt, um die Tonlage für das folgende Stück vorzugeben.

Als Keynote bezeichnet man auch eine Eröffnungsrede, die im größeren Rahmen vor mehreren hundert Gästen gehalten wird. Bei politischen Veranstaltungen soll sie das Publikum auf das Thema einstimmen. Bei Firmenveranstaltungen soll sie das Publikum mitreißen und für einen bestimmten