MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

COUNTRY REPORT

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1. Educational System of Ukraine

1. 1. PRE-SCHOOL, Primary AND SECONDARY EDUCATION

The system of general education in Ukraine is in a state of transformation. During the Soviet period the duration of primary and secondary education was 10 years. After independence the length of primary and secondary education was extended to 11 years, although it was not uncommon that actual length of complete general secondary education for many students continued to be 10 years.
The Law on General Secondary Education adopted in 1999 envisaged significant changes in structure, duration and content of basic (low secondary) and senior (upper) secondary education. The implementation of the reform aimed at introducing 12-year secondary education compulsory for all pupils, was begun in 2001. In 2010 some changes were adopted with Ukrainian Parlament and signed with a President. According to these changes the duration of school education stayed the same 11years as it was in previous time and a year of pre-school education became compulsory for children from age5. The general structure of education, approaches, methodology in education and the other important things did not change.

1.1.1. Structure

General education is divided into three levels:
I level: primary school
II level: basic (lower secondary) school
III level: senior (upper) secondary school
Currently (school year 2010/2011) there are 19 899 general primary-secondary educational establishments in Ukraine offering general education in the official language (Ukrainian) and the languages of the national minorities (Russian, Romanian, Hungarian, Crimean Tatar, Moldovan andPolish).
Those students who cannot attend day-time school can either get complete secondary education in evening classes at level II-III schools (there are 239 of them in Ukraine) or take distance education courses.
Complete secondary education can be obtained within the system of vocational training at basic vocational institutions or the higher education institutions of the I-II levels of accreditation. This option providing comprehensive secondary education along with the vocational one has become increasingly popular during the 1990s.

1.1.2. Primary and Secondary Education

Primary and secondary education in Ukraine comprises pre-school through grade XII. Components of these levels of education are:

1.1.3. Primary School (Level I)

Children start school at the age of six or seven. The Law on General secondary education (1999) stipulates the duration of the primary education to 4 years (grades 1-4) and that the majority of children should enter school at the age of six. Though even during the 1990s the normal length of education in the primary

school was 4 years for many students the primary school lasted only three years and they were entering the 5th grade directly after the 3rd. A possibility to complete primary school in 3 years is provided by law, and it is not uncommon that e.g. gifted children are admitted directly to the second grade.

Primary education comprises the first four years of formal education. The elementary grades provide functional skills in reading, writing, arithmetic, speech, hygiene, and social behavior. Legislated goals also include physical training, introduction to art, music and environmental issues.

1.1.4. Basic Secondary School (Level II)

Basic general secondary education lasts 5 years (grades 5-9) and is provided by basic secondary schools. After finishing 9th grade and passing the final examinations the students are awarded the Certificate of Basic General Secondary Education that allows the graduates to either continue education at senior (upper) secondary school (III level - grades 10-11) or to pursue vocational education.

1.1.5. Upper Secondary School (Level III)

Upper secondary education. Three types of institutions offer the upper secondary school curriculum for grades X-XI: the general academic schools; the secondary vocational-technical schools and the specialised secondary school. The core curriculum is similar in all three, and the exit diploma from each confers similar rights to university access.

In the 11-year school model the senior secondary education will stay a two-year mainly providing specialized training (profile education). At the end of general secondary education the students sit for their final exams. Successful graduates receive the Certificate of Complete General Secondary Education and a transcript of grades.

To those receiving complete secondary education integrated with vocational training, a Certificate of Complete General Education can be issued alongside a Diploma of Qualified Worker or Junior Specialist.

1.1.6. The vocational-technical and the secondary vocational-technical school designed to give lower secondary school graduates skills for entry into the job market. Graduates receive a Diploma of Completion of Vocational- Technical School. Those who obtain this diploma "with distinction" have the option of direct entry into an institution of higher education as first year students. However, most graduates must work for two years to become eligible to apply for admission to a university, polytechnic or institute.

1.1.7. Technical Lyceum offers full-time (12 - to 18-month) courses for graduates of 11-year to complete secondary education in specific skills or trades (restaurants or tourist trades, etc.). Technical programs are intended to be terminal ocational programs and do not lead to advanced standing in any type of institutions.

1.1.8. Types of Institutions

Different types of educational institutions might provide all three levels of general education or just one. The schools providing (complete) general education are divided into the following main categories:

General schools provide all the three levels of the general education.

"Incomplete general education institutions" - levels I and II

"Complete general education institutions" – levels I-III

General schools with intensive learning programmes in certain subjects and courses, so-called specialized schools, such as foreign languages, science, fine arts and music.

So-called Gymnasiums – level II-III elite schools with intensive learning programmes in the subject in accordance of the study orientation of the schools specialization.

Lyceum schools – level III elite schools providing profile education and prevocational training.

Private schools started operating in Ukraine in the early 1990s (1992-1993). By the late 1990s the private segment of the secondary education system in Ukraine remained insignificant, enrolling less than 1 percent of all students in 1998/1999. The number of students attending private schools increased significantly in the beginning of the 2000s, and reached 23 700 students in the schools year 2008/2009. By 2004 there were 267 private secondary schools in Ukraine.

1.1.9. State (Final) Attestation

The students sit for their final examinations at the end of both basic and general secondary education. It is the Ministry of Education and Science that is responsible for the examinations. Final examination for graduating basic school students (9th grade) includes four compulsory subjects: Ukrainian, mathematics, biology, geography and one optional subject (foreign language, humanities or a minority language) that is decided by the school.

Until now the final examination in the senior secondary school (11th grade) usually included five subjects: Ukrainian, history of Ukraine and three optional subjects selected by the student (including a minority language). This year (school year 2010/2011), upon the decision of the MOES, the final examination for 11th grade graduating students includes the Ukrainian language, mathematics, history of Ukraine and one optional subject.

The system of External Independent Testing (EIT) for graduating secondary school students has been introduced and implemented in Ukraine as from 2008 as part of the final examination and admissionto further studies.

1.1.10. Curricula. Basic Curriculum Structure and Components

The basic curriculum consists of two main elements: state and optional. The state component of the curriculum is determined by the Ministry of Education and Science (MOES) and obligatory for all secondary educational institutions. The optional component of the curriculum is on the other hand developed by the schools themselves. A new curriculum has been elaborated for the 11-year schools and State standards for the basic and complete secondary education was approved by the Cabinet of Ministers in the beginning of 2004. Now we are preparing new version of National Standards according to the changes which were made in July.

1.1.11. Teaching materials

Teaching materials include printed, digital and visual means which reinforce the learning process and reflect the content of the teaching process. After the reform of the content and approval of the new syllabi based on the communicative approach in the foreign languages' teaching (2002-2005) Ministry of Education and Science started printing of the course-books which were chosen in the tenders for creating library resources for the schools.

The state finances the printing and these course-books are distributed to the schools starting from July in order to finish the supply till September 1, when the new school year starts.

In order to monitor the quality of the course-books and to find out the level of satisfaction of their potential users Ministry of Education and Science joined in with the Ukrainian Academy of Pedagogical Sciences and outlined the profile and the aims of the research activities in order to monitor the situation with the course-books creation. The plan of action also includes participation in the international events in order to be complacent with the modern trends in the field.

Institute of Innovative Technologies and Educational Content carried several polls aimed at finding out the views of the end users about the functions, concepts and content of the modern local course-books and their strengths and weaknesses. Creation of the course-books is a complicated process involving several parties (Ministry, Publishers, Government). They are free for the learners.

1.2. Higher Education

The Ukrainian education system has been in a state of transition ever since independence. Democratic values have been introduced and traditional state guidelines have been combined with institutional autonomy and more academic freedom. Private higher education institutions are now allowed and during the ten-year period 1993-2003 the overall number of students increased considerably. In 1995 the Bachelor and Master degrees were introduced to replace the previous single-level specialist degree. And in 2005 Ukraine signed the Bologna declaration.

Having more than 1, 6 million students Universities in Ukraine form a system considered to be one of the biggest in the world. In 2007 more than 526 000 students graduated from the Universities in this country. That year 372, 600 students entered Ukrainian Universities. School leavers can get higher education in 434 Universities (state owned or private) accredited on 3 – 4th level. About 700, 000 of state university students get their education free.

Higher education in Ukraine follows a binary model:

- academically oriented university studies;
- professional studies.

The Ministry of Education and Science has the overall responsibility for planning curricula and financing higher education. The higher education system is governed by the Constitution of Ukraine (1996) and Laws of Ukraine on Education (1996). The Ukrainian Law on Higher Education from 2002 defines the main directions of Ukrainian state policy for higher education. The MOES is preparing a revised law on higher education with the objective of reinforcing the Bologna process and the merging of higher education institutions.

Higher education institutions and students are concentrated in main metropolitan areas in Ukraine such as Kyiv, Donbas, Kharkiv, Dnipropetrovsk, Odessa, Lviv and Crimea.

The 2002 law "On Higher Education"3 proclaims accessibility of higher education for every citizen of Ukraine. According to the law, admission for studying at an institution of higher education is based on competition. The law is binding for all higher educational institutions regardless of their form of ownership (i.e. state or non-state), jurisdiction or accreditation level. The law, furthermore, states that an applicant needs to have a state standard document for the Certificate of Complete General Secondary Education in order to take part in the admission exams for entrance to higher education institutions.

1.2.1. External Independent Testing (EIT)

As part of providing equal and fair access to quality education, the Ministry of Education and Science has introduced and implemented the so-called External Independent Testing (EIT) of graduates from general secondary education, who want to pursue further studies. This is a form of national entrance exam to higher education that constitutes one of the most significant reforms in the Ukrainian education system since independence. And as of 2008 the EIT is the state standard for admission to all institutions of the I-IV accreditation level.4 This means that the traditional form of locally organised oral and written entrance exams is being replaced by the EIT now made compulsory for all students who want to continue studying. During the period 2005-2007 the EIT was introduced on an experimental base in different regions of Ukraine. The official rationale for the introduction of the EIT is as follows:

· To provide equal and fair access to qualitative education for all citizens.

· To provide an objective and unbiased mechanism to evaluate the standard of secondary education in Ukraine.

· To modernize the system of education.

· To simplify the admission process for the students.

Other factors concern objectivity and greater flexibility for students. Traditionally students sit for entrance exams at the local university where they want to study. This system is associated with corruption and causes disadvantages for students from rural areas. The EIT, however, makes it possible for students to apply to several universities at the same time and students from remote areas are now given the same chances as students from Kyiv and other academic centres. Against this background, the EIT is perceived by the higher education community and public as a way to combat corruption traditionally associated with university admission. The EIT is offered in the following 11 subjects: Ukrainian, mathematics, history of Ukraine, world history, geography, biology, chemistry, physics, foreign literature, basic economy and basic law. Plans are made to introduce foreign languages as test subjects in the future. The testing is organised by the Ukrainian Centre for Educational Quality Assessment in collaboration with its regional centres. In order to take part in the EIT the student must register at a local testing centre. After the test the EIT Certificate with the test results is sent to the student in a sealed envelope. It is then up to the institution to define the rules and conditions for admission. Besides the compulsory test in Ukrainian, the institution can freely decide which 2 subjects out of

a total of 11 are required for admission. The EIT is mandatory for students intending to pursue further studies.

1.2.3. Training linguists at university

Language training of those whose major is Language can specialize in *Language and Literature, Translation* or *Applied Linguistics*. They have 2214 hours of Practice of the 1st Language, from 1494 up to 1782 hours of Practice of the 2nd Language. Translation of the 1st Language takes from 432 up to 756 hours, Translation of the 2nd Language – 270 hours. They also take courses in Country Studies, Theory of the 1st and 2nd Foreign Language, Theory of Translation, FLT Methodology, Literary Studies, Latin, Linguistics, Theory of Communication, Terminology. Students also enjoy the course in Ukrainian Language (from 144 to 188 hours) and Literature (108 hours). Every student has to take practice in teaching a foreign language and translation, as well as to present a term paper in Linguistics and Literature, a Bachelor paper and a Master Paper in their major.

Universities in Ukraine (as elsewhere) are autonomous and it is therefore difficult to make general statements about the university system. Nevertheless, universities play a very important part in language policy as well as in matters: it is universities which support small languages taught nowhere else; they do research in linguistics, language learning and teaching FL methodology; and they award qualifications to bachelors and masters in linguistics. They major in Arabic, Azerbaijani, Chinese, Croatian, Dutch, English, Farsi, Finnish, French, German, Italian, Japanese, Norwegian, Serbian, Spanish, and Swedish which are taught as foreign languages in Ukrainian Universities. Bulgarian, Czech, Greek, Hungarian, Korean, Polish, Romanian, and Turkish though taught basically as foreign languages also allow these national minorities to enjoy their right to study their mother tongue at the University. Teaching Russian has a long-standing tradition at all Ukrainian Universities. Many Russian speaking citizens implement their right to deepen their knowledge of their mother tongue in University and carry out research in this language and literature. Industrial and Pedagogical University in Simferopol allows the Crimean Tatars to get higher education in their mother tongue.

Ukrainian universities have a long-standing tradition and reputation. They cooperate with American, Austrian, Azerbaijan, British, Bulgarian, Chinese, Croatian, Czech, Dutch, French, German, Greek, Hungary, Italian, Japanese, Korean, Polish, Romanian, Russian, Spanish, and Turkish Universities on a regular basis.

Universities invest considerable money and energy in their language programmes for exchanging experiences between universities in Ukraine and abroad. The autonomy of universities should not be a hindrance to including universities in an overall language policy and to systematically make use of their expertise in other fields of language teaching.

1.2.4 Language requirement for University students

There is a language requirement for University students of all majors to acquire language training in Ukrainian and one of the foreign languages. Thus Ukrainian universities participate in promoting plurilingualism.

At a University level of education there are specific needs to be considered in future:

- to pursue the development of the plurilingual repertoire of students beyond strictly academic and professional considerations;
- to be placed in close synergy with other educational bodies that also have responsibility, in particular with respect to continuing adult education;
- to modernize the system of education so as to reach high professional standards which reflect the main tendencies in language education;
- to enlarge the implementation of computer and other leading technologies in teaching foreign languages;
-to pay more attention to distant studies while teaching foreign languages;
- to unify the curricula of all higher educational institutions when language training is concerned. This will consider languages not as a secondary responsibility left to the individual initiative of the student or to the private language market, but as an educational and social responsibility;
- to enlarge the number of languages (even exotic) taught at the Universities in Ukraine;
- to update the level of grading the students' success.

The language of instruction in Ukrainian Universities is Ukrainian, but the main subjects for the students of linguistic departments are taught the foreign languages they study. The resources applied in the classroom are often of the foreign origin. Inviting native speakers and travelling to the countries the languages of which they study is appreciated as well. Activities of language speaking clubs (maintained either by foreign experts or University administration), language centres (maintained by University administration in cooperation with foreign embassies, and NGO) are treated as a main form of extra-curricular activity. Libraries which are placed at language centres contain numerous invaluable resources for promoting students' interest in further language studies. Such resources include scientific and country study literature, textbooks, videos, printed and visualized media. They host courses for those who are aimed at deepening their language scope.

1.2.5. Languages at university (for students of non-linguistic majors)

Language teaching schedules are highly variable: from 240 to 432 hours of Foreign Language and 108 hours of Ukrainian depending on the department. Choices (of language and schedule) have not been made according to the special needs of the students or those of the study orientation, and the number of hours, which could be separated for foreign languages. The majority of faculties opted for the teaching of English, or English and German, only a few faculties such as the Faculty of Economics and the Faculty of Social Sciences implemented a wider selection of languages, meaning, in addition to English and German, also French, Italian and Russian.

Generally speaking,

- language knowledge plays no special role in university access: language teaching is often the responsibility of language centres and of courses given by qualified teachers;
- courses are devised by the teachers on the basis of the specific needs of each department;
- certifications do not seem to be calibrated with respect to the *Framework*.

It is important to ascertain whether language provision and the choices made by students are more highly diversified at university than in secondary school.

Analysis of the current situation of languages in Ukrainian system of higher education underlines the fact that civil society recognizes the importance of languages in the context of tits geographical position and economic perspectives. Ukraine as a multilingual society has considerable potential which can be exploited further to promote plurilinguism among citizens.

1.2.6. Finance

Even though the secondary school record is taken into consideration, top scores on the entrance examination are weighted heavily in the admission process. Higher education in Ukraine for citizens of ukrainian origin is free. Almost all students get financial aid from their institutions. Ukraine has standartized Educational programs in institutions of higher education that usually last five years. Medical Institutes are exception due to the lenght of educational programs: it still remains 6-year program. Despite these differences all students traditionally receive Diploma of Higher Education.

1.2.7. The state standards for higher education

The state standards for higher education are described in part III, articles 11 to 15 in the Ukrainian Law of Higher Education from 2002. According to the law, there are three components in the system for higher education standards: The state component for higher education, the university component for higher education and the department component. This law gives, in short, the standards for the names of programmes and contents of the educational programmes.

Ukraine joined the Bologna Process in 2005 and is preparing an action plan for implementation up to 2010. This will include the introduction of the ECTS and diploma supplement. Work has started on the development of a national qualifications framework and graduates will receive diploma supplements from 2008-2009. Ukraine is on its way to develop standards in higher education through a modular system of studies and a new credit system, similar to ECTS and in accordance with the Bologna Declaration. The implementation of the ECTS system or of a similar credit system will allow for greater student and (academic) staff mobility.

1.2.8. Organization of University education

University education is organized at two levels:

- after 4 years of University studies the first degree title – the Bachelor diploma is confirmed to the students;
- Bachelors may apply for a year or two studies at the University for getting the Master degree. If they successfully pass the entrance exams in the basic foreign language, they are admitted for the Master course. At the end of studies they have

to pass State Examinations in the languages they studied (basically two) and present their Master paper.

1.3. Teacher Training System

Teacher training is based on the same legal framework as other programmes of higher education. Since independence, the Ministry of Education and Science has paid a lot of attention to reforming the system of teacher training to accommodate the needs of a society marked by radical social, economic and cultural changes. In particular, in 1997 the State programme "Teacher" was developed.

It envisaged coordinated efforts for improvement of the quality of teacher training in Ukraine. The programme is currently being implemented.

1.3.1. Teacher training institutions

Teacher training in Ukraine is provided by

· Pedagogical Colleges
· Pedagogical Universities
· Classic Universities

1.3.2. Pedagogical Colleges provide training programmes for teachers within preschool education, primary school education, music, arts, technology, physical training and vocational education.

Pedagogical colleges award both the Junior Specialist diploma and Bachelor degree. The length of Junior Specialist programmes depends on the whether the student has completed 9 or 11 years of school. Thus, students who enter pedagogical colleges after 9 years of basic secondary education study for 4 years, whereas holders of complete secondary education having obtained 11 years of previous schooling, may complete the same Junior Specialist programme in 3 years. The nominal study length for Bachelor degree programmes at pedagogical colleges is 4 years for full-time students and 5 years for part-time students and correspondence students. The minimum admission requirement for Bachelor degree programmes is complete secondary education. Some of the pedagogical colleges have signed transfer agreements with pedagogical universities or classic universities. According to these agreements, holders of Junior Specialist diplomas from pedagogical colleges are granted advanced standing and may enter university level teacher training in the third semester. Bachelor degree diploma holders may, furthermore, continue their pedagogical education at universities to pursue the Specialist or Master degree.

1.3.3. Pedagogical Universities train teachers for lower and upper secondary schools, and colleges. However many of the pedagogical universities along with the pedagogical colleges provide training programmes for preschool and primary school teachers. This overlap of professional qualifications/teaching competencies is the feature inherited from the Soviet system. Pedagogical universities award Bachelor, Specialist and Master Degrees. Bachelor degree programmes have a nominal study length of 4 years (3 years for persons with the Junior Specialist diploma). Specialist and Master Degree programmes normally have duration of 1 year. For some of the Specialist and Master degree programmes the MOES has approved the length of 1,5 years. The duration of the Master degree programme for the holders of a Specialist

degree may be determined individually, based on the differences between Specialist and Master Degrees curricula.

1.3.4. Classic Universities provide training for teachers within the training programmes titled “Education”. They can also provide additional pedagogical training for students of other programmes. Additional pedagogical training includes training in psychology, pedagogy, methods of teaching, information technology and teaching practice. These additional courses serve the purpose of preparing the students for teaching general subjects, as well as conducting extra-curricula activities for the students. Classic universities may have pedagogical institutes as part of their structure.

2. The Insett System

The teacher education consists of PRE-SETT and INSETT systems and further teacher development. The latter is financed from regional and city government budgets.

The number of teachers attending INSETT courses vary from year to year, but the last three years have seen a considerable increase in the numbers of trainees.

Within the Law on Education, the Accreditation Regulations determine that teachers should attend INSETT courses every 5 years.

The INSETT curricula and teaching approaches are determined and developed by the Ministry of Education and the State Academy of Educational Administration. The Academy of Pedagogical Science has an indirect influence on curricula design. The latest curriculum was issued in 2001. INSETT institutes provide training courses of varying length and are free to change the number of hours spent on each subject and vary topics, but all subjects should be covered. The curriculum introduces some trainee-centered principles. However, for administrative and financial reasons, and because trainers do not always have a firm grasp of the principles of a trainee-centered approach, these principles are rarely realized during INSETT courses.

In accordance with the Law on Education, the Accreditation Regulations state that a teacher is subject to assessment and certification once in five years. The determining of the level of the qualification or .category. directly affects the teacher’s salary. The procedure is determined by the Accreditation Regulations.

The INSETT institutes are to train candidates for a category and give a certificate stating that they have attended a course aimed at preparing them for a respective category. The institutes do not decide on the promotion in the profession.

The grouping of trainees for the INSETT course vary from region to region. In many cases teachers of various languages and teachers applying for different categories may be in one group.

There are 27 INSETT institutes in Ukraine: 24 regional, , 2 municipal (Kyiv, Sebastopol) and 1 republican (the Crimea). There is a considerable variation between the institutes as to the number of hours spent on the whole course, on teaching methods, on language development and lesson observation. The institutes also vary in the use of materials, locally published materials for INSETT being the least favoured.

Trainer talking time still prevails during methodology classes in most institutes.
Most of the institutes have one full-time EL specialist. ELT specialists from outside institutes are employed part-time or are invited to give classes on a one off basis.
The INSETT institutes run in-service teacher training, in-service re-training, organise and run seminars for various categories of specialists involved in education, participate in international methodological workshops, study the work of exemplary, experienced teachers and promote their teaching techniques among other teachers, study the quality of teaching and learning in school in order to make suggestions to teachers and administrators and adapt INSETT courses to take the findings into account.
This is effective trainer development system for ELT trainers which would support their adjustment to the communicative approach.
Ukraine is gradually moving into the international community, both socially and economically, and this has lead to a great increase in the demand for foreign languages . For Ukraine, foreign language is a major factor in its socio-economic, scientific, technical and cultural progress. Therefore, the status of foreign language as a subject on the school curriculum has also risen. The status of foreign languages, as a priority, is confirmed in the National, State Programme for Education in the Twenty First Century where foreign languages are listed second, in the list of main subjects, after the state language.
While foreign language has become increasingly popular as a subject to study, there has also been a great increase in the demand, outside Education, for people who can speak them well.
The government has tried to increase the supply of qualified teachers of English by allowing INSETT institutes to open retraining departments, where teachers of other subjects can become qualified teachers of foreign languages.

2.1. Finance

Training is financed from regional and city government budgets. These local administrative bodies decide how many teachers from their areas should be trained in any one year and send the teachers to institutes for training. Local authorities pay the INSETT institutes a sum per trainee. They also pay costs and subsistence, if the trainee has to live away from home. If the local budget cannot afford to pay for training, they do not send teachers to the INSETT Institutes. In rare cases, where budgets are low, local administrations pay for training fees only and trainees pay for transport and other costs involved in their training.
On top of fees, INSETT Institutes also receive an annual budget from the local education authority. The sum is calculated according to the total planned number of teachers which the institute will train during the year, The plan is drawn up by the Institute together with the local authorities.

2.2. The Frequency of INSETT

Within the law on Education, the Ministry determines how often teachers should attend INSETT Courses. In August 2001, the Ministry confirmed that all teachers should attend INSETT courses at least once in 5 years.

2.3. The INSETT Curriculum

Curricula and training approaches to be used are determined by the Ministry of Education. The Academy of Educational Science also has an indirect influence,

exercised through the Institutes of Pedagogy and Psychology who are members of the Academy and who determine policy for schools in their respective fields. Once a new policy has been announced, the INSETT institutes should support the policy, by preparing teachers to implement it.

The Ministry designs the INSETT programme, independently of the INSETT Institutes. The most recent programme was issued in 2001. This programme gives timetable hours to be spent on each subject (e.g. Psychology) and indicates topics (e.g. Motivating pupils) to be covered and the hours to be spent on each topic.

Institutes provide training courses of varying length, (see 4.6 below) and therefore are free to change the hours spent on each subject and vary topics, but all subjects should be covered.

2.4. The Re-certification Procedure According to the Law on Education (paragraph 49), teachers should be assessed and certificated once in five years or, if a teacher wishes to achieve a higher status more quickly, they can apply to be assessed out of turn, but not earlier than one year after the previous assessment.

In order for a teacher to receive promotion in the profession she/he should attend an INSETT course and, following the course, give demonstration lessons before a committee formed from fellow teachers, school administrators and a representative from the local education authority.

The committee takes into account all aspects of the teacher's professional activity, the certificate of attendance from the INSETT course and the lessons observed. The committee then decides whether the candidate's work corresponds to the level of the category applied for and whether to grant the promotion.

2.5. The Role of the INSETT Institutes in the Accreditation Procedure

The institute's task is to train a candidate for a category and give a certificate stating that the candidate has attended a course aimed at preparing her/him for a given category. INSETT Institutes do not make decisions.

2.6. Grouping of trainees for the INSETT Course

Some institutes divide teachers according to the language they teach, but this is not obligatory and in many cases teachers of various foreign languages study together and classes are conducted in Ukrainian. For the obligatory language development sessions, trainees are divided into language groups.

The system presupposes that INSETT courses will be organized so that teachers applying for one category, are in a group together. However, this does not always happen. Teachers applying for different categories may be in one group.

Given the variation in language skills, some institutes see a benefit in further dividing the groups according to communicative competence. This is done on a voluntary basis, through trainee self-evaluation. In this case the usual outcome is division according to type and location of school, with teachers from specialized city schools at one end of the spectrum and teachers from village schools at the other.

Due to lack of staff and finance, some institutes are not able to divide the groups in any way.

2.7. The Trainee Assessment System used on INSETT Courses

The Law on Education demands that the Institutes apply standards and control the achievement of trainees. However, no universal standards have been established. Each institute writes its own tests, according to its own criteria.

Ukraine inherited a well organised teacher education system from the soviet era. It includes preservice education provided by higher education institutions (pedagogical institutes and universities) and a widespread system of in-service training realised by the In-Service Teacher Training (INSETT) institutes. Even these two levels of teacher education and training are realised by the separate institutions, they have a similar content. It includes academic disciplines (subjects), pedagogical studies (science of education/pedagogy, didactics, psychology and sociology of education, history and philosophy of education, etc.), professional practice and so called "socio-humanistic" disciplines (cultural studies, ecology, health education, languages, ICT studies, etc.). The ukrainian teacher education and training corresponds to a model in which theoretical knowledge and practical professional skills are acquired at the same time. Beside, the system enables on-going professional development, called "methodological work", which is realised on three levels: schools, district/region educational centres and regional INSETT institutes.

It is necessary to mention that Ukrainian system is characterised by existence of specific "pedagogical" culture. Performance and excellence in teaching and in children's socialisation has been encouraged by the system. The tradition of pedagogical seminars and workshops, elaboration of new teaching materials, regional and national contests of the best practicians considered as an integral part of teachers' work and school functions.

Another important issue of this transformation period concerns the crisis of professional identity of ukrainian teachers. The country faced the challenges coming from a worldwide development in education, especially in regards to a knowledge based society, quick technological développement, internalisation and harmonisation processes. Teachers were not prepared to assimilate the new democratic approaches as strong ideology of the soviet education did not encourage them to reflect on the teaching process or to influence the policies and ideas dictated by the politicians. The new unfamiliar principles, which were based on western pedagogical theories, opposed previous teaching experience and created a situation where teachers had difficulties in finding ways to fit them into their teaching. Different analysis of the teachers' attitudes towards the reforms showed their unwillingness or inability to critically appraise them.

A combination of passivity, desperation and exhaustion has caused teachers to become sceptical about the possibility of positive change and their ability to influence things for the better. Actually, pre-service teacher education, which belongs to the system of higher education, is undergoing a process of structural and content changes. Since 2005, Ukraine has joint the Bologna process and initiated some reforms in order to facilitate its integration into the European education. That is why, the new standards for teacher qualifications, credit testing system as well as multilevel structure (Bachelor, Master, 3+2 or 4+1) of pre-service education Teachers of pre-primary and primary schools can still receive their education in vocational schools and pedagogical colleges. A new credit system has some positive points because it includes the "fundamental" (obligatory) and "alternative" (optional) blocs of disciplines. Indeed, the alternative bloc gives a possibility for students to choose the disciplines according to his/her personal interests. It is also used by the

teacher trainers who could propose a new course based on the results of their research in the curriculum.
Even the system becomes more flexible and oriented on the personal interests of the students, it has not adopted the culture of Life Long Learning (LLL) (preparation of future teachers for on-going personal and professional development) yet.
The examples of LLL are more visible in the system of in-service training. The actors responsible for in-service training and further teacher development (INSETT institutes and region educational centres) has taken charge of the reforms' implementation and the clarification of the new approaches for teaching and learning during the transformation period.
They have been accompanied by different international organisation that supported educational changes in Ukraine.
The evolution of the in-service teacher training is urgent as the ancient system could not respond to rapid changes and teacher needs. For many years, and still now, all teachers should attend the training courses (72 or 144 hours) at least once every five years, as the procedure of their accreditation demands an updating of their knowledge and skills in the INSETT institutes.
However, the effectiveness of these courses is strongly doubted: their content is predetermined and their frequency is too long. Teachers sometimes confirm having acquired new knowledge in disciplines of teaching or pedagogy but they can rarely prove its impact on their practice.
It was decided to change this inflexible system by introducing some new forms of training and professional development activities. The main advantage of these changes is its orientation on the teachers' and schools' educational environment and its openness to new partners, external to the system of national education, like international educational institutions and nongovernmental organisations. The new forms of in-service training and continuous professional development can be identified while analysing the activities and teacher training programmes of the INSETT institutes, each of which will be discussed briefly below in order to question its "LLL nature".

2.8. Short teacher training modules called "thematic courses"

Actually, the INSETT institutes offer regularly a range of modular courses designed together with experienced teachers. They are based on specific teaching experience or pedagogical initiative connected to the teacher or teacher trainer practice. The course could be developed in collaboration between a trainer of the INSETT institute and a school teacher. The main objective is to share their ideas and the outcomes with the teachers interested in the problem. In this way, trainees have possibility to choose the modules which correspond to their professional interests or concerns. If the trainer of the INSETT institute develops such course, he/she encouraged to analyse it and to present the results in the professional journals or sometimes in thesis. When experienced teachers design such modules, they are assessed and might receive promotion in their careers.
The two analysis of teacher training programmes and activities of the INSETT institutes have been done. The first one, in 2004, was base on the "secondary analysis" of the questionnaires with the fourteen INSETT institutes.

Those questionnaires were elaborated for the common project of the Ukrainian Ministry of education and research and the World Bank “Equal access to quality education”. The second one was done in 2007 by means of the analysis of twenty-five INSETT institutes’ websites.

Recognising the needs and professional interest of teachers and teacher trainers, INSETT institutes leave them feeling empowered by the process of professional development. This form of training is placed on self-determining and innovative teachers and trainers who have already adopted LLL attitude and who are capable to identify their needs for their professional development.

2.9. School-based training and consultancy

Typically, in Ukrainian schools, professional development is considered as an integral part of school work. The school team activities, organised by school administrators, are usually undertaking after classes and during school holidays. In addition, every teacher is supposed to present a professional development plan focused upon a specific problem he/she would like to study. The local educational authorities evaluate the school PD plans as they might influence their decisions about accreditation of the school. Such PD activities are considered as a requirement and not as a support by the ukrainian teachers. Perhaps the greatest disadvantage of this form of PD is its imposed and bureaucratic character. Added to this, low salary and status do not motivate teachers to participate actively in these activities.

However, teachers appreciate the activities provided by the INSETT stuff in their schools. This school based training is very popular especially with teachers living in rural areas, because they can have the same training as in the institute without leaving their families. The low cost of school based in-service training is interesting for educational authorities who encourage its development. Also, in this model, school team can ask the INSETT institute to design a programme which could correspond to a specific problem or to the latest local or governmental policy initiatives. Consequently, the training can become meaningful for teachers and improve the quality of professional development.

2. 10. Distance in-service training

The technological development influences the teachers’ work. On the other hand, information and communication technologies (ICT) are considered as a support to LLL offer and delivery in teacher education and training. Therefore, the INSETT institutes use the ICT to develop more flexible courses for teachers and educators who can not attend the institute. In 2007, ten institutes from twenty-two have already proposed distance in-service training on their web sites. The Ministry desires the extension of distance learning in teacher training too. However, the general level of ICT development in Ukraine is poor and the use of ICT in teacher training institutions depends on it. Only 61% of teacher trainers of the INSETT institutes can use the computers and only 12% confirm the use of ICT in their practice. Ukrainian teachers and trainers do not have a high level of computer skills and there is little evidence of the impact of distance learning on teacher professional development very soon. Very probably, the evolution of this situation would come from the institutes which are active and innovative in their activities and which find ICT as the most important field for LLL initiatives.

2.11. External PD programmes and projects

The emergence of this new form of teacher professional development proves the beginning of decentralisation process in Ukraine and the desire to break the monopole of the INSETT institutes in course provision. Indeed, recognising the needs of teachers and schools for courses focusing on the reforms' priorities (for example, development of learner-centred approaches), the international educational institutions and organisations provide specific programmes or projects. These external to the national system partners encourage teachers to reflect and change their practice and to become the active actors of the process. Educational programmes or projects run over an extended period with possibilities of correlation between theory and practice. This form of PD attracts a great number of teachers and the Ministry of education recognises the certificates delivered to the teachers who attend such training (since 2004). Besides, preparing teachers to become trainers and to transport later the new ideas and approaches in their schools is frequently one of the programmes' main objectives. Undoubtedly, it has impacts on the nature of teacher professional learning and on the teachers' engagement in continuous development.

3. Language Education Policy

3.1. Foreign languages teaching and learning. Overview.

Social and economic factors and the need for European integration call for certain actions aimed at the improvement of teaching foreign languages. The national educational programme "Education of the XXI century" emphasizes the role of foreign languages. It is believed that foreign languages take the second place after Ukrainian in terms of importance and special attention.

3.1.1. Structure

Secondary foreign language education is divided now into three relative stages: primary (grades 1-4), middle (grades 5-9) and senior (grades 10-11) schools. The results of every foreign language learning stage are described in the Educational Standards developed and applied for the first foreign language at primary stage as level A1+, at middle stage as level A2+ and at senior – B1+.

In most comprehensive schools the period at primary stage comprises three years of foreign language study (grades 2-4).

The Ministry of Education and Science of Ukraine is implementing the support for gifted children, who are good at languages, by providing special curricula for language schools with in-depth studies in one or more foreign languages. In this type of school the primary stage comprises four years of study (grades 1-4) for the first foreign language as an obligatory subject. These schools continuously promote the extracurricular activities in foreign languages, such as amateur arts activities, contests, weeks of languages, song and drama festivals in foreign languages etc.

If any school has the necessary resources they can offer the second foreign language education with starting tuition at primary school but on non-obligatory basis.

Altogether 16 foreign languages are available for learning in Ukrainian secondary schools .The first foreign language is studied from the 1st or the 2nd grade (depending on the type of institution) and the second one could be studied from the 5th grade.

Among 16 foreign languages English enjoys the utmost popularity among pupils.

Until the early 2000s the compulsory foreign language instruction in the general schools began in the 4th/5th grade. In the new 11-year school learning of one foreign language is compulsory and begins in the 2nd grade. In schools specialising in foreign languages (specialized schools or language schools) compulsory foreign language learning begins in the 1st grade (3 hours per week in grades 1-3, 4 hours per week in the 4th grade, 5 hours per week in grades 5-11) and a second foreign language is introduced in the 5th grade (3 hours per week grades in the grades 5-11). The curriculum at the specialized schools also includes such courses as regional studies, foreign literature, business foreign language and technical translations.
The most often taught foreign language is English. Currently nearly 90 percent of all school children study English followed by German, French and Spanish.

Year/Language	**English**	**French**	**German**	**Spanish and other languages**
1996-1997	3 555 326	482 377	833 468	19 362
2009-2010	3630475	225038	668771	25 685

English is being taught in 17064 Ukrainian schools (10 571 of the schools are located in the rural areas).

Languages taught	**No of schools where FL are taught**	**No of schools with enlarged number of hours for teaching FL**	**No of pupils learning one FL**	**No of pupils learning two FL**
English	17064	1357	3630475	68928
German	6787	166	668771	310703
French	1912	79	225038	114211
Spanish	97	11	14220	11257
Chinese	1		495	495
Japanese	2		228	228
Turkish	7		726	687
Other	80	16	10465	6839

As far as the number of teachers of foreign languages we can observe the consistent growth.
Comparing the situation with the number of teachers employed at state schools it is possible to state 36 % increase of English language teachers – 38 432 (2008) versus 28263(1996). The striking growth of teachers for primary schools 14 471(2006) against 2 215 (1996) could be explained by the introduction of the earlier language learning from the 2nd grade in 2002 and broader introduction of the second foreign language in schools where English is not the main FL.

Year	**Teachers of English**	**Teachers of French**	**Teachers of German**	**Teachers of Spanish and**

				other languages
1996-1997	28 263	4 283	8 299	383
2009-2010	37 242	2 345	6 975	398

3.2.Primary schools

Since 2001 most Ukrainian students have started their first foreign language in the 2nd grade. Foreign language teaching in schools became one of the priority tasks implemented within the framework of the activities connected with the reforms of the educational system. The educational reform of 2000 lowered the age of compulsory primary education from 7 to 6 years old and introduced foreign language as a compulsory subject in grade 2.

The Ministry of Education and Science of Ukraine started the implementation of new syllabus for foreign language learning with new approaches and content. This process received a lot of attention from the British Council, the Embassy of France, the Embassy of the USA and others, which organized methodical seminars with participating experts from foreign countries.

3.2.1. Contents

Previous orientation towards language knowledge has been replaced by the development of language skills, their practical application, strengthening of educational motivation.

Ukraine has developed and is implementing its own Conceptual Framework of Early Foreign Language Learning. This curricula emphasizes the purpose and understanding of foreign language, discusses social and psychological assumptions for education, didactical principles, development of basic communicative skills.

The foreign language curriculum of the primary stage is characterized by practical and aesthetic terms indicating that the pupils are meant to participate in children's culture and literature through words, pictures, music and movement.

Young learners are taught to understand cultural differences. Language teaching is linked to the relationship between the socio-cultural context of Ukraine and of the country of target language.

A young learner with his/her individual personal and age characteristics is in focus of the entire language process development. Psychological comfort during a lesson should stimulate the children's motivation to learn a foreign language, ensure the security of young learners, prevent from the fearing of making mistakes in the process of the development of language skills during different language activities.

The training of teachers who will be qualified to teach young foreign language learners has been arranged at in-service teacher training centres as well as at pedagogical colleges.

3.2.2. Methodology

At the primary stage the basic communicative competence is formed. But the methodology tries to avoid routine and mechanical communication. Games, drama, movement, music, rhythm exercises are welcomed instead.

The basis of foreign language methodology in Ukraine is the communicative language teaching approach, i.e. that entire learning is developed to individual or

group activities of every learner. Language materials are presented in situations which stimulate informal communication adjusted to a certain age group.
All types of language activities are developed in an integrated manner. At the primary stage the priority may be given to reception and reproduction in oral and written discourse.
In order to develop listening skills and understanding of spoken language teachers should promote listening and provide different texts and situations. In order to develop writing skills and understanding of written texts, teachers should promote various reading methods and writing strategies. Students should be exposed to real and meaningful language according to their experience, interests and tuition goals.
A teacher should closely monitor and assess the progress of students, give them advice, teach how to learn, be confident in themselves and seek personal goals.

3.2.3. Textbooks

Textbooks and other teaching materials play an important role in the process of curriculum change.
Both national and foreign textbooks, based on latest methodologies, are used in the process of foreign language education. There are sets of textbooks that consist of a textbook, workbook, audio tapes or CDs and other supplies.
New national textbooks for foreign languages are developed according to the General Curriculum Framework and Standards and language proficiency levels of the Council of Europe. National textbooks for learning English, German, French and Spanish are published for all grades 2-4 of primary comprehensive school. Textbooks of some British, German and French publishers are very popular in Ukraine as well.
National textbooks in contrast with foreign ones places much more emphasis on the intercultural aspects of teaching and learning of target language and this resulted in a more intercultural and socio-cultural oriented methodology.
Three alternative textbook packages are offered in primary schools now. 100% of the Ukrainian schools are delivered the textbooks due to the state budget. Language schools select textbooks from the List of Obtainable Textbooks approved by the Ministry of Education and Science.
Information about textbooks which can be used for education is given in methodology literature and periodicals for teachers.

3.2.4. Assessment

The assessment criteria at state level are defined by the Educational Standards. These Standards outline the general and subject-specific skills, knowledge and understanding, i.e. the things to be achieved by students after completion of a certain learning phase. The Educational Standards must ensure that students acquire specified knowledge and skills when there is a wide choice of methods and teaching materials.
The tasks for the assessment, which are used in the process of learning, during research of student achievements, are developed according to the Educational Standards.
In foreign language learning the objectives of assessment are the skills and knowledge of schoolchildren which comprise foreign language communication competence in four areas of communicative activity: reception (listening and reading), production and interaction (speaking and writing).

Three years of foreign language study at primary comprehensive school should enable students to acquire A1+ level (according to the National Educational Standards and Common European Framework).

3.3. Secondary schools.

3.3.1. Short analysis of the data

Nowadays four foreign languages are being learned in Ukraine: English, German, French and Spanish. Besides, in certain institutions teaching of Chinese, Japanese, Arabic, Turkish, Hindi, Korean, Persian, Polish, Scandinavian is available for the learners. Linguistic diversity and choice ensure friendly and tolerant value education and promote respect towards other nations and their history and culture.

Pupils learning two or three foreign languages develop their cultural sensitivity. Linguistic and cultural competencies help in developing international interaction and promote social communication skills. They enrich personality and ensure more open view on the cultural experience.

There's a growing number of pupils in schools which learn two foreign languages which proves the positive attitude of the society to foreign languages' learning:

Foreign language	No of pupils learning foreign languages					
	As L1		As L 2		Intensively	
	No	%	No	%	No	%
English	3835606	83,8	98597	2,2	336250	7,3
German	536093	11,7	213878	4,7	33230	0,7
French	202196	4,4	80278	1,8	24953	0,5
Spanish	4504	0,1	7798	1,8	3424	0,07
Total	4578399		400551	10,5	397857	8,6

Foreign languages are being taught in all secondary schools as a compulsory subject from the second grade. There are also the so-called specialized schools (language schools) where foreign languages are being taught from the first grade. Some schools specialize in teaching two and more languages.

Despite of the high demand for learning foreign languages analysis of the data shows that the number of such specialized schools with enlarged number of hours for language learning is stable. Distribution of the learners (by the languages)

Foreign language	No of learners who learn languages intensively:					
	2002-2003		2004-2005		2005-2006	
	No	%	No	%	No	%
English	338886	6,4	312992	6,1	336250	7,3
German	28555	0,5	28871	0,5	33230	0,7
French	20185	0,4	19161	0,4	24953	0,5
Spanish	3601	0,07	3258	0,06	3424	0,07
No of learners who learn intensively	391227	7,4	364282	7,1	397857	8,6

No of learners learning foreign languages	5247072	5160718	4976256

If 7.4% of the pupils were learning languages intensively in 2002/2004, the percentage grew to 8.6% in 2005/2006. The numbers demonstrate that the introduction of the earlier FL teaching was timely and met the demand for foreign languages' learning. It also helped to balance up the chances of young people living in towns and villages and had very positive social response as a part of the campaign on the equal access to quality education.

The knowledge of foreign languages is important and essential condition for personal, cultural, professional and economic contacts development. The renovation of the goals and content of education affects the renovation of the teaching technologies. This curriculum is based on the results of the contemporary psycho-pedagogical and methodical researches, which regard learning foreign languages as the process of the student's individual development in the context of "the polylogue of cultures".

Defining new goals, the content and methods of teaching, this curriculum assists the process of reforming the secondary education in the branch of teaching foreign languages, taking into consideration Recommendations of the Council of Europe.

3.3.2. The state Standard

The State Standard of the basic and complete secondary education, new syllabi for teaching foreign languages in secondary institutions as well as modern teaching methods reflect the current needs of the society. These documents which are based on the recommendations of the Council of Europe promote the principles of communicative teaching integrating all the skills, considering individual learning styles and fostering learner autonomy. "Learning languages for life" is another major principle of the FL teaching.

The State Standard of the basic and complete secondary education states that "teaching languages in the upper secondary level continues further development of competencies and skills (listening, reading, speaking and writing) in order to reach B1+ level according to the Common European Framework of Reference". The major message of the State Standard apart from the declaration of European integration is to organize foreign languages teaching considering practical needs, motivation and abilities of the learners.

At the time when communicative teaching was introduced, Ukrainian educational system had to address a number of challenges:

- how learners will use the knowledge of foreign languages;
- what skills they will need in order to be able to use foreign languages to achieve certain aims;
- what will stimulate learners' motivation in acquiring foreign languages;
- what proficiency level will teachers of foreign languages need;
- what teaching materials and means will be necessary (course-books,

reference books, electronic and digital materials, internet resources etc) in order to support the teaching process

3.3.3. National Curriculum

The growing need in communication and cooperation between different countries, people with different languages and various cultural traditions, the new educational system in Ukraine demand complete changes in approaches to teaching, renovation of the content, methods of teaching foreign languages at the secondary school level. The Ministry of Education and Science of Ukraine has made up a decision on creating the new curriculum on foreign languages teaching for non-specialized secondary schools.

Introduction of the communicative language teaching into curriculum coincided with the initiation of new system of performance assessment. Due to the active support of such international organizations as The British Council, The American Council on International Education, Department of Press and Culture of the American Embassy in Ukraine, British publishers, Goethe Institute, French Embassy in Ukraine new syllabi for foreign language teaching in grades 2 to 11 were prepared. Currently teaching foreign languages is being realized with two sets of syllabi –for the schools with 11 years of studies (approved in 1998) and for the schools with 11 years of studies (approved in 2010).

The syllabi for the schools with 11 years of studies is based on the so-called grammar –translational principle, focusing mostly on the grammatical competency. The form rather than meaning is in the centre of teaching foreign languages. Unfortunately, the latter doesn't assist comprehension and limitations in using linguistic means are evident.

This traditional approach also treats the learner as a passive recipient of the ready-made information. As a result learners stay uninterested and passive during the lessons. Under such conditions, foreign languages' learning is not leading to communication.

New syllabi for the schools with 11 years of studies are based on the development of the communicative competences. This approach is focused on linguistic functions supporting to develop communicatively oriented language learning.

Methodology grounds of this new syllabus are correlated with the Common European Framework and mostly oriented at the development of the linguistic competencies. The learner is in the centre of the communicative approach. The role of the teacher is to involve the learner into the creative cooperation in order to prepare and effectively perform the lesson using discovery approach, personalized activities and projects.

3.3.4. Foreign language possession levels

The graduate students of the secondary school must be able to demonstrate:

- the ability to the active use of the foreign language in real living situations as well as for the purpose of getting some knowledge;
- the basic level of language skills (listening, speaking, reading and writing), correspondent to the level B2[1] of the Recommendations of Council of Europe;

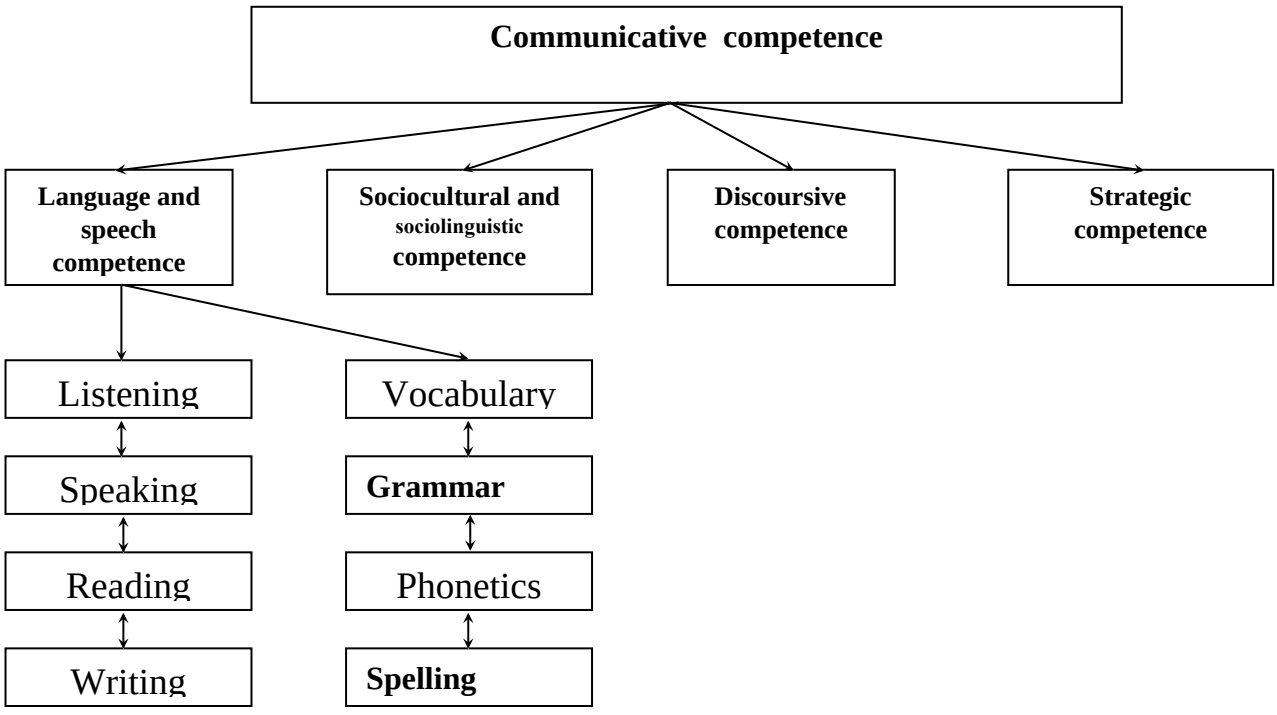
- the knowledge of the basic syntactical, semantic, grammar and phonetic patterns of the foreign language, which is correspondent to the level B2[1] of the Recommendations of Council of Europe;
- the ability to cope with the communicative tasks taking into account socio-cultural and socio-linguistic aspects of the language;
- the ability to use the school educational experience for the further independent work aiming self-perfecting in the future profession;
- the ability to use the authentic material of the foreign language aiming self-education and for any personal purpose.

3.3.5. Curriculum principles

The main principles of the curriculum are:
- communicative direction;
- individual orientation;
- student autonomy;
- integrated teaching different language skills (listening, speaking, reading & writing).

3.3.6. Educational goals

Teaching foreign languages assumes student's practical mastery of the speech skills on the level sufficient for foreign language communication with four types of speech activities (listening, speaking, reading and writing) in standard situations. The content of the communicative competence, which is assumed as acquired by students, is submitted in the following scheme:



3.3.7. Language and speech competence

The basic speech skills include:
- the ability to oral communication in standard educational, social, cultural & living situations;

- the ability to listen and understand the content of the authentic texts;
- the ability to read and understand the authentic texts of different genres and types with different level for understanding (reading with the understanding the basic content, reading with the complete understanding);
- the ability to fix and reproduce necessary information in a written way.

Students must master the program material as a means of designing and understanding expressions in the process of communication on the level determined by the standard. For this students should understand and master communicative functions of the means of communication for their correct application in definite speech situations. They must select on their own the language and speech means, which are the most optimum for the realization of the communicative intention and are adequate to the sphere of communication in socio-functional aspect.

3.3.8. Socio-cultural and socio-linguistic competence

- the ability to select and use the speech forms for the realization of the communicative intentions in specific situations.
- the ability to consider the cultural peculiarities, the regulations of the verbal and non-verbal behavior in standard communicative situations.

3.3.9. Discoursive competence

- the ability to manage the speech and to structure it by means of the thematic organization, logical organization, coherency, style and vocabulary, rhetorical effectiveness.

3.3.10. Strategic competence

- the ability to choose effective strategies for solving communicative tasks.
- the ability to acquire knowledge individually for practical application, to plan the process of studies and to evaluate own knowledge.

3.3.11. Content substantiation

The final object of the program is the development of mental faculties and abilities of students to use foreign languages for reaching communicative goals.

3.3.12. Principles of the selection of content

The content of the spheres of communication, functions, concepts, phonetic, grammar and vocabulary materials are selected according to the following principles:

- **repetition:** the goal of the adequate behavior will be reached by the student gradually; the functions and the concepts are reitarated cyclically every year;
- **the gradual growth of complicacy:** the content chosen for the initial stage is less complicated than those following it, the complicacy grows gradually;
- **motivation:** the priorities in choice and succession are given to the themes which are the most necessary for students;
- **potential for language learning:** the content of the program both satisfies the general educational needs of the students and assists the formation of a strong basis for the further self-perfection and the use of the language in a professional sphere;

3.3.13. Concepts, functions & functional indices: the spheres of communication stipulate the students` practice in operating various concepts and definite language functions.

Concepts are considered as the meaning and general ideas which students need for communication. They are divided into general and specific. General concepts (e.g. time, quality, duration, location, etc.) may appear in every topic. Specific concepts are determined by the definite topic (e.g. home, meals, health, etc.).

The function of the language is considered as the goal for the use of the language unit in the utterance. In the methods of foreign language teaching the communicative functions are usually described as the categories of behavior (e.g. greetings, requests, permission, etc.). According to the principle of the repetition functions may repeat in different topics. Teachers may prefer these or those functions subject to the presence of the educational materials.

Functional indices are determined for every function. Functions may be realized in any conversation or discussion (e.g. changing the topic of the conversation, offering own opinion, etc.), they are not bound to the definite topics and can be used in any of them.

3.4. Methodical bases of modern foreign languages teaching and studying

Integration of national education, and foreign language teaching in particular, into the world educational system and European educational institutions which are connected with foreign languages teaching, is carried out according to the main principles of state educational policy in Ukraine (the priority of education, its democratization, humanization and humanitarization, nationally oriented trend, continuity, multicultural, variable & open character of educational system, the indivisibility of teaching and up-bringing).

The general strategy of foreign language teaching is determined by the needs of modern society and the level of the development of linguistic, psychological, pedagogical and adjacent sciences. This strategy includes communicative approach which determines the practical goal of foreign language teaching and learning, i.e. mastering the foreign language intracultural communication by means of the formation and development of the intracultural communicative competence its components.

3.4.1. The peculiarities of the communicative approach

- Language is viewed as the means of communication. The advantage is given to the mastery of concepts and functions.
- Language is studied through students' personal activity. They are the main autonomous subjects of teaching

possessing cognitive and methacognitive strategies and methods of language and foreign communication mastery and are responsible for their own successes and failures.

- The main goals are the communicative competence, social conformity and acceptability.
- Foreign language lesson is viewed as a communication activity. It means a rejection of the domination of formal language exercises in favor of the activity and intellectually oriented tasks that give the opportunity to study foreign language as the treasury of cultural and sociocultural information, as the main means of intracultural communication during this communicative process.
- Teaching different kinds of language activity has got an integrated character.

- Typical tasks include filling in the information gaps, solving problems, playing role games, making simulations, etc.
- Typical forms of interactivity include group and pair work.
- The role of a teacher in educational process undergoes changes. Teacher stimulates communication, helps students to reach autonomy in setting their own goals and ways of studying foreign language,and to master speech, language and nonverbal means of communication.
- The attitude to mistakes changes. They are unavoidable and are viewed as the evidence of teaching process.
- Native language is used seldom, only in case of its necessity when such use is justified by the complexity of situation.

3.4.2. The principles of the communicatively oriented foreign language teaching. The principle of interactivity

Teaching is mostly based on the tasks that:
- model the interactive character of communication – obligatory participation of two types of communicants – the ones who produce utterances and the ones whom these utterances are aimed at, and the presence of signs of their mutual understanding ;
- have an important trait of the communicative situation – an information gap. It means that communicants possess different information volume or different parts of the same information and this stimulates students to find out the information from one another and correspondingly respect one another as the communication partners and use the partners as the source of necessary new information, thoughts or experience;
- create logically connected and self-dependent complexes of tasks. The quality of the fulfillment of each next task depends on the success of the fulfillment of the previous task;
- help to co-ordinate teaching and communicative actions, create and support relations, exchange personally-important information, co-operate in pairs, small groups or teams.

The principle of the speech intellectual activity. Teaching is mostly based on the tasks that:
- model the cognitive processes – the retrieval and selection of information, its critical analyses, description, comparison, opposition, generalization, interpretation, expression of personal attitude, explanation, proof etc.;
- form the psycholinguistic mechanisms of the intellectual speech activity, producing and percepting the foreign language message – possible prognosis, comprehension, remembrance, reconstruction of the content and form of the message or utterance.

The principle of integration. Teaching is mostly based on the tasks that:
- model the real integrated context of communication – the combination of speech and non-speech actions, verbal and non-verbal communication, visual and sound representation of the content and form;
- provide the mastery of different kinds of speech activity in their real succession and correlation.

The principle of contextualization. Teaching is based mostly on the tasks that help to percept, reconstruct, produce utterances and texts as the products of the

correspondent spheres, styles and goals of communication. Grammar and lexical competences are formed mainly in the context of task fulfillment aiming the solution of the communicative goals.

The principle of the dominating role of the uninterpreted semantization. The use of translation is limited mostly with the abstract vocabulary the meaning of which is hard to show with the help of visual aids, motions, explanation, etc.

3.5. Control and evaluation.

3.5.1. Methodical bases

Evaluation is considered to be an indivisible and important part of the programme. The system of evaluation is based on the following grounds:

- as the requirements of the programme are oriented to Recommendations of the Council of Europe, control and evaluation is carried out according to these Recommendations;
- evaluation is based on the methodical grounds, declared by this programme and have a communicative orientation, to evaluate the level of the formation of students' speech competences;
- evaluation system is the logical structure which is characterized by the gradual complexion of the tasks on each next stage;
- evaluation system provides the reliable and adequate indices of students' knowledge and skills and include current and concluding testing;
- evaluation system has motivating but not punishing character for the student or for the teacher;
- evaluation system is permanently improved.

3.5.2. The goal

Control can be of two types: current or concluding. Each of them has its own goals.

Current control/testing has the following goals:

- to help students to feel their progress in studies, realize their strong and weak points, teach methods of self-control and show the ways to self-perfection;
- to give parents information on their children`s progress and determine what material should the child work over in order to achieve better results;
- to provide the teachers with the reverse connection to see the effectiveness of their teaching system, the expediency of the use of a certain material and to help teachers to correct their work plans in case of need.

Concluding control/testing has the following goals:

- to create a complete and clear picture of a student's progress, his activities and achievements in learning the foreign language at the end of a certain part of studies (school year, school degree) for the students, parents and teachers;
- to provide the teacher who will be responsible for the next teaching stage with all necessary information.

In order to increase the effectiveness of the teaching and up-bringing process, to achieve better quality of students' knowledge, their skills and habits such methods are recommended:

- teaching activity should be subordinated to the solution of the main task – the communicative trend in teaching ;
- in order to liven the students' communicational activity it is rational to use different forms of work : frontal, group, pair & individual work;

- language and speech teaching process should be motivated;
- more attention should be paid to the students' independent and creative work, students should be taught to work with a book, dictionaries and other reference materials;
- various information must be used;
- to carry out personally oriented approach in teaching, to take into account individual and psychological traits of students;
- conventionally communicative (listening messages, questions, orders on super-phrasal level) and communicative exercises (listening texts in order to get information) should be used in the process of the development of listening skills;
- speech on the lessons should be as close as possible to the real language functions, it has to be the means of students' activities and be motivated through certain words, expressions, structures and in intelligent language combinations which content is determined by certain situational circumstances.

3.6. Teaching materials

The transition to new approaches in foreign language teaching caused the realization of the set of activities in supplying educational institutions with quality programmes, textbooks and books on methodology. The communicative approach was defined as a leading one in the system of the secondary school foreign language education. At the same time supplying educational institutions with the corresponding teaching materials was carried out.

Schools were supplied with English, German, French and Spanish textbooks for the second grade written by Ukrainian authors in time. To satisfy the needs of schools in teaching materials the groups of textbook writers were formed in advance. 20 titles of English textbooks, 10 titles of German, 6 titles of French and 4 titles of Spanish textbooks were prepared and published in accordance with the new educational syllabus and programmes.

Ukrainian textbook production system includes the principle of alternative, which gives different authors opportunities to apply various ideas in their work. Although textbook concepts differ, they are all set in correspondence to the general strategic documents in this field, for students to meet the national standard and national programme in foreign languages study. However, the authors are free in organizing teaching materials in their books and choosing different educational technologies, while being dependent on those documents.

Nowadays a number of new generation textbooks is being developed. The authors found new forms combining traditional reliable methods and new valuable approaches. The effective methods for gaining the main goal - developing the communicative skills, building the ability to speak and understand the foreign language - are introduced.

The analysis of teachers' questionnaires state that 90 percent of teachers use textbooks while preparing for the lessons, only 7.2 percent use professional pedagogical publications and 2.8 percent use Internet resources. Students' questionnaires confirm that a textbook is nearly to be the only source of information for foreign language study.

The Ministry of Education and Science of Ukraine initiated close cooperation with international organizations to produce quality teaching materials in order to improve

the situation. The new-developed textbooks correspond to the modern methodological approaches in foreign language study, due to joint international projects involving the Ministry of Education and Science of Ukraine and the Embassy of the USA in Ukraine, the Embassy of France in Ukraine, and British publishing house 'Express Publishing'. 'Click on Ukraine' 1, 'Click on Ukraine' 2 supplementary materials to British textbooks, created in cooperation with the Ukrainian authors, include Ukrainian cultural component, which makes it possible to use them as main textbooks in specialized foreign language schools. New English textbook sets for secondary schools ('Champion-2' and 'Winners-1') are being developed.

The defining feature of Ukrainian last generation foreign languages textbooks is the usage of personality-oriented and activity-focused approach in teaching material choice and the content of education. Such approach allows to forecast the educational process in accordance with intellectual abilities, interests, foreign language learning readiness, typological, individual and age characteristics of students.

The content of textbooks, based on the communicative approach, develop student’s communicative skills in different types of language activities.

However, not all the recommended textbooks are effective in both concept and content. Some of them are overloaded with illustrative materials; some of the textbooks do not follow the principle of exercises and activities integrity.

Fulfilling the need in authentic teaching materials, some of the educational institutions use foreign publisher's textbooks, which were studied by scientific-methodological commission for foreign languages of the Ministry of Education and Science of Ukraine, and got its approval to be used in educational process.

The development of computerized teaching-methodological sets in English, German and French was started in recent years. They are being created according to the requirements of the current programme, considering students' age characteristics, interests and learning experience.

Due to active cooperation with the British Council, Goethe Institute and the Embassy of France in Ukraine the modern teaching materials for in-service teachers training institutes have been developed. The lectures and practical lessons are focused on using active teaching methods, such as solving cases, discussions, round tables, etc.

English teachers development programmes, held by leading publishing houses specialists using modern authentic textbooks, are worth mentioning.

Foreign language teachers development programmes are realized in various ways: in-service courses, participation in seminars and scientific-practical conferences. More than one thousand seminars on theory, methodology and communication approaches in foreign language study in secondary educational institutions implementation were organized and held from 2001 to 2009.

These seminars key feature is that they are held in foreign language (English, German and French), which definitely inputs into professional (language) development of a teacher.

4. The status of Ukrainian.

4.1. Language teaching and learning for the national minorities.

The state language of Ukraine is Ukrainian. It is used by approximately 45 mln people. Ukrainian language was developed on the basis of the old Rus language. When the poem "Eneida" by Ivan Kotlyarevsky was published in 1798, a new era began in the development of the literary Ukrainian language. Taras Shevchenko, Ukrainian poet and philosopher, continued the enrichment and perfection of Ukrainian.

For centuries the lack of statehood influenced the country-wide development and use of the language. After the first attempt to renew Ukrainian statehood in 1917 the status of Ukrainian language changed considerably. It became the language of the state institutions, legislation, science, culture and education. However, the ideological orientation of the ruling party was evident. The key direction of their action was the so called "internationalization" of the culture which resulted in total Russification and deterioration of the distinctive Ukrainian culture.

The state leaders promoted the policy of "mixing" and forced territorial mobility. In 1923 there were 3 million Russians in Ukraine, whereas by 1970 their number exceeded 10 million. This official policy resulted in the significant reduction of the use of Ukrainian in everyday life. Only 2.5% of children who went to schools in 1990 were previously educated in the kindergartens with Ukrainian medium of instruction compared to 14.5% when two languages (Russian and Ukrainian) were used. 95% of tertiary institutions (institutes and universities) were teaching in Russian. In such conditions Ukrainians were "losing" their mother tongue. Within two decades (1959-1979) the percentage of Ukrainians considering Ukrainian their mother tongue dropped by 4 points.

On October 29, 1989 "The law about languages" legally established the state status of the Ukrainian language and at the same time guaranteed the equal rights to other languages of all nations residing on the territory of Ukraine. In 1996 the state status of Ukrainian language was confirmed constitutionally.

According to the recent All –Ukrainian poll of the Sociology Institute 64.3% of the population considered Ukrainian to be their mother tongue while 34.1% believed it to be Russian with remaining 1.5% of Ukrainians who identified their mother tongue as "other".

41.8% considered Ukrainian as the prevailing language of the everyday communication in the family, 36.4% chose Russian and 21.6% considered themselves as bilingual. In the past decade educational system put an extra emphasis on the promotion of Ukrainian language which resulted in the shift from the Russian to Ukrainian medium of instruction:

Academic years	Schools	Schools with Ukrainian medium of instruction	Pupils	% of pupils which study in Ukrainian
1997/1998	21257	15933	4322,1	64.7%
2009/2010	19899	16677	3541190	80.4%

Distribution by language used at schools

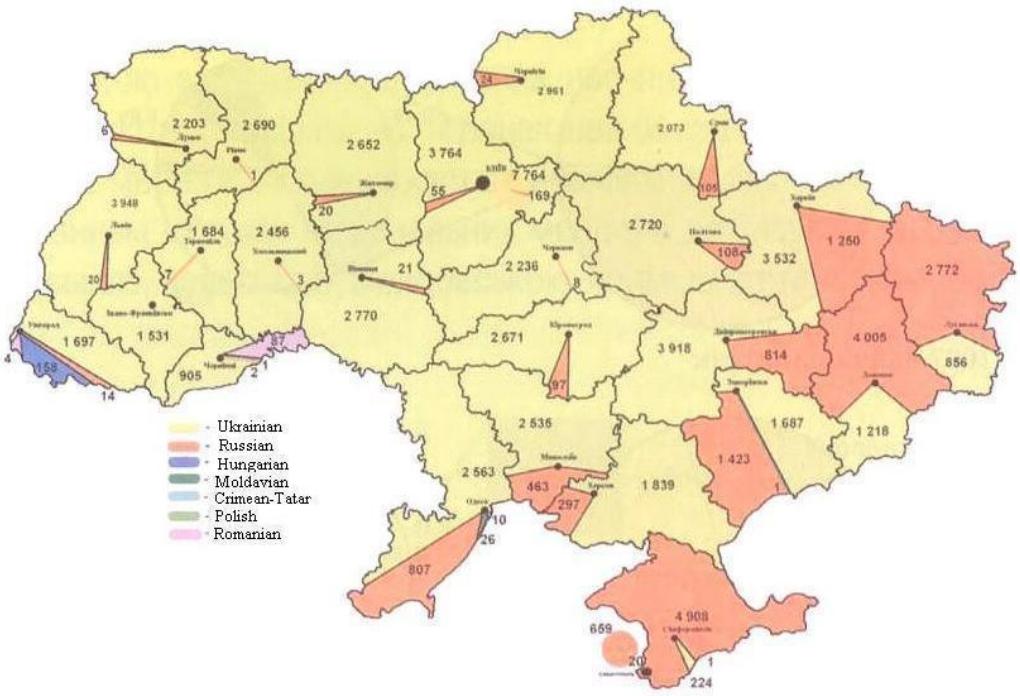
Languages of Schooling	Total number of Schools	Total number of Pupils which	Total number of

	where this language is used as languages of Schooling	have got this language as language of schooling	pupils which have got this language as a subject
Ukrainian	16677	3541190	788043
Russian	1154	739819	1284505
Hungarian	88	21092	861
Romanian	66	15596	1198
Crimean-Tatar	15	5592	16318
Moldavian	6	4300	1609
Polish	5	1401	9245

19.63 % of the pupils study in the schools with Russian or other national minorities' medium of instruction. Apart from Russian (18.5%) such languages as Romanian, Tatar, Hungarian, Moldavian, Polish and Bulgarian (collectively 1.13%) are also used in the schools.

Though the dynamics is visible in the expansion of the national minorities' languages (0.45% in 2001/2001 as opposed to 1.13% in 2007/2008) pupils can't continue their education if they don't know the state language.

Until 2010 as a part of transition period testing of subjects other than Ukrainian is being carried in the languages of national minorities. From 2010 all the graduates will be tested in Ukrainian only.



Distribution of participants of external independent assessement 2008 (History of Ukraine) by chosen languages for testing

Distribution of participants of external independent assessement 2008 by subjects which were tested in language of national minorities.

However the majority of schools in such regions as Donesk, Lugansk, Mykolayiv and Odessa still have the dominating Russian medium of instruction. To

promote Ukrainian and ensure the language environment for the pupils and in order to motivate them the Ministry of Education and Science pays special attention to various competitions, Olympiads, tournaments .
As a result in 2008 5 mln pupils took part in the annual Ukrainian Language competition named after Petro Yatsyik

One of the most important tasks of reforming the content of Ukrainian language teaching was the creation of the new syllabus. The exit test of Ukrainian is obligatory for every graduate who is going to enter a higher education institution. It checks the knowledge of Ukrainian language and literature, general comprehension and skills (reading and writing) as well as the rules of orthography and punctuation.

According to the law Ukrainian as the state language is being taught at all educational institutions. At the same time the rights of national minorities to use their own languages are secured. Ministry of Education and Science focuses its efforts on the proper maintenance
of the institutions or classes where instruction is carried in Russian, Hungarian, Rumanian, Polish, Moldavian, Tatar and Bulgarian.

The status of Ukrainian language was improved due to the following recent measures taken by the state:

- Decrees N 1013 dated 04.07.2005 and N 244 dated 20.03.2008 issued by President of Ukraine outlining the measures to develop and improve the functioning of the state language;
- introduction of the State programme of Ukrainian language development for 2004-2010;
- Plan of gradual transition of the preschool education to Ukrainian language of instruction;
- obligatory introduction of Ukrainian language in all educational institutions from pre-school to tertiary;
- obligatory testing and exam-taking in Ukrainian (across the subjects);
- improvement of the system of requalification and up-grading for the subject teachers;

At the same time there are certain issues which are crucial for the improvement in the area
of Ukrainian language teaching:

Such incentives as additional payments for the teachers of Ukrainian who work in the schools where the languages of the national minorities are used and smaller number of pupils in the classes may contribute to more effective language learning Teacher training activities and use of modern technologies may equally help to boost the processes.

4.2. The state of Ukrainian language study at secondary schools where subjects are taught in Ukrainian

The language problem is in the focus of the Ministry of Education and Science's intent attention as the one which is socially important and significant for the effective functioning of the educational system. The variety of contests, olympiads, competitions, tournaments and other events are called to change the young Ukrainians' attitude towards the mother tongue.

The most important segments of the ministry work are the updating of conceptual principles of the Ukrainian language study at secondary schools, the development of new rich in content language programmes, the publication of high quality Ukrainian textbooks and the professional development of language teachers.

The majority of secondary schools take part in experimental research programmes focusing on the Ukrainian language, work on major problems of pedagogical scientific aspect in the Ukrainian language, choose Ukrainian studies component as methodological basis for teaching and educational process. The results of this work are published in the professional press and are in the focus of discussion at scientific practical conferences, seminars, round tables.

Article 10 of the Constitution of Ukraine guarantees the free development of national minorities languages in Ukraine. Therefore, the network of the educational establishments in Ukraine is formed in accordance with the educational needs of different nationalities. Parents and their children have the right to choose the language of schooling. Thus, in 2007-2008 academic year there were 20 443 secondary schools with the total number of 4 935 423 students. 3 921 813 students out of this number (79,46%) studied in Ukrainian.

4.2.1. The dynamics of growth of secondary schools where subjects are taught in Ukrainian

Years	Total number of schools	Schools with the Ukrainian as the language of teaching	Percentage from the total number	Number of students	Percentage of students taught in Ukrainian
1988/89	20449	15115	73,7	3056,9	47,5%
1994/95	21344	15823	74,0	3279,4	56,5%
1999/2000	21280	16352	76,9	4482,9	67,4%
2004/2005	20715	16889	81,5	3738,9	76,8%
2007/2008	20265	16974	83,7	4671,7	80,4

The Ukrainian language at secondary schools is taught according to the load defined by the Standard teaching plans. Ukrainian (state) language is a mandatory subject in all schools without any exception. Standard teaching plans for primary school with the Ukrainian language of teaching assign 8 hours per week in grade 1 and 7 hours per week in grades 2–7 for the Ukrainian language and Reading/Literature.

At present a student of an 11-year school has 1 698 hours of the Ukrainian language in total. According to the Standard teaching plans for the 12-year school the total number of hours of the Ukrainian language is also 1 698 hours while in the humanities type (profile) classes the figure is even higher - 1 908 hours.

4.2.2. In the process of gradual transition of high school to the system with different types of classes ('vocational learning') the problems of high-quality

theoretical working out and putting into everyday practice the system of language learning as a profile subject and identifying the level of its representation as a separate subject in the profiles of other specializations are getting more and more important.

Three different Ukrainian language vocational syllabus for grades 10 – 11 have been worked out:

- Ukrainian language vocational syllabus for grades 10–11. The standard level. Technological, scientific and mathematical, sports, humanities types (economics);
- Ukrainian language vocational syllabus for grades 10-11. The academic level. Humanities type (historical, law, philosophical type); philological type (foreign languages, historical and philological profiles); art and aesthetic type;
- Ukrainian language vocational syllabus for grades 10-11. The vocational level. Philological type, Ukrainian philology type.

Introduction of the external independent testing system in the Ukrainian language makes language teachers focus their attention on the development of students' test-taking skills of different types and levels in order to provide gradual all-round objective assessment of students' knowledge and skills in the process of the Ukrainian language mastering. Being high-tech, Ukrainian language tests can be developed, conducted and assessed on computer-aided basis. They are relatively easy to administer, do not take much time, enable a teacher to assess the level of mastering of new material, activate students' cognitive activity and promote objectiveness in assessment.

Tests can be used for both formative and summative assessment. They can include tasks with different levels of difficulty and creativity for usage in mixed-ability classes.

4.2.3. The assessment of results of students' Ukrainian language learning activity is carried out on the basis of functional approach to the language education. In other words, language theory work and language knowledge formation are subject to students' language development interests.

The assessment of **the language activities'** results include the following types: *listening* (hearing and understanding of what has been heard), *speaking and writing* (dialogue and monologue), *reading aloud and silently*, *language knowledge and skills*, *orthography and punctuation skills of the students*.

Assessment materials for the mentioned above activities are chosen in accordance with the requirements of the syllabus for each grade. The topics of sociocultural component, preparation level, age peculiarities and cognitive interests of students are taken into account.

The development of **information technology** on electronic transmitters caused the dramatic changes in the means of teaching. Their aims are to provide availability of education, to develop students' intellectual and creative abilities on the basis of individual approach, to intensify educational process etc. New effective methods and means of computer-based teaching of the Ukrainian language increase students' motivation, develop their interest to the subject, teach to effectively apply new technology while learning.

5. Regional or minority languages

According to the article 53 of Ukrainian Constitution, the citizens that belong to national minorities, as stated by the law are guaranteed the right to have their education in their native language or learn their native language in state, communal institutions or through national cultural societies.

Information regarding this issue is supplied in the tables below.

Pre-school education

Language of interaction	**Number of kindergartens**	**Number of children with the correspondent language of interaction**
Ukrainian	11,909	966,600
Russian	983	164,027
Hungarian	70	3,168
Romanian	39	2,094
Moldovan	16	992
Crimean-Ta(r)tar*	-	439
Polish*	-	94
German*	-	20
Kindergartens with several languages of instruction	904	

* certain groups in kindergartens

Secondary schools

Language of instruction or learning	**Number of schools with corresponding language of instruction**	**Number of students learning with the corresponding language of instruction**	**Number of students that learn the language as a subject**	**Number os students that learn the language as an extra-curricular subject**
Ukrainian	16,909	3,608,725	829,601	-
Russian	1199	779,423	1,292,518	165,544
Romanian	89	21,671	683	149
Hungarian	66	16,407	1,337	278
Moldovan	6	4,756	1,590	434
Crimean-Ta(r)tar	15	484	17,725	5,153
Polish	5	1,389	6,889	4,443
Bulgarian	-	80	9,592	1,275
Slovak	-	79	224	202
Gagauz	-	-	1,400	-
Jewish (Hebrew and Yiddish)	-	-	1,292	114

Romaic	-	-	3,073	248
Korean	-	-	166	20
German	-	-	78	39
Estonian	-	-	27	-
Turkish	-	-	-	149
Armenian	-	-	-	121
Czech	-	-	-	150
Vietnamese	-	-	-	77
Karaim	-	-	-	10
Schools with several languages of instruction	1,755			

Vocational schools

Language of instruction	**Number of schools**	**Number of students**
Ukrainian	771	358,515
Russian	35	51,685
Schools with two languages of instruction	113	

Higher educational institutions, universities

I-II accreditation levels

Language of instruction	**Number of students**
Ukrainian	381,500
Russian	59,656
Hungarian	95
Romanian	85

III-IV accreditation levels

Language of instruction	**Number of students**
Ukrainian	1,975,030
Russian	395,186
Hungarian	1,030

The languages learnt in high school include Bulgarian, Crimean-Tartar, Moldovan, Romaic, Polish, Russian, Romanian, Slovak, Turkish and Hungarian.

There are 90 cultural-educational centres in Ukraine (Sunday schools), that teach Azerbaijani, Afghan (Pushto), Belorussian, Bulgarian, Armenian, Jewish (Hebrew), Italian, Karaite, Korean, Krymchatsky, Moldovan, German, Romaic, Polish, Romany, Tartar, Turkish, Czech languages, literature, history, culture and traditions.

The founders of such centres are national-cultural societies, local governments.

The amount of hours for learning Ukrainian and minority language/literature including Russian is equal. A secondary school Syllabus has 22 hours per week and upper secondary – 9.5 hours per week.

5.1. Russian minority in Ukraine.

Russian is a minority language in Ukraine that can either be a language of instruction at a school or it can be studied as separate subject or an extracurricular course. There

are at present 1,253 schools in Ukraine using Russian as the language of instruction (this is 6 percent of the total of all schools.) At schools with Ukrainian as the language of instruction, classes in Russian and in the other minority languages are offered.

In school where a language of learning is Russian all subjects are taught in Russian. Exceptions are some subjects which have to be taught in Ukrainian according to the Programme that provides improvements in the learning process for the period of 2008-2011. Learning Russian is obligatory (2/3 hours per week), Literature (Russian and foreign) – 2 hours per week.

State exams in all subjects at the schools with Russian as the language of learning are taken in Russian. Students have the opportunity to pass the attestation in Russian as well.

To meet the educational demands in teaching Russian language and Literature as well as other subjects a set of specialized schools was founded. In 2008/2009 there are 20045 schools with the total number of students 4 438 383. Out of them 1199 general secondary schools provide learning in Russian (403 719 students), 1628 schools – in Ukrainian and Russian (368 594 students). There also schools with three languages of learning: Ukrainian-Russian-Crimeo-tatar, Russian-Romanian-Ukrainian, Russian-Bulgarian-Ukrainian, Ukrainian-Russian-Moldovan. Total number of students in these schools is 779423. Russian as a main subject is learned by 1292518 students and as an optional subject – by 165544 students.

The Ministry of education and Science of Ukraine has developed different curricula taking into consideration a type of school where Russian is learned;

- Ukrainian general secondary schools where Russian is taught as a main subject;
- Ukrainian general secondary schools where all subjects are taught in Russian or other minority languages;
- Ukrainian general secondary schools specialized in teaching foreign languages.

The Ministry of education offered two types of curricula for schools where subjects are taught in Ukrainian. The first type are the schools where pupils learn Russian in grade 1-12 two hours per week. The second type - Russian is learned either from the first grade or from grades 1-12. These curricula take into account regional peculiarities of the country.

Course books, work books, dictionaries and other materials were developed for all types of schools that work after a twelve-year period curricula.

To improve the level of Ukrainian of students in schools of minorities and to prepare them to the State Exams the Ministry of Education provided the schools with biolingual dictionaries: “Ukrainian-Russian and Russian-Ukrainian Dictionary of Terminology”. All course books are chosen by the Ministry on the competitive basis.

The secondary schools with the Russian language of instruction are fully supplied with course books.

The following magazines are published for teachers of Russian language and literature “World literature in secondary schools of Ukraine” (in Ukrainian and Russian), “Russian literature in Ukrainian schools” (in Russian), “Russian Education” (in Russian).

There are 919 vocational schools in Ukraine and 35 of them have Russian language of instruction. Number of students learning all subjects in Russian is 51.4 thousand or 12.5% of all students in vocational schools.

The Russian language of instruction for all subjects is used in 29 vocational schools in Crimea and 6 in Sevastopol.

In the following regions certain subjects are taught in Russian: Dnipropetrovsk – 3, Donetsk – 19, Zaporizhzhia – 11, Lugansk – 63, Odesa – 13, Kharkiv – 4 vocational schools.

These vocational schools are supplied with the course books in all types of subjects: general and vocational.

Higher educational institutions that offer education in Russian are mainly located in Lugansk, Donetsk, Kharkiv, Dnipropetrovsk, Odesa regions and Autonomous Republic of Crimea. Preparation of students is done in all educational directions.

In 2007/08 academic year 59 656 students in higher educational institutions of I-II accreditation level had their education in Russian, which is approximately 13,5% of all students. 395 186 students in higher educational institutions of III-IV accreditation level had their education in Russian, which is approximately 16,7% of all students.

Pre-service teacher training in Russian is done by 12 Institutions of I-II accreditation level and 34 Institutions of III-IV accreditation level in all regions of Ukraine. Higher educational institutions give training in humanitarian, natural sciences, and civic education directions.

5.2. Polish minority in Ukraine

In order to meet the demands of the Polish nationals five secondary schools with the Polish medium of instruction were functioning in Ukraine in 2007/2008 with the total enrolment of 1236 pupils. There was one school with the Russian and Polish medium of instruction where 194 pupils could study in Polish . Altogether 1430 pupils enjoy the right to study in Polish.

Polish as a subject is learnt by 3978 pupils and 5080 pupils learn Polish as an elective course or outside school. In two Lviv kindergartens groups with Polish language of instruction were organized for 90 children.

Polish language is being learnt in Vinnitsa, Donetsk, Zhitomir, Ivano-Frankivsk, Kirovograd, Kyiv, Lviv, Mykolayiv, Rivne, Ternopil, Khmelnytsk, Cherkassy, Chernivtsy oblasts.

Teacher exchange programmes in 2007/2008 school years allowed invite 27 teachers of Polish language and literature to teach in Ukraine.

As secondary schools are in the transition process to 12 years cycle new curriculum and syllabi for primary, lower and upper secondary levels were developed including syllabi and course-books for the Polish language learners. For the last five years 5 new syllabi and 14 titles of the original as well 20 translated course-books were published.

The syllabi for teaching Polish language and literature were also developed in order to support vocational learning.

5.3. Slovak minority in Ukraine

To meet educational needs of Slovak minority in Ukraine, Uzhgorod specialized school 21 with Slovak and Ukrainian language of instruction and in-depth learning of languages continues its work in 2008/2009. The number of students for grades 1-4 is 79. Students of grades 5-11 learn Slovak language as a subject.

As a subject the Slovak language is learnt by 224 students and as extra-curricular activity by 202 students.

Teaching subjects in primary and mathematics, biology and arts in 5-9 grades are done by 5 teachers from Slovak Republic.

According to the requirement of State Standard in secondary education and with the purpose of improvement of provision of secondary schools with instruction in Slovak language, the curriculum in Slovak language for 5-12 grades has been written.

Teachers of secondary schools take part in In-service teacher training, methodological days organized by Trans-Carpathian In-service teacher training institute and language courses organized by methodological centre of the University named after Matey Bela, in Banska Bystrytsia (Slovakia).

The linguistic faculty of Uzhgorod national University has a Chair of Slovak language and literature. This academic year the total number of students is 39 (Slovak language and literature).

Annually students have language practice in Slovakia. Teachers of the university do internship in Bratislava University named after Jan Amos Komensky, Bansko-Bystritsky University named after Matey Bela and Pryashiv University.

Scientific conferences are run biannually aimed at discussing the problems of Ukrainian-Slovak relations in the area of language, literature, history and culture with participation of the Chair of Slovak language and literature i.e. “Perspectives of Slovakistics development in Ukraine”, “Slovaks in Trans-Carpathian Ukraine and Slovak-Ukrainian border” etc. Conferences are attended by Slovakian and Ukrainian specialists and scientists in relevant areas.

The University Chair publishes collection of scientific works: “Studia Slovacistica”, which includes works of specialists in Slovak language in Ukraine and Ukrainian language in Slovakia.

5.4. Hungarian minority in Ukraine

According to population census in 2001, there are nearly 151.5 thousand Hungarians in Trans-Carpathian region.

To meet the educational needs of Hungarian minority, there is a chain of educational institutions.

There are 66 secondary schools with the Hungarian language of instruction, which have 11,644 students and 31 schools with instruction in Ukrainian and Hungarian languages, which have 4,763 students. The total number of students learning Hungarian language is 16,407.

1,337 students are learning Hungarian language as a subject, and 278 students are learning it as an extra-curricular subject.

The state creates conditions for opening the secondary schools with Hungarian language of instruction. The following schools were opened in 2004: gymnasium (stages I-III) with Hungarian language in Uzhgorod, secondary school in village

Bergujfolu, Beregiv district; in 2006 – Vilotska secondary school (stages I-III) and Verbovetska secondary school (stages I-II) in Vinogradivsky district and in 2007 – Chomoninska secondary school (stages I-II) in Mukacheve district.

The graduates of secondary schools – representatives of Hungarian national minority upon receipt of their Certificate of secondary education may continue their education in Hungarian in Mukacheve Humanitarian-pedagogical college with the following degrees: "primary education", Uzhgorod college of culture – "folk art", Beregove medical college – "nursing", Mukacheve State Agrarian college – "vet medicine", Uzhgorod national university, Trans-Carpathian Hungarian institute named after F. Rakotsky II (Beregove) and in Budapest affiliated pedagogical institutes named after Saint Ishtvan and Niredgazy teaching institutes (Beregove).

The graduates of secondary schools studying at Uzhgorod National University learn linguistics, mathematics, physics and medicine in Hungarian.

At the moment there are 1.5 thousand students at higher educational institutions that have Hungarian language of instruction.

In-service teacher training is done at In-service teacher training institute in Uzhgorod and in its affiliated institution in Beregove as well as in Hungary during their teaching internship.

The relevant actions are taken for improvement of ways and methods of teaching. One of such initiatives is organization of students Olympiads. Traditionally such Olympiads (in-school, district and regional) take place in Hungarian language and literature and Ukrainian language and literature for students with Hungarian language of instruction. Apart from this, students of schools with Hungarian language of instruction take part in the International competition in Ukrainian language.

According to Institute of innovative technologies and content of education during recent years, 22 course books in different subjects in Hungarian language have been provided to secondary schools. Students of 1-8 grades of schools with 12-year education are fully (100%) supplied with books.

Majority of the graduates in 2008, who had their language of instruction in one of the minority nationalities languages wished to take the exams in the language of instruction. Ministry of education had satisfied their request and the content of the tests (with exception for Ukrainian language) had been translated into language of the minority, including Hungarian. This arrangement will be observed for 2009.

Ukraine has developed an effective teacher training Syllabus for the teachers working in minority schools. Course books, supplementary materials and dictionaries written for the kind of school are of high quality.

5.5. Crimean-Tatars minority in Ukraine

To meet the demands of Crimean-Tatars people local authorities have founded twenty six pre-school groups (number of pupils is 486) and 15 general secondary schools where there are 2919 students. There are also 38 general secondary schools where main language of teaching is Ukrainian, Russian and Crimean-tatar. Number of classes in these schools is 236, number of students – 2725. Totally, there are 5644 students who learn different subjects in Crimean-tatar language.

Crimean-tatar is also learned by 17 725 students as the subject by choice. 5153 students choose it as an optional subject.

The Ministry of education and science of Ukraine has worked out the plan of development of the schools and the steps of supplying them with course books in Crimean-tatar.

The function of the science-methodological department of the Ministry of education of Crimea is aimed at developing and publishing literature in Methodology, dictionaries and reference books in Crimean-tatar language.

According to the National Standard of the general secondary school course books in Crimean – tatar have to be created. They have to correspond to the requirements of a twelve-year school system. The first step was done in 2008 when course books in History for Grade 8-9, Algebra, Geometry, Biology, Physics, Chemistry, Geography were published in Crimeo-tatar language. Ukrainian-Crimeo-tatar and Crimean-tatar-Ukrainian dictionaries are being developed. Totally, 534 teachers have been prepared to teach Crimean-tatar language and Literature. One hundred teachers proved their qualifications in teaching Crimean-tatar at the In-Service Teacher training Institute.

Crimean Technical Pedagogical University has the following faculties: “Teacher of Crimean-tatar Language and Literature”, “Teacher of Crimean-tatar and Ukrainian”, “Teacher of Crimean-tatar and English”, “Teacher of primary school”, “Teacher for a kinmdergarten”. Among universities it is Tavryisky National University after V.I.Vernadsky that has the faculty: “Teacher of Crimean-tatar language and Literature”.

5.6. Romanian minority in Ukraine.

Romanian language. In 2008/2009 there are forty nine kindergartens where Romanian is the main language (totally 2000 children). There are more than 18 239 students in eighty nine general secondary schools who learn all subjects in Romanian.

There are also schools where two or three languages are taught: Ukraiain-Romanian school number is 13, Ukrainian-Russian-Romanian - two schools with number of students 3432. The number of students who learn Romanian as the obligatory subject is 683 and 149 - as the optional one.

According to the National Standard of Education a new Syllabus of teaching Romanian language and Literature has been developed for Grades 5-12 and 1-4. “Ukrainian-Romanian Dictionary of Terminology” was published in 2008. Course books in Romanian were published for grades eight and nine. A new Syllabus in Romanian language and literature has been created for Grades 10-12.

There are two universities where teachers of Romanian are taught: in the city of Chernovtsy and Uzhgorod. Total number of students who are specialized in Romanian is the following: 115 students are involved in studying on daily basis and 56 by correspondence course. Ukrainian languafe department provides learning the language in Romanian. There are 105 students: 65 –on daily basis and 43 by correspondence learning. On the Faculty of Mathematics there are 10 students who take the course in Romanian. Would-be primary teachers learn different subjects in Romanian.

In Uzhgorod National University a new department was founded last year – Romanian Philology. At the moment there are fourteen students there.

5.7. Gagauz language is taught to 1400 students. The Syllabus of teaching different subjects in Gagauz has been developed for grades 104 and 5-12. It also includes Latin graphics. The Ministry of Education and Science of Ukraine has approved the course book in Gagauz Language for grade 1.

A few years ago the agreement on “Cooperation in the area of Education” was signed between the Ministry of Education of Ukraine and the Ministry of education of Romania. According to the Agreement experts in Romanian in both countries develop the content of the course books in Romanian literature, History, Geography. The course books are planned to be written in Ukrainian. On the other hand there are also course books for Romanian in Ukrainian. The best students-graduates of the universities gain grants for dfuther studying in universities of Romania.

In 2008/2009 academic year 46 graduates – specialists in Ukrainian continued their study at different universities of Romania.

5.8. Belarus language is taught at language centres or weekend schools. They are supported by the local authorities in Crimea, Lviv and Odesa regions (totally 100 children).

6. International cooperation in the field of education.

The Ministry of Education and Science of Ukraine implements a number of agreements and programs with international organizations. Among them:

- Program INTEL - learning for the future;
- General Program of cooperation between the European Union and the Council of Europe "promoting the culture of human rights in Ukraine and the Southern Caucasus;
- Cooperation with the American Councils for International Education to implement short-and long-term projects for the student exchange programs for students of secondary educational establishments;
- FLEX (Future Leaders Exchange Program), which is aimed at students of 9 th classes of secondary educational establishments. Finalists receive grants for 1 year of training in secondary educational establishments in the USA and live in families. Since the exchange program for future leaders of Ukraine was introduced more than 4000 students visited the United States;
- Project "EdGATE" - "Educational gate”, the main objective of which is to develop the concept and the subsequent creation of the European Regional College;
- Project "European Studies in schools of Ukraine”, which is implemented by the Association of Heads of schools in Kyiv and the National Center for Public Education of Baden-Vyurtenberh (Germany) within the European Year of civil education;
- Project "Dreams + Teams" of the British Council in Ukraine, aimed at developing leadership skills and understanding of other cultures among young people through their involvement in unassisted organization of sport activities and establishment of international educational contacts;
- Projects of the British Council in Ukraine: English for junior students, independent testing - training of specialists in evaluating levels of the knowledge of the English language; developing test specifications, testing sample tests;
- Polish-Ukrainian initiative "Together". The project has involved over 500 students

of schools and teachers from all over Ukraine. Over 150 educational institutions of Ukraine and Poland are involved in the implementation of student exchange programs, enhancing school European clubs, creating summer camps, supporting the youth voluntary initiatives, youth art competitions;
- Cooperation with the U.S. Peace Corps in Ukraine to teach English volunteers in secondary educational establishments of Ukraine;
- Program “Fulbright Scholarship” in Ukraine in the Institute of International Education;
- Program "Teaching German in Ukraine” under the support of the Office for Education Abroad. Germany sends the German teachers to selected schools with a deeper study of German. In such institutions students are being prepared for the exam for the German language diploma of the level II, introduced by the Conference of Ministers of Culture. This diploma certifies that students possess the necessary knowledge of German to study in Germany. Ukrainian and German teachers regularly participate in various activities aimed at training and exchange of methodological-didactic experience in teaching German etc.

7. Implementing the language policy of the Council of Europe

Common European Framework of Reference for Language Learning, Teaching and Assessment has a great influence on new syllabuses, description of objectives and methods for language learning and teaching, materials production, language testing and assessment.

In the context of improving the quality of education international cooperation in the field of education becomes especially important. In Ukraine "The framework program of cooperation in education between the Ministry of Education and Science and Education Directorate of the Council of Europe" is being implemented. The program is focused on cooperation with the Council of Europe in the areas in which the Council of Europe has the greatest experience, and those that meet political and strategic goals of Ukraine.

The main objective of cooperation with the Council of Europe is to create a new generation of young people who, sharing the values of democratic society, respect the culture, religion and the world-view of other peoples, fluently speaks several European languages, which provides a basis for dynamic development and self-fulfilment in the educational and professional respect within the united Europe.

7.1. European Language Portfolio

Since 1991 when Ukraine had become an independent country it proclaimed its orientation onto the human values which coincide with the European ones. The Ukraine’s intention to acquire all the features of a European country reflected in many documents which were signed with other European states. As a proof of such position of Ukraine was its participation in working out the common European standards in many spheres of life on the basis of Council of Europe agreements.

Education is one of the fields, which includes the language policy on the basis of plurilingism. On May, 15-17 in 2000 during the 20th Conference of Ministers of the Council of Europe, the ministers of education of all Europe states signed the Resolution of European Language Portfolio. This instrument of European Language policy is based on the reference levels described in the Common European Framework. It is recognized and acceptable everywhere in Europe and gives benefits

to lifelong language education. The ELP is used by learners by all levels to acknowledge their proficiency in foreign languages, set personal learning objectives and identify their international experience. ELP helps learners to become more independent, motivated to learn and aware of their personal learning process by setting their learning objectives and recording their language and specific competences. The Principles and Guidelines for ELP which were developed by the Council of Europe, the setting up of the ELP Validation Committee ensured the continuity and coherence of this project.

The presentation of ELP to the pedagogical community has been in focus of the Ukrainian language learning policy since 2000. The experience in the ELP development and piloting in different European country has been studied and presented at many methodology seminars and conferences. In order to prepare the Ukrainian version of ELP a group of the national developers and coordinators has been created and the action plan for its implementation for schoolchildren of upper middle and senior classes (13-17 years old students) has been worked out. In order to get the right to use the logo of the Council of Europe and be called the European Language Portfolio the Ukrainian version of ELP needs to pass the validation procedures. The presentation of the Ukrainian version to the ELP Validation Committee is expected before 2010. The Ukrainian Language Portfolio will consist of the language passport, language biography and dossier and will be issued in four European languages. Also the Portfolio for children aged 6-12 is at the preparatory stage. At the end of 2011 students and teachers at Ukrainian schools will be able to work on *European Language Portfolio* at all levels of language education.

The Ukrainian language educators believe that the introduction of ELP into language learning practice will support further changes into the assessment system in Ukrainian schools and will be applied in junior classes. It'll help to develop the tradition and culture of self-assessment.

The Ministry of Education and Science of Ukraine keeps the European Language Portfolio project in focus as an element of continuously implemented language education.

Topics for discussion

Pre-school education

It is planned that more attention will be paid to early foreign languages' learning. The requirements for the training of the teachers, materials and curriculum are to be developed and the measures to support introduction of early language learning are to be outlined (for 2009 -2012). How might that policy foster the notion of developing plurilingual competences.

Teacher training (in-service)

Due to the shift on the learner-centered teaching and broader introduction of the learner autonomy, teachers should be re-trained in order to pay more attention to the innovative teaching methods and be more effective in the classroom interaction. CEF and Portfolio are to be promoted through the initial and in-service TT programmes.

Teacher training (initial)
Autonomy of Universities may potentially lead to a certain institutional isolation. The process of agreeing the objectives and content of the initial teacher training and inter-institutional coordination is a priority in the education of the quality teacher resources.

Modern foreign languages in school
It is expected that the State Framework (Standards) for general secondary education and revised curriculum will have been fully implemented by 2012. Only then can a decision be taken on the future place of modern foreign languages in the system of general secondary education. In the meantime, the Language Education Policy Profile process provides the opportunity to reflect on the future of foreign languages in the system of general secondary education and to consider the implications of various long-term options, especially as regards teacher education and supply. What are the key factors that should inform the decision-making process regarding the future of modern languages in Ukraine?

Language of schooling and intercultural education
How foreign language teachers should be trained so that they can contribute to the preservation of the national and ethnic identity. The factors that influence linguistic sensitivity and improve learning other foreign languages. How could the Common European Framework of Reference for Languages and the European Language Portfolio be used in setting these goals and measuring progress towards these goals.

Assessment of the teaching outcomes and access to quality education
Tests in foreign languages have been included into the list of subjects necessary for the University entrance. Though major statistical data will be made public in August 2009 it is recommended to analyse situation for taking further decisions.

Technology and digital materials for language learning
Electronic materials, interactive CD-ROMs , IWBs are becoming more and more popular in Ukraine. What measures should be taken in order to improve the situation with schools' equipment and allow teachers of foreign languages to incorporate these means into the teaching process.

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Web links/Official links

Ukraine, Country Education Profiles (CEP) Online, Australian Education International
Official homepage of the Ukrainian Ministry of Education and Science: www.mon.gov.ua
An official database of higher education institutions created by the Ministry of Education and Science is found in Ukrainian language at http://www.mon.gov.ua/main.php?query=nz and in English at http://education.gov.ua/pls/edu/educ.home.eng .

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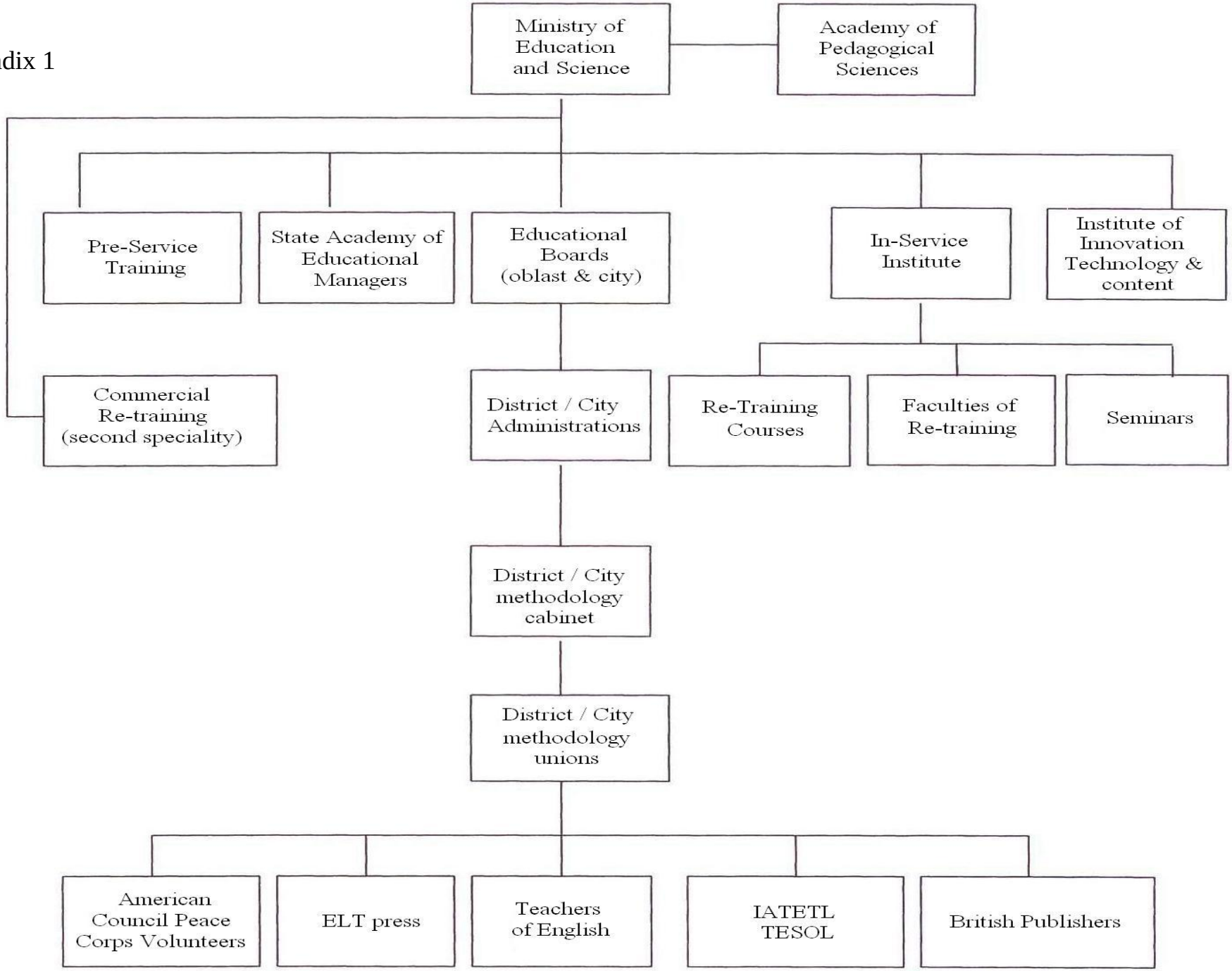
Appendix 1


Ministry of Education and Science
Academy of Pedagogical Sciences
Pre-Service Training
State Academy of Educational Managers
Educational Boards (oblast & city)
In-Service Institute
Institute of Innovation Technology & content
Commercial Re-training (second speciality)
District / City Administrations
Re-Training Courses
Faculties of Re-training
Seminars
District / City methodology cabinet
District / City methodology unions
American Council Peace Corps Volunteers
ELT press
Teachers of English
IATETL TESOL
British Publishers

Appendix 2 Samples of National Curricula for General Secondary Education

4th Grade

Areas (topics) of communication	**Speech competence**		***Language competence***			***Sociociilfiiral/ Sociolinguistic competence***	***Strategic competence***
	Functions	***Functional exponents (examples)***	***Vocabulary***	**Grammar**	***Phonetics***		
My World About myself, my family & friends (my home, a flat, a room, daily routine) School life (school, classroom, timetable, the lesson of the foreign language) Occupation (the world of professions) Leisure time (school vacationgames, sports, hobbies) Nature (seasons, calendar) Science & culture (tales) Social life (travelling, transport, shopping, the city)	To tell about one`s favourite games,toys, seasons,holidays,sports, subject(s) at school To describe weather. To find & give information within the spheres of communication. To describe the room, to point out the location of the objects. To compare the number & the qualitative characteristics of the objects & persons. To call the number of objects, which can/can`t be counted. To ask for & to give the information about some past events. To ask about & to express one`s attitude to smb./smth.	My favourite game is Hide-and-Seek. My favourite season is... because... It' sunny today. It was rainy yesterday. It was colder yesterday. What's Ann's phone number? - 5501320. Is Sasha Ukrainian? —Yes, he is/ No,he isn 't. What does your father do? –He is a doctor. What's your/lal like? -It's... Can you tell me the time, please? It's ...(a quarter to 8). What day is it? – Monday. I want a kilo of bananas/a bottle of Milk. How much are they/is it? How much milk do you want? How many bananas would you like? How do you get to'school?- By bus. When do the lessons start?- At 8-30. My room is large and liglit. My desk is near the window.	Vocabulary is correspondant to the spheres of communication, speech functions & learning material.	Grammar phenomena are taught in primary school by means of listening & using speech patterns in communicative situations. While getting students acquainted with the new grammar structure (or phenomenon)the teacher must pay attention to the function of this structure , but the form must be acquired without the use of the verbal rules (descriptions & instructions).	Sticking to the pronunciaton approximate to the peculiarities of the English language: - absence of the absorption of the final voiced - availability of long & short vowels; -unbroken pronunciation of the auxiliary words with main ones; -stressing words & sentences; -intonation of the affirmative & interrogative sentences. Transcription	Standards of behaviour & the rules of etiquette in Ukraine & other countries of the world: - some peculiarities of addressing mum, dad, teacher, adults; (mom, daddy, Miss, Sir, Mr., Mrs.,...); - peculiarities of getting information from people (familiar/ strangers); - peculiarities of the use of the polite words & phrases to express a request/apology/gratitude & replies to them; - peculiarities of the greetings with holidays. - phrases for the talk in the shop; - exclamations of approval, displeasure, astonishment (OK! Wow! Ouch! Oh! Ah!	Students must -keep attention during the lesson. -get information from the text & understand its main idea with the help of the visual prompt. -use the dictionary

Speech Competence

At the end of the 4th Grade students are able to:

Listening	Speaking		Reading	Writing
	Monological Speech	**Dialogical Speech**		
Understand teacher`s speech – short (up to 8 sentences) texts (announcements, dialogues, verses, songs) built on the acquired language material which sound in a normal pace; - catch the main idea of the heard texts containing a few unfamiliar words, the meaning of which can be guessed.	- make short reports on definite events; - speak about some events & facts; - report on a content of the text (having been read or listened to); - describe phenomena & objects; - persuade smb. to do smth. - express one`s idea & attitude to smth: The monological utterance must be complete & detailed The variety of the language means can be limited, but the ability to use facial expressions & gestures is important. The amount of the utterance is not less than 8 sentences.	- begin a conversation using the initiating retorts; - react correctly & quickly on the retort of the person to whom the one is speaking; - carry on the dialogue ofthe etiquette style in standart conversational situations (dialogue-request, dialogue-agreement, dialogue-sharing ideas); - address to the partner with a request to repeat a phrase or express one`s in other words; - create a microdialogue acting different parts in it; - use non-lingual means of communication (gestures, facial expressions); - use short forms (I'm ...). The utterances of every speaker should contain not less than 4-5 retorts which are linguistically arranged correctly	- read aloud & silently(with complete understanding) short texts containing the language material mastered in oral speech (with the amount of 500 typographicalunits); - read aloud the transcription - understand the content of the authentic texts; - understand the details of the text, selecting the headlines, predicting the progress of action; - understand the language of games, riddles, crosswords, play on words). - know how to use the bilingual dictionaries & reference books .	- write words, word-combina-tions, short sentences; - write the address, announcement - draw up a letter or a postcard; - write up to 8 sentences by ear; - write dictations of the different types (prepared d…s, selfdictations, vocabulary d…s) - describe an object, a person, a phenomenon

9th Grade)

Areas (topics) of communication	**Speech competence**		***Language competence***			**Sociocultural/ Sociolinguistic competence**	**Strategic competence**
	Functions	**Functional exponents (examples)**	**Vocabulary**	**Grammar**	**Phonetics**		
My Family, friends & me (relations with friends, their testimonials) School life (out-of-class activities, project work) Leisure time (Harmonious way of life, sports, travelling) Occupation & professions (my future profession) Nature (environmental protection) Science & culture (Famous people, sightseeing) Social life The rules of behaviour in public places	To ask for & to give information within the spheres of communica-tion. To introduce oneself & other people. To speak about one`s likes. To give a recommen-dation. To express a preference. To express sympathy. To draw a conclusion. To express & to confirm one`s idea. To ask for permission/ to permit/ to refuse in permission. To give advice. To express gratitude. To express offer. To apology. To agree/disagree. To express supposition. To express one`s attitude to smth.	I'd like some information about... I'd like to know... Is there...? There is... Where do you live? He is about... (20). What does he do? What qualification...? May I introduce myself? Meet... I don't think you 've met. – Nice to meet you. I'm interested in /good at /fond of, etc. I 'd rather you didn 't... I 'd prefer... It would be better... You 'd better... I'm sorry to hear that... So..., so that, therefore, must. I think that... You see... In my opinion... It is more reasonable to... Tell me... You probably won't believe this, but... I don't suppose you know. - As a matter of fact I do. Without doubt, ... I hope... I'm certain/sure that... Would you mind if... ? You mustn 't.	Vocabulary is correspondant to the spheres of communicatio n,speech functions & actual educational material	The verb: - Future Tenses; - Present Continuous; - Passive; - Past Tenses; - Going to – future; - modal verbs must/mustn't, should, may, ought to, can, will, might/could, need/needn't; - Used to; - Phrasal verbs; - The Gerund. The Adjective: - the place of the adjective in the sentence; - degrees of comparison of adjectives. Non-defining clauses. Reported Speech. Conditionals	Approxiamate pronunciation Intonation of the affirmative, interrogative, negative, imperative sentences. Demonstrating feelings, sentences with advice. Pronouncing similar sounds. Long & short vowels	Standarts of behaviour and rules of the etiquette in Ukraine & other world countries. Rules of behaviour in public places, Standarts of politeness, avoiding tactless behaviour (direct commands & imperative intona-tion). Cultural realities customs, traditions of Ukraine, English-speaking countries & other world countries. Outstanding representatives of different nations. Geographical location of Ukraine, its climate, population, economy, policy.. Geographical location of Canada, its climate,	Students are able to: -use all possibilities for learning English. - keep attention during the presentation of the new educational material. - work in pairs & groups. - use the mastered material. - use the supplementary material for independent learning the language. -realize personal linguistic abilities & drawbacks, one`s own needs & goals & to use the correspondant strategies & procedures

Speech Competence

At the end of the 9th Grade students are able to:

Listening	**Speaking**		***Reading***	***Writing***
	Monological Speech	***Dialogical*** **Speech**		
Understand the content of uncomplicated authentic texts of the cognitive & country-study character, pick out the main idea, facts & arguments, differ main facts & secondary information, generalize information & compare it with one`s own experience, estimate the obtained information from the point of view of its truthfulness; Understand the content of the authentic texts( whuch are not very complicated) of the cognitive type: radio/TV programmes, videofilms; generalize the information while it`s on, draw one`s own conclusion, estimate the obtained information from the point of view of its veracity; Understand the most important information in authentic texts like: announcements, advertisements, reports, etc. & estimate the chosen facts from the point of view of their practical application, etc.; Understand the utterances of the inerlocutos (even if they contain unknown language means) , ask to repeat or explain what was not clear if he/she needs it; Use the linguistic & contextual guess-work, leaning up on the plot or visual aids. Texts for listening may contain up to 3% of unknown words & some grammar phenome-na, which are clear from the context, & up to 1% of the unknown words which do not hinder to understanding the text. Sound duration – up to 4 min.	Express one`s own thoughts spontaneously & logically due to a certain situation or according to what has been read or heard; Utter the main content of what has been read/heard, using a description, reproduction or mixed types of a monologue, expressing one`s attitude to the themes within the programme material of the 9th & the previous grades ; Make reports on the prepared topics. The amount of the utterance is 18 & more sentences.	- carry on a spontaneous talk with one or several persons within the context of a definite communicative situation, - participate in dialogues of different types reacting spontaneously to the changes of the interlocutor`s language behaviour & expressing one`s attitude to the object of the discussion within the programme with the language material of the 9th & the previous grades. - carry on the group discussion (without visual or verbal aids), using argumentation, persuasion, elements of controversy & discussion. The amount of the utterance is not less than 10 retorts.	Understand the content of the texts of different genres & styles (personal letters, newspaper articles, etc.), - pick out the main thought or idea of the author & the problem touched, - differ the main & secondary information, - understand the interconnection of events & facts, the logic of the narration, - predict the further development of the events, - - generalize the obtained information, - come to conclusion (according to the communicative task) (with the amount of 1500 t.u); - understand the content of authentic texts(which are not very complicated), to compare facts, to generalize & evaluate the information, to interpret it in the light of the author`s main idea , to estimate critically the veracity & cogency of the obtained information in the context of a certain communicative task; - look through the text or the series of texts searching for the necessary information, to estimate its importance; - use the linguistic or contextual guess-work, the structure of the plot, commentaries, remarks & other supplies for better understanding of the essence. Texts may contain up to 3 % of the unknown words which can be explained in the commentary to the text or their meaning can be guessed, and up to 2 % of the new words which do hinder to entire understan-ding of the text.	Write a letter to friend (with-out the use of visual aids) uttering different facts,events or impressions & expressing one`s opinion (18 & more sentences); Fill in the form/questionaire with main information about oneself; Draw up & write down a plan to a text, Make brief notes on smth. having been read or heard; Write a composition , scientific work or essay

12th Grade

Areas (topics) of communication	Speech competence		Language competence			Sociocultural/ Sociolinguistic competence	Strategic Competence
	Functions	**Functional exponents (examples)**	**Vocabulary**	**Grammar**	**Phonetics**		
My family,friends & me (personality, my dreams & desires) School life (intellect) Leisure time (choosing the style of life, travelling) Occupation & professions (Fortune & Fame) Nature (natural cataclysms) Science & Culture (evolution & development) People (running a risk) Social Life (communication)	To require for & give information within the spheres of communi-cation. To represent & to give positive reasons for one`s viewpoint. To give an advice. To require for & to explain the meaning. To express offer To persuade smb. To discuss possibilities сті. To offer the alternative	I'd like some information about... I'd like to know... Is there...? Could you help me? After all, ... In fact. ... Look at it this way... Yes, but have you considered that...? I'd advise you to... You should have... You 'd better There's nothing wrong in ... – ing It is sort of/ kind of... It's like... You could be ...-ing while I'm Away. It would be more fun to ... Better make it later. It's obvious that... You must agree that... Why don't you...? I'll... if you... How about... What about... It's possible... Probably.. I doubt if... Could/might/may have... What if... Conditionals,	Vocabulary is correspondant to the spheres of communicatio n,speech functions & actual educational material	The Verb: - Present Tenses; - Future Forms; - Past Tenses; Relative clauses; Passive; Reported speech; Indirect questions; Relative clauses; Modals; Prepositional phrases. Articles Modifiers Second Conditional, Third Conditional: Vocabulary in context; Phrasal verbs and idioms; Levels of formality; Verbs with similar meanings; Synonyms; Collocations; Sounds and spelling; Link words; Rhyme and repetition word stress.	The correct choice of the elements of the English language in accordance with the communica-tive goal & style (formal/ infor-mal)	Standarts of behaviour & rules of etiquette in Ukraine & other world countries. To recognize, understand and/or use some folklore expressions (proverbs,sayings, idioms) within the spheres of communication To feel /reproduce the difference in styles Cultural realities, customs, traditions of Ukraine, English-speaking countries & other world countries Evolution & develop-ment Natural cataclysms Mass Media	Students must be able to: - work on the pro-ject without any-body`s assistance - arrange & represent materials - use recently mastered educa-tional material. - use supplementary materials ( dictiona-ries & reference books) & authentic materials (newspapers, maga-zines) for induvidual learning a foreign language - use effectively one`s own linguistic abilities & realize the goals with the help of different strategies.

Speech Competence
At the end of the twelfth year of studies students are able to:

Listening	Speaking		Reading	Writing
	Monological Speech	**Dialogical Speech**		
Understand the content of uncomplicated authentic texts of the cognitive & country-study character, pick out the main idea, facts & arguments, differ main facts & secondary information, generalize information & compare it with one`s own experience, estimate the obtained information from the point of view of its truthfulness; Understand the content of the authentic texts( whuch are not very complicated) of the cognitive type: radio/TV programmes, videofilms; generalize the information while it`s on, draw one`s own conclusion, estimate the obtained information from the point of view of its veracity; Understand the most important information in authentic texts like: announcements, advertisements, reports, etc. & estimate the chosen facts from the point of view of their practical application, etc.; Understand the utterances of the inerlocutos (even if they contain unknown language means) , ask to repeat or explain what was not clear if he/she needs it; Use the linguistic & contextual guess-work, leaning up on the plot or visual aids. Texts for listening may contain up to 5% of the unknown words & some grammar phenomena, which are clear from the context, & up to 2% of the unknown words which do not hinder to understanding the text. Sound duration – up to 6 min.	Express one`s own thoughts spontaneously & logically due to a certain situation or according to what has been read or heard; Utter the main content of what has been read/heard, using a description, reproduction or mixed types of a monologue, expressing one`s attitude to the themes within the programme material of the 12th & the previous grades ; Make reports on the prepared topics. The amount of the utterance is 22 & more sentences.	- carry on a spontaneous talk with one or several persons within the context of a definite communicative situation, - participate in dialogues of different types using the information obtained from the reading & reacting spontaneously to the changes of the interlocu-tor`s language behaviour & expressing one`s attitude to the object of the discussion within the programme with the language material of the 12th & the previous grades. - hold the group discussion (without visual or verbal aids), using argumentation, persuasion, elements of controversy & discussion. The amount of the utte-rance is not less than 14 retorts.	- understand the main content of the texts of different genres & styles (personal letter, newspaper articles, etc.), - pick out the main thought or idea of the author & the problem touched, - differ the main & secondary information, - understand the interconnection of events & facts, the logic of the narration, - predict the further development of the events, - - generalize the obtained information, - come to conclusion (according to the communicative task) (with the amount of 2 500 t.u); - understand the content of authentic texts(which are not very complicated), to compare facts, to generalize & evaluate the information, to interpret it in the light of the author`s main idea , to estimate critically the veracity & cogency of the obtained information in the context of a certain communicative task; - look through the text or the series of texts searching for the necessary information, to estimate its importance; - use the linguistic or contextual guess-work, the structure of the plot, commentaries, remarks & other supplies for better understanding of the essence. Texts may contain up to 6 % of the unknown words which can be explained in the commentary to the text or their meaning can be guessed, and up to 3 % of the new words which do not hinder to entire understanding of the text.	- write a letter to one`s friend ( without the use of the sample), stating the facts, events or impressions & giving one`s opinion; - fill in the questio-naire or application form with the main information about oneself; - draw up a plan of a text & write it down, - make short notes on smth. which has been read or heard of; - write a composi-tion (not less than 22 sentences) or essay

Appendix 3

Samples of Evaluation criteria for students of secondary schools

Levels of the educational achievements	Points	Evaluation criteria of the students` educational achievements
Writing		
Beginning	1	Student can write some words.
	2	Student can write some word-combinations.
	3	Student can write simple nonprevalent sentences.
Average	4	Student can write a postcard using the sample.
	5	Student can write a short report on the theme using the
	6	Student can write a short personal letter using the
Sufficient	7	Student can write a short report on the theme using the visual or verbal aids.
	8	Student can write a report on the theme or compose a plan for retelling the text, can make notes without the use
	9	Student can write a report on the offered theme, prove his(her) own thoughts, fill in the application form.
High	10	Student can write a report expressing his(her) own attitude to the problem, can write the personal letter.
	11	Student can express his(her) own ideas on the wide range of questions using different means of language.
	12	Student can write an annotation on the information, an essay, an announcement. He(she) can fill in a questionnaire, compose a plan.
Speaking		
Beginning	1	Student knows the most extended words but does not always use them adequately in speech
	2	Student uses the simple unextended sentences using the samples.
	3	Student knows the most extended word-combinations but does not always use them adequately in speech.
Average	4	Student uses the simple sentences in speech & makes short reports using the aids. His (her) speech contains mistakes.

	5	Student can make short reports on the learnt theme (with the visual aids) using simple sentences. He(she) can ask questions & answer them using the sample. His(her) speech contains mistakes.
	6	Student can speak (with the visual aids) within the learnt themes according to the educational situation or a picture. He(she) can begin & end the conversation, agree or disagree. His(her) speech contains mistakes.
Sufficient	7	Student can coherently utter according to the educational situation or a picture. He(she) can report on a theme, retell the content of what he (she) has read, heard or seen using simple sentences, keep up the conversation, ask questions and answer them. His (her) speech contains mistakes that do not influence the process of communication.
	8	Student can logically utter within the learnt themes according to the educational situation, as well as in the connection with the contents of what he (she) has read, heard or seen, express his (her) own attitude to the subject of speech, can keep up the conversation using short remarks. His (her) speech contains mistakes that do not influence the process of communication .
	9	Student can logically utter his(her) opinion within the learnt themes, reflect the main content of the things he has read, heard or seen, keep up the conversation using extended remarks, his (her) speech contains mistakes that do not influence the process of communication .
High	10	Student can utter without any preparation and keep up the conversation within the learnt themes. His (her) speech may contain some insignificant mistakes.
	11	Student can utter without any preparation and keep up the conversation within the learnt themes proving his (her) own attitude to the subject of communication. His (her) speech may contain insignificant mistakes.
	12	Student can easily utter and keep up the conversation according to the situation without any special efforts using language means in flexible and effective way.
Reading		
Beginning	1	Student can recognize and read some learnt words.
	2	Student can recognize and read some learnt word - combinations.

	3	Student can read and understand some simple unextended sentences.
Average	4	Student can read aloud and silently short simple texts based on the learnt material understanding their main content.
	5	Student can read aloud and silently short texts that can contain some unknown words the meaning of which he (she) can guess from the content of these texts.
	6	Student can read with the complete understanding short texts that can contain some unknown words the meaning of which he (she) can guess.
Sufficient	7	Student can read with the complete understanding short texts that can contain some unknown words the meaning of which he (she) can guess or find in the dictionary. He (she) can find necessary information in the texts.
	8	Student can read with the complete understanding the texts that contain some unknown words. He (she) can find and analyze necessary information.
	9	Student can read with the complete understanding adapted texts. He (she) can find and analyze necessary information and make correspondent conclusions.
High	10	Student can read with the complete understanding adapted texts. He (she) can analyze necessary information, make correspondent conclusions and compare this information with his (her) own experience.
	11	Student can read easy unadapted texts understanding the main content. He (she) can analyze them using the dictionary.
	12	Student can read easy unadapted texts, analyze them using the dictionary in case of necessity and make his (her) own conclusions.
Listening		
Beginning	1	Student can recognize by ear the most widespread learnt words in speech that sound in slow pace.
	2	Student can recognize by ear the most widespread learnt word combinations in speech that sound in slow pace.
	3	Student can recognize by ear some simple unextended sentences and speech patterns based on the learnt material in speech that sound in slow pace.
Average	4	Student can recognize by ear simple sentences, phrases and speech patterns presented in normal pace.

	5	Student can understand the main content of the small texts based on the learnt material and presented in normal pace.
	6	Student can understand the main content of the small texts based on the learnt material and presented in normal pace , that contain some unknown words the meaning of which he (she) can guess.
Sufficient	7	Student can understand the main content of the small texts based on learnt material and presented with in normal pace, that contain some unknown words the
	8	Student can understand the main content of a standard speech that can contain some unknown words the meaning of which he (she) can guess .
	9	Student can understand the main content of the speech that can contain some unknown words the meaning of which he (she) can guess , and “catches” the main content of the precise reports & announcements.
High	10	Student can understand the main content of the speech that can contain some unknown words the meaning of which he(she) can guess and “catches” the main content of radio and television broadcasts.
	11	Student can understand prolonged speech and the main content of radio and television broadcasts.
	12	Student can understand without significant difficulties long speech and the main content of radio and television broadcasts and films.

Appendix 4
Evaluation Criteria for students of language schools

Levels of the educational achievements	**Points**	**Evaluation criteria of the students` educational achievements**
Listening		
Beginning	1	Student can understand from the context the lexical material that deals with him (her) personally or his (her) family and close surrounding, if the people speak slowly and clearly.
	2	Student can understand the everyday lexical material and the most widespread expressions that deal with him (her) personally or his (her) family and close surrounding.
	3	Student can understand expressions and the most common used lexical material that deals with him (her) personally (e.g. the basic information about a person, his (her) family, shopping, location, occupation).
Average	4	Student can understand expressions and the most common used lexical material that deals with him (her) personally (e.g. the basic information about a person, his (her) family, shopping, location, occupation). He (she) can “catch” the main content of simple and clear announcements and utterances.
	5	Student can understand the main content of utterances on everyday life themes dealing with the job, studies, pastime etc., if the speech is rather slow and clear.
	6	Student can understand the main content of radio and television broadcasts on the events of the day or the themes of personal interests.
Sufficient	7	Student can understand the reports and even realize the argumentation if the topic touches him personally.
	8	Student can understand the lectures and realize the argumentation if the topic touches him personally, understand the most part of TV broadcasts dealing with the events of the day.
	9	Student can understand the prolonged speech even if it is unclearly structured and articulations are only implicit.
High	10	Student can understand TV broadcasts and films.

	11	Student has no difficulties in understanding the oral speech in direct process of communication.
	12	Student has no difficulties in understanding the oral speech in direct communication process, even if the speech is fast.
Reading		
Beginning	1	Student can understand familiar names, very simple words and phrases.
	2	Student can understand familiar names, very simple words and phrases, for example in advertisements,
	3	Student can read very simple short texts.
Average	4	Student can find necessary information in everyday life documents, advertisements, catalogues, traffic timetable and understand personal short and simple letters.
	5	Student can understand easy texts written in spoken language that deal with the everyday life.
	6	Student can understand a description of events,
Sufficient	7	Student can read the articles on modern topics, the authors of which have certain points of view.
	8	Student can understand modern adapted literary prose.
	9	Student can understand actual or literary texts.
High	10	Student can understand technical orders even if they are not of his competence field.
	11	Student can easily read all the forms of written speech.
	12	Student can easily read texts which are difficult by their structure and language means.
Dialog speech		
Beginning	1	Student can communicate on a simple level under the condition that his (her) counterpart is ready to repeat or formulate it slowly and to help him (her) to formulate
	2	Student can ask simple questions on familiar themes or questions that are connected with his (her) own needs.
	3	Student can fulfill usual simple tasks that require only simple and direct information exchange on familiar themes in communicational process.
Average	4	Student can carry out very short information exchanges, even if he (she) doesn't understand all this information, in order to keep up the talk.
	5	Student can cope with the most situations in the course of speech on simple everyday life topics.

	6	Student can take part without preparation in a talk on familiar and personally close to him (her) everyday life themes (for example, family, pastime, travelling, the latest events, etc.).
Sufficient	7	Student can communicate with the native speaker rather spontaneously and with ease.
	8	Student can take an active part in a conversation on familiar topics presenting or standing up for his (her) viewpoint.
	9	Student can utter spontaneously and with ease having no obvious difficulties in word selection.
High	10.	Student can use the language flexibly and effectively in social relations, can clearly formulate his (her) ideas and views, easily correlate his (her) speech and the speech of other people.
	11	Student can take part in any conversation or discussion without any difficulties, using idioms and verbal phrases.
	12	Student can utter clearly and with ease, show semantic shades. In case of any difficulties he (she) can turn back "for help" and make it easily, simply and almost unnoticed.
Monologue speech		
Beginning	1	Student can use simple expressions.
	2	Student can use sentences in order to describe his (her) accomodation, people whom he (she) knows.
	3	Student can use sentences for the simple description of his (her) family, other people, his (her) life conditions.
Average	4	Student can use series of sentences or expressions in order to tell in simple words about his (her) family, other people, his (her) life conditions, education etc.
	5	Student can use simple language means in order to tell about some events or his (her) own experience, hopes, dreams or goals.
	6	Student can give laconic examples or explanations of his (her) plans or ideas.
Sufficient	7	Student can utter clearly and in details on great number of topics connected with his (her) interests.
	8	Student can express an opinion on a certain problem, find out advantages and disadvantages of different ways of its solution.
	9	Student can give a detailed description of a complicated topic.

High	10	Student can give a detailed description of a complicated topic, connecting subtopics, expand on certain points (subpoints) and come to his (her) own conclusion.
	11	Student can give a clear and detailed description or argumentation in the style, usual for a certain context.
	12	Student can give a clear and detailed description or argumentation in the style, usual for a certain context, using logical structure that helps his (her) counterpart to notice and realize all important points of his speech.
Writing		
Beginning	1	Student can write short postcard (e.g. about his (her) vacation (holidays).
	2	Student can fill in the questionnaire and write his (her) name, nationality and address.
	3	Student can write short and simple messages in order to solve urgent problems.
Average	4	Student can write a personal and very simple letter (e.g. expressing thanks).
	5	Student can write simple coherent text on familiar themes or on the subject of his (her) personal interest.
	6	Student can write personal letters in order to describe his (her) experience or impressions.
Sufficient	7	Student can clearly and in details write the texts on a great number of topics connected with his (her) interests.
	8	Student can write the message in order to prove or deny a certain opinion, write the letters expressing personal attitude to events or a certain experience.
	9	Student can create a clear and well-structured text and expand on his point of view.
High	10	Student can expand in details on certain complicated themes in his (her) letter, emphasizing the points that he (she) considers to be important, write the texts of different types in personal style.
	11	Student can write clear texts using his (her) own style, write the letters or make up reports.
	12	Student can write the articles using logical structure that helps the readers to realize the most important points.