

## Project Ibunka 2023 The Final

### Newsletter No. 3 Extra - Meet your teachers

Thank you for your cooperation. This year, we've got as many as 37 partner teachers. The extra issue is dedicated for partner teachers' messages.

**Hi! (237)**

**25 Yuliia Kornytska**

**Igor Sikorsky Kyiv Polytechnic Institute R - Ukraine**

Greetings!

I'm Yuliia Kornytska. I hold a PhD, and I'm lucky to be teaching English for Specific Purposes (ESP) to students in the Marketing and Management Department..

I can introduce myself as a dedicated foreign language instructor with a passion for teaching. My mission in the classroom is clear: I'm here to assist my students in conquering language barriers, empowering them to express their thoughts fluently, fostering an appreciation for diverse perspectives, and nurturing their self-confidence.

Teaching a foreign language, especially within a professional context, goes far beyond grammar and vocabulary. It's about unlocking doors to new opportunities and expanding horizons. Therefore, the guiding principles of my classes are twofold: 1) keep moving forward, no matter what and 2) embrace new horizons. I firmly believe in the transformative power of education.

I'm delighted to be part of this project because I'm sure that each of us is in for a rewarding and unforgettable experience.

**it's great to know you all (296)**

**3 Dinda Rizky Nugraha**

**SMK PGRI 2 Cibinong Group A - Indonesia**

Hello Prof. Watanabae and everyone, it's nice to know you all. I am Dinda Rizky Nugraha, just call me Dinda. I have been teaching in SMK PGRI 2 Cibinong since 2011. This is first time I get nice opportunity to join IBUNKA project. Even though this is my first time joining but for SMK PGRI 2 Cibinong, this is the third year, we participate in IBUNKA. So IBUNKA is not something new because my friend, Mrs Dini and my previous students who joined IBUNKA often tell me about their experiences.

IBUNKA is a such nice project. It can motivate the students to improve writing in English. they can also share their ideas, new knowledge, experiences, cultures and also get new friends from other countries. In 2023, 20 students will take part in the Ibunka project, since the English teachers shared information about Ibunka, they are very excited, also lack of confident in writing English , but we always motivate them that you should take part the project so you can learn better.

hopefully, the students who join IBUNKA can take this opportunity well. so thank you Prof Watanabae for inviting our school on this project.

**Being a teacher of English at KPI (333)**

**38 Shalova Natalia**

**Igor Sikorsky Kyiv Polytechnic Institute T - Ukraine**

Glad to participate again in such perfect international project "Ibunka". My name is Natalia Shalova. I'm a senior lecturer teaching English at Igor Sykorsky Kyiv Polytechnic Institute. Today is a very significant day in Ukraine. We are celebrating 3 holidays: Teacher's Day, the Day of the Defenders and Defendresses of Ukraine, and the Feast of Pokrova or THE BLESSED VIRGIN MARY'S PROTECTION.



It's honor for me to be a part of large family of KPI teachers, professors and lecturers. I like my job, I like communicating with students that are the best ones because they are talented, innovative, hard-working, clever and witty. I'm happy to get feedback from my students anyway to see if they are satisfied with my way of teaching. I enjoy our discussions at classes while learning new topics even grammar. I'm open to communication 24/7(students sometimes understand it literally – they could sent messages in Telegram at 2 a.m ! I'm trying to explain that a teacher is a person who has his/her habits, rights etc.

Nevertheless, I do my best to give new knowledge to students realizing that English is a very important subject in future career and getting perfect job in modern world.

## **When foreign language learning becomes successful? (414)**

**13 Oksana Synekop**

**Igor Sikorsky Kyiv Polytechnic Institute G - Ukraine**

When foreign language learning becomes successful?

Hi! I'm Oksana, a teacher of English for Specific Purposes at Igor Sikorsky Polytechnic Institute. Today I'd like to share my thoughts with you about effective ways of teaching foreign language.

It is a well-known fact that learning a foreign language will be successful if the individual characteristics of the student are taken into account. This is true, because learning is connected with rather complex mechanisms of individual perception, processing, fixation, understanding, exchange of oral and written information in the process of interaction between communicators. Analyzing the individual characteristics of students, their level of foreign language proficiency and learning style, teachers plan and organize the educational process in a differentiated way.

The basis of differentiated instruction is the concept of "the zone of proximal development and the level of actual development" (Vygotsky, 2012). While in terms of the zone of proximal development students can do the tasks with the assistance or scaffolding, at the level of actual development they can do the tasks without any help - independently. It means that at the beginning students practice tasks (according to the actual level of foreign language proficiency and learning style of students) in which they are good at. Then complicated tasks are suggested but with scaffolding that provides support and allows the student to do the tasks. With time the students don't use scaffolding, they achieve the desirable level of foreign language proficiency.

Scaffolding for different students can be presented in a different way. It provides a comfort zone for the student. First of all, scaffolding can be realized through direct help of a teacher or his / her fellow mates. Secondly, it is a wide range of visual aids, key words and phrases, checklists, questions, given time to talk etc.

So, the introduction of differentiated instruction based on "the zone of proximal development and the level of actual development" of students' English language skills will allow the teacher to diversify learning, make it interesting and at the same time achieve a positive result.

## **Let's get to know each other (431)**

**7 Oleksandra Bondarenko**

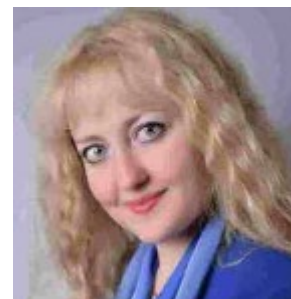
**Igor Sikorsky Kyiv Polytechnic Institute A - Ukraine**

My cordial greeting dear Ibunka participants!

My name is Oleksandra Bondarenko. I am an ESP teacher of the Department of English Language for Humanities of the Faculty of Linguistics, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute.

I am a graduate of the same Alma Mater, where I am currently working. I received a degree in linguistics, qualified for a translator and a teacher of English and German languages. During 2005 – 2006 worked as a young specialist at the Linguistics Department of theory, practice and translation. As I have already mentioned, since the autumn 2016 again joined the teaching staff of Kyiv Polytechnic Institute.

Together with other teachers of our department, I was able to improve my pedagogical skills thanks to the cycle of CiVELT courses organized and conducted by the British Council Ukraine in the boundaries of the project "English for Universities".



I am a member of such professional associations as the International Association of Teachers of English as a Foreign Language (IATEFL Ukraine) and the Center for Ukrainian and European Scientific Cooperation (CUESC).

Since 2022, together with FICT students, I have been participating in the international educational project “A cross-cultural web exchange project “Project Ibunka”. I am really pleased to be a part of this project and make a perhaps not significant but such an important contribution.

**Hello friends! (505)**

**11 Iryna Lytovchenko**

**Igor Sikorsky Kyiv Polytechnic Institute E - Ukraine**

Hi everybody!

My name is Iryna Lytovchenko. I teach ESP at National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”. It’s my great pleasure to take part in this wonderful project for the second time! I’m very grateful to Professor Masahito Watanabe and his highly respectable university for inviting our university to be active members of the international academic community consolidated by “Ibunka”. It is so important for our students and teachers to feel that they are part of the international democratic community that is teaching people humanistic values and ideals.



I’m very grateful to Professor Masahito Watanabe, Yokohama National University and the people of Japan for their moral and material support of Ukraine in the aggressive war that Russia conducts on our land. At present, our students study online, so this project is even more important for us because we do not feel alone and isolated. On the contrary, we can communicate with likeminded people of goodwill from different countries and continents. We can see that there are cultural differences between us, but these differences make each of our countries unique and thus particularly valuable for the global civilization. However, the more we discover new cultures, the more we realize how much we have in common. This is particularly evident when we share our problems, views, hopes, dreams, likes and dislikes in our postings and comments.

I’m only sorry that this is the final year of this project.... Do you agree that such projects really make a difference?

**Thank you for letting us be part of Project Ibunka again! (617)**

**39 Naoko Kasami**

**Bunkyo University - Japan**

Greetings to all the Project Ibunka participants. Thank you for letting us be part of this project. I am Naoko Kasami, a teacher at Bunkyo University, Kanagawa, Japan. Please call me “Kasamy”!



This essay has two main contents. The first is about my journey that led me to take part in this project, and the second explores my personal insights and interests in the field of language and cultural education. Firstly, I would like to explain the circumstances that led me to this project. In the first year of this project, 2000, I was studying in the UK. It was during this period that I developed a fascination for language and cultural education facilitated by the Internet. My online exploration led me to this project, which left a strong impression on me due to its exceptional quality. I learned a lot about Project Ibunka thanks to Wata. After the MPhil course, I started my teaching career at a university and had the privilege of involving my junior college students in this project, which was an enjoyable experience for all. Regrettably, with the integration of the junior college department into the university, I was unable to continue my participation in the project. However, the aspiration to rejoin this project remained alive within me for many years. Wata is the teacher I respect the most because he gives the most ideal courses, and I believe that this project is, as far as I know, the best cross-cultural education program in the world. It brings me great joy to be able to participate in this project once again in its concluding year. My gratitude extends to Wata, all project members, and my superior for their approval of my participation. Furthermore, I take pride in the seven students from my class who have bravely embarked on this journey with us. I eagerly anticipate witnessing their growth and the formation of lasting friendships through their involvement in this project.

Secondly, I would like to share some insights into my educational interests. As an educator, I am committed to creating dynamic and interactive learning environments utilizing Information Communications Technology (ICT). Over a decade of experience as an English and Culture educator has solidified my passion for technology-enhanced English education and its transformative potential. Specially, I am very interested in Digital Storytelling (a blend of storytelling art with various digital multimedia such as images, audio, and video). As an educator, I get



great satisfaction from acknowledging each student's unique attributes and am dedicated to customizing my teaching approach to cater to their individual needs. By fostering an inclusive and supportive environment, I hope that students can learn with fun and reach their full potential. My aspiration is to continue learning and growing alongside my students and all of you!

In conclusion, it is a privilege to be a part of this project with you all. Let's harness the power of English and internet technology to make the most of this project. It is my sincere hope that our collective efforts will contribute not only to the personal growth of each participant but also towards fostering global peace. Thank you very much for your attention. Let's embark on this exciting journey together.

P.S.

I love flowers, so ever since I decided to take part in this project, I've been taking lots of pictures of beautiful flowers. I'm glad the day has finally come when I can show one of the photos to you. The attached file depicts a spring view of Ooka River in Yokohama, renowned for its cherry blossom promenade. May this floral photograph offer you a moment of tranquility.

**Hi, everyone (619)**

**5 Sischa Mantika Sari, SMK PGRI 2 Cibinong Group C - Indonesia**

Hi, Mr. Watanabe and everyone. glad to know you all. let me introduce myself, my name is Sischa Mantika Sari, you can call me Sischa. I am a teacher at SMK PGRI 2 Cibinong. it is an honor for me to be able to join the IBUNKA project. I get to know people in different countries here, and it's fun. This is the first opportunity I can join the IBUNKA project. This project has been familiar for the last 3 years, my students have previously participated in this project accompanied by Mrs. Mardini.

IBUNKA is a very good project. SMK PGRI 2 Cibinong has joined the IBUNKA project for 3 years. This program really helps me, especially my students in developing English writing skills, getting to know many people in various countries by sharing information related to school life, culture and others.

So, I would say thank you for giving my school to join again.

