



# INNOVATIVE METHODS OF TEACHING ENGLISH

For teachers, teacher trainers,  
Director of Studies, heads of language schools

**26/11/2016**

As new teaching methods are revolutionizing  
the education across the world, Trendy English  
brings different teachers together to find the methods  
that appeal to today's learner.

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- ready to share your ideas
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**Trendy**

**English 5**

# STREAM 1 - Teaching English to different age groups

## Young Learners

### Natalia Kirsanova



Natalia Kirsanova is the owner of Language School "Family English " Samara, Russia and an experienced teacher-follower of V. Mescheryakova' and G. Kitaigorodskaya's methodological approaches. Natalie has been practising suggestopedia method by Prof. Losanov, Bulgaria, and coaching techniques in working with parents. She is interested in young learners and professional development.

### 3 ways ways to involve parents into YL' educational process



Engaging parents into a learning process is vital to young learners' success because it helps parents and children unite and give them more opportunities to get to know each other understand each other better. Unfortunately, there are some obstacles in our real lives - for example, not all of parents know a language, how the educational process should be organized and not all of them have time for learning English together. Therefore it's important to help parents to know how they can take a more active part in their children's educational experiences and this is one of teachers' responsibilities to get parents involved. It begins with sharing volunteer opportunities, connecting them with homework assignments and providing information about children's progress .

In my speech I'll talk about:

- how to demonstrate English classes organization;
- how to involve parents in homework;
- how to use parent communication strategies.

# STREAM 1 - Teaching English to different age groups

## Young Learners

### Valeriya Mescheryakova



Valeriya Meshcheryakova, English teacher, has been training the main conversational skills of the children aged 3-10 for 26 years. As a result of this work, a series of books on teaching/learning English "I Can Sing", "I Can Speak", "I Can Read" and "I Can Write" have appeared. Her experience has been summed up in the book "I LOVE ENGLISH", the Empirical System of Early Language Learning. She conducts seminars and workshops for English teachers in the methodical center "I LOVE ENGLISH" in Moscow.

## How to speak English to a 3-year old



We all know that the earlier we start learning languages, the better results we can achieve. But very often people with good knowledge of English do not know how to convey it to their own children. Besides, little ones may even sabotage their parents' activity. How should they make 3-year-olds be keen on speaking another language? If you are interested in this problem, join us.

# STREAM 1 - Teaching English to different age groups

## Young Learners

### Olga Tsareva

Olga Tsareva is a teacher and teacher trainer with 11 years of teaching experience. Olga specialises in teaching pre-primary and primary students. She is an author of a programme “English with Mummy” and a number of articles on teaching English to very young learners.



## The Geography of a Pre-primary English Language Classroom

In my talk I am going to focus on the way of making pre-primary classroom more effective and dynamic. My classroom is basically divided into zones connected with “routes”. There are such zones as: finger play zone, circle time zone, calendar zone, nap time zone, tea time zone, craft zone, story time zone and others. The number of zones and their diversity depends on the age of the students, the length of the lesson and the presence or absence of parents. Children always follow the same route. Moving around the classroom or, in my case, classrooms they use the same routine language. This gives them the feeling of security, helps setting boundaries and provides lots of language exposure. My aim is, within one lesson, to recreate as many life situations appropriate for the age of my students as possible. English language classes for toddlers last up to 90 minutes and children never get tired or bored as they do not perceive it as a lesson but rather as a period of their life spent in a different language environment.

# STREAM 1 - Teaching English to different age groups

## Teenagers

### Natalia Belousova



Natalia Belousova is a CELTA and Delta certified teacher and teacher trainer, a Cambridge ICALT trainer and DOS at CLASS Study and Training Centre (Rostov-on-Don). She regularly presents at international conferences, including IATEFL and TESOL. Natalia is also a co-organizer of the ELEphant National Competition for Teachers of English. Her areas of interest include teacher training, teaching teenagers and adults.

## Dogme in the classroom: doing drama devised by students



The workshop demonstrates ways of effective integration of theatrical performance elements created by teenage students into a General English language course.

The participants will have a chance to analyse how a theatrical performance generated by students can allow the teacher to devolve their responsibility for classroom procedures and help students break language barriers. The combination of the main tenets of the Dogme approach with the concept of theatre as 'mirrored life' enables a lot of language to emerge in the classroom, giving the teacher an opportunity to work on the students' interlanguage and cover the grammatical and lexical material prescribed by most syllabuses. The presented way of teaching can also help students fight their phobias of answering too personal questions frequently found in coursebooks, let them share what matters to them and adapt learning to their own needs. Experiencing and discussing elements of the theatre-based syllabus designed by the presenter, those attending the workshop will take a look at an alternative way of practising Dogme in the classroom.

The goal is for participants to walk away with concrete ideas for their own classes.

# STREAM 1 - Teaching English to different age groups

## Teenagers

### Elena Peresada



Elena Peresada is an English teacher, a teacher trainer and a materials writer, as well as being the head of a language school. She is the author of StudyCraft methodology at <http://www.studycraft.ru/> and the leader of Trendy English Community <http://trendyenglish.ru/>.

## How gamification helps to adapt a coursebook for millennial teens.

You don't know how to motivate your teenage students? They never do their homework and think English coursebooks are boring. But they like playing computer games! In my talk I'll explain what computer games can teach us and I'll give a few simple examples how you can gamify your coursebook using a game-design approach.

To understand how to gamify your coursebook, we need to realize what elements of computer games make them so interesting? When teachers start to gamify their classes they introduce XP (experience points), leaderboards, badges, etc. These elements help to increase students extrinsic motivation. Points and badges is a good thing to start, but we should not stop here.

Engaging games, which keep players playing for hours, do not maintain players' interest by simply offering the ability to earn points and beat levels. What makes the game addictive is a good story, chances for players, challenges, and choices.

In my talk I'll give a few practical examples how you can apply these game principles to your coursebook. I'll show how game techniques can make drills and gap-filling exercises exciting. We will learn how we can use the power of fail at our English lessons and what mechanics we can use to encourage our students to make their own meaningful choices during the lesson. I'll explain how to create an exciting Role-Play- Game from the scratch to provide an authentic speaking output. We'll see how game mechanics and elements of storytelling can brighten up reading tasks.

Also, I'll point to some common mistakes which teachers make when they start to gamify their English classes.

# STREAM 1 - Teaching English to different age groups

## Teenagers

### Irina Malinina



Irina has been teaching English to teenagers and adults for over 20 years, and as a teacher trainer she has given workshops to teachers in different contexts.

She has Teacher Trainer certificate from Norwich Institute for Language Education.

Irina has developed numerous courses and trainings for teenagers (Storytelling in English, British and American literature, etc) and adults (Effective Business Writing, Coaching Different Writing Types, etc).

## CLIL: Teaching History through English to Teenagers

CLIL (Content and language Integrated Learning) can be a highly motivating, cognitively engaging, and rewarding approach both for students and for teachers of English. This is a different way of learning, where English and various subjects are intertwined, thus making English a medium for instruction. CLIL methodology develops higher-order skills by involving learners in activities in which they have to apply these skills (such as creative thinking, critical evaluation, or hypothesizing).

During this presentation I will share my experience and my findings about teaching History through English to a group of teenagers (13-14 years old). I will speak about selecting and developing materials for CLIL curriculum and using project work in the classroom. I will briefly explain how to use digital media in the physical environment of the classroom, i.e. integrating augmented reality (AR) technology to create "talking posters".

Hopefully, this practical guidance on how to make CLIL a reality will serve as a springboard to enable you to design your own CLIL lessons and expand repertoire of classroom techniques.

# STREAM 1 - Teaching English to different age groups

## Adults

### Natalia Kostareva

Natalia Kostareva is a former methodologist and senior teacher in Moscow language school Mr English, and now she is a self-employed corporate English teacher and a certified coach based in Moscow. She has been teaching for 13 years and uses a communicative method and coaching techniques in teaching individuals mostly (groups occasionally). She is an advanced user of Skype for her online classes.



## Coaching approach in teaching languages

In any area of our lives now there are people who wish to improve their performance and they are turning to coaches... life coaches, music coaches, executive coaches, sport coaches, fitness coaches, health coaches and the list goes on. So why not to employ a language coach? Coaches help you refine your performance and your learning skills and approach so you can keep improving as well as keep on target and on track.

Coaching has recently become a buzzword used by freelance English language teachers or trainers on their websites. Indeed, many freelance teachers or trainers now refer to themselves as 'coaches'. Wikipedia defines coaching as 'a training or development process via which an individual is supported while achieving a specific personal or professional competence result or goal.' As I see it, English language coaching is all about helping and motivating learners to make their own decisions about their language learning journey. We shouldn't restrict ourselves to simply teaching the language.

Thus, In my speech I will look at how coaching helps me

- SMART and define the learner's goals and expectations
- how to make the learner an active participant of the educational process and bear more responsibility
- maintain a language learner's motivation.

# STREAM 1 - Teaching English to different age groups

## Adults

### Zhenya Bakin

Zhenya Bakin is a language teacher and teacher trainer from Moscow. Zhenya holds Cambridge CELTA and DELTA with specialism in EAP. He has experience in teaching both in the private sector (IH-BKC) and in public schools. One of his interests is teaching with technology. He is currently working as the director of Academic Writing Center at Higher School of Economics and studying at NILE towards an MA in education.



## Communicative Teaching: Setting Standards

This session aims to demonstrate what communicative teaching might look like. First, we will look at different aspects of effective teaching. Then participants will compare and contrast 2 lessons (recorded in Russia and China). This will be followed by a brief discussion and Q&A section.

# STREAM 1 - Teaching English to different age groups

Adults

**Olga Fere**



Olga Fere, Director of Kitaygorodskaya School, PhD.

Tutor: Tatyana Nikolaeva, senior teacher at Kitaygorodskaya School.

**Interactive language  
performance for French learners “Vive la Joie!”**



Kitaygorodskaya Method: effective teaching technologies based on activation of individual and group potential. Training courses for teachers of foreign languages. Master-class: interactive language performance for French learners “Vive la Joie!”

All programmes in Kitaygorodskaya school are created in a way which allows to work easily with huge amounts of material, to boost memory and develop all types of intellect and emotional intelligence. We will show how new material can be introduced to people with basic or zero knowledge of the language (French).

## STREAM 2 - Teaching English in different contexts

ESP

### Elena Matveeva

Nowadays Elena Matveeva teaches Business English and General English to adults at Dmitry Nikitin school in Yaroslavl. Elena has given a number of talks at international conferences in Russia and abroad on different issues of teaching Business English and using technology. She is the BESIG Facilitator's IATEFL 2016 scholarship winner and a member of several Teacher associations including IATEFL.



### How to present and be heard in the modern world

In the modern world the art of public speaking has gained major importance. Whether the aim is to introduce a new idea, to persuade the audience or to sell something, a memorable presentation is what can help to achieve the goal. Therefore, nowadays the ability to deliver talks which are capable of getting the message across and producing a desirable impact on the public can't be overestimated. In the world of technological advancement it is very easy to get carried away with all the improvements of digital age and to forget that the personality of the speaker and the ability to connect with the audience should still be the number one priority for a presenter. The goal of this talk is to show how Internet can be helpful in the process of creating a presentation. The list of resources will be given with the examples and explanations of how they can be used by educators when teaching presentation skills. Even though it is impossible to stay away from technology and the Internet, sometimes it is important to get 'unplugged' or go analog and let the mind generate valuable ideas without any interference.

## STREAM 2 - Teaching English in different contexts

### ESP

### Alexey Bakulev

Alexey Bakulev is a General English and ESP teacher. Formerly a Southern Federal University faculty member, in 2016 he embarked on teaching at the Department of English for Economics and Mathematics Majors, Higher School of Economics. He is a CELTA-qualified instructor and a Fulbright FLTA Fellow (2013-2014), with the experience of teaching English both in school and university environments.



### Let Students Do Our Job, or How to Design ESP Materials without Much Effort

Today, with the continuously growing expansion of English as a lingua franca of professional communication, nearly each and every EFL teacher faces the necessity to teach English for Specific Purposes. Popular, demanded and engaging as it may be, the task tends to appear challenging due to many EFL teachers' low level of expertise in relevant professional fields. In the talk, the speaker focuses on a number of practical tools that may considerably facilitate educational process in the ESP classroom. Special attention is drawn to students' involvement in the selection and/or design of materials and exercises relevant for the course. Students, in fact, assume the role of immediate teaching assistants and are, to the speaker's mind, eligible to undertake the task due to the extensive specialization training they have been experiencing. Through students' engagement not only can teachers accumulate high-quality course input and activities, but also learners' autonomy is seen to advantage through the development of self-study, peer-teaching and peer-assessment skills.

## STREAM 2 - Teaching English in different contexts

ESP

### Anastasiya Chernetskaya

Anastasiya Chernetskaya is an English Language Instructor with 5 years' experience in teaching English for IT specialists working for EPAM Systems, Russia, Ryazan. I have tried out and mastered different methods of tailoring corporate materials for business courses using CELTA and other modern approaches of designing relevant lesson plans for adults, which I'll be more than happy to share at Trendy English Conference.



### Needs Analysis as a Way to Elicit Ideas for a Corporate Course

The assessment of literacy needs from the learner's perspective is an important part of an instructional program. Although they may say they just want to "learn English," they frequently have very specific learning goals and needs; for example, to be able to send emails of request to their customer, negotiate or make calls. If their needs are not met, they are more likely to drop out than to voice their dissatisfaction especially taking into account certain features of corporate training programs.

In the presentation I will share some ways that may assist in figuring out the needs of IT specialists and will also show the whole lifecycle of a piece of corporate material from 'irrelevant nothing' to smth amusing, valuable and handy from the students' perspective.

## STREAM 2 - Teaching English in different contexts

### Preparing for Exams



### Tatiana Odintsova

Tatiana Odintsova is CELTA and CELTA YL certified teacher, EGE expert and a senior teacher at a private language school in Rostov-on-Don. She has been teaching English as a foreign language for 8 years to students of all ages (7+ y.o) and levels at both private and state educational institutions. Currently her main area of interest is exam preparation process.

### Creating real-life context for exam preparation



Most teachers agree that the key to successful exam results is lots of practice and perfect exam skills. However, language exams aim at testing the command of target language, which the candidates are likely to use in real life. If so, the ability to skillfully fill the gaps or describe a random photo won't help to communicate with other people. This means that the exam preparation process has to be applicable to the students' everyday life. In this case, teachers need to vary the materials they use, trying cater for the students' interests and needs and make the lessons more student-centered. The main idea of this workshop is that exams can be fun if the teacher chooses interesting preparation materials other than practice tests. In this workshop we're going to look at popular TV series, personal photos, social networks and messengers as sources for successful and stress-free exam preparation.

By the end of the workshop, the participants will have tried out a number of activities designed in order to help students develop both exam skills and real-life communicating skills and discussed the impact these activities might have on the outcome of the learning process.

## STREAM 2 - Teaching English in different contexts

### Preparing for Exams

#### Anna Pochepaeva



Anna Pochepaeva, PhD, DELTA, LCCI FTBE, is a master-trainer and Oral Examiner of Pearson Test of English from Moscow, Russia, currently working as a teacher-trainer and LCCI project manager in Language 360 Ltd., Pearson official partner in books and exams. Since 2012 Anna Pochepaeva has co-authored several best-selling books for Russian State Exams, including a best-seller “EGE. Oral Part. Tests” with a computer-based exam imitator/trainer.

#### Paper-based tests vs digital tasks: how to facilitate learning and improve performance at Russian National Exam

With the advent of computer-based speaking part to Russian National Exam in English known as EGE, exam preparation is ultimately to shift from traditional paper testing alone to computer-based tasks. However, for teacher the lure of the computer is more of a menace than a real convenience. How to fulfill modern students' emotional needs? How to comfort digitally native students and yet develop their language competence and exam-taking skills to achieve high EGE scores? How to spice up EGE preparation lessons in the modern digital society? How not to slide to boring exam drilling? The presentation will give you insights on incorporating online training into exam classroom to ensure successful preparation for all parts of EGE in English.

## STREAM 2 - Teaching English in different contexts

### Preparing for Exams



### Matthew Vesty

Matt Vesty, English Teacher, Teacher Trainer (Trinity Diploma TESOL in Progress) from Birmingham, United Kingdom. He has lived in Moscow for more than 4 years teaching English, training teachers, and working as an IELTS examiner. He has a keen interest in all things ELT, particularly the Lexical Approach, Task-Based Learning, Dogme, and Exam Preparation classes. Matt currently combines work as a Director of Studies at a language school and is currently working on improving teacher education in Russia.

### Perspectives and Critical Thinking to help generate ideas in International Exams



Many students often complain about not having the ideas to write an essay or answer questions in the speaking sections of international exams. In this workshop, I will show teachers the different principles of critical thinking, and how they can be applied to the classroom to help students achieve higher scores in international exams such as IELTS, FCE, BEC, TOEFL etc.. Adverbial phrases and 'thinking hats' are an often neglected part of the classroom. For higher scores in the IELTS and other exams, students must give fuller, more developed answers. They cannot do this, however, without using language frames and critical thinking skills in their tasks. I will give a bit of theory behind the application of critical thinking in the classroom, and add some practical ready-to-use activities to take into the classroom.

## STREAM 2 - Teaching English in different contexts

### Teaching with technologies

#### Khariton Matveev



Khariton Matveev is a Chief Product Officer and Co-founder at Vimbox. He graduated from Moscow Institute of Physics and Technology and has considerable experience in Programming, Statistics, Data Analysis, Web Projects and User Experience. He has been working in English e-learning market for the past four years and has founded two successful companies, Skyeng and Funday

### How to get most of Vimbox for your online teaching



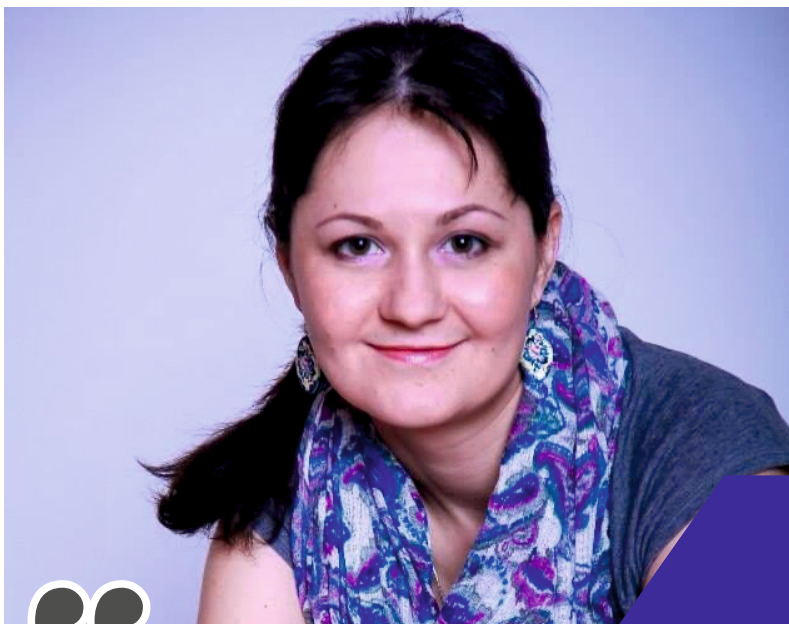
Digital English language learning market is becoming more attractive for teachers all over the world, increasing by 30 % every year which requires necessary infrastructure. Tools like Skype, Hangouts or MOOC platforms (e.g. Moodle or Edmodo) have their disadvantages, therefore we have created Vimbox . It is a whole ecosystem which allows you to conduct amazing one-to-one online lessons with ready-made materials and resources, give students homework and see the results with correct and not correct versions, thus tracking students' progress and providing them with some remedial work and activities. The platform itself has got an embedded student's profile, audio and video players, real-time synchronization, lesson materials with tasks and activities for both class and home works and some more features. Additionally there are mobile apps to study grammar and vocabulary, watch films online and work on pronunciation.

In my presentation I'll talk about the latest trends of using technology in online teaching (AI, machine learning and big data), demonstrate how our system works and share some tips for you to get most of Vimbox in your online teaching.

## STREAM 2 - Teaching English in different contexts

### Teaching with technologies

#### Vera Bobkova



EFL teacher at private school "Golden Section", Moscow  
teacher trainer 8 years of experience at the British  
Council The areas of my professional interest are time  
savers, ICT, and learner's autonomy.

### ICT Time Savers



This workshop is for the teachers who value their time and look for shortcuts in lesson planning. We will explore mobile apps along with regular websites to see how we can benefit from using them both before and in class.

## STREAM 2 - Teaching English in different contexts

### Teaching with technologies

#### Maria Varenova



Maria Varenova, CELTA, teacher-trainer, PTE examiner, currently working as a Marketing Director in Language 360 Ltd., Pearson official partner in books and exams.

### Technology in the ELT classroom: just a medium or a new educational environment?



Technology has become an essential part of our everyday life, but many teachers are still a bit afraid to introduce it into their English classes. Electronic course-books, online-workbooks, e-readers are becoming more and more popular. But how to make the most of them in terms of methodology and English language teaching?

During the workshop we'll demonstrate why modern devices are not just an effective medium to deliver educational materials, but also a great way to vitalize your classes and bring new vibes into routine exercise.

## STREAM 3 - Business track

### Marketing and sales

#### Kristina Gugnyaeva



Head and owner of Deutschkurse language school, where more than 5000 students from Moscow have studied.

### 7 easy steps to increase sales in a language school



Sales department – the driving force of your business, the place where a lot of money and opportunities for expansion and development are concentrated.

How to build an autonomous, but manageable sales department? How to build a system that generates revenues? How to draw a feasible plan and motivate your staff to implement it? How to motivate your managers to be active in attracting customers without controlling the process? How to teach them to communicate with clients effectively and persuasively? How to return clients who attended the test lesson, but didn't sign a contract? How to persuade 70% of the clients visited your school to sign up for the test lesson? What can be done if more than a half of your students don't attend the test lesson? How to make 80% of new students pay for the course? How to increase the average check opening a group?

For 6 years, I've been searching for the answers to these and other questions that directors of studies have. I'll share my experience on how to build and manage the sales department successfully?

## STREAM 3 - Business track

### Marketing and sales

#### Maxim Titov



Maxim Titov is a project manager at Skyeng, an online English school. Maxim has been actively involved into building and developing relations with clients in different fields: Banking, Real Estate, Education and others. Currently Maxim is working on creating a teachers' development program about teacher-student relations in one of the biggest online schools in Europe.

### How to help your teachers to build relations with students and increase business KPIs?

Building rapport and developing good relations with clients are more than just sales to your clients. Many business owners working in education dream about teachers who are as good at teaching as at sales. What are some possible ways to bring this blend in life? I'll share my experience in training and mentoring teachers and give a number of tools which your teachers can use with their students in their communication.

## STREAM 3 - Business track

### Hiring and developing your staff

#### Margarita Nazarova



Margarita Nazarova Founder of LuxEnglish language school with more than 1000 students in one location. 12 years of teaching experience. Constantly developing herself as a teacher and a businesswoman through seminars and workshops in the USA, UK and in Russia. Teacher and teacher trainer.

### Developing and motivating teachers



Work hard and feel happy – is it about your teachers?

How to be a productive leader, operate a successful language school and remain a pleasant woman, keeping warm relationship with your teachers?

Your teachers are like your students, you have to teach them constantly and together develop a unique atmosphere and corporate culture of your school.

If you develop your teachers, they turn into magic fairies, your best friends and partners, bringing income and more clients to your school. If you leave them on their own, they can turn into snakes, gossiping, spreading negativity and stealing your clients.

It all doesn't happen overnight, but you can start building a system of constant developing, motivating and inspiring your teachers giving them all the essential knowledge to become really successful.

There is a huge difference between a school teacher and a language school teacher. And this knowledge itself will help you to look at the whole working process in a different way and start changing it.

I want to share the experience of my language school LuxEnglish to help you turn your teachers into real business partners – motivated, hard-working, creative and even more important - loyal to your language school.

## STREAM 3 - Business track

### Hiring and developing your staff

#### Marina Kladova



Marina Kladova is a Cambridge DELTA-qualified English teacher and teacher trainer based in Moscow with teaching experience in Oxford and London. She is really interested in ESP and tailor-made courses, learner's and teacher's autonomy, leadership and teacherpreneurship in education and CPD programs. She has been consulting and assessing language schools about teachers'

### A continuous professional development (CPD) program and teacher autonomy in your language school



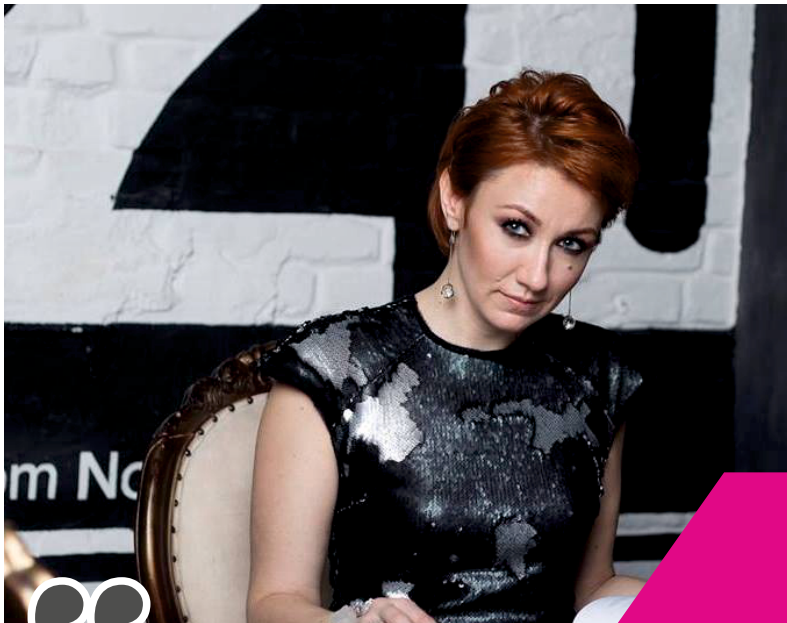
In the era of knowledge economics, long-life learning has become a necessity because of knowledge inflation, higher competition and increase in life speed. Therefore educational establishments need to establish CPD programs in their schools. There are certain constraints (busy schedules, lack of resources, etc.) which prevent schools from having their CPD programs and it becomes the teachers' responsibility to develop themselves professionally.

There are two approaches which schools can take in developing their teachers. They may encourage teacher autonomy and give their staff more independence in decision-making and self-education or they may develop their own educational plan which includes constant assessment, teacher's development maps, collaboration workshops and stimulate peer learning and observation. In this interactive presentation I will talk about different ways to develop teacher autonomy and share my experience of building CPD programs in the language school where I worked. The participants will also discuss problems connected to CPD in their language schools and share their experience of solving them.

## STREAM 3 - Business track

### Business Development

#### Volikova Julia



Professional business – technologist, expert in economies of scale, strategic management, sales, gamification and management. Member of the Council of innovative business network – Futuremakers. Co-founder and strategic partner of scientific laboratory Green Up.performance, business processes and product development.

**Value preposition. How to stop competing on price and start selling dear**

We are going to talk about:

- How to add value to your product, utilizing the company's unique features and the business opportunities on the market.
- How to identify your customer's pain and solve it to create a gain;
- How to identify your target audience;
- How to create a useful value preposition;
- Practice: Analysis of a real business case "Creating Value preposition and undercutting your competitors".

## STREAM 3 - Business track

### Business Development

#### Askhat Urazbaev

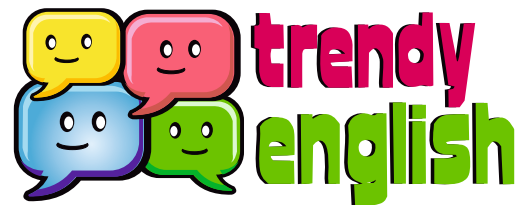


Agile and certified Kanban coach, Certified SAFe coach. The founder of ScrumTrek. ScrumTrek consults, trains and helps companies in their transition to Agile. Among the customers of ScrumTrek are such companies as Yandex, Rambler, Skype, Alfa-Bank, Svyaznoy, Sberbank and many others.

### Agile methodology for running a language school

Agile подходы возникли в разработке программного обеспечения как реакция на постоянно усложняющуюся конкурентную среду и усиливающуюся неопределенность. Сейчас в таких условиях работает практически каждый бизнес по всему миру. Как следствие, для супер-динамичных рынков Agile постепенно становится доминирующим методом управления бизнесом.

Мы поговорим о том, что такое Agile, как применение Agile влияет на структуру, методы управления и культуру организации.



# INNOVATIVE METHODS OF TEACHING ENGLISH

Для преподавателей, методистов  
и руководителей

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