

Житомирський державний університет імені Івана Франка
ННІ іноземної філології
Кафедра міжкультурної комунікації та іншомовної освіти

Інструктивно-методичні матеріали до лекційних та практичних занять
з обов'язкової освітньої компоненти «Інноваційні технології в навчанні
англійської мови в закладах загальної середньої освіти»
для студентів заочного відділення другого (магістерського) рівня

Key Issues and Innovative Techniques in Methods of Foreign Language Teaching

Галузь знань	01 Освіта / Педагогіка
Спеціальність	014 Середня освіта
Предметна спеціальність	014.02 Середня освіта (Мова і література (англійська))
Спеціалізація	014.021 англійська мова і література
Освітня програма	Середня освіта (Мова і література (англійська))
ННІ	Іноземної філології

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Розглянуто та схвалено на засіданні
кафедри міжкультурної комунікації
та іншомовної освіти
Протокол від «13» травня 2023 р. № 14

Завідувач кафедри _____ Валентина ПАПІЖУК

Житомир 2023

УДК 811.111:378.22:37.091.33

*Рекомендовано до друку вченою радою
Житомирського державного університету імені Івана Франка
(протокол № 13 від 29 червня 2023 року)*

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Інструктивно-методичні матеріали до лекційних та практичних занять з обов'язкової освітньої компоненти «Інноваційні технології в навчанні англійської мови в закладах загальної середньої освіти» для студентів заочного відділення другого (магістерського) рівня «Key Issues and Innovative Techniques in Methods of Foreign Language Teaching»/Уклад.: Л.В. Калініна, Н.Р. Прокопчук. Житомир : Вид-во ЖДУ ім. І. Франка, 2023. 88 с.

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Introduction

Dear student teachers!

The intended overall target of your professional training in methods of teaching English is to help you to become highly qualified schoolteachers of the XXI century, who can teach English to new generation school students effectively both off- and online, using innovative approaches, methods and techniques.

The suggested course presents student-friendly professional training conducted in English to promote high levels of interaction and involvement in your own learning process, on the one hand, and to focus on your language improvements as a means of communication and life skills, on the other hand.

The course consists of the units which are concerned with the application of knowledge in real situations rather than about knowledge itself, and recommends a range of teaching and learning strategies which are intended to develop your professional methodological habits and skills.

Every unit has the same structure, which makes the course easy for studying:

- I. Fundamentals as Guidelines for Studying Methods.
- II. Recommended Literature for Independent Further Reading.
- III. Techniques for Autonomous Learning
- IV. Learning Strategies for Professional Training Including Practical Implementation of Theoretical Knowledge.
- V. Self-assessment of your Professional Growth in Every Paragraph of a Unit.

Moreover, there are some tasks in every unit for children with SEN.

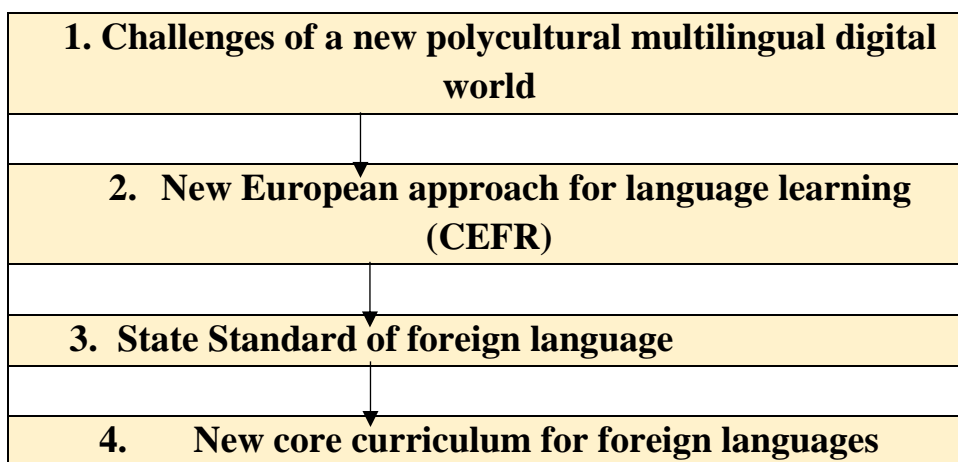
You'll also find some additional materials to make your work with senior learners more enjoyable and effective!

Let Success Attend you!

1. Aims and Content of Teaching English to Secondary School Learners

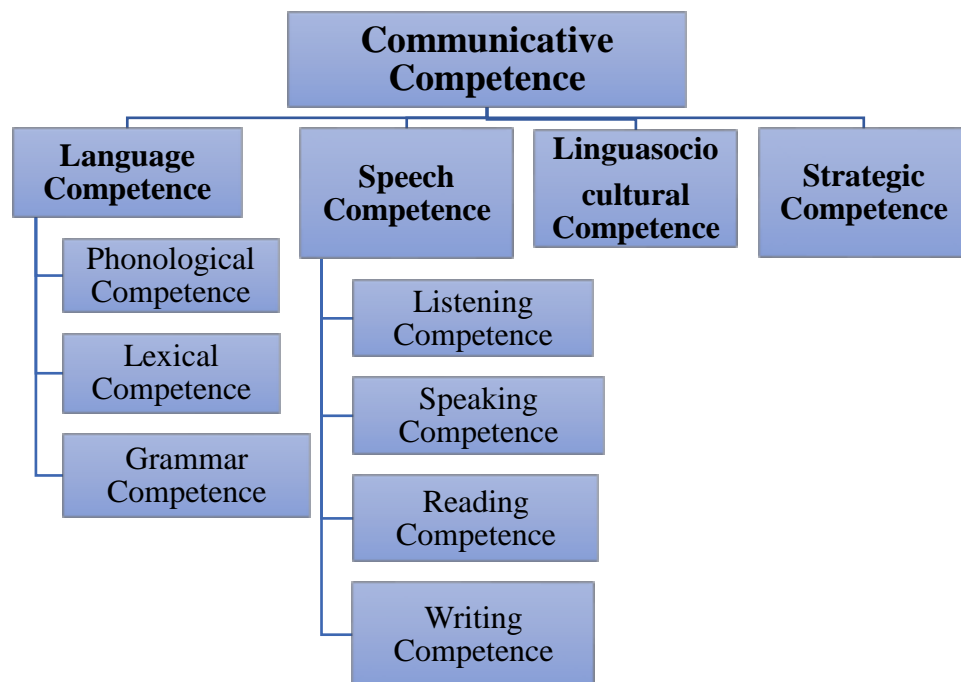
I. Familiarize yourself with the Following Fundamentals as your Helping Hand.

1. Across Europe plurilingualism is seen as the most important approach to language learning. It differs from multilingualism which is known as the knowledge of a number of languages. Plurilingualism was presented in the Common European Framework of Reference for languages which was used by the Ministry of Education and Science in Ukraine for selecting the standards that need to be achieved in various levels of Secondary school learners and University students. Schematically basic factors for designing new aims in language leaning and studying policy in Ukraine are presented in **picture 1**:



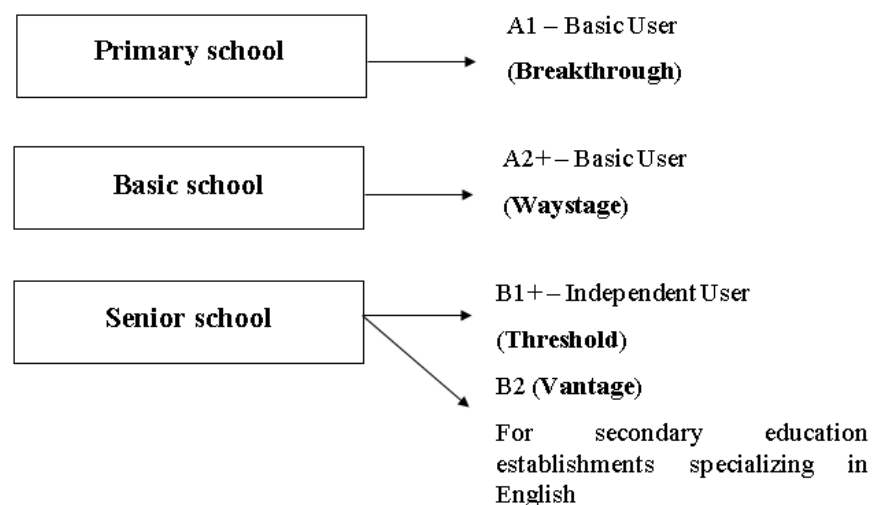
Picture 1. Basic Factors for Designing New Aims of Teaching English in Ukrainian Schools

2. According to the new core curriculum, the main aim of teaching English at secondary school is to develop learners' communicative competence which consists of various competences presented in **picture 2**:



Picture 2. Structure of Communicative Competence

3. The new core curriculum identifies levels of English proficiency for each school which correspond to the levels of CEFR. You can see them below in **picture 3**:



Picture 3. Levels of English Proficiency for Different Types of Schools

4. The school reform, known as New Ukrainian School, formulated basic competences for school leavers:

- Communication in the mother tongue;
- Communication in a foreign language;
- Mathematical literacy;
- Information and computer literacy;
- General cultural literacy;

- Ecological literacy and healthy way of life;
- Scientific competence;
- Continuous professional development (CPD);
- Social and civil competences;
- Enterprising competence.

5. Key competences formation is a must for all school subjects, including a foreign language. The so called **continuous** skills (наскрізні вміння) make the basis for key competences formation. The are:

- 1) Reading with understanding,
- 2) Expressing one`s point of view orally and in writing,
- 3) Critical and systematic thinking,
- 4) Logically grounded position,
- 5) Creative activity and thinking,
- 6) Initiative,
- 7) Emotion control,
- 8) Risks evaluation,
- 9) Decision making,
- 10) Problem solving,
- 11) Cooperation with others.

The teachers are expected to create comfortable conditions for these skills development, to make teaching student-centered and to use the innovative techniques of the XXI century.

6. In accordance with above mentioned key competences and continuous skills the new core curriculum put forward four main content lines in relation to themes in specific domains:

- Ecological safety;
- Civil responsibilities;
- Healthy way of life;
- Financial literacy.

7. Content of teaching English at secondary school answers the aims of teaching and consists of the following components: language material, speech patterns, language skills, strategies and tasks, texts, linguasociocultural material.

8. English Curriculum outlines language knowledge and skills appropriate for each type of school and a level of English proficiency, but it is up to an English teacher to select vocabulary and speech patterns in relation to four domains: the personal domain, the public domain, the educational domain, the occupational (professional domain).

9. In each domain, there are situations for communication within the topics studied. The domains and the topic may be the same in every school (example: “Family”, “My Favourite Pastime”, “Ukraine”, “Great Britain” etc.) but the situations for production and interactions are different.

10. Beginning with a new schooling year in September 2022, the 5th graders will start studying in accordance with principles and requirements of New Ukrainian School. New model curriculum “Foreign languages 5-9 grades for secondary schools” were designed and recommended by the Ministry of Education and Science in Ukraine. According to these model curriculum, 5-6 grades are viewed as adaptation period when the learners study the first foreign language and are supposed to get level A2, while the learners of 7-9 grades are meant to get basic education with B1 level of English proficiency.

11. The Content for B1 level of English proficiency for the 9th grade of the model curriculum differs from the existing core curriculum in terms of communicative skills presentations, topics and subtopics for studying and consequently selection of lexical and grammar material.

II. For Further Reading

1. Методика навчання іноземних мов і культур: теорія і практика : підручник для студ. класичних, педагогічних і лінгвістичних університетів / Бігич О. Б., Бориско Н. Ф., Борецька Г. Е. та ін./ за загальн. ред. С. Ю. Ніколаєвої. – К. : Ленвіт, 2013. – 590 с.

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3. Модельна навчальна програма «Іноземна мова. 5-9 класи» для закладів загальної середньої освіти (авт. Редько В. Г., Шаленко О. П., Сотникова С. І., Коваленко О. Я., Коропецька І. Б., Якоб О. М., Самойлюкевич І. В., Добра О. М., Кіор Т. М.) [Електронний ресурс]. URL: https://drive.google.com/file/d/1Lv1Juvpo3CMswCPPtWQozxXDQpq_yH-/view

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III. Getting Professional

1. Match the topics for school students' learning from the list to the appropriate domains. Fill in the chart below:

Domains			
Personal	Public	Educational	Professional
My Family and me
...			

List of Topics

My Family and me	My Friend(s)
My Favourite Lesson	London
Travelling	Seasons and Weather
Shopping	Meals
My Working Day	Holidays and Festivals
Great Britain	Ukraine
My Working Day	My Future Profession
English Speaking World	Sport
Healthy Way of Life	Environmental Protection
My School	My Native Place
The House I Live in	Going to the Cinema
Art	Languages in our Life
Scientific Progress	Inventions and Discoveries
Touring Kyiv	

2. Individually, choose one of the topics in any domain and come up with possible communicative situations for learners of different age groups. Follow the example.

Example:

Topic	Primary school (Level A1)	Basic school (Level A2+)	Senior school (Level B1+, B2)
Personal Domain Topic "My Family and me"	- Presenting members of the family, their names - Speaking about their age etc.	- Describing family members' appearance - Speaking about family members' characters etc.	- Describing relations in your family - Speaking about family traditions etc.

3. For one of your situations select appropriate language content and fill in the chart, following the example.

Example:

Situations (intermediate level)	Phonetics	Grammar	Vocabulary	
			Words	Phrases
Speaking about family members' characters	[d] My dad is designing interesting programmes.	- Descriptive adjectives like: honest, patient etc. - Linking phrases: as for my mum, frankly speaking etc.	Supportive Reliable Friendly etc.	- To get on well with -To be full of life and energy -To be interested in

4. On the basis of new model curriculum characterize the aim of teaching and its functions for level B1.

IV. Practice Makes Perfect!

1. One of the basic competences of the New Ukrainian School is “Information and Computer Literacy”. Suggest 3-4 possible techniques for realizing this competence in the English lesson at a senior level.

2. Plan a part of a lesson in the 10th / 11th grade on one of the topics suggested below integrating four content lines (ecological safety, civil responsibility, healthy way of life, financial literacy) (2 techniques for every content line).

Example: **Topic “My Working Day”**

Healthy way of life: Look at the picture and say what children do to keep fit. Do you do the same? What do you do to be healthy?



Financial literacy: Imagine, your class was donated 20 000 hryvnas to set up a club for after classes activities. Think and decide:

- What club you'd like to set up and why;
- How you would spend 20 000 hryvnas for your new club etc.

Topics Suggested:

- Travelling
- Ukraine at Large
- Art
- My School

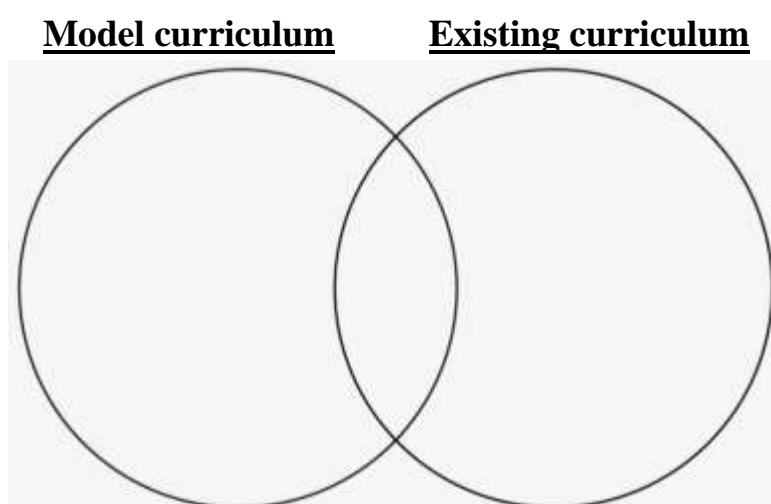
3. Write 5 important tips for a novice teacher how to select appropriate textual materials for a certain topic. Use the pattern.

Pattern:

Five Important Tips for a Novice Teacher as to Textual Materials' Selection

- Begin with...
- Take into consideration...
- Pay attention to...
- Don't forget...
- Try and...

4. Using Venn Diagram technique, characterize content of teaching English for level B1 in model curriculum and the existing curriculum. Follow the example below.



IV. Do the Test to Decide how Well you Know Aims and Content of Teaching English to Secondary School Learners

True/False:

1. The main aim of teaching English at school is highlighted by CEFR.
2. The aim of teaching English is to develop learners' Communicative Competence.
3. Content of teaching English answers the question "Why to teach?"
4. Secondary school leavers should acquire B2+ level.
5. Elementary learners should have Breakthrough level.
6. The domain, that is centered on learners' individual life and activities at home within families and friends, is called public.
7. Independent English users can understand and use familiar everyday expressions and basic patterns while interacting.
8. Strategic Competence deals with learners' abilities to learn.
9. By language skills we mean listening, writing, reading and speaking.
10. Nowadays a teacher can select all content components independently.

2. Planning Teaching

1. Planning is an integral part of teaching a foreign language. It is extremely important both for a teacher and for a learner because their activities are interrelated and are aimed at achieving good results for which they are equally responsible.

2. A **Calendar plan** for the whole school year is recommended by the authors of the textbook a teacher has chosen for his/her learners.

3. On the basis of the calendar plan, a teacher should design a **unit plan** for the sequence of lessons on the topic. The model of unit plan is recommended by the Ministry of Education and Science of Ukraine and presented in a model curriculum for foreign languages. It consists of the following items (the example):

Topic	Subtopic	Communicative skills	Continuous lines	Aims of a lesson	Forms of assessment	Teaching aids and materials
SPORT	<u>Lesson 1</u> Indoor / outdoor sports	To describe indoor and outdoor sports	To develop learners' critical thinking	To introduce new vocabulary and organize its primary assimilation	<u>Oral assessment</u> : answering questions <u>Writing assessment</u> : Ex.3 p. 68	Flash cards with new vocabulary p.67
	<u>Lesson 2</u> ...					

4. Before planning a lesson an English teacher should **know the requirements to a well-planned lesson**:

- Communicative character of a lesson;
- Complex character of a lesson;
- Integrated character of a lesson;
- A well-formulated aim of the lesson;
- Relevance of learning outcomes to the aim of the lesson;
- Relevance of exercises used in the lesson to the realization of its aim and learning outcomes;

- Relevance of exercises to the stage of any habit or skill formation;
- Prevalence of STT (Student Talking Time) and L2 (foreign language) in the lesson;
- His/her learners' level of English proficiency, language abilities, means of motivation etc.;
- What teaching aids and teaching materials will be necessary in the lesson and check if they are available;
- How to write a lesson plan (its format).

5. Planning a lesson begins with setting one practical **aim** of the lesson, which is specific for a particular lesson, for example: *To develop learners' monological competence on different prompts.*

6. Familiarize yourself with questions every teacher should answer while setting the aim of the lesson (SMART):

S	<i>Specific</i>	What do I want to accomplish in this lesson?
M	<i>Measurable</i>	How will you know that you have accomplished your aim?
A	<i>Attainable</i>	How can the aim be accomplished?
R	<i>Relevant</i>	Is the aim of the lesson worth working hard to accomplish?
T	<i>Timely</i>	By when will the aim be accomplished?

7. Having set an aim of the lesson, it is important to plan **learning outcomes** (what learners should be able to do by the end of the lesson) which are relevant to the aim of the lesson. For example: *By the end of the lesson the learners will be able: to describe their family; to speak about their parents' jobs etc.*

8. To achieve the planned learning outcomes, a teacher should select exercises and activities, which will make it possible.

9. A novice teacher should be well aware of the way in which to design a lesson plan, the format, which is traditional in Ukrainian education and is presented below.

Lesson Plan

Date:

Form:

Topic:

Aim:

Learning outcomes:

Teaching aids and materials:

Lesson Structure (timing):

Beginning:

1. Conversation warm-up 5 min
2. Pronunciation warm-up 5 min

The main part:

1. ... 30 min
2. ...
3. ...

Ending:

1. Evaluation and assessment 2 min
2. Setting homework 3 min

Lesson Sequence

Teacher activity	Learner activity
I. Conversation warm-up Hi, everybody! How goes it? ...	Learners reply individually. Etc.

10. There are lessons' components, which are compulsory in every lesson, like conversation warm-up, pronunciation warm-up, assessment and evaluation of learners' achievements, setting homeworks. The main part of a lesson may be various, but it's important to use ways of ensuring the communicative, integrated and complex characters of a lesson.

11. A new generation English teacher is ready to use innovative approaches, methods and techniques in teaching English and to realize the ideas of New Ukrainian School. He/she has got many new roles and functions in comparison with a traditional teacher like a facilitator, tutor, assessor, etc.

II. For Further Reading

1. Методика навчання іноземних мов і культур: теорія і практика : підручник для студ. класичних, педагогічних і лінгвістичних університетів / Бігич О. Б., Бориско Н. Ф., Борецька Г. Е. та ін./ за загальн. ред. С. Ю. Ніколаєвої. – К. : Ленвіт, 2013. – 590 с.

2. Модельна навчальна програма «Іноземна мова. 5-9 класи» для закладів загальної середньої освіти (авт. Редько В. Г., Шаленко О. П., Сотникова С. І., Коваленко О. Я., Коропецька І. Б., Якоб О. М., Самойлюкевич І. В., Добра О. М., Кіор Т. М.) [Електронний ресурс]. URL: https://drive.google.com/file/d/1Lvr1Juvpo3CMswCPPtWQozxXDQpq_yH-/view

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I. Getting Professional

1. Fill in the Spidergram of the importance of a well-planned lesson for a teacher and a learner.



2. Read the aims of the lessons suggested below and come up with possible learning outcomes. Follow the example.

Example: **Aim:** *To teach learners to use new vocabulary on the topic “Meals” independently.*

Learning outcome: *By the end of the lesson learners should speak about their meals in different contexts, independently choosing what to say and how to say it.*

To teach learners to use new vocabulary on the topic “Meals” independently.
To develop learners’ dialogical competence on the basis of jazz chant “Panic on being late”.
To teach learners to practise grammar constructions “There is / there are on the topic “My Flat”.
To teach learners to describe their favourite pastime.

3. Read the learning outcomes below and formulate possible aims of the lessons:

By the end of the lesson, the learners will be able to discuss their future career plans.
By the end of the lesson, the learners will be able to describe their favourite holidays.

By the end of the lesson, the learners will be able to compare British and Ukrainian popular sports.

4. Individually choose one of the learning outcomes above and suggest (3-4 tasks) to achieve them.

5. Read the jumbled lesson plan on the topic “Organizing a picnic” (the 8th grade) with the aim: to develop learners’ group interactive skills doing the project. Put its components in a correct sequence.

a. There are photos of picturesque places for picnics on the board. Decide with your groupmates, which is suitable for you.

b. There are pictures of different items on the teacher’s table. Take 3-4 items for your future picnic and explain why you need them.

c. Put the posters on the blackboard and present them to the classmates.

d. Move round the classroom, interview your classmates about their preferences in picnicking and make a group of 4-5 like-minded people.

e. Discuss and distribute your duties while on a picnic.

f. In the whole class, discuss the groups’ posters and ideas for a picnic.

g. Match pictures to the learners’ duties on a picnic.

h. Choose winners and comment on the advantages of their project.

i. You are supposed to do the group project “Getting ready for a picnic” which will end in a poster.

III. Practice Makes Perfect!

1. Using the example of a unit plan on page, design a unit plan on any topic (not less than 6 lessons) for the senior learners.

2. Choose one of the lessons from your unit plan and write a lesson plan, observing all requirements to an English lesson and following its format.

3. Design a memo for a novice teacher using the pattern below.

Pattern:

To Observe Communicative, Integrated and Complex Character of a Lesson you

Should	Shouldn't
1. Devote the bulk of your lesson's time for practising language skills.	1. Use L1, giving instructions. Better give examples.
2. ...	2. ...

IV. To the Test to Decide how Well you Can Plan your Teaching

Multiple choice test:

1. Designing lesson plans ensures a teacher that...

- A. he / she has highlighted the particular language skill to be taught;
- B. he / she won't write it next time;
- C. he / she has got pleasure;
- D. he / she will achieve his / her aims.

2. Planning helps a teacher...

- A. to become a good teacher;
- B. to plan suitable activities;
- C. to know the learners better;
- D. to take into consideration learners' needs.

3. Formulation of the aim of a definite lesson is determined by...

- A. the core curriculum;
- B. the skills to be practised in the lesson;
- C. the "Teacher's guide";
- D. new challenges of life.

4. Optional elements of the lessons are...

- A. speech practice and setting homework;
- B. conversation warm-up and pronunciation warm-up;
- C. explanation and revision of language material;
- D. evaluation and assessment of learners' achievements.

5. Designing a certain lesson plan, it's not a must...

- A. to plan learning outcomes;
- B. to use ICT in the lesson;
- C. to write a test;
- D. to observe its complex character.

6. Communicative character of a lesson is realized by...

- A. translation exercises;
- B. evaluation and assessment;
- C. learners' speech practice;
- D. visual materials.

7. It's advisable to avoid ... in the lesson.

- A. metalanguage;
- B. L1;
- C. L2;
- D. STT.

8. Complex character of a lesson presupposes...

- A. practising language material through all skills;

- B. practising all skills;
- C. practising language through culture;
- D. using all kinds of prompts.

9. Discussing different problems in the lesson, learners can integrate...

- A. their experience and points of view;
- B. knowledge they've got in other lessons;
- C. English terminology;
- D. their friends' help.

10. The choice of exercises to be used in the lesson depends on...

- A. the teacher's methods;
- B. the classroom layout;
- C. the aim of the lesson and learning outcomes;
- D. the learners' desires.

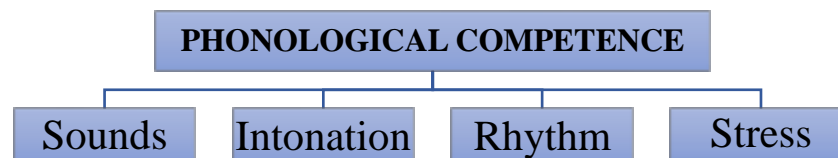
3. Language Competence Formation

3.1. Phonological Competence Formation

I. Familiarize yourself with the Following Fundamentals as your Helping Hand.

1. As it has been noted in unit 1, one of the components of the communicative competence is **language competence**, which consists of *phonological, lexical and grammar competences*.

2. New standard and Core Curriculum for Foreign Languages in Secondary Schools stress that phonological competence formation presupposes the development of not only sounds and intonation habits but also of other important components. The structure of phonological competence is presented in picture 1.



Picture 1. The Structure of Phonological Competence

3. The formation of phonological competence is laid at the elementary level. According to the Conception of New Ukrainian School and, consequently, the requirements of English curriculum for primary school, all language knowledge is mastered implicitly, avoiding a conscious approach. It means that all English sounds are introduced in game-like situations in learners' mother tongue. For example:

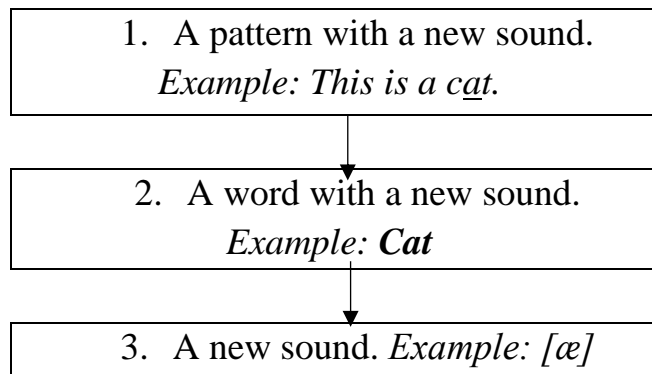


Розповідь учителя: Діти, підніміть руку, в кого вдома є кішка (кошеня)? Як звучить твоє кошеня? А твою кішку? Що вони люблять пити? Молочко! А ви дивились як вони п'ють молочко? Де у них знаходиться язичок? А ось я вам покажу фото мого кошеняти. Гляньте, де у Мурчика язичок? Правильно, між зубками. А давайте пограємо в ваших улюбленців: висуньте язичок між зубками і вимовіть звук [ð] [ð].

У українській мові немає такого звуку. У нашій мові є звук [z]: зайчик і змійка, знайшли, зернятко.

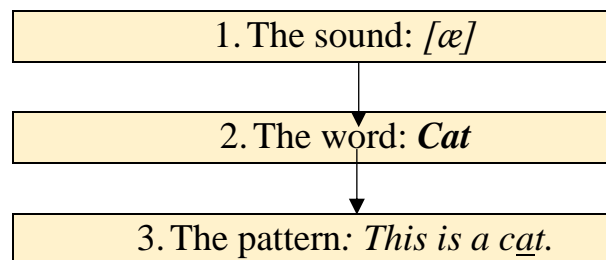
А давайте тепер вимовимо українське речення і замість українського звуку [z] вимовимо англійський звук [ð]. Поставимо язичок між зубками: «Зайчик і змійка знайшли зернятко».

4. A teacher can introduce two-three English sounds in one lesson, observing the following algorithm in picture 2.



Picture 2. Algorithm of an English Sound Presentation

5. The learners try to imitate a new sound in the opposite succession as in picture 3.



Picture 3. Algorithm of Learners' Imitation of a New English Sound

6. While introducing and practising English sounds a teacher should bear in mind phonological difficulties of pronouncing some of them because their wrong pronunciation blocks understanding and, consequently, communication. For example:

- positional length of some vowels |I:| vs |I| - sheep vs ship |ʃi:p| - |ʃɪp|
- voiced consonants vs voiceless - |bæg| - |bæk|
- front vowel vs back vowel |pæt| - |pa:t|; |kæt| - |ka:t| etc.

7. Teaching stress, rhythm and intonation is extremely important, because using wrong intonation patterns and violating stress patterns lead to content changing of the speakers' utterances. For example:

- 'Why don't you 'want to 'go to the \party? (suggestion)
- \Why don't you want to go to the party? (asking for the reason of refusal)

or

- You \like English, \don't you? (I'm sure you do)
- You \like English, \don't you? (I want to be polite and continue the conversation)

8. We believe that the introduction and practice of phonological competence components above, may be performed simultaneously in English lessons with the help of imitation game-like techniques.

For example: Listen to the jazz-chant and walk with rhythm.

Young learners make a line and, while listening to the jazz-chant, are walking in accordance with the rhythm.

— I`found a \cow.

— \How?

— I`found a \hen.

— \When?

— I`found a \bear.

— \Where? etc.

9. In the young learners' classroom, practice of all phonological competence components is effective when the learners sing, learn nursery rhymes or small poems by heart, dramatize fairy tales, role-play short dialogues etc. Thus young learners see how these components are used in natural contexts.

10. To brush up learners' phonetics at an intermediate and senior levels, a teacher should organize a 5-7 minute phonetic practice (phonetic drill) in every English lesson, using different teaching aids and materials like tongue-twisters, jazz-chants, raps, poems, mini-dialogues, etc. in accordance with the phonetic difficulties of his/her learners, observing the sequence of activities: from receptive → reproductive → productive.

11. In the XXI century teachers and learners have access to different ready-made phonetic videos and Internet materials which may be successfully used in the English classroom for teaching purposes. But it is advisable to accompany audio and visual materials with a verbal prompt, because there are may be learners with SEN who have different learning abilities.

II. For Further Reading

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2. Методика навчання іноземних мов і культур: Теорія і практика: підручник для студ. класичних, педагогічних і лінгвістичних університетів / Бігич О.Б., Бориско Н.Ф., Борецька Г.Е. та ін. // за загальн. ред. С. Ю. Ніколаєвої. Київ: Левінт, 2013. 590 с. С. 192-214.

3. Mark Hancock. English Pronunciation in Use. Cambridge University Press, 2003. 200 p.

III. Getting Professional

1. In the 10th grade, a teacher used the following teaching aid written on the board.

—*If I give you a lift, little Bill, will you sit still?*

—*I will. An interesting film begins at six. It's a pity to miss it.*

Name this teaching aid and single out components of phonological competence the teacher is going to practise (for example, intonation of direct addresses in the middle of the sentences etc.).

2. Familiarize yourself with the algorithm of organizing the phonetic drill in the 9th grade and say what step of the algorithm you agree or disagree with. Explain your decision.



There was an Old Man with a beard,
Who said, " It is just as I feared ! —
Two Owls and a Hen, four Larks and a Wren.
Have all built their nests in my beard."

Step 1. Model reading of the limerick by a teacher.

Step 2. Translation of the limerick and chorus reading of the learners.

Step 3. Individual reproduction of the whole limerick by learners.

Step 4. Reading the limerick with different emotions.

Step 5. Final reading in chorus.

3. Read the instructions of phonetic exercises in the chart below and make the right choice as in the example.

Type of activity	Receptive	Reproductive	Productive
Listen to the poem and clap your hands when you hear the sound [I]	V		
Listen to the rap and beat the rhythm			
Read the microdialogue in pairs observing intonation patterns			
Read the words suggested and match them to the right pictures			
Listen to the jazz-chant and reproduce the stressed words			
Listen to the poem and stand up when you hear the line with a low falling tone			
Read the quote below as if you are its author			
Listen to the beginning of a dialogue and reply to it as if you are greatly surprised (afraid, happy etc.)			

Listen to the limerick and reproduce the words with the same sounds			
Read a nursery thyme and reproduce the stressed words			

IV. Practice Makes Perfect!

1. Individually choose one of the sounds suggested below and think of its presentation in the young learners' classroom where there are 3 children with eyesight problems:

[a:], [w], [ŋ], [æ], [θ – ð], [tʃ], [ə]

2. Read the tongue-twister below and organize a phonetic drill on its basis in the 10th grade.

This is a therapist Theo Smith from Athens.

3. A teacher put two pictures on the board and wrote the words to the right of them. Look, read and suggest your techniques (receptive and reproductive) for developing learners' phonological competence in the 9th grade.



Bag [æ]

Map, balcony, hen, fancy, rain, ham, happy, page, beg, net, marry



Tea [i:]

Knee, people, tips, peace, stick, great, flip, sheep, read, thread, ready, film

3.2. Lexical Competence Formation

I. Familiarize yourself with the Following Fundamentals as your Helping Hand.

1. Lexical competence belongs to the language component of the communicative competence and has a specific character for the learners of different age groups – elementary (A1), intermediate (A2+) and senior (B1+, B2).

2. Nowadays, an English teacher is free to select vocabulary for his/her learners within the topics studied, observing the following criteria in **picture 1**.

Word-building value	Derivative value	Stylistic value
Frequency of use	Polysemantic value	Topical associations
	Combination value	

Picture 1. Criteria for Selecting Vocabulary

3. An English teacher should select vocabulary items for learners' active and passive minimum from authentic sources bearing in mind their lexical relationships like chunks, cognates / false cognates, idioms, collocations, synonyms / antonyms etc.

4. To motivate intermediate and senior learners to distinguish vocabulary items by their relationships and to see larger units of the English language, lexical approach of lexical competence formation is advisable.

5. First and foremost, an English teacher should disclose the meaning of the new vocabulary, choosing one of the well-known traditional ways which are presented in picture 2.

Direct	Visual	Translation
<ul style="list-style-type: none"> • Morphological division • Context • Synonyms • Antonyms • Definitions • Interpretation 	<ul style="list-style-type: none"> • Illustrations (pictures, set of pictures, stick pictures) • Making models (paper planes, boat, cars etc.) • Demonstration of school paraphernalia • Body language • TPR 	<ul style="list-style-type: none"> • Finding an equivalent in the mother tongue • Comparing a Ukrainian lexical unit with an English one • Translation-interpretation

Picture 2. Ways of Disclosing the Meaning of Lexical Items

6. The number of lexical items to be introduced in one lesson depends on the age group of learners: 3-4 (elementary level), 5-6 (intermediate level) and 8-10 (senior level).

7. The choice of the way of disclosing the meanings of new lexical items depends on many factors, such as learners' level of language proficiency, learners' language experience, the origin of the lexis etc.

8. Traditionally, lexical competence formation covers three main stages, each of them has its name, aim and appropriate exercises. They are presented in **Picture 3**.

I. Preparatory stage	II. Focused practice stage	I. Creative stage
Aim: to disclose the meanings of new lexical items and to organize their primary assimilation	Aim: to recycle new lexical items in different contexts on the basis of various audio, visual prompts	Aim: to encourage learners to use new lexical items independently for realization of their communicative intentions
Exercises: receptive and reproductive	Exercises: receptive, reproductive	Exercises: communicative, productive, without any prompts

Picture 3. Stages of Lexical Competence Formation

9. Living in a new information society, an English teacher should be well aware of the 21st century teaching aids and materials like white boards, smartphones, QR-codes, logos, word-clouds etc. as well as the Internet sources (Wordle, Word Lift, Trackston) and how to deal with them in different English classrooms, including classrooms with SEN children.

10. Moreover, a new generation English teacher should be able to meet new life challenges and adjust him/herself to online teaching English using blended learning modes, flipped classroom etc.

II. For Further Reading

1. Методика навчання іноземних мов і культур: Теорія і практика: підручник для студ. класичних, педагогічних і лінгвістичних університетів / Бігич О.Б., Бориско Н.Ф., Борецька Г.Е. та ін. // за загальн. ред. С. Ю. Ніколаєвої. Київ: Левінт, 2013. 590 с. С. 215-233.

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4. Nation, I.S.P. Teaching Vocabulary: Strategies and Techniques. Boston: Heinle ELT, 2008. 121 p.

III. Getting Professional



1. Match lexical exercises on the right to the correct stage of lexical competence formation on the left as in the example.

Preparatory stage	1. Retell the story as if you are the author
	2. Say the opposite
	3. Make up a sentence by analogy with the given one
	4. Complete the sentence
	5. Describe the most memorable summer holiday
	6. Watch the video and comment on its events
Focused practice stage	

Creative stage

- | |
|---|
| 7. Listen to three students describing their working days and say which of them you find the most well-organized |
| 8. Paraphrase the sentences |
| 9. Describe the picture given using key words from the box |
| 10. Read a list of words suggested and group them according to three categories: clothes / appearance / profession |
| 11. Listen to the beginning of the story and come up with your own ending |
| 12. Illustrate the proverb "A friend in need is a friend indeed" |

2. In the young learners' classroom, a teacher introduced six new words, using different ways of disclosing their meanings. Name them and say what you disagree with. Give your suggestions.

A teacher:	Learners:
<p>Look at the picture. It's a bird.</p>  <p>Не сперечайтесь, це птах – a bird.</p> <ol style="list-style-type: none">2. to make a nest – будувати гніздо3. to fly – літати4. bird watching – це дуже популярне заняття в американських дітей. Вони люблять спостерігати за птахами та вивчати їх звички, поведки5. to feed birds – годувати птахів6. in the picture you can see a bird's table (показує картинку шпаківні)  <p>Но, це годівниця для птахів.</p>	<p>P1. Це горобчик.</p> <p>P2. Ні, це ластівка, в неї довгий хвіст.</p> <p>P3. Яка це ластівка, це ворона маленька.</p> <p>P1. Шпаківня</p>

3. In the 10th grade's English classroom, eight minutes before the end of the lesson a teacher introduced new words. The teacher gave the learners the homework


to make sentences with new words in writing, to translate sentences in ex. 4, p. 32. The next day many students didn't cope with the homework and the teacher was dissatisfied. Comment on the situation in writing and give a possible way out (150 words).

IV. Practice Makes Perfect!

1. Plan a part of a lesson for the preparatory stage of lexical competence formation in the 10th grade. Use the following lexical items for disclosing their meanings:

- Wildfire
- Water pollution
- A recycling pick-up day
- To preserve environment
- Deforestation
- Irreparable
- Global warming
- To contaminate


2. Plan a part of a lesson for the focused practice stage of lexical competence formation (Upper intermediate level on the topic "Health Care") on the basis of a poem given.



I'm Staying Home from School Today
by Kenn Nesbitt

I'm staying home from school today.
I'd rather be in bed,
pretending that I have a pain
that's pounding in my head.
I'll say I have a stomachache.
I'll claim I've got the flu.
I'll shiver like I'm cold
and hold my breath until I'm blue.

I'll fake a cough, I'll fake a sneeze.
I'll say my throat is sore.
If necessary, I can throw
a tantrum on the floor.



3. Read the proverbs suggested below and come up with 3-4 techniques for the final creative stage of lexical competence formation, one of them for children with hearing problems.

An apple a day keeps the doctor away	After dinner sleep awhile, after supper walk a mile
Appetite comes with eating	

3.3. Grammar Competence Formation

I. Familiarize yourself with the Following Fundamentals as your Helping Hand.

1. Grammar competence refers to the language component of the communicative competence. According to the new Model Curriculum teaching grammar in secondary school is to have learners form and develop their grammar competence according to the following levels: for elementary learners (1-4th grades) - A1; for intermediate learners A2 - (for 5-6th grades), B1 - for 7-9th grades, for senior learners – B2.

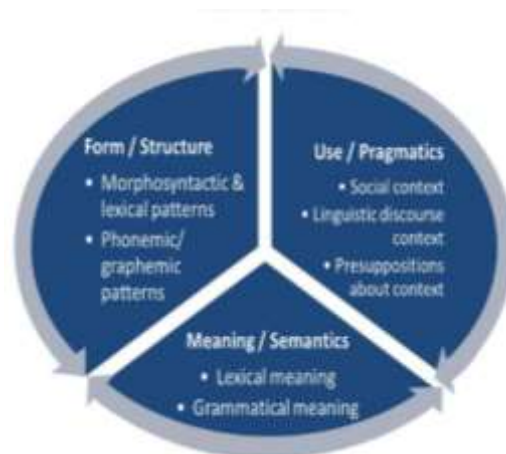
2. By *the Grammatical competence* we understand the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication.

3. Traditionally, the methodologists and linguists differentiate between 3 *dimensions of grammar*:

● *“form”* is the word or part of the word a grammar item is made of (How is it formed?)

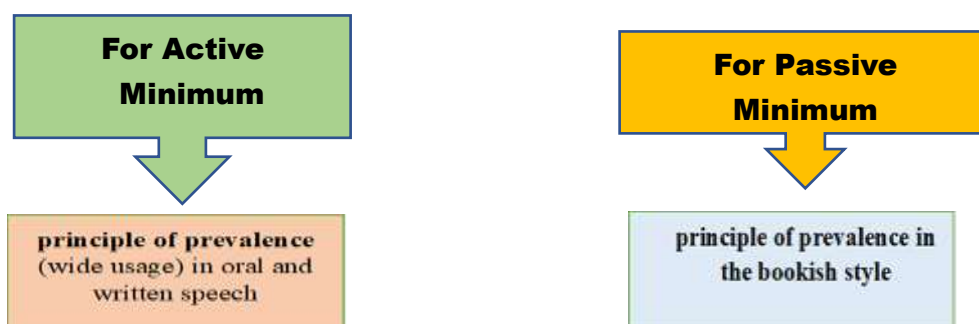
● *“meaning”* is the concepts a grammar item expresses (What does it mean?)

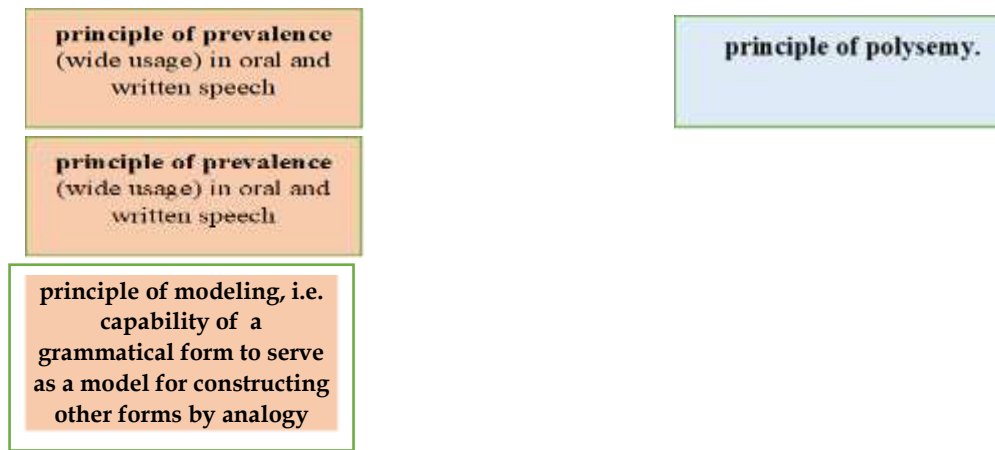
● *“use”* is what the grammar item is used to do in a particular context (When and why is it used?).



(borrowed from <https://slideplayer.com/slide/10222677>)

4. Teaching Grammar an English teacher develops *active grammar minimum* - the grammatical phenomena which are meant for usage in oral speech (speaking and writing) and *passive grammar minimum* - the grammatical phenomena which pupils can recognize and comprehend in a text (while reading or listening) considering the principles for selecting grammar material. They are presented in **Picture 1**.





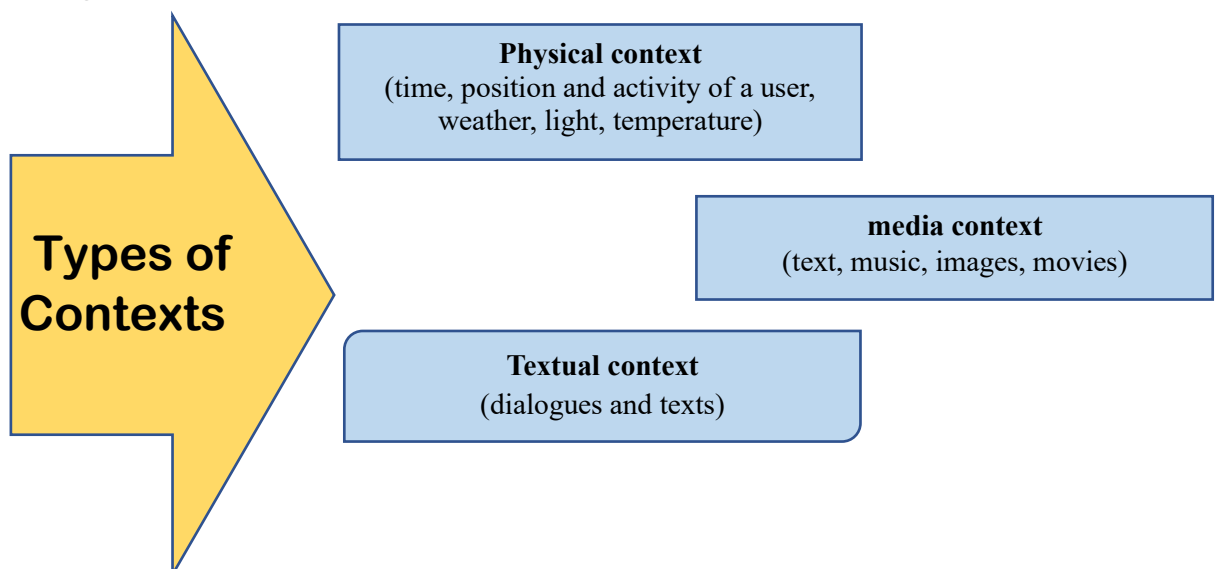
Picture 1. Criteria for Selecting Grammar Minimum

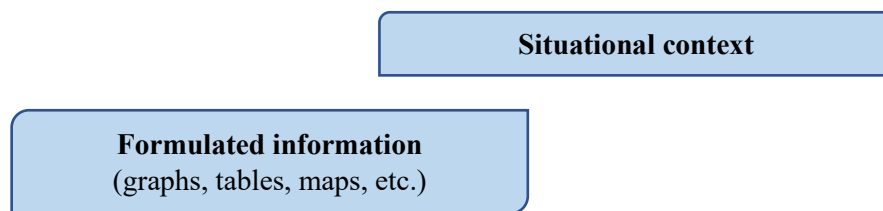
5. Nowadays Grammar is being taught *communicatively* giving the learners the opportunity to practise the target grammar item through specific communicative tasks and activities. Understanding the intended meaning of a single word or phrase in the absence of context is extremely difficult (Thornbury, 1999, p.69.) Thus, **to teach grammar effectively to a secondary school learners it is important to contextualize the target structures, i.e. use different contexts.**

6. Nowadays Grammar is being taught *communicatively* giving the learners the opportunity to practise the target grammar item through specific communicative tasks and activities. Understanding the intended meaning of a single word or phrase in the absence of context is extremely difficult (Thornbury, 1999, p.69.) Thus, **to teach grammar effectively to a secondary school learners it is important to contextualize the target structures, i.e. use different contexts.**

7. **Context** is the situation or linguistic and non-linguistic information surrounding the new grammatical phenomenon and results in new language being used.

The context should show what the language means and how it is used. It should be interesting to students; something that students can relate to. It should be simple enough to show the form and rich enough to show the meaning and its use. Too many new words will distract students; a poor context will not be able to reveal meaning and use.





Picture 2. Types of Contexts

8. In contrast to implicit grammar teaching, which prevailed at the elementary level of the secondary school, intermediate and senior learners acquire new grammar phenomena mainly *explicitly* (**i.e., using deductive or inductive reasoning**) emphasizing to learn grammar material purposefully, consciously and accurately.

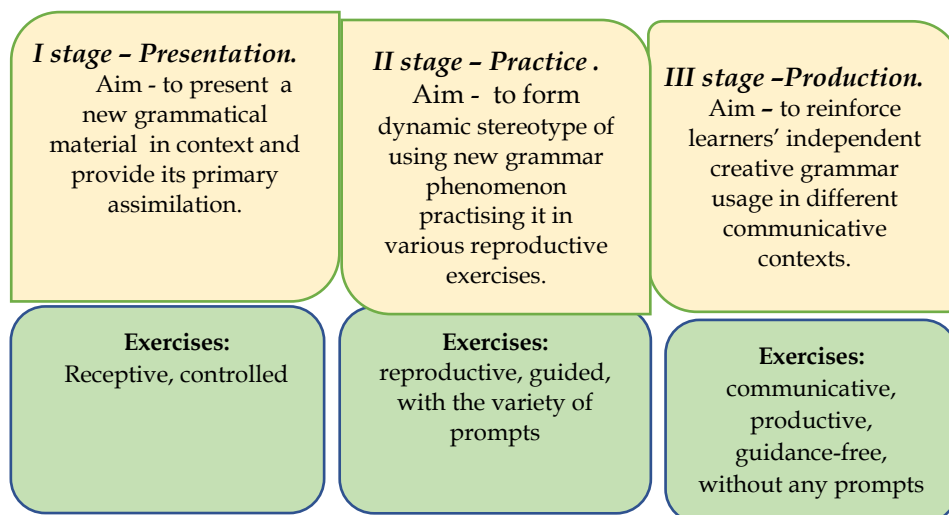
Both inductive and deductive approaches are used to teach grammar explicitly.

- *Deductive grammar teaching* starts by providing the rule and then asking the students to apply it and come up with examples that illustrate that rule. It relies on reasoning, analyzing and comparing.

- *The inductive grammar teaching* procedure, by contrast, starts by providing examples for the students and asking them to draw the rule by themselves. The rules become evident if the students are given enough appropriate examples in a proper context. This approach is also known as *DL – discovery learning*.

9. The choice of the way of presenting a new grammar phenomenon depends on such factors as the grammar material itself, learners’ level of language proficiency, learners’ language experience, learners’ level of cognitive skills formation etc.

10. Traditionally, the development of grammar competence passes through 3 stages:



Picture 3. Stages of Grammar Competence Formation

Practice stage is aimed at developing *accuracy*. The wide usage of drill exercises and grammar games (moving, board, online) are to be used here. Production stage, in its turn, is focused on communicative *fluency*-based activities.

11. Learners' achievements in grammar are usually evaluated through *tests* (Multiple choice test, True or False, Filling in the blanks; Opening the brackets, etc.).

12. Modern requirements to the professional training of an English teacher presuppose that he/she is aware of various 21st century teaching technologies and knows how to use them in his/her work. Incorporating interactive white-boards, Internet, different functions of learners' smartphones, applications, educational platforms, social media, QR-codes, etc. into teaching/learning English empowers learners to learn easier and eagerly, collaborate and work on their own which leads to better communicative competence development.

13. Furthermore, a new generation English teacher should be flexible to switch from offline to online learning and back adjusting him/herself to different circumstances and conditions, using blended learning modes and techniques, flipped classroom techniques and being aware of different ways of presenting information, evaluating and assessing learners' knowledge and skills etc.

14. If there is a SEN learner in the English classroom, a teacher should plan special learning techniques in accordance with the disability of the learner.

II. For Further Reading

1. Методика навчання іноземних мов і культур: Теорія і практика: підручник для студ. класичних, педагогічних і лінгвістичних університетів / Бігич О.Б., Бориско Н.Ф., Борецька Г.Е. та ін. // за загальн. ред. С. Ю. Ніколаєвої. Київ: Левінт, 2013., С.234-256.





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III. Getting Professional

1. Read some learners' statements on the ways their teachers present grammar material. Define the approaches they use (Inductive, deductive, text-based, lexical), describe their pros and cons in writing.

<p>Petro</p> 	<p><i>Actually, it is quite clear. At first, the teacher gives us thorough explanation of a new grammar material, makes sure we understand it by asking us questions and then we do a lot of exercises in the worksheets or from a textbook until we can do it automatically. At the end we practice this grammar in some situations. For me it's ok but boring sometimes.</i></p>
<p>Inessa</p> 	<p><i>Our teacher presents us several examples or tells/reads us a story and then asks to notice some grammar. She gives no explanation of the concept and expects us to recognize the rules of grammar in a more natural way during reading and writing. In my opinion, it is interesting. But frankly speaking, not always we can understand at once what we learn and how to use it in different situations and then the teacher provides us with more examples or explains.</i></p>
<p>Daria</p> 	<p><i>Our teacher gives us a variety of lexical units rather than grammatical structures. The units are words, chunks formed by collocations, and fixed phrases. We learn grammar through using lexical phrases that helps us to speak with fluency.</i></p>
<p>Oleksandr</p> 	<p><i>We practise grammar in context. The teacher gives us the texts allowing to deduce the meaning of unfamiliar grammatical items from the co-text which is repeated over and over again in it. Quite often the texts are authentic and show how the item is used in real communication. But sometimes they are difficult and we pay more attention to understand the content than the forms but the teacher doesn't want to give us simplified/adapted texts saying it prepares us for real life difficulties.</i></p>

2. Fill in the chart ticking the stages of Teaching Grammar appropriate to the activities offered.

Stages of Developing Grammar Competence

Activities	Presentation	Practice	Production
Find someone who.....has slept in a sleeping bag/.... has eaten caviar			
Read the conversation choosing the correct grammar option			
Make the sentences/a dialogue by analogy			

Ask and answer the questions to the picture / photo;			
Make up your own continuation to the story enlarging the idea;			
Rewrite the sentences below using grammar material under study			
Paraphrase the sentences explaining why you have chosen these grammar structures			
Look at the set of pictures and tell what happened			
Playing grammar board games			
Jigsaw: combine different pieces of information to create a whole			
Solve an open- ended problem by discussing multiple options and choosing the best			
Fill in the gaps/ crosswords.....			
Make a written report to a police what happened during the car accident...			
Retell the story from your past as if it will happen in future			
Read the dialogue/ story and underline Passive voice. Explain its form			

3. In a school “Light Up You English” Blog about teaching and learning English you read the learners’ comments what their success and challenges using grammar are. Write your comments to them and their English teachers giving some advice how to deal with or improve the situation.

Comments	Advice for the Learner	Advice for the Teacher
<i>I am prone to make mistakes with grammar but I have a good ear for language, so nine times out of ten I’ll just know when something is wrong. I use my instinct and when I don’t know, I just guess. Greggor</i>		
<i>I am inclined to be very analytical. Like a detective I look for clues that will help me how language works. Thebee</i>		
<i>At first, I would spend hours learning the grammar rules but I didn’t have the confidence to speak. Besides, the teacher was always correcting me. So I decided to set myself goals to improve my pronunciation,</i>		

<i>expand the vocabulary and speak as much as possible. @justme</i>		
<i>I feel quite frustrated because we always do grammar exercises and I am quite good at it making rare mistakes. But when it comes to communicating I am not sure at all and feel at a lost what and where to say. The teacher advises me to do more exercises. Sweetcherry</i>		
<i>When I started I tended to get frustrated because I kept making the mistakes. Now I've learnt not to be embarrassed. Marry96</i>		
<i>I am quite analytical, so I have a tendency to always be very accurate and don't like to make mistakes. But, of, course, I need time to think and sometimes my classmates frown waiting for my reply. But I don't care, I know that I will be correct. MaxX</i>		

4. Read the case and suggest your ideas how to cope with the situation (in writing).

In the English lesson in the 9th form aimed at the practising the Present Perfect Tense, learners are making mistakes like: "I have finish an exercise", "He has went for a walk", "We have know about it" etc. Which difficulty do the learners experience while practicing the Present Perfect Tense? Why? What can be done to overcome this difficulty?

IV. Practice Makes Perfect

1. Read a tape-script of the telephone conversation. Plan a part of the lesson for presenting and practising Present Continuous paying attention to its meaning and use.

Mary: Hello, Joan. This is Mary. Are you busy?

Joan: Oh, Mary, hi. Yes, I'm working right now. What about you?



Mary: I'm... [doorbell rings] oops... the doorbell... Just a minute. The doorbell is ringing [after a few seconds]... Sorry.... It's Liz. She's coming up. But she has a key.

Joan: Are you coming to the cinema with us tonight?

Mary: Thanks, but no. David is coming over, and he's cooking dinner.

Joan: That's great. So, what are you working on?

Mary: I'm answering e-mails and looking for information on the web.

Joan: *Aha, for the class project, right? Are you handing it in tomorrow?*

Mary: *Probably. But I've still got a lot of writing to do and... Oh, sorry, my sister is calling me... I've got to go.*

Joan: *Ok, then. Have a good time tonight. Dave is a fun guy!* **Mary:** *Thanks. You too. Bye. See you at the gym on Tuesday.*



(Retrieved from the Internet resource

<https://slideplayer.com/slide/8444004/>)

2. Read a part of the lesson and play one of the games below.

a) Define the Grammar material under study, which stage of grammar competence development is presented and suggest some more activities for this stage and two other stages.

Teacher: *Now let's play a game. The first student starts a sentence. The next student takes the result of the sentence, reforms it and suggests a further result. For example, the first student says "If I had a million dollars, I would buy a yacht". The second student says "If I bought a yacht, I would go for a sail". ...*

Student 1: If I went for a sail, there would be a storm.

Student 2. If there were a storm, my yacht would sink.

Student 3. If my yacht sank, I would die.

Student 4. If I died, my parents would cry.

b) Go to Genial.ly (<https://view.genial.ly/63960417e9d0a9001e59a9cb>).



Use "If I Lived in a Snow Globe" activity to plan a part of the lesson practising Conditionals. Suggest some activities for two other stages.

1. Plan a part of a lesson on teaching grammar to senior learners on any approach or model of teaching observing the consequence of stages and activities (receptive, reproductive, productive). You may use the following Grammar material:

Passive Voice;

Infinitive;

Sequence of Tenses;

Complex Object;

Direct and Indirect Speech;

Gerund;

Modal Verbs;

Complex Object, etc.

V. Do the Test to Decide how Well you Can Develop Learners' Language Competence

1. The aim of teaching Phonetics at school is:

- a) to teach learners to comprehend new sounds in speech;
- b) to form learners' phonological competence;
- c) to teach learners to pronounce all sounds correctly;
- d) to teach learners to use intonation and sounds correctly.

2. English sounds are introduced:

- a) in the English language;
- b) in the mother tongue;
- c) depending on the sound;
- d) depending on the age of the learners.

3. To have a well-developed lexical competence means...

- a) to understand all lexical items while listening;
- b) to understand all lexical items while reading;
- c) to use lexical items in speech correctly;
- d) to understand lexical items and use them for realizing one's communicative intentions.

4. Ukrainian school leavers should study...

- a) words attributable to certain topics;
- b) international words;
- c) proverbs and sayings;
- d) different lexical relationships.

5. The deductive approach to introducing new grammar phenomena starts with:

- a) explaining and giving rules;
- b) presenting the examples;
- c) listening and repeating;
- d) doing language exercises.

6. Productive phonetic exercises demonstrate learners' ability to:

- a) produce sounds correctly;
- b) speak English with correct sounds, rhythm, stress and intonation;
- c) speak intonationally correct English;
- d) listen and reproduce correctly.

7. "Create a poster and describe it" is one of the activities for:

- a) imitative approach;
- b) lexical approach;
- c) communicative approach;
- d) inductive approach.

8. To use new lexical items independently means...

- a) to know them by heart;
- b) to know what they mean;
- c) to use them for realizing one's communicative intentions;
- d) to use them automatically.

9. Receptive exercises:

- a) end the formation of phonological competence;
- b) are used for practicing sounds and intonation;
- c) start the formation of phonological competence.
- d) Are to be done individually.

10. The aim of Practice stage in teaching grammar is:

- a) to drill receptive and reproductive grammatical habits;
- b) to use new grammar material independently in written speech;
- c) to use new grammar material independently in oral speech;
- d) to introduce new grammar material;

11. Direct way of presenting the meaning of new words presupposes the use of...

- a) verbal visual prompts;
- b) translation;
- c) body language and mime;
- d) context, definition and word building.

12. The formation of lexical competence should end in...

- a) receptive activities;
- b) reproductive activities;
- c) communicative productive activities;
- d) reproductive-productive activities.

13. For presenting and primary assimilation of new grammar material we use:

- a) transformation and substitution activities;
- b) completion and extension activities;
- c) recognition and imitation activities;
- d) project-based activities;

14. Phonetic drill:

- a) is an optional element of the lesson;
- b) is done when the learners face difficulties pronouncing new sounds;
- c) is done when the sounds are difficult and/or unfamiliar to the learners;
- d) a compulsory element of an English lesson.

15. Translation as a way of disclosing the meaning of new words is effective when...



- a) no other way is possible;
- b) the word is simple;
- c) there is little time in the English lesson;
- d) there are too many new words.

4. Speech Competence Formation

4.1. Developing Learners' Receptive Skills: Listening

I. Familiarize yourself with the Following Fundamentals as your Helping Hand.

1. Listening is a receptive skill, which causes many problems and is difficult to acquire due to its linguistic and extra-linguistic difficulties, presented in **picture 1**.

Extralinguistic difficulties	Linguistic difficulties
 <ul style="list-style-type: none">• unintelligible manner of presentation (poor clarity of diction etc);• unfamiliar topic (never heard of the problem);• lack of listening experience;• no visual clues;• volume of listening material;• timbre of speakers' voice/s• speed of presentation etc.	 <ul style="list-style-type: none">• unknown language (vocabulary, grammar);• phonetic difficulties;• logical composition of listening material;• different forms of speech;• presence of repetitions, paraphrases etc;• cultural verbal difference in two languages;• genre of listening material (science fiction, description, interview etc).

Picture 1. Difficulties Learners May Face While Listening

2. According to Core Curriculum, listening is taught as an **aim of teaching** (Listening Comprehension Competence Formation) and as a **means of teaching** (for practising vocabulary and grammar, developing speaking or writing skills).

3. According to definite purposes for listening, scientists single out:

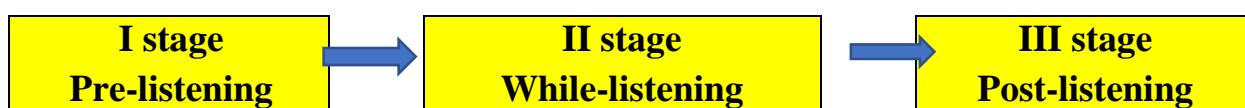
- Listening for gist
- Listening for detail
- Listening for specific information

4. In accordance with teaching methods of teaching listening comprehension, the following types of listening proved their effectiveness:

- Jigsaw listening
- Interpretive listening
- Close listening
- Complementary listening
- Patch listening

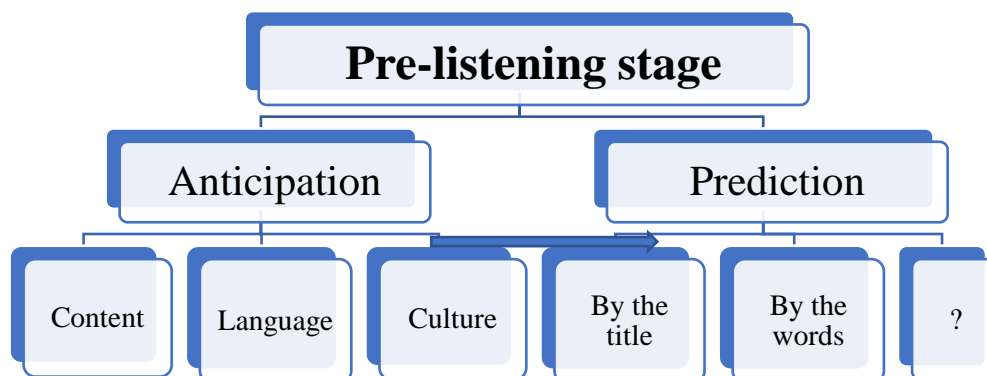
5. Traditionally, teachers use **key strategies** for developing listening comprehension skills **top-down** (as an act of processing an oral message starting with a presumption that can be corrected in the course of listening) and **bottom-up** (as an act of processing an oral message starting from the physical signal and ending up with a message). It's up to an English teacher to choose this or that strategy for his/her learners, basing on their listening experience and the level of listening skills.

6. In Ukrainian and foreign methods of teaching a foreign language, there is the acknowledged algorithm of developing listening comprehension skills, which consists of 3 chief stages, presented in **picture 2**.



Picture 2. Algorithm of Listening Comprehension Skills Formation

7. The 1st stage is the most decisive because at this stage learners' listening experience should be intensified during content anticipation, language difficulties removed (language anticipation), comparison with other cultures performed (cultural anticipation). Moreover, learners' predictive skills about the possible content of listening material are also practised and work out special strategies. Familiarize yourself with pre-listening stage components in **picture 3**.



Picture 3. The Components of the Pre-listening Stage

8. The aim of the 2nd, while-listening stage, is to teach learners to extract information from listening materials in accordance with the purpose of listening. Normally learners listen to the text twice, but every time with different purposes and different ways of assessment. For example, first listening for gist (ways of assessment – true / false statements), second listening for detail (ways of assessment – multiple choice test).

9. The choice of ways of assessing learners' listening skills depends on some factors like:

- the level of learners' language proficiency;
- the age group of learners;
- learners' listening experience;
- the level of learners' listening skills, etc.

10. At the post-listening stage, listening materials are used as **a means** of developing learners' language habits, speaking and writing skills. In this case, the learners may listen to the text more than twice performing the tasks given.

II. For Further Reading

1. Методика навчання іноземних мов і культур: Теорія і практика: підручник для студ. класичних, педагогічних і лінгвістичних університетів / Бігич О.Б., Бориско Н.Ф., Борецька Г.Е. та ін. // за загальн. ред. С. Ю. Ніколаєвої. Київ: ЛевінТ, 2013. 590 с. С. 215-233.

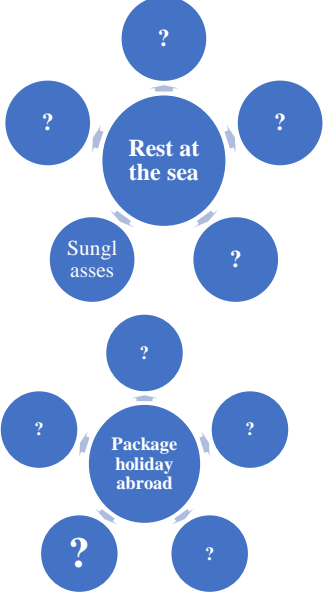
2. Council of Europe (2020), Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, Council of Europe Publishing, Strasbourg, available at www.coe.int/lang-cefr.

3. Ur Penny. Teaching Listening Comprehension, Cambridge: Cambridge University Press, 1992. 126 p.

III. Getting Professional

1. Read anticipation tasks in the chart below and make the right choice as in the example.

Anticipation tasks	Content anticipation	Language anticipation	Culture anticipation
1. Answer the question “What kind of a family do you call ideal?”	√		
2. Think up and name 5-8 words and word combinations connected with teenage social problems.		√	
3. Say what kind of people have problems with time management.			
4. Look at the photos and say who of them looks American. Give reasons.			
5. Think of the opposites to the following words and phrases: <ul style="list-style-type: none"> • to be idle • to be punctual etc. 			
6. Talk about your preferences in food.			

7. Pair up with your friend and make a list of characteristics attributable to a real Englishman.			
8. Read the words for the description of smb's home. Choose those which are typical of Ukrainian homes: <ul style="list-style-type: none"> • Huge • Rose bushes • A gazebo • Clean 			
9. Look at the pictures and say which of them represent British or Ukrainian national dishes.			
10. Group up with your friends and say why for many people summer holiday is the highlight of the year.			
11. In groups fill in the word-roses for the following content areas: <div style="text-align: center;">  </div>			
12. Look at the pictures and say which kinds of sport were originated in Britain or America.			

2. Read what teaching materials for listening the teachers use and how they assess learners' listening skills. Say who you agree or disagree with and why. Do it in writing (100 words).

Alex	<i>When I work with senior or intermediate learners, I use video clips for listening and ask my learners to retell the content of the video clip. Though some learners have problems but I think it's useful.</i>
-------------	---

Oksana	<i>I often use anecdotes or humorous stories for listening, because senior learners have a nice sense of humour. After listening, they write in Ukrainian what they've learned from listening to the story. Thus, I can see if they've got the humour of the story. Moreover, it makes them focus on the content not to miss the humorous part.</i>
Olha	<i>I use audiomaterials, mainly dialogues or even polylogues for listening. I never give any special tasks. I just say: "Listen to the students discuss their weekends and try to understand. Then you'll answer the questions."</i>

3. Familiarize yourself with a part of a lesson in the 10th grade, devoted to listening competence formation and express your opinion on it in the form of open-ended questions.

I believe a teacher should...	In my opinion, a teacher shouldn't...
--------------------------------------	--

Teacher: Today we will listen to teenagers speaking about their favourite pastime. There are six words and word combinations from the audiotext with translation.

Read them and make up your own sentences with them.

- To get the biggest cheers – отримати найбільшу підтримку вболівальників;
- To hang out with friends – тусити з друзями;
- To be overjoyed – сильно радіти;
- Ambitious – амбіційний;
- Khan Baty's hordes – орди Хана Батия;
- Admirer – шанувальник.

(Students made their own sentences)

Teacher: Now listen to the teenagers and then match their names to their sayings (one is extra).



a) I was lucky to become famous in my school due to my creativity.



Robbie



Rick



Carol

b) The feeling that your dreams have come true is really incomparable.

c) Sometimes your hobby can bring you victory, it's tough

d) I enjoy freedom. Travelling alone gives you a sense of freedom.

e) It's great when your parents share your interests.

(Some students couldn't cope with the tasks)

Teacher: *Right.* Listen to the audiotext again and then do the match.

(When the students had difficulties, the teacher gave the right variants).

Teacher: Now speak about teenagers' freetime.

IV. Practice Makes Perfect!

1. Individually, familiarize yourself with the audioscript "Mendoza sells himself" in the textbook by Larysa Kalinina, Inna Samoylyukevich for grade 10, page 226-227, and organize learners' listening competence formation, using one of the listening types suggested below:

- Jigsaw listening
 - Interpretive listening
 - Close listening

- Complementary listening
2. Choose any online resource for listening comprehension formation and come up with techniques for pre-listening stage (all kinds of anticipation and prediction). Present the audioscript.
 3. Work with Episode 8 “Loch Ness” from the British teleprogramme “Word on the Street” and suggest your post-viewing techniques (5-6).

4.2. Developing Learners’ Receptive Skills: Reading

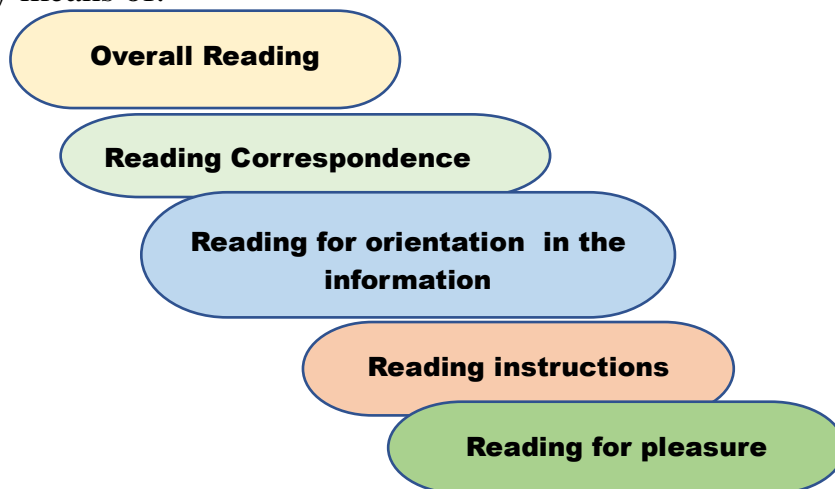
I. Familiarize yourself with the Following Fundamentals as your Helping Hand.

1. Like listening, reading is a receptive skill. It is a cognitive process of decoding symbols to derive meaning from text.

Reading has three components: decoding, comprehension, retention.

2. According to Core Curriculum, reading serves as an *aim of teaching* (Reading Comprehension Competence Formation) and as a *means of teaching* (for practising vocabulary and grammar, developing speaking or writing skills).

3. Reading comprehension is taken to include both written and signed texts. The categories for reading are a mixture between reading purpose and reading particular genres with specific functions. (CEFR 2020,). Since reading with understanding is one of the key competences of New Ukrainian School (so called “continuous” skills) it is realized through developing certain communicative skills by means of:



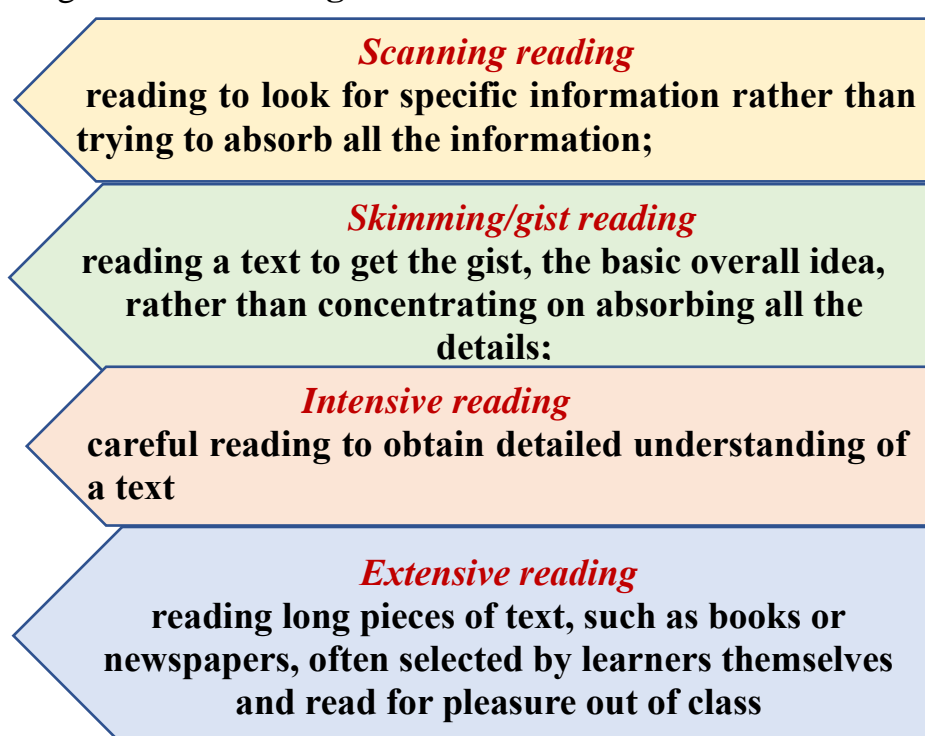
Picture 1. Categories of Reading

4. In terms of **reading purposes**, there is a fundamental difference between “*Reading for orientation*” and “*Reading for information and argument*”.

The former is sometimes called search reading and mainly takes two forms: firstly, reading a text “diagonally” at speed in order to decide whether to read it properly (= “skimming”), and secondly, looking quickly through a text, searching for something specific – usually a piece of information (= “scanning”). The latter is the way one reads artefacts like bus or train timetables, but sometimes one searches through a long prose text looking for something in particular.”

Reading as a leisure activity may involve non-fiction, but not necessarily literature. It will also encompass magazines and newspapers, vlogs/blogs, biographies, etc. – and possibly even texts that another person would read only for work or study purposes, depending on one’s interests (CEFR, 2020).

5. In accordance with the mentioned purposes for reading there are following **kinds of reading**:



Picture 2. Main types of reading

6. Another type of reading which gains its popularity and becomes more and more popular over the last years is **shared reading**. Shared reading is an interactive reading experience that occurs when learners share the reading of the text under the guidance and support of a teacher. The focus of this type of reading is on two main things – meaning and pleasure. As a result, it builds up understanding of various types of texts, formats and language structures.

7. Strategies like *prediction*, *inferring meaning top-down or bottom-up* are widely used in developing learners’ reading skill.

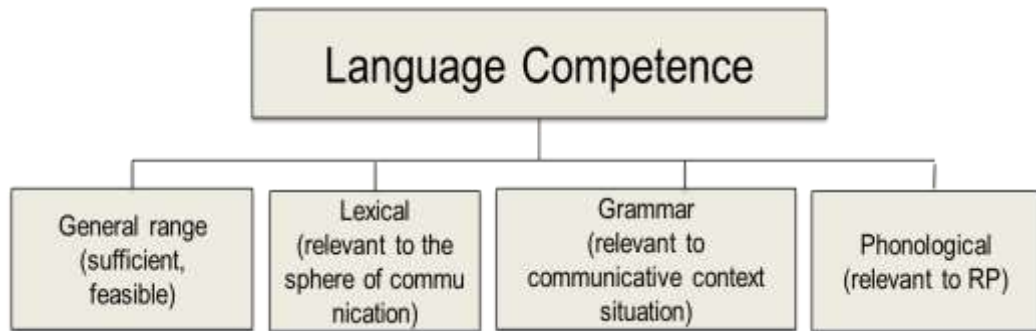
1. To select the texts for reading a teacher should keep in mind the following **criteria**:

The texts should correspond to:

- the age of learners,
- learners' language proficiency level,
- Learners' interests,
- level of learners' cognition;

The texts should be of methodological, cultural, linguistic and content value.

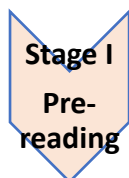
8. Using a text **as a means of** teaching a teacher reaches different goals: develops language competence and develops speech competence (skills).



Picture 3. Reading as a Means of Language Competence Development

9. As a rule, to make reading more engaging a teacher uses different modes of reading: *complimentary, jigsaw, intriguing etc.*

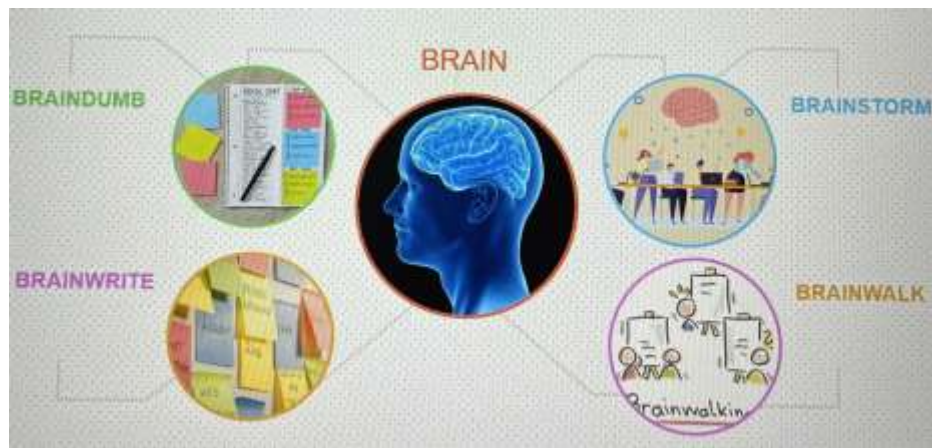
10. Practice shows when a teacher observes a certain algorithm of developing learners' reading skills and sequencing tasks and activities he/she achieves a good effect.



Picture 4. Stages of Reading Competence Formation

10. To work with the text at different stages an English teacher should/can use various cognitive reading strategies, considering SEN learners, if there are any in the English classroom, for example:

a) **Ideation** to generate the ideas, to combine learners' rational thoughts with imagination.

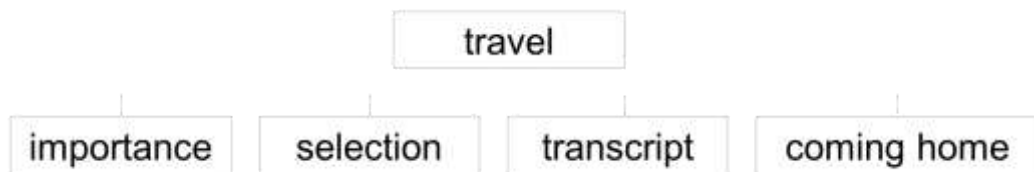


b) Graphic organization.

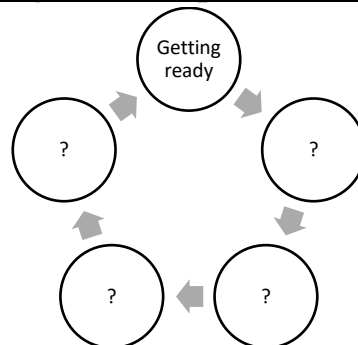
Story Maps



Tree Diagram



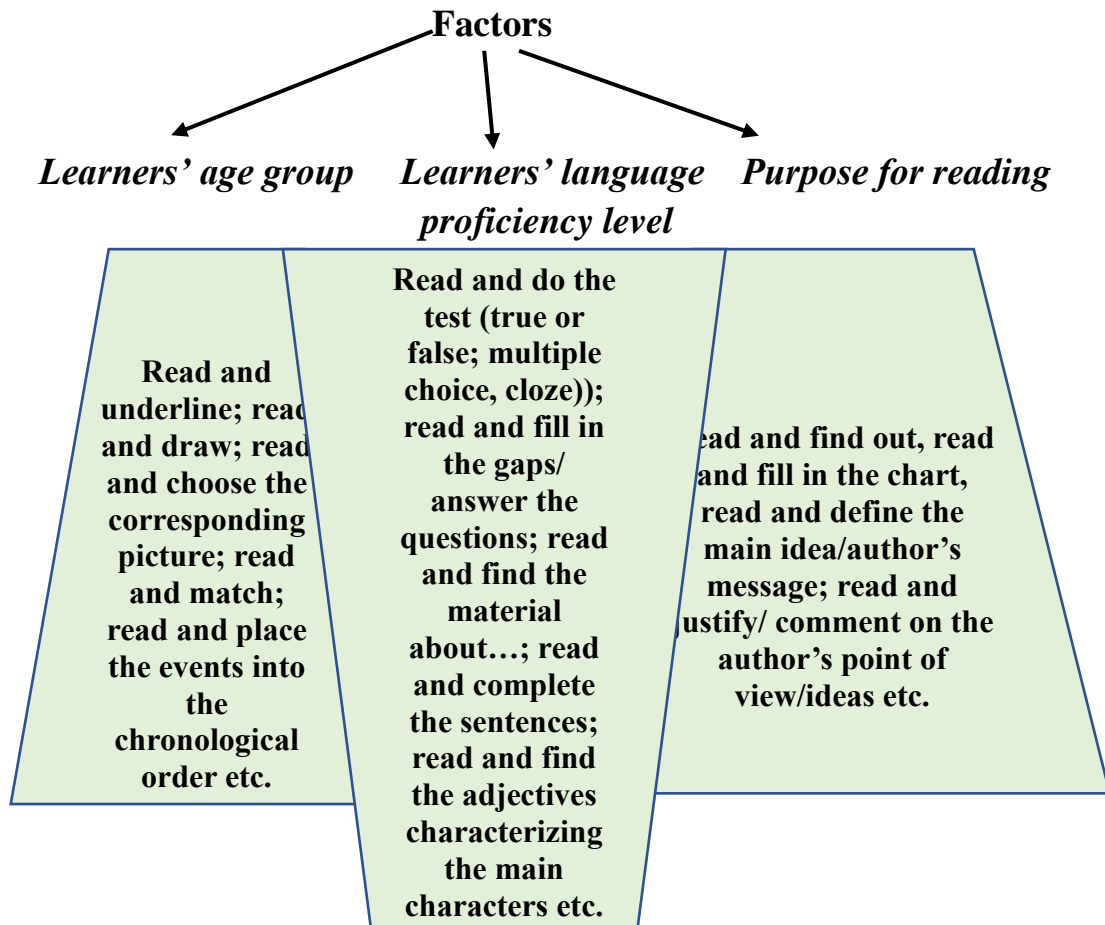
Time-Driven Diagram to Represent the Order of the Events



c) **Summarizing** on the basis of the *Storyboard* or a *Hexagon*.



11. To evaluate and assess learners' reading comprehension competence a teacher should consider a number of **factors presented in Picture 5.**



Picture 5. Factors and Activities to Evaluate Learners' Reading Skills Formation

12. It is advisable for an English teacher to work not only with the texts provided by the course books, but to use the authentic texts bringing to class various authentic materials (brochures, leaflets, manuals, menus, tour and gastronomic guides, online and paper newspapers, magazines, journals, fiction etc.) as they are a

vivid example of a real existing language with all its linguistic and cultural peculiarities.

13. In conditions of online and blended learning a teacher should be aware of online educational and social platforms as well as applications, which promote the development of learners' reading skills, for example Perusall, Padlet, Zoom, Google Meet, Google Teams, etc.

II. For Further Reading

1. Методика формування іншомовної компетентності у читанні // Методика навчання іноземних мов і культур: теорія і практика : підручник для студентів класичних, педагогічних і лінгвістичних університетів / Бігич О.Б., Бориско Н.Ф., Борецька Г.Е. та ін. / за загальн. ред. С.Ю. Ніколаєвої. – К. : Ленвіт, 2013. – С. 370-389.

2. Модельна навчальна програма «Іноземна мова 5-9 класи» для закладів загальної середньої освіти (автори: Редько В. Г., Шаленко О. П., Сотникова С. І., Коваленко О. Я., Коропецька І. Б., Якоб О. М., Самойлюкевич І. В., Добра О. М., Кіор Т. М.) Available from: <http://osvita.ua/school/program/program-5-9/83117/>

3. Nuttall, Ch. (2005) Teaching Reading Skills in a Foreign Language. Macmillan Books for teachers.

4. The Essentials of Language Teaching: Teaching Reading. [online] Available from: <https://essentialsoflanguageteachingnet.wordpress.com/practice/teaching-reading/>. Accessed 08 Nov 2022.

I. Getting Professional

1. Fill in the table below with the correct sub-skill (1-7).

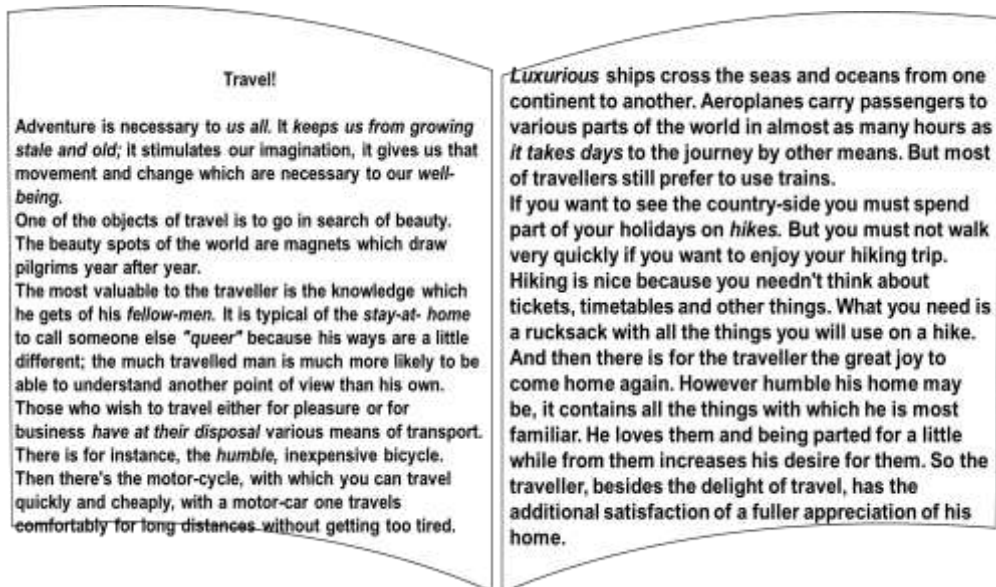
Reading sub-skills and strategies

- | | |
|-----------------------------|-----------------------------|
| 1. Inferring meaning | 4. Gist reading |
| 2. Extensive reading | 5. Intensive reading |
| 3. Prediction | 6. Skimming reading |
| 7. Scanning reading | |

Subskill	Definition
5	a. Reading to get detailed information from the text.
	b. Reading a text to locate a specific piece of information such as a word or a number or a time. It is not necessary to understand the whole text in order to do this.

	c. Either guessing the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious.
	d. Reading to get a general but not detailed understanding of the text.
	e. Also reading to get an overall but not detailed understanding of the text.
	f. Reading longer texts frequently over a period of time. This is usually done independently and not in the classroom.
	g. Looking at headlines, pictures, typeface and layout to guess what you think a text will be about.

2. Read the text suggested below. In the box put down the competence (Phonological, Lexical, Grammar) or the skill (Spoken Interaction, Spoken Production, Written Interaction, Written Production) they are aimed at.



a) From the 4 first lines of the text write out all the words starting with letters **W** and **V**. Train the sounds. Use the following words in your own contexts.



b) Read the statements from the text and expand them with your ideas.

- Adventure keeps us from growing stale and old.
- Travelling stimulates our imagination.
- Travellers have at their disposal various means of transport.
- If you want to see the countryside you must go on a hike.

c) Work with monological dictations to do the following tasks.

- **Groups 1,3,5...find the opposites to the following words:** *stale, old; cheap; luxurious; satisfaction*
- **Groups 2,4,6...find the synonyms to the following words:** *queer; various; for instance; journey; to contain*

Suggest the ways how to practice these words.

d) The text opens with the words: ‘Travelling gives us that movement and change which are necessary to our well-being’. Describe the impressions you collected while travelling and rank them according to the scale.

The least



e) Read the word combinations given and add the correct preposition from the box to them. Reproduce the sentences with them from the text and say how much it is about you.

- *to be necessary* _____
- *to be typical* _____
- _____ *other means*
- _____ *hikes*
- *to be familiar* _____
- *to be parted* _____

by	with	on
of	to	
	from	

f) *The author of the text states:* ‘Hiking is nice because you needn’t think about tickets, timetables and other things. In two teams :

a) debate on this statements and come up with advantages and disadvantages of hiking

b) Act as a travel agency agent and advertise a hiking route of the region/district you live in.

g) It is said in the brochure, that: ‘It is typical of the stay-at-home to call someone else ‘queer’ because his ways are a little different’. You have such a friend. Write a letter to him/her and ask:

- *about his/her attitude to travelling;*
- *what he/she finds ‘queer’ in travelling and travellers;*

•If he/she wants to join you on a travelling tour.

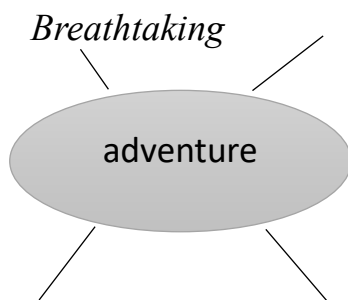
h) In pairs role-play the conversation between a much-travelled man and a stay-at-home defending your 'for' and 'against' ideas on travelling.



i) From the text reproduce the sentences which convey the following meanings grammatically. Highlight the grammar construction and make up your own sentences by analogy:

- to begin a list of two or more possibilities (*either...or*)
Example: travel either for pleasure or for business
- to compare two people/things/situations (*as...as*)
- to say that something may probably be true (*...to be likely*)
- to say that something is more than acceptable or possible (*to be too tired*)

j) Find 3-5 words which can collocate with key words from the text.



Write which of the activities mentioned above can be used for the children with visual-hearing impairment. Explain why.

3. Fill in the chart distributing the activities below according to the stages of Teaching Reading (Pre-reading, While-reading, Post-reading). Tick your answers in the right column.

Activities	Pre-reading	While-reading	Post-reading
Find in the text the description of the main character and explain how his nature influenced his actions			
Divide the story into the logical parts. Explain your choice.			
Look at the title of the story and say what the text will be about.			
Compare the two characters of the story. Whom do you give preference to? Why?			
Judging from the title of the story in 2 groups come up with the list of the words you expect to see in the text.			
Read and find the key points that influenced the development of the plot			
Complete the sentences from the text and then use them as a plan to retell it.			
Read the story and write an opinion essay on the main problems raised in it.			
Read out sentences with modal verbs which convey: possibility; obligation; necessity. Translate them into Ukrainian and use in your piece of advice for travelers.			
Role play one of the episodes from the story.			
Brainstorm the words associated with person's well-being. How important is this notion for the life success?			
Work in groups and present beauty spots of the world you recommend travelers to see.			

III. Practice Makes Perfect!

1. For the text given come up with your anticipation tasks and let your co-students guess its type. Suggest the prediction tasks for the same text.

A Glass of Milk

There once was a poor boy who spent his days going door-to-door selling newspapers to pay for school. One day, as he was walking his route, he started feeling low and weak. The poor boy was starving, so he decided to ask for food when he came to the next door.

The poor boy asked for food but was denied every time, until he reached the door of a girl. He asked for a glass of water, but seeing his poor state, the girl came back with a glass of milk. The boy asked how much he owed her for the milk, but she refused payment.



Years later, the girl, who was now a grown woman, fell sick. She went from doctor to doctor, but no one was able to cure her. Finally, she went to the best doctor in town.

The doctor spent months treating her until she was finally cured. Despite her happiness, she was afraid she couldn't afford to pay the bill. But, when the hospital handed her the bill, it read, 'Paid in full, with a glass of milk.'

(<https://momlovesbest.com/short-moral-stories-kids>)

2. Plan a part of a lesson on developing reading competence for upper-intermediate or senior learners suggesting the activities for each stage. Support your microteaching fragment with the text for reading.

3. Plan a part of a lesson on developing upper-intermediate learners' communicative competence using reading as a means of teaching based on a school topic.

V. Do the Test to Decide how Well you Can Form Learners' Receptive Skills

Multiple Choice Test

1. Reading is:

- a) a receptive activity;
- b) a reproductive activity;
- c) a productive activity;
- d) a reproductive-productive activity.

2. To have a well-developed listening comprehension competence means the ability...

- a) to retell the information learners have got while listening
- b) to listen and understand
- c) to differentiate sounds and tunes while listening
- d) to grasp every detail of the information while listening

3. An interactive type of reading that occurs while learners share the reading of the text to get meaning and pleasure is called:

- a) intensive reading;
- b) extensive reading;
- c) gist reading;
- d) shared reading.

4. Reading as an aim of teaching presupposes...

- a) teaching learners to differentiate letter correlation while reading;
- b) developing learners' abilities to read and understand;
- c) teaching learners to retell the information they've got
- d) teaching learners to read aloud.

5. To remove linguistic difficulties before listening a teacher can give...

- a) as many words as he / she wants
- b) one or two words
- c) up to four words
- d) not more than eight words

6. Traditionally learners can listen to the text...

- a) only once
- b) as many times as a teacher wants
- c) two times
- d) three-four times

7. Careful reading to obtain detailed understanding of a text is called:

- a) extensive reading;
- b) intensive reading;
- c) skimming reading;
- d) gist reading.

8. Listening as a means of teaching presupposes...

- a) Intensive listening
- b) Language habits and skills practising
- c) The development of pronunciation
- d) The development of learners' memory

9. Jigsaw listening presupposes listening...

- a) to the texts with hindrance
- b) to different texts on the same topic
- c) to different parts of the same text

d) to texts with missing parts

10. The reading material for young learners shouldn't contain:

- a) educational information;
- b) cultural information;
- c) scientific information;
- d) communicative information.

11. The aim of predictive skills development is to teach learners...

- a) to guess what the listening material may be about
- b) to enlarge their vocabulary
- c) to cultivate their learning styles
- d) to apply their experience

12. A teacher can't use ... as the way of learners' listening skills assessment.

- a) true / false tests
- b) multiple choice tests
- c) retelling of the information
- d) drawing or colouring

13. Tasks and activities aimed at assimilating all the language material in oral speech and creating necessary prerequisites for the understanding of what is read are done:

- a) at pre-reading stage;
- b) after the first reading;
- c) at post-reading stage;
- d) after the second reading.

14. Listening comes difficult to many learners because...

- a) they don't know grammar well
- b) learners' vocabulary is poor
- c) they lack listening experience
- d) their productive skills leave much to be desired

15. Reading as a means of teaching serves for:

- a) for reading and comprehension of what has been read;
- b) for practising prediction and anticipation skills;
- c) for practising learners' communicative skills;
- d) for practicing learners cognitive and creative skills.

4.3. Developing Learners' Spoken Production Skills

I. Familiarize yourself with the Following Fundamentals as your Helping Hand.

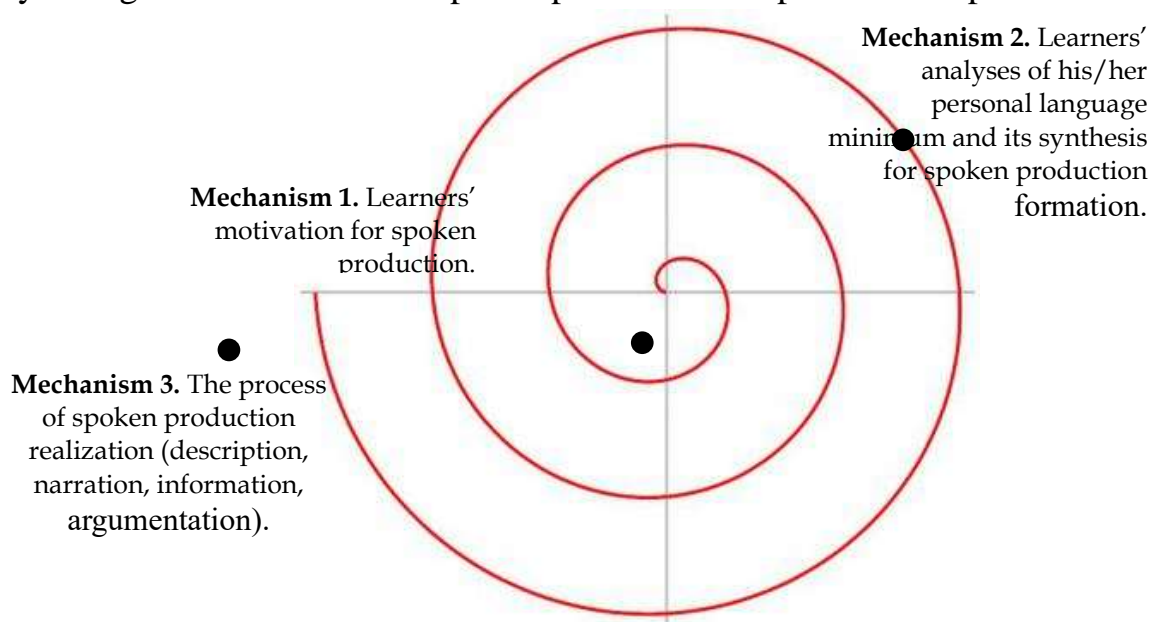
1. Speaking is a productive activity which is represented by **spoken production** (monological competence) and **spoken interaction** (dialogical competence). Each form of speaking has its own characteristics.

2. CEFR highlighted the types of spoken production for all the levels of English proficiency. New English Curriculum particularized them for intermediate and senior learners in accordance with learners' age characteristics. They are: a piece of description, narration, information and argumentation.

3. Each type of spoken production is set in the context of particular situation within one of the domains (spheres of action or areas of concern in which our social life is organized). CEFR and the Curriculum distinguish four domains for general purposes of language learning and teaching:

- the personal domain
- the public domain
- the occupational domain
- the educational domain

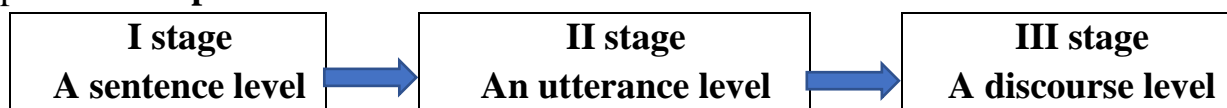
4. A novice teacher should be aware of psychological mechanisms of spoken production formation to diagnose learners' difficulties in spoken production, if any, and to select appropriate techniques for their correction. Traditionally, accepted psychological mechanisms of spoken production are presented in picture 1.



Picture 1. Psychological Mechanisms of Spoken Production

5. Each type of spoken production is characterized by special linguistic peculiarities, which should be explained and practised in the English lessons. For example, for producing good descriptions descriptive attributes, modal words and verbs, expressive speech patterns etc. might be useful.

6. An English teacher can find quantitative and qualitative characteristics for spoken production utterances in core curriculum for upper intermediate and senior levels. Though senior learners have a certain language experience, the study of any topic should observe chief stages of teaching spoken production, which are presented in **picture 2**.



Picture 2. Chief Stages of Spoken Production Formation

7. Each stage of spoken production formation has a definite aim and types of exercises for the realization of the aim. Since we deal with spoken production, its exercises should be communicatively oriented in order to demonstrate the learners situations in which they can realize their communicative intentions in real life. Familiarize yourself with **picture 3**.

Aims of chief stages of spoken production	Possible types of communicatively-oriented exercises to be used
<p style="text-align: center;"><u>Stage 1</u></p> <p>To teach learners to generate a sentence on a suggested topic.</p>	<ul style="list-style-type: none"> • Disagree with the following statements; • Approve of the suggestions below; • Etc.
<p style="text-align: center;"><u>Stage 2</u></p> <p>To teach learners to combine several sentences into logically connected utterances.</p>	<ul style="list-style-type: none"> • Read the utterances and make them logically connected, changing their order; • Look at picture plans of two students' working days. Compare them and express your preferences; • Etc.
<p style="text-align: center;"><u>Stage 3</u></p> <p>To teach learners to produce their own utterances independently.</p>	<ul style="list-style-type: none"> • Unquote the famous person's words: "Reading makes a full man". Say how much it is about you; • Express your opinion on the line of the famous song: "Money makes the world go round". What are your values in life, which can make the world go round? • Etc.

Picture 3. Aims of Chief Stages for Spoken Production Formation and Possible Exercises for their Realization

8. It is experimentally proved that the usage of verbal, visual, audio prompts as well as electronic teaching materials and Internet resources make spoken production formation effective. In methodological literature they have such terms:

- Text-based spoken production;
- Picture-based spoken production;
- Video-based spoken production;
- Etc.

They have specific algorithms for spoken production development.

9. To meet the challenges of modern life, an English teacher should be ready to organize spoken production formation online using different rotation stations of blended learning, possibilities of flipped classroom, ready-made or specially made learning programmes, which enable learners and a teacher to communicate online. Moreover, the teacher should be ready with special techniques for children with SEN, if any in the English classroom.

10. It is also important to remember that nowadays we teach children of the XXI century, who are “digital natives”, have access to various Internet resources and are eager to express their opinion on current issues, present their personal points of view on what they have read or heard. In view of all this personalization, teaching spoken production is a must in the senior learners’ English classroom. It means that a teacher should not only select appropriate teaching aids and materials to help his / her learners to develop their personality, but to organize learner-oriented classrooms, where every teenager is in the centre of attention.

II. For Further Reading

1. Методика навчання іноземних мов і культур: Теорія і практика: підручник для студ. класичних, педагогічних і лінгвістичних університетів / Бігич О.Б., Бориско Н.Ф., Борецька Г.Е. та ін. // за загальн. ред. С. Ю. Ніколаєвої. Київ: Левінт, 2013. 590 с. С. 340-368.

2. Council of Europe (2020), Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, Council of Europe Publishing, Strasbourg, available at www.coe.int/lang-cefr.

3. Thornbury, Scott. How to Teach Speaking: Longman, 2011. 248 p.

III. Getting Professional

1. Analyze the English Textbook for senior learners of a Ukrainian or an English author and fill in the chart in picture 4. Comment on the results of your analysis in writing (150 words).

Example:

The author of the English text-book	Types of spoken production (number)				Teaching materials (number and examples)		
	descrip- tion	Infor- ma- tion	Narra- tion	Argumenta- -tion	verbal	visual	audio

Picture 4. English Textbook Analysis

2. Study the Core Curriculum for the 10th – 11th grades and write down the areas of communication in each domain. What would you add, substitute or leave out? Give reasons in writing (150 words). Follow the example:

The Public Domain	
<u>10th Grade</u>	<u>11th Grade</u>
<ul style="list-style-type: none"> • Seasons and weather • Fine arts • Science and technological progress • Ukraine • English speaking countries 	<ul style="list-style-type: none"> • Travelling • Ukraine and the world around • English speaking countries • Visiting a museum / a picture gallery

3. Read some learners' worries about their speaking production and give a piece of advice to a novice teacher.



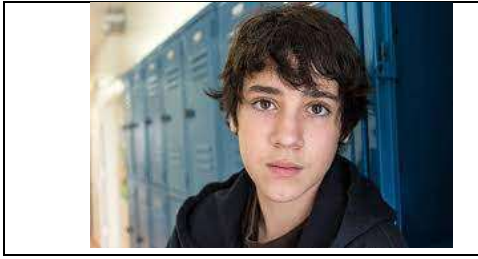
I lack words when it comes to speaking and keep silence.



As for me, I'm afraid to make mistakes, grammar mistakes in particular when I'm talking.



I don't know what to say on the problems the teacher gives us, though I'm considered to be well-read.



I, personally, find it difficult to ground my point of view because I don't know what speech patterns to use for it.

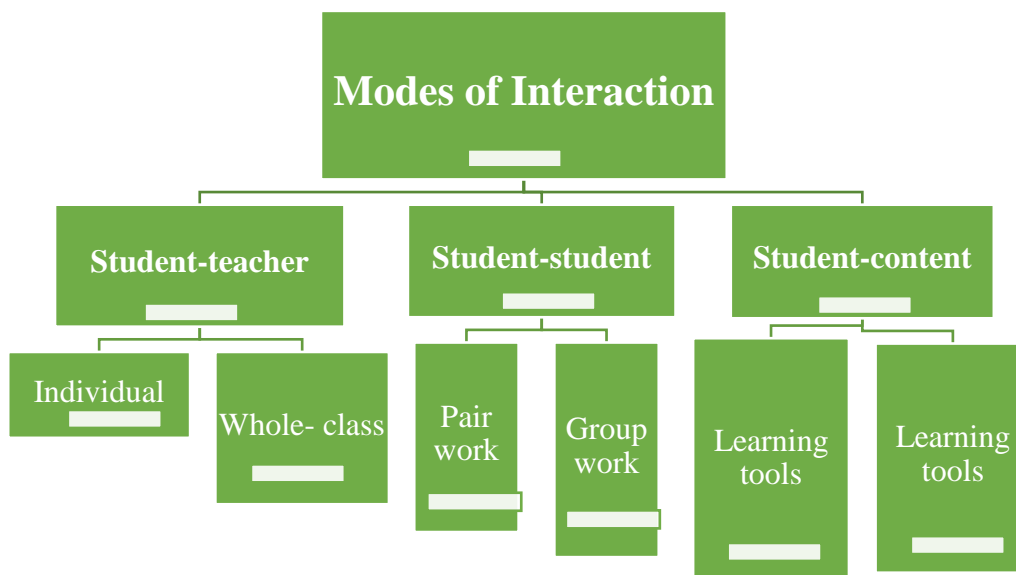
IV. Practice Makes Perfect!

1. Write a lesson plan on spoken production formation (10th and 11th grades) using all kinds of prompts for the 2nd and 3rd stages (the choice of the topic is yours).
2. Suggest 5-6 activities for spoken production formation in the context of online teaching.
3. Come up with 2-3 activities for developing productive skills for the learners with speech- sound disorders.

4.4. Developing Learners' Spoken Interaction Skills

I. Familiarize yourself with the Following Fundamentals as your Helping Hand.

1. Spoken interaction is the 2nd form of speaking which has its quantitative and qualitative characteristics, highlighted by CEFR and Core Curriculum for foreign language (senior learners).
2. Speaking vs communication, which is a broader notion with more other functions and characteristics. Every novice teacher should know that communication occurs when the speaker has one of three gaps: information gap, opinion gap and reasoning gap and plan activities for developing communicative skills accordingly.
3. Spoken interaction presupposes the development of skills in different modes, which are presented in **picture 1**.



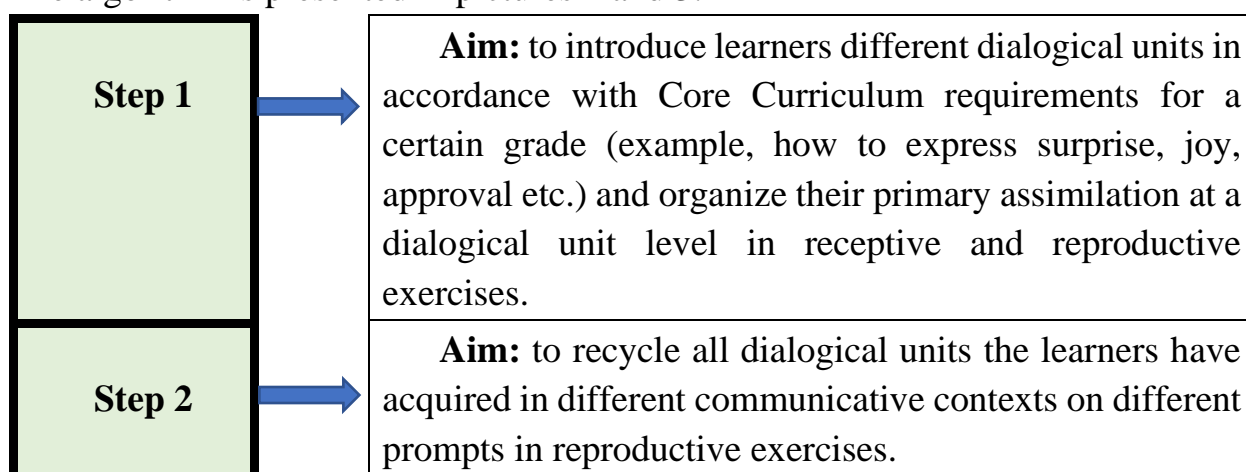
Picture 1. Modes of Interaction

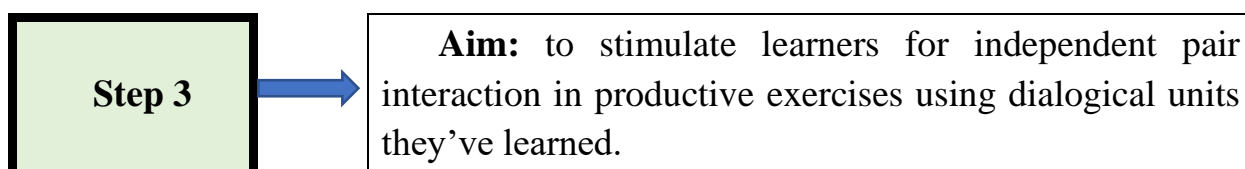
4. Usually Student-Teacher interaction with the whole class starts with a conversation warm up at the beginning of the lesson with the aim to tune up learners for speaking English. It's a compulsory element of every lesson, which should have different content and forms to stimulate learners for speaking.

5. Student-student interaction is represented by a pair mode, which presupposes the formation of learners' dialogical skills, the smaller structural unit of which is a dialogical unit. The types of various dialogical units are outlined in Core Curriculum for senior learners.

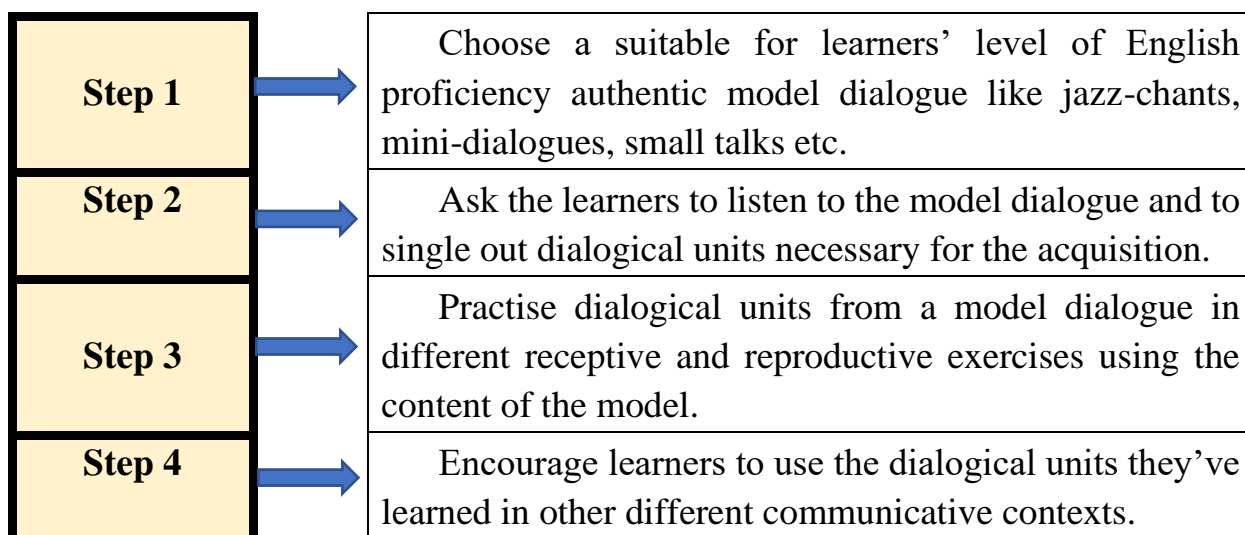
6. Developing pair interaction skills a novice teacher should be aware of possible techniques of making pairs of random choice (for example, find the partner by the second part of a picture, proverb etc.) which will give the learners opportunities to speak with different interlocutors. Moreover, at this mode of interaction the learners get first skills of initiating a conversation and adequately responding to the partner's remark, which will be basically developed in group interaction.

7. There are two normally used modes of pair interaction (teaching dialogues). The algorithm is presented in pictures 2 and 3.





Picture 2. Algorithm 1 of developing pair interaction



Picture 3. Algorithm 2 of developing pair interaction

8. Group interaction at a senior level may be conducted in small groups, which have many interesting forms like rotation station groups, buzz groups, cross-over groups etc., in micro-groups, teams (for example for debates, role-plays) or the whole group of learners (for disputes, discussions, project work etc.). For successful group interaction it's important to teach learners to perform different communicative functions for example, how to interrupt a speaker politely, to support his / her ideas, to express agreement or disagreement etc. Such verbal communicative behaviour patterns should be well known to learners before organizing group interaction.

9. It is also advisable to provide learners with so-called "silent-fillers" which will keep their interaction going (for example, let me see, well, it's your way of looking at it etc.).

10. A new information society we live in makes student-content interaction very popular. Senior learners feel comfortable working with internet resources. Knowing his / her learners' special interests and needs, a novice English teacher should find the resources for learners' independent content interaction for upgrading their knowledge in a particular field of interest.

11. On conditions of online interaction, a novice English teacher should foresee techniques for independent language or information search, work with the cell phones, like decoding the words / statements in the QR-codes, making word-clouds, making online presentations etc.

12. By the end of every topic all spoken production and spoken interaction skills should be integrated within 4 content lines (financial literacy, ecological safety, social responsibilities, healthy way of life) for the learners to see how they are used in natural contexts. Familiarize yourself with one of the examples from the English Textbook for grade 10 by L. Kalinina and I. Samoilyukovich (p. 32-33).

13. A teacher should also provide possibilities and special activities for learners with SEN.

II. For Further Reading

1. Методика навчання іноземних мов і культур: Теорія і практика: підручник для студ. класичних, педагогічних і лінгвістичних університетів / Бігич О.Б., Бориско Н.Ф., Борецька Г.Е. та ін. // за загальн. ред. С. Ю. Ніколаєвої. Київ: Левінт, 2013. 590 с. С. 340-368.

2. Інтерактивні технології навчання іноземної мови як засіб реалізації завдань Нової української школи: навчально-методичний посібник / Калінін В. О, Калініна Л. В., Деньгаєва С. В. та ін./ за загальн. ред. Л. В. Калініної. – Житомир: Вид-во ФОП Кирилюк І. В., 2017. 124 с. С. 21-99.

3. Council of Europe (2020), Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, Council of Europe Publishing, Strasbourg, available at www.coe.int/lang-cefr.

4. Thornbury, Scott. How to Teach Speaking: Longman, 2011. 248 p.

III. Getting Professional

1. Analyze any English Textbook for senior learners recommended by the Ministry of Education in Ukraine to fill in the chart in picture 4. Comment on the results of your analysis in writing (100-150 words).

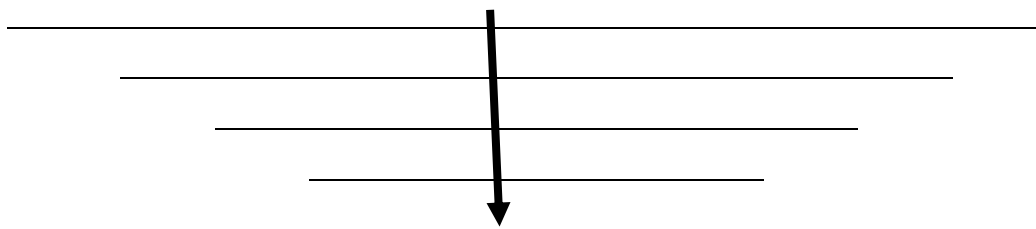
Example:

The author of the English textbook	Modes of interaction (number and examples)			Number and examples of communicative activities on the basis of		
	Student-teacher	Student-student	Student-content	Opinion gap	Information gap	Reasoning gap

Picture 4. English Textbook Analysis for Spoken Interaction Skills Formation

2. For effective interaction, a teacher should create a special atmosphere in the English class. Using the “Association Ladder” technique come up with the factors and conditions, which will stimulate learners for interaction in picture 5.
Example:

A teacher is learners’ communicative partner



Picture 5. Factors and Conditions for Stimulating Learners’ Interaction

3. Fill in the chart in picture 6 with possible activities for interaction (5-8 for each category). Follow the example below.

Pair mode	Small group mode	Team mode	The whole class mode	Student-content interaction
Pair up with your friend to decide where to spend your weekend	Group up with your friends to prepare a presentation on the task given	?	?	?

Picture 6. Possible Activities for All Modes of Interaction

IV. Practice Makes Perfect!

1. A teacher of the 10th grade in her unit plan on the topic “My Friends and My Family” outlined such subtopics:

Lesson 1. “What is a role-model for you?”

Lesson 2. “Who is your friendly ear?”

Lesson 3. “Can you learn how to resolve conflicts?”

Come up with examples of teacher-student interaction in the form of conversation warm-ups at the beginning of three lessons above.

1. In the English textbook for the 11th grade the authors have such a rubric: “Becoming a Digital Native”. Help a novice teacher who works with this textbook, to formulate tasks for student-content interaction.

2. Choose any algorithm of pair interaction suggested in your fundamentals and present activities for each stage in the format of a lesson plan.

3. Plan a lesson in the 11th grade, which has such an aim: “To integrate learners’ spoken interaction skills on the topic “One Person’s Meat...”. Provide two activities for the learners with vision-hearing impairment.

4.5. Developing Learners’ Writing Skills

I. Familiarize yourself with the Following Fundamentals as your Helping Hand.

1. Writing is a productive language activity in which a person is writing his/her speech for conveying it to others which is represented in two forms – **written production and written interaction.**

2. **The aim** of teaching writing at secondary school according to the New Core Curriculum is to form learners’ writing competence which means at the upper-intermediate and senior levels to develop learners’ *spelling* (system of writing rules) and to master *the skills of written speech* as a means of communication.

3. CEFR highlighted the types of written production and written interaction for all the levels of English proficiency. New English Curriculum specified them for intermediate and senior learners in accordance with learners’ age characteristics. Moreover, a new concrete type of interaction- *online*- was added as an integral part of today’s communication. They are represented in **Picture 1.**



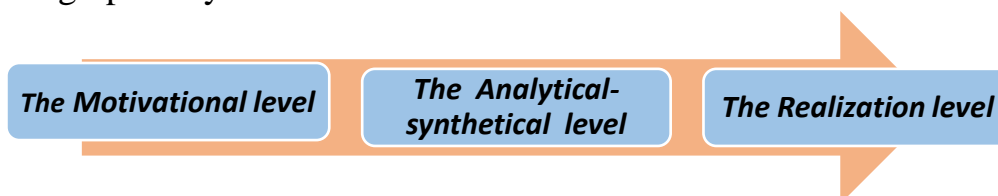
Picture 1. Types of Writing Competence.

4. Traditionally, methodologists differentiate between the notions of writing and written speech. **Writing** refers to technique of writing and grammatical correctness, while **by written speech** – the skill of combining words into sentences.

5. Comparing to oral speech written speech has a number of **specific characteristics**:

- *in written speech inner speech is much ahead of it;*
- *written speech is much more prepared;*
- *the material for written speech may be only what pupils have assimilated in oral speech;*
- *the "writer" can only foresee the reaction of a reader, that is why his speech is more extended and better-grounded;*
- *one should write in a more detailed way so that a reader could understand.*
- *the choice of expressive means should be more careful and effective.*
- *the writer is not limited in time. He can read what he has written again and again to see if the content is adequate to the meaning of the sentences and phrases chosen.*
- *the writer has no gestures, facial expressions, at his disposal. That makes his speech grammatically correct.*

6. **Psychological mechanisms** of writing are represented in the **Picture 2**. At the first level -**motivational**- the intention, motive to convey something in writing appears. At the **analytical-synthetical level** an utterance is being formed; succession of words, defining the subject, the key-points, the interrelation among them are to be realized. At the **realization** level the speech product is fixed by means of graphic symbols.

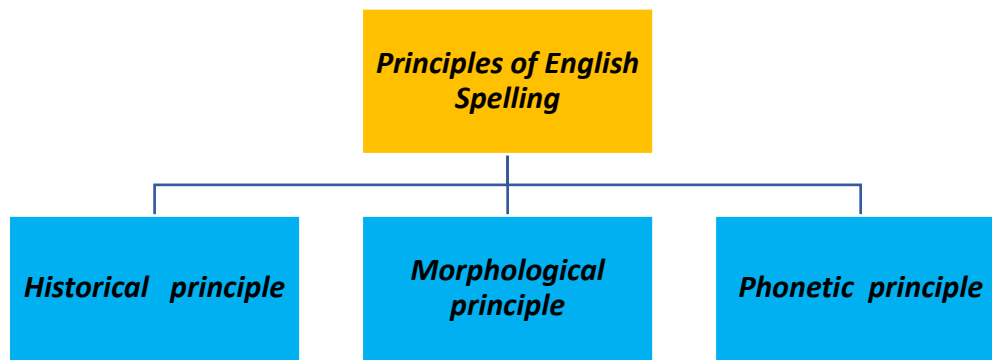


Picture 2. Psychological Mechanisms of writing.

7. **Writing difficulties** can seriously impact a child's performance in school and if persisting into adulthood, can also cause difficulties in the workplace. Writing difficulties are best addressed when caught at a young age, but can be improved at any age if provided with adequate support. Signs of writing difficulty include:

- *Poor spelling;*
- *Difficulty explaining/elaborating on ideas;*
- *Problems organizing ideas;*
- *Structural difficulties.*

8. The system of English spelling is based on definite **principles**:



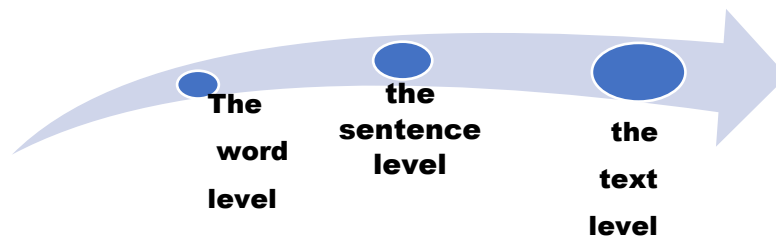
Picture 3. Principles of English Spelling

❖ *Historical principle* when spelling reflects the pronunciation form of an early historical period, e.g. *busy, brought, daughter*.

❖ *Morphological principle* when the spelling form may be checked by means of Changing form, e.g. *Plural of nouns-es, 3-rd p. sing., Pr. Ind.-es, s, ed, (Past Ind.), -ing (participle), adj. in comparative and superlative degrees.*

❖ *Phonetic principle*: spelling reflects pronunciation, e.g. *beg-bag, pot-boat, bed-bad, etc.*

9. To teach spelling an English teacher should keep in mind the following steps:



Picture 4. Steps of Teaching Spelling

Spelling mistakes are best removed by different kinds of dictations: *oral dictation, quiz, dicto-gloss, dicto-comp, running dictation, dictation-translation etc.*

10. The process of writing generally comprises 4 stages: **pre-writing**, **while-writing** (drafting and revision) which require controlled and guided practices, **final product writing** and **post-writing** (publishing/submission) presented in **Picture 5**.

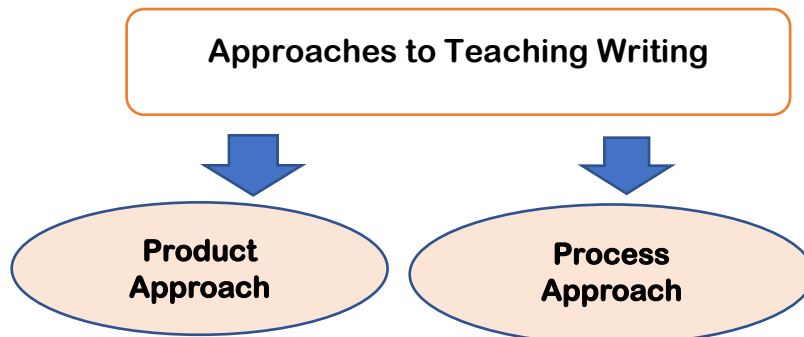
The Writing Process



(Retrieved from <https://discover.hubpages.com/education/Strategies-for-Teaching-Writing-to-Struggling-Readers>)

Picture 5. Stages of Writing Process

11. The main approaches to teaching writing are *Product approach* and *Process approach*.



The Product Approach focuses on students' final production, that is, the text they are asked to produce. This is a step-by-step model which minimizes learners' difficulties in writing as they mainly follow the model and do not generate ideas (content). Generally, it is used while teaching to write *e-mails, formal, letters, reports, essays, CVs and cover letters, postcards, recipes, personal statements, motivational letters*.

The Process Approach, therefore, tends to focus more on varied classroom activities which promote the development of language use through brainstorming, group discussion/collaboration and rewriting and is used when the learners are taught to write creatively and freely. This approach appreciates more the content, learners' ideas and creativity and is applied when teaching to write *stories, personal*

letters, pieces of narration, description, reflection, compositions, blogposts, comments

12. The structure of any written product is as following: *introduction, body, conclusion.*

13. Evaluation of written speech, as a rule, passes through three stages: self-correction/evaluation, peer-correction/evaluation, teacher's correction/evaluation.

II. For Further Reading

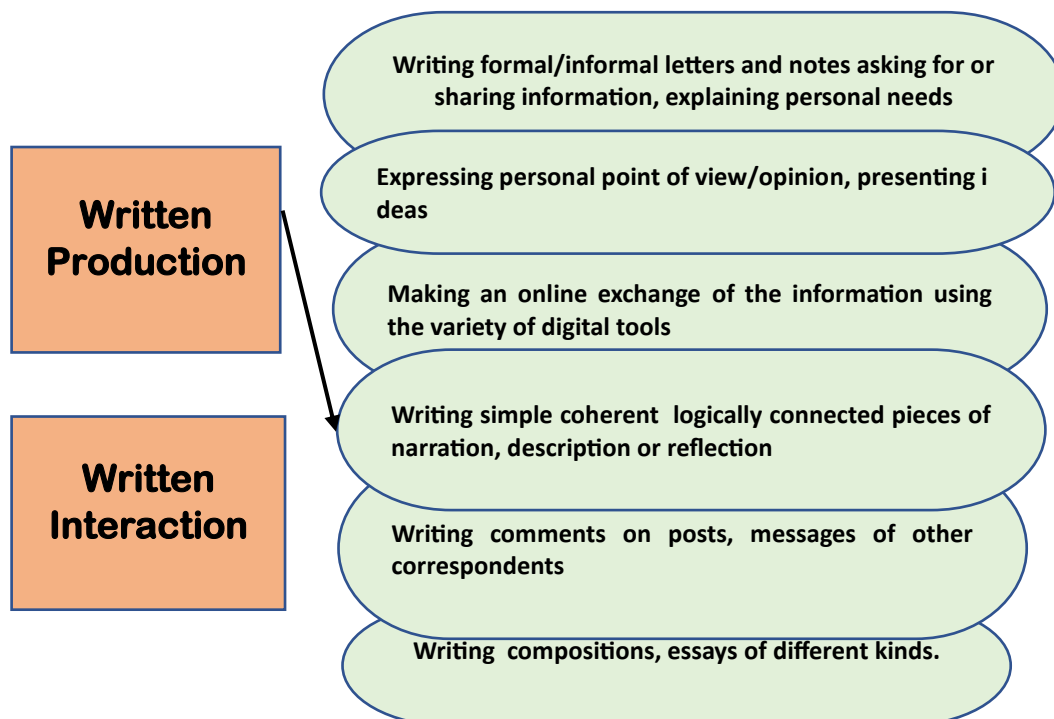
1. Модельна навчальна програма «Іноземна мова. 5-9 класи» для закладів загальної середньої освіти (авт. Редько В. Г., Шаленко О. П., Сотникова С. І., Коваленко О. Я., Коропецька І. Б., Якоб О. М., Самойлюкевич І. В., Добра О. М., Кіор Т. М.) [Електронний ресурс]. URL: https://drive.google.com/file/d/1Lvr1Juvpo3CMswCPPtWQozxXDQpg_yH-/view

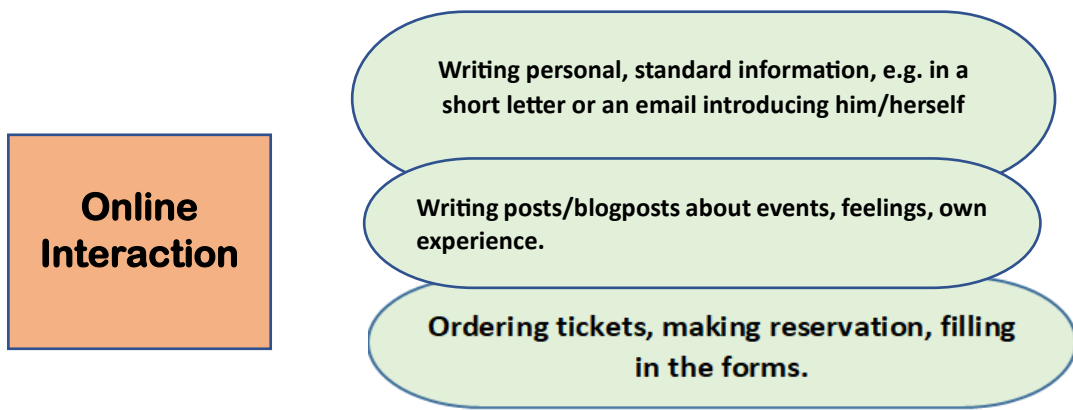
2. Council of Europe (2020), Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, Council of Europe Publishing, Strasbourg, Available at <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

3. Harmer, J. (2004). How to teach writing. Longman. [Online] URL: https://www.academia.edu/41442986/Jeremy_Harmer_How_to_Teach_Writing_Longman_2004_

III. Getting Professional

1. Match the activities appropriate for practising written production, written interaction and online interaction. Explain in writing the difference in the product's format.





4. Look through the table describing the peculiarities of product writing and process writing approaches. Analyze them and write down the advantages and disadvantages of each of them (100-150 words).

Process Writing	Product Writing
Text as a resource for comparison	Imitate model text
Ideas as starting point	Organization of ideas are more important than ideas themselves
More than one draft	One draft
More global, focused on purpose, theme, text type i.e. reader is emphasized	Features highlighted including controlled practice of those features
Collaborative	Individual
Emphasis on creative process	Emphasis on end product

(Retrieved from <https://www.semanticscholar.org/paper/Approaches-to-Writing-in-EFL%2FESL-Context%3A-Balancing-Hasan-Akhand/c0736e4306dd417c027947cab3604cda3857bde/>)

Approach	Advantages	Disadvantages
<i>Product</i>	•	• <i>Lacks creativity</i> •
<i>Process</i>	• <i>Presents the variety of ideas and gives the chance for cooperation</i> •	•

5. Read the activities for teaching writing. Make a tick in the column you think they belong to.

Activities	Pre-writing stage	Controlled writing stage	Guided writing stage	Creative writing stage
<i>Look at two pictures (Presenting a city and a countryside). What is similar and different in them?</i>	✓			
<i>Read the beginning of the story and write the continuation.</i>				
<i>Fill in the gaps in the email.</i>				
<i>Put the paragraphs into the logical order. Write your own cover letter using the scheme.</i>				
<i>Make up a project collaboratively to predict the future of your city.</i>				
<i>Have a look at this object. Brainstorm your ideas how it can be used.</i>				
<i>Look at the picture and make up a story what has happened and what will happen.</i>				
<i>Using a Fishbone technique write about the main character's life.</i>				
<i>Write out the words denoting gadgets and new devices.</i>				
<i>Mingle around the class and find out who....</i>				
<i>Choose a character from your past and write a story about his future.</i>				
<i>Discuss the benefits of digital technology/what makes a good teacher.</i>				

8. Identify the problem of the case below and come up with a possible solution to it in writing.

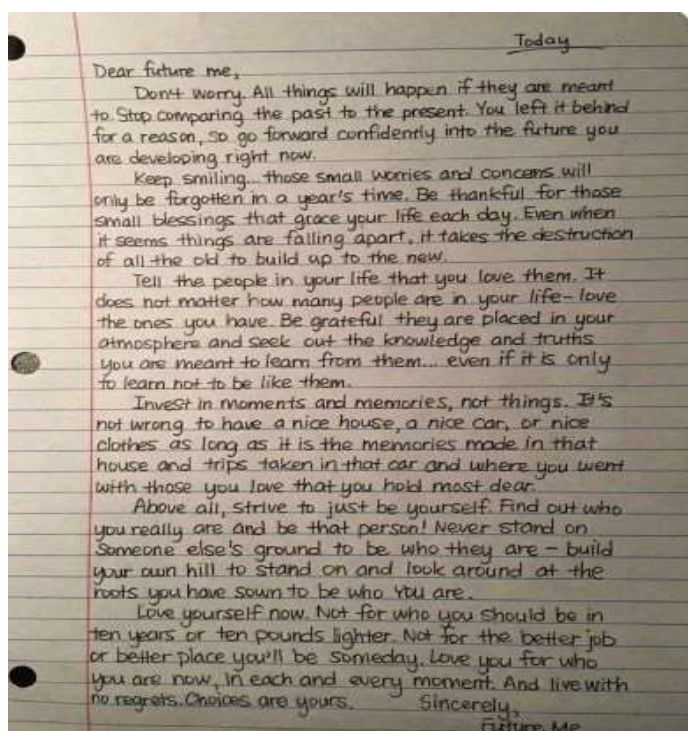
In the 10th grade a teacher informed the learners they would write an essay soon and suggested preparing for it. In the lesson the topic of which was "Ukraine: Before and After" the learners spent time doing grammar exercises and drilling the vocabulary to the topic. Next time the teacher announced the topic of the essay: "Time present and time past are both, perhaps, present in time future and time

future contained in time past” (T.S.Eliot). The learners looked confused as they didn’t know how to start and what to write about. The teacher got irritated and said they had been preparing for it he previous lesson and they already had known much about the Ukrainian history and geography.

III. Practice Makes Perfect!

1. Suggest some spelling training techniques (3-4) and a spelling dictation for the intermediate learners to one of the topics “Way of Life” or “Mass Media” (the 8th form).

2. Read an example of a letter to future yourself (Retrieved from



<https://www.pinterest.com/pin/577797827174392641/>. Design a part of the lesson aimed at developing learners’ creative and critical skills while writing an informal letter.

3. Design a part of the lesson aimed at developing senior learners’ skills to write CVs/ Cover Letters.

IV. Do the Test to Decide how Well you Can Form Learners’ Productive Oral and Writing Skills

True or False

1. The aim of teaching speaking is to develop spoken production competence.
2. The formation of spoken production starts with a sentence level.
3. The most difficult mode of interaction is in the whole class.
4. Writing is a productive kind of communicative competence.
5. Spoken production comprises two types – a piece of description and a piece of narration.
6. A teacher should avoid personalization in spoken production formation not to hurt teenagers’ feelings.

7. Student-content interaction develops learners' cooperation with other students;
8. The smallest item of pair interaction is a sentence.
9. Creative writing is the final stage of teaching written speech.
10. A good English lesson contains different prompts for the 2nd stage of spoken production development.
11. Writing a story is a kind of written interaction activity.
12. The main advantage of the Product approach is that the learners work collaboratively.
13. The aim of a discourse level of spoken production competence is to teach learners to produce a text-based production.
14. The development of spoken interaction skills will be effective if a teacher organizes their development every lesson;
15. At the pre- writing stage the learners brainstorm, share the ideas and plan writing.

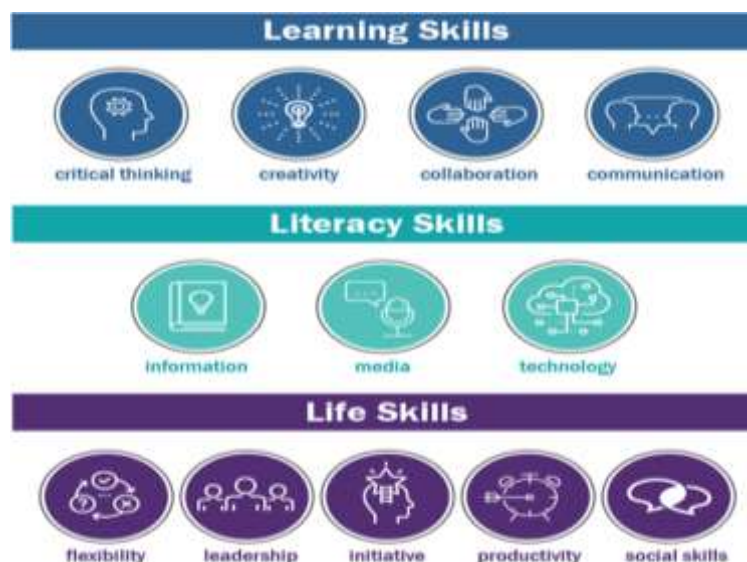
5. Using XXI century Skills in Teaching English

I. Familiarize yourself with the Following Fundamentals as your Helping Hand.

1. Future teachers need to be equipped to deal with the changing world. While the new Curriculum intends to provide students with important professional skills related to methodology, it also gives scope for developing essential life skills that transcend subject boundaries and are referred to as the 21st century skills. Hence, by “**the 21st century skills**” we understand *a broad set of knowledge, skills, tools, work habits, and character traits that are believed ... to be critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces.*” (Retrieved from <https://www.edglossary.org/21st-century-skills>).

2. An English teacher should understand that developing learners’ communicative competence using traditional ways and approaches is not enough, “to participate effectively in the increasingly complex societies and globalized economy that characterizes today’s world, students need to think critically, communicate effectively, collaborate with diverse peers, solve complex problems, adopt a global mindset, and engage with information and communications technology” (Vivekanandan, 2019).

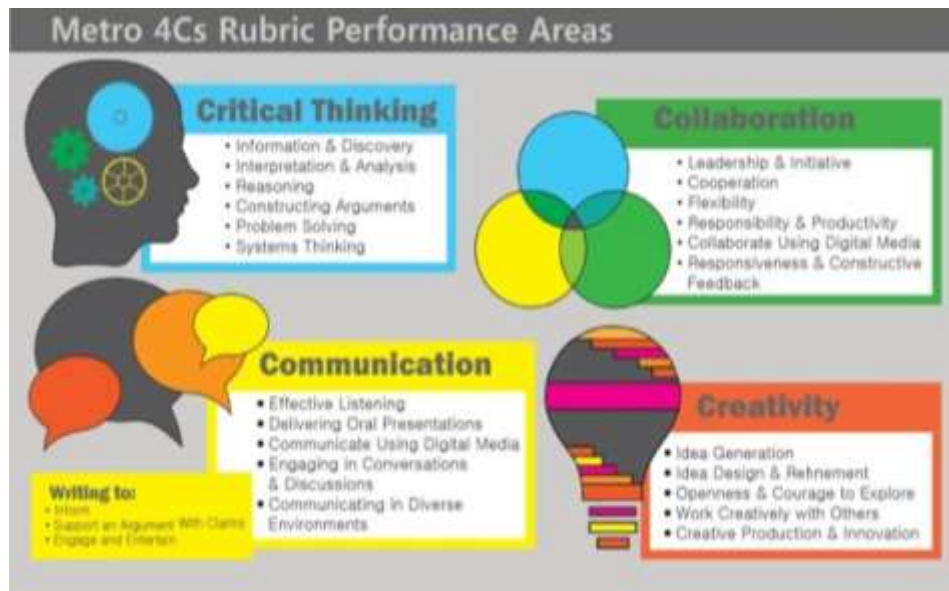
1. Traditionally, each 21st Century skill is broken into one of **three categories**:



(Retrieved from <https://www.aeseducation.com/blog/what-are-21st-century-skills>)

Picture 1. The 21st Century Skills Categories

2. Learning skills (the four C’s) teach students about the mental processes required to adapt and improve upon a modern work environment.



(Retrieved from <https://educationrickshaw.com/2017/08/02/what-does-a-21st-century-classroom-look-sound-and-feel-like/>)

Picture 2. 4Cs Rubric Performance Areas

3. Literacy skills focus on how students can discern facts, publishing outlets, and the technology behind them. There's a strong emphasis on determining trustworthy sources and factual information to separate it from the misinformation that floods the Internet.

- **Media literacy** is the ability to:
 - Decode media messages (including the systems in which they exist);
 - Assess the influence of those messages on thoughts, feelings, and behaviors;
 and
 - Create media thoughtfully and conscientiously.
- **To Digital/Technology literacy** refers an individual's ability to find, evaluate, and communicate information through typing and other media on various digital platforms. It is evaluated by an individual's grammar, composition, typing skills and ability to produce text, images, audio and designs technology (https://en.wikipedia.org/wiki/Digital_literacy).



Picture 3. Digital Literacy Competences

Information Literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. It develops learners' awareness of the ability:

- *to engage with the digital world;*
- *to find meaning in the information you discover;*
- *to articulate what kind of information you require;*
- *to use information ethically;*
- *to understand the role you can play in the communication in your profession and;*
- *to evaluate information for credibility and authority.*

4. Life skills take a look at intangible elements of a student's everyday life. These intangibles focus on both personal and professional qualities. Traditionally, to the life skills we refer ***effective communication, interpersonal skills, leadership, initiative, productivity, decision-making and problem-solving, self-awareness and empathy, flexibility, emotional intelligence, time management, information technology awareness, assertiveness, resilience, handling criticism, stress management, cooperation.***

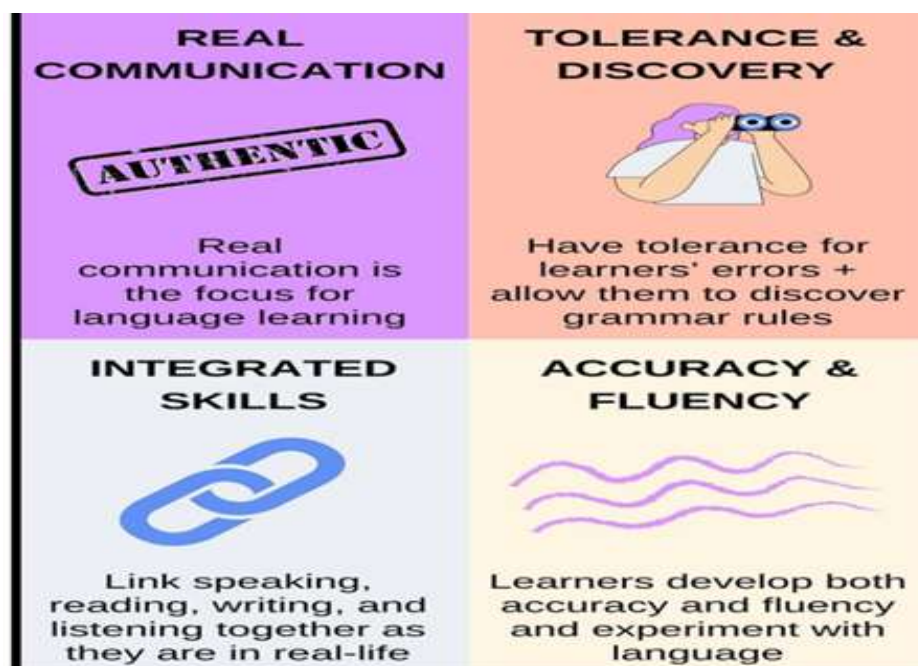
5. Thus, to foster learners' 21st century skills an English teacher is required to use the variety of general and targeting learning strategies, presented in Picture 4.

6. The main approaches considered by an English teacher while preparing and conducting an English lessons are of **Active Learning and Communicative Language Teaching (CLT).**

7. **Active learning** seeks to engage students as active participants in their knowledge acquisition. Active learning activities are often based around generating

more discussion, group activities, and problem solving in order to get the students to engage more dynamically with the course material (Bonwell, 1991).

8. As for *CLT*, the role of a teacher is to facilitate the communication process in the classroom which leads to the developing learners' communicative competence. Practicing different formal and informal interactions an English teacher concentrates on providing a supportive learning atmosphere and selecting personalized tasks for the learners in terms of their individual level, needs, and interests. There are **4 main principles of CLT**.



Picture 5. Principles of CLT

9. **ICT**, in its turn, as an indispensable condition of modern education and teaching/learning ESL in particular is the transfer of the ideas, knowledge, emotions and skills through the use of electronic devices. Incorporating **MALL** (*Mobile Assisted Language Learning*) and the possibilities of internet and **WEB 2.0** technologies a teacher brings not only more variety, engagement, interest, creativity critical thinking of the learners that leads to the independence and intensification of the teaching/learning process but also enhances developing all 21st century skills.

10. In the conditions of online teaching and learning **ICT** plays an important and irreplaceable role since the variety of educational platforms, websites, applications and other useful e-tools help teachers to create a modern and interesting lesson engaging learners in active communication and fostering their 21st century skills.

11. It is impossible to evaluate and assess learners' 21st century skills formally using definite rubrics. The teacher has achieved her/his goal when he/she

sees that the learners successfully apply all the mentioned above competences in the way of thinking, the way of working, collaborating and communicating, the way of using proper tools. Besides, the teacher should always prepare the strategies to teach and assess the children with SEN, if there are any in the English classroom.

II. For Further Reading

1. Модельна навчальна програма «Іноземна мова. 5-9 класи» для закладів загальної середньої освіти (авт. Редько В. Г., Шаленко О. П., Сотникова С. І., Коваленко О. Я., Коропецька І. Б., Якоб О. М., Самойлюкевич І. В., Добра О. М., Кіор Т. М.) [Електронний ресурс]. URL: https://drive.google.com/file/d/1Lvr1Juvpo3CMswCPPtWQozxXDQpq_yH-/view

2. Curriculum for Secondary Schools. Kyiv: Ministry of Education [online]. URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-5-9-klas/programi-inozemni-movi-5-9-12.06.2017.pdf>

3. Common European Framework of References for Languages: Learning, Teaching, Assessment. Companion volume (2020) [online]. URL: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

4. Erdem, C. (2019). Introduction to 21st century skills and education. In C. Erdem, H. Bağcı and M. Kocyigit (Eds) 21st century skills and education (pp.1-20). Cambridge Scholars Publishing [online]. URL: https://www.researchgate.net/publication/336148206_Introduction_to_21st_century_skills_and_education

III. Getting Professional

1. A) Match the skills to the proper teaching practices/strategies.

The 21st-Century Learning Skills Teaching Practices/Strategies

Skills	Practices/Strategies
Critical Thinking Skills	a) Allow each learner to decide how he/she will present his/her work or demonstrate learning; - Organize/plan for an activity where they can do oral presentations (e.g., creating charts, tables or graphs); - Prepare and deliver an oral presentation to the teacher or classmates; - Answer questions in front of an audience; - Deliver ideas using media other than a written paper like posters, video clips, PowerPoint slide, and etc.
Collaboration Skills	b) Each child is allowed to choose what examples to study or resources to use; -Take initiative when

	confronted with a difficult problem or question; -Choose own topics of learning or questions to follow.
Communication Skills	c) Learners are given a chance to understand the life experiences of people; -Use information or ideas of people that come from other countries of cultures.
Creativity and Innovation Skills	d) Let the learners compare from different sources before completing a task or assignment; and -draw own conclusions based on analysis of facts or relevant information
Self-Direction Skills	e) Learners apply what they learn to local situations, issues or problems; -Examine topics or issues that are relevant to own family or community; -Talk to one or more members of the family or to the community about a class project or activity; -Respond to a question or task in a way that weighs the concern of different community members or as a group.
Global Connections	f) Allow learners to work in pairs or small groups to complete a task together; -Work as a team to incorporate feedback on group tasks; -Work with other learners to set goals and create a plan for the group; -Give feedback to peers or assess another learners' work; -Present their output to the class.
Local Connections	g) Learners use technology to limited multimedia for research and projects -Select appropriate technology tools or resources for completing a task; -Evaluate the credibility and relevance of online resources; -Use technology to help share information (e.g., multimedia/ppt presentations -Use technology to keep track of work on extended tasks or assignments;
Using Technology as a Tool for Learning	h) Learners are given a chance to use idea creation techniques such as brainstorming or concept mapping; -Generate own ideas about how to confront a problem or question; -Test out different ideas and work to improve them.

B) Compile a bank of strategies and activities (no less than 5 for each bullet) for fostering learners' skills in:

- Problem solving;
- Communication and collaboration;
- Creativity,
- Digital/technology and media literacy.

2. Tick whether the activities promote the 21st century skills or not. Note down the skills being fostered and suggest your ways how to transform the activities developing basic skills into communicatively oriented.

Activity	Promotes the 21st Century Skills	Doesn't promote the 21st Century Skills	Notes
1. Listen to some songs. Choose one and make it the main theme of the film. In pairs think of the film genre, the plot, the main characters. Compare it to your classmates. Choose the best script.			
2. In groups design a metaphor on the given issues/concepts etc... Explain your point of view.			<i>critical thinking, creativity, collaboration</i>
3. Read the story and answer the questions to it.			
4. Conduct a class debate. In the first round, students choose which side they want to defend, but in the second round, they have to defend the opposing side. Example: Is college necessary to get a good job? Is social media beneficial to society?			
5. Read the dialogue opening the brackets			
6. Present a news article to your students and have them analyze its validity. Then discuss as a class how to verify external information to determine whether it's true. Example: Have students read an article that has false information and ask students questions like "How do you determine if this is true?" and "What makes you doubt this article?"			
7. Write a letter to your friend telling about your last holiday.			
8. Role-play different scenarios what to say and how to behave in various settings. Examples: meeting someone new at a party, ordering food at a cafe, attending a job interview, at the doctors, etc...			
9. Show the students a picture and have them build a story around noting what happened, what is going on, what will happen.			

10. Describe the picture using the grammar material under study.			
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3. Look at the pictures. Suggest your activities for developing learners' Creative, Critical Thinking Collaboration and Communication, Digital and Life skills.



Creative: _____

Critical Thinking: *You have 200 hryvnas to prepare a family dinner (a friends' party). Google the prices, choose the products to fit your budget and come up with the menu and the dishes.*

Communication: _____

Digital: _____

Life: _____



Creative: _____

Critical Thinking: _____

Communication: _____

Digital: _____

Life: *Use the ideas from the picture to write a list of electrical safety rules for your home or classroom.*



Creative: *You have always dreamt to be a restaurateur. Think of the unusual restaurant/café you would like to open. Come up with your visual presentation of the place, slogan, menu, additional services, audience it will be interesting for.*

Critical Thinking: _____

Communication: _____

Digital: _____

Life: _____

4. Read what the learners say about their ways and difficulties of learning English. Give a piece of advice to a novice teacher how to organize his/her lessons to keep each learner engaged and motivated and which 21st century strategies and tools to choose.



I am always watching videos or reading articles in English and that helps me a lot. I also like challenges.



I am quite analytical so I have a tendency to focus on grammar and on being accurate. I like to work on my own.



As a rule, I am shy to use the language outside the class. I feel the lack of communication practice. That is why I prefer chatting with my friends or to play some games.



For me it is easy to work in groups and to present something in front of the others. But sometimes I argue with my friends because they don't like my ideas and want to present theirs.



I like to read detective stories and to do puzzles in English. Sometimes I walk around the streets, look at the people and imagine some funny stories about them. Then I come home and write my stories down. But my vocabulary is quite poor to write them in English.



Drawing is my everything, Besides I like to take pictures. I don't answer much because I am not active and the teacher prefers to work with more easy-going kids, if I may say so.

IV. Practice Makes Perfect!

1. Design a lesson plan on developing learners' critical and creative thinking, using media content (the 9th grade, topic "Youth Culture").
 2. Design a part of a lesson aimed at developing learners' collaboration and communication skills on one of the topics for the senior level (refer to the Core Curriculum) using digital tools and WEB 2.0. technologies.
 3. Write a memo to a novice teacher how to work with the 21st century learners.
- Use the Pattern.

10 Tips To Keep Us Interested:

1. *Don't tell but engage us...*
2. *Make your lessons diverse and creative.....*
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

V. Do the Test to Decide how Well you Can Form Learners' 21st Century Skills in Teaching English.

Multiple Choice Test

1. **The term "global awareness" means...**
 - a) to be able to manage goals and time;
 - b) to be able to adjust to varied roles and responsibilities;
 - c) to understand how and why media messages are made;
 - d) to understand and collaborate with people from different cultures.
2. **Information literacy is the ability of...**
 - a) managing time;
 - b) being able to read;
 - c) knowing how to find information;
 - d) being able to select, access and evaluate information from a wide array of sources.
3. **Media literacy focuses on.....**
 - a) evaluating information from a variety of different sources;
 - b) forming of art criticism;

- c) understanding how and why messages of all kinds are made;
- d) understanding how media are influencing the society.

1. Cross-cultural skills matter in the 21st Century because.....

- a) the world is becoming more diverse and the ability to work with diverse groups and to respect those differences is beneficial and productive;
- b) due to that people can learn more about their own cultures;
- c) people are traveling more than they ever did;
- d) it helps understand how people in different countries communicate and follow the best practices.

5. Demonstrating knowledge of air, climate, land, food, energy, water, and ecosystems; understanding society's impact on environments, and taking action toward addressing the associated challenges is called.....

- a) environmental literacy;
- b) financial literacy
- c) civic literacy;
- d) digital literacy.

6. "ICT" Literacy stands for.....

- a) information, creativity, and technology
- b) innovation, communication, and technology
- c) information, communication, and technology
- d) information, citizenship, and training

7. The 4Cs of 21st-century skills refer to.....

- a) communication, cooperation, critical thinking, and creativity;
- b) communication, collaboration, critical thinking, and creativity;
- c) consistency, collaboration, critical thinking, and creativity;
- d) communication, collaboration, critical thinking, and commitment.

8. The ability to reason effectively, use systems thinking, make judgments and decisions, and solve problems is called:

- a) collaboration;
- b) critical thinking;
- c) communication;
- d) creativity.

9. The assessment of 21st century skills does NOT

- a) emphasize useful feedback of student performance;
- b) support a balance of assessments, including high-quality standardized tests
- c) enable development of portfolios of student work that demonstrate mastery of 21st century skills;
- d) emphasize the importance of all studying to be done through collaboration or webchats.

10. To formulate and express an opinion is a typical exercise that develops the skills of.....

- a) communication
- b) critical thinking
- c) creative thinking
- d) collaboration.