

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЖИТОМИРСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ІМЕНІ ІВАНА ФРАНКА**

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**THE JOURNEY FROM AN ENGLISH LEARNER
TO AN ENGLISH TEACHER
НА ШЛЯХУ ДО ПРОФЕСІЙНОЇ
МАЙСТЕРНОСТІ:
ВІД СТУДЕНТА ДО ВЧИТЕЛЯ**

навчальний посібник до курсу «Методика навчання
англійської мови»
перший (бакалаврський) рівень вищої освіти

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Навчальний посібник до курсу «Методика навчання англійської мови» побудований на основі нової типової програми МОН України і Британської ради в Україні, яка охоплює теми всіх розділів курсу, що складаються з 6 модулів по 2 на кожен навчальний рік, починаючи з II курсу. У навчальному посібнику майбутні вчителі англійської мови можуть знайти опорну інформацію за темами, що вивчаються, тестові та методичні завдання для самостійної роботи, тести для перевірки здобутих професійно-наукових знань, умінь та навичок і список рекомендованої літератури. Навчальний посібник призначений для використання в самопідготовці студентів першого (бакалаврського) рівня вищої освіти очної та заочної форм навчання до практичних занять, заліків та екзамену з курсу «Методика навчання англійської мови».

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PREFACE

Dear Students! The course textbook “English Language Teaching Methodology” is based on the curriculum map, which contains 6 modules attributable to each year of study.

The future teachers are suggested a **helping hand** in the form of Unit Guidelines. For each unit of the module you are given:

- **a glossary to be learned and used;**
- **fundamentals to navigate your independent English language teaching methodology acquisition;**
- **a list of recommended literature to familiarize yourselves with.**

Every unit presupposes the development of your autonomous learning skills. You will find:

- **independent searching tasks;**
- **methodologically oriented tasks;**
- **tasks for microteaching and independent tests of knowledge, habits and skills of the unit.**

So, the textbook will enable you to get, analyze and systematize your knowledge on the course, to upgrade your habits, develop professional communicative skills and soft skills in the English language.

We wish you a successful journey from an English Learner to an English Teacher.

MODULE 1: UNDERSTANDING LEARNERS AND LEARNING

UNIT 1.1. Psychological Factors in Language Learning

Your Helping Hand: Unit Guidelines

I. Glossary on the Unit to be Learned and Used

<ul style="list-style-type: none">• Self-esteem• Inhibition• Risk-taking• Anxiety• Intrinsic / extrinsic motivation• Multiple intelligences• Cognitive styles• Auditory	<ul style="list-style-type: none">• Kinaesthetic• Visual• Bloom’s Taxonomy• Learning strategies• Implicit / explicit learning• Surface / deep approach
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II. Fundamentals to Navigate your Independent “Psychological Factors in Language Learning” Acquisition

1. There are psychological factors that may affect successful language learning. They are:

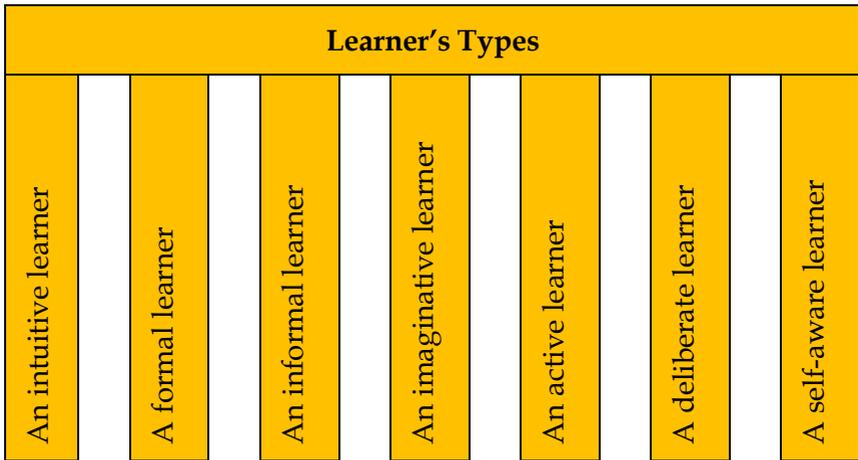
- *Self-esteem;*
- *Inhibition;*
- *Risk-taking;*
- *Anxiety;*
- *Attitude.*

2. To avoid these factors, learners should be motivated, though they may have different kinds of motivation like:

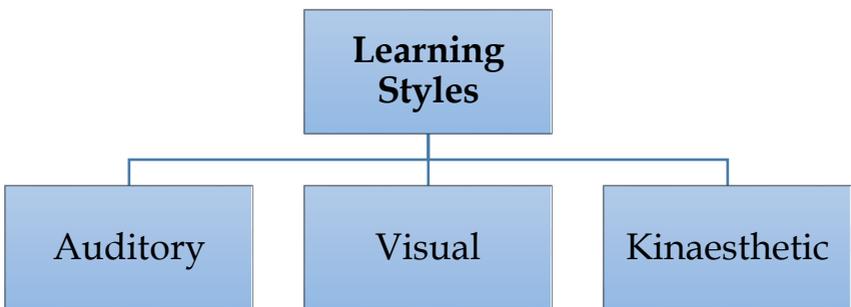
- *Intrinsic*
- *Extrinsic*

- *Instrumental*
- *Integrative*

3. Every learner has a definite learner's type and a learning style, which an English teacher should take into consideration while planning a lesson and choosing tasks and activities. Familiarize yourself with learner's types and learning styles in the following pictures 1 and 2.



Picture 1. Learner's Types

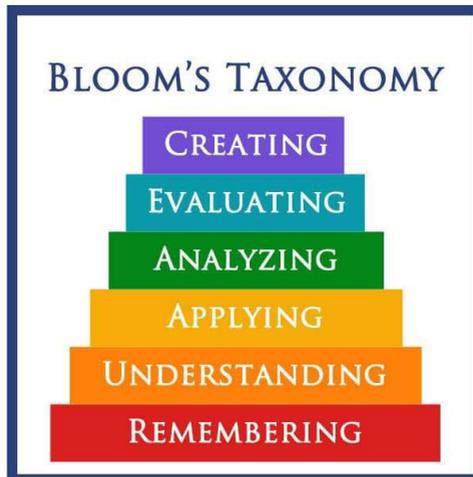


Picture 2. Learning Styles

4. To choose effective tasks and activities for every learner in the English classroom, a teacher should familiarize her/himself with Howard Gardner's theory of Multiple Intelligences, which characterizes learners as:

- Word-smart / "The word player"
- Logic-smart / "The questioner"
- Body-smart / "The mover"
- Music-smart / "The music lover"
- Picture-smart / "The visualizer"
- Nature-smart / "Nature lover"
- Interpersonal / "The socializer"
- Intrapersonal / "The individual"

5. To design a good lesson plan an English teacher should be aware of Bloom's Taxonomy and know how to apply it in his/her classroom, observing all the stages of successful cognitive learning and developing critical thinking skills presented in picture 3.



Picture 3. Bloom's Taxonomy

III. Recommended Literature to Familiarize yourself with

1. Бориско Н.Ф. Сам себе методист или советы изучающему иностранный язык. Киев.: Инкос, 2001. 267 с.
2. Gardner R. C. Social Psychology and Second Language Learning: The Role of Attitudes and Motivation. London: Edward Arnold Publishers, 1985.
3. Williams M., Burden R. L. Psychology for Language Teachers: A Social Constructivist Approach. Cambridge University Press, 1997. 240 p.

On your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

Work with literature and Internet sources available and:

1. Come up with definitions of the following notions:
 - *Self-esteem;*
 - *Inhibition;*
 - *Intrinsic, extrinsic, instrumental and integrative motivations;*
 - *Auditory, visual and kinaesthetic learning styles;*
 - *Surface and deep approaches.*
2. Characterize every learner's types from picture 1 suggested.
3. Find out more information about peculiarities of eight Intelligences of H. Gardner.
4. Define the aims of six stages of Bloom's Taxonomy.

V. Methodologically Oriented Tasks

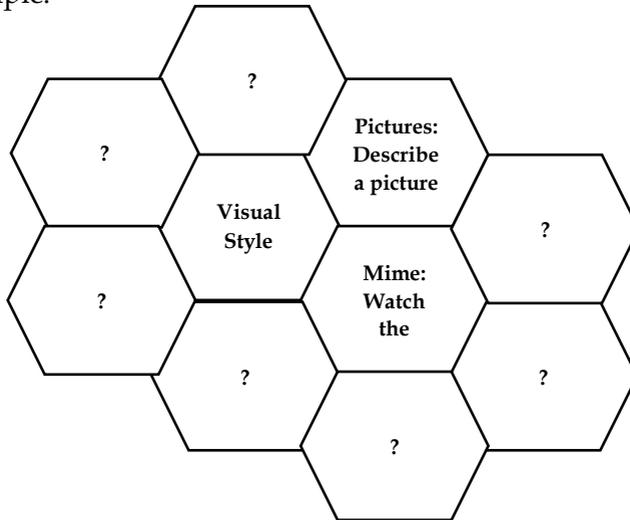
1. Fill in the chart for all Intelligences of Howard Gardner as in the pattern.

Pattern:

Learner's Intelligence	Likes to	Is good at	Learns best by
Word / Linguistic smart	<ul style="list-style-type: none"> • Read / write • Use crosswords, puzzles • Tell stories... 	<ul style="list-style-type: none"> • Reading, speaking, listening and writing • Commenting on different statements ... 	<ul style="list-style-type: none"> • Paraphrasing • Working with dictionaries • Family derivatives ...

2. Think and decide, what teaching aids and materials must be used for teaching learners of different learning styles (auditory, visual, kinaesthetic) and what activities may be designed on them. Use the hexagonal technique as in the example.

Example:



4. On the basis of Bloom’s Cube plan activities (2-3) for each stage of Cognitive learning as in the pattern.

Pattern:

		<u>5.</u> Evaluating	
<u>1.</u> Remembering Label the pictures	<u>2.</u> Understanding Paraphrase the sentences	<u>3.</u> Applying	<u>4.</u> Analysing
		<u>6.</u> Creating	

5. Design a memo for a novice English teacher. Begin with:
To avoid psychological factors that may affect language learning.

Do	Don't
<ul style="list-style-type: none"> • Praise your learners for every achievement in language learning. • ... 	<ul style="list-style-type: none"> • Criticize learners for language mistakes. • ...

VI. Try your Hand at Microteaching

Plan a part of a lesson in the 5th grade (topic “My Family and Friends”), suggesting activities for every learner’s type like a formal / informal learner, an active learner... etc. All in all there should be 7-8 activities.

VII. Test your Knowledge, Habits and Skills on the Unit

Do the true/false test:

1. Instrumental motivation is connected with learners' prospects for the future.
2. A formal learner enjoys working with reference books, dictionaries on his/her own.
3. Interpersonal learners learn better while communicating with others.
4. Bloom's Taxonomy is aimed at learners' critical thinking development.
5. It's impossible to get rid of inhibition.
6. With auditory learners a teacher should apply a lot of visual prompts.
7. Intrapersonal learners learn best by having their own pace and individualized tasks.
8. A surface approach deals with comprehension learning.
9. A teacher should encourage learners' self-esteem.
10. It's important to know what learning styles and multiple intelligences the learners of a particular class have.

Unit 1.2. Second Language Acquisition

Your Helping Hand: Unit Guidelines

I. Glossary to be learned and used

<ul style="list-style-type: none">• Second language acquisition (SLA)• Second language learning (SLL)• Hypotheses about SLA• Exposure• Project work	<ul style="list-style-type: none">• Native/target language• SLA factors• SLA mechanisms• Authentic materials• Extensive reading
---	---

II. Fundamentals to Navigate your Independent "Teaching Grammar in Context" Acquisition

1. The terms 'second language learning' and 'second language acquisition' are often interchangeable, which leads to their misinterpreting. This does not give the understanding of the fact that 'learning' refers to the formal learning of a language in the classroom while 'acquisition' is acquiring the language with little or no formal training or learning. Stephen Krashen's widely known and well accepted theory of second language acquisition has had a large impact in all areas of second language research and teaching since the 1980s.

2. Language acquisition is a subconscious process that involves the naturalistic development of language proficiency through understanding and using language for meaningful communication. Generally, it refers to the acquisition of a second language (L2) by someone (adult or child) who has acquired a first language (L1). Acquisition requires meaningful interaction in the

target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. It is also known as implicit, informal or natural way of learning in which languages are learnt unconsciously or 'picked up' by exposure to comprehensible input. (*Borrowed from Stephen Krashen's definition, available on: <https://lingua.ly/blog/language-learning-vs-language-acquisition>*).

3. **3. Language learning** is a deliberate and conscious process of developing the ability to communicate in a second / foreign language. Language learning is the result of direct instruction in the rules of language where learners proceed from simple to complex. It is also known as an explicit way of learning.

(Do Methodologically Oriented Tasks 1 and 2 to practice your professional skills).

4. There is a number of factors affecting the acquisition of L2. Traditionally they are divided into 3 groups:

- *internal factors;*
- *external factors;*
- *affective factors.*

(Do Methodologically Oriented Tasks 3 and 4 to practice your professional skills).

5. Stephen Krashen's theory of second language acquisition consists of five main hypotheses:

- *the Acquisition-Learning hypothesis;*
- *the Monitor hypothesis;*
- *the Input hypothesis;*
- *and the Affective Filter hypothesis;*
- *the Natural Order hypothesis.*

The main purpose of theories of SLA is to shed light on how people who already know one language learn a second language. The field of second-language acquisition involves various contributions concerning linguistics, sociolinguistics, psychology, cognitive science, neuroscience, and education.

The Acquisition-Learning hypothesis claims that there is a strict separation between acquisition and learning; Krashen saw acquisition as a purely subconscious process and learning as a conscious process, and claimed that improvement in language ability was only dependent upon acquisition and never on learning.

The Monitor hypothesis states that consciously learned language can only be used to monitor language output; it can never be the source of spontaneous speech.

The Input hypothesis. This states that learners progress in their knowledge of the language when they comprehend language input that is slightly more advanced than their current level. Krashen called this level of input "i+1", where "i" is the learner's interlanguage and "+1" is the next stage of language acquisition.

The Natural Order hypothesis states that language is acquired in a particular order, and that this order does not change between learners, and is not affected by explicit instruction.

The Affective Filter hypothesis states that learners' ability to acquire language is constrained if they are experiencing negative emotions such as fear or embarrassment. At such times the affective filter is said to be "up".

(Do Methodologically Oriented Tasks 5, 6 and 7 to practice your professional skills).

6. While learning and teaching a foreign language one should consider the mechanism of SLA to which we refer **input, intake and output**.

Input is what the students receive from you as a teacher. Basically, it is what they hear, see, and perceive as you teach. In other words, *the teacher's input should be comprehensible - both understandable and a bit challenging for the students*. Comprehensive input helps them use information that they already know to understand and interpret new linguistic concepts.

(Do an Independent Searching Task 8 to practice your professional skills).

7. To encourage the learners in SLA in the Classroom a teacher should use the following ways: *Exposure, Noticing, Authentic Materials, Extensive Reading and Listening, Project Work, Task-Based Learning.*

III. Recommended Literature to Familiarize yourself with

1. Adwani P., Shrivastava S. Analysis of Factors Affecting Second Language Acquisition. *Int. J. Soc. Sc. Manage.* 2017. Vol. 4, Issue-3. p. 158-164
2. Gass S., Selinker L. Second Language Acquisition: An Introductory Course. Taylor & Francis e-Library. 2008, P. 6-7.
3. Krashen, S. D. Attitude and Aptitude in Second Language Acquisition and Learning in Principles and Practice in Second Language Acquisition. University of Southern California. 2002.
4. Loewen, Sh. Introduction to Instructed Second Language Acquisition. 2013.
5. Taylor & Francis. Saville-Troike, M. Introducing Second Language Acquisition. Cambridge University Press. 2006.

On Your Own: Developing Your Skills of Autonomous Learning

IV. Independent Searching Tasks

1. Work with monolingual dictionaries, reference literature and Internet sources available and come up with the definitions of the following notions:

Hypothesis	Acquisition
Intake	Exposure
Task based learning	Authenticity

2. Interview your group mates, fellow students and older people (relatives, neighbours (3-4 people)) on the factors which

stumbled their process of successful SLA. Write a report (100-120 words) on the factor/s which dominate/s and suggest the ways of how both teachers and learners can cope with such obstacles.

3. Watch the following video (<https://www.youtube.com/watch?v=5OJBS-rSnpg>). Note down the main features of input and intake. Explain their functions and importance in learning and teaching a FL in writing (80-120 words).

4. Come up with some activities to raise learners' motivation at the lesson (pics, clips, riddles, stories, projects, simulation etc.). Compile your bank of activities (not less than 6-7).

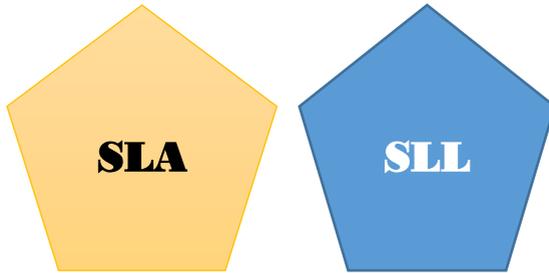
V. Methodologically Oriented Tasks

1. Decide whether the statements describe the process of acquiring L1 or L2. Tick (✓) the relevant box.

#	Statement	L1	L2
1	Language acquisition begins at child's birth.	✓	
2	Children learn sounds and rules through social interactions		
3	Language acquisition takes place in an environment where the learner's primary language is not often spoken		
4	Children hear the sounds and understand them long before they can produce them on their own.		
5	The main learning environment is place in the home or community of a child.		
6	The best time for language acquisition to begin is when a child is between the ages of 5 and 9.		

7	Children acquire the language under the guidance of an instructor.		
8	The language is acquired best when their cognitive, psychological and learning skills have been already formed.		

2. a) Distribute the distinguishing features of SLA and SLL between the pentagons they belong to. Generalize your ideas and come up with your own definitions of SLA and SLL.



Uses Grammatical rules; implicit, subconscious; "simple to complex" order of learning; occurs in informal situations; depends on aptitude; uses grammatical "fee"; depends on attitude; explicit, conscious; stable order of acquisition; occurs in formal situations.

b) Based on the definitions and the characteristics of SLA and SLL decide whether the following activities engage learning, acquisition or both. Tick the relevant box.

Activity	Learning	Acquisition	Both
Listening to an English song			
Reading a poem			
Writing a blog			
Reading/writing an e-mail			
Communicating with a native speaker			
Doing some grammar exercises			
Reviewing a peer's essay			
Interacting with peers in a group activity			
Playing a language game			
Watching an English film			
Learning English words from a list			
Taking part in a role play in pairs in class			

3. a) Correlate the suggested factors with the group they belong to.

Internal	e.g. intelligence	<i>age; native language; anxiety; curriculum; empathy; experiences; intelligence; culture and status; risk taking; personality; self-esteem; access to native speakers; inhibition; motivation; learners' preferences and beliefs; cognition; motivation and attitudes; instruction</i>
External		
Affective		

b) Watch a video “Factors That Affect Acquisition of a Second Language” (<https://www.youtube.com/watch?v=yHbhGi4jJc>). Rank the factors due to their involvement into the process of second language acquisition and learning. Justify your point of view.

4. Read the problems of 6 learners. Name the factor and say what solution can be suggested for the problem.



Denis (8 years old).

I am afraid of her... The moment she enters the classroom I start sweetening and my hands tremble. Everybody says Olga Petrivna is a good teacher but I guess she doesn't like kids much. She is always shouting at us and says we are the weakest of her students ever. I like English and always do my home tasks, even ask my elder sister to help me sometimes, but every time I answer she corrects me and I forget what I wanted to say. Mom says it is good for us that she is so strict but I am not sure...



Alexandra (15 years old).

Actually, I wanted to attend the French classes. But my parents insisted on my going to the English class because, as they say, English is essential everywhere. Moreover, they were told the English teacher is very knowledgeable and travelled much. So, I did what they told... Generally, it is OK. I can already read and tell about some things but, to tell the truth, I do it because I have to. The teacher is boring and always telling how she used to spend her time in Britain and Canada... and I sit and dream of France and imagine how I will spend my days there. I think in spring I will join some French courses....



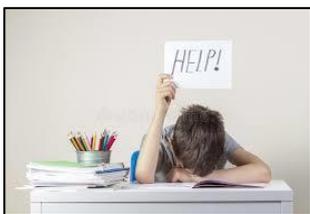
Viktoria (13 years old)

What I like about English is that I can understand songs and read the stories. But speaking... I feel not sure how to say it correctly and fear to make mistakes. As a result, it takes me longer to think and say something and everybody mocks at me that I am slow as a turtle or that the cat got my tongue. I never answer before I am asked. But when somebody answers I understand that I would say the same and feel sorry that was silent. The writing is even worse... I think that my compositions are not interesting, simple and lack fresh ideas. But the teacher says he likes them...



Dmytro (12 years old)

My dad's partners are from Germany and they often come to Ukraine. Several times I even had a chance to translate for them when they needed some assistance out of work. It was exciting and responsible. I loved that! And my teacher said I became more confident and independent in what I say and write. My parents start discussing my future and have an idea to send me to some European university. It would be great but I need to know English well and to pass the language exams. Guess, I need to take up some private tutoring classes.



Andriy (11 years old)

Who said it is easy to be a schoolboy? So many subjects and so much homework. I can't cope with everything in time - Maths, Biology, Ukrainian, History, English... Too much to read and to do. I go swimming 3 times a week and I am glad my coach says I am doing well but all the rest of my time I am sitting and getting ready for the classes. Even don't go out to play with the friends. English is interesting and I like my teacher and

classes but the topics and words are difficult. Not telling about Grammar rules and exercises. And we have 7-8 lessons every day...



Svitlana (14 years old)

My family is not rich to send me to summer camps or to go abroad for the vacation. I love English, especially when we watch films, move around the class and role play. But in real life I have no chance to talk to someone to know what I am worth for. Most of my classmates go to the summer camps abroad and have many friends all over the world and often boast about it and tell how they chat every day. I feel shy and awkward in such situations and have nothing to say... I got one pen pal from Australia but her family moved and I don't know their current address. I think it would be interesting to communicate with foreigners alive.

5. Read the definitions of the hypotheses and match them to the correct type of the hypothesis. Underline the key points.

<p>The Acquisition-Learning Distinction hypothesis</p>	<p>This is Krashen's attempt to explain how the learner acquires a second language - how second language acquisition takes place. The hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. We can then define</p>
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	<p>'Comprehensible Input' as the target language that the learner would not be able to produce but can still understand. It goes beyond the choice of words and involves presentation of context, explanation, rewording of unclear parts, the use of visual cues and meaning negotiation. The meaning successfully conveyed constitutes the learning experience.</p>
<p>The Affective Filter hypothesis</p>	<p>This is the most important of all the hypotheses in Krashen's theory and the most widely known and influential among linguists and language practitioners. According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'.</p> <p>The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.</p> <p>The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge</p>

	'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'.
The Input hypothesis	It embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

6. Watch a video "Stephen Krashen's Theories" (5 hypotheses) (<https://www.youtube.com/watch?v=6ZyflgBFFFk>). Define the benefits and weaknesses of each hypothesis. Ground your opinion.

7. a) Read the key points of the *Natural Order hypothesis*. Consider the order of the morphemes and suggest your order (1 to 8). Explain the appropriateness of this hypothesis (100-150 words).

THE NATURAL ORDER HYPOTHESIS

The acquisition of grammatical structures follows a natural order that is predictable. For a given language some grammatical structures tend to be acquired earlier while others are acquired later.

The order of acquisition for a second language is not the same as the order of acquisition for a first language, but there are some similarities.

The Natural Order Hypothesis	The order <i>you</i> believe is appropriate	Grammatical structures
1		Present and Past Continuous verb tense
2		Plural
3	1	The Conjugation of the verb to be
4		The irregular Simple Past verb tense;
5		Articles
6		The regular Simple Past verb tense
7		The Simple Present verb tense,-s form;
8		The possessive case

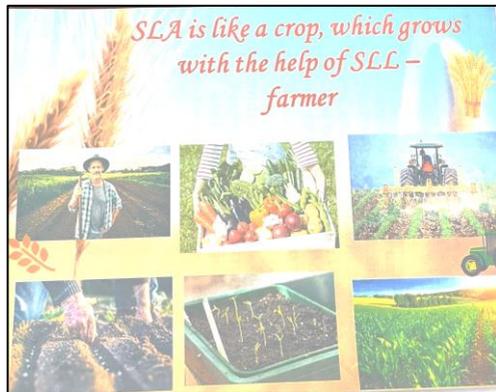
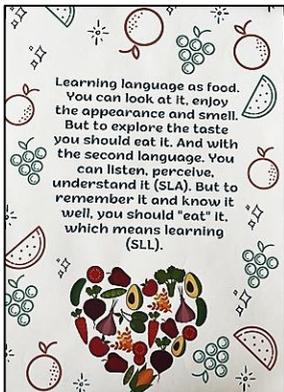
b) Consider your current level of the foreign language you learn. What skills or knowledge you would like to gain and how you are planning to do it.

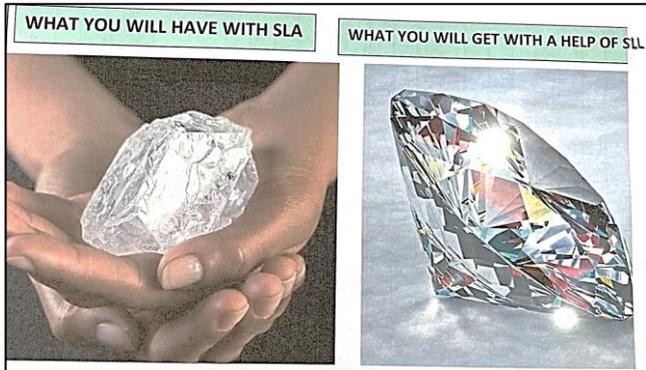
I	+ 1	HOW
I know	I want	
I can	I will be able to	
I have	I will	
I am aware of	I think..... will be helpful	

8) Watch a video (<https://www.youtube.com/watch?v=50JBS-rSnpg>). Note down the main features of input and intake. Explain their functions and importance in learning and teaching a FL.

VI. Try Your Hand at Microteaching

1. On the basis of the theory studied present your own metaphoric understanding of SLA and SLL. E.g.:





2. Continue your own List of *10 Comprehensible Input Activities*:

- Use different sources of input. Make sure that your students master the language in speaking, listening, reading and writing. ...

- 1) Tell stories.
- 2) Visualize.
- 3) Sing songs.
- 4)
-

3. Choose any school topic for junior and intermediate learners. Suggest your ideas for a Project work and a Task Based Learning.

VII. Test Your Knowledge, Habits and Skills on the Unit

Do the True or False Test:

1. Language learning is a subconscious process of developing the ability to communicate in a second/foreign language.
2. Language acquisition begins at child's birth.
3. Language acquisition requires meaningful interaction in the target language.
4. Age and cognition relate to individual factors of second language acquisition.

5. Access to native speakers is one of the affective factors of second language acquisition.

6. Language acquisition proceeds best when the input is not just comprehensible, but really interesting, according to Steven Krashen.

7. According to the Natural Order hypothesis, the learner improves and progresses when he/she receives second language input that is one step beyond his/her current stage of linguistic competence.

8. Incomprehensible input aids to better second language acquisition.

9. Optimal input focuses the acquirer on the message and not on form.

10. Doing grammar and vocabulary activities raises the learners' motivation and leads to second language acquisition.

UNIT 1.3. Developing Learner Autonomy

Your Helping Hand: Unit Guidelines

I. Glossary on the Unit to be Learned and Used

<ul style="list-style-type: none"> ● Learner Autonomy ● Active / proactive ● Self-reference tools ● Self-reliant ● Resourceful ● Reflective ● Personalization ● Menu of activities ● Awareness ● Memory-related strategy 	<ul style="list-style-type: none"> ● Cognitive strategy ● Compensatory learning strategy ● Metacognitive strategy ● Affective strategy ● Social-affective strategy ● Compensatory communication (achievement) strategy ● Social strategy
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II. Fundamentals to Navigate your Independent “Developing Learner Autonomy” Acquisition

1. There is no universal definition of the notions of "learner autonomy" and "autonomous learner" (see table 1).

Table 1

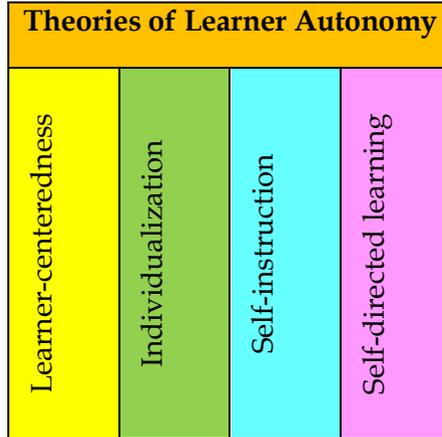
The Definitions of Learner Autonomy and Autonomous Learner

Learner autonomy	Autonomous Learner
<p>1) Learner autonomy is when students take control and responsibility for their own learning, both in terms of what they learn and how they learn it. It takes as its starting point the</p>	<p>1) As teachers we should try to regularly motivate learners to think about why they are learning certain things, exactly what they are learning, and how they learn most effectively.</p>

<p>idea that students are capable of self-direction and are able to develop an independent, proactive approach to their studies (<i>Borrowed from: https://oupeltglobalblog.com/2013/01/29/learner-autonomy/</i>).</p>	<p>To be autonomous learners should develop a capacity for reflection and recognize strategies that help them succeed (<i>Borrowed from: https://ncssfl.org/lfmodules/module3-7/</i>).</p>
<p>2) Holec defined learner autonomy as the “ability to take responsibility for one’s own learning”, noting that this ability “is not inborn but must be acquired either by ‘natural’ means or (as most often happens) by formal learning (<i>Borrowed from: https://www.ecml.at/Portals/1/resources/Articles%20and%20publications%20on%20the%20ECML/Little_Learner%20autonomy.pdf</i>)</p>	<p>2) Precisely because autonomous learners are motivated and reflective learners, their learning is efficient and effective (conversely, all learning is likely to succeed to the extent that the learner is autonomous) (<i>Borrowed from: https://pdf.sciencedirectassets.com</i>).</p>
<p>3) Autonomy involves students having a range of learning strategies which they are able to apply flexibly in different contexts. Teachers can help students to develop learning strategies through learner training in the classroom and this can take many forms (<i>Borrowed from: https://oupeltglobalblog.com/2013/01/29/learner-autonomy/</i>).</p>	<p>3) The autonomous learner takes a (pro-) active role in the learning process, generating ideas rather than simply reacting to various stimuli of the teacher (<i>Borrowed from: http://iteslj.org/Articles/Thanasoulas-Autonomy.html</i>).</p>
<p>4) Autonomy (“feeling free and volitional in one’s actions”) – is a basic human need. It is</p>	<p>4) And the efficiency and effectiveness of the autonomous learner means</p>

<p>nourished by, and in turn nourishes, our intrinsic motivation, our proactive interest in the world around us (Borrowed from: http://archive.ecml.at/mtp2/elp_tt/results/DM_layout/00_10/06/06%20Learner%20autonomy%20handout%20E.pdf).</p>	<p>that the knowledge and skills acquired in the classroom can be applied to situations that arise outside the classroom (Borrowed from: https://pdf.sciencedirectassets.com).</p>
<p>5) Autonomous, dynamic students have the potential to learn far more than passive, reactive learners. Self-reliant students can address their own individual needs and make ongoing progress (Borrowed from: https://oupeltglobalblog.com/2013/01/29/learner-autonomy/).</p>	<p>5) One important practical step towards learner autonomy is awareness-raising on how to use self-reference tools such as English-English dictionaries and grammar books (Borrowed from: https://oupeltglobalblog.com/2013/01/29/learner-autonomy/).</p>
<p>6) Autonomous learners draw on their intrinsic motivation when they accept responsibility for their own learning and commit themselves to develop the skills of reflective self-management in learning; and success in learning strengthens their intrinsic motivation (Borrowed from: http://dspace.onua.edu.ua/bitstream/handle/11300/6800/%D0%91%D0%B0%D1%80%D1%81%D0%BA%D0%B0%D1%8F.pdf?sequence=1&isAllowed=y).</p>	<p>6) The autonomous learner is a self-activated maker of meaning, an active agent in his own learning process. He is not one to whom things merely happen; he is the one who, by his own volition, causes things to happen. Learning is seen as the result of his own self-initiated interaction with the world (Borrowed from: http://iteslj.org/Articles/Thanasoulas-Autonomy.html).</p>

2. Learner autonomy can be found in formal and informal, guided and independent learning. That is why there are **4 theories** of learner autonomy presented in picture 1:



Picture 1. Theories of Learner Autonomy

1) LEARNER / STUDENT-CENTREDNESS:

- **AIM:** to develop learner autonomy and independence by putting responsibility for learning in the hands of students emphasizing their role in constructing new knowledge from new information and past experience.

- **STUDENTS:** learn in the classroom using instructional materials suggested by the teacher, work independently, in pairs or small groups, teach each other; they have to develop skills and practices that enable lifelong learning and independent problem-solving on the basis of individual differences of each student as: interests, abilities, learning styles.

- **TEACHERS:** play a role of a facilitator, helping individual students by means of methods of teaching that shift the focus from the teacher to a student.

Difficulties:

- students do not respect other students who will try and teach them something;
- teachers are not ready to abandon their traditional roles in the class;
- students and teachers have to agree on the details of student-centered classroom.

2) INDIVIDUALIZATION, INDIVIDUALIZED LEARNING:

- **AIM:** to adjust content, instructional technology, and pace of learning to the abilities and interests of each learner to enhance independence and to boost performance (the way it is used in special education).
- **STUDENTS:** can have the same goals based on curriculum and standards, but they should have individual learning plans that may differ.
- **TEACHERS:** have to ensure the adjustment of educational process to the individual differences of students using Individualized learning plan (ILP) – a document that includes information about a student’s goals and desired outcomes. It is developed on the basis of his/her hobbies, current and past activities, discussions with students and parents.

Difficulties:

- Individualized classes are difficult to manage.
- A teacher who works with 150 kids a day gets very tired when told he needs to get to know those kids better. It would be easier if a teacher worked with the same children for longer periods of time.
- Teachers have to be well-prepared for individualization from the point of view of knowledge and teaching resources.

3) SELF-INSTRUCTION:

- **AIM:** to facilitate learners to perform independent projects, creative activities, learn new skills at a sufficient level.

- **STUDENTS:** are working without the direct control of a teacher; with others, or alone, usually as a long-term learning project planned and carried out by the learner alone, without teacher intervention.

- **TEACHERS:** can prepare students for self-instruction by practicing relevant procedures in the class step-by-step to enable children to use them independently in the future.

Difficulties:

- Students can skip doing independent activities explaining it with a lack of understanding or practice.

- Teachers have to be knowledgeable of such peculiarities of self-instruction as: procedures, techniques, stages, materials etc.

4) SELF-DIRECTED LEARNING:

- **AIM:** to develop students' autonomy by giving them voice and choice to decide what and how they will learn. It can be done individually or with group learning, but the overall concept is that students take ownership of their learning.

- **STUDENTS:** work with the teacher to decide the scope of the project, length of time, and the end result that would demonstrate their learning.

- **TEACHERS:** give students generalised learning goals and help them to choose the focus they will learn in depth.

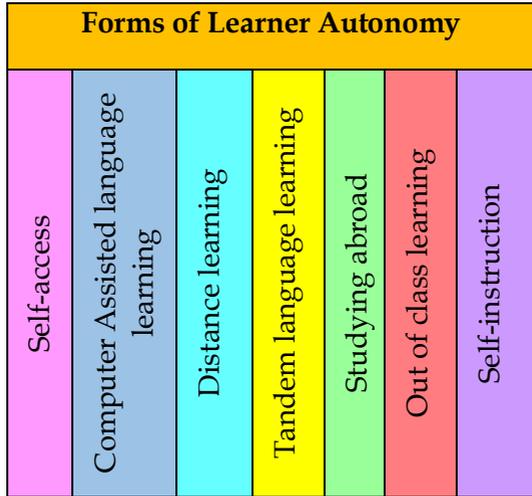
Difficulties:

- Teachers have to coordinate students' choices with their potential and to adjust them to the Curriculum;

- It takes more time and effort to teach students all the procedures of independent information choice and processing;

- Students can choose different types of work which gives teachers extra work to ensure that they follow the peculiarities of genres that they have chosen.

2. Learner autonomy beyond the classroom has **7 forms** (see the list of recommended literature below):



Picture 2. Forms of Learner Autonomy

3. Autonomous language learning means that students develop a sufficient command of individually effective strategies.

Strategy is a specially organized, goal-oriented and governed behavior that is chosen by a person to complete a task that he/she sets or comes across.

Language learning strategies are divided into **8 types** (see table 2).

Table 2

Types of strategies of autonomous language learning	
Types of Strategies	Their Functions
1) Memory-related strategies	This groups of strategies helps to memorise information.

2) Cognitive strategies	This group of strategies helps to understand difficult things.
3) Compensatory learning strategies	This group of strategies helps to learn in spite of a low level of English.
4) Metacognitive strategies	This group of strategies helps to plan, organise and control learning.
5) Social strategies	This group of strategies helps to find necessary information.
6) Social-affective strategies	This group of strategies helps to deal with emotional issues connected to communication.
7) Affective strategies	This group of strategies helps to deal with emotional issues connected to learning.
8) Achievement communication strategies	This group of strategies helps to communicate in spite of a low level of English.

The results of developing learner autonomy can be presented as a succession of **5 levels** (see table 3).

Table 3

The Levels of Learner Autonomy

Level	Learner action	Content	Process
1.	AWARENESS	I am aware of the aims and content of the materials that we have been using. I	I know how I learn best (my own learning style and strategies).

		am aware of my strengths and weaknesses	
2.	INVOLVEMENT	Knowing my aims, I understand what materials, activities and exercises are useful for my future and which are not.	I can select materials, strategies, activities and exercises that are more useful for my future. I have priorities.
3.	INTERVENTION	I adapt the goals and content according to my own needs (e.g. to strengthen my weak points).	I modify / adapt tasks. I find extra information, I use additional activities and applications.
4.	CREATION	If the goals do not correspond to my needs, I create my own ones. E.g. if I need to get	If we do tasks and exercises that are insufficient or inappropriate for my goals, I do other tasks that I create

		prepared for international exams I will create a learning plan.	myself. I will find courses or applications or tutors who will help me achieve my goals.
5.	TRANSCENDENCE	I actively use the Internet resources, local and online courses, tutoring and extra jobs to make my studies more effective.	I learn independently, teach others, work and research.

(Borrowed from: <https://elc.polyu.edu.hk/cill/HASALD/r&sAuton.htm>)

III. Recommended Literature to Familiarize yourself with

1. Individualization and Autonomy in Language Learning. Milestones in ELT. British Council. Modern English Publications and British Council. 1988. 163 p.

2. Scharle A., Szabo A. Learner Autonomy: A Guide to Developing Learner Responsibility. Cambridge Handbooks for Langua. Cambridge Handbooks for Language Teachers. Cambridge University Press, 2000. 112 p.

3. **Web-sites** that illustrate the forms of learner autonomy:

a) *Self-access*:

- <https://sac.metu.edu.tr/>
- <https://www.nottingham.ac.uk/language-centre/self-access-centre/self-access-centre.aspx>

b) *Studying abroad*:

- https://europe.talkglobalstudy.com/?utm_source=BMI&utm_medium=Adwords&utm_campaign=2021-2TGSEurope&gclid=Cj0KCCQiAhMOMBhDhARIsAPVml-EMi3is4G53U3fAKuRN7XwKVULqmwz9wiTgeprX1KQqOzVQWHSKhc8aAtqREALw_wcB

- https://www.vssp-international.com/?gclid=Cj0KCCQiAhMOMBhDhARIsAPVml-GFPjkFch8MKYlqLm9UIUYtoAVfJMrPI0fGzi0U-LiMoMWQSO5vuoaAglmEALw_wcB

c) *Computer Assisted Language Learning:*

- <https://www.zdnet.com/article/best-language-learning-app/>

- <https://www.makeuseof.com/tag/five-free-apps-help-learn-foreign-language/>

d) *Possibilities for distance learning:*

- <https://www.openuniversity.edu/study/how-it-works/distance-learning>

- <https://www.distancelearningportal.com/>

e) *Tandem learning:*

- <https://www.tandem.net/learn-english-online>

- <https://techcrunch.com/2017/01/19/tandem-is-a-messaging-app-where-language-learners-chat/>

f) *Out-of-class learning:*

- <https://lasbest.org/>

- <https://outschool.com/>

g) *Self-instruction:*

- <https://www.fluentu.com/blog/english/self-study-english/>

- <https://www.youtube.com/watch?v=s6dhASIRYZw>

On your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

1. Using the definitions suggested above explain the notions: "learner autonomy" and "autonomous learner".

2. Are you an autonomous learner of English? Why? Read the following list of quality characteristic of an autonomous learner to check it:

- **Responsibility** that requires an ability and willingness to act independently and in cooperation with others; to choose the content, method, medium, reward, feedback, pacing, etc., and helps to feel confident and comfortable in the learning process.

- **Social interaction** that encourages group cooperation and means making use of peer assessment.

- **Motivation** that plays a key role in the learners' readiness for autonomous learning. It determines the effort learners put into language learning. Intrinsic motivation, in which learners are interested in learning tasks and outcomes for their own sake rather than for rewards, needs to be supported for the development of autonomy.

- **Learners involvement** that means that they take an active and pro-active approach to learning, they are good guessers and are willing to try different ideas and rules to explain the use of language. Besides, learners have a tolerant approach to learning a target language.

- Using **metacognitive strategies** - actions which involve planning of learning, self-monitoring, and self-evaluation. Students have to learn a lot of new vocabulary items, confusing grammar rules and different writing system; so they need to get accustomed to using metacognitive strategies in order not to lose their control over their own learning.

- **Learner reflection** that requires understanding and evaluation of their learning styles and strategies.
- **Target language use** means that learners are willing to take risks, to make mistakes if necessary and to communicate in the target language at all costs.

Write your self-analysis in 100-150 words.

3. Summarise the forms of learner autonomy using the following chart and the list of recommended literature above:

	Forms of autonomy	What is it?	Advantages	Disadvantages
1.	Self-access			
2.	CALL			
3.	Distance learning			
4.	Tandem learning			
5.	Studying abroad			
6.	Out of class learning			
7.	Self-instruction			

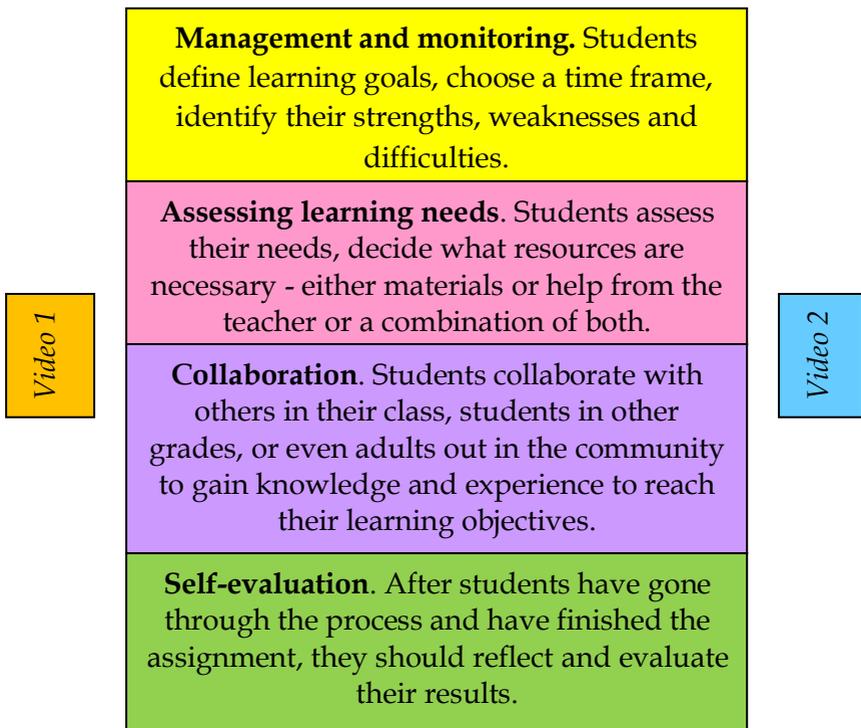
V. Methodologically Oriented Tasks

1. Watch the following videos and analyse them using the chart and picture below:



Find out	Video 1	Video 2
a) the form of learner autonomy practiced		
b) 5 activities that the teacher prepared before the lesson		
c) 5 activities where the students taught each other / which they did independently		
d) 3 examples of materials used in the classroom		

2. Which of the videos contains more components of **self-directed learning**? Draw connections.



3. Write a 150-200-word summary using the following question plan:

- What form of learner autonomy would you use in your class (self-directed learning, student-centered classroom, self-instruction or individualization)? What benefits does it possess as compared to others?
- What traditional teacher's roles would pupils play?
- What activities would you avoid?
- What activities and modes of interaction for teaching speaking, reading, writing and listening would be there? Suggest 4-8 altogether.

VI. Try your Hand at Microteaching

1. Using the following primary and senior school algorithms of self-instruction suggest strategies of meeting one of the challenges below:

- a) learning new vocabulary items;
- b) organizing home assignment time;
- c) understanding a grammar rule;
- d) reading a text that includes unknown language items.

Do it in writing in the form of lesson fragments.

An algorithm for primary school learners:

- A teacher does a task while talking to herself out loud.
- The child does the same task by following the teacher's instructions.
- The child performs the task while instructing himself aloud.
- The child whispers the instructions to himself while doing the task.
- The child does the task by thinking through the steps.

An algorithm for senior learners:

Step 1: Identify the problem. This step involves identifying and stating the problem that needs to be solved. For example, if a person wants to understand a text, the problem might be, "I cannot understand the text."

Step 2: Identify a possible response to the problem. This step requires determining and stating a solution to the problem. For example, you can use a dictionary to translate the words that you do not know, to google for the terms you do not understand in Ukrainian, to find a video on YouTube that explains the processes.

Step 3: Evaluate the response. "I have understood the main ideas, I can do the assignment on the basis of this text."

Step 4: Self-reinforce. "Great, I have done what I was required to do".

2. Choose 1 of the following topics and create a menu of activities that pupils can do to develop their speaking, writing, listening and reading skills (minimum 4):

1) Animals (tiger, lion, cow, wolf, fox, leopard) / articles (a / an).

2) My Friend's Family / The plural forms of the nouns (man-men, woman-women, child-children, husband(s), wife(wives)).

3) My Working Day / The Past Simple Tense (go, do, have, visit, finish, brush, eat).

VII. Test your Knowledge, Habits and Skills on the Unit

True (T) or false (F)?

1. Autonomy is the ability to take responsibility for one's own learning.

2. Social strategies are helpful when a student needs to find information he/she needs.

3. Self-directed learning is not based on students' pro-activeness: planning is always the responsibility of the teacher.

4. Student-centered learning deals with home assignments only; classroom activities are always guided by a teacher; a learner is not responsible for them.

5. Self-instruction is a situation in which the learner works without a teacher and is totally responsible for all the decisions concerned with his/her learning and the implementation of those decisions.

6. Self-directed learning is a recognition of the rights of learners within educational systems and first of all – the right to choose educational aims and purposes.

7. Autonomy presupposes isolation of a learner; he/she shows independence of teachers, tutors and educational institutions in general.

8. To raise students' autonomy the teacher should make up an Individual Development Program of every student he/she teaches.

9. Tandem learning is a useful classroom technique.

10. Cognitive strategies should be taught to help student understand complicated rules.

MODULE 2: PREPARING TO TEACH 1

UNIT 2.1. Principles of Communicative Language Teaching

Your Helping Hand: Unit Guidelines

I. Glossary on the Unit to be Learned and Used

<ul style="list-style-type: none">• Grammar-Translation method• Direct method• Audio-Lingual method• Silent-Way method• Suggestopedia• Total Physical Response• Intensive method• Community Language Learning• Communicative language teaching• Present-Practice-Produce (PPP)	<ul style="list-style-type: none">• Task-based learning (TBL)• Communicative situation• Communicative task / exercise• Communicative activity• Information/opinion/reasoning gap activity• Focused / unfocused activity• Input providing / output prompting activity
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II. Fundamentals to Navigate your Independent “Principles of Communicative Language Teaching” Acquisition

1. Before the Communicative method of language teaching became the most popular and widely spread, a number of other teaching methods emerged and were practiced by educationalists demonstrating advantages and disadvantages in solving definite teaching tasks in different contexts. Some of them are known to few nowadays but others have contributed to the

modern understanding of effective language teaching. The most important ones are represented in the table 1 below.

Table 1

Methods of Language Teaching

Language Teaching Methods	Results of Application
Grammar-translation method	Students learnt <i>vocabulary items and grammar rules</i> to be able to read and translate classical literature in Greek and Latin.
Direct method	Students were taught <i>monologue, auding and reading</i> by means of multiple direct strategies (visuality, gestures, synonyms / antonyms, explanation, definition, context etc.) and repetition.
Audio-lingual method	Students were taught <i>dialogue and auding</i> by means of learning by heart dialogues suggested by the teacher with their further transformation and dramatisation.
Silent-Way Way	Students developed <i>pronunciation, reading, monologue and thinking skills</i> by means of unique teaching means: Cuisenaire Rods, Word Charts, Sound-Colour Charts, Fidel Charts etc.
Total Physical Response	Children were taught <i>auding, vocabulary and speaking</i> : first they had to understand the meaning of words by teacher's actions and then to repeat words and phrases after the teacher.
Suggestopedia	Students learnt <i>vocabulary, grammar and pronunciation</i> ; to speak, listen and read in the atmosphere of infantilisation, integrating arts, role-plays and games

	into learning. The course was short and intensive.
Intensive method	Students acquired <i>all aspects of language and speech skills</i> by means of intensive repetition, pair and group communication and dramatization.
Counseling	Students were treated as clients who want to achieve definite results: they chose topics, language and materials that they wanted to use. The teacher played a role of a counsellor.

2. **The Communicative Method** is aimed at teaching learners all 4 speech types: speaking (monologue and dialogue), reading, auding and writing not ignoring language aspects (phonetics, vocabulary and grammar) that make up the basis for communication.

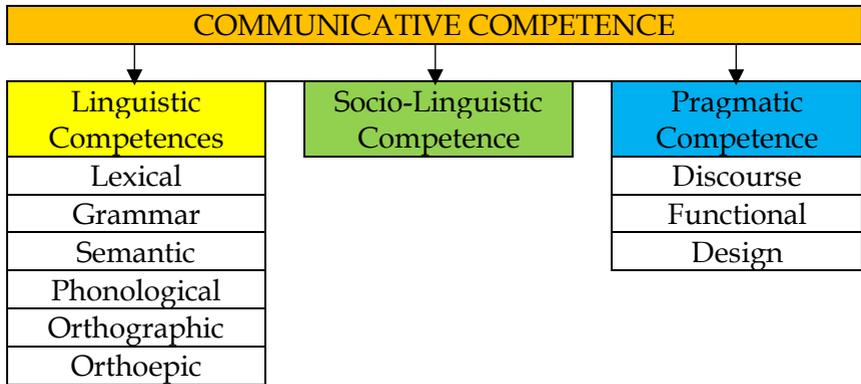
The **aim** of teaching a foreign language by this method is the development of students' communicative competence.

Any competence can be presented as an integrative combination of components (see picture 1) and experience of relevant activity.



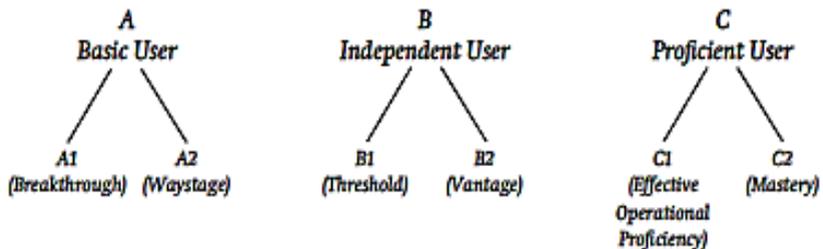
Picture 1. Competence structure

3. According to the Common European Framework of Reference (CEFR) the Communicative Competence has a complex structure and consists of three groups of competences (see picture 2). All the competences are developed while teaching a foreign language by the Communicative Method.



Picture 2. The Structure of the Communicative Competence

4. In accordance with CEFR, there are 6 levels of competence development relevant to the stages / years of study in secondary educational institutions.



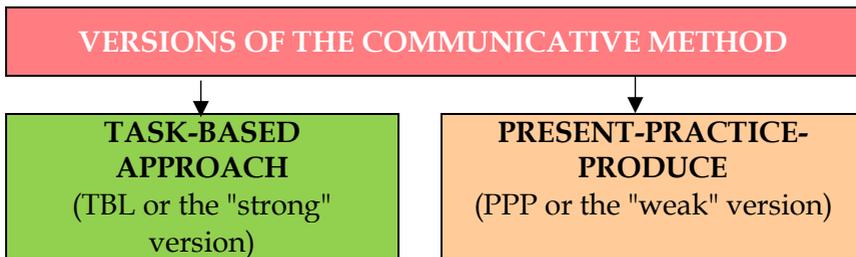
Picture 3. The Levels of the Communicative Competence Development

Table 2

The Correlation between Levels of Communicative Competence Development and the Years of Study in Secondary Educational Institutions

Levels of language proficiency	The period of formation in a secondary comprehensive school
A1-A1+	Years 1-4
A2-A2+	Years 5-6
B1-B1+	Years 7-9
B2	Years 10-12

5. There are 2 versions of the Communicative Method: strong and weak



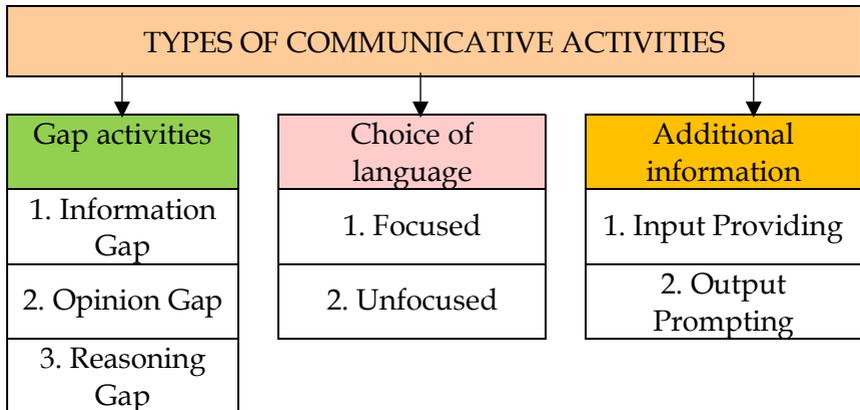
Picture 4. Versions of the Communicative Method

Task-Based Learning is based on solving tasks with no focus on language materials, language activities are responsive and follow the communicative ones; it is implicit. A task imitates the things people do in everyday life: buying shoes, making reservations, making destination, and writing cheques.

Present-Practice-Produce starts with the explanation of language material followed by short drills and then by communicative practice; it is explicit. The approach functions by means of language (drill), communicatively-oriented and communicative exercises.

6. Communicative tasks and exercises are called **communicative activities**.

Communicative activities can be divided into **3 groups** (see picture 5). Every activity belongs to all 3 groups, e.g. it can be: opinion gap, focused and output providing or reasoning gap, unfocused and output prompting.



Picture 5. The Classification of Communicative Activities

III. Recommended Literature to Familiarize yourself with.

1. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. URL: <https://rm.coe.int/1680459f97>

2. Approaches and Methods in Language Teaching: CLT, TPR, Audio-Lingual. ESL Speaking. URL: <https://eslspeaking.org/approaches-methods-language-teaching/>

3. Communicative approach. Teaching English. British Council. URL: <https://www.teachingenglish.org.uk/article/communicative-approach>

On your Own: Developing your Skills of Communicative Language Teaching

IV. Independent Searching Tasks

1. Using the sources of your choice analyze advantages and disadvantages of each teaching method represented in table 1. Present them in writing (100-150 words).

2. Using the Common European Framework of Reference define your levels of Lexical, Grammar and Phonological competences (p. 110 and further).

3. Find information and define each type of communicative activities (see picture 5).

4. Work with the CEFR requirements to complete the following definitions:

1) ... is knowledge of and ability to use the vocabulary of a language.

2) ... is knowledge of, and ability to use the grammatical resources of a language.

3) ... deals with the learner's awareness and control of the organisation of meaning.

4) ... is concerned with the knowledge and skills required to deal with the social dimension of language use.

5) ... is the ability of a user / learner to arrange sentences in sequence so as to produce coherent stretches of language.

6) ... is concerned with the use of spoken discourse and written texts in communication for particular functional purposes.

V. Methodologically Oriented Tasks

3. Read the statements below (see table 3) and tick (√) those features that belong to PPP or TBL. There are also statements that belong to neither or both of them.

Table 3

The Features of Present-Practice-Produce and Task-Based Learning

No	Features	PPP	TBL
1.	We learn a structure, practice it in drill exercises then do communicative tasks	√	
2.	We are given a communicative task to accomplish but we are not asked to use any language material		√
3.	Our teacher doesn't correct our mistakes asking students to do it		
4.	Our teacher corrects our mistakes after we perform communicative tasks		
5.	In dialogues we have to use constructions that our teacher gives us.		
6.	Learning is individualised and active (students should think)		
7.	Diverse visual aids are used		
8.	Mother tongue is a universal way of conveying meaning		
9.	We make up dialogues on the basis of communicative situations but without any language materials		
10.	Students are not supposed to work hard, they solve interesting real-life problems by means of communication		
11.	Students work hard at the drill stage but then they have an opportunity to talk		

12.	Our teacher explains us a communicative function before we start doing a task. We concentrate on content.		
13.	Our teacher explains us rules and language forms before we start drilling. We concentrate on forms		
14.	Drill exercise are the main way of learning.		
15.	Communicative exercises dominate in learning		
16.	Different speech types are learned in correlation (reading-speaking, speaking-listening etc).		
17.	Writing is not important, it can be neglected		
18.	The information given to students is scientifically correct		
19.	Learning is meaning-focused, not form-focused		
20.	The teacher corrects our mistakes immediately.		

2. Analyze the following cases to match them with teaching methods represented in table 1.

CASE 1. The teacher asks students to learn long lists of vocabulary items, to recite grammar rules by heart and to translate texts into Ukrainian. Students are punished for making mistakes.

CASE 2. Students listen to a dialogue that the teacher dramatises using 2 puppets on her hands or a symbolic thing (a hat, a moustache, a bow-tie) to show that she is changing roles. Students repeat the dialogue after the teacher line by line. Students respond to the teacher's utterances, then they role-play the dialogue in 2 groups and, at last, in pairs. Then students transform the dialogue e.g. according to a situation or a picture provided by the teacher.

CASE 3. The teacher demonstrates actions to her students naming these actions (Stand up! Sit down! Turn around!). When the students learn the commands the teacher asks them to perform the actions without showing them. Then students name

commands themselves. If the teacher wants to teach students names of objects she has to use a different method based on demonstrating pictures and objects.

3. Read the following examples of activities and see if they belong to correct types. Tick wrong variants if any.

Table 3

Communicative activities: types and examples

Activity types	INFORMATION-GAP (students exchange information)	OPINION-GAP (students express attitudes, feelings)	REASONING-GAP (students compare, choose, make conclusions)
Focused (they use the material they have learnt)	Students work in groups with DIFFERENT PICTURES OF THE SAME PERSON. They have to describe his / her working day together using the vocabulary or grammar they have learnt.	Students read information about 2 jobs and FIND ADVANTAGES AND DISADVANTAGES. Then they compare their ideas using the topical vocabulary.	Students read the following job descriptions and CHOOSE: the best profession for a fairy-tale character etc. They EXPLAIN their choice using the topical vocabulary / grammar.
Unfocused (they use any language they need)	Students have 2 DIFFERENT HALVES OF A PORTRAIT and they have to decide if they belong to the same person by description using	Students read information about a house and FIND ADVANTAGES AND DISADVANTAGES. Then they compare their	Students look at the map and CHOOSE the quickest and the safest route to the seaside etc. using any language.

	any language they like.	ideas using any language.	
Input-providing (they can use given words and phrases)	Students have 2 DIFFERENT LISTS (of names or pictures) OF FOODS and they have to decide which of them they would take for a group picnic.	Students look at the picture of a room and GIVE ADVANTAGES AND DISADVANTAGES of living and working in it using words from the box.	Students read eating preferences of 3 guests and DESIGN THE APPROPRIATE MENU for dinner using the list of dishes suggested.
Output-prompting (they follow the demands)	Students have to COMPILE A RESTAURANT MENU according to the rubrics and examples suggested.	Students COMPLETE A STORY by answering a list of questions.	Students read John's working day and DESIGN A SCHEDULE of his hobbies according to the timetable.

4. Analyse English textbooks you used at school. Read the following activities, define if they are tasks or exercises and what types they represent. Fill in the chart below accordingly.

Types	Activity 1	Activity 2
Is it a communicative task or exercise?		
Information/opinion/reasoning gap		
Focused/unfocused		
Output prompting / input providing		

Activity 1:

Describe your preferences in music using six guiding questions as a possible plan:

- Do you have a good ear for music or are you tone-deaf?
- Are you original in your choice or do you conform to the tastes of others?
 - Does music help you or does it interfere with your studies/other interests?
 - Do you prefer to listen to live or 'canned' music?
 - How many times can you listen to your favourite piece of music or the same song? Why?
 - Would you like to know more about music? Do you think it could help you understand music better or enjoy it more?

(Калініна Л.В. Англійська мова : для спеціаліз. шк. з поглиб. вивч. англ. мови : підруч. для 8 кл. загальноосв. навч. закл. / Л.В. Калініна, І. В. Самойлюкевич. – Київ : Генеза, 2016. – 288 с. – С. 95).

Activity 2:

Take your mobile phone and pretend that you are talking to your friend about your favourite trend of art. Your partner hears only your statements and possible answers to a possible friend's questions. Pair up with your friend and restore a conversation

Use phrases for expressing opinions:

In my opinion...

In my view...

It seems to me that...

I believe that...

If you ask me...

I'm of the opinion that...

As far as I am concerned...

From my point of view...

(Калініна Л.В. Англійська мова : підруч. для 10 кл. загальноосв. навч. закл. / Л.В. Калініна, І. В. Самойлюкевич. – Київ : Генеза, 2018. – 273 с. – С. 71).

VI. Try your Hand at Microteaching

1. Create communicative activities according to the requirements:



- Using the text about Angelina Jolie (see the QR-code) create and present an information gap, unfocused, input-providing dialogue activity on the topic "Famous Personalities".
- Write a part of a lesson using a reasoning gap focused output-prompting activity (topic "Health and Illnesses", Modal verb "should"). It can be connected to writing a letter to a pen-friend who has fallen ill.

VII. Test your Knowledge, Habits and Skills on the Unit.

True or false (T/F).

- 1) The Grammar Translation method was aimed at teaching communication in context.
- 2) The Direct and Intensive methods both focused on teaching writing.
- 3) The Audio-Lingual method engaged listening to dialogues.
- 4) The Total Physical Response method uses translation.
- 5) The Suggestopedia method presupposes intensive communicative practice.
- 6) Both communicative exercises and tasks engage activities people do in everyday lives outside educational institutions.
- 7) The discourse competence deals with a person's ability to build oral and written communication.
- 8) Input providing activity gives a learner language to use.
- 9) Focused activities are typical for the PPP approach.
- 10) In TBL approach learners discuss language issues after they accomplish a communicative task.

UNIT 2.2. Linguistic Competence: Teaching Phonetics in Context

Your Helping Hand: Unit Guidelines

I. Glossary to be learned and used

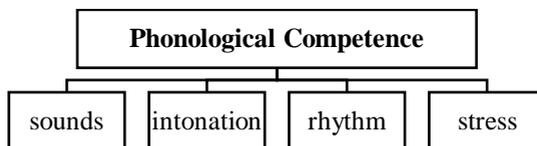
<ul style="list-style-type: none">• Phonology• Phonological competence• Phonetic drill• Principle of approximation	<ul style="list-style-type: none">• Received pronunciation (RP)• Receptive activities• Reproductive activities• Productive activities
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II. Fundamentals to Navigate your Independent Teaching Pronunciation

1. In accordance with a new Curriculum, the main aim of teaching pronunciation in Secondary school is to form learners' phonological competence.

2. The basic pronunciation habits are formed at the elementary level and kept up during all the years of learners' studying at school.

3. Phonological competence consists of the following components:



Picture 1. Phonological Competence Components

4. All English sounds are introduced at the elementary level. There are different approaches to do it like analytical, imitative etc. but taking into consideration age characteristics of young learners the best way is **imitative game-like** when young learners learn new English sounds by imitation while playing.

5. New English sounds are introduced in the mother tongue, 2 or 3 sounds in the lesson. Familiarize yourself with one example from the book by L. Kalinina, I. Samoilyukevych, L. Berezenska "Your English-speaking World: Sound Land".



Розповідь учителя: Діти, ми сьогодні починаємо мандрувати в світі "Your English-speaking World: Sound Land", і перша зупинка на нашому шляху – країна "Sound Land". Це – дивовижна країна, і у нас там буде багато нових друзів. Ось один із них. Подивіться на його фотокартку.

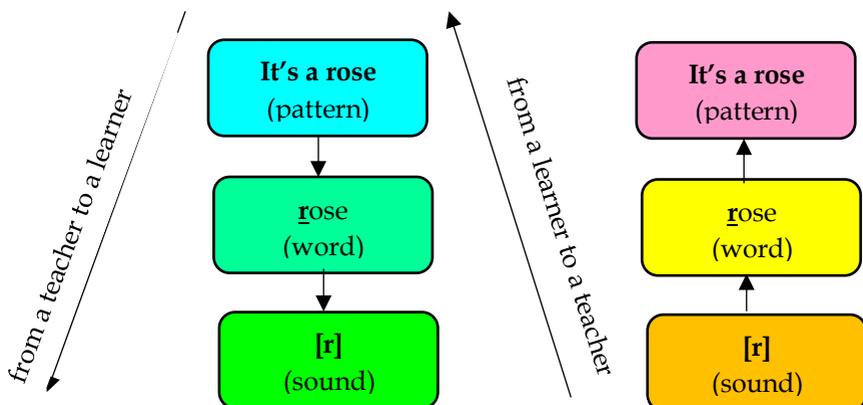
Він вимовляє для нас своє ім'я. Зверніть увагу, у нього губки складені ніби трубочкою. Це тому, що його ім'я починається зі звуку [w].

Щоб правильно вимовити його, пограймо в маленький паровозик. Як паровозик гуде, коли від'їжджає від вокзалу? Правильно: у-у-у-у. Давайте всі разом витягнемо губки трубочкою і погудемо: у-у-у-у. Ми готові вирушити в дорогу.

Тепер наш паровозик мчить усе швидше і швидше. Наші губки також швидко рухаються вперед- назад [w-w-w-w]. Спробуймо разом: [w-w-w-w].

Ви чуєте, колеса нашого паровозика стукотять, ніби вимовляючи ім'я цього хлопчика: Willie-Willie-Willie-Willie./ Учні повторюють хором за вчителем/. Отже, цього хлопчика зовуть Willie Wind. Дивіться, він махає нам рукою, вітаючи нас: Ні, I'm Willie Wind. Привітаймо його теж: Ні, Willie.

6. Analyse the scheme of introducing and primary assimilation of a new English sound (the sound [r]) by a teacher and by a learner.



Picture 2. Sequence of English Sounds Presentation

7. 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 |pɒt| - |pɑ:t|; |kʌt| - |kɑ:t| etc.

8. Teaching stress, rhythm and intonation is extremely important, because both 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)

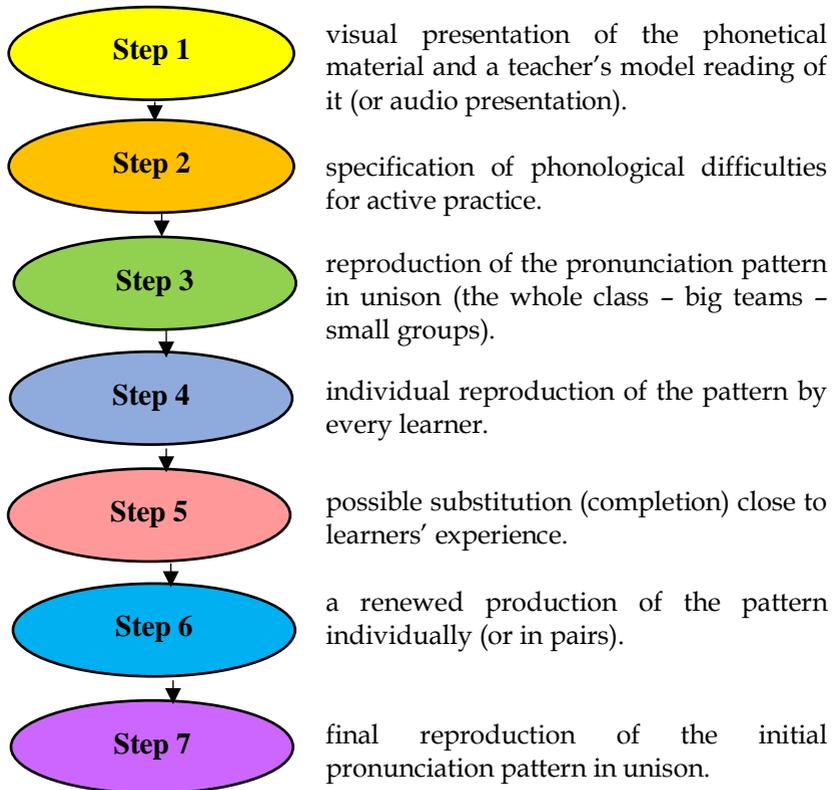
or

- 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)

(Do methodologically oriented task 1 to broaden your professional knowledge).

9. To brush up all components of the phonological competence an English teacher should organize up to 7-minute phonetic drill (practice) in every lesson. It may be based on tongue-twisters, rhymes, jazz-chants, songs, raps, mini-dialogues etc. Familiarize yourself with the algorithm of organizing a phonetic drill in the lesson.



10. While practising pronunciation habits don't forget to observe the sequence of activities: **receptive - reproductive - productive**.

(Do methodologically oriented tasks 2, 3, 4, 5 to practise your professional skills).

11. Organising phonetic drill in the English lesson try to practise as many phonological competence components as possible.

(Do methodologically oriented task 6 to practise your professional skills).

III. Recommended Literature to Familiarize yourself with

1. Калініна Л.В., Самойлюкевич І.В., Березенська Л.І. Your English Speaking World: Sound Land. Методичний посібник для вчителів іноземної мови початкової школи. Київ: Контекст, 2004. 164 с.

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: Ленвіт, 2013. 590 с. (С. 192-214).

3. Gerald Kelly. How to Teach Pronunciation - Pearson Education. 2001. 154 p.

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

On Your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

1. Work with monolingual dictionaries, reference literature and Internet sources available and come up with the definitions of the following notions:

- phonological competence;
 - principle of approximation;
 - received pronunciation (RP);
 - receptive activities;
 - reproductive activities;
 - productive activities.
2. Find more examples of phonological difficulties to present them in your class.
 3. Individually, compile a bank of:
 - phonetic games for practising different components of phonological competence (up to 6);
 - tongue-twisters of sounds |w|, |ð-θ|, |ŋ|, |æ:|, |r|, |a:|, |æ|.
 - songs, rhymes, limericks, raps (up to 10) for developing different components of phonological competence.

V. Methodologically Oriented Tasks

1. Analyse the most frequent phonological difficulties in speaking and suggest the ways of dealing with them (not less than 3).
2. Fill in the phonological activities chart with appropriate activities from the box below. Follow the example.

Phonological Activities Chart

<i>Receptive</i>	<i>Reproductive</i>	<i>Productive</i>
1. Listen to the words and choose the right picture		

- Listen to the words and choose the right picture.
- Play “Nosy Parker” game to find out what your friends have got in their school bags.
 - Listen to the jazz-chant and beat the rhythm.
 - In pairs change the jazz-chant as if it happened to you and present it to the class.
 - Read the words and underline those, which have the silent letters (example: which, pen, car, when).
 - In pairs read the microdialogue “On Gossiping about Friends”, mark the main stresses and reproduce it.

On Gossiping about Friends

- A. Did Caroline buy a new dress yesterday?
- B. Sue bought several dresses.
 - Make up your own microdialogues by analogy with the one above.
 - Pronounce the sentences using the stress word marked in bold.
 - a) **He** said that he studied English in the evening.
 - b) He **said** that he studied English in the evening.
 - c) He said that he **studied** English in the evening.
 - d) He said that he studied **English** in the evening.
 - e) He said that he studied English in the **evening**.
 - Match the sentences above to their meanings.
 - a) At a particular time.
 - b) A person learned English, but didn’t play.
 - c) It was not another person.
 - d) He worked with the language, not with anything else.
 - e) It’s about the person previously mentioned.
 - Read the poem suggested as if you like/dislike it using necessary stress, rhythm and intonation.

3. Analyse the English Textbook you worked with at school to fill in the following chart. Comment on the results of your analysis (100-150 words).

The author of the Textbook	Teaching materials for developing phonological competence	Number of activities used and some examples		
		Receptive	Reproductive	Productive
L.V.Kalinina, I.V. Samoylyukovich	tongue-twisters...			

4. Familiarise yourself with the sequence of activities a teacher used in the lesson for developing phonological competence and put them in a logical succession.

- Listen to the poem and beat the rhythm.
- Read the poem one by one.
- Listen and clap your hands when you hear long sounds.
- Repeat the most difficult words from the poem after the teacher in unison.
- Read the poem after the teacher in teams.
- Listen to the poem and respond physically.

5. Look at pictures suggested and organize your phonetic drill on one of them.



6. Read a part of jazz-chant “I Found a Cow” and come up with techniques for practising all components of phonological competence: sounds, rhythm, stress and intonation.

I Found a Cow

- *I found a cow.*
- *How?*
- *I found a bear.*
- *Where?*
- *I found a hen.*
- *When?*
- *I found a cow. I found a bear. I found a hen.*
- *When?*

VI. Try your Hand at Microteaching

1. Individually choose one of the sounds, which causes difficulties while speaking: |ð|, |θ|, |ŋ|, |r|, |ɜ:|, |a:|, |ʃ|, |dʒ|, |v|, |æ|, |h| and using imitative game-like approach suggest your presentation of 1-2 sounds to young learners.

2. Organise a phonetic drill on any teaching material (tongue-twister, jazz-chant, song, rap etc.) at the Elementary and Intermediate levels.

VII. Test your Knowledge, Habits and Skills on the Unit

Do True/False Test

- 1) English sounds are introduced on the basis of analytical imitative approach.
- 2) To have a good phonological competence means the ability to use correct sounds, rhythm and intonation while speaking.
- 3) The main principle of teaching pronunciation is the principle of integration.
- 4) The most difficult sounds for learners' assimilation are sounds similar to those of the mother tongue.
- 5) It's not a must to organise pronunciation practice in every lesson.
- 6) Phonological practice starts with receptive activities.
- 7) Learners should be able to mark stresses and intonation of any text given independently.

- 8) Only authentic materials are useful for teaching pronunciation.
- 9) In pronunciation practice choral work should prevail.
- 10) Transcription is easily acquired by young learners.

UNIT 2.3. Linguistic Competence: Teaching Grammar in Context

Your Helping Hand: Unit Guidelines

I. Glossary on the Unit to be Learned and Used

<ul style="list-style-type: none">• Grammar competence;• Grammar in context/in isolation;• Types of context;• Lexical approach;• Grammar habits;• Inductive/deductive approach;• Active/passive grammar minimum;	<ul style="list-style-type: none">• PPP-presentation, practice, production;• Grammar-in-action;• Prescriptive/descriptive grammar;• Primary assimilation;• Evaluation;• Grammar games.
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II. Fundamentals to Navigate your Independent “Teaching Grammar in Context” Acquisition

1. According to a new foreign languages curriculum the main aim of teaching grammar in secondary school is to have learners form and develop their grammar competence attributable to the following levels: A1 - for elementary learners (1-4th grades); A2 - for 5-6th grades); B1- for 7-9th grades, B2 - for senior learners.

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.

2. Aspects of teaching Grammar have 3 sides:

- “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?).

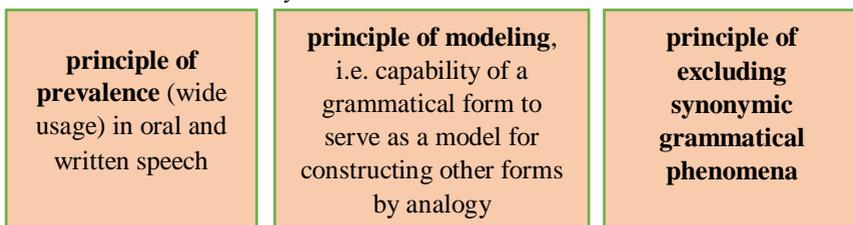
3. There are two kinds of grammar minimum – active and passive.

Under *the active minimum* of grammar material we understand the grammatical phenomena which are meant for usage in oral speech (speaking and writing).

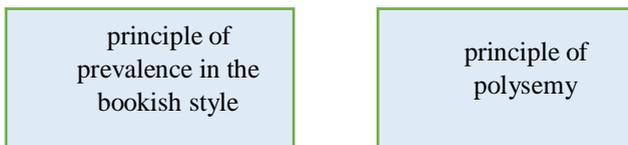
To *the passive minimum* of grammar material we refer the grammatical phenomena which pupils can recognize and comprehend in a text (while reading or listening).

The basic principles for selecting grammar material are as following:

for the active minimum:



for the passive minimum:

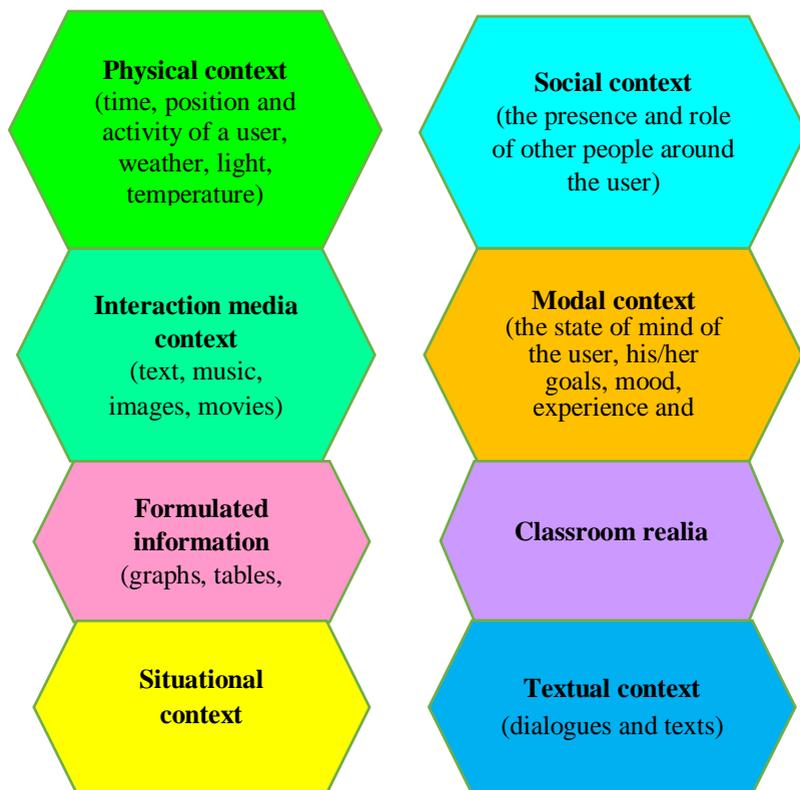


(Do *Methodologically Oriented Task 2* to practice your professional skills).

4. Grammar is not an abstract system detached from a real context. *Context* is the situation or linguistic and non-linguistic

information surrounding the new grammatical phenomenon and results in new language being used.

Types of context



Practice shows that the best way to teach grammar is using jazz chants and songs/poems (at the junior stage) and model dialogues or situations (at the intermediate and senior stages). The use of dialogues generally meets the learners' expectation of how the language is used in the real world: people use language primarily to talk to each other.

(Do Methodologically Oriented Task 3 to practice your professional skills).

5. There are 2 main approaches to teaching grammar:

- *Deductive* – teaching through rules (the rule is provided followed by the provision of examples in which the rule is applied). The deductive method relies on reasoning, analysing and comparing.

The deductive method is criticized because:

- Grammar is taught in an isolated way.
- Little attention is paid to meaning.
- The practice is often mechanical.

- *Inductive* – teaching through examples (students are provided with several examples from which a rule is inferred).

In the inductive method the teacher induces the learners to realize grammar rules without any form of explanation. The rules become evident if the students are given enough appropriate examples. The inductive method is more effective as the students discover the grammar rules themselves while engaged in language use.

(Do Methodologically Oriented Task 4 to practice your professional skills).

- Other approaches to teaching grammar are as following:

- *Text-based approach (discovery technique);*
- *Grammar-in-action (communicative approach);*
- *Lexical approach (through lexical chunks, collocations, idioms).*

(Do Independent Searching Task 3 to know more about each of them.)

6. To form and develop learners' grammar competence a teacher should cover 3 chief stages:

***I stage -
Presentation.***

Aim - to present a new grammatical phenomenon in context and provide its primary assimilation.

***II stage -
Practice .***

Aim - to form dynamic stereotype of using new grammar phenomenon practicing it in various reproductive exercises.

***III stage -
Production.***

Aim - to reinforce learners' independent creative grammar use in different communicative contexts.

Thus, learners go through all three stages of grammar habits formation doing a great number of *receptive, reproductive and productive exercises* using different props. At the Practice stage a great variety of Grammar games and activities are to be used.

(Do Methodologically Oriented Tasks 5 and 6 to practice your professional skills).

7. Evaluation of pupils' achievements in grammar can be done through **tests**.

Tests in grammar may involve:

- Filling in the blanks;
- Opening the brackets;
- Transformation (make it negative, change into the plural);
- Extension (if the weather keeps fine....);
- Completion;
- Making statements on the picture/sentences/words given;
- Translation.

III. Recommended Literature to Familiarize Yourself With

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: Ленвіт, 2013. 590 с

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. Carter R. and M. McCarthy (2006) Cambridge Grammar of English. Cambridge: Cambridge University Press.

4. Dummet P., Larsen-Freeman D. Teaching Languages: From Grammar to Grammaring. Rowley, Mass: Newbury House, 2003.

5. Swan, M. Grammar [online]. Oxford: Oxford University Press. 2012. URL: <http://teach-grammar.com/wp-content/uploads/2012/07/swan.pdf>. Accessed 13 Feb 2015.

On your Own: Developing your Skills of Teaching Grammar in Context

IV. Independent Searching Tasks

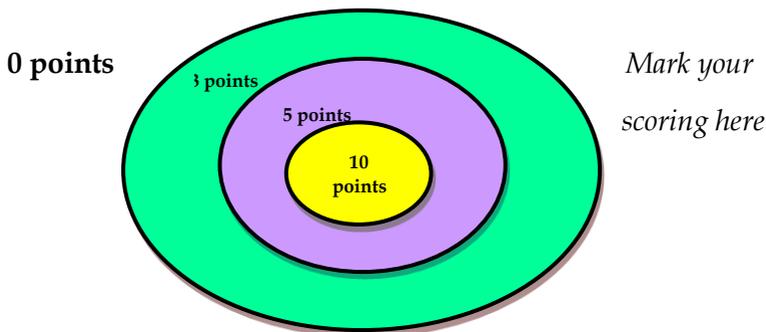
Work with CEFR, Curricular for secondary schools, monolingual dictionaries and other literature and Internet sources available and:

1. Come up with definitions of the following notions:
 - grammar competence;
 - grammar habits;
 - descriptive grammar;
 - prescriptive grammar;
 - active/passive minimum;
 - drill;
 - automatization;
 - primary assimilation;

- communicative context;
 - grammar learning strategies.
2. Analyze CEFR and write down its requirements in terms of developing grammar competence for different levels of language proficiency - A1, A2, B1+.
 3. Find out characteristics and peculiarities of lexical approach, grammar-in-action approach and text-based approach in grammar competence formation and compare them.
 4. Find examples of introducing new grammar phenomena inductively and deductively (2 for each) and compare them.
 5. Compile a bank of:
 - Grammar games (not less than 6);
 - Poems and jazz chants for practicing grammar on different topics and different levels (not less than 6);
 - Exercises and activities for developing grammar competence (5 for each stage).

V. Methodologically Oriented Tasks

1. Use the “bull’s eye” technique and mark the importance of the following factors of effective grammar habit formation.



Factors of effective grammar habit formation

- 1) Knowledge of grammar rules.
- 2) Knowledge of grammar forms.
- 3) Knowledge of grammar function.

4) Knowledge of grammar practice.

5) Everyday drill.

2. Choose and analyze an English textbook of the Ukrainian authors (elementary and intermediate levels) in terms of forming and developing Grammar competence and comment on the results of your analysis:

- Is it relevant to school curriculum's requirements?
- Is it sufficient for the particular age group and level of learners' English proficiency?
- Are there enough exercises for primary assimilation, focused practice and communicative practice?
- What possible difficulties might learners face dealing with grammar material suggested in the textbook and suggest your ways how to cope with them?

Reflect on the results of your analysis in a form of critical essay (140-160 words).

3. Choose 3 grammar phenomena studied at different school levels: elementary, intermediate and senior (refer to the School Curriculum to find the appropriate grammar material for each level). Come up with possible contexts for their presentation.

4. a) Comment on the statements made by teachers as to how they teach grammar. Name the approaches they use, their pros and cons (inductive, deductive, text-based).

Teacher 1. I present several examples that illustrate a specific concept or rule and then expect my students to notice how the concept works from these examples. No explanation of the concept is given beforehand, and the



expectation is that students learn to recognize the rules of grammar in a more natural way during their own reading and writing. In my opinion, discovering grammar and visualizing how these rules work in a sentence allow for easier retention of the concept than if the students were given an explanation that was disconnected from examples of the concept. But frankly speaking not all of them can understand at once so I need to pay some attention to the basics.

Teacher 2. *To my mind, grammar is best taught and practised in context. This means using whole texts as contexts for grammar teaching. So, I give them the texts allowing learners to deduce the meaning of unfamiliar grammatical items from the co-text which is repeated over and over again in it. If the texts are authentic they can show how the item is used in real communication. Of course, the difficulty of the text, especially an authentic one, sometimes makes it difficult to understand the structures or Grammar I want to introduce but the alternative - to use simplified/adapted texts.*



Teacher 3. *My style of working with Grammar is to focus on instruction before practice. At first I give my students an in-depth explanation of a grammatical concept before they encounter the same grammatical concept in their own writing. After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises.*

b) Select a grammar phenomenon relevant for elementary or intermediate learners and suggest your ways of presenting it inductively.

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

Stages of Teaching Grammar Chart

Activities	Presentation	Practice	Production
Transform the statement into a question;			
Participate in problem-solving: students must find a solution for a problem (typically there is one resolution).			√
Make up a sentence using key words;			
Enlarge the idea, develop the idea;			
Make the sentences a dialogue by analogy			
Answer the question to the picture;			
Complete the sentences/story;			
Tell a story about....using the language material under study;			
Paraphrase the sentences using appropriate grammar structures			
Make up a dialogue after the model (text-centered);			

Participate in grammar games			
Do jigsaw activities: learners combine different pieces of information to create a whole			
Create a topic-centered monologue/ dialogue on the topic;			
Fill in the gaps/crosswords...			
Write an essay/ story /letter/composition...			
Read the text and find the definite Gr patterns			
Do imitation and matching exercises			
Comment on../debate on the issue of...			

VI. Try your Hand at Microteaching

1. Read the jazz chant and come up with possible techniques for practicing the Grammar item.



A Shy Boy

What did you do yesterday?

Did you sing?

Did you learn?

Did you play?

I'd rather not say.

2. Plan a part of a lesson on teaching grammar on any approach or model of teaching observing the consequence of stages and activities (receptive, reproductive, productive).

3. Design and present Tips for a novice teacher to develop and boost learners' grammar habits (no less than 8), e.g.:

✓ *Use songs, jazz chants and poems to present new grammar to elementary learners;*

✓ *Try not to make your grammar practice boring: use games and create the situations where a particular grammar phenomenon can be used and drilled.*

4. Choose relevant grammar phenomena to assess and evaluate elementary and intermediate learners' grammar habits. Work out tests for their evaluation (1 for each level).

VII. Test your Knowledge, Habits and Skills on the Unit

Do the multiple choice test:

1. The aim of teaching grammar in secondary school is:

- a) to teach pupils to comprehend new grammar in speech;
- b) to form pupils' grammar competence;
- c) to teach pupils the forms of the verbs;
- d) to explain new grammar to pupils;

2. The deductive way of introducing new grammar material starts with:

- a) explanation and rules;
- b) showing the pictures;
- c) listening and repetition;
- d) language exercises.

3. Grammar-in-Action approach implies:

- a) lexical approach;
- b) communicative approach;
- c) structural approach;
- d) imitative approach;

4. One of the activities for the communicative approach in teaching grammar is:
- listen and physically respond;
 - write a dictation;
 - create a poster and describe it;
 - say that you do the same.
5. The aim of the focused practice stage in teaching grammar is:
- reinforcement of receptive and reproductive grammatical habits;
 - using new grammar material independently in written speech;
 - using new grammar material independently in oral speech;
 - introducing new grammar material;
6. For primary assimilation of new grammar material we use:
- recognition and imitation activities;
 - transformation and substitution activities;
 - completion and extension activities;
 - illustration activities;
7. A discovery technique in teaching grammar implies:
- using rules and explanations with the help of verbal and visual prompts;
 - finding out and analyzing a grammatical phenomenon pupils are going to deal with;
 - oral introduction of a grammar phenomenon and creation an orientation basis for further formation of grammatical competence;
 - using charts, dialogues, mini-situations while presenting new grammar material;
8. The communicative practice stage of teaching grammar implies:
- completion exercises;
 - independent usage of grammar phenomena in different language activities;

- c) introduction of a new grammar structure;
- d) substitution and translation exercises.

9. The formation of dynamic stereotypes in teaching grammar is ensured by:

- a) receptive exercises;
- b) productive exercises;
- c) reproductive exercises;
- d) translation exercises.

10. The basic principles for selecting active grammar minimum does not include:

- a) principle of prevalence;
- b) principle of polysemy;
- c) principle of excluding synonymic grammatical phenomena;
- d) principle of modeling.

UNIT 2.4. Linguistic Competence: Teaching Vocabulary in Context

Your Helping Hand: Unit Guidelines

I. Glossary on the Unit to be Learned and Used

<ul style="list-style-type: none">• Lexical competence• Fixed frames• Phrasal verbs• Fixed collocations• Single word forms• Lexical relationships• False cognates• Chunks	<ul style="list-style-type: none">• Idioms• Learning strategies• Primary assimilation• Direct way of presenting vocabulary• Electronic media• Lexical approach
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II. Fundamentals to Navigate your Independent “Teaching Vocabulary in Context” Acquisition

1. According to a new foreign languages curriculum the main aim of teaching vocabulary in secondary school is to develop learners’ lexical competence attributable for the following levels: A1 – for elementary learners; A2 - for intermediate learners; B1+, B2 – for senior learners.

2. There are two vocabulary minimums – active and passive, which an English teacher chooses for his/her learners in accordance with the following criteria:

stylistic value	word-building	derivative value	combination value
polysemantic value	topical associations	word building	frequency of use

(Do methodologically oriented task 2 to practise your professional skills).

3. Vocabulary for school learners' acquisition has definite lexical relationships, like synonyms, antonyms, collocations, cognates/false cognates, chunks, idioms etc. knowledge of which help the learners to learn vocabulary better.

(Do methodologically oriented task 3 to develop your critical thinking skills).

4. There are different approaches to teaching vocabulary, but lexical approach proved its effectiveness not only in young learners' English classroom where children learn English implicitly, but it also encourages intermediate learners to see larger units of language, to realize that vocabulary is more than words.

5. There are 3 main ways of presenting vocabulary to learners, the choice of which depends on a number of factors (like age group of learners, the origin of the lexis etc.). They are presented in the table below.

Table I

Ways of Presenting Vocabulary

Direct	Visual	Translation
<ul style="list-style-type: none">• synonyms;• antonyms;• morphological division;• context;• definition;• interpretation.	<ul style="list-style-type: none">• demonstration of school paraphernalia;• illustration material (pictures, set of picture, stick pictures etc.);• models;• mime;• body language.	<ul style="list-style-type: none">• finding an equivalent;• translation interpretation;• comparing an English word with that of Ukrainian.

(Do methodologically oriented task 4 to develop your professional skills).

6. To form lexical competence a teacher should cover **3 main stages** of any language competence formation.

Stage 1. <i>Presentation and primary assimilation</i>	Aim: to present new vocabulary in context and to provide its primary assimilation
Stage 2. <i>Focused practice</i>	Aim: to practise new vocabulary in different receptive and reproductive exercises unless dynamic stereotype – the basis of lexical habit – is formed.
Stage 3. <i>Communicative practice</i>	Aim: to reinforce learners' independent vocabulary use in different communicative contexts.

Thus, learners go through 3 Ps: **Presentation - Practice - Production** and do a lot of **receptive, reproductive, productive** exercises on different prompts.

(Do methodologically oriented task 5 to know more about it).

7. During both off-line and on-line teaching vocabulary electronic media is widely used like TV materials (programmes, films, clips etc.), audio materials (songs, poems, audio-books etc.), Internet sources (Wordle, Word Sift, Trackstar) as well as smartphones, QR codes, word-clouds, logos etc.

III. Recommended Literature to Familiarize yourself with

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: Ленвіт, 2013. 590 с.

2. Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR). Cambridge University Press. 2001, p. 22-23; p. 45-46; p. 110-111.

3. Curricula for Secondary Schools, Kyiv: Ministry of Education and Science of Ukraine. URL: <http://mon.gov.ua/activity/education/zagalna-serednya/navchalni-programi>.

4. Nation, I.S.P. Teaching Vocabulary: strategies and techniques. Boston: Heinle Cengage Learning. 2008. 121 p.

On your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

Work with CEFR, Curricular for secondary schools, monolingual dictionaries and other literature and Internet sources available and:

1. Come up with definitions of the following notions:
 - lexical competence;
 - domains;
 - active/passive minimum;
 - lexical approach;
 - false cognates;
 - chunks;
 - collocations;
 - phrasal verbs;
 - receptive exercises;
 - reproductive exercises;
 - productive exercises.

2. Fill in the chart with lexical competence components.



3. Characterize levels of lexical competence formation for A1; A2; B1+; B2 in writing.

4. Find 3 examples for each lexical relationship important for learners' acquisition at the intermediate level: synonyms, antonyms, collocations, false cognates, chunks, idioms, phrasal verbs.

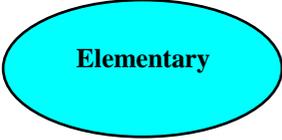
5. Compile a bank of:

- lexical games (not less than 6);
- poems and jazz-chants for practising vocabulary on different topics (not less than 6);
- exercises for developing lexical competence (5 for each stage).

V. Methodologically Oriented Tasks

1. Choose one of the topics suggested and come up with possible contexts for each level: elementary - intermediate - senior. Follow the example.

Example: Topic "Family"



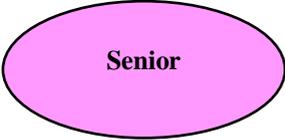
Elementary

- name the members of the family;
- say about their age and professions etc.



Intermediate

- speak about your relatives on your mum's and dad's sides;
- describe your parents' appearance (characters) etc.



Senior

- describe family traditions;
- speak about conflicts between your sister/brother and you;
- comment on 'parents-children gap' and possible ways to avoid it etc.

Topics suggested:

- The Flat/House I live in;
- Travelling
- Meals;
- My Favourite Subject;
- My Working Day/Day off.

2. Choose any context from the topic and levels mentioned above and select appropriate active minimum vocabulary bearing in mind the definite criteria of vocabulary selection and fill in the chart. Follow the example.

Active Minimum Vocabulary

Example:

Domain, Context, Level	Word Bank	Phrase Bank	Communication Box
Public domain Context: talking about the weather Intermediate level	<ul style="list-style-type: none"> • nasty/ beasty • lovely/ sunny • cloudy • windy • muddy • slippery 	<ul style="list-style-type: none"> • in beastly weather; • on a sunny day; • to be above/below zero; • weather forecast; • weather man 	<ul style="list-style-type: none"> • What is the weather like outside? • Have you heard the weather forecast today? • What does the weatherman say? etc.
?	?	?	?

3. Analyze the English textbook you worked with at school and find out what vocabulary the authors of the textbooks selected in terms of lexical relationships and comment on the results of your analysis:

- Is it relevant to school curriculum's requirements?
- Is it sufficient for the particular age group and level of proficiency in English etc.?

Write your analyses in the form of critical essay (150-180 words).

4. In the 4-th grade an English teacher disclosed the meanings of the new words with the help of translation:

- to jump – стрибати
- to skate – кататись на ковзанах

- a bird – пташка
- to fly – літати

Is it the right way of presentation in the young learners' classroom? What would you do if you were in the teacher's shoes?

5. Fill in the chart selecting appropriate activities for each stage as in the example.

Stages of Vocabulary Competence Formation Chart

Presentation and primary assimilation	Focused practice	Communicative practice
	<ul style="list-style-type: none"> • describe the pictures using the words given 	

Activities

1. Describe the picture using the words given;
2. Say that you do the same;
3. Give your own ending of the story;
4. Complete the sentences;
5. Comment on the proverb: "East or West Home is Best";
6. Answer the questions;
7. Make up sentences by analogy with given ones;
8. Speak about your most memorable journey in summer;
9. Retell the story as if you are the main character;
10. Paraphrase the sentences.

VII. Try Your Hand at Microteaching

1. Take any text from your English school textbook, single out 5 collocations and plan your microteaching on the basis of lexical approach.

2. Plan 3 parts of 3 lessons with different aims:

Lesson 1

aim: to present new vocabulary and organize its primary assimilation.

words: a sportsperson, to break a record, to take up football, rough.

Lesson 2

aim: to practise new vocabulary on different prompts

Lesson 3

aim: to teach learners to use new vocabulary independently in different communicative contexts.

3. Work out 3 techniques for teaching vocabulary on the basis of electronic media.

VII. Test your Knowledge, Habits and Skills on the Unit

Do the Multiple Choice Test

1. The aim of teaching vocabulary in secondary school is...

- a) to develop lexical competence;
- b) to recognize new vocabulary while listening/reading;
- c) to use active vocabulary in writing.

2. The formation of dynamic stereotype in teaching vocabulary is ensured by...

- a) receptive exercises;
- b) productive exercises;
- c) reproductive exercises.

3. Direct way of presenting new vocabulary presupposes the use of...

- a) translation;
- b) context;
- c) body language.

4. The aim of the focused practise stage in teaching vocabulary is...

- a) to recycle new words in different activities;
- b) to create stories independently;
- c) to translate texts without a dictionary.

5. The most lengthy stage of vocabulary competence formation is...

- a) presentation and primary assimilation;
- b) communication practice;
- c) focused practice.

6. To electronic media in teaching vocabulary we can't refer...

- a) facial expressions and gestures;
- b) logos;
- c) TV films.

7. On the basis of lexical approach an English teacher can teach learners...

- a) to acquire vocabulary as chunks;
- b) to learn separate words;
- c) to focus on rule-generated sentences.

8. While selecting new vocabulary for learners it is not necessary...

a) to observe the principle of relevance to learners' age group;

- b) to take into account individual interests of learners;
- c) to bear in mind translation of words and collocations.

9. Working with new vocabulary it's a must for a teacher...

- a) to explain cultural differences in the use of words;
- b) to translate the meaning of the words;
- c) to present words with pictures.

10. Learners remember new vocabulary better when...

- a) they hear and write the words;
- b) they pronounce and read the words;
- c) they hear, pronounce, read and write new words.

UNIT 2.5. Classroom Management

Your Helping Hand: Unit Guidelines

I. Glossary to Be Learned and Used

<ul style="list-style-type: none">• Classroom layout• Learner-centered Lesson• Language 1/language 2 (L1+L2)• TTT/STT• Mixed ability classes	<ul style="list-style-type: none">• Classroom language• To establish rapport• Seating arrangement• Ice-breaker• Conversation warm-up• Metalanguage• Modes of interaction• Target language
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II. Fundamentals to Navigate your Independent "Teaching Classroom Management" Acquisition

1. In the English classroom, the seating arrangement varies in accordance with teaching purposes and planned activities. The learners may sit and work in full circle, semi-circle or one large table, facing each other, in specially organized zones etc.

(Do methodologically oriented task 1 to practise your professional skills).

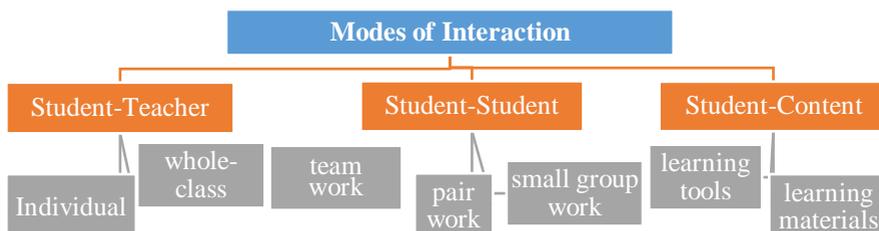
2. In his/her first association with the class a novice teacher uses ice-breakers and then tries to establish and manage rapport.

(Do methodologically oriented task 2 to know more about it).

3. Every English lesson should start with a conversation warm-up to motivate and encourage learners for communication in the class.

4. To realize a communicative character of an English lesson the learners should interact in different modes of interaction. It's up to a teacher to choose a mode of interaction for learners in

accordance with teaching purposes. Familiarize yourself with possible modes of interaction in picture 1.



Picture 1. Modes of Interaction

(Do methodologically oriented task 3 to enrich your professional outlook).

5. In the 21-st century learner-centered teaching is preferable because “the key decisions about what will be taught, how it will be taught and how it will be assessed are made with reference to the learners” (David Nunan, 1999, p. 11).

(Do methodologically oriented task 4 to develop your professional skills).

6. There are compulsory rules for a teacher as to the ending of a lesson:

- the participation of learners in the lesson should be assessed and commented on in the lesson before the bell rings;
- the home task for the next lesson should also be explained and examples given and then put down by the learners into their daybooks;
- the learners should reflect on the results of the lessons.

7. In the English lesson STT should prevail. To minimize TTT:

- learn how to formulate instructions for exercises and tasks shortly;
- don't talk about unimportant unnecessary things which have nothing to do with your lesson;

- never repeat learners' answers;
- don't answer the learners' questions yourself, wait until they do it;
- don't give lengthy corrections, be precise;
- avoid using an unnaturally slow delivery, as it won't help learners to understand better;
- choosing teaching aids and materials bear in mind learners' background and interests to avoid wordy instructions.

(Do methodologically oriented tasks 5 and 6 to practise your professional skills).

III. Recommended Literature to Familiarize yourself with

1. Byrne Donn, Techniques for classroom interaction. – London ; New York : Longman, 1987.
2. Scrivener J. Classroom Management Techniques. Cambridge: Cambridge University Press. 2012. 126 p.
3. The Teacher's Guide. URL: theteachersguide.com/classManagement.htm.

On Your Own

Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

Work with monolingual dictionaries, reference literature and Internet sources available and:

1. Come up with the definitions of the following notions:

<ul style="list-style-type: none"> • classroom management; • classroom layout; • target language; • modes of interaction; • rapport; • ice-breaker; • conversation warm-up; 	<ul style="list-style-type: none"> • metalanguage; • seating arrangement; • learner-centered lesson; • mixed ability class; • TTT / STT; • L1 and L2.
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2. Find examples of ice-breakers and conversation warm-ups (3 for each) and speak about their difference.

3. Find out characteristics of traditional and interactive approaches of teaching English and compare them.

4. Find the information to describe the difference between Teacher-centered and Learner-centered classrooms.

5. Familiarize yourself with Scott Thornby book "Classroom Management" to find the information about:

- how to use the board (p. 251-257).
- how to work with handouts (p. 266-269).

6. Individually compile:

- a bank of techniques for each mode of interaction (not less than 6 for each);
- a bank of techniques for a learner-based classroom (not less than 10);

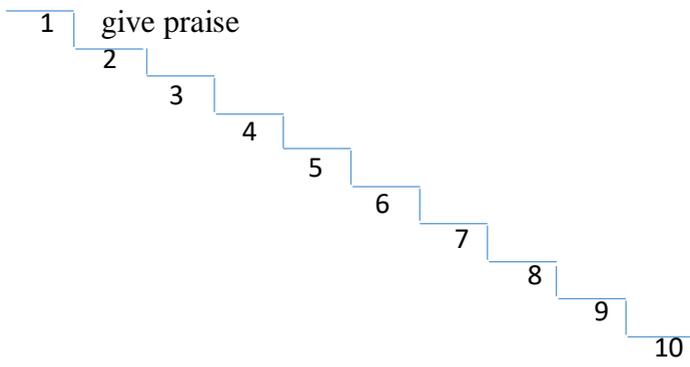
Make a list of classroom English metalanguage for the following content areas:

- how to greet the learners and ask about absences;
- how to react to lateness;
- how to transit to work;
- how to encourage and support learners;
- how to attract learners' attention;
- how to maintain discipline;
- how to praise, assess and evaluate learners
- how to finish a lesson.

V. Methodologically Oriented Tasks

1. Individually make a project of 3 seating arrangements in the English classroom and think of possible activities for each arrangement.

2. Suggest 10 ways of building rapport and rank them in order of importance.



3. Analyse English Course Book for the 7-th grade (the new edition) by L. Kalinina, I. Samoylyukevych, fill in the chart and comment on it in writing (100-150 words).

Modes of interaction	Number of activities	Examples of activities
Individual		
Pair work		
Group work		
Team/the whole class work		
Student-content		

4. To set up a learner-centered classroom a teacher should create necessary conditions and come up with suitable techniques. Think and decide on such conditions and techniques for the Intermediate learners (not less than 4-5).

5. In the English lesson a teacher gave the learners such an instruction:

“Get up, walk around to find your partners and make a group of 4-5. Ask each other questions about your hobbies. Take a sheet of paper and coloured pencils and make a poster under the title ‘What I Like to do in my Free Time’. Get started”.

What's wrong with the instruction? Come up with your improved variant.

6. Come up with possible contexts in the English lesson of the intermediate learners when L1 may be effectively used (at least 3).

VII. Try your Hand at Microteaching

1. Plan a part of a lesson in the 6-th grade (topic "My Working Day") suggesting different modes of interactions and activities.

2. Plan a part of a lesson with correct lesson organization and metalanguage. Bear in mind:

- beginning of a lesson;
- giving instructions in a learner-based classroom (using the board, handouts etc.);
- ending of a lesson (setting a home task, assessment and evaluation etc.)

3. Come up with 3-4 techniques for student-content interaction during online teaching.

VII. Test your Knowledge, Habits and Skills on the Unit

Do that True/False:

1. A good starting a lesson helps the learners to relax.
2. L1 is preferable in teaching English.
3. STT and TTT should be equally balanced in the lesson.
4. A good English lesson begins with a well-planned conversation warm-up.
5. Student-content interaction presupposes the development of learners' skills of independent foreign language acquisition.
6. It's an English teacher, who imparts knowledge to his/ her learners.
7. While conducting a lesson an English teacher should use a metalanguage suitable for the definite age-group learners.

8. The students learn better if a teacher managed to build rapport in his/her class.

9. There's no need to change classroom seating in the English lesson.

10. An English teacher is his/her learners' communicative partner in the lesson.

MODULE 3. THE FORMATION OF SPEECH SKILLS

UNIT 3.1. Teaching Listening

Your Helping Hand: Unit Guidelines

I. Glossary to be learned and used

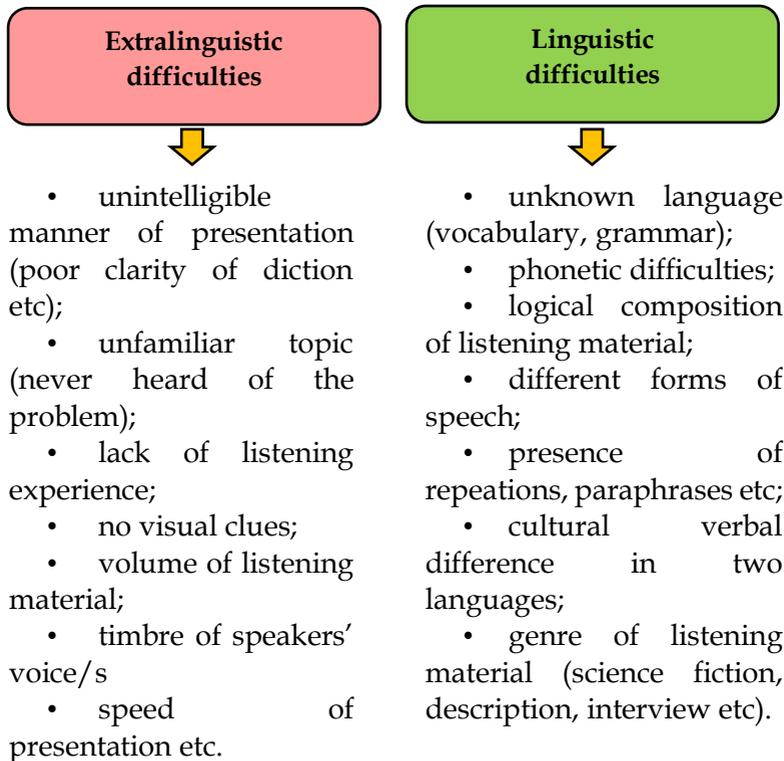
- | | |
|--------------------------------------|----------------------------|
| • listening for gist | • interpretative listening |
| • listening for detail/intensive | • close listening |
| • listening for specific information | • patch listening |
| • top-down listening | • anticipation |
| • bottom-up listening | • prediction |
| • jigsaw listening | |

II. Fundamentals to Navigate your Independent “Teaching Listening” Acquisition

1. According to a new core Curriculum teaching listening is aimed at listening competence formation. Listening is a receptive skill, which differs from hearing as it has specific functions.

2. English teachers teach listening on the basis of authentic made materials like videos, podcasts, online resources and authentic like materials which he/she creates herself/himself for teaching purposes in a particular class.

3. Listening is the most difficult skill to develop and acquire due to extralinguistic and linguistic difficulties presented below.



Picture 1. Difficulties Learners May Face While Listening

(Do methodologically oriented tasks 1,2 to know more about it).

4. Phonetic difficulties like minimal pairs, homophones, weak forms, homonymy, elision or deletion, contradiction etc. cause a lot of problems while listening and they should be explained and taught in the lesson.

5. In accordance with different purposes for listening there are such kinds of listening:

- listening for gist;
- listening for detail;
- listening for specific information.

(Do methodologically oriented task 3 to practise your professional skills).

6. To develop listening skills effectively a teacher should be aware of **key strategies**, such as **top-down**, **bottom-up**, **metacognitive**.

7. Practice shows if a teacher observes a certain algorithm of developing learners' listening skills and sequencing tasks and activities he/she achieves a good effect. Familiarize yourself with traditional chief stages of listening competence formation.



Aims:

- to remove linguistic difficulties (language anticipation)
- to stimulate learners' experience on a definite topic (content and culture anticipation)
- to develop learners' predictive skills (prediction)



Aim: to teach learners to extract information from listening materials



Aim:

- to develop learners' habits and skills on the information they've got from listening

(Do methodologically oriented tasks 4,5 to practise your professional skills).

8. Except the traditional algorithm mentioned above, the following models of teaching listening are popular and proved their effectiveness:

- jigsaw listening;
- interpretive listening;
- close listening;
- complementary listening;
- patch listening.

9. Listening materials are used as **a means of teaching** for developing learners' other habits (phonetic, grammar, vocabulary) and skills (speaking, writing).

10. There are a lot of ways of assessing learners' listening skills. Their choice depends on:

- the age group of learners (listen and draw; listen and colour; listen and do);
- the level of language proficiency (listen and match; listen and do the test etc.);
- the purpose of listening (listen and find out; listen and fill in the chart);
- the amount of times for listening etc.

(Do methodologically oriented tasks 6 (a, b, c) to practise your critical thinking skills).

III. Recommended Literature to Familiarize yourself with

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: Ленвіт, 2013. 590 с. С. 280-298.

2. Common European Framework of References for Languages: Searching, Teaching, Assessment. Cambridge University Press, 2001. p. 26-27.

3. Craven M. Listening Extra. Cambridge: Cambridge University Press, 2004. 118 p.

4. Curricula for Secondary Schools. Kyiv: Ministry of Science of Ukraine URL: <http://mon.gov.ua/activity/education/zagalna-serednya/navchalni-programi>.

5. The Essentials of Language Teaching. Teaching listening
URL: <http://essentialsofanguageteachingnet.wordpress.com/practice/teaching-listening>.

On Your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

Work with monolingual dictionaries, reference literature and Internet sources available and:

1. Come up with the definitions of the following notions:
 - listening
 - listening for gist;
 - listening for detail;
 - listening for specific information;
 - top-down strategy;
 - bottom-up strategy;
 - anticipation;
 - prediction;
 - jigsaw listening;
 - interpretive listening;
 - close listening;
 - complementary listening;
 - patch listening.
2. Analyze CEFR and write down its requirements in terms of developing listening comprehension for different levels of language proficiency – A1, A2, B1+, B2.
3. Individually suggest 5 tasks for each category of before-listening stage:
 - language anticipation;
 - content anticipation;
 - culture anticipation;
 - prediction.
4. Individually compile a bank of exercises for:
 - while-reading and post-reading activities (not less than 6 for each);

- a list of ways of assessing learners' listening skills (about 10) for learners of different age groups: for primary, intermediate and upper intermediate learners.

V. Methodologically Oriented Tasks

1. Analyse the English school textbook you worked with at school, fill in the chart below and write your commentary on it (100-150 words).

English Textbook Analysis Chart

The author of the textbook	Listening materials used	Possible linguistic difficulties for learners

2. Bearing in mind possible difficulties learners may face while listening, come up with the list of basic requirements for selection of listening materials to be used in the English lesson. Follow the example:

Basic Requirements for Listening Materials

- 1) Relevance to the level of learners' knowledge in English.

.....

3. Fill in the chart below selecting suggested tasks for the appropriate type of listening as in the example.

Types of Listening Chart

Listening for gist	Listening for detail	Listening for specific information
		Listen to the weatherman and say what weather is expected in your parts

- Listen to the weatherman and say what weather is expected in your parts.
- Listen to the bio sketch of Abraham Lincoln and draw the time-line.



- Listen to the description of the family and draw a family tree.
- Listen to the story and fill in the grid.

Who?	When?	What?	How?	Why?

- Listen to the BBC news and find out what sport is popular with teenagers in Britain and how often they do sports in school.
- Listen to the PT teacher and do what he says.
- Listen to the children discussing their hiking route and draw a map of it.
- Listen to two friends and say what they are arguing about and why.
- Listen to the detective story and mark false sentences.

- Listen to the travel agency video programme and make a list of the places recommended for those who enjoy active rest.

4. Individually, work with the audioscript 1.5. "Emma's problem" from (the textbook for grade 8 of secondary schools specializing in English by Laryssa Kalinina and Inna Samoylyukevych on p.271) and suggest possible techniques for all stages.

5. Read the audioscript below and complete a teacher's plan (you may have your changes or additions). Explain your ideas (100-150 words).

Ann's Pet

My name is Ann. I have got a pet. His name is Bing. Bing is brown, but his eyes are black, and his nose is white. His ears are long but his tail is short. Bing has sharp teeth, but he is not angry. He is kind. Bing likes to watch TV with me. Every evening he sits near my feet and we watch cartoons together. When I laugh Bing barks. He is so clever! I like him a lot.

Teacher's Plan

Pre-listening activities

Content Anticipation

Do you have pets? What pets have you got?

Prediction

Look at the photos of children's pets and guess what pet Ann has got.

While-listening activities

Listen again and colour Ann's pet.

After-listening activities

?

6. Comment on teachers' ways of assessing learners' listening skills:

a) In the English lesson a teacher assessed learners' listening skills with the help of speaking: he asked his learners to retell the story they listened to.

b) A teacher gave learners such a task: *listen to the information and write what you've learned in your mother tongue.*

c) A teacher gave the learners such a task before listening: *listen to the dialogue and try to understand it. Then you'll answer the questions.*

VI. Try your Hand at Microteaching

1. Plan a part of a lesson on teaching listening on any algorithm or model of teaching (jigsaw, interpretative, close etc.) observing the consequence of tasks and activities (pre-listening, while-listening and post-listening). Present the audioscript.

2. Design a memo for a novice teacher to enhance learners' listening skills. Follow the pattern.

To Enhance Learners' Listening Skills

Do	Don't
<ul style="list-style-type: none">• have listening in every lesson	<ul style="list-style-type: none">• use your mother tongue, because L2 is a source of listening

VII. Test your Knowledge, Habits and Skills on the Unit

Do the Multiple Choice Test:

1. Listening is referred to...

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

2. Listening as an aim of teaching means...

- a) to teach learners to differentiate sounds while listening;
- b) to develop learners' abilities to listen and understand;
- c) to teach learners to retell the information they've got.

3. A teacher should remove difficulties...

- a) while listening;
- b) before listening;
- c) after listening.
- 4. One of the linguistic difficulties of listening is...**
 - a) tempo of speech;
 - b) proper and geographical names;
 - c) speaker's timbre and voice.
- 5. While teaching listening the learners should listen to the material...**
 - a) only once;
 - b) as many times as a teacher has planned;
 - c) two times.
- 6. Jigsaw listening presupposes...**
 - a) listening to different parts of one text;
 - b) listening to different texts on the same topic;
 - c) listening to the texts with hindrance.
- 7. Intensive listening is aimed at getting...**
 - a) the details of the information;
 - b) the main ideas of information;
 - c) the specific information.
- 8. A teacher can't assess learners' listening skills by...**
 - a) retelling the information;
 - b) doing tests;
 - c) translating,
- 9. Predictive skills can't be based on...**
 - a) learners' personal experience;
 - b) the first paragraph of listening;
 - c) the key-words from listening materials.
- 10. Learners will be successful listeners if they...**
 - a) listen to native speakers;
 - b) have much practice every day;
 - c) have a chance to visit Britain.

UNIT 3.2 Teaching Speaking

Your Helping Hand: Unit Guidelines

I. Glossary to be Learned and Used

- | | |
|--|--|
| <ul style="list-style-type: none">• Speaking competence• Spoken production• Spoken interaction• Scaffolding• Communication• Student-centered activities• Information gap | <ul style="list-style-type: none">• Opinion gap• Reasoning gap• Jigsaw activities• Simulation• 3ds (discussion, disputes, debates)• Integrated skills• A dialogical unit |
|--|--|

II. Fundamentals to Navigate your Independent “Teaching Speaking” Acquisition

1. A new foreign languages curriculum determines the aim of teaching speaking in secondary school, - it is the development of speaking competence in two forms: spoken production and spoken interaction.

2. Both forms of speaking have definite characteristics attributable to them.

(Do methodologically oriented task 1 to know about them).

3. It is said in a new curriculum, that learners should acquire the following types of spoken production: a piece of description, a piece of narration, a piece of information and a piece of argumentation. Spoken interaction also has its quantitative and qualitative requirements for every school level (Elementary, Intermediate, Upper Intermediate). They are well described in CEFR.

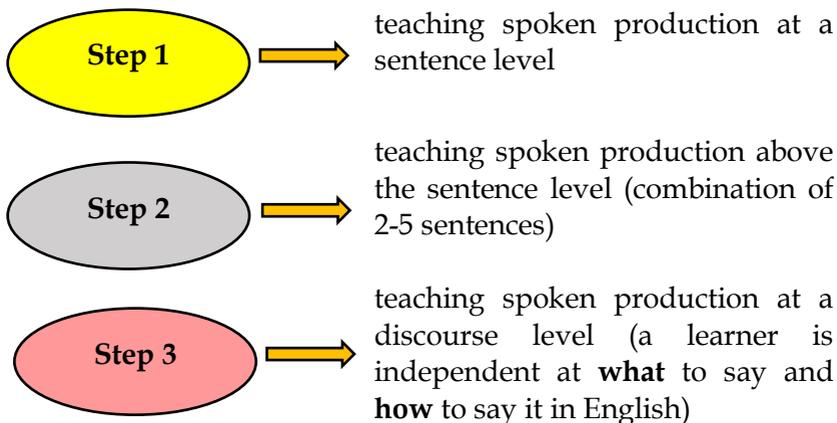
4. Both forms of speaking present different difficulties for learners.

(Do methodologically oriented task 2 to know about them).

5. Teaching speaking a teacher may use different teaching materials: visual (pictures, set of pictures, cartoons etc.); verbal visual (texts, videos, postcard etc.); audio (interviews, jazz-chants, radio-programs etc.)

(Do methodologically oriented task 3 to enlarge your knowledge).

6. While teaching spoken production an English teacher should observe the following steps:



Picture 1. Stages of Spoken Production Development

(Do methodologically oriented task 4 to practise your professional skills).

7. Developing spoken interaction skills a teacher may use one of the algorithms suggested below.

Algorithm One – step by step teaching

- Step 1** introduce to learners different dialogical units (according to the curriculum for a particular grade. Example: *how to invite guests – accepting invitation/refusing*) and organise their primary assimilations at a dialogical unit level).
- Step 2** recycle all dialogical units the learners have acquired in different contexts and on different prompts.
- Step 3** encourage learners to interact independently on suggested communicative situations using familiar dialogical units.

(Do methodologically oriented task 5 to know more).

Algorithm Two – teaching on a model-dialogue

- Choose a model-dialogue (a jazz-chant, a small talk, mini-conversation) suitable for learners' level of English.
- Let the learners listen to know what it is about.
- Ask the learners to single out dialogical units necessary for acquisition and reproduce them from a model-dialogue.
- Organise practice of the units in different activities on the basis of a model-dialogue.
- Suggest learners other communicative contexts for practising the dialogical units they've learned.

8. Oral communication is a broader notion than speaking. Communication occurs when there are 3 gaps: opinion gap, information gap and reasoning gap. *(Do methodologically oriented task 6 to know more about it).* To teach communication effectively a teacher may use communicative output activities like role-play simulation, jigsaw activities, storytelling, story completion etc.

9. Teaching English a teacher should integrate all skills in the English classroom. A new English curriculum puts forward four

content lines round which skills are integrated. They are: financial and social literacy, healthy way of life, environmental protection.
(Do methodologically oriented task 7 to learn how it may be done).

10. To assess learners' speaking skills a teacher should use not quantitative but qualitative criteria with the emphasis on a communicative context, like purposefulness, authenticity, functional appropriacy, flexibility etc.

III. Recommended Literature to Familiarize yourself with

1. Інтерактивні технології навчання іноземної мови як засіб реалізації завдань Нової української школи: навчально-методичний посібник. Житомир, 2017. С. 21-99.

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. К.: Ленвіт, 2013. 590 с. С. 298-370.

3. Thornby S. How to teach Speaking. Longman, 2011. 248 p.

4. Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR). Cambridge University Press - 2001. p. 33-35; p. 45-49; p. 58-60; p. 73-75.

On Your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

1. Work with monolingual dictionaries, reference literature and Internet sources available and come up with the definitions of the following notions:

- speaking competence;
- spoken production;
- spoken interaction;

- a dialogical unit;
- communication;
- opinion gap;
- information gap;
- reasoning gap;
- debates;
- discussion;
- dispute;
- simulation.

2. Analyse CEFR and write down its requirements in terms of developing spoken production and spoken interaction for different levels of language proficiency – A1, A2, B1+, B2.

3. Find linguistic characteristics of all types of spoken production (a piece of description, a piece of narration, a piece of information and a piece of argumentation) and spoken interaction to present them to your fellow-students.

4. Find the information to explain differences between:

- speaking and communication;
- debates, discussions and disputes.

5. Individually compile:

- a catalogue of exercises for developing spoken production (not less than 15);
- a catalogue of exercises for developing spoken interaction (not less than 15);
- a bank of communication output activities (not less than 10);
- problem tasks (situations) for developing communicative skills on the basis of discussion, debates and disputes (2 for each).

V. Methodologically Oriented Tasks

1. Read characteristics typical of spoken production and spoken interaction, put a 'tick' in a correct column and summarize your ideas in a summary of 100-150 words.

#	Characteristics	Production	Interaction
1.	Body-language, gestures		√
2.	An utterance of one person addressed to the public		
3.	Logically connected		
4.	May have redundancy of wording		
5.	Always informative		
6.	Rather evaluative		
7.	Often expressive		
8.	Has unbroken character		
9.	Is always influential		
10.	Has a situational character		
11.	Addressed to a particular person		
12.	Presupposes the immediate exchange of replies		
13.	Independent, spontaneous		
14.	Logically connected		
15.	Implies a reaction from the partner		

2. Read what learners say about the difficulties they experience while speaking and add more from your personal experience.



I'm afraid to make mistakes and become a laughing stock for other learners in the class.



I often can't find necessary language structures/speech patterns to express myself in English.



I usually keep numb in the lesson, because I don't know what to say on this or that task.



I find it difficult to begin a conversation or to respond to my partner's sayings.



I personally can't combine different ideas in my descriptions or narrations logically.



I'm afraid to speak because my teacher always interrupts me either to correct a mistake or to add something.



My problem is wrong use of communicative patterns in cultural contexts. I use patterns as in my own culture.

Your observation and experience

?

3. Analyse your English textbook you worked with at school to fill in the chart. Summarize the results in a commentary of 100-150 words.

The author of the textbook	Types of spoken production (use number)				Types of teaching materials for teaching spoken production (number and examples)		
	description	narration	information	argument-tation	visual	verbal visual	audio

4. Read the activities suggested below and make a tick in a correct column.

Developing Spoken Production Chart

Exercises	Stage I	Stage II	Stage III
1. Say that you do the same	√		
2. Add logical sentences to the one given			
3. Give it a name			
4. Say where you like to spend your holidays and why			
5. Speak about your working day using the plan given			
6. Complete the sentences			
7. Make up sentences on the table (picture)			

8. Tell your American friend about popular sights in Ukraine			
9. Make up a story about your favourite film using a semantic map			
10. Look at the set of pictures and make up a story on them			
11. Comment on the statement "The more you read the more you know"			
12. Say the opposite			
13. Describe the picture using the words given			
14. Unquote "Reading make a full man" (F.Bacon)			
15. Let's play a snowball game: repeat the sentence of your friend and add your own one.			

5. Familiarize yourself with some activities for developing spoken interaction and formulate possible instructions for their performance.

Example:

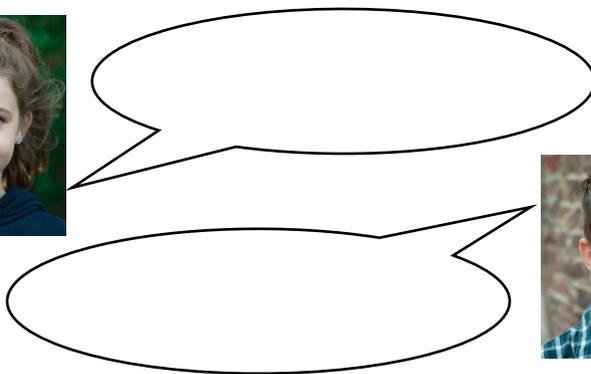
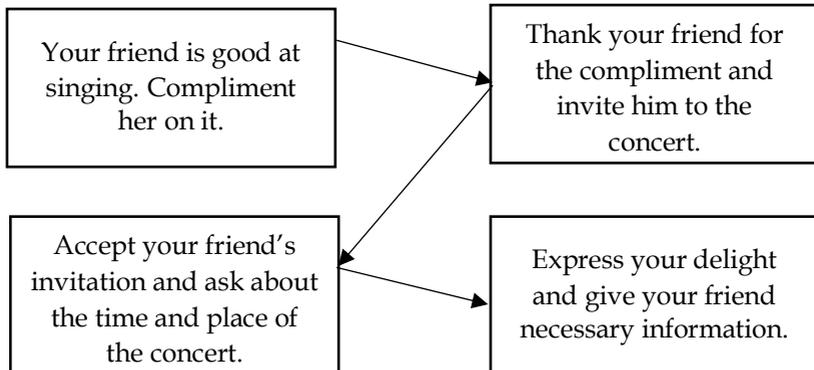
Mum: Put some cream on your borsch, Helen. It tastes better with it!

Helen: Thank you, mum. Will you pass it to me?

Instruction: Read the middle part of the conversations and restore their beginnings and endings.

- 1. Hi, Ann! How are you?
- Oh, _____.
- Glad to hear it. Did you take any pictures?
- Sure, _____.

- 2. Hey, _____. I'd like to invite you _____.
- Thank you for _____, but _____. Mum says _____.
- _____? Can I _____?



6. Read the communication output techniques suggested below and match them to the type of gap.

Opinion gap

Information gap

Reasoning gap

A. Forseeing the Results

Think and decide what will happen if everyone forgot how to read (or everyone went colour blind).

B. Fire

There's a fire in the house. You may have one of the most precious things for you. What will you take and why?

C. Jig-saw

Each of you will have a part of a story, which ends in a question. Find your logically connected partner who can answer the question of your part. Make the story logical.

D. Portrait Commenting

Look at the photo of a person and try to give a portrait of the person in it: his age, education, profession, interests, his early life etc.

E. Survival Game

Your group has landed on the Moon, but has become separated from the main party of the base, and has 200 miles to cover in order to reach it. The following items are available. How you'll use them to survive? Are these things enough?

- box of matches;
- map of the stars;
- five bottles of water;
- 50 feet of nylon rope;
- signals flares;
- parachute silk.

F. Ranking

You are asked to choose one student for a leader in your group. Think and decide what qualities should a leader have. Put them in order of importance.

1

2

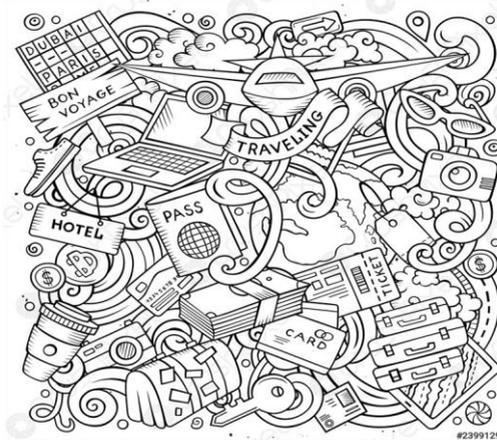
3

4

5

G. Implications of Doodles

Look at the doodles suggested and think up a certain number of interpretation. The jury will decide which of the interpretations are most 'likely', most 'unlikely', most 'amusing' etc.



H. Interpreting Recorded Material

Listen to sounds, exclamations, some phrases and think where the scene is laid and who the participants of the situation may be (the sound of alarm clock, somebody's voice: "Oh, Goodness!", the sound of the steps, the sound of the boiling kettle, the sound of the telephone, somebody's voice: "OK, OK", the sound of the closing door).

7. Work with the English textbook for Grade 7 of general secondary education establishments, specializing in English (2-nd edition) by L. Kalinina, I. Samoylyukevych and analyse the ways of developing Integrated Skills on p. 30-32 and p.91-92. Make up your own plan of developing integrated skills by analogy.

VI. Try your Hand at Microteaching

1. Write a memo for a novice English teacher as to how to teach speaking. Follow the pattern.

Pattern:

MEMO

If you want to be successful in teaching speaking you

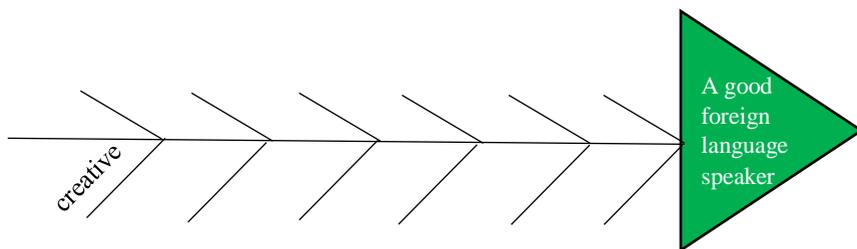
Should	Shouldn't
<ul style="list-style-type: none">encourage your learners for speaking	<ul style="list-style-type: none">interrupt when they are talking

2. Plan a part of a lesson for developing spoken production skills on any teaching material (pictures, texts, videos etc.) using appropriate strategies (the choice of age groups is yours).

3. Plan a part of a lesson for developing spoken interaction skills on any of the models suggested.

4. On the basis of your own experience and background knowledge come up with characteristics of a good foreign

language speaker using “A Fishbone” Technique. Follow the example:



VII. Test your Knowledge, Habits and Skills on the Unit

Do the Multiple Choice Test

1. **The smallest item of teaching spoken production is...**
 - a) a word;
 - b) a sentence;
 - c) a phrase.
2. **One of the linguistic characteristics of spoken interaction is...**
 - a) a complicated syntax;
 - b) the use of prepositions;
 - c) elliptical sentences.
3. **The basic prompt for developing spoken production at a junior level is...**
 - a) texts;
 - b) pictures;
 - c) audio materials.
4. **A discourse level of teaching spoken interaction means...**
 - a) exchange of dialogical units;
 - b) an independently created dialogue;
 - c) a dialogue on the basis of different prompts.
5. **Information gap in teaching communication occurs when...**
 - a) learners have different points of view;
 - b) learners disagree with each other;

c) learners have different amount of information.

6. Communicative output activities presuppose...

a) learners' abilities to express their communicative intentions;

b) learners' knowledge of English grammar;

c) learners' desire to communicate.

7. The aim of debates as a communicative output activity is...

a) to present a personal point of view;

b) to discuss one problem and to find a compromise;

c) to suggest different solutions to the problem under discussion and to vote for the most suitable.

8. The objective of speaking assessment is...

a) knowledge of the English language;

b) receptive and productive skills;

c) language habits.

9. The statement "I can present clear detailed description on the topic I'm interested in" refers to...

a) B2 level;

b) A2 level;

c) B1 level.

10. Integration of skills in the English classroom demonstrates learners' abilities...

a) to speak well;

b) to combine skills;

c) to use receptive skills.

UNIT 3.3. Teaching Reading

Your Helping Hand: Unit Guidelines

I. Glossary on the Unit to be Learned and Used

<ul style="list-style-type: none">• Reading comprehension• Reading skills• Inner articulation• Aural control• Reading sub-skills• Reading strategies• Skimming/scanning reading	<ul style="list-style-type: none">• Extensive/intensive reading• Reading for pleasure• Gist reading• Inferring the meaning• Decoding• Jigsaw reading• Reading activities sequences
---	--

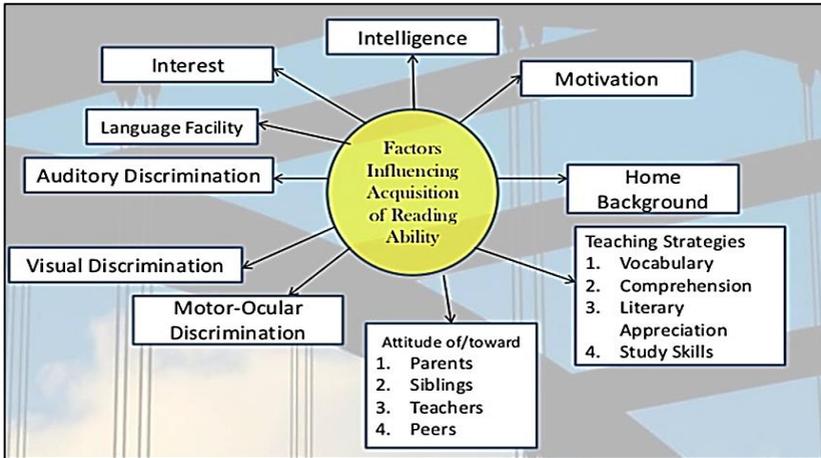
II. Fundamentals to Navigate your Independent “Teaching Reading” Acquisition

1. Reading is a cognitive process of decoding symbols to derive meaning from text, thus it has three components: decoding, comprehension, retention. Reading is a receptive skill.

According to a new Core Curriculum teaching reading is aimed at forming and developing learners’ reading competence.

Reading serves as an aim and a means of teaching.

2. Read the factors influencing Acquisition of Reading ability we refer to in picture 1:



Picture 1. Factors Influencing Acquisition of Reading Ability

3. The main purposes for reading are: for pleasure, for specific information, for general understanding.

(Do Methodologically Oriented Task 1 to practice your professional skills).

4. To the psychological mechanisms of reading we refer:

- The starting mechanisms (perception of graphic images);
- The identification of graphic information;
- Anticipation;
- Inner articulation;
- Aural control.

5. In accordance with different purposes for reading there are following kinds of reading:

- **Scanning reading** – reading to look for specific information rather than trying to absorb all the information;

- **Skimming/gist reading** – reading a text to get the gist, the basic overall idea, rather than concentrating on absorbing all the details;

- **Intensive reading** – careful reading to obtain detailed understanding of a text;

- *Extensive reading* – reading long pieces of text, such as books or newspapers, often selected by learners themselves and read for pleasure out of class.

(Do Methodologically Oriented Tasks 2 to practice your professional skills).

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

(Do Methodologically Oriented Tasks 3 and 4 to practice your professional skills).

7. Selecting the texts for reading one should bear in mind the following **criteria**:

- *The texts should correspond to the age of learners, their language proficiency level, interests, cognition;*

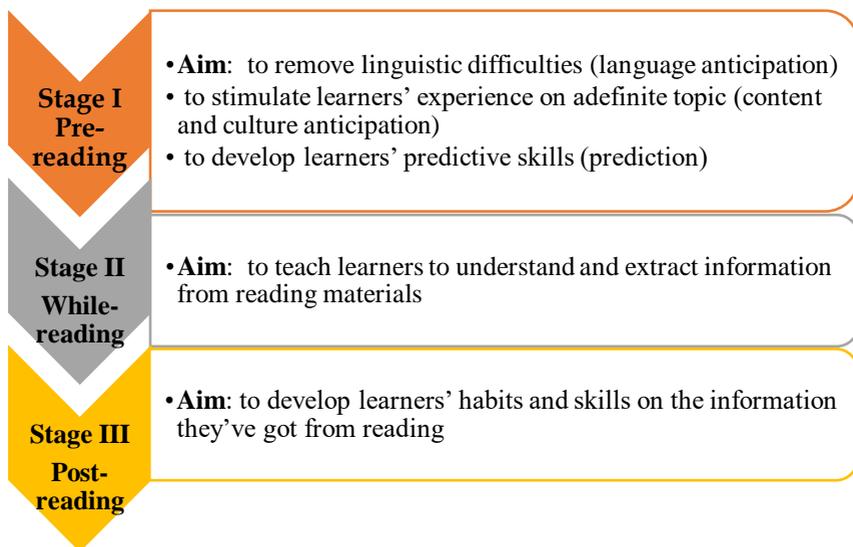
- *The texts should be of methodological, cultural, linguistic and content value.*

8. There is a definite number of problems connected with teaching reading and teaching reading comprehension. Among the most common problems are:

- *Subvocalization;*
- *Finger pointing;*
- *Overuse of dictionaries;*
- *Mispronunciation;*
- *Skipping the words;*
- *Dyslexia;*
- *Attention Deficit Disorder (ADD);*
- *Memory problems;*
- *Poor vocabulary.*

(Do Methodologically Oriented Task 5 to practice your professional skills).

9. Practice proves when a teacher observes a certain algorithm of developing learners' reading skills and sequencing tasks and activities he/she achieves a good effect. Familiarize yourself with traditional chief stages of reading competence formation in picture 2.



Picture 2. Chief Stages of Reading Comprehension

(Do Methodologically Oriented Tasks 6 and 7 to practice your professional skills).

10. Reading materials (authentic and adapted) are used *as a means of teaching* for developing learners' other habits (phonetic, grammar, vocabulary) and skills (speaking, writing etc).

11. Evaluating and assessing learners' reading comprehension competence depends on a number of factors:

- *Learners' age group* (read and underline; read and draw; read and choose the corresponding picture; read and match; read and place the events into the chronological order, read and suggest another ending to the story etc.)

- *Learners' language proficiency level* (read and do the test (true or false; multiple choice, cloze)); read and fill in the gaps/ answer the questions; read and find the material about.; read and complete the sentences; read and find the adjectives characterizing the main characters etc.)

- *Purpose for reading* (read and find out, read and fill in the chart, read and define the main idea/author's message; read and justify/ comment on the author's point of view/ideas; read and summarize the story in 3 sentences etc.)

III. Recommended Literature to Familiarize yourself with:

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. Київ : 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. Harmer, J. The Practice of English Language Teaching. Longman (Chapter 17). 2007.

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

5. The Essentials of Language Teaching: Teaching Reading. [online] Available from: <https://essentialsoflanguageteaching.net.wordpress.com/practice/teaching-reading/>.

On your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

Work with monolingual dictionaries, reference literature to the topic and Internet sources and:

1. Come up with the definitions of the following notions:

Reading competence
Jigsaw reading
Inferring the meaning
Prediction
Aural Control
Dyslexia
Reading skills

Inner articulation
Gist reading
Anticipation
Reading stimuli
Attention Deficit Disorder
(ADD)

2. Analyze CEFR and a New Secondary School Curriculum and write down their requirements in terms of developing reading comprehension for different levels of language proficiency: A1, A2, B1+, B2.

3. Based on the program requirements to learners' reading competence development and considering the criteria for text selecting for different school levels select texts for reading (3 for each stage).

4. Select authentic reading materials for the topics appropriate for junior, intermediate, upper- intermediate levels. Suggest the tasks and activities for developing learners' reading skills using them.

5. Choose a text for reading (any school level). Suggest your individual tasks for each category of pre-reading stage:

- Culture anticipation;
- Content anticipation;
- Language anticipation;
- Prediction.

6. Individually compile a bank of exercises for:

- while-reading and
- post-reading activities (not less than 6 for each);

7. Come up with a list of ways of assessing learners' reading skills (no less than 8) for different age groups: for elementary learners, intermediate and upper intermediate learners.

V. Methodologically Oriented Tasks

1. Do the survey “What Kind of Reader You are” which is designed to help you determine your strengths, weaknesses, and preferences as a reader. It will also help you to identify some of your reading habits and ways you can improve your reading. Share your findings in a form of a reflective survey (140-180 words).

What Kind of Reader Are You?

1) *Describe what goes on in your head while you are reading. What do you think about?*

2) *Do you read silently or aloud? Why?*

3) *What do you do when you come across a word you cannot pronounce or define?*

4) *Do you read slowly, at a steady pace, or quickly? Why?*

5) *When you read, is it important to you to understand every word, or do you skip some parts?*

6) *Do you ever have trouble remembering what you read? When does this happen?*

7) *Do you ever picture in your mind what is going on in the text you are reading?*

8) *When you first begin reading, do you skim to get a general idea of the text or do you dive straight into detail?*

9) *Do you ever get distracted while you are reading? What distractions make it most difficult for you to read?*

10) *When you come across a section you don't understand, do you ever go back and reread that section?*

11) *Do you ever put your reading into your own words?*

12) *Why do you think people read?*

(Borrowed from Fielding, A., Schoenbach, R. and M. Jordan (2003) Building Academic Literacy: Lessons from Reading Apprenticeship Classrooms. San Francisco: John Wiley & Sons)

2. Fill in the chart distributing the activities between the Extensive and Intensive reading.

Extensive reading	Intensive reading

- a. *Read the story and say what you think of it?*
- b. *One minute reading and guessing what will happen next*
- c. *Read the first passage of a story. Define the meaning of the underlined words.*
- d. *Read a book and comment on the main character's actions and words. Support your comments with examples.*
- e. *Read the story/book and do a multiple choice test.*
- f. *Look through three books/stories and pick up the one which will be interesting/feasible for you to read.*
- g. *Read the book/the story and make an review on it orally or in the written form*
- h. *Make a poster presentation/a drawing on a novel/book you have read*
- i. *Read a story and find the key sentence in each passage.*
- j. *Read the book. See the movie. Comment on their differences and effect on you.*
- k. *Read the article. Find the grammar structures under study.*
- l. *Read the article/story. Find the synonyms/antonyms to the given word*
- m. *Read the book/story and write a different ending*
- n. *Read the book and write a shared dictation*
- o. *Read a story/book/passage. Give the detailed description of the main characters.*

3. Look at different reading sub-skills and strategies 1 - 7. Match the definitions a - g below with the correct sub-skill.

Reading sub-skills and strategies

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

Definitions	
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.

4. Read the description of the different texts and the motivations for reading (a-h) below. Write the number of the sub-skill/strategy (1-7) in the second column. You may use some skills more than once.

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

Texts and the motivations for reading	Sub-skills / Strategies
<i>eg. A novel that you are really enjoying</i>	7
a. A job advertisement for a job that you are really interested in.	
b. A couple of unknown words in a text that is included in an exam you are doing.	
c. A telephone directory.	
d. The editorial of a newspaper that you are not familiar with and whose political viewpoint you would like to understand.	
e. A series of articles, only some of which will be useful to you, for a report you're writing.	
f. Instructions for kitset furniture you are assembling (you are usually not very good at doing this!)	
g. A travel brochure when you are trying to decide on a holiday destination.	
h. An armchair travel book about a country you have enjoyed visiting.	
i. An online flight timetable.	

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5. Fill in the grid on Reading Problems. Describe the possible reasons and suggest the solutions for a teacher to cope with them.

Reading Problems	Reasons	Solutions
Subvocalization		
Finger pointing		
Overuse of dictionaries		
Bad memory		

Dyslexia		
Poor vocabulary		

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

Stages of Teaching Reading Chart

1. Read and divide the text into logical parts.	
2. Name the nouns which can be used after the verb "to open".	
3. Express your own attitude to the main characters' actions and deeds.	
4. Read and make up detective questions.	
5. Comment on the key events.	
6. Put the events (pictures) in the chronological order.	
7. Look at the title and predict what the text will be about.	
8. Choose the pictures which correspond to the text.	
9. Agree or disagree with the words of the main character. Give your grounds.	
10. Compare the two characters of the story. Whom do you give preference to? Why?	
11. Look at the title and foresee the words you can come across in the story.	
12. Compose a word rose/a word fork	
13. Read and find the facts that characterize the main character.	
14. Find in the text and quote the saying of the main character about... Voice your opinion on these words.	

15. Say if the character's words suit his actions. Prove your point of view.	
16. Complete the sentences from the text and then use them as a plan for your own utterance.	
17. Find the key sentences in each paragraph.	

7. Comment on teacher's ways of organizing learners' reading skills development. Spot the problems and suggest the ways how to cope with them:

a) In the 8th grade a teacher formulated the aim of the lesson: "Developing reading skills". The lesson started and the teacher wrote a number of words and expressions from the text on the blackboard then asked the learners to find them in the text and to translate them. After that he told the learners to paraphrase the sentences using synonyms, find antonyms, and explain the meanings of several expressions.

Summing up the work done the teacher asked the pupils to answer the following questions: "What was the text about? Who were the main characters? How can you explain their actions?" The learners could not answer the questions asked and started rereading the text.

Why did this situation arise? Why couldn't the learners answer the teacher's questions? What should be done to improve the situation and in what way?

b) In the 6th grade a teacher found and brought to the class a very interesting supplementary text about raising and breeding different animals in New Zealand taken from National Geographic official site. The learners revised the animals living in New Zealand and got the task to read the text and answer the questions. When they couldn't do that properly the teacher set the task to read it again attentively and do True or False statements. The results were very poor and the learners were upset and confused because they didn't understand much.

What might be the problems and what would you recommend to solve them.

VI. Try your Hand at Microteaching

1. Suggest your pre-reading and post-reading activities for the text given.

Two Friends and a Bear



Once there were two friends who were crossing the jungle. After some time they saw a bear coming towards them. Then, one of the friends quickly climbed the nearby tree and the other one did not know how to climb the tree. So he lays down on the ground holding his breath. The bear reaches near him and sniffs him in the ear.

After some time bear left the place, thinking the man is dead. Now the other friend climbs down and asked his friend, what did bear said to him in his ear? He replied, " to be safe from the fake friends."

Moral: Beware of fake friends.

2. Plan a part of a lesson on developing reading competence for learners of any school level (elementary, intermediate, upper-intermediate). Support your microteaching fragment with the text for reading.

3. Plan a part of a lesson on developing intermediate learners' communicative competence using reading as a means of teaching (any topic to your liking).

VII. Test your Knowledge, Habits and Skills on the Unit.

Do the Multiple Choice Test:

1. Reading is:

a) a receptive activity;

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

2. Reading aloud is aimed at:

- a) getting information;
- b) giving information;
- c) analyzing information;
- d) evaluating information.

3. Reading as an aim of teaching means...

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

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

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

5. Reading aimed at finding out a particular piece of information about concrete things is called:

- a) scanning reading;
- b) communicative reading;
- c) skimming reading;
- d) extensive reading.

6. Either guessing the meaning of new vocabulary in a text or understanding meaning or a message in the text that is not immediately obvious is called:

- a) prediction;
- b) gist reading;
- c) inferring meaning;
- d) anticipation.

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

- a) educational information;

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

8. We start teaching reading to young learners with:

- a) reading separate sentences;
- b) reading words and word combinations;
- c) learning sound-letter correlations;
- d) learning letters.

9. According to the conditions reading can be:

- a) study and communicative;
- b) class reading and home reading;
- c) obligatory and supplementary;
- d) independent and guided.

10. 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.

UNIT 3.4. Teaching Writing

Your Helping Hand: Unit Guidelines

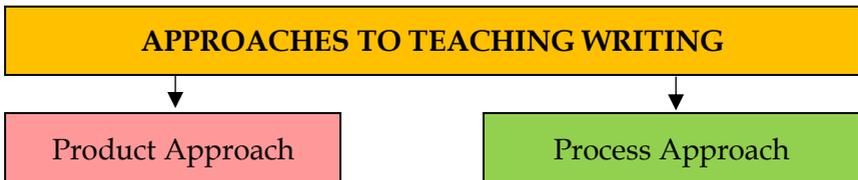
I. Glossary on the Unit to be Learned and Used

<ul style="list-style-type: none">• Writing• Product approach• Process approach• Pre-writing• Drafting• Revision• Proofreading• Essay	<ul style="list-style-type: none">• E-mail, formal / personal letter• Postcard• Report• CV / cover letter• Recipe• Personal statement
--	--

II. Fundamentals to Navigate your Independent “Teaching Writing” Acquisition

1. Writing is a productive speech skill. The peculiarities of teaching it depend upon a number of factors: the aim and stage of teaching, the genre taught, the age and proficiency of learners etc.

There are **2 main approaches** to teaching writing (see picture 1).



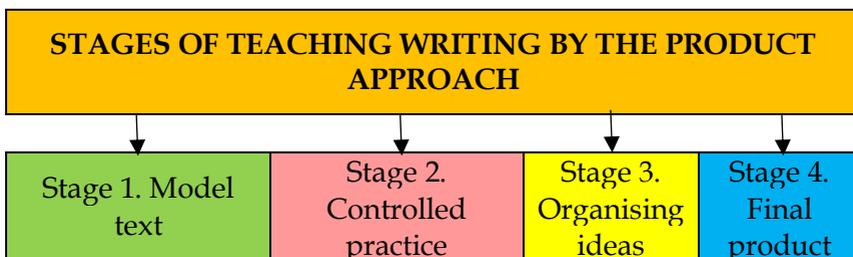
Picture 1. Approaches to Teaching Writing

2. The Product Approach has been traditional since the 17th century. Pupils are concentrated on the form of the final product of writing, so they reproduce the model step-by-step. The approach minimizes pupils' difficulties in writing because they do not generate content (ideas).

It is used to teach writing such **genres** as:

- E-mails;
- Formal letters;
- Reports;
- CVs and cover letters;
- Postcards;
- Recipes;
- Personal statements.

There are **4 stages** of teaching writing by the Product approach (see picture 2).



Picture 2. Stages of Teaching Writing by the Product Approach

STAGE 1. Model text. Pupils read a model text and analyze features typical for the genre (structure, grammar / vocabulary items etc.) (see pictures 3-4 (borrowed from <https://www.daydreameeducation.co.uk/formal-letter-poster?variant=2612> and <https://www.pinterest.com/pin/836754805779821654/>)).

Formal Letter

A formal letter is used when you write to someone you do not know or the content is impersonal.

Examples include job applications and business letters. Plan out your letter and ask yourself:

- Why am I writing this letter?
- Who is my audience?
- What response do I want?

Your full address → 6 Cherry Lane Maple Room AB1 2CD

Date → 27th July 2016

Reference: The heading of your letter. It tells the reader what the letter is about.

Re: Customer Service Complaint, Order Number 20340506

Dear Mr. Taylor,

I am writing to complain about the awful customer service that I received from your company over the last six weeks in relation to my order.

I purchased a computer game on the 5th June, on a guaranteed five-day delivery service, allowing plenty of time for delivery before my son's birthday in July.

After ten days, the game still hadn't arrived so I sent an email to find out where it was. Ten days later, there was still no response, so I tried to contact you by phone. However, I was only able to get through to an answer phone message.

On the 26th June, I finally spoke to one of your customer services representatives, who assured me that my order had finally been dispatched and would be delivered on the 2nd July, just in time for my son's birthday.

Much to my disappointment, six weeks after placing my order, I am still waiting for the computer game to arrive. The issue has caused an enormous disruption and is not something that I expected from a reputable online retailer.

I am offended by the lack of respect shown by your company and demand that a refund be issued immediately.

I look forward to hearing from you.

Yours sincerely,

Close: Use "Yours sincerely" if you know the name of the person to whom you are writing. If not, use "Yours faithfully".

Signature and name: S. Williams
Ms. Sarah Williams

Remember: Always reread and check your letter before sending!

Other labels in the image:

- The name and address of the person to whom you are writing** (points to recipient address)
- Greeting: Use the title and name of the person to whom you are writing** (points to "Dear Mr. Taylor")
- Opening paragraph: Explain why you are writing the letter (be clear and to the point)** (points to first paragraph)
- Main paragraphs: Explain what has happened in more detail. Do not write one large paragraph. Use connectives or write a paragraph for each point. Support opinions with facts.** (points to body paragraphs)
- Conclusion: Repeat the main point and explain what response or outcome you want.** (points to final paragraph)

Picture 3. An Example of Formal Letter Structural Analysis

10 High Street
Newtown
N99 9AZ
28th February

Dear Sir or Madam,

I am writing to you to express interest in the voluntary work placement at your animal sanctuary which I saw advertised on your website.

I am eighteen years old and in my final year at secondary school, due to sit my A levels next summer. I am planning on taking a degree in veterinary science at university and have received two conditional offers. As you will see from my CV, I have always shown an interest in working with animals and have relevant experience from voluntary work which I carried out at a local dogs' home. In this position I had sole responsibility for taking care of some dogs' daily needs, such as feeding, cleaning and exercise. In addition to this, I regularly spend time on my uncle's farm throughout the year and usually help him take care of the animals. This hands-on experience has reinforced my decision to seek a career working with animals. Both the dogs' home and my uncle would be willing to provide references.

I am hard-working, punctual and willing to help out with any kind of job at the sanctuary. My decision to undertake a degree in veterinary science confirms my interest in and commitment to the field. I am certain that experience working at your animal sanctuary will provide an invaluable insight into working with animals and a unique opportunity to acquire a range of skills and expertise.

I hope I have shown that I am an ideal candidate for this position and please find attached my CV.

I look forward to hearing from you.

Yours faithfully,
E. Jones
Emily Jones

Picture 4. Possible Ideas for Formal Letter Language Analysis

STAGE 2. Controlled Practice. Pupils do exercises to practice the language items from the text. E.g., if they deal with a letter of apology, then they can do the following exercises:

1. Choose correct sentences:

- Please accept my apologies for not buying a ticket for you;
- Please accept my apologies for not having bought a ticket for you;
- I want to apologize for behaving rudely last week;
- I want to apologize for having behaved rudely last week.

2. Unjumble the following sentences:

- having called / on time / to apologize for / I want / not / you.
- I / behavior / apologize / want to / yesterday / for my rude.
- apologies / accept / mistake / Please / in your / my sincere / postal address / for the.

d) my / for the / sincere / buying / delay in / you / Accept / a bus / apologies / ticket.

3. Transform the sentences according to the model:

MODEL 1: Please, accept my apologies for the absence at the conference. – I want to apologize for not having been present at the conference.

a) Please accept my sincere apologies for the mistake in your postal address.

b) Accept my sincere apologies for the delay in transferring the money.

c) Accept my apologies for the mistake in your surname in the certificate.

d) Please accept my apologies for the delay in returning your car late.

STAGE 3. Organising ideas. Pupils practice designing the text according to the structure provided by the teacher.

Table 1

Structural Model and Substitution Matrix

STRUCTURE	PHRASES
1. Salutation. Make sure to address the person by title Dr., Mr., Ms. or Mrs.	e) Dear _____.
2. The 1 st paragraph should begin with apology and a detailed account of the situation; the date, time and place where the interaction took place.	c) Please accept my sincere apologies for _____ on/at _____. It was wrong of me to _____, and I am truly sorry.

3. In the 2 nd paragraph state the hurt and damage done, take full responsibility, without making excuses.	b) I can appreciate how hurt and frustrated you are. I take full responsibility for the trouble I have caused.
4. In the 3 rd paragraph promise that it won't happen again, include a statement of regret and provide a way of easing the pain (if appropriate).	a) Be assured that I have taken all the necessary measures so that this type of mistake never happened again.
5. End your letter by apologizing again and asking for forgiveness.	d) Once again, I am truly sorry and humbly ask for your forgiveness. Sincerely yours, _____.

STAGE 4. Final product. Pupils write a text independently using the constructions, vocabulary and text structure that they have been taught. The teacher can suggest them a menu of **situations**, e.g.:

a) Yesterday at 8 a.m. you scratched Andrew Brown's car while parking. He is a very unpleasant person and you prefer to pay for everything without meeting him.

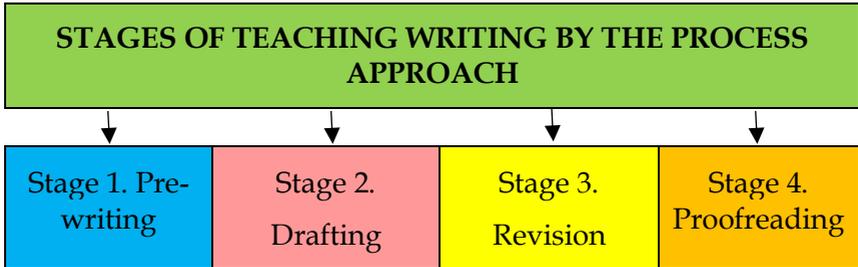
b) Last November you misspelled Anna Sean's surname in her conference certificate. You learnt that she is still angry with you.

c) On Friday you missed an appointment with a dentist Ashley Gild without letting her know because you are away from the country.

3. The **Process Approach** is used when students are being taught to write creatively, when what they write is more important than the format. The text structure, grammar and vocabulary are also important but students should show their individuality in

their written texts. Examples of such texts are: essays, personal letters, descriptions, narrations etc.

The teaching process is divided into **4 stages** (see picture 5).



Picture 5. Stages of Teaching Writing by the Product Approach

PRE-WRITING STAGE: students choose their purpose for writing, identify the audience, choose the focus they will concentrate upon and brainstorm for idea.

DRAFTING STAGE: students put the information into language appropriate for the assignment, write down paragraphs, decide if what they have written says what they meant and change sentences which are inappropriate.

REVISION STAGE: students reread the texts, rearrange words or sentences, rake out or add parts, replace unclear words and read the text again.

PROOFREADING STAGE: students check if all the sentences are complete, correct spelling, capitalization, and punctuation.

III. Recommended Literature to Familiarize yourself with.

1. Product and process writing: A comparison. Teaching English. British Council. URL: <https://www.teachingenglish.org.uk/article/product-and-process-writing-comparison>

2. What is Product Writing? URL: <https://www.whatiselt.com/single-post/2018/06/10/what-is-product-writing>

3. What is Process Writing? URL: <https://www.whatiselt.com/single-post/2018/06/04/what-is-process-writing>

On your Own: Developing your Skills of Teaching Writing

IV. Independent Searching Tasks

1. a) Read the following descriptors (see table 2) and decide which genres should be taught by the Product and Process approaches. Fill in the last column.

Table 2

The Correlation between Language Proficiency Levels, Genres of Writing and Teaching Approaches

LEVELS	GENRES and TYPES of TEXT:	(AN) APPROACH (-ES)
	Learners can write:	
A1	<ul style="list-style-type: none"> • short personal information; • simple postcards. 	
A2	<ul style="list-style-type: none"> • simple biographies / poems; • short stories / descriptions; • simple personal letters of thanks and apology. 	
B1	<ul style="list-style-type: none"> • short simple essays; • descriptions / stories; 	

	<ul style="list-style-type: none"> • summaries / reports giving opinion; • personal letters and notes of different types. • brief reports in a standard conventionalized format. 	
B2	<ul style="list-style-type: none"> • formal reports; • essays; • reviews of a film, book, play in conventionalized format. • detailed descriptions or narrations; • notes synthesizing information from many sources; • personal letters of different types. 	

b) Ground your choice in a 100-150-word summary.

2. Using any sources of your choice list advantages and disadvantages of the Product and the Process approaches (not less than 3).

	The Product approach	The Process approach
Advantages	<ol style="list-style-type: none"> 1. 2. 3. 	<ol style="list-style-type: none"> 1. 2. 3.
Disadvantages	<ol style="list-style-type: none"> 1. 2. 3. 	<ol style="list-style-type: none"> 1. 2. 3.

3. At the 2nd stage of teaching writing by the Product approach students do language exercises. This way they acquire vocabulary and grammar items typical for a genre. That is why it is important

for a teacher to order exercises from the simplest to the most complex. In table 3 give exercises numbers according to the order of their possible usage at the lesson.

Table 3

The Order of Language Exercises

Activity types	Activity numbers
Rewriting ready-made sentences.	1
Transforming sentences (affirmative into negative, affirmative into interrogatory etc.).	
Correcting mistakes and rewriting sentences.	
Building sentences out of jumbled words.	
Changing/adding words and then rewriting sentences.	
Choosing and rewriting sentences.	
Building sentences independently.	



4. a) Watch the following video paying attention to the **steps** (activities) that are used in teaching writing by the Process approach:
<https://www.youtube.com/watch?v=JPUh9mfSqWU>

b) Fill in the following chart with the activities below distributing them between the stages of teaching writing by the Process approach.

Pre-writing	Drafting	Editing	Proofreading

- a. writing the first sentence;
- b. creating the introduction;
- c. creating the conclusion;
- d. reordering sentences;
- e. completing the sentences with words of sensual perception;
- f. discussing a topic for writing;
- g. explaining the succession of steps to students;
- h. brainstorming;
- i. using critical thinking techniques;
- j. creating a key sentence in each paragraph;
- k. applying cohesion to paragraphs;
- l. proofreading for errors;
- m. checking coherence and cohesion;
- n. controlling indents and other technical characteristics.

V. Methodologically Oriented Tasks

1. While teaching writing by the Process approach, the teacher should inform learners of: a topic, audience, purpose of writing, its outcome (a genre) and to give them appropriate verbal and/or non-verbal aids. Analyse activities 2-3 (using QR-codes or links) and fill in the chart below. To identify a genre, you can use Table 2 above. Activity 1 is analysed for you as a model:

1)



2)



3)



1) <https://www.pinterest.com/pin/373235887880822883/>

2) <https://en.islcollective.com/english-esl-worksheets/grammar/past-simple-or-past-continuous-tense/writing-clinic-creative-writing-prompts-3-my-last-holiday/5354>

3) [https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Writing/Writing*_Story_about_a_Special_Day_with_Prompts_zb1751735av](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Writing/Writing*_Story_about_a_Special_Day_with_Prompts_zb1751735av)

#	Topic	Audience	Purpose	Genre	Aids
1	My Year in Review	The teacher or classmates	To share ideas and impressions, to come up with a plan for a year	Short personal information	1. A structural plan. 2. Hints (beginning of sentences).
2					
3					

2. a) Using any English textbook(s) of your choice find writing sections where:

- 1) writing is taught by the Product approach (not less than 2);
- 2) writing is taught by the Process approach (not less than 2).

b) Fill in the following chart dividing activities you have found into stages according to the approaches.

Stages	Product approach	Process approach
1	1. 2.	1. 2.
2	1. 2.	1. 2.
3	1. 2.	1. 2.
4	1. 2.	1. 2.

VI. Try your Hand at Microteaching

1. Using the theoretical materials above and the hints below design a chain of activities aimed at teaching writing by the Product approach and practice them with your group-mates.

STAGE 1. In the model find grammar or vocabulary items that your pupils will learn: *e.g. What (a) + adj. + noun! to be glad / delighted / happy / sad to do sth to congratulate sb on sth.*

West 12 Main Street

Howard, CA 88888

August 15, 2022

Dear Martha and Tom!

What wonderful news! I was delighted to hear about the baby and that you all are doing well. I want to congratulate both of you on the arrival of Melissa and wish you many years of happy parenting!

Love,

Catherine.

STAGE 2. Using the TABLE OF ORDER (p. 3) create 3 exercises (4 sentences in each) to practice the materials.

STAGE 3. Write a structural outline of the greeting card using beginnings of the phrases from the model:

Dear _____!

What a _____! etc.

STAGE 4. Write 3 situations for your pupils to choose from (different from the model).

- 1) You want to congratulate _____ on _____
- 2) _____
- 3) _____

2. Design a fragment of a lesson dedicated to teaching 4th-year students writing by the Process approach: create a chain of activities for pre-writing and drafting stages (not less than 5) on the topic "My Summer Holiday". You can make use of the following aids / techniques.

••☀•• **LAST SUMMER** ••☀••

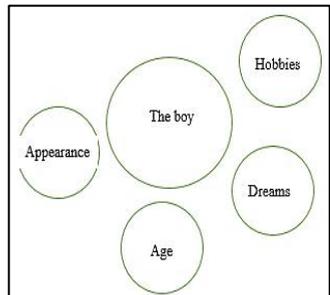
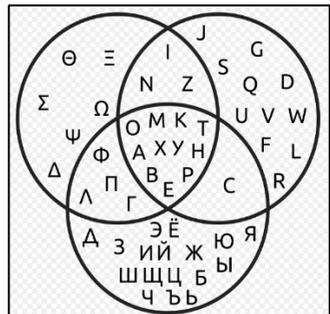


☺ Look at the picture and write sentences about **LAST SUMMER**.

TIPS: → invent a subject (don't use he or she) - follow the numbers - use these verbs

TAKE A PHOTO - PLAY - DRINK - EAT - READ - TALK

- 1
- 2
- 3
- 4



(Borrowed from: https://www.liveworksheets.com/worksheets/en/English_language/Grammar/Last_summer_ab257491np)

VII. Test your Knowledge, Habits and Skills on the Unit

Say if the following statements are true or false:

- Pre-writing stage in the Process approach gives students an opportunity to brainstorm and plan.
- At the drafting stage in the Process approach they need to choose the purpose, audience and the focus.
- At the drafting stage in the Process approach they read what they have written and correct their grammar mistakes.
- Revising in the Process approach is just reading and rewriting.
- Organising ideas by the Product approach means rearranging, completing or taking out sentences.
- Proofreading by the Process approach is about completing sentences, checking spelling, punctuation and capitalization.
- Students are supposed to rewrite their texts to get the final drafts in the Product approach.
- Teaching writing by the Product approach starts with ordering sentences in the text.
- The main disadvantage of the Product approach is that students concentrate on form and never on content.
- The Product approach is characterized by the use of critical thinking techniques.

MODULE 4: PREPARING TO TEACH

UNIT 4.1. Planning Teaching

Your Helping Hand: Unit Guidelines

I. Glossary on the Unit to be Learned and Used

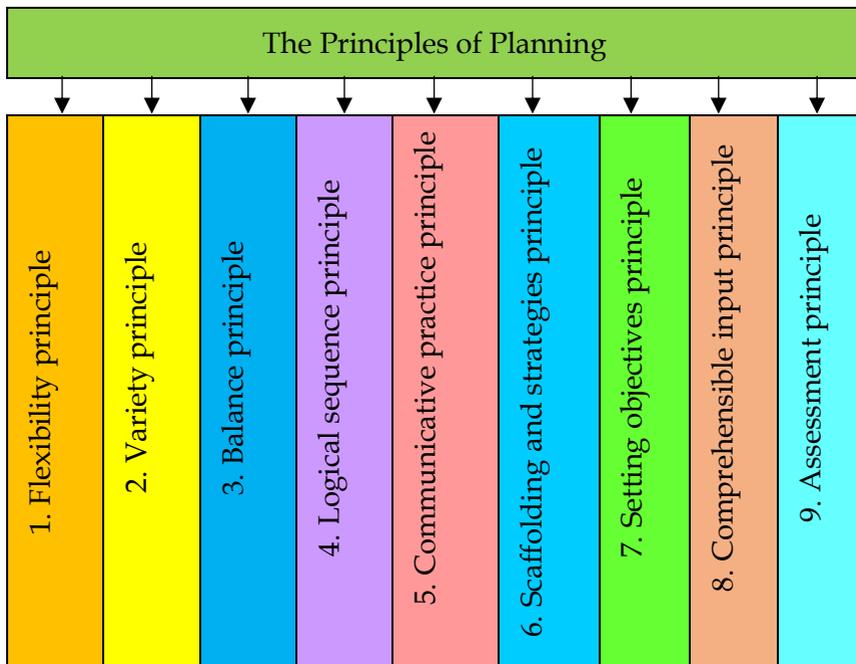
<ul style="list-style-type: none">• Flexibility principle• Variety principle• Balance principle• Logical sequence principle• Communicative practice principle• Scaffolding and strategies principle	<ul style="list-style-type: none">• Setting objectives principle• Comprehensible input principle• Assessment principle• Calendar plan• Unit plan• Lesson plan
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II. Fundamentals to Navigate your Independent “Planning Teaching” Acquisition

1. Planning plays an important role in teaching a foreign language. It allows a teacher:

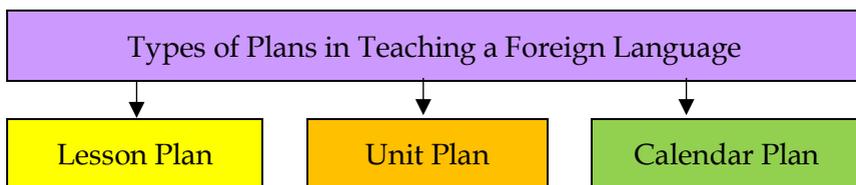
- to follow educational requirements;
- to achieve the aims of teaching;
- to build the educational process logically;
- to consider the major regularities of skill and habit assimilation;
- to take into account the individual differences of students etc.

2. There are a number of principles of effective planning (see picture 1).



Picture 1. The Principles of Planning

3. There are 3 main types of plans in teaching a foreign language (see picture 2).



Picture 2. Types of Plans in Teaching a Foreign Language

First of all, a teacher needs a calendar plan. He or she can use the one suggested in a textbook or produce his or her own. On its basis he or she composes a unit plan and lessons plans.

Calendar plan is aimed at:

- 1) Establishing the aim connected with teaching language skills;
- 2) Allotting the time for each unit;
- 3) Selecting the means of teaching;
- 4) Defining the material for revision.

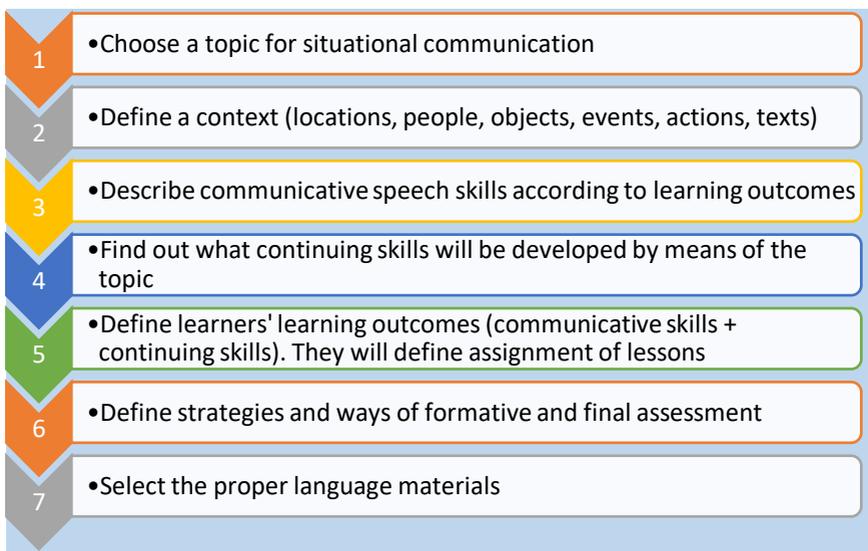
Unit planning is aimed at:

- defining specific tasks of a unit,
- the amount of the material,
- the order of its presentation within a unit,
- the formation of language habits and skills.

To design a unit plan a teacher has to be familiar with a Model Core Curriculum and follow its requirements. According to it every unit plan should contain:

- a topic;
- a subtopic for every lesson;
- aims of a lesson;
- communicative skills to be developed at every lesson;
- integrated content lines (financial literacy, environmental protection, social position, healthy way of life);
- forms of assessment;
- teaching aids and materials for every lesson.

The procedure of designing a unit plan includes 7 steps:



(Borrowed from: Модельна навчальна програма "Іноземна мова 5-9 класу" URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navoch.proh.5-9.klas.NUSH-poetap.z.2022/Inozemni.movy.5-9-kl/Inoz.mov.5-9-kl.Redko.ta.in.14.07.pdf>).

A resulted unit plan can look as follows:

Topic	Sub-topic	Communicative skills	Continuing lines	Aims of a lesson	Forms of assessment	Teaching aids and materials
Sport	Lesson 1. Indoor / outdoor sports	To describe indoor sports and to compare indoor and outdoor sports.	To develop learners' critical thinking	To introduce new words and their primary practice	Oral assessment: answering questions; written assessment ex. 3 p. 68	Flash cards: football, tennis, skating. Video clip on sport

Lesson plan can have only **one main (practical) aim** and a number of subsidiary ones. If a teacher understands the main aim then she understands the stages that are supposed to be used. In teaching vocabulary e. g. they are: presentation, focused practice, communicative practice. Every lesson should also contain clearly formulated learning outcomes (what learners should be able to do by the end of the lesson), e.g. they are able to describe appearance using the adjectives they have learnt.

Every lesson plan should start in the following format:

Date, form (grade)

Lesson topic

Aim:

Learning outcomes:

Teaching aids and materials (equipment):

A formal **structure** of an English lesson includes **3 components**:

1. *Beginning*: conversation warm-up, pronunciation warm-up.
2. *The main part*: language activities and communicative practice.
3. *Ending*: evaluation and assessment, setting home task.

III. Recommended Literature to Familiarize yourself with.

1. Типова освітня програма, розроблена під керівництвом Савченко О. Я., 1-2 клас. URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-1-4-klas/2022/08/15/Typova.osvitnya.prohrama.1-4/Typova.osvitnya.prohrama.1-2.Savchenko.pdf>

2. Типова освітня програма, розроблена під керівництвом Савченко О. Я., 3-4 клас. URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-1-4-klas/2022/08/15/Typova.osvitnya.prohrama.1-4/Typova.osvitnya.prohrama.3-4.Savchenko.pdf>

3. Модельна навчальна програма "Іноземна мова 5-9 класи" для закладів загальної середньої освіти / автори: Редько В.Г., Шаленко О.П., Сотникова С.Ш., Коваленко О.Я., Коропецька І.Б., Якоб О.М., Самойлюкевич І.В., Добра О.М., Кіор Т.М. 2021. 42 с. URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/Navchalni.prohramy/2021/14.07/Model.navch.prohr.5-9.klas.NUSH-poetap.z.2022/Inozemni.movy.5-9-kl/Inoz.mov.5-9-kl.Redko.ta.in.14.07.pdf>

4. Lesson Planning for EFL and ESL. TEFL educator. URL: <https://teflbootcamp.com/tefl-skills-2/tefl-lesson-planning/>

5. Lesson Plans. Teaching English. British Council. URL: <https://www.teachingenglish.org.uk/resources/secondary/less-on-plans>

On your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

1. Using the suggested sources and Internet resources fill in the chart:

Planning principles	What?	Why?	How?
Flexibility			
Variety			
Balance			
Logical Sequence			
Communicative practice			
Scaffolding and strategies			
Setting objectives principle			

Comprehensible input principle			
Assessment principle			

Which principles are the most important? Which would be most difficult for you to follow? Why? Write a 100-150-word summary.

2. Read the aims of the lesson and formulate its learning outcomes and vice versa.

Lesson aims	Learning outcomes
To develop learners' speaking skills on the topic "Environmental protection".	
To introduce new vocabulary items on the topic "My Family" and to organize focused training.	
	Learners can use the construction "there is / there are" while describing a picture of a room.
	Learners can write a personal letter to a pen-friend.

3. Using literature available make a list of requirements for a contemporary English lesson.

4. Order the following lesson components:

___ **Home task check:** the teacher collects written works and / or listens to the assignments, asks students about difficulties they had while doing them;

___ **Assessment and evaluation** (the teacher gives students feedback and marks);

___ **Warming up:** the teacher uses natural beginning: he / she greets children and asks them how they are doing;

- asks pupils about the day of the week, the date, the weather;
- engages them to the lesson (asks questions, suggests riddles, organizes singing songs, tells stories etc.);

___ **Home task assignment.**

___ **Commenting on students' progress** in the previous test;

___ **Testing / control** in the form of oral assignments, tests, essays etc.

___ **Phonetic drill** (which prepares students' articulatory apparatus for work);

___ **New material presentation:**

- explicitly (the teacher explains the new material) or
- implicitly (the teacher shows examples, situations and asks students to explain, to compare them with other materials, then asks students to draw conclusions.);

___ **Language drill** (all sorts of assignments that belong to the 2nd - focused practice stage of teaching);

___ **Conversation practice:**

- all sorts of activities that belong to the 3rd - communicative stage of teaching pronunciation, vocabulary; grammar materials;
- activities meant for teaching speaking, listening, reading and writing;

V. Methodologically Oriented Tasks

1. Attend an English lesson and observe the execution of a lesson plan. Talk to the teacher to find out what she planned and how the execution differs from the plan. Write a 100-word summary of your observation, commenting on the planning principles you have noticed during the lesson.



2. Analyze the structure of the following lesson plan. What parts have you found?
<https://eslbrains.com/describing-homes/>

3. Read the following lesson plans and decide if the teacher used correct assignments to attain the lesson aim. Write 2-3 activities that would help the teacher organise each lesson in a better way.

1) The 6th form, topic: "Sport in our Life".

The teacher formulated the lesson aim as "to develop learners' vocabulary habits on the topic 'Sports' in oral speech".

BEGINNING

- She started the lesson with a warming up activity on the topic "Weather":

Children, what is the weather like today?

- Then she used the following tongue-twister:

"The thirty-three thieves

Thought that they thrilled

The throne throughout Thursday".

THE MAIN PART

- The teacher checked learners' homework.
- Then she asked students to look at the pictures and guess sport activities in them.
 - Learners had to read a text about sport activities and answer comprehension check questions.
 - After that children watched a series of short videos and divided them into extreme and safe sports.
 - Children did several exercises with verbs: do, play, go.
 - Learners filled in the chart in which they matched sports with equipment needed for them. They had to produce pieces of advice for those who wanted to take up different sports starting

with: To play... / to do... / to go in for... you need (equipment and personal qualities).

- Then they read and dramatized a dialogue on the topic "Extreme sports".

THE ENDING

- The teacher evaluated their performance at the lesson and suggested homework assignment.

2) The 5th form, topic "Clothes".

The teacher formulated the lesson aim as "*to develop learners' dialogical skills on the topic*".

BEGINNING

- The teacher asked learners to complement each other using words: kind, pretty, good, nice – as a warming up activity.

THE MAIN PART

- The teacher suggested solving a riddle (3 12 15 20 8 5 19) by the code:

- The teacher informed learners of conduct rules they were supposed to follow.

- Learners looked at the poster presented by the teacher and touched the pictures of clothes that she named.

- Then students solved a crossword.

- The teacher used a TPR activity (learners had to find an object in the classroom which was of the colour the teacher named).

- Learners played a role of fashion designers and gave a girl in the picture pieces of advice about the clothes she could put on for a party.

- Learners worked in 2 teams to find: advantages and disadvantages of wearing a school uniform.

ENDING

- The teacher gave marks for the lesson and a homework.

P: three is for C.
P: twelve is for L.
P: fifteen is for O.
P: twenty is for T.
P: eight is for H.
P: five is for E.
P: nineteen is for S.

VI. Try your Hand at Microteaching

1. Make a Unit plan on the topic "Meals" (you can use a textbook of your choice).

2. Analyse the lesson (see the link below) using the following checklist: <https://youtu.be/THuz4SNwaMI>

Questions	Comments
What was the aim of the lesson? What made you think so?	
What were the learning outcomes?	
What obligatory parts of a lesson have you noticed?	
What principles of planning can you see?	
Was the presentation of grammar / vocabulary / phonetic material appropriate to the age of the learners?	
What exercises did the teacher use to practice new grammar / vocabulary/ sounds?	
What means of teaching were used by the teacher? Were they effective?	
What stage(s) of speaking / writing / reading / auding skill formation is (are) represented at the lesson?	
What modes of interaction were used? Were they effective?	

3. Write a lesson plan of a contemporary English lesson. Choose the topic and the form for this activity.

4. Write an answer to the Problem Page.

Dear editors!

Please, help me understand my wrongs in teaching English.

First of all, I think that students should be responsible. So, I always start a lesson with checking their homework and if someone is not ready, I want to know the reason. I also ask other students to explain their peers the importance of doing home assignments.

At every lesson we dedicate minimum 20 minutes to doing grammar and vocabulary exercises because language habits are the basis of knowing the language.

From time to time I give them dialogues or projects but they seem to dislike such activities, they usually keep silent. I think I should diversify learning somehow but I cannot do it as communicative activities are unfeasible for my learners.

Please, explain what I am doing wrong.

VII. Test your Knowledge, Habits and Skills on the Unit

Do the following multiple choice assignment:

1. *Optional elements of the English lesson are:*

- a) phonetic drill, speech practice, home-task;
- b) conversation warm-up, phonetic drill, evaluation;
- c) explanation and revision;
- d) conversation warm-up and giving home-task.

2. *A foreign language teacher regularly makes:*

- a) a lesson plan;
- b) a unit plan;
- c) a calendar plan;
- d) a syllabus.

3. *Planning shouldn't be based on:*

- a) age and psychological characteristics of a class;

- b) State Educational Standard;
- c) Common European Framework of Reference;
- d) personal characteristics of a teacher.

4. *A calendar plan presupposes planning a teaching process for:*

- a) a lesson;
- b) an academic year;
- c) a unit;
- d) a semester.

5. *The intensification of a foreign English lesson is achieved by:*

- a) different modes of work;
- b) practical aims;
- c) translation;
- d) language games.

6. *The school syllabus for foreign languages doesn't contain:*

- a) the aims of teaching;
- b) spheres for communication;
- c) speech functions;
- d) all language and speech material.

7. *The communicative character of a lesson is realized by:*

- a) translation exercises;
- b) the phonetic drill;
- c) evaluation;
- d) speech practice.

8. *Exercises used at the lesson shouldn't correspond to:*

- a) the practical aim of a lesson;
- b) stage of habit (skill) formation;
- c) age peculiarities of pupils;
- d) the teacher's manner of teaching.

9. There are 4 content lines that a teacher of English should take into consideration while planning and they are:

- a) financial literacy, environmental protection, social position, healthy way of life;

b) entrepreneurship, environmental protection, social position, healthy way of life;

c) financial literacy, environmental protection, social position, sports;

d) financial literacy, country study, social position, healthy way of life

10. Among the typical mistakes of teaching English is NOT:

a) omitting phonetic or conversational drill;

b) dedicating a whole lesson to language activities;

c) forgetting to assign a homework;

d) forgetting to implement the principle of scaffolding and strategies.

UNIT 4.2. Working with Materials

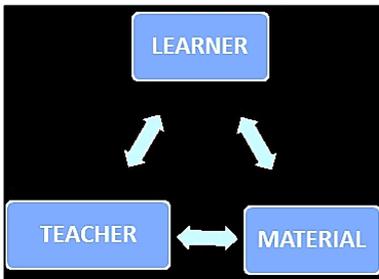
Your Helping Hand: Unit Guidelines

I. Glossary on the Unit to be Learned and Used

<ul style="list-style-type: none">• Authentic materials• Authenticity• Supplementation• Adaptation• Course books• Hand-outs• Authentic tasks• Audio/video materials	<ul style="list-style-type: none">• Selection criteria• Materials evaluation• Internet/online materials• Multimedia materials• Demand-high/3XP approach• Mediator
--	--

II. Fundamentals to Navigate your Independent “Working with Materials” Acquisition

1. To teaching/learning materials we traditionally refer any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. In other words, they can be anything which is deliberately used to increase the learners' knowledge and/or experience.



2. In the theory of learning and teaching all sides of the learning process benefit from using the materials: *learners* succeed as they have positive, relaxed enjoyable experience; *teachers* teach successfully gaining enjoyment themselves from the

materials they are using; *materials* connect the learning experiences in the classroom to their own lives outside it and engage the emotions of the learners (Tomlinson and Masuhara, 2004).

(Do Methodologically Oriented Task 1 to practice your professional skills)

3. The main teaching material at school is *a course book* “... a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning.” (Graves, 2000:175)

The role of a course book is as following:

- Presentation of language models;
- A source of activities for learner practice and communicative interaction;
- Reference source, e.g. for grammar rules, vocabulary, pronunciation;
- A syllabus – what to teach and when;
- Support for less experienced teachers.

(Do Methodologically Oriented Task 2 to practice your professional skills)

To select a good course book a teacher should consider the following **evaluation criteria**: *category, content, skills and strategies, activities, language, layout, user-friendliness.*

(Do Methodologically Oriented Task 3 to practice your professional skills).

4. There are following kinds of teaching/learning materials:

- Audio;
- Visual (printed and multimedia);
- Audio-visual;
- Multimedia.

(Do Independent Searching Task 2 to practice your professional skills).

4. The supplementary materials used by a teacher may be *authentic and/or adapted*. **Authentic materials** are the ones “designed not to transmit declarative knowledge about the target

language but rather to provide an experience of the language in use". (Tomlison & Masuhara, 2010:400). Authentic materials are designed by native speakers for native speakers with no educational purposes.

SARAdd -Select, Adapt, Reject, Add - formula used for supplementing materials in the English classroom

(Do Methodologically Oriented Tasks 4 and 5 to practice your professional skills).

5. To make a better match for specific learning context a teacher should/can adapt and supplement the material he is using.

Reasons for Adapting

Personalization
Individualization
Localization
Modernization

Techniques of Adapting

Expanding/Extending
Extracting
Subtracting/abridging
Rewriting/restructuring
Simplifying
Re-ordering

Since "no published textbook will perfectly fit a particular teacher and class in a particular setting" (Byrd and Schuemann, 2014) "many teachers provide **additional/supplementary** material because they feel their students need exposure to a greater range of textual material" (McGrath, 2002).

(Do Methodologically Oriented Tasks 6 and 7 to practice your professional skills).

6. The tasks and activities the teacher suggests based on the material (either suggested or supplemented) should be of not only the linguistic, but also the communicative character, i.e. to assess learners' ability to apply standard-driven knowledge and skills to real-world challenges. Demand-high approach (J. Scrivener, 2012) in this case suggests do the same task 3 times adding small scale

changes to activities making them more communicative each time that results in significant increase in learning outcomes.

(Do Methodologically Oriented Task 8 to practice your professional skills).

7. The teacher's task as a mediator between his/her learners and the material is to create **a learning context** in the classroom, i.e. any information that characterizes the student, activity, educational content, learning strategies and the environment surrounding the student. To Learning context one may refer "learner environment where learners are motivated by an engaging task or activity that is situated in, influenced by, and changed through the nature of interactions, tasks, activities, practices, and cultures of the learning environment" (borrowed from <https://www.igi-global.com/dictionary/learning-context/16847> Accessed on 24.01.2022)

Do Methodologically Oriented Task 9 to practice your professional skills).

III. Recommended Literature to Familiarize yourself with.

1. Ніколаєва, С.Ю. Методика викладання іноземних мов у середніх навчальних закладах. Київ: Ленвіт. 2-ге видання. 2002.

2. Harwood, N. (ed.) English Language Teaching Textbooks: Content, Consumption, Production. Basingstoke: Palgrave Macmillan. 2013.

3. Harwood N. (ed.) Materials in ELT: Theory and Practice. Cambridge: Cambridge University Press. 2010.

4. McGrath, I. Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press. 2002.

5. Tomlinson, B. (ed.) Materials Development in Language Teaching. Cambridge: Cambridge University Press. 2nd edition. 2011.

On your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

IV. Independent Searching Tasks

1. Work with monolingual dictionaries and other reference literature/Internet sources available and come up with definitions of the following notions:

- Authentic materials;
- Supplementation;
- Adaptation;
- Authentic task;
- Multimedia materials;
- Demand-high approach;
- Mediator.

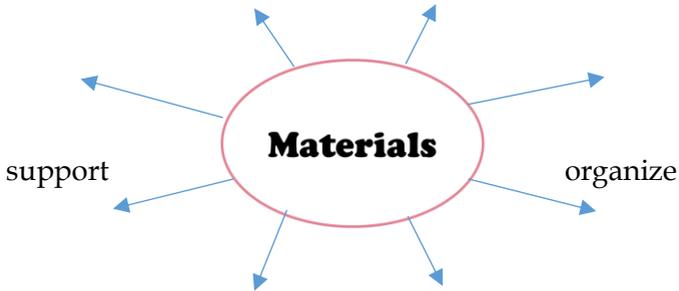
2. Work with the reference literature and/or the Internet resources and write the examples of the following kinds of materials:

- Audio:
- Visual:
- Printed:
- Multimedia:

3. Watch the video (<https://www.youtube.com/watch?v=7euTz6iQ2Bc&t=3s>) and write down the features of an authentic task. Explain the difference between the authentic and not authentic task.

V. Methodologically Oriented Tasks

1. Brainstorm the roles the materials play in FLT. Share your ideas with a group. Summarize all the ideas and make a metaphoric presentation of your vision of Teaching Materials.



2. Look through some global and local (Ukrainian) course books. Note down and summarize the advantages and disadvantages of global and local course books.

Course book	Advantages	Disadvantages
Global		
Local		

3. a) Sort out questions according to the relevant categories. Write only the numbers.

Category	Question (criterion)	Yes	No
Content			
Skills and strategies			
Activities			
Language			
Layout			
User-friendliness			

1. Is it engaging?	2. Is the language recycled?
3. Are the assessment tasks varied?	4. Are the pictures informative?
5. Are the test formats familiar to students?	6. Does it correspond to the curriculum?
7. Is there a balance between skills?	8. Are the interaction patterns varied?
9. Are any study tips given?	10. Is it age-appropriate?
11. Are different kinds of listening/speaking/reading/writing practiced?	12. Are the activities logically sequenced?
13. Is it culturally appropriate?	14. Is it up-to-date?
15. Is it meaningful?	16. Are audio/video materials provided?
17. Is it visually attractive?	18. Is it accurate?
19. Does it care for different learning styles?	20. Is it clearly set out?
21. Are instructions clear?	22. Is there a balance between accuracy and fluency?

(Borrowed from the British Council TKT Essentials)

b) Take a course book for any school level (Global or local). Evaluate it against the given criteria. Tick (✓) 'Yes' or 'No'.

4. Watch the video (<https://www.youtube.com/watch?v=Gc1fV15gD8k&t=6s>) and fill in the grid answering the questions about using authentic materials.

What?	Why?	When?	Benefits?	Challenges?

5. Read and underline / highlighted the types of supplementary authentic materials.

Calendars, TV guides, food labels, magazines, writing a topic sentence, identifying a theme, e-books, movies, making predictions, brief summaries, peer editing, coupons, figural representation (e.g., diagram; web / rubric), journal response, literary journal reflections, homework reflections, article reflections / rubric, evaluating work of others, traffic tickets, greeting cards, self-assessment, self and group evaluation, order forms, receipts, goal setting, question generation, explain our solution, utility bills, conducting bank transactions, utilizing library services, websites, computer catalog search, reading fluently, street signs, newspapers, phone messages, radio broadcasts, podcasts, videos and DVDs, television programs, podcasts, TED talks, multiple choice test.

6. Suggest some activities for developing reading and speaking skills using the following supplementary authentic material.

HOT DOG
Lorem ipsum \$2.10
Lorem ipsum dolor consectetur adipiscing elit
Lorem ipsum \$2.50
Lorem ipsum dolor consectetur adipiscing elit
Lorem ipsum \$1.50
Lorem ipsum dolor consectetur adipiscing elit

FRIES
Lorem ipsum \$0.99
Lorem ipsum dolor consectetur
Lorem ipsum \$1.30
Lorem ipsum dolor consectetur

FAST FOOD MENU BEST SELLER

Classic pizza \$4.95
Lorem ipsum dolor sit amet, reletur adipiscing elit dolor dolor sit amet, reletur adipiscing
Mini burger \$2.50
Lorem ipsum dolor sit amet, reletur adipiscing elit dolor dolor sit amet, reletur adipiscing
Corn Dog \$3.40
Lorem ipsum dolor sit amet

PIZZA
Lorem ipsum \$3.10
Lorem ipsum dolor consectetur adipiscing elit
Lorem ipsum \$2.80
Lorem ipsum dolor consectetur adipiscing elit
Lorem ipsum \$1.99
Lorem ipsum dolor consectetur adipiscing elit

BURGER
Lorem ipsum \$0.99
Lorem ipsum dolor consectetur
Lorem ipsum \$1.30
Lorem ipsum dolor consectetur
Lorem ipsum \$0.99
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● The London Eye

The Energy London Eye is a 443-ft- (135-m-) high observation wheel. Opened in 2000 as part of London's millennium celebrations, it immediately became one of the city's most recognizable landmarks, notable not only for its size, but for its circularity amid the block-shaped buildings flanking it. Thirty-two capsules, each holding up to 25 people, take a gentle 30-minute round trip. On a clear day, the Eye affords a unique 25-mile (40-km) view, which sweeps over the capital in all directions and on to the countryside and hills beyond.



Houses of Parliament

Seventeen minutes into the flight, the spectacular aerial view of Westminster should not be missed.

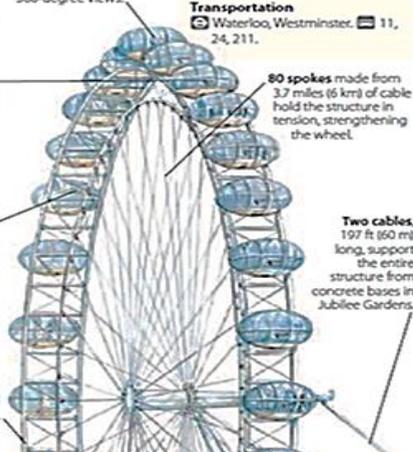


Battersea Power Station

After 15 minutes, the distinctive white smokestacks of this old power station are visible.

The wheel rim was floated down the Thames in sections and then assembled on site.

The glass capsules are mounted on the outside of the rim, allowing unobstructed 360-degree views.



80 spokes made from 3.7 miles (6 km) of cable hold the structure in tension, strengthening the wheel.

Two cables, 197 ft (60 m) long, support the entire structure from concrete bases in Jubilee Gardens.

VISITORS' CHECKLIST

Practical Information

Jubilee Gardens SE1

Map 14 D4, Tel 0871 781 3000

(Info and 24-hour advance booking – strongly recommended.)

www.londoneye.com

Open daily Apr–June: 10am–9pm;

July & Aug: 10am–9:30pm;

Sep–Mar: 10am–8:30pm.

Closed Dec 25 and mid-Jan for maintenance.

📍 Pick up tickets at County Hall (adjacent to Eye) at least 30 min before boarding time. Fast-track tickets are also available.



Transportation

🚇 Waterloo, Westminster. 🚏 11, 24, 211.

7. From a course book of any school level (global or Ukrainian) choose a unit. Analyze the materials suggested. Find some more supplementary authentic materials for the same topic, adapt them to the unit topic, class level, language and content material and provide 1-2 creative tasks to practice the language habits.

8. Look at the tasks and suggest your ways to make them more communicatively oriented.

6 Write true sentences about yourself with the present simple affirmative or negative. Use the phrases below and your own ideas.

- 1 live in a flat
I live in a flat./I don't live in a flat.
- 2 study history
- 3 watch TV every day
- 4 speak Russian
- 5 walk to school
- 6 get up at seven o'clock on Saturdays
- 7 read in bed
- 8 like classical music

7 SPEAKING Work in pairs. Listen to your partner's sentences. Then tell the class about your partner.

Martin lives in a flat.

Lesson 1

WRITING

1 Write out the sentences that are true for you.

*I am eleven years old.
I've got a brother.
I'm not hard-working.
I haven't got a pet.
My best friend is in my class.
My parents are funny.
My new teachers aren't strict.
My favourite colour is red.
I'm good at skateboarding.*

*I'm ten years old.
I've got a sister.
I'm not lazy.
I haven't got my own room.
My hobby is playing computer games.
My aunt and uncle are from America.
My friends aren't boring.
I am interested in sports.
I am bad at singing.*

(Borrowed from: О.Карпюк (2014) Англійська мова. Підручник для 6-го класу загальноосвітніх навчальних закладів. Р. 23)

6. Complete the sentences. Use the words from the box given below.

• might go • might buy • may give • might do •
might ask • might help •

1. I'm meeting Jack next Sunday. I him to give me his new DVD.
2. We are going shopping tomorrow. We a new toy for my sister.
3. He's visiting his aunt next Saturday. They the shopping together.
4. She's having some free time tomorrow. She to the swimming pool.
5. They're having a test tomorrow. Their teacher them some difficult questions.
6. They are preparing a shopping list for tomorrow. We them do that.

(Borrowed from: Невіт А. Англійська мова 6-й рік навчання. 2014. С. 41)

9. a) Read the following opinions of teachers about the attitude to working with mixed ability classes. Do you feel more in common with Gyorgy, Tibor and Edit? Why? Explain your point of view.

György

You can't really take all these individual differences into account. The important thing is to 'teach the class'.

Tibor

I teach very little to the class as a whole – but my class has lots of individual tasks and small-group work. I think the classroom is always a set of private lessons – as many as there are individuals.

Edit

You can adapt class lessons to respond to many individual needs and differences within the group.

(Borrowed from: J. Scrivener (2011). *Learning Teaching. The Essential Guide to English Language Teacher*. Oxford: Macmillan)

b) Read the Case. Suggest your ideas what to do in such a situation and how to work to gain your learners success in studying.

You are teachers in a secondary school. You are teaching a group of the sixth graders. Ten of the 17 students are unmotivated indifferent, they don't think they need English. Their level of English is rather low. 7 students are motivated, enjoy English lessons, always ready to work, responsive, want to travel. What to do? How to work?

VI. Try your Hand at Microteaching

1. Choose one of the following topics ("Travelling", "Eating In and Out", "Man and the Movies", "Shopping"). Come up with your microteaching suggesting the skills you would like to develop, authentic materials, sequence of authentic tasks, assessment.

2. Make a list of "DOs" and "DON'Ts" to help a novice teacher use supplementary and authentic materials effectively:

DO	DON'T

VII. Test your Knowledge, Habits and Skills on the Unit.

Do a Multiple Choice Test

1. The material used by a teacher as a standard source of information for formal study of a subject and an instrument for teaching and learning is called:

- a) a unit plan
- b) a course book;
- c) supplementary material;
- d) School Syllabus.

2. The main advantage of local course books is that they:

- a) contain topics related to the Program in FLT;
- b) are bright and colourful;

- c) have a dictionary in the end;
- d) have adapted texts for reading and listening.

3. Which material is NOT an example of authentic material:

- a) a menu;
- b) a video show;
- c) a plane ticket;
- d) a language exercise.

4. An assignment given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges is called a:

- a) a test;
- b) a peer reflection;
- c) an authentic task;
- d) a speaking task.

5. Authentic materials are designed:

- a) to transmit declarative knowledge about the target language;
- b) to provide an experience of the language in use;
- c) to make the teaching-learning process more fun;
- d) to show how native speakers communicate.

6. To the audio materials we refer:

- a) movies, clips;
- b) pictures, graphs;
- c) songs, voice messages;
- d) books, post cards.

7) Using authentic materials at a lesson helps learners to develop their skills of:

- a) reading and listening;
- b) writing;
- c) production and interaction
- d) speaking, listening, reading, writing.

8) to the printed material we refer:

- a) newspaper articles;

- b) signs and symbols;
- c) news broadcasts;
- d) TV shows.

9) The approach which suggests 3 “visits” to the task adding changes to activities making them more communicative is called:

- a) Communicative approach;
- b) linguistic approach;
- c) demand-high approach;
- d) deductive approach.

10. Learner environment where learners are motivated by an engaging activity that is situated in, influenced by, and changed through the nature of interactions, tasks, activities, practices, and cultures of the learning environment is called:

- a) communicative environment;
- b) friendly environment;
- c) learning context;
- d) language context.

UNIT 4.3. Error Analysis and Dealing with Errors

Your Helping Hand: Your Guideline

I. Glossary on Unit to Be Learned and Used:

<ul style="list-style-type: none">• Overgeneralization• Mislearning• Fossilization• Interference• Interlanguage• Pre-systematic/ Post-systematic errors• Constructive/destructive feedback• Positive/negative feedback• General/ specific feedback	<ul style="list-style-type: none">• Formal/informal feedback• Immediate correction• Delayed correction• Correction code• Highlighting• Explicit correction• Dictogloss• Recording• Correction diary
--	---

II. Fundamentals to Navigate your Error Analysis and Dealing with Errors

Errors we make can be caused by the following reasons:

- Developmental
- Overgeneralization
- Mislearning
- L1 interference
- Fossilization

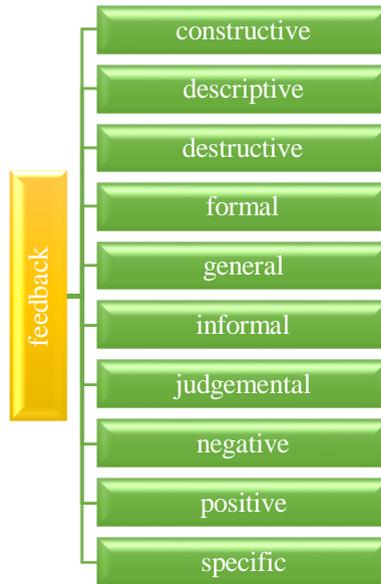
1. Depending on whether learners can discern a system in English or not, the errors they make can be viewed as pre-systematic (attempts) or post-systematic (slips, mistakes).

2. Regarding the character of mistakes, the latter are subdivided into and coded as:

- grammatical
- lexical

- phonological
- spelling
- stylistic/situational mistakes
- mistakes in punctuation

3. An indispensable part of any correction work is giving a feedback that can be of different types. Familiarize yourself with the types of feedback distinguished in methodology (Picture 1):

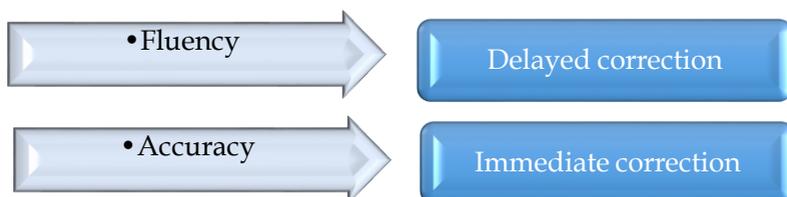


Picture 1. Types of Feedback

4. Correction in the form of the feedback can be provided by a teacher, peers or a student him/herself. Thus, there are such types of correction as:

- Teacher correction
- Peer correction
- Self-correction

5. Depending on what the focus of attention in student's oral speech is (fluency or accuracy), the teacher can apply techniques of immediate or delayed correction as shown in Picture 2:



Picture 2. Correction Techniques

6. Among ways of dealing with errors in writing one can name:
- Correction code
 - Highlighting
 - Explicit correction
7. To motivate students to be lifelong learners, we should show them creative self-correction techniques, for example:
- Dictogloss
 - Recording
 - Correction diary and others.

III. Recommended Literature to Familiarize Yourself with:

1. Ніколаєва С. Ю. Основи сучасної методики викладання іноземних мов: Контроль у навчанні іноземної мови : навч. посібник. К. : Ленвіт, 2008. С. 232-251.

2. Типова програма «Методика навчання англійської мови». Освітній ступінь бакалавра/ за заг. ред. О. Шаленка. Івано-Франківськ: НАІР, 2020. 126 с.

3. Edge Julian. Mistakes and Correction. Longman Keys to Language Training, Longman Pearson, 1997. 70 p.

4. Harmer J. The Practice of English Language Teaching (4th edition). Pearson. 2007. 448 p.

On your Own: How to Benefit from Correction

IV. Independent Searching Tasks

Work with methodological literature and Internet sources available and:

1. Come up with definitions of the notions below. Write them down:

- Mistakes
- Slips
- Errors
- Attempts
- Pre-systematic/ Post-systematic errors
- Interlanguage

2. Identify and take notes of pros and cons of three different ELT approaches in treating errors:

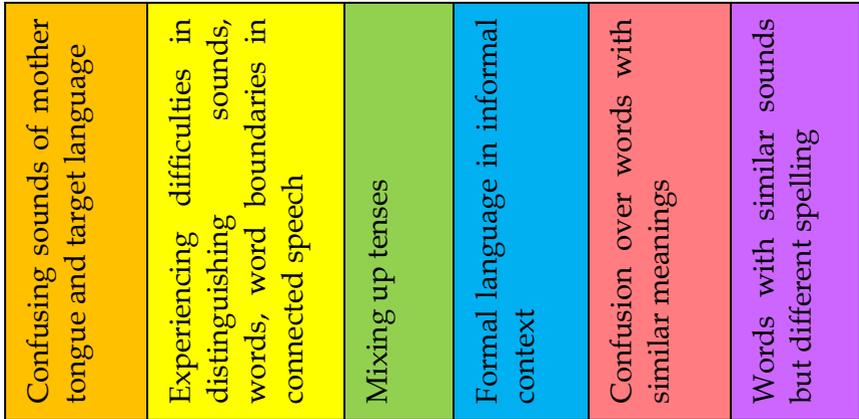
- Communicative language approach
- Audiolingualism
- Lexical approach

3. Find out more about making an effective corrective feedback and present your findings in 100 words.

4. Discover motivating ways of developing self-correction. Present them in the form of a written report.

V. Methodologically Oriented Tasks:

1. Match definitions above to the categories of mistakes below:

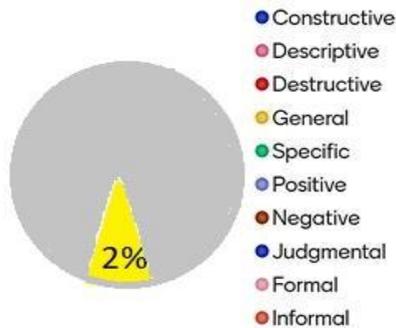


2. Fill in the table with advantages and disadvantages of 3 types of correction:

Type of Correction	Advantages	Disadvantages
<i>Self-correction</i>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Sometimes students fail to recognize mistakes. •
<i>Peer correction</i>	<ul style="list-style-type: none"> • It improves teamwork and support. • 	<ul style="list-style-type: none"> •
<i>Teacher correction</i>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • It helps to create a teacher-centered classroom. •

3. What do you think should be the right percentage of each of these types of feedback in error correction? Mark it in percentage terms on the apple-pie diagram below. Comment on your choice in a written form.

For example: *I think that the right percentage for the **general feedback** should be equal to 2% as students would like to hear specific comments on their work so that they could make no/fewer mistakes next time.*

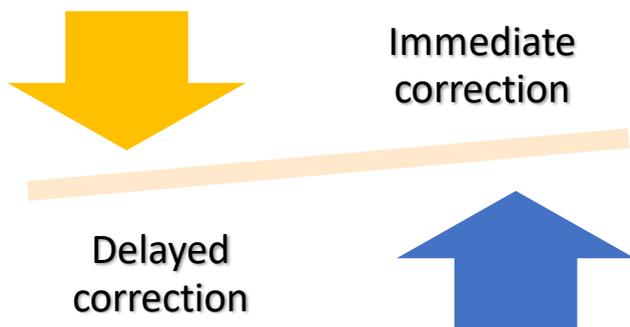


Picture 3. 'Types of Feedback' Diagram

4. Fill in the table with DOs and DON'Ts of giving a feedback:

DOs	DON'Ts
<ul style="list-style-type: none"> • Be kind, patient and sensitive. • 	<ul style="list-style-type: none"> • Avoid correcting every mistake a student makes. •

5. What is the right balance between the usage of immediate and delayed correction techniques? Think and figure out the factors it depends on (*type of a mistake, type of a task, age peculiarities, individual preferences and/or abilities/vulnerability of the learners, etc.*).



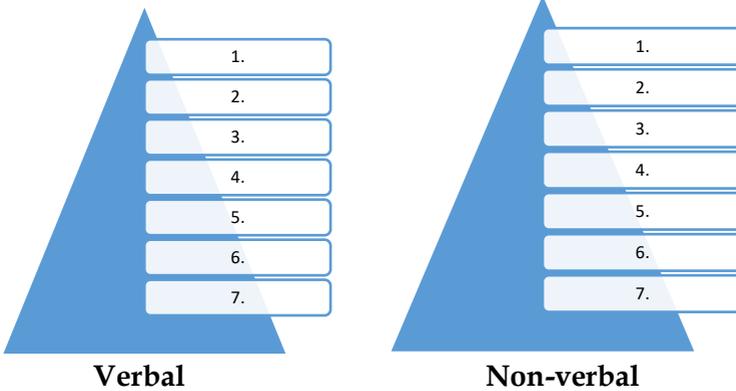
Picture 4. Immediate vs Delayed Correction

For example: *One of the factors that influence the usage of immediate correction is the type of a mistake as when the mistake blocks understanding, intrusion into a student's speech is justified.*

6. Distribute the techniques of immediate correction into verbal or non-verbal:

reformulation, noting down errors, recording, repetition, questioning, tapping on 'wood', singing, drawing in the air, buzzing like a bee, pinpointing, cueing, crossing hands over, making letters/symbols with fingers, using a circling hand motion.

Which of them will be the most beneficial for your students?



Picture 5. Immediate correction techniques

For example: *Reformulation belongs to the category of verbal immediate correction techniques as it deals with paraphrasing the same idea/thought and presenting it in a different way.*

7. Identify the correction techniques (correction code, explicit correction, highlighting) used by the teachers in the examples A-C below. What does the usage of each of the techniques depend on? Write your ideas in 100 words.

A

Teacher A's response

Mr Jones
 Dear Mr Thomas Jones,

I'm did do comma mother
 I afraid I do not make the homework. Because I did not have time. My muther was
 had the whole
 sick so I have to buy the dinner and cook the dinner for hole family yesterday.

My mother better do
 Muther is OK now so I will make the homework today. Sorry about that.

Debbie, Class 4W

B

Teacher B's response

Dear Mr Thomas Jones,

I afraid I do not make the homework. Because I did not have time. My muther was sick so I have to buy the dinner and cook the dinner for hole family yesterday.

Muther is OK now so I will make the homework today. Sorry about that.

Debbie, Class 4W

C

Teacher C's response

Dear Mr Thomas Jones,

I ^t afraid I ^{ww} do not make the homework. Because I did not have time. My ^{sp} muther was sick so I have to buy the dinner and cook the dinner for ^{sp} hole family yesterday.

^{sp} Muther is OK now so I ^{ww} will make the homework today. Sorry about that.

Debbie, Class 4W

VI. Try your hand at error correction:

1. In a written form give a constructive feedback on a student's piece of writing anticipating the possible age/form of the student. What technique would you apply for correction? Why? What will make the other techniques less effective?

Heavy traffic, air pollution and litter are among the most serious problems modern cities face nowadays. Our is no exception. What can we do in nowadays to help make our city not to be bored to its residents?

First of all it would be a good idea to encourage people to use public transport instead of their cars, especially when they get to work. There will be fewer cars on the roads and consequently little traffic jams.

Secondly, people should solve the problem of air pollution. The situation can be better if to make the factories out of the city.

Efforts should made to make our city more clean and healthy place to live. A useful proposal is to put more litter bins on the streets.

There are many ways to make our city a better place to live. Taking any of this measures will bring good to all citizens.

Find your/your friend's old English essays. Classify the errors (up to 20) you've made in the written works according to the categories. Analyze the reasons that caused these errors and write a report.

VII. Test your Knowledge, Habits and Skills on the Unit:

Do the true/false test:

1. It is better to speak with mistakes than be quiet all the time.
2. A teacher is supposed to correct every mistake a student makes.
3. Native speakers make the same mistakes as language learners.
4. If learners have learnt the rule, they won't make mistakes.
5. Mistakes the learners make while practicing the material, do not need immediate remedial work.
6. Slips are an indispensable part of the learning process.
7. When students make mistakes, it is a teaching blunder.
8. The more advanced the learner is, the fewer mistakes he makes.
9. He who makes no errors, makes nothing.
10. A mark is nothing without a feedback.

UNIT 4.4. Testing and Assessment

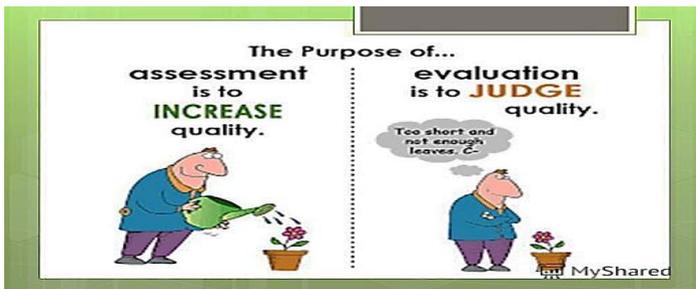
Your Helping Hand: Your Guideline

I. Glossary on Unit to Be Learned and Used:

<ul style="list-style-type: none">• Assessment• Evaluation• Formative assessment• Summative assessment• Self/peer/teacher/portfolio assessment• Placement test• Diagnostic test• Proficiency test• Progress test	<ul style="list-style-type: none">• Validity• Reliability• Objectivity• Authenticity• Practicality• Washback• Transparency• Impact• Rubric• Achievement test
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II. Fundamentals to Navigate your Independent "Testing and Assessment" Acquisition

1. Assessment is an integral part of a learning process. However, the notions of assessment and evaluation shouldn't be mixed. The difference between them is reflected in the following picture:



Picture 1. Assessment vs Evaluation

2. In methodology the following types of assessment are singled out:

- Formative
- Summative
- Self
- Peer
- Teacher
- Portfolio

3. Assessment is interrelated with the notion of testing, with tests being the means of measuring learners' progress.

Depending on what the test is aimed at, we can speak about such types of tests as:

- Placement
- Diagnostic
- Proficiency
- Progress
- Achievement

4. Quality tests should meet the principles of:

- Validity
- Reliability
- Objectivity
- Acceptability
- Practicality
- Washback/ impact

5. Tests for checking receptive skills are usually designed being based on these task types (formats):

- Multiple choice
- True/ false statements
- Gap-filling
- Matching
- Ordering
- Sentence completion etc.

6. A quality reading/listening test presupposes the selection of a text and a task that are accessible to the learners' age group; an appropriate task design with a minimum of 5 non-ambiguous and plausible items in a task; a rubric with an answer grid, total score and a key.

7. Assessing spoken production, spoken interaction and written production of the learners, the teacher should keep balance between accuracy and fluency, also paying due attention to how speaking/writing subskills are developed. For any assessment to be unbiased and objective, it should be based on certain criteria.

III. Recommended Literature to Familiarize Yourself with:

1. Квасова О. Г. Основи тестування іншомовних навичок і вмінь: Навчальний посібник. К. : Ленвіт, 2009. 119 с.

2. Harmer J. How to teach English. 2nd edition. Pearson Education Limited, 2010. 289 p.

3. In-Service Teacher Professional Development: Програма післядипломної педагогічної освіти вчителів іноземних мов : за ред. О.Я Коваленко, О.П. Шаленка. Британська Рада в Україні, К.: Вид-во ТОВ «ХІК», 2012. 381 с.

4. Scrivener J. Learning Teaching: The Essential Guide to English Language Teaching. 3rd edition. MacMillan, 2011. 414 p.

On your Own-How to Develop Your Skills at Assessment

IV. Independent Searching Tasks

1. Study the National Curriculum to find out requirements for the levels of language proficiency and link them with CEFR. Do it in writing.

2. In writing come up with definitions of the notions:
Assessment
Evaluation
Testing

Washback

Impact

Sub skills

3. Go to the site <http://rubistar.4teachers.org/index.php> and, using the templates offered, work out criteria with descriptors to assess learners' skills in reading, speaking or writing.

Work with methodological literature and Internet sources available to find out more about types of assessment and types of tests to check students' achievements in learning English. Present your findings in writing (100 words).

V. Methodologically Oriented Tasks:

1. Think of 11 principles (functions) of assessment and write them down on the petals of a camomile:



2. Guess the type of assessment and fill in the table as in the pattern:

- assesses student understanding and mastery of skills;
- is a part of State Assessments;
- provides feedback and information while learning is occurring;
- enables to get a greater number of ideas about how to promote and improve
 - identifies areas that need improvement;
 - is used "to test" students' knowledge before performing at the exam;
 - encourages collaborative learning through interchange;
 - builds on a natural tendency to check out one's own progress;
 - encourages reflection on one's own learning;
 - increases their own capacity for judgement;
 - promotes learner responsibility and independence;
 - is a necessary skill for lifelong learning;

- helps the students to get a more profound grasp of the learning process;
- focuses on the outcome (a final product of a program);
- allows no further revisions;
- takes place after the learning has been completed;
- is a component of teacher accountability and evaluation;
- lessens the power imbalance between teachers and learners;
- shifts the focus from something imposed by someone else to a potential partnership.



formative	• is a part of a daily assessment,
summative	
peer	
self	
teacher	
portfolio	

3. Match the descriptions to the types of tests (*placement test*, *proficiency test*, *diagnostic test*, *achievement (summative) test*, *progress test*). Which of these tests are widely used in the textbooks? Prove it with the examples.

A) is used to place a student in a particular level or section of a language curriculum or school. It typically includes a sampling of material to be covered in the curriculum and it thereby provides an indication of the point at which the student will find a level or class to be neither too easy nor too difficult but to be appropriately challenging. It is done at the beginning of a program.

B) is used to identify students' strengths and weaknesses. The purpose of it in education is to assess the current state of a student's progress or ability in a particular area. It is done at the beginning of a program (or anytime).

C) is used to measure what students have learned / still to learn. It is usually a written knowledge exam (usually involving multiple choice questions) that is usually administered to all students at the same time and at regular intervals (usually twice to four times yearly) throughout the entire academic program. It is done during the program.

D) is used to measure students' language ability (regardless of training).

It is not intended to be limited to any one course, curriculum, or single skill in the language. It has traditionally consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension, aural comprehension, and sometimes of a sample of writing.

Any time (and at the end of a program).

E) is used to establish how successful students are in meeting course objectives.

It is related directly to classroom lessons, units, or even a total curriculum. It is limited to particular material covered in a curriculum within a particular time frame.

It is done at the end of a program.

4. Get acquainted with the descriptions of testing principles below and write down the name of the principle on the lines provided. Find one of the latest ZNO tests and analyze it according to the principles mentioned.

Validity	Reliability	Practicality	Washback
Authenticity	Transparency		
1 _____ This term refers to having clear, accurate information about testing. Such information should include: what will learners be tested on, what formats will be used, when the test will take place, how much time will be allowed to complete it and what the grading criteria are.			
2 _____ This term refers to the consistency of test scores. It means that even taken at another time, the test would give similar results. To ensure this principle, formats, content of the questions and the length of the exam must be consistent. Circumstances in which the test is taken are also important (e.g. lighting, seating arrangements, acoustics, lack of noise, etc.). If there are more teachers marking tests, they will be give the same mark.			

3 _____

This term answers the following question: how much does a test measure what it says it measures? We need to test what we teach, how we teach it! A test that follows this principle accurately reflects the syllabus on which it is based, uses formats familiar to the learners and uses content that is relevant and appropriate.

4 _____

This term answers the following question: how much do the test tasks reflect real world situations and contexts, and mirror the types of situations in which learners would use the target language?

5 _____

This term refers to the effect of testing on teaching and learning. It can be both positive and negative. Tests must be part of learning experiences for all involved. 'Teaching to the test' often cannot be avoided, and it is important to ensure that the test has a positive effect.

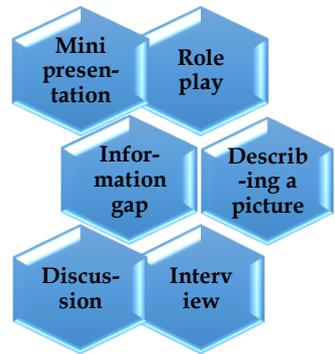
6 _____

This term refers to the resources needed to develop, administer and mark a test. These resources are: human resources (test writers, administrators, raters), material resources (rooms, equipment, paper, photocopier), time (for designing, administering, scoring, analysing and giving feedback) and finances.

5. Analyze the most typical task types that are used for checking receptive skills. Come up with their advantages and disadvantages:

Task type	Advantages	Disadvantages
1. Multiple choice questions		
2. True-False questions		
3. Gap-fill		
4. Short answer questions		
5. Matching		
6 Sentence completion		
7. Ordering		

Look at the hexagon with task types for speaking. What sub skills (*giving and asking for information; expressing opinion, attitude and reason; giving and asking for advice; making and responding to requests and invitations; describing objects, pictures, people and places; narrating and sequencing events, explaining cause and effect processes; comparing and contrasting; persuading, justifying, commenting etc.*) will each of these task types develop? Work out the criteria for an effective assessment of these tasks. Use <http://rubistar.4teachers.org/index.php> site to help you.



7. Read about ways of assessing learners' writing skills. Which of them will work for the beginners/ teenagers/adults? Give comments in 100 words.

TEACHERS' OPINIONS ABOUT RESPONDING TO WRITING

I believe that errors aren't necessarily bad habits that my learners have picked up. Sometimes they are very creative indications of their trying out new forms, based on their own ideas about how the language works. They're hypothesising and sometimes they get things right.

Amanda

I like to give my learners marks for their writing. I usually use a 30 point scale and I divide that up further: I give up to 15 points for content, 10 points for organisation, and 5 points for grammar. I want them to become more fluent writers who feel confident and motivated to take risks, so I deliberately keep the emphasis on what they're saying, not so much on how they're saying it.

Kala

I help my learners select their best projects to put into a portfolio. This portfolio is then reviewed at the mid-point and end-point of the year to measure the learners' progress, and believe me, even the learners who started out in the bottom third of the class are able to see some progress and feel more confident that they can improve, with effort.

Leni

When I see several errors made by learners of the same L1, I try to figure out what the cause of the errors could be. Perhaps there is something in their native language that is similar and that's why they make that mistake.

Haluk

I think it's really important to 'talk' to my learners when they write, to respond to what they say more than how they say it. I like to give some kind of personal comment about what they've written and usually mention something about my life, too.

Frank

I like to publish my learners' writing whenever possible. Sometimes we do a newsletter for the school, other times we simply display their writing on our walls. It helps motivate learners to write well and more carefully edit their own work for mistakes. They're really proud when their work is published.

Ishmael

VI. Try your hand at microteaching

1. Design a quality test on reading/listening for B1 level.
2. Develop a diagnostic test for checking learners' knowledge of grammar for the students of the 8th grade.
3. Work out the descriptors to assess student's writing (informal letter to a friend, level B1) according to the criteria of grammar and spelling, punctuation, content, register and structure/organization.

VII. Test your Knowledge, Habits and Skills on the Unit:

Do the multiple choice test:

1. What is NOT the purpose of assessment?
 - a) Give students feedback about what they know and can do
 - b) Show students what they need to focus on to improve their understanding

- c) Evaluate the effectiveness of instructional strategies
 - d) Help students develop positive attitudes toward a subject
 - e) Communicate to society what potential students have
2. What DOES NOT belong to summative assessment?
- a) Exam
 - b) Observation
 - c) Test
 - d) Anchor paper
 - e) Project
3. What is the main purpose of summative assessment?
- a) make course-placement decisions
 - b) determine what students have learned
 - c) evaluate academic achievement
 - d) collect detailed information for learning
 - e) identify concepts students struggle to understand
4. What is the characteristic of formative assessment?
- a) assessment of learning
 - b) is provided on continuous level
 - c) the purpose is to judge quality
 - d) is realized through tests, assignments, or projects
 - e) the purpose is to give a grade
5. What does “rubric” refer to in a test?
- a) key
 - b) scoring guide
 - c) title
 - d) example
 - e) evaluation
6. What is NOT a characteristic of a quality listening test?
- a) No ambiguous items are used
 - b) The task has a varied answer key
 - c) Items are spread unevenly through the text
 - d) The task focuses on a variety of skills
 - e) Only one testing techniques is used in the task
7. What principle of assessment is described: *“It has long been believed that tests directly influence educational processes in various ways. One common assumption is that teachers will be influenced by the knowledge that their students are planning to take a certain test and will*

adapt their teaching methodology and lesson content to reflect the test's demands. This term has been used to refer to the way a test affects teaching materials and classroom management”.

- a) Validity
 - b) Practicality
 - c) Impact
 - d) Washback
 - e) Transparency
8. What task format is easy to write but is the most impractical?
- a) Multiple choice
 - b) Ordering
 - c) Gap filling
 - d) Matching
 - e) Sentence completion
9. Which principle of testing refers to human resources available?
- a) practicality
 - b) validity
 - c) washback
 - d) reliability
 - e) transparency
10. What is a disadvantage of designing multiple choice questions?
- a) high guessing element
 - b) impractical
 - c) time-consuming
 - d) several possible answers
 - e) difficult to mark

MODULE 5. SPECIALIZED DIMENSIONS

UNIT 5.1. Teaching Young Learners

Your Helping Hand: Unit Guidelines

I. Glossary to be learned and used

<ul style="list-style-type: none">• Age characteristics• To establish classroom routines in English• TPR activities• Phonics• Reading rules• The whole word approach• Big Book technique	<ul style="list-style-type: none">• Teaching calligraphy/spelling• Written speech• Sequencing the skills• Assessment tools• Portfolio assessment• Self-assessment• Peer assessment• Guided and controlled writing
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II. Fundamentals to Navigate your Independent “Teaching Young Learners” Acquisition

1. According to New Ukrainian English Standard and Foreign Languages curriculum teaching a foreign language at school begins with the 1-st grade. A primary school teacher of English should be aware of age characteristics of young learners, their cognitive development, limits and possibilities etc.

(Do methodologically oriented task 1 to know more about them).

2. Since in the first grade young learners start getting experience of studying at school and learning a foreign language, an English teacher should know how to manage the young learners language classroom (e.g. *stir, settle*) and involve young

learners, establish classroom routines in English, move from activity to activity etc.).

(Do methodologically oriented task 2 to learn how to manage the young learners' English classroom effectively).

3. According to a new English Curriculum the primary goal of teaching English in the young learners' classroom is to develop communicative competence, therefore, a **communicative approach** is one of the main approaches. This approach is viewed in two ways: to provide learners with opportunities to use their English with communicative purposes, on the one hand, and to teach English through communication, on the other hand. An English teacher acts as a guide, a facilitator, a communicative partner, a helper etc., who selects the proper activities for his/her class, modes of interaction, finds and adapts teaching materials and organizes the learning process in a learner-centered classroom.

(Do methodologically oriented task 3 to broaden your outlook).

4. Another effective approach in teaching English to young learners is the **Total Physical Response (TPR)**, which involves giving commands to which the learners react. The imperatives, like 'Point to...', 'Go to...', 'Run/Jump/Take/Show/Find...' bring the target language above by making it comprehensible, and, at the same time, fun.

(Do methodologically oriented task 4 to learn how this approach may work).

5. To develop young learners' oral skills **cooperative** and **interaction** approaches are indispensable, when learners work together interacting with each other to reach common goals to reinforce good speaking skills. An English teacher should use well-known techniques like role-plays, drama, games, project work, story-telling, scribing etc.

(Do methodologically oriented task 5 to enrich your professional outlook).

6. A teacher should always develop learners' thinking and cognitive skills. For this purpose it is advisable to use different cognitive tools like creating and using mental images (glove puppets), making stories, designing cartoons etc. Such categories of activities were worked out by methodologists for cognitive and thinking skills development:

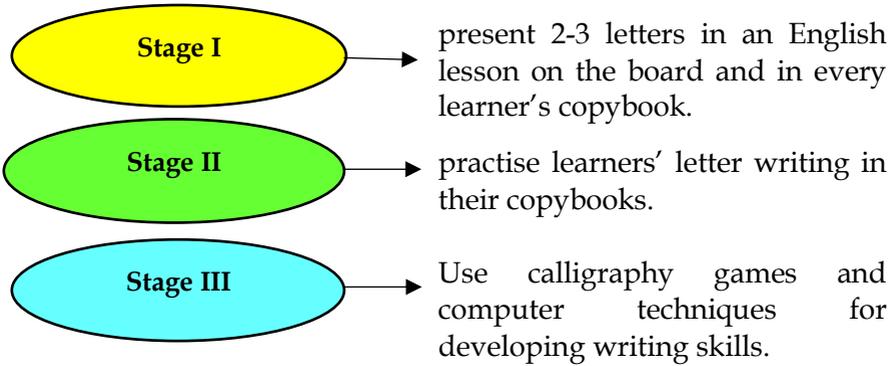
- making comparisons;
- categorizing;
- sequencing;
- memorizing;
- exploring space/time/numbers;
- making associations;
- making decisions;
- solving problems;
- creating/designing;
- analyzing cause and effect.

7. Teaching reading to young learners causes many difficulties due to the difference in writing, because the historical principle of English spelling has not been changed for a long time. There are many techniques and activities for teaching reading to young learners like a Big Book Technique, Lap Technique etc.

(Do methodologically oriented task 6 to know more about different approaches to teaching reading to young learners).

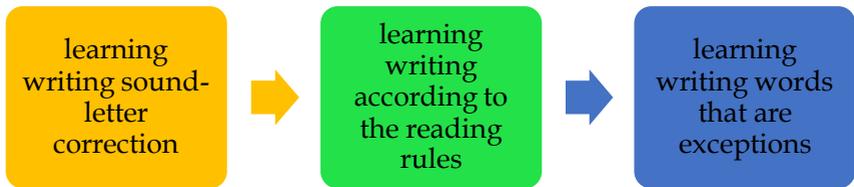
8. Developing writing competence in the young learners' classroom presupposes developing writing skills (calligraphy and spelling) and written speech (creative writing), like writing descriptions, narrations etc.

10. Teaching calligraphy follow the stages:



Picture 1. Steps in Teaching Calligraphy

11. Teaching spelling observe the following procedure:



Picture 2. Steps in Teaching Spelling

Accuracy in writing is achieved through copying, spelling games, various dictations (picture dictations, creative dictations, visual and audio dictations etc.).

(Do methodologically oriented task 7 to know more about writing strategies).

12. Developing creative writing skills explain your learners the format of a definite type of writing (for example: introduction – body – conclusion) and supply them with appropriate linking words like: in fact, normally, as a rule etc.) and other language and

content tips to remove difficulties before writing. These activities are called pre-writing.

Controlled and **guided writing** activities are aimed at developing learners' writing skills under a teacher's guidance on different examples and prompts.

(Come back to methodologically oriented task 7 and do the 3-rd task for creative writing).

13. Due to the learners' age characteristics and level of English proficiency (A1) assessment tools for young learners may be various:

- portfolio assessment;
- structured assessment activities;
- self-assessment;
- peer-assessment;
- projects;
- learner-developed assessments tasks;
- observation;
- conferencing.

14. Language portfolio as an assessment tool is designed for each class because it contains an individual approach as a learner fills its parts ("My Language Passport", "My Language Biography", "My Dossier") him/herself to see his/her personal progress in learning English.

15. A primary school English teacher should have necessary skills and abilities for teaching English to young learners.

(Do methodologically oriented task 8 to enrich your professional knowledge and practise professional skills).

III. Recommended Literature to Familiarize yourself with

1. Калініна Л.В., Самойлюкевич І.В., Березенська Л.І. Your English Speaking World: Sound Land. Методичний посібник для вчителів іноземної мови початкової школи. Київ: Контекст, 2004 -164 с.

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: Ленвіт, 2013. 590 с. С. 280-298.

3. Роман С.В. Методика навчання англ. мови у початков. Школі: Навчальний посібник. Київ: Ленвіт, 2005. 208 с.

4. David Norman, Ulf Levihn, Jan Anders Hedenquist. Communicative Ideas: An approach with Classroom Activities - Boston, Thomson Heinle, 2002. 126 p.

5. Puchta, H & Williams, M. Teaching Young Learners to Think. Innsbruck and Cambridge: Helbling Languages and Cambridge University Pressю 2011.

On Your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

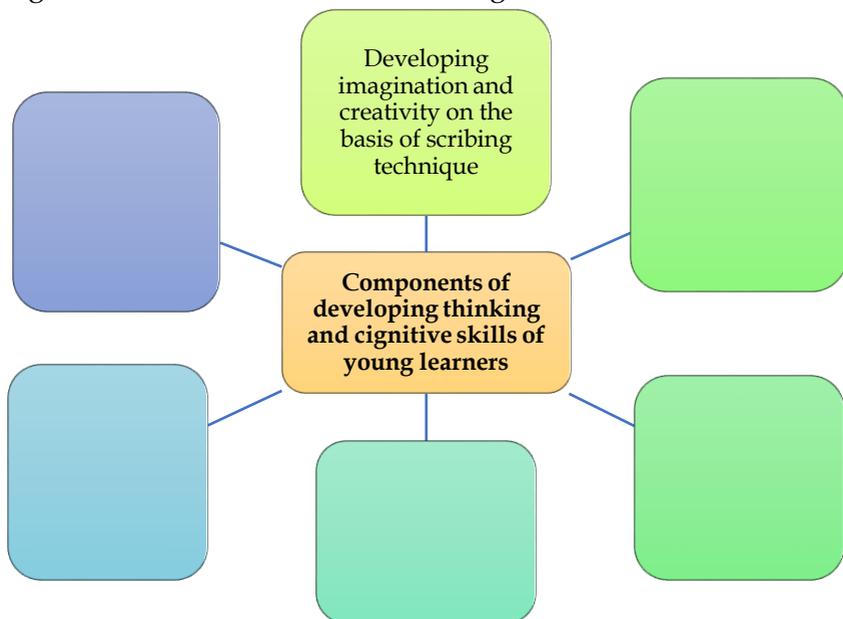
Work with monolingual dictionaries, reference literature and Internet sources available and:

1. Come up with the definitions of the following notions:
 - attention span
 - the Total Physical Response (TPR)
 - phonics
 - controlled writing
 - guided writing
 - assessment tools
 - portfolio assessment
 - peer assessment

2. Find out the reasons of teaching a foreign language at an early age to present them to your fellow students.

3. Analyse new school curriculum for the primary school and new CEFR for young learners to make a list of requirements.

4. Familiarize yourself with Herbert Puchta's and Michael William's work "Teaching Young Learners to Think" from the list of recommended literature to describe 3 models of thinking and cognitive skills and fill in the following chart.



5. Analyse the English portfolio as an assessment tool for young learners to describe its components.

6. Individually, complete:
- a bank of games for developing calligraphy (not less than 6);
 - a bank of games for developing spelling (not less than 6);
 - a bank of activities for developing pre-writing, while-writing (controlled and guided) and free-writing skills (4 for each).

V. Methodologically Oriented Tasks

1. Read what primary school teachers of English say about the way they teach and match their ideas to possible learners' age characteristics. Summarize your choices in your commentary (100-150 words). You may add other young learners' age characteristics you observed during your observation practice at school.

Teachers' commentaries	Age group characteristics
1. My learners are very good at imitating sounds and intonation patterns and they like it a lot.	A. long-term memory
2. Young learners of my class remember new words and keep them in memory for a long time if acquire them through songs, poems, chants.	B. enjoy imitative activities
3. I try to base my teaching on the usage of cartoons and fairy tales and children can imagine different situations or even characters easily.	C. need for communication
4. Young learners of my class adore to interact with each other either in groups or pairs. They are not afraid to make mistakes – to talk with peers is more important.	D. high sensitivity of young learners
5. I paid attention that some learners of my class sometimes hold my hand or try to embrace me. When they get individual attention, they	E. need of individual attention

become more active as if trying to please me.	
6. I noticed that sometimes when I'm telling my learners a story or even when we are reading together some learners wander off in the middle of the story to play with his neighbour or just rest. I understand how difficult it is to hold the attention of the whole group.	F. passion for novelties
7. My lessons with young learners are always full of excitement and joy. The children feel happy to display their emotions through songs, jazz chants, games.	G. well-developed imagination
8. My young learners always meet me in the hall and ask what they are going to do today in the English lesson. It means they are looking forward to learning smth new every time I come.	H. small attention span
9. I observe my learners when they are working with DIY activities. This is what they like the best, because they can display their creativity. Some of their works are just amazing.	I. ability for creativity
10. My learners learn better when I use a lot of pictures, toys, video clips. It arouses their interests and they learn	J. high level of emotions

language material with pleasure.	
11. I noticed that my children can't sit on their places for long. Some of them stand up and come up to other children, others shake their hands.	K. figurativeness of thinking
12. The learners of my class enjoy acting out. They have a lot of fun working in chains, pairs and small groups.	L. children's instinct for play and fun

2. Fill in the chart with appropriate activities for every aspect of a lesson, as in the example. Comment on your ideas.

Activity Chart

Usually stirs	Usually settles	Mentally engaging	Actually occupying
e.g. searching tasks			

Oral work	Puzzles
Tests (if not too difficult)	Dramatizing
Being read to	Listening (if they have something to do)
Drawing	Copying
Repetition	Talking about themselves
Games	Colouring
Teacher and one pupil at a time	Reading aloud
Competitions	Doing plays
Imagining	Writing
Lotto or domino and other board games	Pairwork
Searching tasks	TPR activities

3. Look at the pictures below, characterize the effectiveness of modes of integration, which the teacher has chosen and come up with 2-3 communicative tasks appropriate for this mode.



4. Read the TPR activity used by an English teacher and organize learners' work in the lesson giving instructions.

Making a Picture

- 1) Listen, somebody is twittering.
- 2) Come up to the teacher's table and take the picture of somebody who is singing.

- 3) Take a bird and go to the blackboard.
- 4) Take a white crayon and draw a tree.
- 5) Take other crayons to colour the tree.
- 6) Take and put a bird in the tree.
- 7) Draw the sun above the tree.
- 8) Draw a cat under the tree.
- 9) Colour the cat.
- 10) The cat is looking up at the bird.
- 11) Take the bird and fly away.

5. Individually, develop “Top Ten Tips” for developing learners’ oral skills. Follow the pattern.

Top Ten Tips for Oral Communication

Pattern

Tip	Instruction
1. Visualization (dramatization) of songs, raps, rhymes.	Listen to the song, do what it says and sing along. Make up your own song by analogy and show it to your friends.

6. Match different approaches of teaching reading to young learners to their definitions.

Different Approaches of Teaching Reading to Young Learners

1. Whole Language approach is...	A. ...emphasizes teaching children to match individual letters of the alphabet with their specific English pronunciation with the idea if children can decode new words they will be able to
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	<p>read independently (Teaching Reading to Young Learners in EFL context, p. 84).</p>
<p>2. Language experience approach (key word approach) is...</p>	<p>B. ...when reading is a part of general language development, not an isolated skill taught (Teaching Reading to Young Learners in EFL context, p. 83).</p>
<p>3. Phonic approach is...</p>	<p>C. ...is the process of combining textual information with information the reader brings to the text using bottom up and top-bottom skills. It is the interaction between a reader and text (Teaching Reading from the Interactive Perspective, p. 18)</p>
<p>4. Interactive reading approach is...</p>	<p>D. ...starts at a sentence level and its very feature is the child's use of his or her own experience of the topic of the text. The children are given the material to read that they are already familiar with.</p>
<p>5. Integrated approach is based...</p>	<p>E. ...on integrated all skills - speaking, listening and writing. It increases subject knowledge and skills in and across language domains (different Approaches to Teaching Reading, p. 82).</p>

7. For the tasks below, suggest two writing strategies for developing creative writing as in the example given.

Example:

Listen and write	Watch and write	Look and write
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- | | | |
|---|---|---|
| <ol style="list-style-type: none"> 1. Listen and write who says it (a cat) 2. 3. | <ol style="list-style-type: none"> 1. 2. Watch what your friend's doing and write a correct word (jump) 3. | <ol style="list-style-type: none"> 1. 2. 3. Look at the picture and write about children's favorite pastime. |
|---|---|---|

Read and write	Think and write	Say and write
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- | | | |
|--|--|--|
| <ol style="list-style-type: none"> 1. 2. 3. | <ol style="list-style-type: none"> 1. 2. 3. | <ol style="list-style-type: none"> 1. 2. 3. |
|--|--|--|

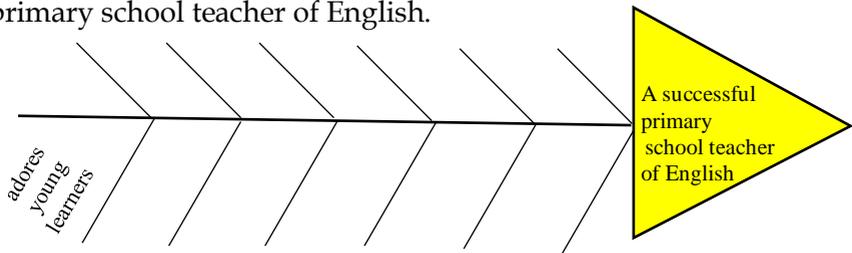
8. Read the statements about teaching English to young learners and formulate professional skills necessary for a primary school teacher of English.

Statements	Necessary Skills
1. Teaching English at an early age is a great responsibility.	the ability to plan sequence of activities to gain a definite result
2. Teaching English methodology in the young learners' classroom is absolutely different.	
3. A primary school English teacher should be very resourceful as his/her teaching needs a lot of effort.	

4. Classroom management and the ways of managing young learners are very specific.	
5. Teaching aids and teaching materials used in the young learners' English classroom should be carefully selected and adapted.	
6. Primary formation of basic language skills and the first acquisition of English pronunciation, calligraphy and spelling makes this level unique, which needs a lot of attention.	
7. Young learners start learning a foreign language in the absence of natural English speaking environment.	
8. English culture differs from young learners' mother tongue's culture, and it requires a lot of linguasociocultural knowledge and skills.	
9. The whole process of teaching young learners is different from that of teaching English to other age groups.	
10. The biggest challenge of working with young learners is to keep up their interest in English and enthusiasm for its acquisition.	

VI. Try your Hand at Microteaching

- 1) Come up with your own TPR techniques in young learners' English classroom.
- 2) Plan a part of a lesson for developing young learners thinking and cognitive skills (not less than 5 techniques).
- 3) Choose any approach to teaching reading in the young learners' classroom and plan a part of lesson for primary school learners.
- 4) Using a fishbone technique design a portrait of a successful primary school teacher of English.



VII. Test your Knowledge, Habits and Skills on the Unit

Do true/false test

1. Young learners are motivated to learn a foreign language.
2. They learn grammar rules willingly.
3. The young learners are very good at imitating and this helps them to acquire English pronunciation better.
4. Language 1 is never used in the young learners' classroom.
5. Young learners' main teaching aid is based on visuality as they think with colours and pictures.
6. According to CEFR for young learners, their level of English proficiency is A2.
7. TPR approach presupposes learning English by doing.
8. Accuracy in writing is better taught through games.

9. In the young learners' English classroom informal assessment tools are preferable.

10. Primary school English teacher should possess special skills to know how to manage young learners' language classroom.

UNIT 5.2. Catering for Special Educational Needs

Your Helping Hand: Unit Guidelines

I. Glossary on the Unit to be Learned and Used

<ul style="list-style-type: none">• Special educational needs• Disability• Inclusion / integration• Individualisation• Differentiation• Adjustment• Modification• Models of disability• Religious model	<ul style="list-style-type: none">• British model• Cultural model• Legal model• Charity model• Medical model• Rehabilitation model• Economic model• Social model• Handicap model
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II. Fundamentals to Navigate your Independent “Catering for Special Educational Needs” Acquisition

1. The term "special educational needs" means the learning needs which cannot be met (completely) in a regular educational setting.

Special educational needs are usually associated with children with:

- *disabilities;*
- *giftedness;*
- children from *linguistic, ethnic or cultural minorities* whose mother tongue differs from the language of educational process;

- children from *disadvantaged or marginalized areas or groups* (e.g. street and working children, children from remote or nomadic populations etc.).

2. A **disability** is a disorder connected to the body or mind that limits activity and / or interaction with the world.

Children usually have special educational needs if their disability refers to:

- hearing;
- vision;
- thinking;
- speaking;
- physical disorders.

3. **Inclusion** is based on adjustment and / or modification of educational process that enable all students to learn and participate together. An inclusive classroom creates a supportive environment for all learners, including those with learning differences, and can also challenge and engage gifted and talented learners by means of individualization and / or differentiation.

Adjustment means that the teacher gives learners opportunities to achieve common educational objectives using special means, methods, principles of learning and also by means of the adjustments in the classroom environment.

Modification includes strategies of simplification of assignments or reducing their number for students with restricted possibilities or creating advanced assignments for gifted learners.

4. **Differentiation** has two forms: external and internal.

External differentiation is aimed at creating homogeneous groups of learners inside educational institutions by means of grouping them according to age, gender, professional interests,

level of (language) proficiency etc. It depends on legal and cultural regulations and cannot usually be influenced by teachers, students or parents.

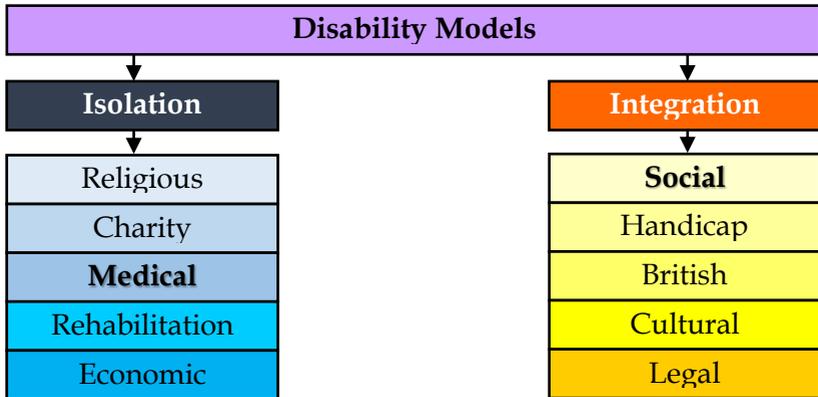
Internal differentiation (differentiated instruction) gives opportunities to cater to learner differences inside the officially created groups (to readiness levels, learning profiles, interests etc.). All students follow the same curriculum and educational objectives but it gives the teacher an opportunity to plan methods of teaching appropriate for students' learning needs. Internal differentiation can be realized by:

- *tiering students* according to: challenge level (creating advanced and simplified tasks), complexity of material, resources, outcome, process and product;
- *scaffolding*, based on the flexible application of teaching aids and strategies;
- *learner autonomy* (giving students responsibilities for choosing the focus of a topic to learn, materials and learning strategies they use, choosing classroom and homework activities from the menu, project work using flexible grouping etc.)

5. **Individualisation** is a principle aimed at considering learning needs of an individual learner by means of using an Individual Child Development Program and Plan, which leads individual learners towards learner autonomy (self-directed learning, self-assessment etc.).

6. **Integration** of students with disability into secondary educational institutions means that they have to adjust to the educational process by learning age-appropriate social skills by imitating students without disabilities in the environments where they are needed. Integration is based on challenging students' abilities to be more independent and develop all the necessary skills.

7. The understanding of the role that people with disability should play in the society is called the **model of disability**. Every person who has an attitude to this problem, has an individual disability model. But most of them can be classified into 10 groups and are presented below (see picture 1).



Picture 1. Models of Disability

The most popular are the Social and the Medical models opposing each other.

In the **Social model** learners are valued as personalities, unique in their own strengths and weaknesses and not seen as faulty. The society is meant to accept their differences and to remove their barriers to learning. The aim of practicing this model is integration or inclusion of people with disabilities.

The **Medical model** understands a learner with special educational needs as someone who has a problem which can be diagnosed, labeled and treated. Hospitals, special schools and closed enterprises are thought to be the best places to isolate people with disability as they cannot be equal members of the society. This model contradicts modern democratic and humanistic ideals.

III. Recommended Literature to Familiarize yourself with.

1. Eisenmann M. Teaching English: Differentiation and Individualisation. Paderborn: F. Schöningh. 2019. 245 p.

2. What is inclusion and how do we implement it? Teaching English. British Council. URL: <http://www.teachingenglish.org.uk/article/what-inclusion-how-do-we-implement-it>

3. Types of Dyslexia: URL: <https://neurohealthah.com/blog/types-of-dyslexia/>

4. 15 Guided Reading Activities, Classroom Accommodations, and Teaching Strategies for Students with Dyslexia. URL: <https://www.waterford.org/education/activities-for-dyslexia/>

5. Dysgraphia: Symptoms, Diagnosis, Comorbid Conditions. URL: <https://themwellnesscenter.com/dysgraphia-symptoms-diagnosis-comorbid-conditions/>

6. Five fun activities for dysgraphia. URL: <https://princessescanwearkickers.com/fun-activities-for-dysgraphia/>

On your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

1. Using sources of your choice supply the following definitions and classifications in writing:

1) What is inclusion and what is its opposite? What is the difference between inclusion and integration? Who should adjust in each case? What are the benefits of both? Are there any drawbacks?

2) What notion is wider – "disability" or "special educational needs"? Supply 5 categories of disability and 4 categories of special educational needs.

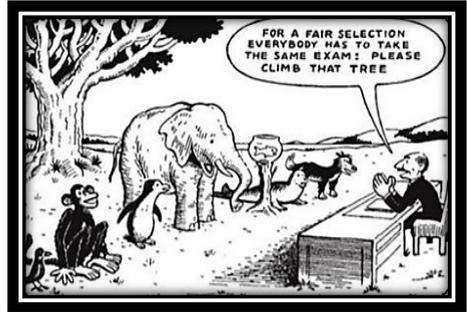
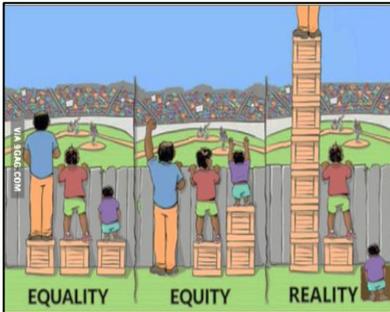
3) What are individualization and differentiation? Which one

would you use in teaching English?

5) What is the difference between adjustment and modification?

On the basis of your answers write a 200-250-word summary.

2. Choose a picture below and comment on it in writing:



1) "Equity – equality – reality".

2) "For a fair selection everyone has to take the same exam: please climb that tree".

3. Look at the words which describe learners with disability. Underline those which are NOT politically correct.

Mentally defective, learning need, feeble-minded, learning difficulty, subnormal, defective, special educational needs, additional educational needs, educationally subnormal.

Інвалід, дитина-інвалід, особа з інвалідністю, дитина з інвалідністю, особа з порушеннями мовлення, аутист, ДЦП-шник, неповносправний, глухі, сліпі, незрячі, люди з інтелектуальними порушеннями, люди з психічними порушеннями, даун, імбіцил, каліка, людина з ампутацією, контужений, людина з контузією, розумово відстала особа.

4. Using Internet sources find definitions of disability models in picture 1 above and choose the model that you support. Explain your choice in writing.

5. In the table below fill in the heading with "Adjustment strategies" or "Modification strategies". Explain the difference between 2 columns:

...	...
1. Using handouts with underlined instructions or enlarged fonts. 2. Using checklists at the lesson. 3. Possibility to record a lesson. 4. Widening exits and doors for wheelchairs. 5. Possibility to use audiobooks.	1. Making up an outline instead of writing an essay. 2. Using hints, dictionaries, books or less variants of answers at a test. 3. Possibility to do less exercises or assignments at a lesson. 4. Giving individual assignments.

V. Methodologically Oriented Tasks

1. Read the following questionnaire and think what questions are not considered and should be added to it? What makes them important?

АНКЕТА ДЛЯ БАТЬКІВ / ОПІКУНІВ

Прізвище та ім'я дитини _____		
Діагноз дитини _____		
Скільки років вивчає іноземну мову? _____		
1. ОЦІНІТЬ ФІЗИЧНІ МОЖЛИВОСТІ ДИТИНИ: а) дитина ходить: • самостійно; • з підтримкою; • з милицями / ходунцями;	е) дитина чує: • у звичних умовах; • чує зі слуховим апаратом; • не чує; є) дитина бачить:	б) може одягнути верхній одяг: так / з допомогою / ні в) може піти в шкільний туалет: так / з допомогою / ні

<ul style="list-style-type: none"> • не може ходити; <p><i>б) дитина сидить:</i></p> <ul style="list-style-type: none"> • самостійно; • з опорою на спинку стільця; • не може сидіти; <p><i>в) дитина пише:</i></p> <ul style="list-style-type: none"> • за допомогою ручки / олівця; • друкує (на ПК); • не може писати; <p><i>г) дитина читає:</i></p> <ul style="list-style-type: none"> • з підручника; • потребує спеціальних підручників; • не може читати; <p><i>д) дитина говорить:</i></p> <ul style="list-style-type: none"> • розмовляє складними реченнями; • говорить короткими реченнями; • говорить окремі слова; • не може говорити. 	<ul style="list-style-type: none"> • написане на дошці та в книзі; • бачить в окулярах; • не бачить; <p>2. ОЦНІТЬ МОЖЛИВОСТІ ПІЗНАВАЛЬНОЇ ДІЯЛЬНОСТІ:</p> <p><i>а) дитина уважна за потреби:</i> так / зазнає труднощів / ні</p> <p><i>б) може запам'ятати матеріал:</i> так / зазнає труднощів / ні</p> <p><i>в) може зрозуміти пояснення:</i> так / зазнає труднощів / ні</p> <p>3. ОЦНІТЬ МОЖЛИВОСТІ САМООБСЛУГОВУВАННЯ:</p> <p><i>а) може пересуватись по школі:</i> так / зазнає труднощів / ні</p>	<p>4. ЯКІ СХИЛЬНОСТІ / ЗДІБНОСТІ / ПРАГНЕННЯ МАЄ?</p> <p><i>а) дитина любить займатись:</i> _____</p> <hr/> <p><i>б) дитина вміє робити:</i> _____</p> <hr/> <p><i>дитина хоче навчитись / стати в майбутньому:</i> _____</p> <hr/> <p>Анкету заповнив (-ла) _____ _____</p> <p>(_____ дитини) Номер телефона _____</p>
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2. Decide children with what disabilities (vision loss, hearing loss, speech-sound disorders, musculoskeletal disorders, intellectual disability) could benefit from using the following adjustment strategies and fill in the table:

Strategy	Disability	Strategy	Disability
1) Enlarged fonts		9) Using glossaries, dictionaries	
2) Additional time to do tasks		10) Using special writing tools	
3) Adjusted locker for clothes		11) Using PCs and tablets instead of writing	
4) Repetition of instructions		12) Using a sign language interpreter	
5) Using records of lessons		13) Using audio records of lessons	
6) Using mnemonics		14) Assistance in organisation	
7) Using checklists of assignments		15) Using a classroom website	
8) Using examples from life		16) Using extra visual aids	

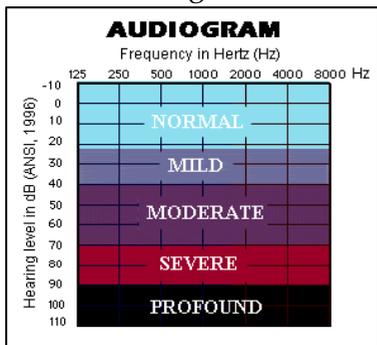
3. Read the following situations, find teacher's mistakes. What would you do in her shoes? Write.

1) In the 5th grade there is a girl named Jane with paresis of her right hand. She can hardly write and her handwriting is unintelligible. The teacher of English working with this class discussed the problem with school administration and the girl's parents and they decided that she does not have to learn writing. Instead Jane is suggested to use a tablet for doing writing assignments. When the teacher checks students' written works she never has an opportunity to see Jane's tablet (the girl would not leave it at school). As a result, she does poorly at tests and never submits creative works. The teacher sees that the girl is generally losing her motivation.

2) In the 10th grade there is a boy Basil who has a poor eyesight. He uses glasses and a mobile phone to enlarge the text in the book. In the same time, he is always legging behind and reads only a part of suggested materials. As a result, he usually cannot answer questions both orally and in writing. The teacher is thinking of a way out but she is dissatisfied with the boy's performance and demonstrates it emotionally in the class. Basil is discussing a possibility of homeschooling with his parents because he is tired of being chided.

VI. Try your Hand at Microteaching

Read the Process part of the following WebQuests and solve the cases in writing:



1. THE PECULIARITIES OF TEACHING HARD OF HEARING EFL / ESL LEARNERS IN INCLUSIVE SETTING.

[www.zunal.com//webquest.php?w=433174](http://www.zunal.com/webquest.php?w=433174)



2. THE PECULIARITIES OF TEACHING EFL / ESL LEARNERS WITH VISION IMPAIRMENTS.

[www.zunal.com//webquest.php?w=435230](http://www.zunal.com/webquest.php?w=435230)



3. THE PECULIARITIES OF TEACHING EFL / ESL LEARNERS WITH AUTISM SPECTRUM DISORDER

[www.zunal.com//webquest.php?w=444206](http://www.zunal.com/webquest.php?w=444206)

VII. Test your Knowledge, Habits and Skills on the Unit

Say if the statements are true or false:

1. Special educational needs are usually attributed to people with disability, giftedness and behavior problems.
2. There are 7 categories of disability.
3. Adjustment means that a student with disability gets less assignments or the level of their complexity is easier.

4. The previous definition refers to modification.
5. Modification can be applied at every lesson by the teacher's initiative.
6. The previous definition refers to differentiation.
7. According to the Social model of disability all people are different and that is a normal phenomenon, that is why the society has to remove all the barriers for its members.
8. The Medical model of disability views people with disability as patients whose place is in hospitals, special schools and closed enterprises.
9. "Mentally defective", "learning need", "feeble-minded", "learning difficulty" are all politically correct terms.
10. Individualisation is realized through grouping students into homogeneous groups.

UNIT 5.3. Developing Intercultural Competence

Your Helping Hand: Unit Guidelines

I. Glossary to be learned and used

<ul style="list-style-type: none">• Cultural awareness• Dialogue of cultures• Intercultural competence• Intercultural encounter• Big C and little c cultures• Stereotype• Prejudice• Culture clashes• Cultural shock• Cultural blunders	<ul style="list-style-type: none">• Circumlocution• Word-coinage• Non-equivalent lexis• Background lexis• Verbal and non-verbal communicative behavior patterns• Culture-specific allusions• Cross-cultural reading• Manifestations of culture in language
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II. Fundamentals to Navigate your Independent Teaching “Developing Intercultural Competence” Acquisition

1. According to a New English Curriculum the communicative competence presupposes the formation of intercultural competence as a process of verbal and non-verbal communication between representatives of different cultures.

2. To take part in the dialogue of cultures successfully its participants should be aware of what knowledge and skills they should acquire. They are presented in picture 1.

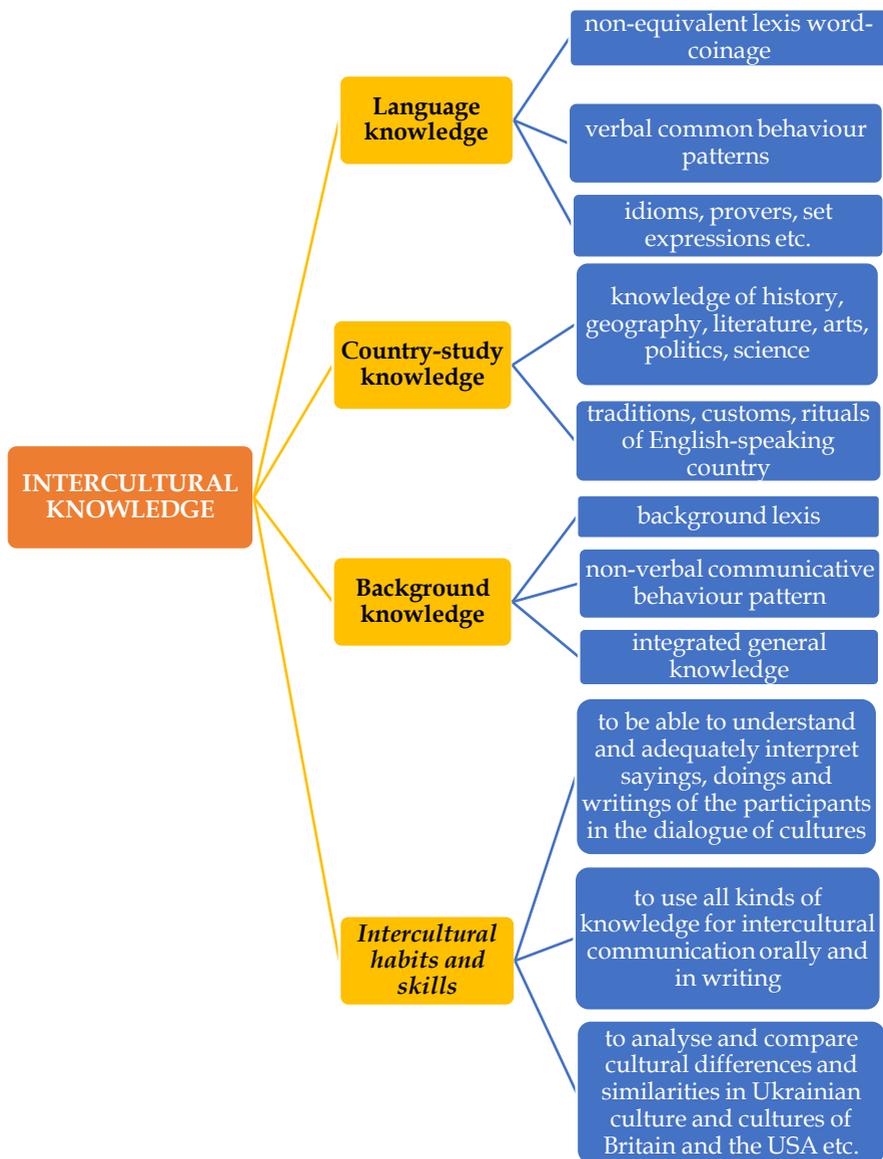
3. Except above mentioned intercultural knowledge and skills cultural awareness presupposes the ability of interlocutors of

different cultures to establish contacts, to demonstrate their empathy, tolerance, respect of each other's cultures.

4. In terms of culture, scientists distinguish big C and little c cultures. Analysis of these two notions will bring the learners to thorough study of language and culture and better understanding of Ukrainian culture and cultures of the English speaking countries.

5. Schoolchildren should be aware of the fact, that without intercultural knowledge, habits and skills they may feel uncomfortable, have culture clashes or even experience "cultural shock" as a result of making cultural blunders. In view of this, the task of an English teacher is to offer learners compensatory communicative strategies like:

- avoidance;
- circumlocution;
- approximation;
- word coinage;
- non-linguistic signals;
- appeal for help etc.



Picture 1. Structure of Intercultural Competence

(Do methodologically oriented task 1 to practise your Intercultural knowledge).

6. To be successful in intercultural communication learners should be well-aware of verbal and non-verbal communicative interaction (behaviour) patterns in intercultural encounters, like:

- conversational norms;
- registers and formulas for different communicative domains and situations;
- rituals and standardized behaviours;
- use of body language (gestures, facial expressions etc.).

(Do methodologically oriented tasks 5, 6, 7 to practise Intercultural skills).

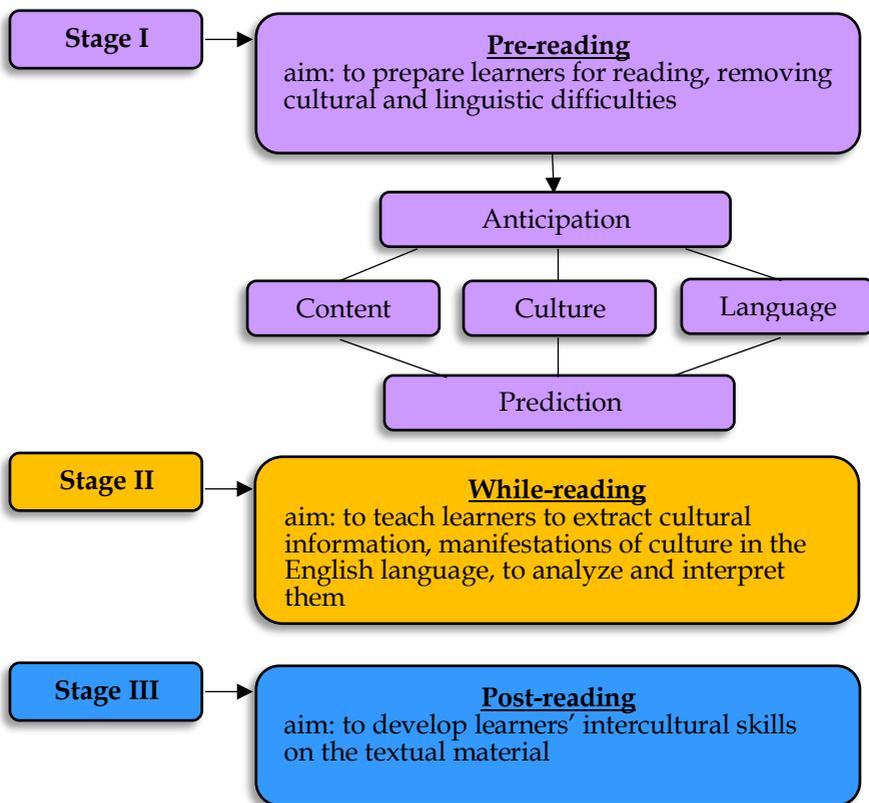
7. English textbooks recommended by the Ministry of education and science in Ukraine should contain intercultural issues and materials to realize curriculum's requirements. If some materials in them are missing or outdated, it's up to a teacher to fill in intercultural gaps in them.

(Do methodologically oriented task 8 to enrich your professional knowledge).

8. Learners of different age groups should be able to broaden their linguistic outlook, enrich intercultural skills independently. One of the techniques, which proved its effectiveness, is sociocultural searching tasks of 3 kinds: game-like searching tasks, cognitive searching tasks and creative searching tasks. All of them may be based on different prompts, like verbal, verbal-visual, visual, auditory etc.

(Do methodologically oriented task 9 to know more about it).

9. Autonomous learning is also achieved on the materials of cross-cultural reading, which presupposes the use of such stages.



(Do methodologically oriented task 10 to know more about crosscultural reading).

10. Usage of different types of games, such as **guessing games** (culture quiz, riddles, cross words etc.); **board games** (culture lotto, domino); **moving games** (scavenger hunt guests). **DIY games** (designing culture cards, brochures, leaflets, postcards etc.) promotes memorable learning of culture items.

11. Intercultural projects in various modes (individual, pair, small group, team and the whole class) are widely used in developing learners' cultural awareness. Their choice depends on:

- the learners' individual interests and desires;
- their level of English proficiency;

- age characteristics;
- the topic studied;
- the place and time the project is to be made etc.

Any project should finally have a creative product like a leaflet announcing some cultural event, mind excursion on places of interest in Britain (the USA time-line of English historical events of a definite period of time etc.). It must be presented in the class and evaluated by all students.

14. Developing intercultural competence use intercultural role-plays of two and more participants. For this it is necessary to create communicative culturally oriented situations and to formulate communicative tasks for each role.

(Do methodologically oriented task 11 to know more about it).

15. The use of debates, discussions and disputes (3 Ds) in the English classroom is important for the development of intercultural competence as they differ in their communicative functions and, therefore, develop different intercultural skills. The learners should be familiar with the format of every activity, know the communicative patterns as to how to initiate, to keep up, to summarize etc. individual talk or the whole group activity, try different roles (while discussing, debating or disputing like a time-keeper, a manager, a presenter etc.)

(Do methodologically oriented task 12 to see the possibilities of intercultural competence development).

III. Recommended Literature to Familiarize yourself with

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: Ленвіт, 2013. 590 с. С. 298-370.

2. Селіванова О.І., Байкова О.М. Опановуючи англійську мову і культуру (Велика Британія, Сполучені Штати

Америци): навчальний посібник для студентів вищих навчальних закладів. Київ: Ленвіт, 2008. 126 с.

3. Тарнопольський О.Б., Складенко Н.К. Стандарти комунікативної поведінки у США: посіб. для студ. курсів, які вивчили англ. мову як спеціальність. Київ: Видавничий центр КДЛУ, 2000. 176 с.

4. Калініна Л.В., Самойлюкевич В.І. Across Cultures: Great Britain – Ukraine. Student book: (хрестоматія по країнознавству) Лінгвокраїнознавчий комплекс для учнів старших класів з поглибленим вивченням англійської мови та профільного навчання. – К.: Наш час, 2007. 160 с.

5. Frank J. Raising Cultural Awareness in English Language. English Teaching Forum. 2013, 51/4, p. 18-20.

On your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

Work with monolingual dictionaries, reference literature and Internet sources available and:

1. Come up with the definitions of:
 - Intercultural competence;
 - Intercultural awareness;
 - dialogue of cultures;
 - big C and little c cultures;
 - cultural clashes (blunders);
 - cultural shock;
 - non-equivalent lexis;
 - word-coinage;
 - background lexis;
 - stereotype;

- prejudices;
- cross-cultural reading.

2. Find the examples of non-equivalent and background lexis and think of the ways they may be presented to your learner (3-5 each).

3. Find cultural explanations of the following idioms and come up with their equivalents in Ukrainian, if any:

✓ Don't be upset, Ann. A bird in the hand is worth two in the bush, you know.

✓ A little bird told me you've got engaged.

✓ Don't ask more questions. Curiosity killed the cat, as the proverb goes.

✓ Everything happened out of the blue.

✓ Don't pay attention to him. His suggestions are always out of tune with reality.

4. Find the examples of gender differences across cultures, like gender-neutral language, sexist language, gender differences in conversational style etc.

5. Individually, compile:

- a list of prediction tasks for teaching crosscultural readings (5-6 items);
- a bank of all types of cultural games (not less than 6-8);
- a set of sociocultural searching tasks for learners of different age groups (not less than 5-6).

V. Methodologically Oriented Tasks

1. Look at the list of cultural items and place each of them in one of the two categories – Big C culture or little c culture. Suggest your ideas of dealing with them in the English lesson (2-3).

- Trafalgar square
- cookies
- Big Apple
- West End

Big C culture	Little c culture
• Trafalgar square	•

- white tea
- the elevensies
- Michael Jackson
- apartment

2. Read the statements about the English and Americans, fill in the chart and add 3-4 statements about Ukrainians. Organize your activities on the chart.

Stereotypes and Prejudices Chart

Statements	Stereotype	Prejudice
1. Americans are considered to be competitive.	√	
2. English people are very reserved.		
3. A typical Englishman wears a bowler hat and has a copy of the Times in his hand.		
4. Americans are often called a 'mutual admiration society'.		
5. The English are known for their table manners but not for their cuisine.		
6. and Ukrainians?		

3. Complete parts of the proverbs below and match them to the pictures suggested. Come up with 3-4 exercises for developing learners' intercultural competence in the English lesson.

- | | |
|-----------------|-------------------|
| ✓ as cool as... | ✓ as quiet as... |
| ✓ as busy as... | ✓ as free as... |
| ✓ as sly as... | ✓ as steady as... |



4. Read the text “Talking about Ireland and the Irish” in the English textbook for grade 7 by L.Kalinina, I.Samoylyukevych, p. 120-121, single out manifestations of culture in language and come up with your ideas of interpreting them to your learners.

5. To check your knowledge of verbal communicative behavior patterns do the test below. How are you going to deal with these difficulties in your English classroom? Suggest 2-3 ideas. Choose one of the variants suggested.

- In the art gallery, you saw a foreigner who got lost and lagged behind his tourist group. You’d like to help him. What would you say?

- A. What do you want?
- B. Do you want me to help you out?
- C. What can I do for you?

- You’ve been invited to your English friend’s home to meet his family members. What would you say to begin with?

- A. Hi, guys!
- B. Nice to meet you.
- C. Hello, I’m Dan.

- Your foreign friends invited you to a party. You’ve never been to such parties before and your friend asks you if you would like something to eat. What would you say?

- A. No, thank you. I can take everything myself.

B. I'm not hungry.

C. Yes, that would be lovely.

6. Look at the photos of gestures and facial expressions. Do they mean the same in your culture and other cultures? Suggest 4 comparative activities for your learners.



7. Analyse and compare 3 English textbooks recommended by the Ministry of Education and science of Ukraine (of English and Ukrainian authors) to answer the following questions:

- How are intercultural issues in the textbooks presented? (historical facts, culture-specific allusions, communicative behavior patterns, cultural notes etc).

- Are intercultural materials sufficient for learners' definite levels of English?

- Do they meet the curriculum's requirements?

- Is the textual material well adapted for the needs of a definite age group?

- Is the visual side of culture representation well explored? Which of them are explored and how? (caricatures, advertisements, realia, photos etc.)

Summarize the results of your comparative analysis in a critical commentary (150-180 words). You may use pie-charts, tables, diagrams if necessary.

8. Read the beginnings of instructions of sociocultural searching task and add the missing searching component. Choose 3 of them you like most and say how you are going to use them in the English lesson.

- *Read the breakfast menu below and say children of which countries will take these dishes. Do the research and..... find out where the dishes come from or..... find out what sum of money the dishes are equal in hryonias.*

BREAKFAST	
Pizza	2.10\$
Hamburger	0.99\$
Fish and chips	4.30\$
Apple pie	2.70\$
Banana bread	1.70\$



- *Look at the card and guess what holiday it symbolizes. Do the research.....*

- *Read a piece of information about baseball. Do the research.....*

Baseball

Baseball is a very popular sport though a baseball game takes a lot of time. In this game, there are 2 teams of nine players, who play according to the fixed rules.

Where does the game come from? No one knows for sure. Many people believe that the idea came from a game played by children in England. Other people believe that a man named Abner Doubleday invented the game in New York in 1839.

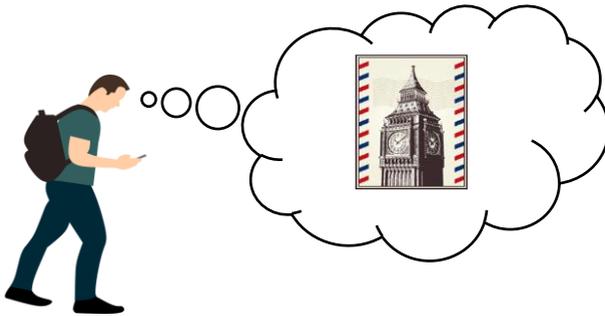
- *Read the incomplete rhyme and fill in the missing words from the box. Do the research.....*

Rhyme

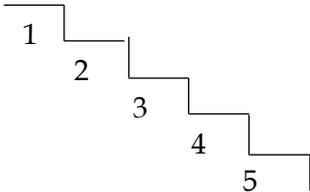
Quite of a sudden
I found myself in _____.
I visited a fair in _____ square.
Do you know where I went then?
Right, to look at _____.
I was very happy
to see _____ Abbey.

Big Ben	London	square	Westminster
---------	--------	--------	-------------

9. Look at the photo and say where the traveler is. Do the research...



10. Read anticipation techniques, make the right choice with a tick, and group some of them up for a particular topic. Add a missing type of anticipation for your topic.

Anticipation Techniques	Types of Anticipation		
	Language	Content	Culture
<ul style="list-style-type: none"> Why do people enjoy celebrating holidays? 		√	
<ul style="list-style-type: none"> What Christmas celebration memories are still with you? Why? 			
<ul style="list-style-type: none"> Think of 508 associations with 'travelling'. Fill in the word-rose below. 			
<ul style="list-style-type: none"> In warm weather children like to play outdoors. Think and decide what games American/British children like to play out in the open. 			
<ul style="list-style-type: none"> Make up a list of dishes Ukrainians prepare for Christmas celebration. 			
<ul style="list-style-type: none"> In British schools, there is a special behavior code. Come up with possible list of rules in English secondary schools. 			
<ul style="list-style-type: none"> What character traits should a good sportsman possess? Rank them in order of importance. 			



12. 3 Ds' activities may be organized on different prompts suggested below. Choose one of them to design an algorithm for developing learners' intercultural skills of any 3 Ds' activities.

"He who loves not his country, can love nothing"

(George Gordon Byron)

"All things are possible here", the guidebook claims about New Zealand.



I didn't like our guided tour of London. I was so tired!

It can't be! If you are tired of London, you are tired of life as somebody famously said.



VI. Try your Hand at Microteaching

1. Plan a part of a lesson for developing learners' intercultural skills on the material of cross-cultural reading. Use English textbook for grade 6 by L. Kalinina, I. Samoylyukevych, p. 207 (activities for 3 stages). Do your microteaching.

2. Plan a part of a lesson for developing intercultural competence of learners with different learning styles and SEN children. Explore visual, auditory, kinesthetic etc. sides of culture representation and do your microteaching.

3. Work out a scenario for a sociocultural project for your Intermediate learners “Ukrainians as they are seen by visitors from another planet”.

VII. Test your Knowledge, Habits and Skills on the Unit

Do the multiple choice test

1. What meanings may the same patterns of non-verbal communicative behavior convey in cross-cultural communication?

- a) the same meanings;
- b) some meanings coincide;
- c) the meanings are different in different countries.

2. When do people get cultural shock while being abroad?

- a) when they don't know a foreign language;
- b) when they misuse communicative behavior patterns in intercultural encounters;
- c) when they speak too much.

3. Why is it important to identify stereotypes and prejudices?

- a) not to get lost in another country;
- b) not to look ignorant;
- c) not to make culture blunders.

4. What intercultural strategies are poorly presented in the English course books of Ukrainian or foreign authors?

- a) interpretative;
- b) comparative;
- c) analytical.

5. What types of activities are effective for developing learners' cultural awareness?

- a) learning idioms;
- b) knowing non-equivalent and background lexis;
- c) participating in intercultural debates/discussions.

6. What techniques for developing intercultural competence are advisable to use in the young learners' classroom?

- a) based on visuality;
- b) based on comparison and analyses;
- c) based on translation.

7. What comparisons between cultures provide learners with?

- a) cultural awareness;
- b) cultural reflection;
- c) knowledge of English.

8. What compensatory communicative strategies are widely used in the English classroom?

- a) circumlocution;
- b) word-coinage;
- c) avoidance.

9. When do people learn more about little c culture?

- a) reading special books and magazines;
- b) living in a particular country;
- c) listening to authentic texts.

10. How does teaching cross cultural reading begin with?

- a) discussions or debates;
- b) learning new words;
- c) anticipation and prediction.

UNIT 5.4. Information and Communication Technologies in Learning and Teaching English

Your Helping Hand: Unit Guidelines

I. Glossary on the Unit to be Learned and Used

<ul style="list-style-type: none">• Information and Communication Technology (ICT)• Cyber well-being• Selecting and evaluating websites• Learning platforms• Online audio/video resources• WEB 2.0 and WEB 3.0 technologies	<ul style="list-style-type: none">• Social networking sites• Blogs• Wikis• ‘Flipped’ classroom• Interactive whiteboards (IWB)• Smartphones• Learning applications (apps)
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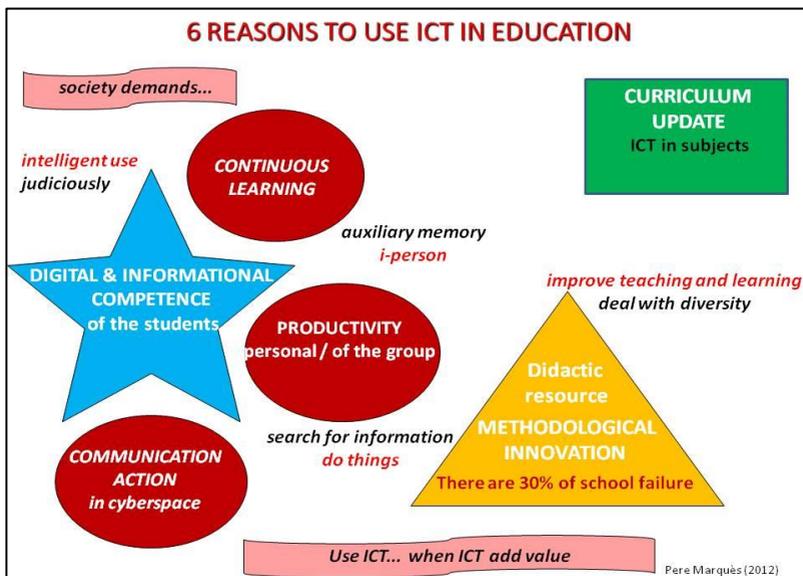
II. Fundamentals to Navigate your Independent “Information and Communication Technologies in Learning and Teaching English” Acquisition

1. ICT is an acronym that stands for Information Communication Technology. ICT is an umbrella term that includes any communication device or application, encompassing: radio, digital television, cellular phones, personal computers and network hardware and software, satellite systems, robots and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. *ICT in education* is the transfer of the ideas, knowledge, emotions and skills through the use of electronic devices.

(Do the Methodologically Oriented Task 1 to practice your professional skills).

2. Evidence and practice have confirmed:

- ICT can make a significant contribution to teaching and learning across all subjects;
- ICT can be a tool for school improvement;
- ICT is a core skill which is essential for participation in today's education and society.



(Borrowed from:
<https://www.blendspace.com/lessons/Qxp0oKbwMPQ2zQ/fict-in-education>)

(Do the Methodologically Oriented Task 2 to practice your professional skills).

3. The Internet is very useful for teaching English. Both teachers and learners can use it for gathering information, finding useful materials for classroom use including teaching plans. At the same time, there are definite threats working in the Internet and the learners should be aware of *CYBER well-being/security*, i.e. *understanding URL and implications for learning and teaching, selecting*

credible websites, etc. To evaluate and select the websites for work and studies one should be familiarized with the following *criteria*:

- Audience;
- Credibility;
- Accuracy;
- Objectivity;
- Coverage;
- Currency;
- Aesthetic or visual appeal;
- Navigation;
- Accessibility.

(Do the Methodologically Oriented Tasks 3, 4 and 5 to practice your professional skills).

4. Practitioners within the field of education have thought of unique ways to connect digital tools with the framework of Bloom’s Revised Taxonomy, which has led to the emergence of a Digital Bloom’s Taxonomy which shows how to use technology and digital tools to facilitate student learning experiences and outcomes.



(Borrowed from: <https://ar.pinterest.com/pin/17521886034867879/>)

(Do the Methodologically Oriented Task 6 to practice your professional skills).

5. Incorporating ICT in teaching/learning process, we usually use WEB 2.0 and recently WEB 3.0 technologies. Named by Tim O’Reilly in 2004 to refer to the second generation in WEB history based on user communities and a wide range of services such as social networks, blogs, wikis or folksonomies, platforms that encourage collaboration and efficient exchange of information among users. The content in WEB 2.0 technologies is generated by the users themselves.

(Do the Methodologically Oriented Task 7 to practice your professional skills).

6. A **flipped classroom** is a **type of blended learning** where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to completed by the students independently at home.

At home the learners:	In the classroom learners have:
<ul style="list-style-type: none"> • watch an online lecture • review online course material • read physical or digital texts • participate in an online discussion • perform research • perform research 	<ul style="list-style-type: none"> • skill practice (guided or unguided by the teacher) • in-person, face-to-face discussion with peers • debate • presentations • station learning experiments • peer assessment and review

7. BYOS (Bring Your Own Device) is approach which is becoming viral nowadays in education. Using your learners’

smartphones in and out the classrooms brings more variety, engagement, interest, creativity of the learners and leads to the independence and intensification of the teaching/learning process. When used correctly *mobile learning* is very beneficial and can be a powerful tool, replacing printed handouts and visually, using TV sets and audio devices, providing collaboration and communication. The teacher may use all the functions of the smartphones (*camera, gallery, calculator, music, Internet, texting, apps, calendar, QR scanner etc.*) to make his/her classes more productive and engaging for the learners. The simplest activities to be used by means of the smartphone are as follows:

- *Create short video;*
- *Scan QR codes;*
- *Access an online dictionary and thesaurus;*
- *Collaborate and share with Padlet and Twitter, for instance;*
- *Listen to podcasts and read the news;*
- *Comment in the social networks and post in blogs;*
- *Make a collage using the camera;*
- *Do the quizzes and tests online;*
- *Using apps to develop communicative competence.*
- *Create projects and other products, etc.*

8. 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 and learners master the language in the best possible ways.

III. Recommended Literature to Familiarize Yourself With.

1. Баліцька Н.Г. та ін. Використання інтерактивних технологій навчання в професійній підготовці майбутніх учителів: Монографія : за заг. ред. Н. С. Побірченко. Київ: Наук, світ, 2003. 138с.

2. Кадемія М. Ю. Інформаційно-комунікаційні технології навчання : термінологічний словник / М. Ю. Кадемія. Вінниця : ТОВ «Ландо ЛТД». 2009. 258 с.

3. Bloom's Digital Taxonomy. Retrieved from: <https://www.common SenseMedia.org/videos/blooms-digital-taxonomy>

4. Dudeney G. How to teach English with technology / G. Dudeney, N. Hockly / Series editor : Jeremy Harmer. – Harlow : Pearson Education Limited, 2007. 192 p.

5. Lightle K. More than just the technology. Science Scope, 2011. 34(9), p. 6-9.

On your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

Work with different monolingual dictionaries, reference literature to the topic and Internet sources and:

1. Find the notions of the following terms:

ICT	Social media
Cyber security;	WEB 2.0 Technologies;
“Flipped” classroom;	Digital Tools;
Digitalization;	Blogs/Vlogs;

2. Find the similarities and the differences in the definitions.

3. Make a list of educational websites for different age and language levels (no less than 10).

4. Compile a catalogue of learning applications for teaching language (Phonetics, Grammar, Vocabulary) and Speech (Listening, Speaking, Reading Writing) competences.

V. Methodologically Oriented Tasks

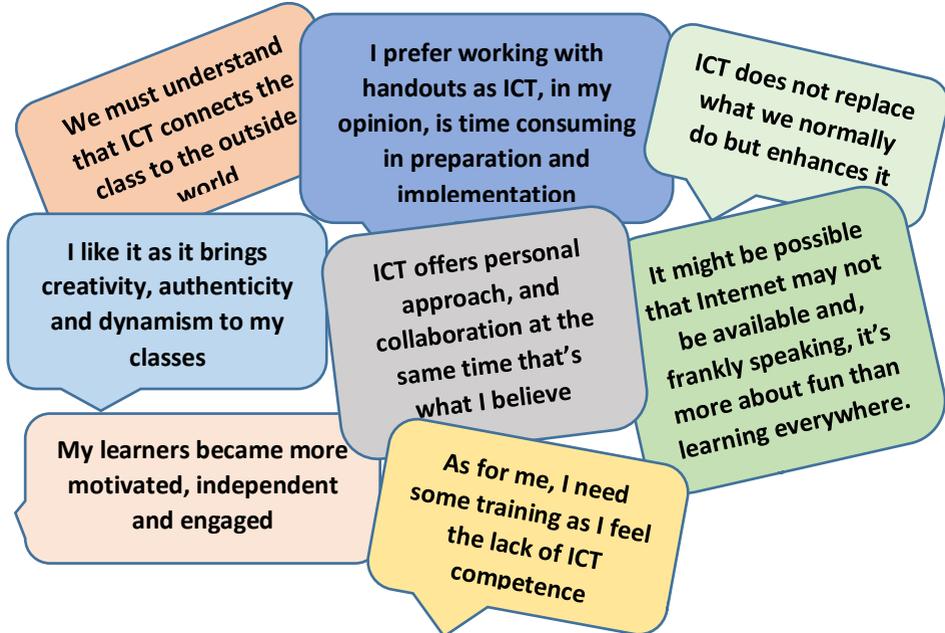
1. Match the notion to its definition. Name pro and cons of each of them.

ICT	NETIZEN	MULTIMEDIA	TECHNOLOGY
CALL	E-LEARNING	APPLICATION	
A) is learning by using electronic technology as a means of presenting and distributing information. It includes learning at all levels, formal and informal, which uses a computer network (intranet and extranet) for the delivery of teaching materials, interaction, and / or facilitation. For most of the process of learning that takes place with the help of the Internet is often referred to as online learning			
B) Or computer assisted language learning refers to the learning process which involves the usage of the computers, usually by means of an interactive computer system. It manifests itself in Office computer applications or Language Learning Programs that do not require the Internet connection			
C) is computer software designed to perform a group of coordinated functions, tasks, or activities for the benefit of the user. Examples of an application include a word processor, a spreadsheet, an accounting application, a web browser, a media player, an aeronautical flight simulator, a console game or a photo editor. Or it also refers to a computer program or software application designed to run on a mobile device such as a phone/tablet or watch.			
D) This term describes a person actively involved in online communities or the Internet in general. It commonly also implies an interest and active engagement in improving the Internet, making it an intellectual and a social resource, or its surrounding political structures, especially in regard to open access, net neutrality and free speech. The term was widely adopted in the mid-1990s as a way to describe those who inhabit the new geography of the Internet			

E) is the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes; the technology that combines texts with images, audio, video and animation.

F) is generally defined as technology functioning to support the process of conveying information and communication. With the development of ICT, the communicator and communicant can communicate through telephone, internet, email, satellite, television, video conference, and the like. It is the transfer of ideas, knowledge, emotions and skills through the uses of electronic devices.

2. Read the quotes about ICT made by teachers. Make a list of the opportunities ICT brings into the teaching/learning process and a list of the challenges. Write a report what benefits ICT brings to a teacher and a student and come up with possible solutions to deal with challenges.



3. Make a list of the threats in the internet. Scan the QR code, watch the video and add some more to the list. Come up with the project/pieces of advice about cyber security.



4. Read the text and answer the questions:

- 1) What does URL mean?
- 2) Where in the address (URL) is the domain name?
- 3) What is the extension in the domain name?
- 4) What does the extension mean?
- 5) Which site do you think provides more reliable information?

URL stands for Uniform Resource Locator, and is used to specify addresses on the World Wide Web. A URL is the fundamental network identification for any resource connected to the web (e.g., hypertext pages, images, and sound files). It includes a domain name which is found after the `http://` and `www.` to the first forward slash `/`. A domain name can sometimes provide clues about the quality of information of a site or tell you what a site is about.

An example of a URL is: `https://www.teachingenglish.org.uk/teaching-resources` where 'teachingenglish.org.uk' is the domain name. `.com` and `.net` are examples of extensions. Extensions are an important part of domain names. Extensions are intended to show the type of establishment that owns and publishes the domain. Here are some common extensions: `.ac` -

Academic institution .com - Commercial entity .org - Any organisation .gov - Government agency Extensions can also include country codes, such as .uk, .ca, .za, .ua, .au, .de, .us etc. For a complete list refer to: http://goes.gsfc.nasa.gov/text/web_country_codes.html. Some extensions may provide more reliable information than others, but there are no guarantees. Ones that may be more reliable are .edu, .gov. Ones to watch out for are .com, .org, .net. These domains can be purchased by anybody. This is not to say that sites with these extensions can never be trusted, but it is good to know whether you are on a commercial or special interest-type site if you are trying to access academic-type information.

(Borrowed from: November Learning, 4 How to Read a Web Address Available from: <https://novemberlearning.com/educational-resources-foreducators/information-literacy-resources/4-how-to-read-a-web-address/> Accessed: 16 march 2021)

5. a) Match blocks of criteria A – I to categories 1 – 9.

Criteria for evaluating educational web sites

- 1. Audience 2. Credibility 3. Accuracy 4. Objectivity
5. Coverage 6. Currency 7. Aesthetic or visual appeal
8. Navigation 9. Accessibility**

A	• The scope of information is stated. • Evaluated links complement the web site’s content. • The information is cited properly to allow access to a larger information base.
B	• Clearly states the academic level of target audience. • Contains content and activities that match the academic level of the web site’s target audience. • Recognises that students learn in different ways.
C	• Home page contains direct links to all other parts of the web site. • Useful content is no more than 3 clicks away from home page. • All links are kept current and active and the links

<p>take user to valid and appropriate content. • Each page or section on the web site is clearly labeled.</p>
<p>D • Author has appropriate credentials to author the content of the web site. • Author's name, email/contact info, or address/phone number is provided. • The educational credentials or expertise of the author is stated on web site. • The web master/web designer is credible and provides contact information. • Author responds to queries about the web site's content.</p>
<p>E • Web site clearly indicates the publishing date as well as when the content was last updated.</p>
<p>F • Content is free from commercial, political, gender, or racial bias. • The web site's stated curricular goals, objectives, and motives should match its content. • If the content is based upon personal opinion, the author should make it known to the reader. • The content contains a neutral or positive tone. • Affiliations with other educational organizations/companies are stated. • Check the web site address or URL/domain to locate the organizational source of the web site.</p>
<p>G • Any special software requirements to view web site's content is stated clearly. • Web site has text-only option to accommodate visually impaired users. • Web site loading time is minimal/web designer informs the user of length of download time. • Access to content should be free – user should not have to pay a fee or provide personal information (name, e-mail address) to gain access to educational content.</p>
<p>H • Web site should state the educational background of the author. • Web site should distinguish between the author of the content and the designer of the web site because lack of accurate information can be masked by the 'print' of an expert web designer or web master. • The web site's information clearly matches the web site's intended purpose. • Web site is free from grammatical and typographical errors.</p>

I • The use of graphics and colors enhance the web site's information. • There is a balance of text and graphics corresponding to the ability of the audience.

(Borrowed from: Boklaschuk, K. and K. Caisse (2001) *Evaluation of educational web sites* Available from: <https://etad.usask.ca/802papers/bokcaisse/bokcaisse.pdf> Accessed: 16 March 2021)

b) Evaluate at least 2 of the websites below to your liking according to the agreed criteria.

<http://englishteststore.net>

<http://learnenglish.britishcouncil.org/en>

<http://www.bbc.co.uk/learningenglish/english/>

<http://www.engvid.com>

<http://ello.org/video/index.htm>

<http://www.esl-galaxy.com/index.htm> \

<http://www.esl-lounge.com>

<http://moviesegmentstoassessgrammargoals.blogspot.com>

6. Sort the descriptions and the tools to the appropriate level. Suggest some more activities and tools for each level.

Level	Skills	Tools
Remembering	<i>To produce new or original work.</i>	Calculating, Charting, editing, hacking, presenting, uploading, operating, sharing with a group
Understanding	<i>To recall facts, basic concepts, or retrieval of material.</i>	Mashing, mind mapping, surveying, linking, validating
Applying	<i>To draw connections among ideas, concepts,</i>	Grading, networking, rating, testing,

	<i>or determining how each part interrelate to an overall structure or purpose.</i>	reflecting, reviewing, blog commenting, posting, moderating
Analyzing	<i>To explain ideas, concepts, or construct meaning from written material or graphics.</i>	Animating, blogging, filming, podcasting, publishing, simulating, wiki building, video blogging, programming, directing
Evaluating	<i>To use information in new situations such as models, diagrams, or presentations.</i>	Bookmarking, copying, googling, bullet-pointing, highlighting, group networking, searching
Creating	<i>To justify a stand or decision; to make judgements based on criteria and standards through checking and critiquing</i>	Advanced searching, annotating, blog journaling, tweeting, tagging, commenting, subscribing

7. Read the principles of WEB 2.0. technologies. Search the internet to find the principles peculiar of WEB 1.0 and WEB 3.0 technologies. Fill in the chart. Explain the difference and report what the reasons for changes are.

Principles of WEB 1.0	Principles of WEB 2.0	Principles of WEB 3.0
	<ul style="list-style-type: none"> ▪ CONNECTING ▪ CONTRIBUTING ▪ COLLABORATING ▪ CREATING ▪ COMMUNICATING ▪ SHARING ▪ PUBLISHING ▪ EXPRESSING ▪ CONSTRUCTING 	

8. Look at the grid of ICT tools. Provide the examples (1-3) of the tools for each category and suggest the activities/tasks for developing different habits and skills in the classroom and out of it.

Collaboration Tools	Writing Tools	Research Tools
Networking Tools	Organizational Tools	Data Collection Tools
Presentation Tools	Drawing/Charting/Mapping Tools	Visual Literacy Tools
Quiz/Polling Tools	Aural Literacy Tools	Portal/Content Management Tools

(Borrowed from: https://pt.slideshare.net/evan_abbey/21st-century-schools-and-web-20-tools?smtNoRedir=1)

VI. Try Your Hand at Microteaching

1. Choose one of the topics: (*"Looking Good", "Active and Healthy", "Time to Move Forward", "Consumer's World" or "East or West"*). Select a video on YouTube appropriate for your topic and learners (length, age, language, content). Suggest 3-4 interesting activities for your fragment considering the stages of working with video materials (Pre-; While -: Post-).

2. Suggest some activities for developing learners' communicative competence using smartphones and apps on the basis of one of the school topics.

3. Choose ICT tools to your liking (e.g. blogging, wikis, social networks, QR codes, platforms etc.) and come up with the microteaching to practice language habits and speech skills within one of the school topics for junior or intermediate stages.

VII. Test your Knowledge, Habits and Skills on the Unit.

Do a True or False Test.

1. A modern teacher will be able to become successful in his/her career even not using ICT.

2. Blogging is a useful tool to develop speaking skills.

3. ICT brings the diversity, creativity and independence into the classroom.

4. Novice Teachers need special trainings to start implementing ICT in their work.

5. "Flipped Classroom" presupposes learning theory at home and practice in the classroom.

6. The content in WEB 2.0 technologies is not generated by the users themselves.

7. Vlog is the variation of blog which uses the video content.

8. Extensions are intended to show the type of establishment that owns and publishes the domain.

9. All the websites existing in the internet contain credible information one may use for teaching and learning.

10. Using smartphones in educational purposes is justified at all the stages of the secondary school.

UNIT 6. PROFESSIONAL DEVELOPMENT

UNIT 6.1. Action Research

Your Helping Hand: Unit Guidelines

I. Glossary on the Unit to be Learned and Used

<ul style="list-style-type: none">• Enquiry• Teacher research• Action research• Research question• Action research template	<ul style="list-style-type: none">• Sampling• Research ethics• Qualitative and quantitative data analysis
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II. Fundamentals to Navigate your Independent “Action Research” Acquisition

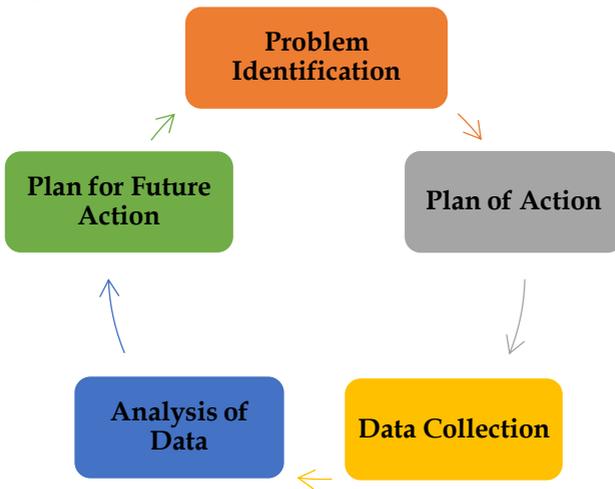
1. The use of Action Research (AR) is growing fast in many countries and fields including education. It is believed that the terms action research and teacher research are often used almost interchangeable. Nevertheless, there are important differences between them.

NOTE!	All action research conducted by practitioners can properly be termed TEACHER RESEARCH, but not all teacher research can properly be labeled ACTION RESEARCH.
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2. The topic of AR must reveal the following questions:

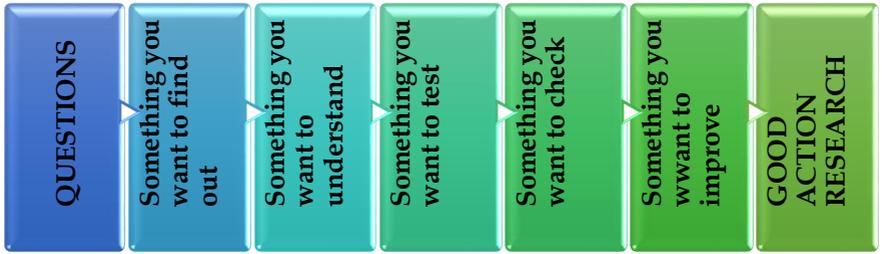


3. AR is cyclical in terms of investigation and attempting to make change in an organization. The main stages are presented in picture 1.



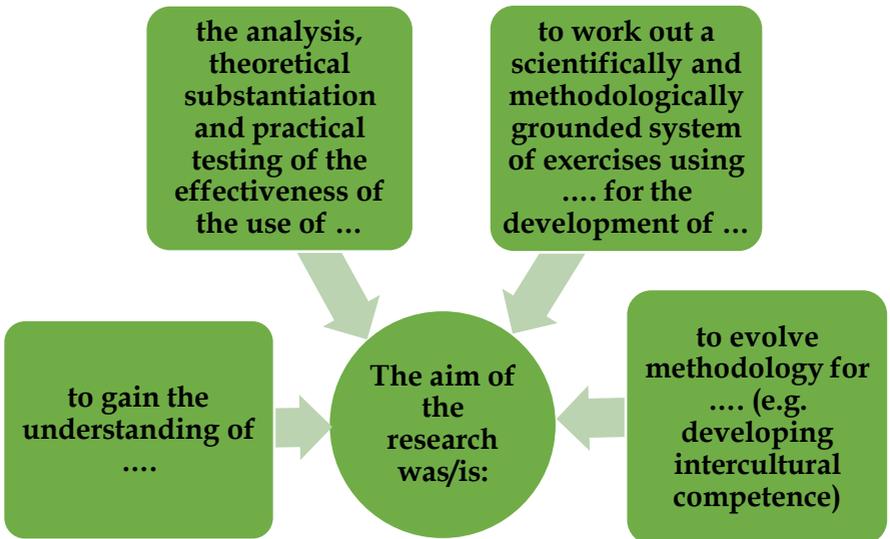
Picture 1. The Main Stages of Action Research

4. A good AR starts with posing questions to identify the issue one would like to research. Study Picture 2.

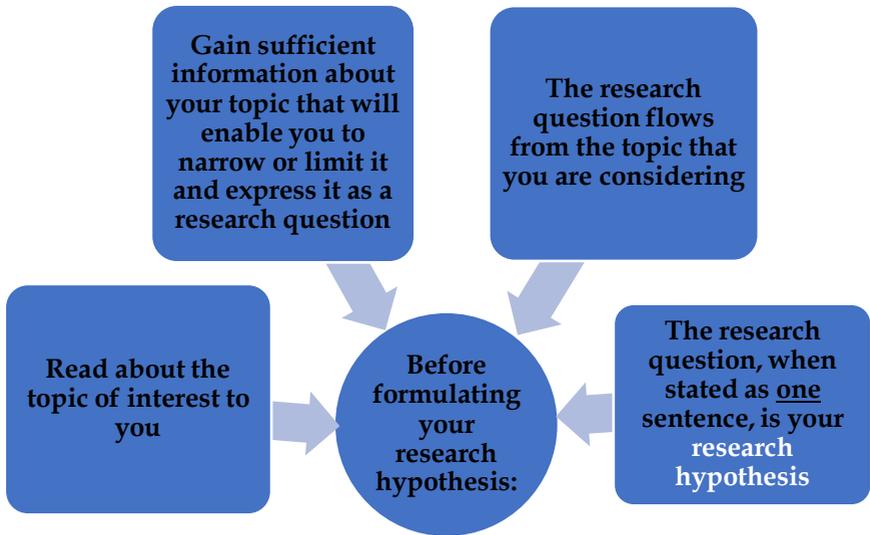


Picture 2. Action Research Questions

As a result, being aware of what you are going to concentrate on, the aim of the research and the hypotheses can be formulated. See pictures 3 and 4.



Picture 3. The Aim of the Research



Picture 4. The Hypotheses of the Research

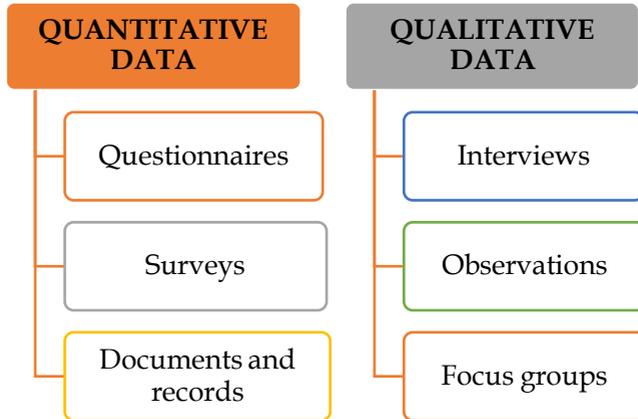
NOTE!	<ol style="list-style-type: none"> 1. It's worth noting that researchers sometimes use research questions instead of research objectives, or in other cases both. From a high-level perspective, research questions and research objectives make the same statements, but just in different formats. 2. There are must be only 4 objectives in your research according to the requirements.
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5. There are two main types of sampling:

- Probability sampling techniques (involve random selection of issues; allow researchers to make strong inferences about the whole group);

- Non-probability sampling techniques (do not rely on random selection; allow the researchers to collect data easily).

6. Data collection methods can vary depending on the subject matter of the research. Study Picture 5.



Picture 5. Data Collection Methods

III. Recommended Literature to Familiarize yourself with.

1. Admiraal W., Smit B. and R. Swart. Models and design principles for teacher research. *IB Journal of Teaching Practice*, January 16, 2021. URL: https://www.researchgate.net/publication/267267110_Models_and_design_principles_for_teacher_research

2. Smith, R. and P. Rebolledo. *A Handbook for Exploratory Action Research*. 2018. URL: https://www.teachingenglish.org.uk/sites/teacheng/files/pub_30510_BC%20Explore%20Actions%20Handbook%20ONLINE%20AW.pdf

3. Sta Cruz A. *Template for action research proposal*. 2022. URL: https://www.academia.edu/33833134/TEMPLATE_FOR_ACTION_RESEARCH_PROPOSAL

Video sources:

1. What is Action Research? URL: <https://www.youtube.com/watch?v=Ta21Oat1bro>

2. The Research Question: What is it? Why do I need it? And where do I get one? URL: https://www.youtube.com/watch?v=89NonP_iZZo

On your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

Work with literature and Internet sources available and:

1. Come up with definitions of the following notions:
 - Enquiry
 - Teacher Research, Action Research
 - Sampling
 - Ethics
 - Qualitative and quantitative data analysis
2. In writing make a list of benefits of enquiry as principled teacher behavior.
3. Find out more information about varieties / models for teacher research and action research. Present your findings in 100-150 words.
4. Define the aims and peculiarities of AR stages in writing.
5. Characterize the quantitative and qualitative data collection methods in the form of a written report.

V. Methodologically Oriented Tasks

1. Read the characteristics of the research below and define whether they refer to Action or Teacher research.

Example:

Action Research	Teacher Research
Encourages change in schools	Is not necessarily cyclic in nature

1. Promotes a process of testing new ideas.
2. Attempts to make change in a whole school.
3. Does not require a specific action or improvement as an outcome.
4. Fosters a democratic approach to education.
5. Does not necessarily require a team element (one teacher can conduct practitioner inquiry in his or her own classroom, for his or her own benefit).
6. Embraces many methodologies and situations (is related to a general term).
7. All kinds of school- and classroom-based research conducted by practitioners.
8. Encourages educators to reflect on their practice.
9. It can produce a change in a teacher's perceptions, attitudes, or thinking that will evidently result in particular changes.
10. Refers to research activities that use a cyclical, action reflection model to investigate the inquiry.
11. Its results are immediately applicable.
12. Empowers individuals through collaboration on projects.

2. Define the key features and give examples for each type of AR as in the example:



- Research question is formulated and study carried out by individual researcher
- A problem is addressed by individual researcher who wants to find a better solution to it
- Individual researcher uses different methods of classroom management approach and observes the best outcomes
-

3. A. Watch a video " The Research Question: What is it? Why do I need it? And where do I get one? " and complete the scheme naming the key notions of it.



helps keep your research focused and on track

B. Think about the topic of your AR and complete the sentences below. Come up with four questions on your topic of AR.

I would like to improve _____

I am perplexed by _____

I am really curious about _____

Something I think would really make a difference is _____

Something I would like to change is _____

What happens to student learning in my classroom when I?

How can I implement _____?

How can I improve _____?

4. A. Read different topics of AR and define their aim and hypotheses. Use information from Pictures 3 and 4.

Example: Topic: The formation of primary school learners' English language lexical competence using ICT

Aim: The aim of the research is to work out scientifically and methodologically grounded system of exercises using ICT for the development of LC.

Hypothesis: The development of lexical competence will be effective if it is based on using ICT.

Topic 1. The Development of Senior Learners' Critical Thinking using problem-solving situations at the English lessons.

Topic 2. Senior Learners' English Grammar Competence Formation on the Basis of Video Materials.

Topic 3. The development of senior learners' spontaneous monologue speech by means of interactive methods of teaching.

Topic 4. The use of integrated approach in the formation of senior learners' pronunciation and intonation skills at the English lessons.

B. Define the aim and hypotheses of your AR.

5. A. Read the sentences and choose the word that best fits the rule to follow while defining research objectives.

1. Research objectives *summarize / specify* how your study will answer it.

2. Objectives divide your research *conclusions / aim* into several small parts.

3. Each objective represents a *key / supplementary* section of your research.

4. All research objectives take the form of a *ranked / numbered* list.

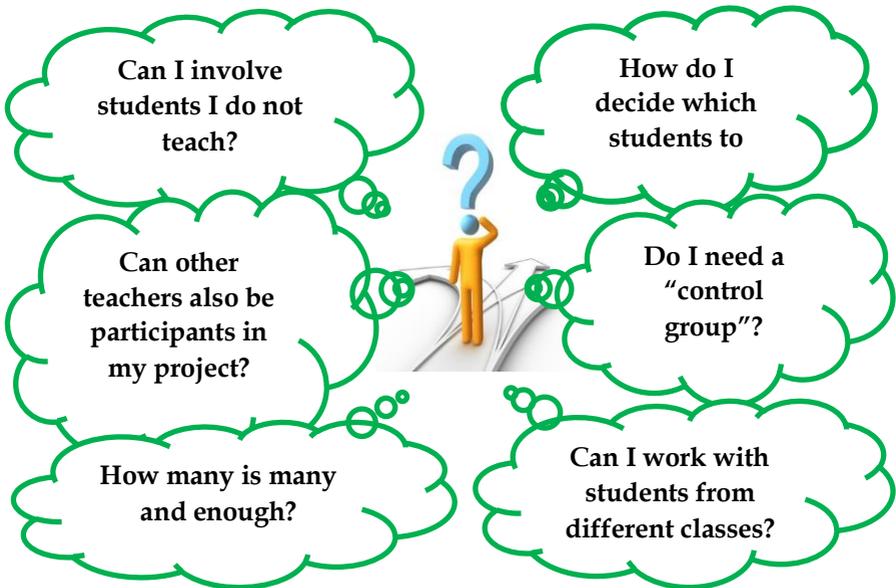
B. Come up with four objectives on your AR using the words from the box.

Example: Topic: The formation of primary school learners' English language lexical competence using ICT.

Objective 1. To define the term 'lexical competence' and peculiarities of its formation.

Determine	Examine	Define	Analyze	Test
Create	Reveal	Study	Carry out	

6. A. While thinking about sampling in research, find the answers to the following questions.



B. Make a list of advantages of sampling in AR and explain them.

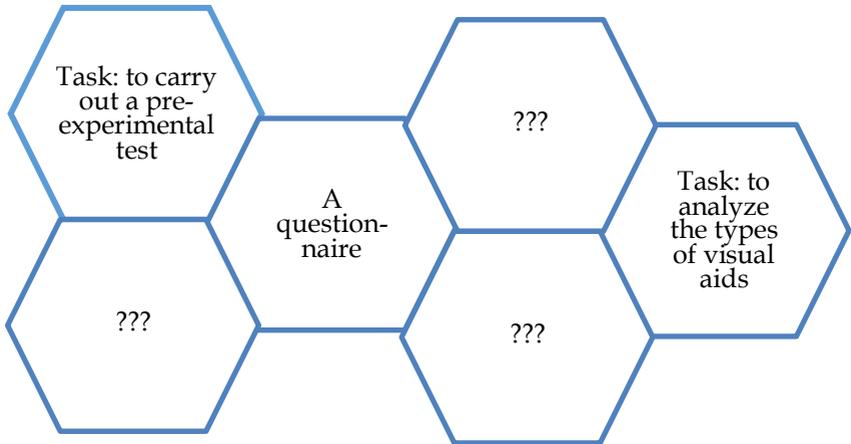
Example: Rapport: better relationships are established with the respondents which affect validity and reliability of the outcomes.

7. Read a list of ethical responsibilities for AR and match them to the fundamental principles.

Ethical responsibilities	obtaining informed consent	avoiding harm	maintaining confidentiality	maintaining anonymity	avoiding deception
1. The researcher should be competent and aware of what is involved in conducting research.					√
2. The research must be conducted rigorously and with the correct procedures					
3. Report procedures accurately and publicly.					
4. Maintain the integrity and autonomy of the research					
5. Gain fully informed consent where appropriate (usually in writing), in order to respect self-determination and autonomy					
6. Respect people's rights and dignity and interests, and be respectful					
7. Inform participants how data will be collected.					

8. Ensure sensitivity to people (e.g. age, ethnicity, gender, culture, religion, language, socio-economic status).					
9. Don't abuse your position or power as a researcher.					
10. Tell the truth: do not tell lies or falsify data, avoid being unfairly selective.					

8. A. Choose the appropriate data collection/analysis methods for the tasks of AR suggested and ground your choice.



B. Come up with five data collection methods that you will use in your AR and explain the purpose.

VI. Try your Hand at Action Research Presentation

1. Study a part of the student's AR template and analyze how the aim, hypotheses and tasks are formulated. Suggest your ideas and improvements.

A student's AR template.

Topic: The development of intermediate students' language skills by using computer games.

The **aim** of the work is to develop innovative technologies for the formation of language competencies of students with the help of computer games in the web environment.

Research hypothesis: an innovative approach based on using educational computer games in ELT is a part of the educational process in secondary schools. It has specific features of pedagogical skills and contributes to the effective implementation of the educational process in the school.

Based on the goal, we face the following **tasks**:

1) Define the essence of key research concepts and current educational regulatory requirements.

2) Investigate the psychological, age and linguistic prerequisites of learning language material of students of the main stage.

3) Outline the methodological prerequisites for the development of phonetic and lexical, grammatical skills at the main stage of secondary school.

4) Classify and select web applications suitable for development of language competencies of students of the main stage.

5) To formulate a method of teaching students of the main stage language competencies by means of computer games.

6) Carry out an experimental test of the effectiveness of the developed methods.

2. Prepare a presentation of your Action Research using the following structure: topic, aim, objectives, stages in accordance with data you need to collect and a reference list.

VII. Test your Knowledge, Habits and Skills on the Unit

Do the true / false test:

1. Enquiry method is a teacher-centered method of education focused on asking questions.

2. The second stage of AR presupposes the development and implementation of a new strategy or approach that can answer the teacher's questions.

3. The aim of the research is a statement of expectation or prediction that will be tested by research.

4. Action research refers to a disciplined enquiry done by a teacher in order to change and improve his/her practices in the future.

5. Sampling in AR is defined on the basis of naturally occurring groups.

6. One of the main principles for ethical research is maintaining confidentiality.

7. The quantitative data collection method is aimed at gathering data through individual interviews and focus group discussions using semi-structured or unstructured topic guides.

8. The main types of AR are Individual teacher research and Collaborative action research.

9. Carefully developed and structured surveys and questionnaires that provide a researcher with numerical data refer to the qualitative data collection method.

10. The role of the teacher in an enquiry-based classroom is to provide the environment that provokes students' thinking and curiosity.

UNIT 6.2. Planning for Continuing Professional Development

Your Helping Hand: Unit Guidelines

I. Glossary on the Unit to be Learned and Used

<ul style="list-style-type: none">• Continuing professional development (CPD);• In-service teacher-training (INSETT);• Values of teaching;• Educational philosophies;	<ul style="list-style-type: none">• Development training; /• Peer observation;• Conference paper;• Individual professional development plan;• Reflective Journal;• Networking.
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II. Fundamentals to Navigate your Independent “Planning for Continuing Professional Development” Acquisition

1. INSETT (in-service teacher training) and CPD (continuous professional development) are not synonymous.

Continuing professional development is a lifelong process planned by teachers, aimed to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment.

In-service teacher training is a complex of measures that an educational institution takes to provide training for teachers working in it to enable them to perform professional activities at a sufficient level.

Both CPD and INSETT can take such forms as:

- gaining new qualifications;
- becoming involved in projects and materials development;
- mentoring and buddy systems;

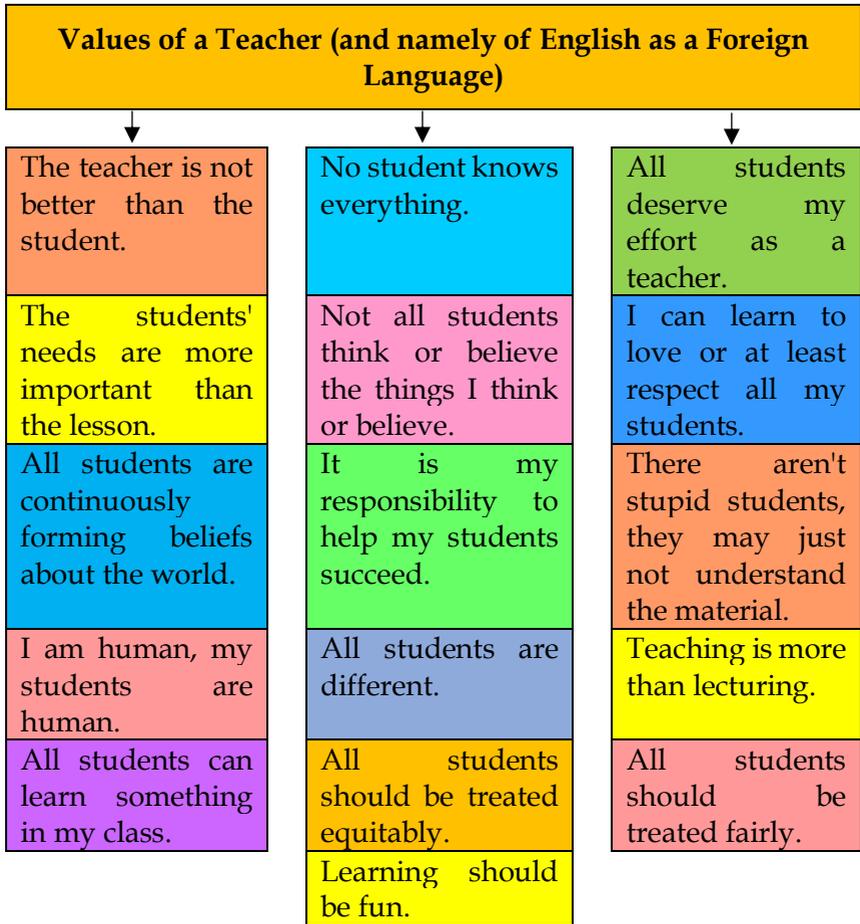
- classroom observations and feedback;
- conferences;
- groups (networking with other teachers);
- writing for magazines / journals;
- membership in professional associations;
- reflection;
- small-scale classroom action research;
- particular ELT specialization;
- teacher training courses
- workshops / webinars etc.

2. Both CPD and INSETT are based on values and educational philosophies chosen by teachers. They are based on cultural, educational, experiential and other factors. Examples of values that produce an axis of teaching are given below (see picture 1).

3. The list of **educational philosophies** is endless. The most popular of them embrace:

1) **Essentialism**: there is a common core of knowledge that needs to be transmitted to students in a systematic, disciplined way. The emphasis is on intellectual and moral standards that schools should teach. The curriculum can change to raise the practical value of education preparing students to become valuable members of society. Students should be taught hard work, respect for authority, and discipline.

2) **Progressivism**: education should focus on the development of a child as a personality. Students should be active: ask questions and verify all ideas in practice. Learning is thought to be problem-solving, thinking is developed through individual experience of the physical, mental and cultural context. Teachers prepare such activities that give students an opportunity to use the scientific method. Among the principle values are freedom and democracy for teachers and students, possibility for collective decision making and creating a better society.



Picture 1. Samples of Values of Teaching

3. Perennialism: education is aimed at acquiring understanding of the great ideas of Western civilization, because these can solve problems of any era. Students should learn eternal truths that are constant, not changing. Another important value is the development of mind. The curriculum includes cultural literacy,

students' growth, the great works of literature and art, the laws or principles of science.

4. Existentialism: nature is subjective, the physical world is not important if it is taken apart from a human, his or her standards. A human is defined by the choices made and responsibility for the decisions. The curriculum focuses on freedom, individual development and choice students make in the classroom by confronting other students' choices and views – their characters develop this way. Students are not objects of education, so teachers have to create opportunities for students' self-direction and self-actualization. The curriculum content follows students.

5. Behaviorism: behavior is the reaction to stimuli, so education is based upon choosing correct situations to develop correct behavior, which students will remember and practice. Students are praised for the correct behavior and punished for incorrect. A student cannot self-develop, so it is a duty of educationalists to shape desirable behavior, morality and to transmit scientific information.

6. Cognitivism / Constructivism: education is based on active construction of reality understanding through interaction with objects, events, and people. Learning is understood as synthesis or the construction of patterns from pieces in the brain aimed at adaptation to reality. New information conflicts with what the learner already knows and he or she tries to learn more to change his previous understanding or to find the place for the new information and restore the balance. As children have stages in understanding the reality, adults (teachers) have to facilitate or scaffold this process by selecting the information appropriate for their age and helping them understand it.

7. Humanism: education should be gradual and slow, it is focused on the idea that children are good by birth and should be treated kindly; all humans are moral, they can reason, have aesthetic sensibility and religious instinct, should be in control of their own destiny, so they are free to live the way they choose.

There is no need to motivate learners because only intrinsic motivation really works.

8. Information Processing: the focus of the educational process is on the mechanisms by which the mind works to explain how learning occurs. These mechanisms should explain the way students receive, process, store, and retrieve information from memory. The human mind is compared to a processor that stores information in schemas or hierarchically arranges structures.

Knowledge is divided into general and domain specific, declarative, procedural and conditional. Its intake and representation is called encoding. The mechanisms that make up the foundation of learning are: sending information to the short term memory, sending its important parts to a definite structure in long term memory storage, retrieving them and sending back to the short-term memory for use. The teacher's job is to help students to develop strategies for thinking and remembering.

9. Reconstructionism: education is socially-oriented as it has to create a better democratic society through overcoming oppression and improving the conditions for living. Children have to invent and reinvent the world, so curriculum focuses on experience and dealing with real problems, such as violence, hunger, international terrorism, inflation, and inequality. The methods used include inquiry, dialogue, and multiple perspectives of a problem.

10. Idealism: education is based on the premise that the soul is fully formed prior to birth and is perfect. The aim of education is to discover and develop each individual's abilities and full moral excellence in order to better serve society. The curriculum is focused on teaching such subjects as: literature, history, philosophy, and religion. Teaching methods focus on handling ideas through lecture, discussion, and Socratic dialogue. Introspection, intuition, insight, and whole-part logic are used to let conscience reveal itself. Students are also supposed to imitate examples and heroes.

11. Realism: the world of physical objects exists separately from a person and has to be studied using the scientific method. Logic is important to teach reasoning about physical events and aspects. Science and mathematics are at the core of the curriculum. Teaching methods focus on mastery of facts and basic skills through demonstration and recitation. Critical and scientific thinking, observation and experimentation are the basic skills and activities.

12. Pragmatism (Experientialism): ideas are worth teaching if they can be verified in practice. There is no absolute and unchanging truth, but rather, truth is what works. Integrated interdisciplinary approach is practiced. Teaching methods focus on hands-on problem solving, experimenting, and projects, often having students work in groups. Learners must adapt to each other and to their environment, learning is contextual as it depends on place, time, and circumstance. Learners are supposed to use their knowledge to real situations through experimental inquiry.

III. Recommended Literature to Familiarize yourself with.

1. Newby D., Allan R., Fenner A. -B., Jones B., Komorowska H., Soghikyan K. European Portfolio for Student Teachers of Languages (EPOSTL). URL: <http://archive.ecml.at/mtp2/fte/pdf/stpextract.pdf>

2. "Classroom Observation Strategies: Peer Observation". URL: https://www.youtube.com/watch?v=c_W6tb35r3M

3. Continuing Professional Development (CPD) Framework for teachers. URL: https://www.teachingenglish.org.uk/sites/teacheng/files/CPD_framework_for_teachers_WEB.PDF

4. Continuous Professional Development in the ELT sector URL: <https://britishcouncilindia.wordpress.com/tag/insett/>

5. In-Service Teacher Development project (INSETT). British Council. Ukraine. URL: <https://www.britishcouncil.org.ua/en/teach/projects/insett>

On your Own: Developing your Skills of Autonomous Learning

IV. Independent Searching Tasks

1. Look through the following presentation: <https://www.slideshare.net/preeti52/training-development-157749081>. Produce a list of differences between TRAINING and DEVELOPMENT. Read the entries and fill in the blanks.

1) _____ is a learning process for new employees in which they get to know about the key skills required for the job. _____ is the training process for the existing employees for their all-round development.

2) _____ is a short-term process i.e. 3 to 6 months, but _____ is a continuous process, and so it is for the long term.

3) _____ focuses on developing skill and knowledge for the current job. Unlike, the _____ which focuses on the building knowledge, understanding and competencies for overcoming with future challenges.

4) _____ has a limited scope; it is specific and job-oriented. On the other hand, _____ is career-oriented and hence its scope is comparatively wider than training.

5) In _____, the trainees get a trainer who instructs them at the time of training. In contrast to _____, in which the manager self-directs himself for the future assignments.

6) Many individuals collectively attend the _____ program. _____ is a self-assessment procedure, and hence, one person himself is responsible for one's development.

What are you doing by attending Methodology classes: is it training or development? Can we combine them?

2. **Working with electronic libraries and resources.** Look through the following resources. Find a book, an article, a video or an audio that you can use in your scientific or professional activities and ground your choice in writing:

- <https://kiser3.wixsite.com/medialibrary>
- <https://elt.oup.com/?cc=ua&sellLanguage=uk>
- <https://www.cambridge.org/ru/cambridgeenglish/teacher-development/online-resource-library>
- <https://eflmagazine.com/40-essential-resources-teaching-library/>

V. Methodologically Oriented Tasks

1. Read the following sayings and comment on them in writing:

- *It's a funny thing. The more I practice, the luckier I get.*
- *Sharing is best.*
- *Everybody can be great because everybody can serve.*

2. **Working with educational platforms.** Look through the following platforms and find at least 3 courses that might help you in writing your diploma paper or future profession:

- *EdX* <https://www.edx.org/>
- *Future Learn* <https://www.futurelearn.com/courses>
- *Coursera* <https://www.coursera.org/courses?query=free>
- *Harvard University* (free online courses) <https://online-learning.harvard.edu/catalog/free>
- *Stanford* <https://online.stanford.edu/free-courses>
- *Alison* <https://alison.com/courses>
- *OpenLearn* <https://www.open.edu/openlearn/free-courses/full-catalogue>
- *Oxford* (English Language Teaching) <https://elt.oup.com/teachersclub/?cc=ua&sellLanguage=uk>

3. Preparing a conference paper. Read the following information paper and work out an algorithm of preparing a conference paper.

- <https://sci-conf.com.ua/v-mezhdunarodnaya-nauchno-prakticheskaya-konferentsiya-topical-issues-of-modern-science-society-and-education-28-30-noyabrya-2021-goda-harkov-ukraina/>

4. Materials design. Imagine that you have gifted pupils in your class who are bored of activities that you traditionally suggest. You have two options: to deal with behavior problems they will expose or to create new activities that will satisfy their needs of intellectual challenge.

Read the list of web-applications designed to diversify learning, look for them in the Internet and choose the ones that you would like to try:

- Brainfeed;
 - Think Like Churchill;
 - Dotopedia;
 - Google Arts & Culture;
 - Inventioneers;
 - Zombinis
 - Games to learn English
- Create an inventory of 8-10 items.**

5. The relationship between individual, peer and institutional development. Schools and departments as learning communities.

1) Fill in the table using the ideas suggested at the following website: <https://www.tefl.net/elt/articles/career/the-big-list-of-cpd-for-elt/>

Tools and options for CPD

Individual	Peer	Institutional

6. Participation in continuing professional development workshops. Examine the suggested Internet resources to choose the one appropriate for you. Write why you have chosen it.

- <https://languagelink.co.uk/professional-development-courses-for-teachers/professional-development-course/>
- <https://oxfordtefl.com/courses/teacher-development/>

7. Developing productive, personally effective study routines.

• How do you know if your professional performance is sufficient? In what areas should you develop your professional skills? Brainstorm for ideas. Look through the areas suggested in the following booklet (p. 5).

• https://www.teachingenglish.org.uk/sites/teacheng/files/CPD_framework_for_teachers_WEB.PDF

• What are your strong and weak points? Rate your professional skills on p. 6.

• Choose 1 area that is not as well-known to you as you'd like to. Rate your stronger and weaker points on the relevant page. Share your findings in writing.

8. Looking for a vacancy.

1) Look for vacancies at the following websites:

- Work.ua
- Rabota.ua
- Olx.ua
- Jooble.org

- Jobs.ua

2) Choose a position that suits you. Mark professional practices that are highlighted by the employers. If they are not, try and anticipate what will be needed.

3) Write 2 lists of qualities: what you have got and what you lack.

4) Write a resume for the vacancy you have liked.

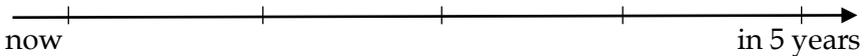
You can use the following resources:

- <https://resumegenius.com/>
- <https://resume.io/>
- <https://novoresume.com/>
- <https://zety.com/resume-builder>

VI. Try your Hand at Microteaching

1. Creating an Individual professional development plan.

Imagine your ideal professional career. Create a timeline from now to the moment which is 5 years ahead. Sign each year with professional skills, experiences, work places and qualifications that you think you will need.



2. **Advert design.** Design a detailed advert of your Internet course for EFL teachers following the check-list:

- My course has an engaging title.
- It has a one-sentence motto.
- It contains the information on duration, weekly number of hours, cost and certificate value.
- It has an engaging introduction.
- It has an outline of sessions.
- Each session has a title and the main questions that will be covered.

You may watch the videos that explain some organizational and financial details of building your online EFL courses.

<https://www.youtube.com/watch?v=e07AXB9Wk-A>

<https://www.youtube.com/watch?v=zy9gz1MIEVo>

3. Creating private courses of teaching English as a foreign language. Imagine a situation: Your friends and you are creating a private educational institution. Brainstorm for answers to the questions suggested below and write a 200-250-word description.

1. What is good about creating your own courses?
2. What difficulties do you predict?
3. Who are your courses for? Describe the learning outcomes that your students will get. What 3 rules will they follow?
4. What kind of teachers will you employ? What 3 important questions will you ask them?
5. What methodology and books will you use? Why?
6. How many lessons a week will you suggest?
7. How much will it cost? What will it cover?
8. What location in Zhytomyr or Zhytomyr region will suit you for creating your courses? Why is it important?
9. What principles or experience of working with children will you implement in your courses?
10. In what way will they be different as compared you other courses of the kind?

You can use the following ideas for inspiration:

- <https://www.youtube.com/watch?v=dtPniT0p9K4>
- <https://www.youtube.com/watch?v=7xCe2m0kiSg>
- <https://www.youtube.com/watch?v=qf5UeDk1VT0>

VII. Test your Knowledge, Habits and Skills on the Unit

Do the following true / false test:

1) Essentialism presents moral and intellectual standards as the basis of education. Its practical value is also important.

2) Progressivism deals with developing a child as a personality. His or her ability to problem-solve using the scientific method is developed.

3) Perennialism is focused on teaching how to manipulate ideas, children have to know logic and be able to use it in practice.

4) Existentialism considers the importance of constructing new knowledge on the basis of previous world view. Teachers have to provide students with activities that help them to understand the world.

5) Pragmatism proves that every human can and should be educated by means of correct stimuli, reactions will be memorized and practices.

6) CPD presupposes that a novice teacher looks for possibilities for professional improvement independently.

7) INSETT is connected to different institutional programmes designed to ensure the professional development of the staff.

8) Development is an individual choice of a teacher.

9) Training is a short-term process i.e. 3 to 6 months.

10) It is impossible to differentiate between individual, peer and institutional options of CPD.

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**THE JOURNEY FROM AN ENGLISH LEARNER
TO AN ENGLISH TEACHER
НА ШЛЯХУ ДО ПРОФЕСІЙНОЇ
МАЙСТЕРНОСТІ:
ВІД СТУДЕНТА ДО ВЧИТЕЛЯ**

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