МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ЖИТОМИРСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ІМЕНІ ІВАНА ФРАНКА

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**Student-Friendly Professional Training of a New
Generation English Teacher
Студенто-сприятлива професійна підготовка
майбутнього вчителя англійської мови нового
покоління**

**Навчальний посібник до курсу
«Навчання англійської мови»
(Другий (магістерський) рівень 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 всі теми курсу. У навчальному посібнику майбутні вчителі англійської мови можуть знайти основну теоретичну інформацію за темами, що вивчаються; додаткову літературу та онлайн-посилання для самостійного опрацювання, методичні практичні завдання для професійного розвитку студентів - майбутніх вчителів англійської мови як на заняттях в класі, так і при змішаному чи онлайн-навчанні; тести для перевірки здобутих професійно-наукових знань, умінь та навичок, а також завдання для дітей з особливими потребами. Навчальний посібник призначений для використання в самопідготовці студентів другого (магістерського) рівня вищої освіти денної форми навчання до практичних занять, комунікативних майстерень, модульних робіт та екзамену з курсу «Методика навчання англійської мови».

CONTENTS

Introduction

Dear student teachers!

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

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

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

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

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

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

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

Let Success Attend you!

Unit 1.1. Communicative Foreign Language Competence Development

1.1 Aims and Content of Teaching English to Secondary School Learners

I. Glossary to Remember and Use

> - Plurilingualism,
> - Multilingualism,
> - Common European Framework of Reference (CEFR),
> - Digital information society,
> - Action-oriented approach,
> - Polycultural society,
> - Domain(s): personal, public, educational, professional.

By the end of paragraph 1.1, make your own list of methodological terms (5-8) necessary for its professional discussion.

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

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

leaning and studying policy in Ukraine are presented **in picture 1:**

1. Challenges of a new polycultural multilingual digital world
2. New European approach for language learning (CEFR)
3. State Standard of foreign language
4.   New core curriculum for foreign languages
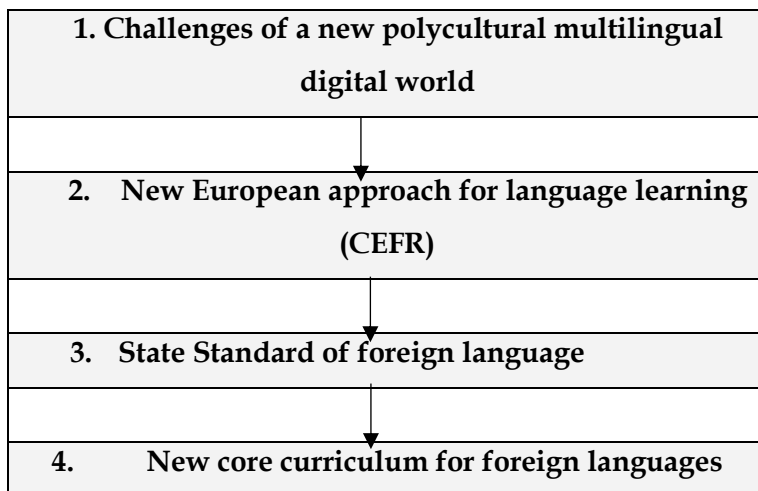
Picture 1. Basic Factors for Designing New Aims of Teaching English in Ukrainian Schools

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

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                    ┌──────────────────────┐
                    │   Communicative      │
                    │     Competence       │
                    └──────────────────────┘
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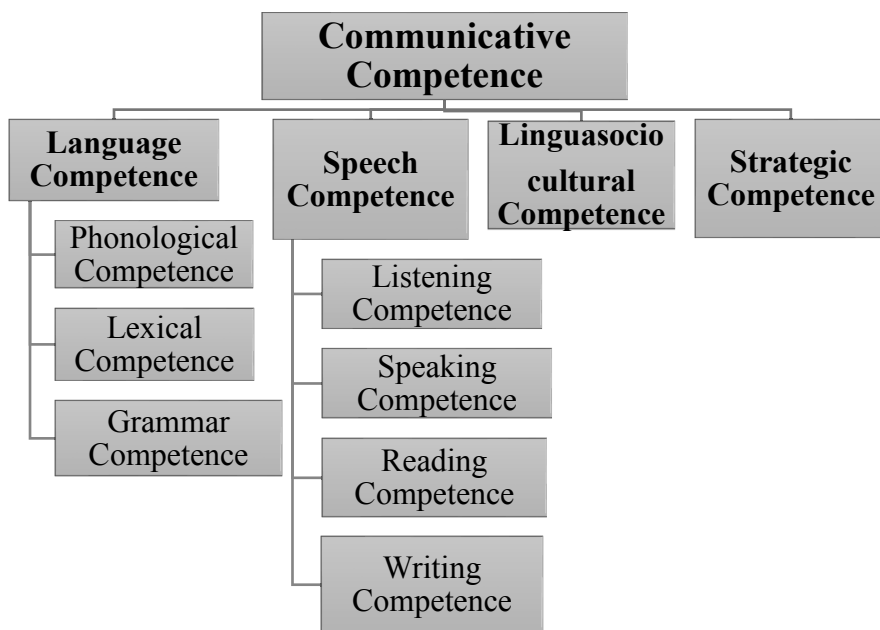
Picture 2. Structure of Communicative Competence

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

| Primary school | → | A1 – Basic User (**Breakthrough**) |

| Basic school | → | A2+ – Basic User (**Waystage**) |

| Senior school | → | B1+ – Independent User (**Threshold**) B2 (**Vantage**) For secondary education establishments specializing in English |
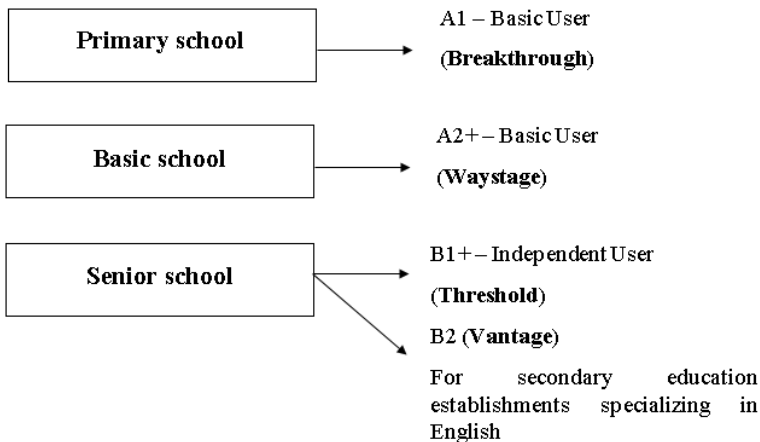
Picture 3. Levels of English Proficiency for Different Types of Schools

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

- Communication in the mother tongue;
- Communication in a foreign language;
- Mathematical literacy;
- Information and computer literacy;
- General cultural literacy;
- Ecological literacy and healthy way of life;
- Scientific competence;
- Continuous professional development (CPD);
- Social and civil competences;
- Enterprising competence.

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

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

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

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

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

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

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

personal domain, the public domain, the educational domain, the occupational (professional domain).

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

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

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

III. For Further Reading

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

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

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On your Own: develop your Skills of Autonomous Learning

I. Independent Searching Tasks

Do the library and online research and:

1. Come up with the definition of the following notions:
   - Plurilingualism
   - Polycultural society
   - Digital information society

- Competence, key competences
- Linguasociocultural competence
- Strategic competence
- Continuous skills
- Public domain
- Personal domain
- Educational domain
- Professional domain.

2. Analyse and describe key competences and four content lines put forward by the Concept of New Ukrainian School in writing (100 words).

3. Present characteristics for levels of proficiency B1+, B2 as it is done in CEFR.

II. Getting Professional

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

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

List of Topics

My Family and me	My Friend(s)
My Favourite Lesson	London
Travelling	Seasons and Weather
Shopping	Meals
My Working Day	Holidays and Festivals
Great Britain	Ukraine

My Working Day   My Future Profession
English Speaking World   Sport
Healthy Way of Life   Environmental Protection
My School   My Native Place
The House I Live in   Going to the Cinema
Art   Languages in our Life
Scientific Progress   Inventions and Discoveries
Touring Kyiv

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

Example:

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

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

Example:

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

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

III. Practice Makes Perfect!

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

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

Example: **Topic "My Working Day"**

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

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

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

Topics Suggested:

- Travelling
- Ukraine at Large
- Art
- My School

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

Pattern:

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

- Begin with…
- Take into consideration…
- Pay attention to…

- Don't forget…
- Try and…

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

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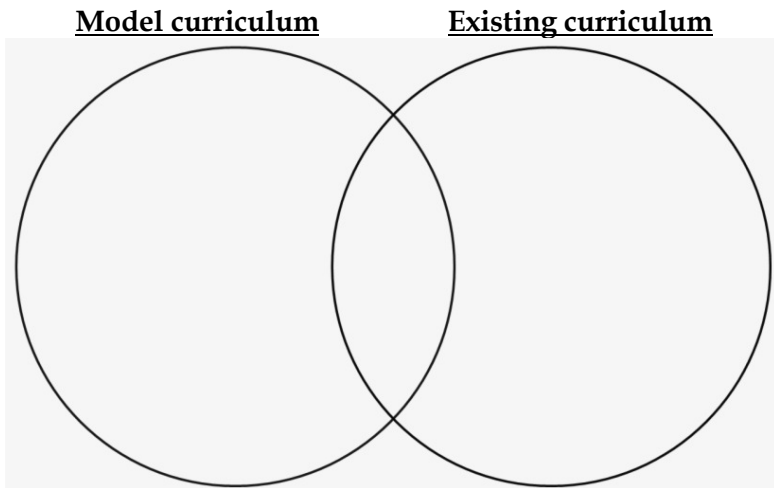
IV. Do the Test to Decide how Well you Know Aims and Content of Teaching English to Secondary School Learners

True/False:

1. The main aim of teaching English at school is highlighted by CEFR.
2. The aim of teaching English is to develop learners' Communicative Competence.
3. Content of teaching English answers the question "Why to teach?"
4. Secondary school leavers should acquire B2+ level.
5. Elementary learners should have Breakthrough level.

6. The domain, that is centered on learners' individual life and activities at home within families and friends, is called public.

7. Independent English users can understand and use familiar everyday expressions and basic patterns while interacting.

8. Strategic Competence deals with learners' abilities to learn.

9. By language skills we mean listening, writing, reading and speaking.

10. Nowadays a teacher can select all content components independently.

1.2   Understanding Learners' Needs for Effective Teaching and Learning

I.   Glossary to Remember and Use

- Learners' types
- Learning styles
- Cognitive styles
- Multiple intelligences
- Intrinsic / extrinsic motivation
- Implicit / explicit learning
- Learning strategies
- Teaching strategies
- VAK approach

By the end of paragraph 1.2, make your own list of methodological terms (5-8) necessary for its professional discussion.

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

1. Before organizing foreign language teaching at a senior level, learners' needs analysis is fundamental. A teacher should think about the needs of his/her students and try to adapt his/her teaching accordingly.

2. Moreover, most learners have preferred ways of learning known as a learner's type. What is suitable for one learner may not be appropriate for another. Familiarize yourself with existing learners' types in the following picture.

Learners' types						
An intuitive learner	A formal learner	An informal learner	An imaginative learner	An active learner	A deliberate learner	A self-aware learner

Picture 1. Learners' Types

3. Besides learners' types, a teacher should be aware of different learning styles. There are different ways of thinking about them. In the VAK approach, learners are seen as having a preference for visual, auditory or kinaesthetic activities. Familiarize yourself with **picture 2.**
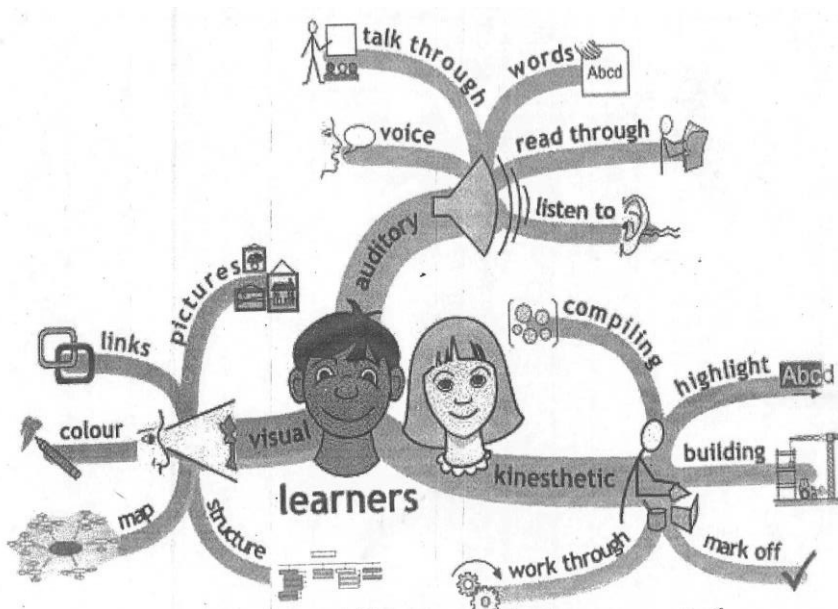
Picture 2. VAK Theory of Learning Styles

4.   Another way is to look at how learners think: do they prefer the "big picture" or are they more detail-oriented, are they deductive rather than inductive?

5.   One more approach is the look at learning styles in terms of a personality's ways of cognition: do they prefer to work in groups (communicative style) or to be alone, analyzing things (analytical style), to work under a teacher's guidance (authority-oriented style), to learn on their own with immediate results (concrete style)? They are all called cognitive styles.

6.   Knowledge of Howard Gardner's theory of Multiple Intelligences will help a teacher to choose effective tasks and activities for every learner in the English classroom. There are eight of them:

- 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"

7.   Sometimes learners feel demotivated for learning a foreign language and it's up to a teacher to stimulate and encourage them for learning English. To realize it, a teacher should know the factors which can motivate students and the types of motivation, namely: intrinsic, extrinsic, instrumental and integrative motivation.

8.   To be an effective teacher one must have good teaching strategies that come in many different flavours. Conversely, there are various **learning strategies** – "specific actions taken by the

learner to make learning easier, more enjoyable, more self-directed and more transferable to new situations" (Oxford, 1990).

9. Normally, learning strategies correspond to a task and learning purpose and are specific for reading, listening, speaking or writing.

A teacher should bear in mind if his/her learners get knowledge due to conscious process (explicit learning) or acquire knowledge by unconscious process (implicit learning). It affects both: a teacher's choice of teaching strategies and a learner's choice of learning strategies.

10. To teach new generation students, an English teacher should meet all the requirements of Ukrainian educational reforms and be ready to face all the challenges of the XXI century. Not for nothing it is stated in the new core curriculum "English language teaching methodology" that a Ukrainian school will become successful when a new generation teacher comes to it. It is a teacher who understands learners, can plan and manage the lessons, knows much how to teach English to learners of different age groups using innovative techniques of the XXI century, evaluates and assesses learners' progress and achievements, motivating them for independent upgrading their knowledge, further development of habits and skills.

III. For Further Reading

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On your Own: develop your Skills of Autonomous Learning

I.Independent Searching Tasks

Do the library and online research and:
1. Come up with the definition of the following notions:
- Learners' types (from picture 1)
- Learning styles (picture 2)
- Intrinsic vs extrinsic motivation
- Instrumental motivation
- Integrative motivation
- Multiple intelligences
- Implicit / explicit learning
- Teaching strategies
2. Present characteristics of:
o Cognitive styles;
o Eight types of multiple intelligences.
3. Describe five widely used effective teaching strategies.

II. Getting Professional

1. Look at the following words, put them in the most appropriate column of needs in the table below and explain your choice in writing (100 words).

- Personality
- Wants
- Previous learning experience
- Learning styles
- Motivation
- Age
- Aptitude
- Future job
- Cultural background
- Prospects for the future

Personal needs	Learning needs	Educational needs
• personality		

2. Read the cases suggested and define learners' types (see picture 1 in Fundamentals). Say what makes you think so and come up with their characteristics.

Case 1	I dislike spontaneous activities and prefer to learn everything thoroughly, step by step, master patterns and paradigms unless I can use them correctly in different contexts.
Case 2	I prefer to learn from others while I'm communicating with them. I don't like to memorize

	grammar or practicing vocabulary in different exercises. I may speak incorrectly sometimes, but I enjoy it.
Case 3	I feel comfortable when I understand all the rules, know the words well and can use them. I rely only on myself in learning English.
Case 4	I enjoy imitation and guessing in my learning English and even create my own symbols, which help me to study better. I see no sense in systematizing or generalizing. I learn through my ears.
Case 5	I find it easy to learn English from books and make my own charts. I'm glad that out teacher organizes a lot of practice in the lesson and pays much attention to correctness in grammar and pronunciation.

3. On the basis of the information you've searched independently, complete the following statements and say which types of motivation in your opinion is typical of students of different age groups.

- *Learners with an instrumental motivation want to learn a foreign language because…*
- *Learners, who are integratively motivated, want to learn a foreign language because…*
- *Learners, who have intrinsic motivation enjoy learning English because…*
- *Extrinsically motivated students learn a foreign language because…*

4. Match the type of intelligence to the techniques suggested and say for what age group learners they may be effective. Ground your answer.

Word-smart	Walk with rhythm
Logic-smart	Take a survey and put the information in a chart
Body-smart	Do team investigating project
Music-smart	Write your ideas in a journal
Picture-smart	Make a story on the words given
Nature-smart	Do the TPR activity suggested
Interpersonal	Make a portrait of a missing man (the parts of the face are given)
Intrapersonal	Collect the symbols of spring in the park and describe them
	Make a rap on the topic "Working day"
	Colour the picture in accordance with the description you've read
	Create a semantic map
	Interview your family members

5. Read what different teachers think about teaching and learning strategies and fill in the table below.

Helen. I think if a pupil can't cope with the task it means that it is above his level of knowledge and abilities. In this case it is necessary to tailor learning activities to his / her current abilities. The activities should be neither too hard nor too easy.

Olya. In my opinion the learner should acquire difficult language material, especially grammar implicitly. Implicit learning is more natural as it doesn't need special attention or conscious. Thus it is easy for learners.

Oksana. I personally think that a teacher or a more learned peer should help a learner who has problems giving him / her instructions or scaffolds how to do it. If a learner repeats these scaffolds several times and remembers them next time he / she will know how to cope with the similar situation.

Boghdan. It seems to me, that the key to such problems lies in the explicit or conscious learning. Students should use their logics, read up the material they lack and thus avoid difficulties.

Borys. I believe that when language acquisition doesn't work successfully it means that it isn't the right time for it, which is called critical period. Maybe different time will stimulate the learners.

Name of a teacher	I agree / disagree	Why?
Helen		
Olya		
Oksana		
Boghdan		
Borys		

6. Once Janelle Cox famously said: "*Being a teacher is much more than executing lesson plans, they also carry the role of a surrogate parent, disciplinarian, mentor, counsellor, book-keeper, role-model, planner and many more*". Think of 5 most valuable characteristics

of a new generation English teacher and rank them in order of importance.
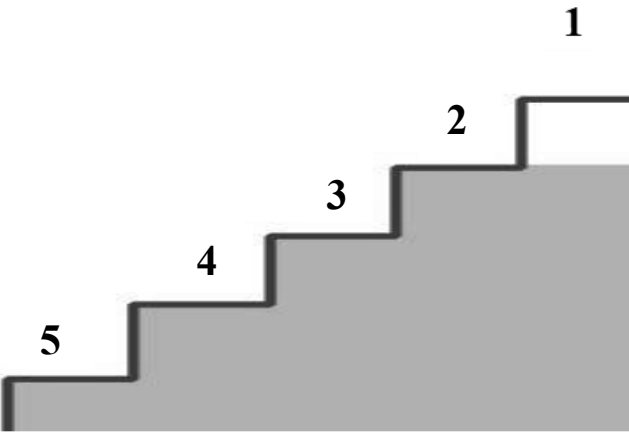
III. Practice Makes Perfect!

1. Individually make a list of factors that promote every type of motivation below and support your ideas with examples.

Intrinsic	Extrinsic	Integrative	Instrumental
Challenge	Recognition	Cooperation	Cognition
………	……….	……….	………..

2. In accordance with VAK approach to learning styles, complete the table for each skill as in the example.

	Visual	Auditory	Kinesthetic
Speaking	• Make a picture story	• Connect sounds to make a story •	• Act out your story •
Listening	• Listen and label a picture •	• Listen to the story and put the pictures in a correct order •	• Listen and follow instructions •
Reading	• Read a book cover and comment on it •	• Read aloud conveying different emotions •	• Read a dialogue and act body movements/ emotions •
Writing	• Write a message on a postcard •	• Listen and fill in the gaps in writing •	• Some students mime, other guess and write down •

3. Come up with teaching tips for cognitive styles below. Use the pattern.

Cognitive styles

Have learners use verbal and non-verbal communicative patterns

Use different modes of interaction

Communicative

Analytical

Concrete

Authority-oriented

4. Using the theory of Multiple Intelligences, think what students with a certain intelligence are good at and suggest 3-5 teaching aids they learn best by. Use the patter for each kind of intelligence.

Pattern: ***Word-smart learners*** *are good at playing word-games, telling stories, reading/writing. For better learning they need stories, fables, poems, quotes for unquoting, idioms for commentaries, problems for debates and decisions.*

5. Read the problem cases below and come up with learning strategies to avoid the problems.

Case 1	The learners have difficulties in finding new information independently and using it for communicative purposes in different contexts.
Case 2	Intermediate learners have problems with writing dictations. They make a lot of spelling mistakes, thus their accuracy leaves much to be desired.
Case 3	The students of the upper intermediate level of English proficiency can't differentiate the functions of some modal verbs and often misuse them. Sometimes it even blocks communication.

6. Using "Fishbone" technique come up with your vision of a new generation English teacher.
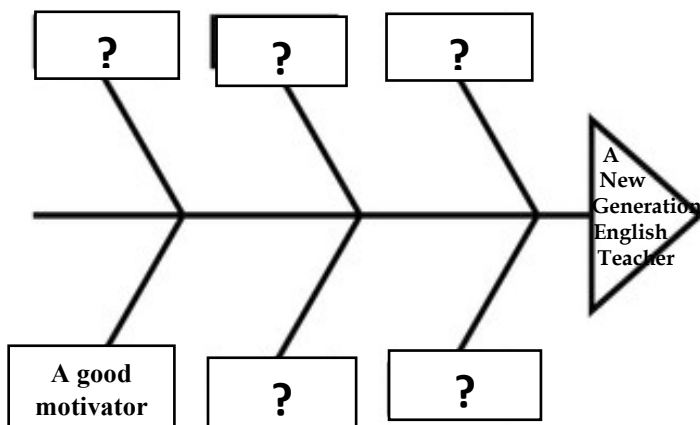
IV. Do the Test to Decide how Well you Can Understand Learners' Needs for Effective Teaching

True / False

1. Needs' analysis is important, especially for young learners.
2. VAK approach to learning styles helps a teacher to make a correct choice of teaching strategies, teaching aids and materials.
3. There are 10 multiple intelligences in H. Gardner's theory.
4. Interpersonal learners prefer to learn on their own.
5. Young learners are extrinsically motivated.
6. Integrative and intrinsic types of motivation are typical of senior learners.
7. Every learner cultivates his/her learning strategies in accordance with his/her ways of learning and learning styles.
8. Young learners get their knowledge implicitly.
9. Intuitive learners prefer to learn from others while communicating with them.
10. Analytical cognitive style has much in common with logic-smart intelligence.

1.3 Planning Teaching

I. Glossary to Remember and Use

- Calendar plan
- Unit plan
- Learning outcomes
- Lesson sequence
- Complex / communicative / integrative character of a lesson
- Student talking time (STT)
- Teacher talking time (TTT)
- L2 – target language
- Conversation warm-up
- Classroom English (metalanguage)
- SMART aim
- Continuous lines
- A new generation teacher

By the end of paragraph 1.3, make your own list of methodological terms (5-8) necessary for its professional discussion.

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

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

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

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

Topic	Subtopic	Communicative skills	Continuous lines	Aims of a lesson	Forms of assessment	Teaching aids and materials
S P O R T	Lesson 1 Indoor / outdoor sports	To describe indoor and outdoor sports	To develop learners` critical thinking	To introduce new vocabulary and organize its primary assimilation	Oral assessment: answering questions Writing assessment: Ex.3 p. 68	Flash cards with new vocabu-lary p.67
	Lesson 2 …					

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

- Communicative character of a lesson;
- Complex character of a lesson;
- Integrated character of a lesson;
- A well-formulated aim of the lesson;
- Relevance of learning outcomes to the aim of the lesson;

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

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

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

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

7. Having set an aim of the lesson, it is important to plan **learning outcomes** (what learners should be able to do by the end of the lesson) which are relevant to the aim of the lesson. For example:

By the end of the lesson the learners will be able: to describe their family; to speak about their parents' jobs etc.

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

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

Lesson Plan

Date:
Form:
Topic:
Aim:
Learning outcomes:
Teaching aids and materials:

Lesson Structure (timing):

Beginning:
    1. Conversation warm-up   5 min
    2. Pronunciation warm-up   5 min
The main part:
    1. …   30 min
    2. …
    3. …
Ending:
    1. Evaluation and assessment   2 min
    2. Setting hometask   3 min

Lesson Sequence

Teacher activity	Learner activity
I. Conversation warm-up	Learners reply individually.

| Hi, everybody! How goes it? … | Etc. |

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

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

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

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

3. Harmer J. The practice of English language teaching. – Pearson Longman, 2007. P. 364-378.

I. Independent Searching Tasks

Do the library and online research and:

1. Come up with the definition of the following notions:
- learning outcomes;
- complex character of a lesson;
- communicative character of a lesson;
- integrative character of a lesson;
- student talking time (STT) vs. Teacher talking time (TTT);
- classroom English (metalanguage);
- a unit plan

2. Find out what may be done to reduce TTT and to increase STT. Write a list of your suggestions (not less than 3-4).

3. Make a list of classroom English for the following content areas:
- greeting learners;
- asking about absence/attendance;
- reacting to learners' lateness;
- transition to work;
- maintaining order and discipline in the lesson;
- attracting learners' attention;
- evaluating learners' activeness (praising or reprimanding);
- setting hometask;
- ending a lesson.
  (2-3   examples for each area)

II. Getting Professional

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

An English teacher		A learner
• To observe the sequence of learners' habits/skills formation • …	A well-planned English lesson enables…	• To practice habits and skills on different prompts according to their learning styles • …
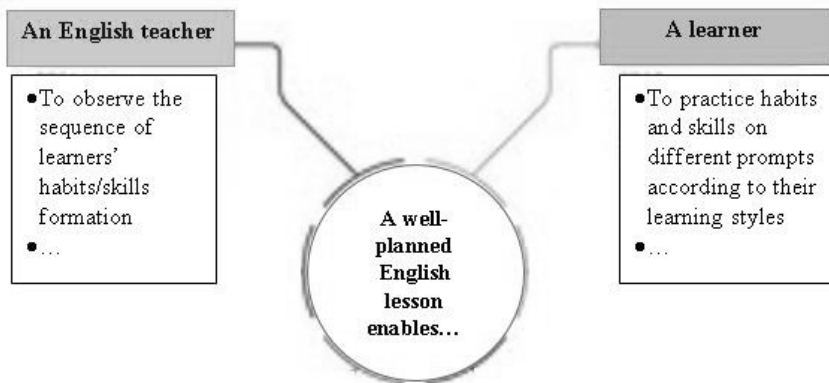
2. Read the aims of the lessons suggested below and come up with possible learning outcomes. Follow the example.

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

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

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

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

By the end of the lesson, the learners will be able to discuss their future career plans.
By the end of the lesson, the learners will be able to describe their favourite holidays.
By the end of the lesson, the learners will be able to compare British and Ukrainian popular sports.

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

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

a. There are photos of picturesque places for picnics on the board. Decide with your groupmates, which is suitable for you.
b. There are pictures of different items on the teacher's table. Take 3-4 items for your future picnic and explain why you need them.
c. Put the posters on the blackboard and present them to the classmates.
d. Move round the classroom, interview your classmates about their preferences in picnicking and make a group of 4-5 like-minded people.
e. Discuss and distribute your duties while on a picnic.

f. In the whole class, discuss the groups' posters and ideas for a picnic.
g. Match pictures to the learners' duties on a picnic.
h. Choose winners and comment on the advantages of their project.
i. You are supposed to do the group project "Getting ready for a picnic" which will end in a poster.

III. Practice Makes Perfect!

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

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

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

Pattern:

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

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

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

Multiple choice test:

1. Designing lesson plans ensures a teacher that…

A. he / she has highlighted the particular language skill to be taught;

B. he / she won't write it next time;

C. he / she has got pleasure;

D. he / she will achieve his / her aims.

2. Planning helps a teacher…

A. to become a good teacher;

B. to plan suitable activities;

C. to know the learners better;

D. to take into consideration learners` needs.

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

A. the core curriculum;

B. the skills to be practised in the lesson;

C. the "Teacher's guide';

D. new challenges of life.

4. Optional elements of the lessons are…

A. speech practice and setting hometask;

B. conversation warm-up and pronunciation warm-up;

C. explanation and revision of language material;

D. evaluation and assessment of learners` achievements.

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

A. to plan learning outcomes;

B. to use ICT in the lesson;

C. to write a test;

D. to observe its complex character.

6. Communicative character of a lesson is realized by…

A. translation exercises;

B. evaluation and assessment;

C. learners' speech practice;

D. visual materials.

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

A. metalanguage;

B. L1;

C. L2;

D. STT.

8. Complex character of a lesson presupposes…

A. practising language material through all skills;

B. practising all skills;

C. practising language through culture;

D. using all kinds of prompts.

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

A. their experience and points of view;

B. knowledge they've got in other lessons;

C. English terminology;

D. their friends' help.

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

A. the teacher's methods;

B. the classroom layout;

C. the aim of the lesson and learning outcomes;

D. the learners' desires.

Unit 2. Language Competence Formation
2.1.Phonological Competence Formation

I. Glossary to Remember and use

> - phonology
> - phonological competence
> - phonetic drill
> - principle of approximation
> - received pronunciation (RP)
> - receptive activities
> - reproductive activities
> - productive activities

By the end of paragraph 2.1, make your own list of methodological terms (5-8) necessary for its professional discussion.

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

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

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

```
┌─────────────────────────────────────────┐
│    PHONOLOGICAL COMPETENCE              │
└─────────────────────────────────────────┘
```

Sounds	Intonation	Rhythm	Stress
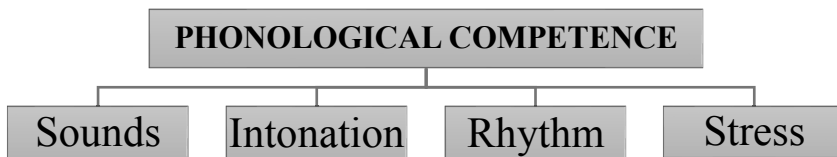
Picture 1. The Structure of Phonological Competence

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

Розповідь учителя: Діти, підніміть руку, в кого вдома є кішка (кошеня)? Як звуть твоє кошеня? А твою кішку? Що вони полюбляють пити? Молочко! А ви дивились як вони п'ють молочко? Де у них знаходиться язичок? А ось я вам покажу фото мого кошеняти. Гляньте, де у Мурчика язичок? Правильно, між зубками. А давайте пограємо в ваших улюбленців: висуньте язичок між зубками і вимовіть звук [ð] [ð]. У українській мові немає такого звуку. У нашій мові є звук [z]: зайчик s змійка, знайшли, зернятко.

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

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

1. A pattern with a new sound. *Example: This is a c<u>a</u>t.*
2. A word with a new sound. *Example: **Cat***
3. A new sound. *Example: [æ]*
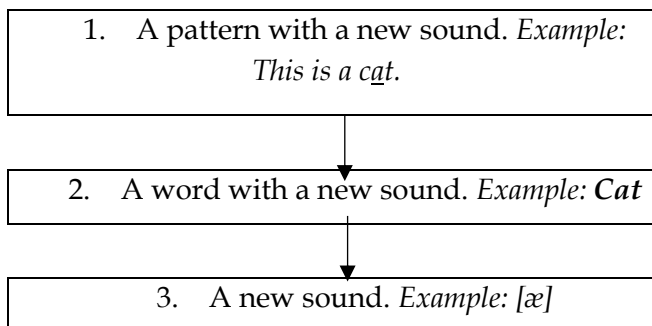
Picture 2. Algorithm of an English Sound Presentation

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

1. The sound: *[æ]*
2. The word: ***Cat***
3. The pattern*: This is a c<u>a</u>t.*
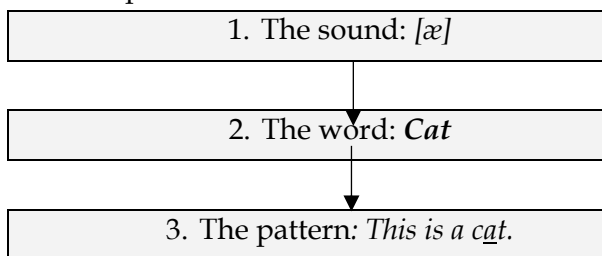
Picture 3. Algorithm of Learners' Imitation of a New English Sound

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

- positional length of some vowels |I:| vs |I| - sheep vs ship | ʃi:p| - | ʃip|
- voiced consonants vs voiceless - |bæg| - |bæk|

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- front vowel vs back vowel |pæt|-|pɑ:t|; |kæt|- |kɑ:t| etc.

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

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

or

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

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

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

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

— I `found a ↘cow.
— ↘How?
— I `found a ↘hen.
— ↘When?
— I `found a ↘bear.
— ↘Where? etc.

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

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

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

III. For Further Reading

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. Ніколаевої. Київ: Левінт, 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: develop your Skills of Autonomous Learning

I. Independent Searching Tasks
Do the library and online research and:

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

    - phonological competence;
    - principle of approximation;
    - received pronunciation (RP);
    - receptive activities;
    - reproductive activities;
    - productive activities.

2. Find phonetic games aimed at preventing phonetic difficulties in the young learners' classroom (up to 5).

3. Make a list of tongue-twisters for intermediate and senior learners with the sounds which cause difficulties for Ukrainian learners ([ɒ], [θ] – [ð], [w], [r]).

4. Compile a bank of rhymes, songs, jazz-chants, raps, limericks, mini-dialogues (two for each) for practising different components of phonological competence at a senior level.

II. Getting Professional

1. Analyze an English textbook of a Ukrainian / an English author you worked with at school (Upper Intermediate / Senior level) to fill in the chart in picture 4. Present the commentary of your analysis in writing (150 words).

The author of	Teaching materials for	Number of activities used and some examples

the textbook	the development of different phonological components	Receptive	reproductive	Productive
Karpjuk O. D.	Jazz-chant (rhythm)			

Picture 4. English Textbook Analysis

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

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

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

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

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

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

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

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

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

Step 4. Reading the limerick with different emotions.

Step 5. Final reading in chorus.

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

Type of activity	Receptive	Reproductive	Productive
Listen to the poem and clap your hands when you hear the sound [I]	V		
Listen to the rap and beat the rhythm			

Read the microdialogue in pairs observing intonation patterns			
Read the words suggested and match them to the right pictures			
Listen to the jazz-chant and reproduce the stressed words			
Listen to the poem and stand up when you hear the line with a low falling tone			
Read the quote below as if you are its author			
Listen to the beginning of a dialogue and reply to it as if you are greatly surprised (afraid, happy etc.)			
Listen to the limerick and reproduce the words with the same sounds			
Read a nursery thyme and reproduce the stressed words			

III.   Practice Makes Perfect!

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

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

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

This is a therapist Theo Smith from Athens.

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

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

Bag [æ]

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

Tea [i:]

4. Read the dialogue and come up with 4-5 techniques for practising all components of phonological competence in the 10th grade.

— *Hi, Ben! How goes it?*
— *Thank you, fine.*
— *I've heard you are going to business trip to England.*
— *Right. I am leaving on the thirteenth of September.*
— *Thirtieth?*

— No, thirteenth.
— It is in three days, isn't it?
— Exactly.

IV. Do the Test to Decide how Well you Can Develop Learners' Phonological Competence

True / False

1.   English sounds are introduced in the English language.

2.   The sounds are introduced by the imitation game-like approach in a context.

3.   Teaching pronunciation is based on analytical principle.

4.   The basis of phonological competence is formed at the elementary level.

5.   Phonetic drill is a compulsory element of an English lesson.

6.   Young learners master all components of phonological competence explicitly.

7.   Productive phonetic exercises demonstrate learners' ability to speak English with correct sounds, rhythm, stress and intonation.

8.   The principle of approximation concerns the formation of all phonological competence components.

9.   Receptive exercises end the formation of phonological competence.

10. Audio and video prompts in teaching phonetics can be extremely effective.

2.2 Lexical Competence Formation

I. Glossary to Remember and Use

<div style="border:1px solid">

- Lexical competence
- Active / passive minimum
- Lexical relationships
- Cognates / false cognates
- Chunks
- Fixed collocations
- Ways of presenting vocabulary
- Direct way
- Lexical approach
- Learner-centered classroom
- Blended learning
- Flipped classroom

</div>

By the end of paragraph 2.2, make your own list of methodological terms (5-8) necessary for its professional discussion.

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

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

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

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

Picture 1. Criteria for Selecting Vocabulary

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

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

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

Direct	Visual	Translation
• Morphological division • Context • Synonyms • Antonyms • Definitions • Interpretation	• Illustrations (pictures, set of pictures, stick pictures) • Making models (paper planes, boat, cars etc.)	• Finding an equivalent in the mother tongue • Comparing a Ukrainian lexical unit with an English one

	• Demonstration of school paraphernalia • Body language • TPR	• Translation-interpretation

Picture 2. Ways of Disclosing the Meaning of Lexical Items

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

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

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

I. Preparatory stage	II. Focused practice stage	III. Creative stage
Aim: to disclose the meanings of new lexical items and to organize their primary assimilation	**Aim:** to recycle new lexical items in different contexts on the basis of various audio, visual prompts	**Aim:** to encourage learners to use new lexical items independently for realization of their communicative intentions
Exercises: receptive and reproductive	**Exercises:** receptive, reproductive	**Exercises:** communicative,

		productive, without any prompts

Picture 3. Stages of Lexical Competence Formation

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

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

IV. For Further Reading

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

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

3. Калініна Л. В., Климович Ю. Ю. Let's Flip: використання засобів перевернутого навчання у процесі формування

58

професійної компетентності майбутніх філологів: Навчально-методичний посібник. Житомир: Видавець ПП "Євро-Волинь", 2021. 114 с.

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

On your Own: develop your Skills of Autonomous Learning

I.Independent Searching Tasks

Do the library and online research and:
1.　　　Come up with the definition of the following notions:
- Lexical competence
- Active / passive minimum
- Cognates / false cognates
- Chunks
- Fixed collocations
- Direct way of presenting vocabulary
- Lexical approach
- Learner-centered classroom
- Blended learning
- Flipped classroom

2.　　　Find three examples for the following lexical relationships:
- Cognates vs false cognates
- Notional verbs vs phrasal verbs
- Synonyms vs antonyms
- Fixed collocations
- Idioms

3. Make a catalogue of exercises for developing lexical competence (five for each stage).

4. Compile a bank of poems, rhymes, jazz-chants, songs for practising lexical items at a senior level on different topics (5-6).

II. Getting Professional

1. Analyze an English textbook of any Ukrainian or English author you worked with at school (the senior level, 10th-11th grades) to fill in the chart in picture 4. Present the commentary of your analysis in writing (150 words).

The author of the textbook	Teaching materials for developing lexical competence		Types of lexical relationships chosen for studying (examples)	Number of types of lexical exercises for each stage of lexical competence development (examples)		
	Electronic media	Internet sources		Stage I	Stage II	Stage III
Daniel Brayshaw, Bob Hastings "High Note 3"	Video-clips	Podcasts	Idioms, phrasal verbs	Receptive: Listen to the podcast and say… 24	?	?

Picture 4. English Textbook Analysis

2. On the basis of the criteria for vocabulary selection, select appropriate lexical items for the 9th grade on one of the topics: "Preparing for the future", "Science and technology", "Nature around us" (Bear in mind lexical relationships).

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

Preparatory stage	1. Retell the story as if you are the author
	2. Say the opposite
	3. Make up a sentence by analogy with the given one
Focused practice stage	4. Complete the sentence
	5. Describe the most memorable summer holiday
	6. Watch the video and comment on its events
Creative stage	7. Listen to three students describing their working days and say which of them you find the most well-organized
	8. Paraphrase the sentences
	9. Describe the picture given using key words from the box
	10. Read a list of words suggested and group then according to three categories: **clothes / appearance / profession**
	11. Listen to the beginning of the story and come up with your own ending
	12. Illustrate the proverb "A friend in need is a friend indeed"

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

A teacher:	Learners:
Look at the picture. It's a bird. Не сперечайтесь, це птах – a bird. 2. to make a nest – будувати гніздо 3. to fly – літати 4. bird watching – це дуже популярне заняття в американських дітей. Вони полюбляють спостерігати за птахами та вивчати їх звички, повадки 5. to feed birds – годувати птахів	P1. Це горобчик. P2. Ні, це ластівка, в неї довгий хвіст. P3. Яка це ластівка, це ворона маленька.

6. in the picture you can see a bird's table (показує картинку шпаківні)	P1. Шпаківня
No, це годівниця для птахів.	

5. In the 10ᵗʰ grade's English classroom, eight minutes before the end of the lesson a teacher introduced new words. The teacher gave the learners the hometask to make sentences with new words in writing, to translate sentences in ex. 4, p. 32. The next day many students didn't cope with the hometask and the teacher was dissatisfied. Comment on the situation in writing and give a possible way out (150 words).

III.   Practice Makes Perfect!

1. Plan a part of a lesson for the preparatory stage of lexical competence formation in the 10ᵗʰ grade. Use the following lexical items for disclosing their meanings:
- Wildfire
- Water pollution
- A recycling pick-up day
- To preserve environment
- Deforestation
- Irreparable

- Global warming
- To contaminate

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

I'm Staying Home from School Today
by Kenn Nesbitt

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

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

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

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

IV. Do the Test to Decide how Well you Can Form Learners' Lexical Competence

Multiple Choice Test
1. **To have a well-developed lexical competence means...**

a) to understand all lexical items while listening;

b) to understand all lexical items while reading;

c) to use lexical items in speech correctly;

d) to understand lexical items and use them for realizing one's communicative intentions.

2. Ukrainian school leavers should study…

a) words attributable to certain topics;

b) international words;

c) proverbs and sayings;

d) different lexical relationships.

3. There are _____ ways of disclosing the meanings of new words.

a) 2;

b) 3;

c) 4;

d) 5.

4. Direct way of presenting the meaning of new words presupposes the use of…

a) verbal visual prompts;

b) translation;

c) body language and mime;

d) context, definition and word building.

5. The aim of the focused practice stage is…

a) to disclose the meanings of new words;

b) to teach learners to use new words independently;

c) to recycle new words in different contexts;

d) to teach learners to translate new lexical items.

6. To use new lexical items independently means…

a) to know them by heart;

b) to know what they mean;

c) to use them for realizing one's communicative intentions;

d) to use them automatically.

7. Blended learning consists of…

a) different types of traditional approaches;
b) effective online modes of teaching;
c) combination of traditional and online teaching;
d) combination of electronic media.

8. Flipped classroom starts with…

a) learners independent study of new language material online;
b) teacher's introduction of new language material in the lesson;
c) teacher-learners interaction in the class;
d) teacher-learners interaction online.

9. The formation of lexical competence should end in…

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

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

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

2.3.   Grammar Competence Formation

I.   Glossary to Remember and Use

• Grammar competence
• Implicit/explicit Grammar
• Grammar in context
• Types of contexts
• Inductive/deductive approach;
• Active/passive Grammar minimum
• PPP-presentation, practice, production
• DL - discovery learning
• Prescriptive/descriptive grammar
• Evaluating Grammar
• Lexical Approach

By the end of paragraph 2.3, make your own list of methodological terms (5-8) on developing Grammar Competence necessary for its professional discussion.

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

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

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

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

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

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

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

Form / Structure
• Morphosyntactic & lexical patterns
• Phonemic/ graphemic patterns

Use / Pragmatics
• Social context
• Linguistic discourse context
• Presuppositions about context

Meaning / Semantics
• Lexical meaning
• Grammatical meaning

(borrowed from https://slideplayer.com/slide/10222677)
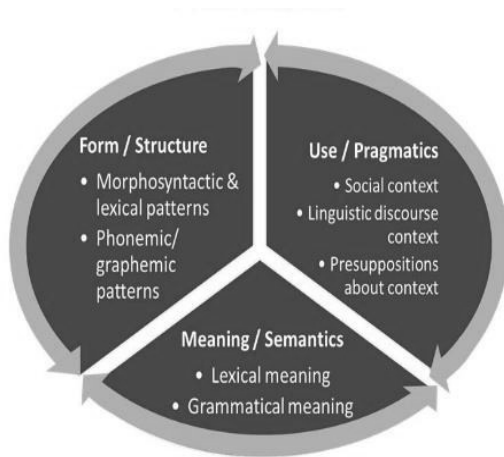
4. Teaching Grammar an English teacher develops *active grammar minimum* - the grammatical phenomena which are meant for usage in oral speech (speaking and writing) *and passive grammar minimum* - the grammatical phenomena which pupils can recognize and comprehend in a text (while reading or listening) considering the principles for selecting grammar material. They are presented in **Picture 1.**

5. Nowadays Grammar is being taught *communicatively* giving the learners the opportunity to practise the target grammar item trough specific communicative tasks and activities. Understanding the intended meaning of a single word or phrase in the absence of

context is extremely difficult (Thornbury, 1999, p.69.) Thus, t**o** teach grammar effectively to a secondary school learners it is important **to contextualize the target structures,** i.e. use different contexts.

For Active Minimum	For Passive Minimum
principle of prevalence (wide usage) in oral and written speech	**principle of prevalence in the bookish style**
principle of modeling, i.e. capability of a grammatical form to serve as a model for constructing other forms by analogy	**principle of polysemy.**
principle of excluding synonymic grammatical phenomena	
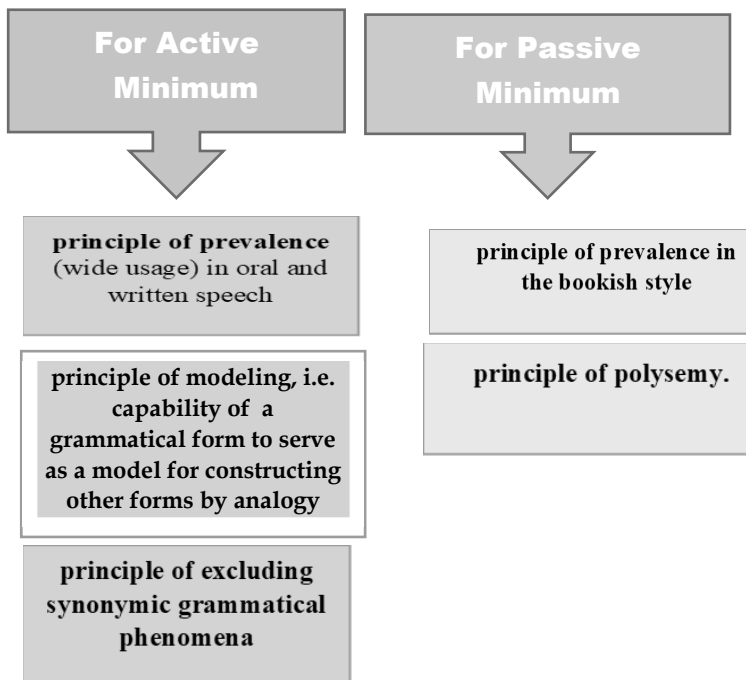
Picture 1. Criteria for Selecting Grammar Minimum

6. Nowadays Grammar is being taught *communicatively* giving the learners the opportunity to practise the target grammar item trough specific communicative tasks and activities. Understanding the intended meaning of a single word or phrase in the absence of context is extremely difficult (Thornbury, 1999, p.69.) Thus, t**o** teach grammar effectively to a secondary school learners it is important **to contextualize the target structures,** i.e. use different contexts.
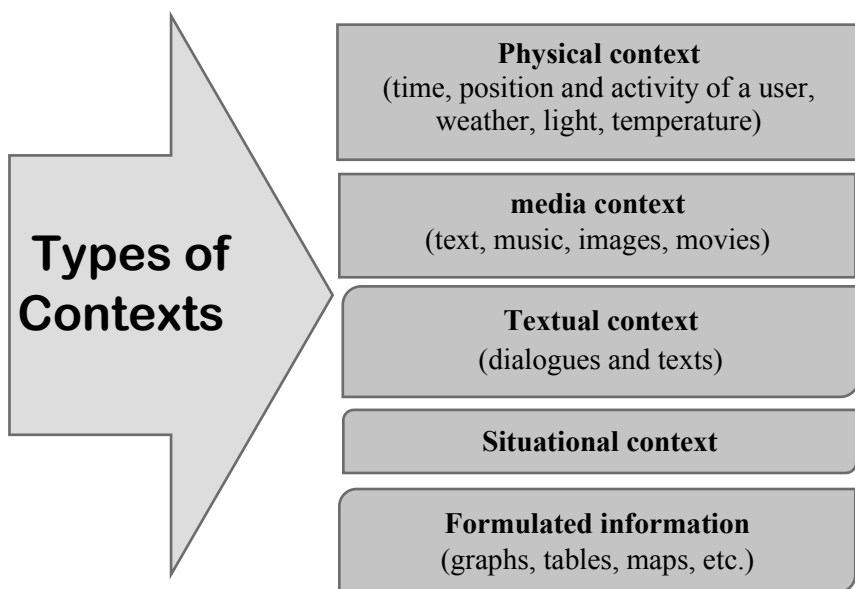
7. ***Context*** is the situation or linguistic and non-linguistic information surrounding the new grammatical phenomenon and results in new language being used.

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

Types of Contexts

Physical context
(time, position and activity of a user, weather, light, temperature)

media context
(text, music, images, movies)

Textual context
(dialogues and texts)

Situational context

Formulated information
(graphs, tables, maps, etc.)

Picture 2. Types of Contexts

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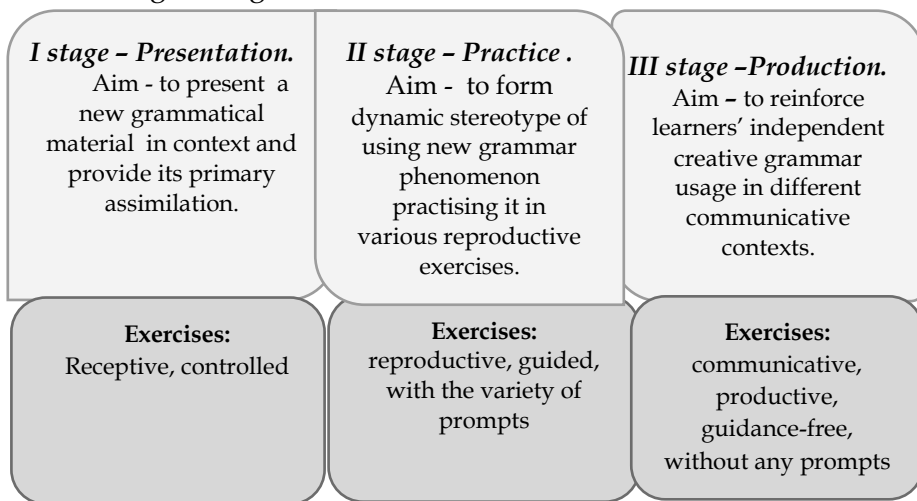
Both inductive and deductive approaches are used to teach grammar explicitly.

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

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

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

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

I stage – Presentation. Aim - to present a new grammatical material in context and provide its primary assimilation.	*II stage – Practice .* Aim - to form dynamic stereotype of using new grammar phenomenon practising it in various reproductive exercises.	*III stage –Production.* Aim – to reinforce learners' independent creative grammar usage in different communicative contexts.
Exercises: Receptive, controlled	**Exercises:** reproductive, guided, with the variety of prompts	**Exercises:** communicative, productive, guidance-free, without any prompts

Picture 3. Stages of Grammar Competence Formation

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

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

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

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

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

III.   For Further Reading

1.   Методика навчання іноземних мов і культур: Теорія і практика: підручник для студ. класичних, педагогічних

і лінгвістичних університетів / Бігич О.Б., Бориско Н.Ф., Борецька Г.Е. та ін. // за загальн. ред. С. Ю. Ніколаевої. Київ: Левінт, 2013., С.234-256.

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

3. Core Curriculum. English Language Teaching Methodology. Bachelor's Level. Івано-Франківськ. «НАІР». 2020. 126 р.

4. Swan, M. (2012) Grammar [online]. Oxford: Oxford University Press. Available from: Swan, M. (2012) Grammar [online]. Oxford: Oxford University Press. Accessed 4 Jan, 2023.

On your Own: develop your Skills of Autonomous Learning

I.   Independent Searching Tasks
Do the library and online research and:
1. Come up with the definition of the following notions:
- Grammar
- Grammar habits
- Descriptive/prescriptive grammar
- Discovery technique
- Lexical approach
- primary assimilation;
- communicative context;

2. Analyze CEFR and Core Curriculum and write down their requirements in terms of developing Grammar competence for different levels of language proficiency – A2+, B1, B2.

3. Find examples of introducing new grammar phenomena inductively and deductively (2 for each) for upper-intermediate and senior learners (9th-12th grades) and compare them in writing (120-150 words).

4. Compile a bank of:

• Grammar games (not less than 6);

• Poems and songs for practicing grammar on different topics at the intermediate and senior levels (not less than 5);

• Exercises and activities for developing grammar competence at the intermediate and senior levels (5 for each stage).

II. Getting Professional

1. Analyze an English textbook of any Ukrainian or English author/s you worked with at school (the senior level, 10th-11th grades) to fill in the chart in Picture 4 (see the example). Comment on your analysis in the written form (120-150 words).

The author of the textbook	Teaching materials for developing grammar competence	Number of activities used and some examples (per Unit)		
		Receptive	*Reproductive*	*Productive*

Focus 4 Daniel Brayshaw, Bartosz Michalowski Pearson Education Limited, 2016	A blog post, a dialogue, pictures, exercises	2 e.g. Read the conversation and underline the Gerund constructions	6 e.g. Complete the blogpost using Infinitive or Gerund	2 e.g. Write your own blogpost on the problem of influence of gadgets on teenagers' social life.

Picture 4. English Textbook Analysis

2. To progress in learning a new grammar material a learner passes through definite levels. Match the names of the levels to the proper descriptions. Explain in writing the role of a teacher in developing Grammar competence for each level.
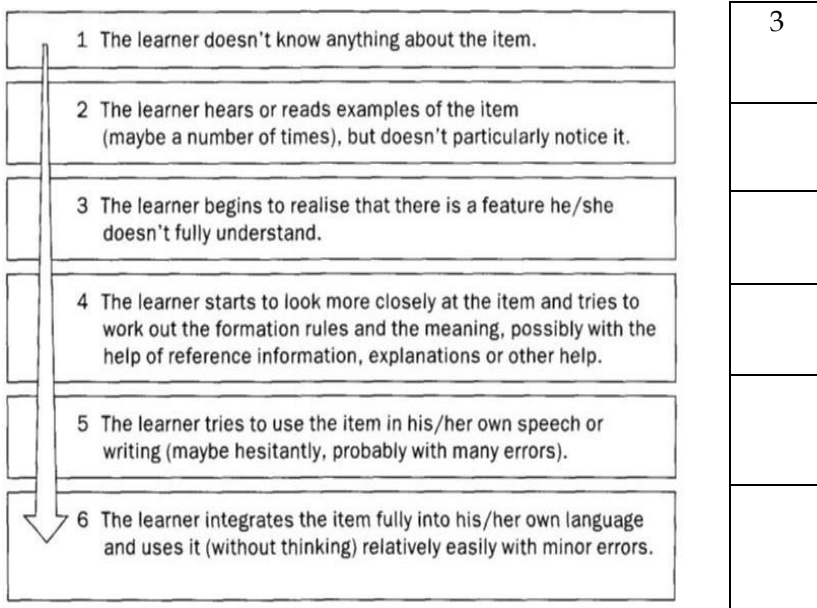
1 Active Use   **2 Noticing**   **3 Ignorance**
4 Practice   **5 Exposure**   **6 Understanding**

	3
1 The learner doesn't know anything about the item.	
2 The learner hears or reads examples of the item (maybe a number of times), but doesn't particularly notice it.	
3 The learner begins to realise that there is a feature he/she doesn't fully understand.	
4 The learner starts to look more closely at the item and tries to work out the formation rules and the meaning, possibly with the help of reference information, explanations or other help.	
5 The learner tries to use the item in his/her own speech or writing (maybe hesitantly, probably with many errors).	
6 The learner integrates the item fully into his/her own language and uses it (without thinking) relatively easily with minor errors.	

3. Match the grammar points to the proper situation or context.

Situation or Context	Grammar Points
1.Discuss plans for a class field trip to the zoo/river camping.	a) Imperative verb form; Present continuous tense
2. Answer information questions: Name, address, phone number, occupation etc.	b) Simple past tense; Question formation; Forms of verb to do; Word order in negation
3. Follow a recipe or instructions from a boxed cake mix to bake a cake.	c) Locative prepositions; Modal verbs (can, may, should)
4. Fill out a medical history form. Then role play a medical interview on a visit with a new doctor.	d) Modal verbs: Can, must, should, ought to…..; Adverbs of time & frequency

5. Tell a friend/your brother how to find an object in your room/kitchen.	e) Present tense of verb to be; Possessive adjectives
6. Make a daily weather report	f) Present perfect tense; Contrast between active and passive voice Direct and indirect object
7. Extend an invitation over the telephone to someone to come to a party	g) Future tense; If-clauses; Conditional tense
8. Describe your past holidays, weekend, trip etc.	h) Forms of verb to be; Idiomatic expressions
9. Tell about the burglary of your house/flat in the presence of a policeman upon discovery (active voice) and in making a police report (passive voice)	i) Present perfect tense; Present perfect progressive
10. Explain rules and regulations to a new comer, i.e. rules for the school cafeteria/computer class; doctor's instructions to an ill patient.	j) Would like…Object-Verb; Word order; Interrogative pronouns

Example: 1g,……

4. Refer to the Core Curriculum and choose 2-3 grammar phenomena studied at upper-intermediate and senior levels (e.g. Gerund, If-clauses, etc.). Come up with possible contexts and communicative situations for their presentation.

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

Petro	*Actually, it is quite clear. At first, the teacher gives us thorough explanation of a new grammar material, makes sure we understand it by asking us questions and then we do a lot of exercises in the worksheets or from a textbook until we can do it automatically. At the end we practice this grammar in some situations. For me it's ok but boring sometimes.*
Inessa	*Our teacher presents us several examples or tells/reads us a story and then asks to notice some grammar. She gives no explanation of the concept and expects us to recognize the rules of grammar in a more natural way during reading and writing. In my opinion, it is interesting. But frankly speaking, not always we can understand at once what we learn and how to use it in different situations and then the teacher provides us with more examples or explains.*
Daria	*Our teacher gives us a variety of lexical units rather than grammatical structures. The units are words, **chunks** formed by **collocations,** and fixed phrases. We learn grammar through using lexical phrases that helps us to speak with fluency.*

Oleksandr	*We practise grammar in context. The teacher gives us the texts allowing to deduce the meaning of unfamiliar grammatical items from the co-text which is repeated over and over again in it. Quite often the texts are authentic and show how the item is used in real communication. But sometimes they are difficult and we pay more attention to understand the content than the forms but the teacher doesn't want to give us simplified/adapted texts saying it prepares us for real life difficulties.*

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

Stages of Developing Grammar Competence

Activities	Presentation	Practice	Production
Find someone who......has slept in a sleeping bag/.... has eaten caviar			
Read the conversation choosing the correct grammar option			
Make the sentences/a dialogue by analogy			
Ask and answer the questions to the picture / photo;			
Make up your own continuation to the story enlarging the idea;			

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

7. In a school "Light Up You English" Blog about teaching and learning English you read the learners' comments what their success and challenges using grammar are. Write your comments to them and

their English teachers giving some advice how to deal with or improve the situation.

Comments	Advice for the Learner	Advice for a Teacher
I am prone to make mistakes with grammar but I have a good ear for language, so nine times out of ten I'll just know when something is wrong. I use my instinct and when I don't know, I just guess. **Gregggor**		
I am inclined to be very analytical. Like a detective I look for clues that will help me how language works. **Thebee**		
At first, I would spend hours learning the grammar rules but I didn't have the confidence to speak. Besides, the teacher was always correcting me. So I decided to set myself goals to improve my pronunciation, expand the vocabulary and speak as much as possible. **@justme**		
I feel quite frustrated because we always do grammar exercises and I am quite good at it making rare		

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

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

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

III.   Practice Makes Perfect!

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

Mary: Hello, Joan. This is Mary. Are you busy?
Joan: Oh, Mary, hi. Yes, I'm working right now. What about you?

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

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

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

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

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

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

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

Joan: Ok, then. Have a good time tonight. Dave is a fun guy!

Mary: Thanks. You too. Bye. See you at the gym on Tuesday.

(Retrieved from the Internet resource
https://slideplayer.com/slide/8444004/)

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

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

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

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

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

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

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

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

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

3. Plan a part of a lesson on teaching grammar to senior learners on any approach or model of teaching observing the

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consequence of stages and activities (receptive, reproductive, productive). You may use the following Grammar material:

Passive Voice;   *Direct and Indirect Speech;*

Infinitive;   *Gerund;*

Sequence of Tenses;   *Modal Verbs;*

Complex Object;   *Complex Object, etc.*

4.   Come up with two Grammar techniques for the learners who have hearing problems.

IV.   Do the Test to Decide how Well you Can Form Learners' Grammar Competence

Multiple Choice Test

1. The aim of teaching grammar at school is:

a) to teach learners to comprehend new grammar in speech;

b) to form learners' grammar competence;

c) to teach learners the forms of the verbs;

d) to explain the most useful grammar to learners;

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

a) explaining and giving rules;

b) presenting the examples;

c) listening and repeating;

d) doing language exercises.

3. Lexical approach to teaching grammar implies:

a) text-based approach;

b) communicative approach;

c) introducing variety of lexical units rather than grammatical structures ;

d) imitative approach;

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

a) imitative approach**;**

b) lexical approach;

c) communicative approach;

d) inductive approach.

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

a) to drill receptive and reproductive grammatical habits;

b) to use new grammar material independently in written speech;

c) to use new grammar material independently in oral speech;

d) to introduce new grammar material;

6. To use new grammar material independently means…

a)　to know how to use it in writing;

b)　to know how and when to use it;

c)　to use it for realizing one's communicative intentions;

d)　to use it automatically.

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

a) transformation and substitution activities;

b) completion and extension activities;

c) recognition and imitation activities;

d) project-based activities;

8. A discovery technique in teaching grammar implies:

a) using rules and explanations with the help of verbal and visual prompts;

b) finding out and analyzing a grammatical phenomenon pupils are going to deal with;

c) oral introduction of a grammar phenomenon and creation an orientation basis for further formation of grammatical competence;

d) using charts, dialogues, mini-situations while presenting new grammar material;

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

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

10. At the upper-intermediate and senior levels learners mainly learn grammar:

a) implicitly;
b) explicitly;
c) using text-based approach;
d) independently.

Unit 3. Speech Competence Formation
## 3.1.Listening Comprehension Competence Formation

I. **Glossary to Remember and Use**

-
- Listening for gist
- Listening for detail
- Listening for specific information
- Top-down listening
- Bottom-up listening
- Pre-listening
- While listening
- Post listening
- Anticipation
- Prediction

By the end of paragraph 3.1, make your own list of methodological terms (5-8) necessary for its professional discussion.

II. **Familiarize yourself with the Following Fundamentals as your Helping Hand.**

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

Extralinguistic difficulties	Linguistic difficulties
• unintelligible manner of presentation (poor clarity of diction etc);	• unknown language (vocabulary, grammar); • phonetic difficulties;

• unfamiliar topic (never heard of the problem);	• logical composition of listening material;
• lack of listening experience;	• different forms of speech;
• no visual clues;	• presence of repetitions, paraphrases etc;
• volume of listening material;	• cultural verbal difference in two languages;
• timbre of speakers' voice/s	• genre of listening material (science fiction, description, interview etc).
• speed of presentation etc.	

Picture 1. Difficulties Learners May Face While Listening

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

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

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

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

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

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

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

I stage Pre-listening	→	II stage While-listening	→	III stage Post-listening
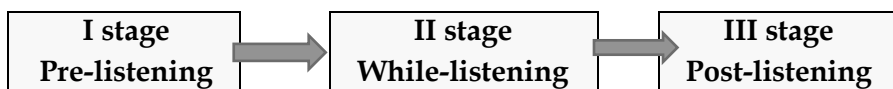
Picture 2. Algorithm of Listening Comprehension Skills Formation

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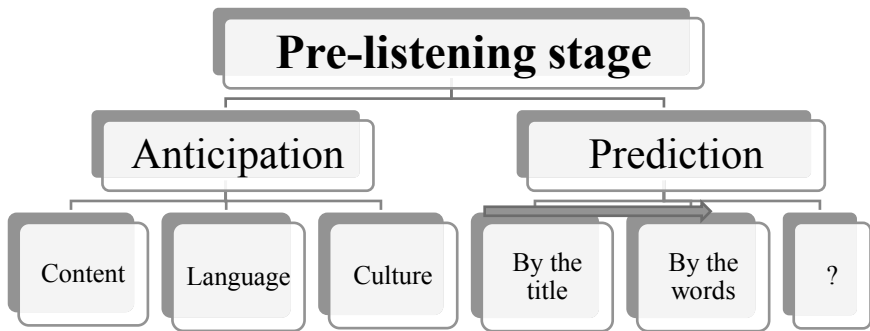
Picture 3. The Components of the Pre-listening Stage

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

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

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

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

III.   For Further Reading

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

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

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

On your Own: develop your Skills of Autonomous Learning

I.   Independent Searching Tasks
Do the library and online research and:
1. Come up with the definition of the following notions:
- Listening competence
- Jigsaw listening
- Interpretive listening
- Close listening
- Complementary listening
- Patch listening

2. Analyze CEFR and core curriculum for senior learners and write down quantative and qualitative requirements for listening comprehension (levels B1, B2).

3. Find 2-3 authentic texts for senior learners (listening for gist, listening for detail, listening for specific information).

4. Make a list of assessing learners' listening skills for learners of different age groups and learners with vision and hearing impairments (3-5 each). Follow the example.

Example:

Young learners	Intermediate learners	Senior learners
↓	↓	↓
Listen and draw	**Listen and fill in the missing word**	**Listen and correct the mistakes**
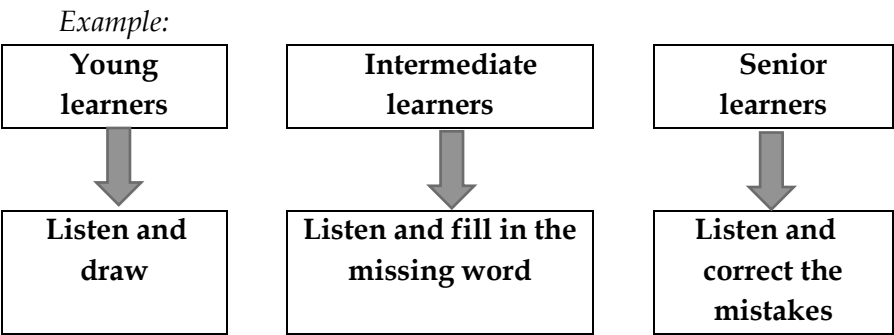
II. Getting Professional

1. Analyze materials for listening in one of the English Textbooks for senior learners and fill in the chart in picture 4. Write your commentary in 150 words.
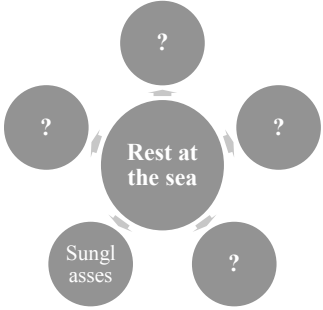
Example:
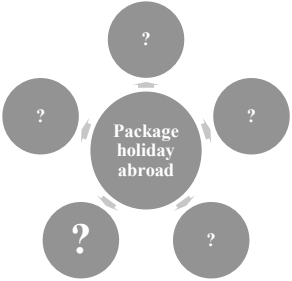
The author of the English textbook	Listening materials used and types of listening	Listening activities for 3 stages of listening competence development (number and examples)		
		Pre-listening	**While-listening**	**Post-listening**
Liz and John Soars "New Headway"	Podcasts (close listening)	No anticipation, prediction by the title (6)	Multiple-choice tests (12)	Developing speaking skills (8)

Picture 4. English Textbook Analysis

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

Anticipation tasks	Content anticipation	Language anticipation	Culture anticipation
1. Answer the question "What kind of a family do you call ideal?"	√		
2. Think up and name 5-8 words and word combinations connected with teenage social problems.		√	
3. Say what kind of people have problems with time management.			
4. Look at the photos and say who of them looks American. Give reasons.			
5. Think of the opposites to the following words and phrases: • to be idle • to be punctual etc.			
6. Talk about your preferences in food.			
7. Pair up with your friend and make a list of characteristics attributable to a real Englishman.			

8. Read the words for the description of smb's home. Choose those which are typical of Ukrainian homes: • Huge • Rose bushes • A gazebo • Clean			
9. Look at the pictures and say which of them represent British or Ukrainian national dishes.			
10. Group up with your friends and say why for many people summer holiday is the highlight of the year.			
11. In groups fill in the word-roses for the following content areas: 			

12. Look at the pictures and say which kinds of sport were originated in Britain or America.			

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

Alex	When I work with senior or intermediate learners, I use video clips for listening and ask my learners to retell the content of the video clip. Though some learners have problems but I think it's useful.
Oksana	I often use anecdotes or humorous stories for listening, because senior learners have a nice sense of humour. After listening, they write in Ukrainian what they've learned from listening to the story. Thus, I can see if they've got the humour of the story. Moreover, it makes them focus on the content not to miss the humorous part.

Olha	I use audiomaterials, mainly dialogues or even polylogues for listening. I never give any special tasks. I just say: "Listen to the students discuss their weekends and try to understand. Then you'll answer the questions."

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

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

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

Read them and make up your own sentences with them.

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

(Students made their own sentences)

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

Alison	a) I was lucky to become famous in my school due to my creativity.
Robbie	b) The feeling that your dreams have come true is really incomparable.
Rick	c) Sometimes your hobby can bring you victory, it's tough

Carol

d) I enjoy freedom. Travelling alone gives you a sense of freedom.
e) It's great when your parents share your interests.

(Some students couldn't cope with the tasks)

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

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

Teacher: Now speak about teenagers' freetime.

III. Practice Makes Perfect!

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

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

2. Choose any online resource for listening comprehension formation and come up with techniques for pre-listening stage (all kinds of anticipation and prediction). Present the audioscript.

3. Work with Episode 8 "Loch Ness" from the British teleprogramme "Word on the Street" and suggest your post-viewing techniques (5-6).

IV. Do the Test to Decide how Well you Know how to Form Learners' Listening Comprehension Competence

Multiple Choice Test

1. **Listening is a………….activity.**
A) reproductive
B) productive
C) receptive
D) reproductive-productive

2. **To have a well-developed listening comprehension competence means the ability…**
A) to retell the information learners have got while listening
B) to listen and understand
C) to differentiate sounds and tunes while listening
D) to grasp every detail of the information while listening

3. **To remove linguistic difficulties before listening a teacher can give…**
A) as many words as he / she wants
B) one or two words
C) up to four words
D) not more than eight words

4. **Traditionally learners can listen to the text…**
A) only once

B) as many times as a teacher wants

C) two times

D) three-four times

5. **Listening as a means of teaching presupposes…**

A) Intensive listening

B) Language habits and skills practising

C) The development of pronunciation

D) The development of learners' memory

6. **Jigsaw listening presupposes listening…**

A) to the texts with hindrance

B) to different texts on the same topic

C) to different parts of the same text

D) to texts with missing parts

7. **The aim of predictive skills development is to teach learners…**

A) to guess what the listening material may be about

B) to enlarge their vocabulary

C) to cultivate their learning styles

D) to apply their experience

8. **A teacher can't use … as the way of learners' listening skills assessment.**

A) true / false tests

B) multiple choice tests

C) retelling of the information

D) drawing or colouring

9. **The tasks for assessing learners' listening skills are…**

A) given and explained before listening

B) presented after listening

C) given while listening in special pauses

D) are discussed with learners

10. **Listening comes difficult to many learners because…**

A) they don't know grammar well
B) learners' vocabulary is poor
C) they lack listening experience
D) their productive skills leave much to be desired

3.2 Speaking Competence Formation
3.2.1   Developing Spoken Production Skills

I. Glossary to Remember and Use

- Speaking competence
- Spoken production
- Spoken interaction
- Domain
- To narrate a story
- To relate the plot of a book
- Utterance level
- Discourse level

By the end of paragraph 3.2.1, make your own list of methodological terms (5-8) necessary for its professional discussion.

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

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

2.   CEFR highlighted the types of spoken production for all the levels of English proficiency. New English Curriculum

particularized them for intermediate and senior learners in accordance with learners' age characteristics. They are: a piece of description, narration, information and argumentation.

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

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

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

Mechanism 2. Learners' analyses of his/her personal language minimum and its synthesis for spoken production formation.

Mechanism 1. Learners' motivation for spoken production.

Mechanism 3. The process of spoken production realization (description, narration, information, argumentation).
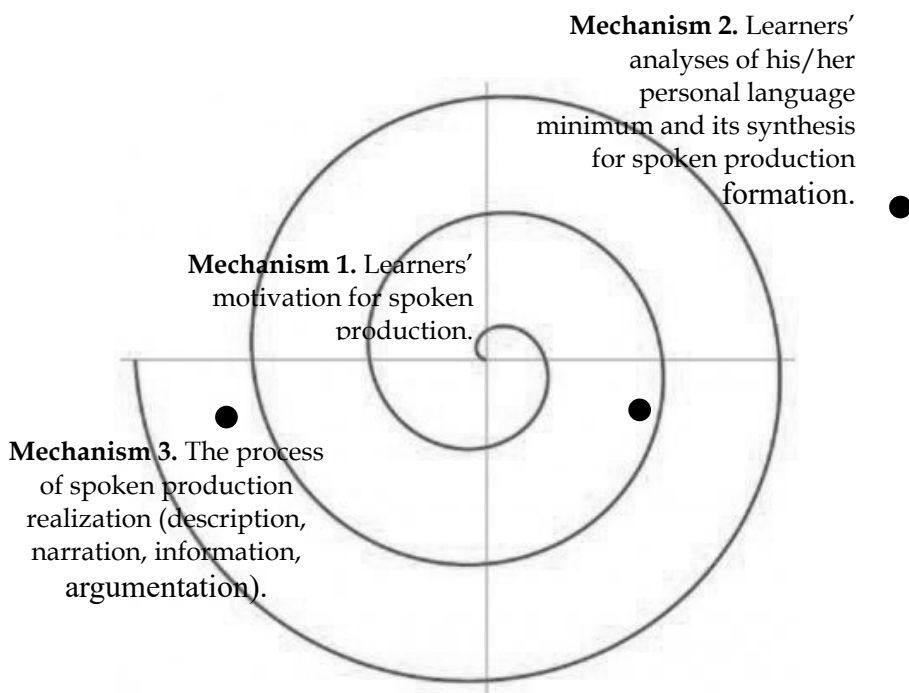
Picture 1. Psychological Mechanisms of Spoken Production

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

6.　　　An English teacher can find quantative and qualitative characteristics for spoken production utterances in core curriculum for upper intermediate and senior levels. Though senior learners have a certain language experience, the study of any topic should observe

chief stages of teaching spoken production, which are presented in **picture 2.**

I stage A sentence level	→	II stage An utterance level	→	III stage A discourse level
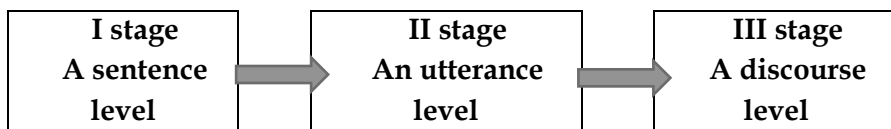
Picture 2. Chief Stages of Spoken Production Formation

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

Aims of chief stages of spoken production	Possible types of communicatively-oriented exercises to be used
Stage 1 To teach learners to generate a sentence on a suggested topic.	• Disagree with the following statements; • Approve of the suggestions below; • Etc.
Stage 2 To teach learners to combine several sentences into logically connected utterances.	• Read the utterances and make them logically connected, changing their order; • Look at picture plans of two students' working days. Compare

	them and express your preferences;
	• Etc.
Stage 3 To teach learners to produce their own utterances independently.	• Unquote the famous person's words: "Reading makes a full man". Say how much it is about you; • Express your opinion on the line of the famous song: "Money makes the world go round". What are your values in life, which can make the world go round? • Etc.

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

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

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

They have specific algorithms for spoken production development.

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

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

III.   For Further Reading

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

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

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

On your Own: develop your Skills of Autonomous Learning

I.Independent Searching Tasks

Do the library and online research and:

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

- speaking competence

- spoken production

- the personal domain

- the public domain

- the occupational domain

- the educational domain

- discourse level of spoken production

2.   Analyze CEFR and Core Curriculum for senior learners and write out their characteristics for spoken production for levels B1+, B2.

3. Find and make a list of the linguistic characteristics for all types of spoken production: a piece of description, narration, information and argumentation.

4. Individually compile a catalogue of exercises for developing learners' spoken production (not less than 15-20).

II.   Getting Professional

1. Read the descriptors of spoken production for levels A2+, B1+ and B2, highlighted by CEFR and say how each type of spoken production is presented in Curriculum for these levels. Use the format suggested below.

CEFR p. 26	English Curriculum
1. I can describe my family and other people, living conditions, my educational background (A2+)	Досить вільно описує один із багатьох предметів, що належить до кола його інтересів (р.31).
2. I can describe experiences and events, my dreams, hopes and ambitions (B1+)	
3. I can present clear, detailed descriptions on a wide range of subjects related to my field of interests (B2)	

4. I can narrate a story or relate the plot of a book or film and describe my reactions (B1+)	
5. I can briefly give reasons and explanations for opinions and plans (B1+)	
6. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options (B2)	

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

Example:

The author of the English text-book	Types of spoken production (number)				Teaching materials (number and examples)		
	description	Informa-tion	narration	argumentation	verbal	visual	audio

Picture 4. English Textbook Analysis

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

The Public Domain	
10th Grade	**11th Grade**
• Seasons and weather • Fine arts • Science and technological progress • Ukraine • English speaking countries	• Travelling • Ukraine and the world around • English speaking countries • Visiting a museum / a picture gallery

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

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

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

	I don't know what to say on the problems the teacher gives us, though I'm considered to be well-read.
	I, personally, find it difficult to ground my point of view because I don't know what speech patterns to use for it.

III.   Practice Makes Perfect!

1. Organize any type of spoken production formation (a piece of description, narration, information and argumentation) on the basis of the text "Unforgettable Impressions" p. 74-76 from Larysa Kalinina, Inna Samoylyukevich "English" textbook (for grade 10).

2. Write a lesson plan on spoken production formation (10th and 11th grades) using all kinds of prompts for the 2nd and 3rd stages (the choice of the topic is yours).

3. Suggest 5-6 activities for spoken production formation in the context of online teaching.

4. Come up with 2-3 activities for developing productive skills for the learners with speech- sound disorders.

IV.   Do the Test to Decide how Well you Know How to Form Learners' Spoken Production Competence

True / False

1. The aim of teaching speaking is to develop spoken production competence.

2. Spoken production comprises two types – a piece of description and a piece of narration.

3. The first psychological mechanism of spoken production is motivation.

4. The formation of spoken production starts with a sentence level.

5. The aim of a discourse level of spoken production competence is to teach learners to produce a text-based production.

6. Visuality is a basic prompt for spoken production formation at a senior level.

7. A new generation English teacher should be able to develop spoken production skills online.

8. A good English lesson contains different prompts for the 2nd stage of spoken production development.

9. Learner-centered classroom doesn't allow the learners to express their opinions and ideas.

10. A teacher should avoid personalization in spoken production formation not to hurt teenagers' feelings.

3.2.2 Developing Spoken Interaction Skills

I.   Glossary to Remember and Use

• Spoken interaction
• Communication
• Modes of interaction
• Student-content interaction
• Dialogical unit
• Ice-breakers
• A conversation warm-up
• Information gap
• Opinion gap
• Reasoning gap
• 3 Ds – discussion, debates, disputes

By the end of paragraph 3.2.2, make your own list of methodological terms (5-8) necessary for its professional discussion.

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

1.   Spoken interaction is the 2nd form of speaking which has its quantitative and qualitative characteristics, highlighted by CEFR and Core Curriculum for foreign language (senior learners).

2.   Speaking vs communication, which is a broader notion with more other functions and characteristics. Every novice teacher should know that communication occurs when the speaker has one of three gaps: information gap, opinion gap and reasoning gap and plan activities for developing communicative skills accordingly.

3.   Spoken interaction presupposes the development of skills in different modes, which are presented in **picture 1.**

Modes of Interaction

- **Student-teacher**
  - Individual
  - Whole-class
- **Student-student**
  - Pair work
  - Group work
- **Student-content**
  - Learning tools
  - Learning tools
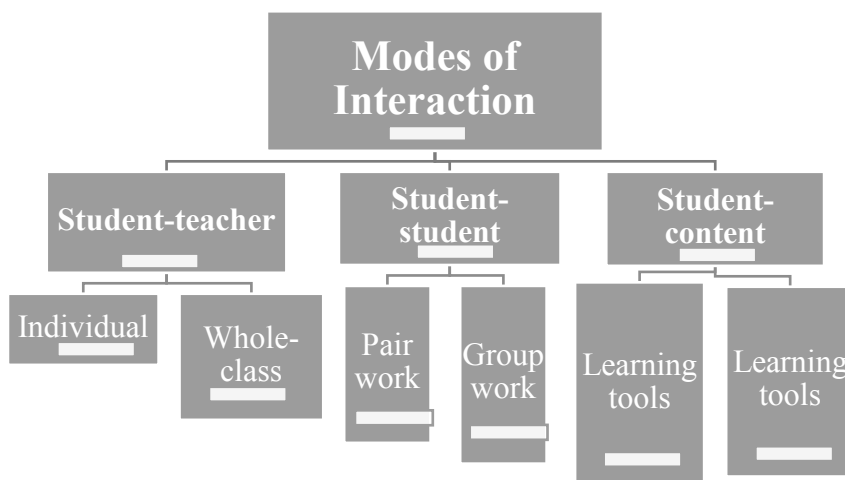
Picture 1. Modes of Interaction

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

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

6. Developing pair interaction skills a novice teacher should be aware of possible techniques of making pairs of random choice (for example, find the partner by the second part of a picture, proverb etc.)

which will give the learners opportunities to speak with different interlocutors. Moreover, at this mode of interaction the learners get first skills of initiating a conversation and adequately responding to the partner's remark, which will be basically developed in group interaction.

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

Step 1	**Aim:** to introduce learners different dialogical units in accordance with Core Curriculum requirements for a certain grade (example, how to express surprise, joy, approval etc.) and organize their primary assimilation at a dialogical unit level in receptive and reproductive exercises.
Step 2	**Aim:** to recycle all dialogical units the learners have acquired in different communicative contexts on different prompts in reproductive exercises.
Step 3	**Aim:** to stimulate learners for independent pair interaction in productive exercises using dialogical units they've learned.

Picture 2. Algorithm 1 of developing pair interaction

Step 1	Choose a suitable for learners' level of English proficiency authentic model dialogue like jazz-chants, mini-dialogues, small talks etc.

Step 2	→	Ask the learners to listen to the model dialogue and to single out dialogical units necessary for the acquisition.
Step 3	→	Practise dialogical units from a model dialogue in different receptive and reproductive exercises using the content of the model.
Step 4	→	Encourage learners to use the dialogical units they've learned in other different communicative contexts.

Picture 3. Algorithm 2 of developing pair interaction

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

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

10.   A new information society we live in makes student-content interaction very popular. Senior learners feel comfortable working with internet resources. Knowing his / her learners'

special interests and needs, a novice English teacher should find the resources for learners' independent content interaction for upgrading their knowledge in a particular field of interest.

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

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

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

III.   For Further Reading

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

2. Інтерактивні технології навчання іноземної мови як засіб реалізації завдань Нової української школи: навчально-методичний посібник / Калінін В. О, Калініна Л. В., Деньгаєва

С. В. та ін./ за загальн. ред. Л. В. Калініної. – Житомир: Вид-во ФОП Кирилюк І. В., 2017. 124 с. С. 21-99.

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

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

On your Own: develop your Skills of Autonomous Learning

I. Independent Searching Tasks

Do the library and online research and:

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

- spoken interaction
- student-content interaction
- a dialogical unit
- information gap
- opinion gap
- reasoning gap

2. Find the information to explain the difference between:

- speaking and communication
- discussion, debates, disputes

- ice-breakers and warm-ups
- dialogues and role-plays

Illustrate your findings with examples in writing.

3. Analyze Core Curriculum for senior learners and write out quantative and qualitative characteristics for spoken interaction for the 10th and 11th grades in the form of a chart below.

Grade 10		
Mode of Interaction	**Quantative characteristics**	**Qualitative characteristics**
Pair mode	Nine replies from each partner	…
Group interaction		
Grade 11		
Pair mode		
Group interaction		

II. Getting Professional

1. Complete the descriptors of spoken interaction for levels A2+, B1+, B2 highlighted by CEFR and single out their characteristics for each level of English proficiency in writing, follow the example:

A2
"I can communicate in simple and routine tasks." (learners must be able to exchange the information with each other on the topics and situations outlined in the English curriculum; handle short social exchanges like asking how

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B1+
"I can deal with most situations…"

someone is, about plans, expressing surprise etc.; keep the conversation going using conversation formulas, verbal communicative behavior patterns, silence fillers etc.)

B1+
"I can deal with most situations…"
"I can enter unprepared into conversation."

B2
"I can interact with a degree of fluency and spontaneity."
"I can take an active part in…"

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

Example:

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

Picture 4. English Textbook Analysis for Spoken Interaction Skills Formation

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

Example:

A teacher is learners' communicative partner
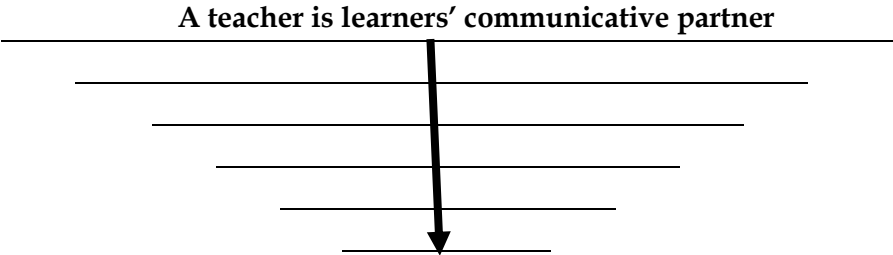
Picture 5. Factors and Conditions for Stimulating Learners' Interaction

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

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

Picture 6. Possible Activities for All Modes of Interaction

III. Practice Makes Perfect!

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

Lesson 1. *"What is a role-model for you?"*
Lesson 2. *"Who is your friendly ear?"*
Lesson 3. *"Can you learn how to resolve conflicts?"*

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

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

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

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

IV. Do the Test to Decide how Well you Can Develop Learners' Spoken Interaction Skills

Multiple-choice test

1. Spoken interaction is a…
   A. tool of speaking;
   B. a means of speaking;
   C. a way of speaking;
   D. a form of speaking.

2.   The most difficult mode of interaction is…

A. individual;

B. in pairs;

C. in small groups;

D. in the whole class.

3.   A conversation warm-up serves as a means of…

A. learners' relaxation;

B. attracting learners' attention;

C. developing learners' interaction skills;

D. marking learners' attendance.

4.   Student-content interaction develops learners'…

A. cooperation with other students;

B. digital literacy and autonomous learning;

C. ideas of English learning;

D. phonological competence.

5.   Speaking and communication…

A. are the same notions;

B. are absolutely different notions;

C. have much in common;

D. have some differences.

6.   Communication occurs when…

A. learners want to interact;

B. there are certain gaps;

C. it is the aim of the lesson;

D. the learners have problems with English.

7.   The development of spoken interaction skills will be effective if…

A. learners have a good command of English;

B. a teacher organizes their development every lesson;

C. learners have the aim to develop such skills;

D. learners help each other.

8. For developing spoken interaction skills, it is advisable…

A. to work in fixed pairs / groups;

B. to correct learners' language mistakes when they are interacting;

C. to evaluate and assess learners' accuracy;

D. to use different communicative contexts.

9. The smallest item of pair interaction is…

A. a sentence;

B. a dialogical unit;

C. a communicative item;

D. an utterance.

10. 3-ds in spoken interaction development stand for…

A. do it 3 times;

B. dispute, debate, discuss;

C. do, draw and develop;

D. develop dialogues' double nature.

3.3. Reading Competence Formation

I. Glossary to Remember and Use

- Reading comprehension
- Reading skills
- Reading sub-skills
- Reading strategies
- Skimming/scanning reading
- Extensive/intensive reading
- Shared reading
- Inferring the meaning
- Decoding
- Jigsaw reading
- Stages of reading activities
- Complimentary reading
- Intriguing reading

By the end of paragraph 2.3, make your own list of methodological terms (5-8) necessary for its professional discussion.

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

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

Reading has three components: decoding, comprehension, retention.

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

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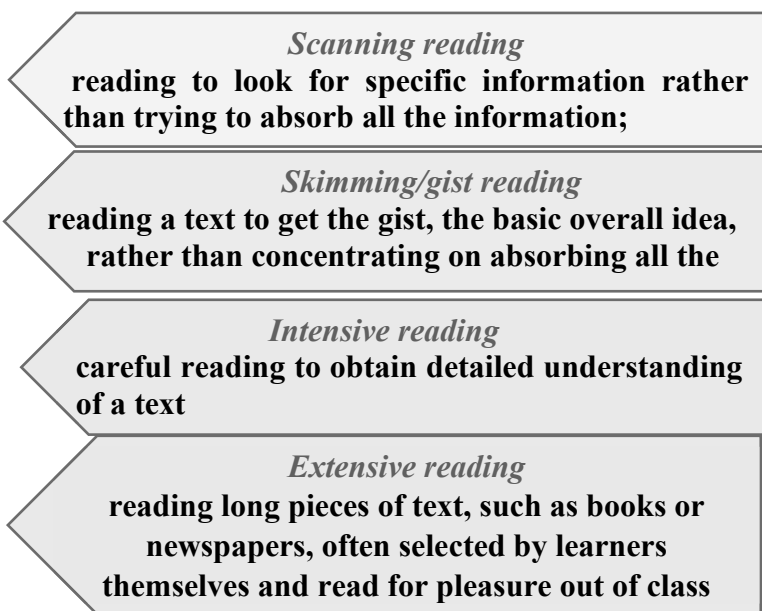
Overall Reading

Reading Correspondence

Reading for orientation in the information

Reading instructions

Reading for pleasure
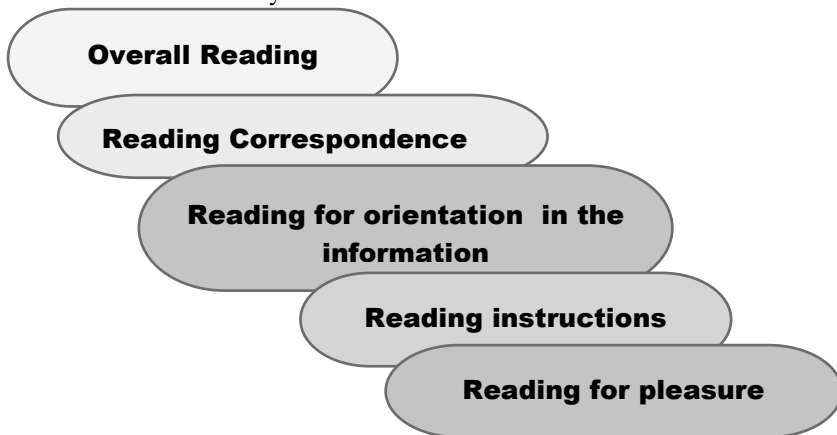
Picture 1. Categories of Reading

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

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

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

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

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

Picture 2. Main types of reading

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

understanding of various types of texts, formats and language structures.

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

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

The texts should correspond to:

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

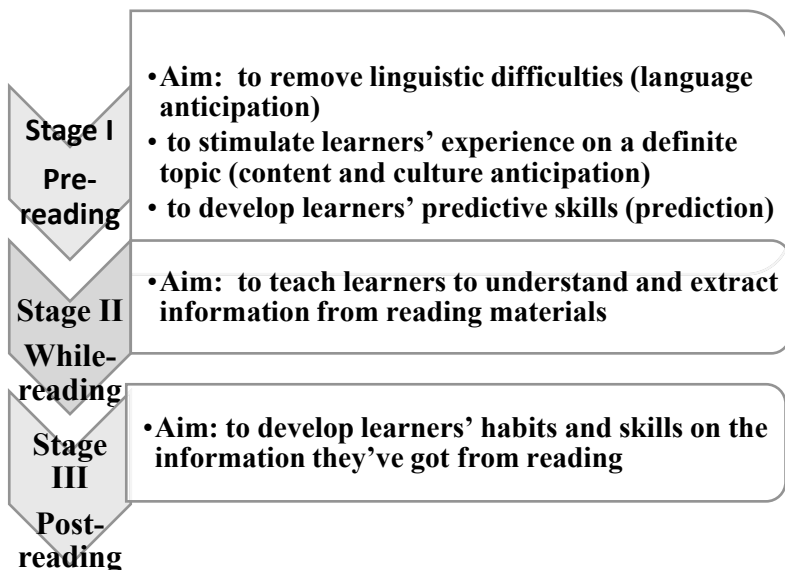*The texts should be of methodological, cultural, linguistic and content value.*

8. Using a text **as a means of** teaching a teacher reaches different goals: develops language competence and develops speech competence (skills).
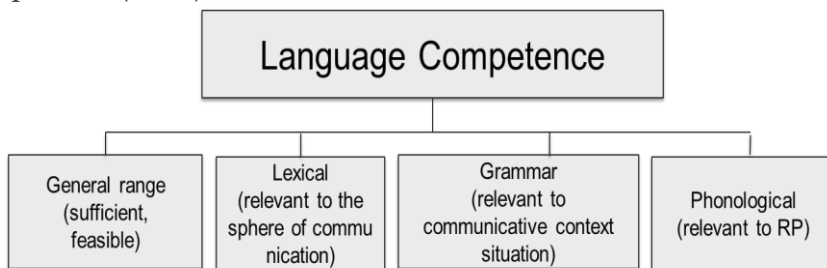
Picture 3. Reading as a Means of Language Competence Development

9. As a rule, to make reading more engaging a teacher uses different modes of reading: *complimentary, jigsaw, intriguing etc.*
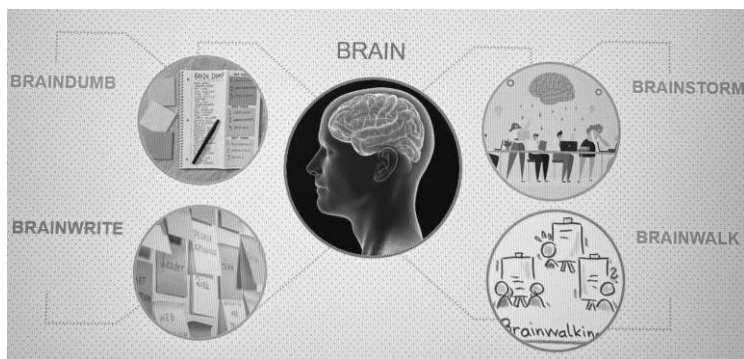
10. Practice shows when a teacher observes a certain algorithm of developing learners' reading skills and sequencing tasks and activities he/she achieves a good effect.

Stage I
Pre-reading
- •Aim: to remove linguistic difficulties (language anticipation)
- • to stimulate learners' experience on a definite topic (content and culture anticipation)
- • to develop learners' predictive skills (prediction)

Stage II
While-reading
- •Aim: to teach learners to understand and extract information from reading materials

Stage III
Post-reading
- •Aim: to develop learners' habits and skills on the information they've got from reading

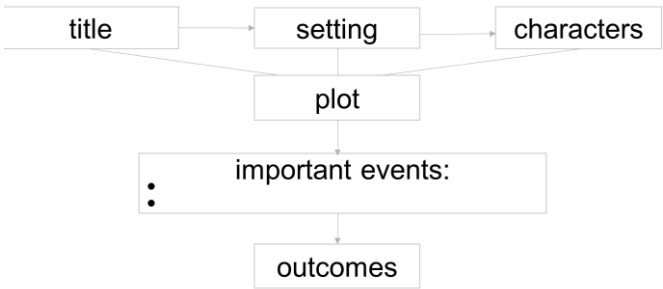**Picture 4. Stages of Reading Competence Formation**

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

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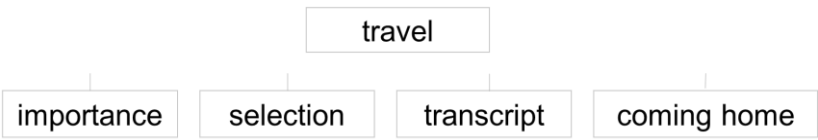
b) Graphic organization.

<u>*Story Maps*</u>

title	→	setting	→	characters

plot

• • important events:

outcomes

<u>*Tree Diagram*</u>

travel

importance	selection	transcript	coming home

<u>*Time-Driven Diagram to Represent the Order of the Events*</u>

Getting ready

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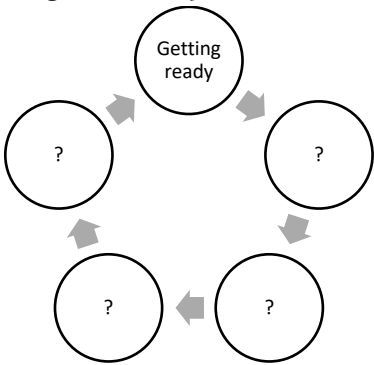
c) **Summarizing** on the basis of the *Storyboard* or a *Hexagon*.

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

Factors

Learners' age group   *Learners' language proficiency level*   *Purpose for reading*

Read and underline; read and draw; read and choose the corresponding picture; read and match; read and place the events into the chronological order etc.

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.

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 etc.

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

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

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

III. For Further Reading

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

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

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

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

<div style="border:1px solid black; text-align:center">

On your Own: develop your Skills of Autonomous Learning

</div>

I. Independent Searching Tasks
Do the library and online research and:
1.   Come up with the definition of the following notions:

Reading competence	Reading skills
Jigsaw activities	Gist reading
Inferring the meaning	Reading stimuli
Aural Control	Inner articulation
Anticipation	Prediction

2. Analyze CEFR and Core Curriculum in terms of their requirements for developing reading comprehension for different levels of language proficiency: A2, B1+, B2. In writing explain their differences and peculiarities.

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

4. Individually compile a bank of activities for:

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

5. Add to the list of ways of evaluating learners' reading skills (no less than 8) for intermediate, upper intermediate and senior learners.

1. Read the describe the events in the chronological order.

2. Read and summarize the story in 3 sentences.

3. Read and suggest another ending to the story

4. ………….

5. ………….

II.   Getting Professional

1. Match the skills of reading to the appropriate materials.

01	Reading correspondence	A. formal/informal e-letters, postcards
		B. official documents
02	Reading for orientation in the information	C. shop packages as to how to cook/bake
		D. Instructions as to how to use medicine
03	Reading for getting information necessary for argumentation	E. articles
		F. adverts
04	Reading instructions	G. notes on the information boards
		H. Instructions to manuals (irons, teapots ...)
05	Reading for pleasure	I. fiction literature

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

Reading sub-skills and strategies

1. Inferring meaning   4. Gist reading

2. Extensive reading   5. Intensive reading

3. Prediction   6. Skimming reading

7. Scanning reading

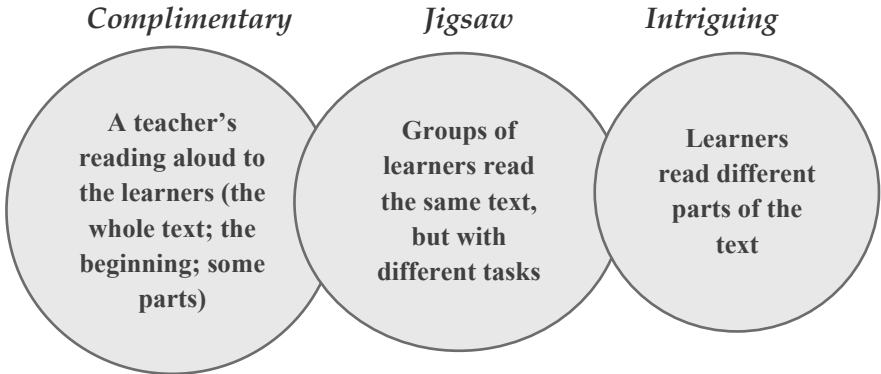| Subskill	Definition
5	a. Reading to get detailed information from the text.
	b. Reading a text to locate a specific piece of information such as a word or a number or a time.

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

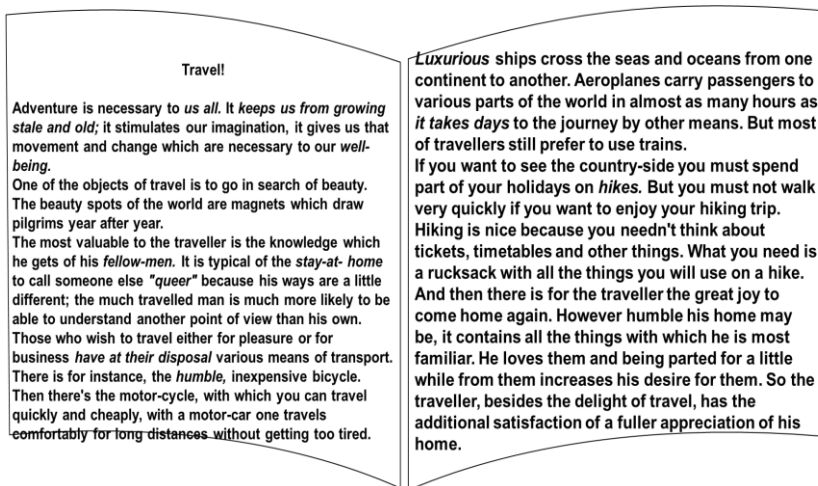**3.** Put the strategies of a Shared Reading lesson into the logical order.

Strategies	Steps
Setting goals for reading.	
Visualizing. Organizing aim: a graphic organizer helps to extract and construct meaning from the text.	
Select an age-appropriate text that contains challenges (a letter, an article, a note, a package etc.)	**1**
Personalizing. Aim: to reveal learners' attitude and feelings to what they've read.	
Monitoring. Clarifying aim: to help during the act of reading to clarify and fix up any mix-ups.	

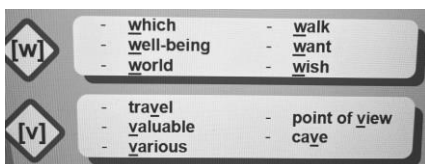|	
Activating. Aim is to recall relevant prior knowledge and experiences in order to extract and construct the meaning from the text.	
Summarizing. Aim: to restate the meaning of the text in one's own words.	
Inferring. Aim: to bring together what is written in the text, what is already known to the learners to extract and construct meaning.	

4. Match the modes of reading to their description. Choose one mode and in writing suggest some activities to work with the reading text using it.

Complimentary   *Jigsaw*   *Intriguing*

A teacher's reading aloud to the learners (the whole text; the beginning; some parts)

Groups of learners read the same text, but with different tasks

Learners read different parts of the text

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

Travel!

Adventure is necessary to *us all*. It *keeps us from growing stale and old;* it stimulates our imagination, it gives us that movement and change which are necessary to our *well-being.*

One of the objects of travel is to go in search of beauty. The beauty spots of the world are magnets which draw pilgrims year after year.

The most valuable to the traveller is the knowledge which he gets of his *fellow-men.* It is typical of the *stay-at- home* to call someone else *"queer"* because his ways are a little different; the much travelled man is much more likely to be able to understand another point of view than his own. Those who wish to travel either for pleasure or for business *have at their disposal* various means of transport. There is for instance, the *humble,* inexpensive bicycle. Then there's the motor-cycle, with which you can travel quickly and cheaply, with a motor-car one travels comfortably for long distances without getting too tired.

Luxurious ships cross the seas and oceans from one continent to another. Aeroplanes carry passengers to various parts of the world in almost as many hours as *it takes days* to the journey by other means. But most of travellers still prefer to use trains.

If you want to see the country-side you must spend part of your holidays on *hikes.* But you must not walk very quickly if you want to enjoy your hiking trip. Hiking is nice because you needn't think about tickets, timetables and other things. What you need is a rucksack with all the things you will use on a hike. And then there is for the traveller the great joy to come home again. However humble his home may be, it contains all the things with which he is most familiar. He loves them and being parted for a little while from them increases his desire for them. So the traveller, besides the delight of travel, has the additional satisfaction of a fuller appreciation of his home.

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

[w]	which	–	walk
	well-being	–	want
	world	–	wish

[v]	travel		
	valuable	–	point of view
	various	–	cave

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

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

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

• **Groups 1,3,5...find the opposites to the following words***: s tale, old;*

cheap; luxurious; satisfaction

- **Groups 2,4,6…find the synonyms to the following words***: queer; various;*

- *for instance; journey; to contain.*

Suggest the ways how to practice these words.

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

The least   *The most*

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

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

by	with	on
	of	to
	from	

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

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

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

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

- *about his/her attitude to travelling;*

- *what he/she finds 'queer' in travelling and travellers;*

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

h) In pairs role-play the conversation between a much-travelled man and a stay-at-home defending your 'for' and 'against' ideas on travelling.
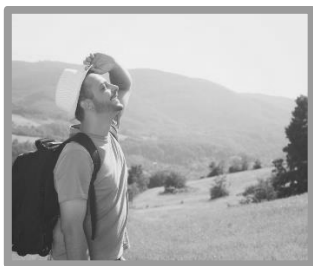
i) From the text reproduce the sentences which convey the following meanings grammatically. Highlight the grammar construction and make up your own sentences by analogy:

- *to begin a list of two or more possibilities (either…or)*
  Example: travel underline either for pleasure or for business

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- *to compare two people/things/situations (as…as)*
- *to say that something may probably be true (…to be likely)*
- *to say that something is more than acceptable or possible (to be too tired)*

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

Breathtaking

adventure

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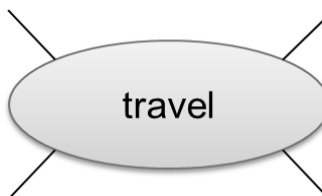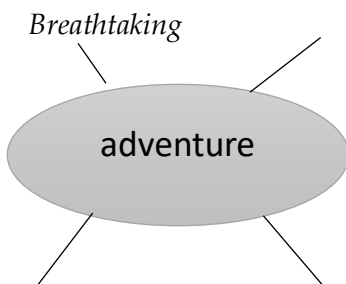
Write which of the activities mentioned above can be used for the children with visual-hearing impairment. Explain why.

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

Activities	Pre-reading	While-reading	Post-reading
Find in the text the description of the main character and explain how his nature influenced his actions			
Divide the story into the logical parts. Explain your choice.			

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

III.   Practice Makes Perfect!

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

A Glass of Milk

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

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

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

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

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

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

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

IV.   Do the Test to Decide how Well you Can Form Learners' Reading Competence

Multiple Choice Test
1. Reading is:
a) a receptive activity;
b) a reproductive activity;
c) a productive activity;
d) a reproductive-productive activity.
2.   An interactive type of reading that occurs while learners share the reading of the text to get meaning and pleasure is called:
a) intensive reading;
b) extensive reading;
c) gist reading;
d) shared reading.
3.   Reading as an aim of teaching presupposes…
a)   teaching learners to differentiate letter correlation while reading;
b) developing learners' abilities to read and understand;
c) teaching learners to retell the information they've got
d) teaching learners to read aloud.
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. Type of reading aimed at finding out a particular piece of information and concrete things is called:

a) scanning reading;

b) communicative reading;

c) skimming reading;

d) extensive reading.

6. Inferring the meaning means:

a) getting the general idea of the text;

b) getting the detailed information from the text;

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) predicting what the text will be about.

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

a) educational information;

b) cultural information;

c) scientific information;

d) communicative information.

8. Reading has three components:

a) decoding, inferring the meaning, retention;

b) decoding, comprehension, retention;

c) comprehension, retention, reproduction;

d) decoding, letter correlation, comprehension

9. Reading as a means of teaching serves for:

a) for reading and comprehension of what has been read;

b) for practising prediction and anticipation skills;

c) for practising learners' communicative skills;

d) for practicing learners cognitive and creative skills.

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.

3.4. Writing Competence Formation

I.Glossary to Remember and Use

- Writing
- Written speech
- Written production
- Written interaction
- Creative/free writing
- Controlled/guided writing
- Writing activities
- Introduction
- Body
- Conclusion
- Drafting
- Sentence linkers
- Formal/informal writing
- Annotation
- Memos/report/essay

By the end of paragraph 3.4. make your own list of methodological terms (5-8) necessary for its professional discussion.

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

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

2. *The aim* of teaching writing at secondary school according to the New Core Curriculum is to form learners' writing

competence which means at the upper-intermediate and senior levels to develop learners' _spelling_ (system of writing rules) and to master _the skills of written speech_ as a means of communication.

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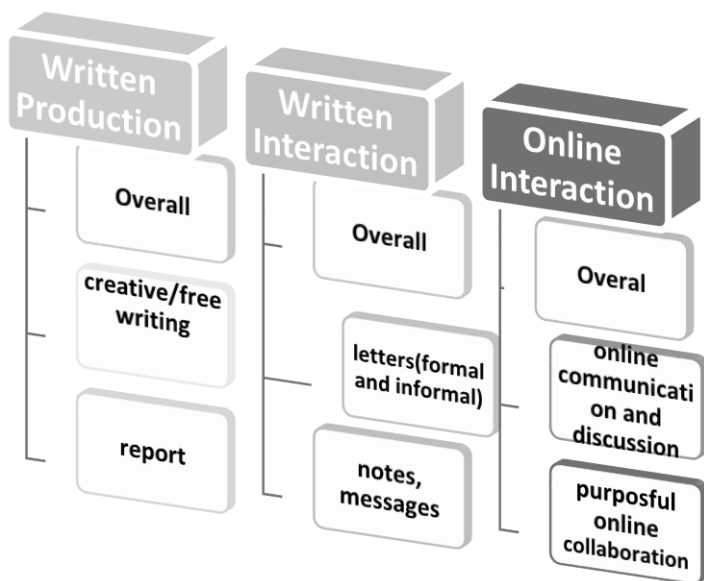
Picture 1. Types of Writing Competence.

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

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

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

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

The Motivational level	The Analytical-synthetical level	The Realization level

Picture 2. Psychological Mechanisms of writing.

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

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

8. The system of English spelling is based on definite **principles:**
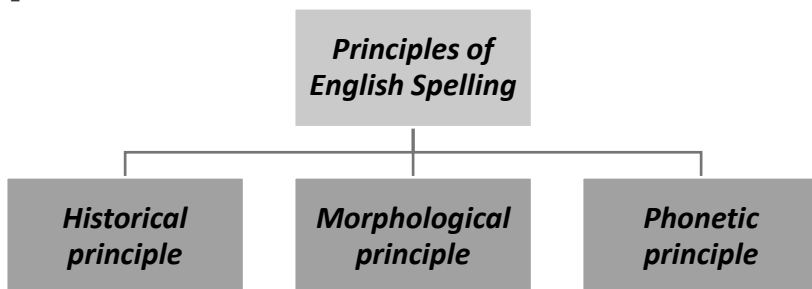
Picture 3. Principles of English Spelling

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

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

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

9. To teach spelling an English teacher should keep in mind the following steps:
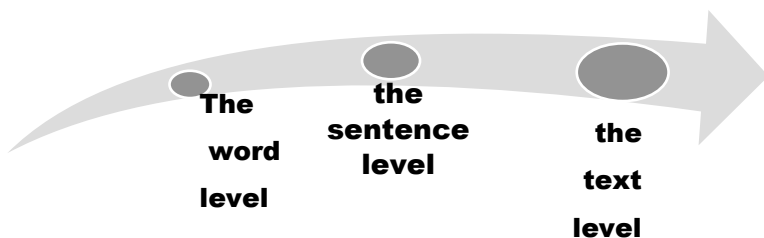
Picture 4. Steps of Teaching Spelling

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

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

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

Picture 5. Stages of Writing Process

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

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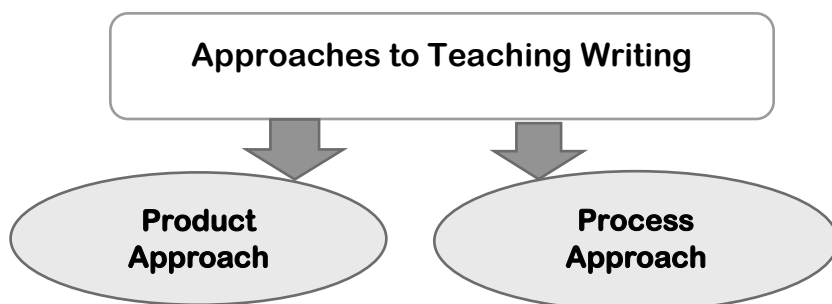
The Product Approach focuses on students' final production, that is, the text they are asked to produce. This is a step-by-step model which minimizes learners' difficulties in writing as they mainly follow the model and do not generate ideas (content). Generally, it is used while teaching to write *e-mails,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

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

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

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

III.   For Further Reading

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

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

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

> ### On your Own: develop your Skills of Autonomous Learning

I. Independent Searching Tasks

Do the library and online research and:
1. Come up with the definition of the following notions:
- Pre-Writing;
- Guided writing;
- A spelling dictation;
- A spelling test;

- A dicto-gloss;
- A dicto-comp;
- A creative writing;
- A genre writing;
- A resume;
- An essay;
- A CV (Curriculum Vitae).

2. Look at the word cloud. Pick the words which, to your mind, reflect/ influence teaching writing competence the most. Suggest some more words. Explain your thoughts in writing (80-100 words).

3. Find the difference between *a dictogloss* and *dictocomp,* Analyze and explain your findings in writing (100-120 words). Give the examples of each kind of the dictation.

4. Read and analyze Core Curriculum and Common European Framework of Reference (CEFR) (2020) in terms of writing competence development for levels B1 and B2. Fill in the chart with the proper information. In writing dwell on the similarities and differences (100-120 words).

Model Core Curriculum	CEFR (p.66-68)
B1	**B1**

Писемна взаємодія: *Пише особисті листи й записки з запитом або наданням простої актуальної інформації, пояснюючи те, що вважає важливим.* **Онлайн взаємодія:** *Здійснює онлайн обмін інформацією, який потребує простих пояснень на знайомі теми за умови доступу до онлайн інструментів. Розміщує в мережі Інтернет дописи про події, почуття, власний досвід. Коментує дописи інших кореспондентів.*	
B2	**B2**
	• *Can produce clear, detailed texts on a variety of subjects related to their field of interest, synthesising and evaluating information and arguments from a number of sources.* • *Can give clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre*

	concerned. Can give clear, detailed descriptions on a variety of subjects related to their field of interest. Can give a review of a film, book or play. • *Can produce an essay or report which develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail. Can produce a detailed description of a complex process. Can evaluate different ideas or solutions to a problem. Can produce an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. Can synthesise information and arguments from a number of sources.*

5. Compile the bank of exercises/activities (no less than 5-8) for:

- Pre-writing stage (receptive/reproductive);
- Guided and controlled writing;
- For creative writing.

Bear in mind SEN children with different impairments.

II. Getting Professional

1. Analyze an English textbook of a Ukrainian / an English author you worked with at school (Upper Intermediate / Senior level) to fill in the chart. Present the commentary of your analysis in writing (150 words). Follow the pattern.

Name of the author/s. Title of the textbook	Writing product	Exercises		
		for controlled writing practice	for guided writing practice	for creative writing practice
D. Brayshaw, B. Hastings, L. Edwards and others. High Note 3. Pearson,	*An informal email, reflective essay*	*Fill in the gaps, put the lines in order to make a short reply from Chloe*	*Complete Molly's next message with the phrases from the box.*	*Reply to Molly's email inventing and describing her the costume you are going to wear at the carnival; Think of the emotions people get at the carnivals reflecting on the ones you have visited.*

Picture 6. English Textbook Analysis

2. Look at the diagrams which present the process generating written speech in different countries. Think and decide which of them

belongs to the British people and Ukrainians. Explain in writing your way of thinking giving the examples.
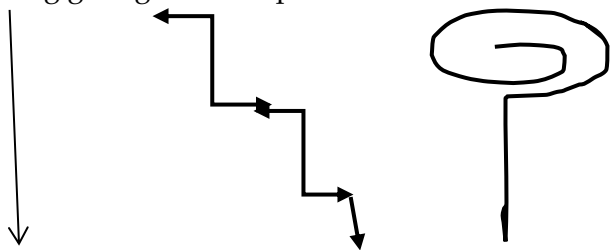
3. Match the activities appropriate for practising written production, written interaction and online interaction. Explain in writing the difference in the product's format.

Written Production

Written Interaction

Writing formal/informal letters and notes asking for or sharing information, explaining personal needs

Expressing personal point of view/opinion, presenting ideas

Making an online exchange of the information using the variety of digital tools

Writing simple coherent logically connected pieces of narration, description or reflection

Writing comments on posts, messages of other correspondents

Writing compositions, essays of different kinds.

Online Interaction

Writing personal, standard information, e.g. in a short letter or an email introducing him/herself

Writing posts/blogposts about events, feelings, own experience.

Ordering tickets, making reservation, filling in the forms.

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

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

(Retrieved from https://www.semanticscholar.org/paper/Approaches-to-Writing-in-EFL%2FESL-Context%3A-Balancing-Hasan-Akhand/c0736e4306dd417c027947cab3604cda3857bded)

Approach	Advantages	Disadvantages
Product	•	• *Lacks creativity* •
Process	• *Presents the variety of ideas and gives the chance for cooperation* •	•

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

Activities	Pre-writing stage	Controlled writing stage	Guided writing stage	Creative writing stage
Look at two pictures (Presenting a city and a countryside). What is similar and different in them?	✓			
Read the beginning of the story and write the continuation.				
Fill in the gaps in the email.				
Put the paragraphs into the logical order. Write your own cover letter using the scheme.				
Make up a project collaboratively to predict the future of your city.				

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Have a look at this object. Brainstorm your ideas how it can be used.				
Look at the picture and make up a story what has happened and what will happen.				
Using a Fishbone technique write about the main character's life.				
Write out the words denoting gadgets and new devices.				
Mingle around the class and find out who….				
Choose a character from your past and write a story about his future.				
Discuss the benefits of digital technology/what makes a good teacher.				

6. Look at the structure of a creative product. Add to the list of the phrases and linking words.

7. Match them to the proper part and suggest the activities for pre-writing and while-writing stage to the Topic "Jobs and Professions" for the 9th form.

INTRODUCTION	**Emphasising earlier statements** However, furthermore………….	**Opening phrases** It is often said / argued that...

	Summarizing All in all, I think that...	**Comparing** As compared to, likewise……………..
BODY	**Addressing** Dear Sirs, ……	**Listing arguments** Firstly I/ In the first place...

CONCLUSION	**Persuading** I would urge you to consider...	**Summing up** To cut the long story short….

General comments On the whole, I found that…	**Closing** With best regards,…..	**Evaluating** I was extremely impressed by…

8. a) Do an email etiquette test. Compare your answers to your groupmates (when in class) or check the answers below (when do it individually or online). Come up with the general rules to write e-mail (in writing).

E-mail Etiquette

1. The Subject Line is used for:

a) Writing the email message   b. giving a brief description of the email

c. address   d. emoticons

2. When writing an e-mail you want to make sure your _____ is specific and appropriate.

a. Heading   b. greeting   c. subject line   d. ending line

3. You should make sure the _____ of your e-mail is easy to read.

a. closing statement   b. call to action   c. word choice   d. font size

4. Before hitting _____ on an e-mail, make sure the content of the reply is appropriate for everyone who will see it.

a. Reply   b. delete   c. reply all   d. undo delete

5. If someone sends you an e-mail, you should try to respond in a _____ manner.

a. Timely   b. informal   c. forward   d. free

6. In an e-mail, longer sentences are better. The more you can explain a situation, the better.

a. True   b. False

7. In emails content is more important than the format and the language you use,

a. True   b. False

8. If you know you typed the correct address in the address field, you don't need to check it again before sending the e-mail.

a. True   b. False

9. The closing line in emails is as important than the opening line.

a. True   b. False

10. If you're e-mailing someone about a volunteer opportunity, an e-mail address such as lazeallday232@email.com is appropriate.

a. True   b. False

Keys: 1b, 2c, 3d, 4c, 5a, 6b, 7b, 8b, 9a, 10b.

b) Look at the samples of the emails and decide which of them is correct and which is not. Explain why.

c) Suggest the activities for drafting, revision, publishing stages.

| joedoe@example.com, johndoe@example.net 4 more |
| Stuff |
| Hey! |
| As you know the XYZ Project will be starting soon and you all have been assigned to work on the project. I will be heading up this project and I need to set some ground rules for communications. First of all, only communicate with project members. Secondly, keep one thought to a email. Third, if the email isn't about the project don't include it in this thread. Finally, if you have a question be sure to review the enitre thread to make make sure someone hasn't already answered it before posting. Welcome to XYZ Project I look forward to working with each and every one of you even though I haven't met some of you. |
| Catch you on the flip side. |

Dear Alicia,

How have you been? It's been a long time since I heard from you. I hope your parents are as fit as fiddles. I miss the good times we had back in primary school.

I've awesome news for you. This year I am booking a chalet at Pasir Ris for my 16th birthday. I would definitely need you to be my host. I am inviting your favourite band - TXT! I hope that makes you feel over the moon. We are having our party by the pool. Don't forget to bring your swim suit. Also, we would be staying over at the chalet for at least three days. I suggest it would be good to pack enough clothing. The dates would be 28, 29 and 30th March. The party would begin on 28th March, 530pm. Wear something casual and fun.

I am looking forward to hearing from you. Let me know if you can make it. I bet you would not want to miss a mini concert by TXT.

With love,
Jungkook

(https://rigorousthemes.com/blog/bad-email-examples/)

(https://www.thewritetribe.com.sg/post/what-is-the-format-of-an-informal-email)

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

In the 10ᵗʰ grade a teacher informed the learners they would wrie an essay soon and suggested preparing for it. In the lesson the topic of which was "Ukraine: Before and After" the learners spent time doing grammar exercises and drilling the vocabulary to the topic. Next time the teacher announced the topic of the essay: "Time present and time past are both, perhaps, present in time future and time future contained in time past" (T.S.Eliot). The learners looked confused as they didn't know how to start

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and what to write about. The teacher got irritated and said they had been preparing for it he previous lesson and they already had known much about the Ukrainian history and geography.

III. Practice Makes Perfect!

1. Suggest some spelling training techniques (3-4) and a spelling dictation for the intermediate learners to one of the topics "Way of Life" or "Mass Media" (the 8th form).
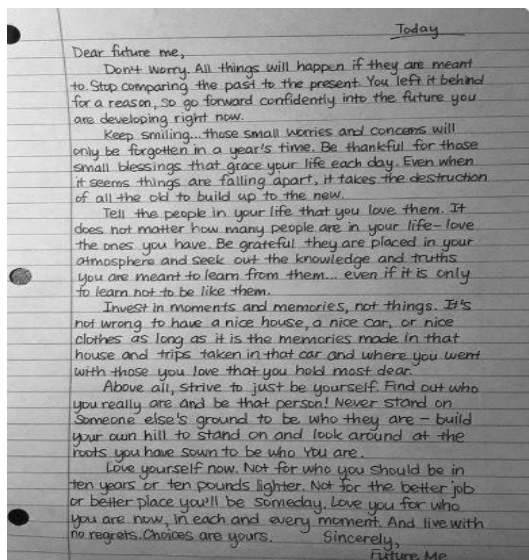
2. Read an example of a letter to future yourself (Retrieved from https://www.pinterest.com /pin/ .577797827174392641/. Design a part of the lesson aimed at developing learners' creative and critical skills while writing an informal letter.

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

4. Make a list of the rules while writing formal and informal letters using the pattern.

A List of Rules

A Formal Letter	An Informal Letter
1. Don't leave the Subject Line empty.	*1. Always greet your addressee.*
2.	2.
3.	3.
4.	4.
5.	5.

IV. Do the Test to Decide how Well you Can Form Learners' Writing Competence

True or False
1.   Writing is a productive kind of communicative competence.
2.   Writing and written speech are similar things.
3.   Accuracy is not taught at the intermediate stage.
4.   Creative writing is the final stage of teaching written speech.
5.   Writing a story is a kind of written interaction activity.
6.   The main advantage of the Product approach is that the learners work collaboratively.
7.   Using pictures cannot be used for training spelling.
8.   At the pre- writing stage the learners brainstorm, share the ideas and plan writing.
9.   Process approach to teaching writing focuses more on the form and the language used than the content.
10. Interacting online the learners have to follow the rules of the netiquette while planning and writing their thoughts.

Unit 4. Updating New Generation English Teachers' Methods of Teaching

4.1. Developing Learners' Creative and Critical Thinking
I. Glossary to remember and Use

• Critical thinking
• A critical thinker
• Bloom's taxonomy
• Critical thinking techniques
• The 6 Thinking Hats method
• Creative thinking
• Convergent thinking
• Divergent thinking
• Mini-max approach
• Hexagonal techniques
• Geometrical figures approach

By the end of paragraph 4.1, make your own list of methodological terms (5-8) necessary for its professional discussion.

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

1. "Education is not the learning of facts but training the mind to think" (Albert Einstein). In view of this, developing critical and creative thinking is a must in the 21st century, as the teachers deal with a new Z generation, representatives of which must be able to solve any problem independently and be ready to create new ideas, design new products.

2. Critical thinking has definite characteristics:

• It is a social kind of thinking;

- It is always independent;
- Information is initial, not final;
- It starts with putting forward questions or explaining a problem for solving;
- It needs crucial arguments to overpersuade the interlocuters.

3. It was B. Bloom, who worked out taxonomy of developing critical thinking, which consists of six main stages and is presented below in picture 1.

Picture 1. Bloom's Taxonomy

4. A famous American psychologist Edward De Bono invented critical thinking techniques, on the basis of which many other techniques were developed. De Bono's ideas of developing critical thinking in interaction should be observed, because it gives learners a possibility to view the problem under study from different points of view before they come to a mutual decision.

5. The Six Thinking Hats method, designed by Dr. Edward De Bono in 1985, is an analysis tool useful to innovate ideas that help a person to make better decisions.

It represents six modes of thinking which are directions to think rather than labels for thinking. Key benefits of this method are:

- *allows to say things without risk;*
- *encourages parallel thinking;*
- *separates ego from performance;*
- *improves communication and decision making;*
- *leads to creative thinking.*

6. The focus of each hat in accordance with its colour is presented in picture 2 below.

	WHITE HAT	· Objectivity · Fact-finding	Wear the white hat to focus objectively on the available facts and figures.
	RED HAT	· Passion · Intuition · Emotions	Wear the red hat to look at the problem using intuition, gut reaction, and emotion.
	BLACK HAT	· Caution · Pessimism · Somberness	Wear the black hat to be vigilant and consider the negative sides of the event, issue, or problem.
	YELLOW HAT	· Hope · Optimism	Wear the yellow hat to think positively. Consider all the benefits of the circumstances.
	GREEN HAT	· Creativity · Inventiveness	Wear the green hat to get creative and invent new approaches.
	BLUE HAT	· Direction · Synthesis · Organization	Wear the blue hat to perform meta thinking. Scrutinize and direct discussion. Synthesize all viewpoints.

Picture 2. Six Thinking Hats

7. To develop critical thinking, it is advisable to use different prompts like visual, audio, verbal etc. for learners with different learning styles and special educational needs. Different critical thinking strategies are aimed at the development of different critical

skills. For example, technique CAF (Consider All Facts, presupposes the formation of skills to generalize, to plan, to compare). For example:

According to psychological research, every country has its family values. In groups read psychologists' opinions of family values in different countries and present the general list of family values.

8. Geometric Figures method, as a means of critical thinking skills development, showed its effectiveness in the senior learners' English classroom. Working in groups or teams, senior learners intensify their critical thinking skills, searching for additional information, trying to find differences and similarities in the problems suggested or to apply their background knowledge before coming to a mutual decision or creating a definite product. For example, the usage of hexagonal technique allows a teacher to develop learners' skills of integration and argumentation, for example: *Work in groups to support or refute the following quote.*
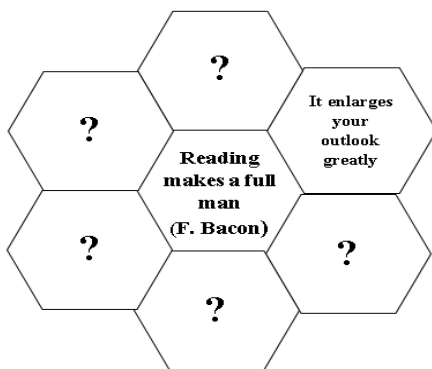
9.	Mini-max approach in teaching English and especially creative and critical thinking, proved its effectiveness as it is aimed at giving learners a possibility to regulate his / her own learning in accordance with his / her abilities, knowledge and skills. A learner chooses his / her own minimum, while maximum is highlighted by the curriculum on the basis of a definite level of English proficiency like A1, A2, B1+, B2.

10.	Developing learners' creative skills, a novice teacher should observe the following steps, presented in picture 3:
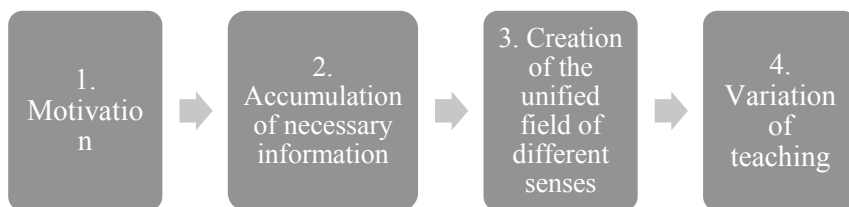
Picture 3. Steps of Creative Thinking Development

11.	As it is seen from picture 3, creative thinking skills are better developed when learners interact with each other. Working together the students can:

• Improvise. For example, *read / listen to the beginning of the story and improvise children's Sunday activities.*

• Create a scenario for the film / part of a performance on the basis of somebody's conversation, musical clip, the part or the last paragraph / sentence. For example, *watch a videoclip of a song and in groups write a scenario for different possible genres of the film, like a blockbuster, an adventure film, a comedy film etc.*

• Design a collage, a metaphor, an announcement etc.

• Write a story on a piece of music suggested, sound sequences, a set of pictures.

• Complete, colour a portrait.

III. For Further Reading

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

2. Калінін В. О, Калініна Л. В. Метод геометричних фігур як засіб розвитку критичного мислення старшокласників – «Молодь і ринок» №2 (188), 2021. – С. 75-81

3. Радишевська М. М. Педагогічна технологія формування інтерактивної компетентності майбутніх учителів гуманітарних спеціальностей в процесі професійної підготовки: Навчально-методичний посібник / М. М. Радишевська / за заг. ред. І. В. Самойлюкевич. – Житомир: Вид-во ЖДУ імені Івана Франка, 2015. – 89 с. С. 48-55.

On your Own: develop your Skills of Autonomous Learning

I. Independent Searching Tasks
Do the library and online research and:
1. Come up with the definition of the following notions:
• Critical thinking
• Critical thinking techniques
• Creative thinking
• Convergent thinking

- Divergent thinking
- Hexagonal techniques

2. Find more information about well-known De Bono's critical thinking techniques:

- AGO – aims, goals and objectives;
- FIP – first important priorities;
- PMIP – pluses, minuses, interesting points;
- Fish Bone;
- Venn Diagram;
- The Six Thinking Hats method.

3. Individually compile:

- a set of critical thinking techniques (about 8-10);
- a set of creative thinking techniques (6-8).

II. Getting Professional

1. Familiarize yourselves with Bloom's Taxonomy in picture 1 and come up with critical thinking skills attributable for every stage (not less than 3-5) to fill in the chart. Follow the example:

Stages of critical thinking development	Critical Thinking Skills
Stage I Remembering	• To revise what learners have already learned; • To single out key words and ideas of the problem studied; • …
Stage II Understanding	• … • …

2. Using Bloom's Cube plan your activities for developing critical thinking skills, work 2-3 for each stage as in the example.
Example:

	5. **Evaluating**	
1. **Remembering** Label the pictures with correct words	**2.** **Understanding** Paraphrase the sentences	**3.** **Applying**	**4.** **Analysing**
	6. **Creating**	

3. Using Edward De Bono's Six Thinking Hats method, match the techniques on the story the learners read to the right hat.

1	White	a) Express your feelings on the main character's saying.
2	Yellow	b) Say what you disapprove of in the characters' doings.
3	Black	
4	Red	c) Say what you would do if you were in the main character's shoes.
5	Green	
6	Blue	d) Say what characters' doings appeal to you most.

		e) Who of the characters, in your opinion, will win and why you think so.
		f) What you can advise the characters to do to change their situation for better.
		g) Summing up all your friends' points of view, choose the proverb, which suits the story most. Ground your choice.
		h) What questions would you ask the main character if you had a chance?

4. Read the cases below and help the teachers to choose a correct critical thinking strategy. Follow the example given.
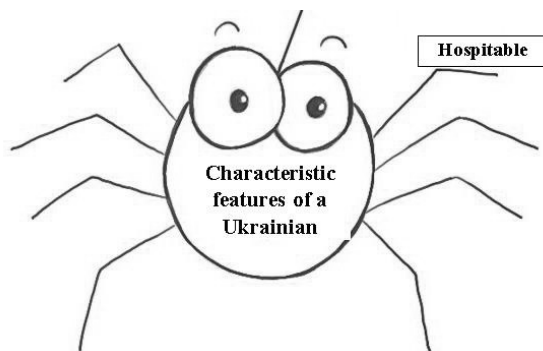
Example:

Case 1 Alina	I'm planning the final lesson on the topic "Healthy way of life" in the 10th grade and want my learners to focus on the minor factors of this problem. For example, losing weight.
	Advice: In this case I will use CAF (consider all facts) strategy which is aimed at making decisions for reaching goals.
Case 2 Borys	My learners are school leavers who are thinking of choosing a career. The problem with many of them is indecision. I don't want to use traditional techniques, but I'm in two minds what critical thinking strategy to choose to

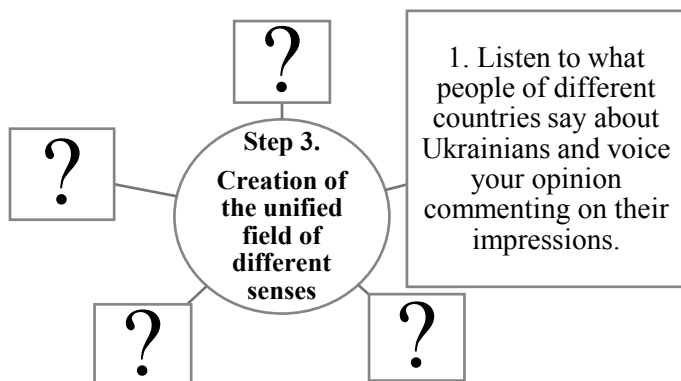|	
	motivate them to make the right decision (APS (alternatives, possibilities, choices) or FIP (first important priorities) or any other?).
	Advice:
Case 3 Oksana	My learners have got a long-awaited letter from our English e-pals who had accepted our invitation to visit Ukraine. Time has come to decide on the time, means of transport, sights to see etc. I know there will be different ideas. What critical thinking strategy may help us to consider all the points, pluses and minuses and come to a unanimous decision?
	Advice:
Case 4 Vasyl	Many of my learners like tourism, often go on hikes, and have long walking tours. When we discuss their travelings in the English lessons I see that some learners get interested but are afraid of consequences because they are inexperienced in hiking. What critical thinking strategy may be helpful to rid learners of anxiety and the question "What will happen if…?"
	Advice:

III. Practice Makes Perfect!

1. On the basis of steps for creative thinking development (picture 2), suggest 3-4 tasks for every step, filling a word rose for each of them. Consider children with visual impairment.

For example:

Step 1. Motivation

? ? ? ?

1. Foreigners often ask questions about a typical Ukrainian. Think and decide how to present a Ukrainian.

Step 2. Accumulation of necessary information

? ? ? ?

1. Fill in a spidergram with possible characteristics of a Ukrainian.

Hospitable

Characteristic features of a Ukrainian

Step 3.
Creation of the unified field of different senses

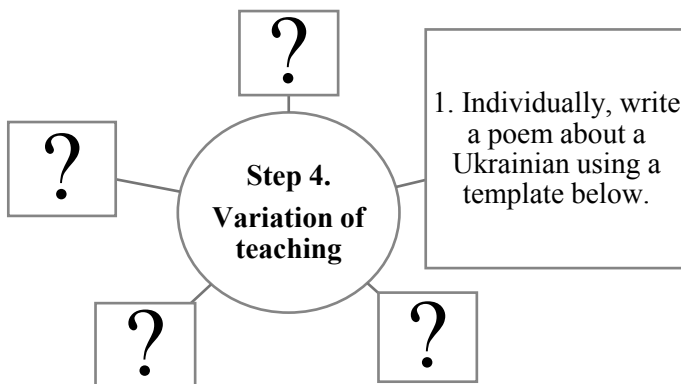1. Listen to what people of different countries say about Ukrainians and voice your opinion commenting on their impressions.

I find Ukrainians very hard working. They seem to be busy all days of the week in all the seasons. My friend has a dacha where she is doing some physical labour in spring, summer and autumn. She thinks it to be a good hobby. I approve of it, it's healthy life style.

```
        ?

?    Step 4.           1. Individually, write
     Variation of         a poem about a
     teaching           Ukrainian using a
                          template below.
    ?        ?
```

I am a Ukrainian

I am <u>hospitable and friendly</u>

(two special characteristics)

I wonder _____

(something you are curious about)

I see _____

(an imaginary sight)

I want _____

(a desire you have)

I feel _____

(a feeling about something)

I am _____

(the 1st line of the poem repeated)

2.   Design a lesson plan on developing learners' critical and creative thinking, using innovative techniques (the 8th grade, topic "Music to my Ears")

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

Pattern:

To Develop Learners' Critical and Creative Skills

Do	Don't
1. Stimulate your learners to express their own ideas, views and proposals. 2. …	**1.** Criticize learners' attempts of creativity even if they seem inappropriate to you. **2.** …

IV.   Do the Test to Decide how Well you Can Develop Learners' Critical and Creative Thinking

True / False:

1.   All school learners are creative.

2.   Teaching critical thinking starts with problem solving tasks.

3.   The first stage of Bloom's creative thinking taxonomy is Understanding.

4.   Critical and creative thinking skills are better developed in communication with others.

5.   Hexagonal techniques allow the learners to integrate their background knowledge.

6.   Due to mini-max approach, any learner has a possibility to demonstrate his / her own language abilities.

7.   Developing creative and critical thinking skills, a teacher should not encourage learners' unfortunate attempts or tries.

8.   Individual learners' creativity is a good stimulus for other learners.

9.   To develop critical and creative thinking skills an English teacher should be resourceful in methods and techniques.

10.   A critical thinker is a person who can criticize what / who he / she dislikes.

4.2.   Using XXI century Skills in Teaching

I. Glossary to Remember and Use

- 21st century skills
- Active learning
- Life/Learning/Literacy skills
- Active learning
- CLT – Communicative Language Teaching
- Information Literacy, Media Literacy
- Creativity
- Critical Thinking and Problem Solving
- Collaboration
- Digital literacy
- ICT (information Communication Technology)
- Civic/Health/Financial/Economic/Environmental Literacy
- PBL -Project Based Learning

By the end of the paragraph 4.2, make your own list of questions (5-8) necessary for its professional discussion.

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

1. Future teachers need to be equipped to deal with the changing world. While the new Curriculum intends to provide students with important professional skills related to methodology, it also gives scope for developing essential life skills that transcend subject boundaries and are referred to as the 21st century skills. Hence, by "**the 21st century skills**" we understand *a broad set of knowledge, skills, tools, work habits, and character traits that are believed … to be*

critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces."(Retrieved from https://www.edglossary.org/21st-century-skills).

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

3. Traditionally, each 21st Century skill is broken into one of **three categories:**
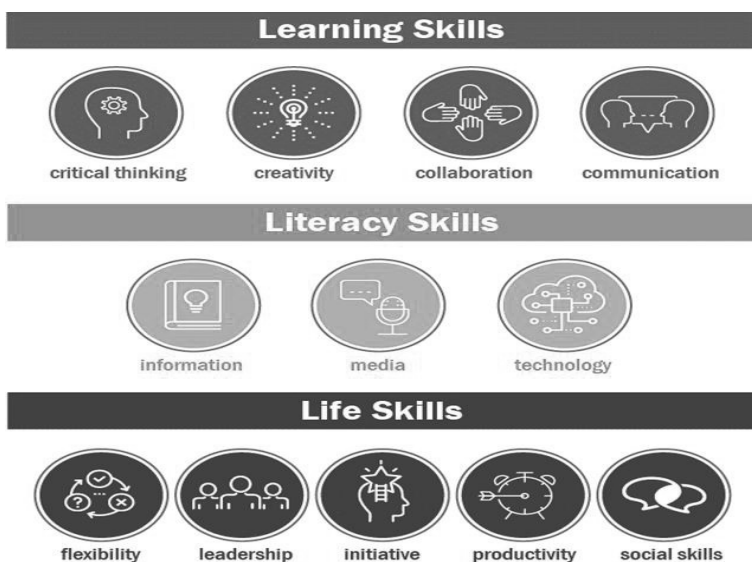
Picture 1. The 21st Century Skills Categories

4. Learning skills (the four C's) teach students about the mental processes required to adapt and improve upon a modern work environment.
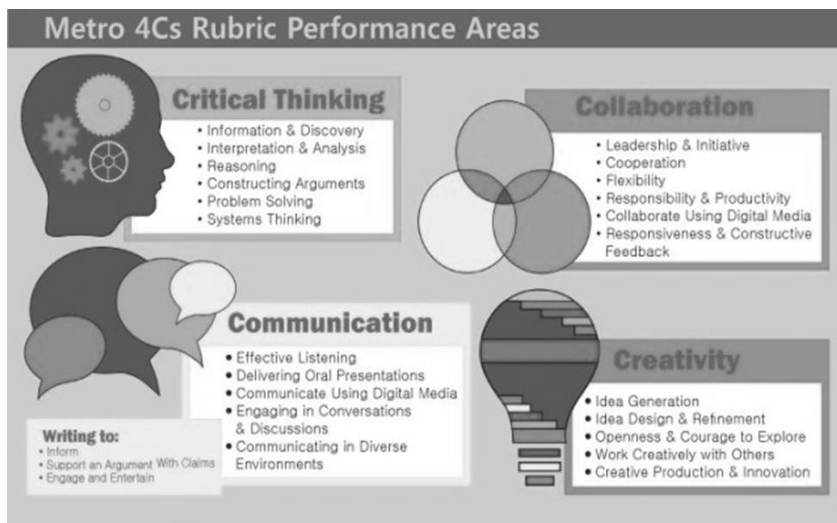
Picture 2. 4Cs Rubric Performance Areas

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

- *Media literacy* is the ability to:
• Decode media messages (including the systems in which they exist);

- Assess the influence of those messages on thoughts, feelings, and behaviors; and
- Create media thoughtfully and conscientiously.

    - *To Digital/Technology literacy* refers an individual's ability to find, evaluate, and communicate information through typing and other media on various digital platforms. It is evaluated by an individual's grammar, composition, typing skills and ability to produce text, images, audio and designs technology (*https://en.wikipedia.org/wiki/Digital_literacy*).
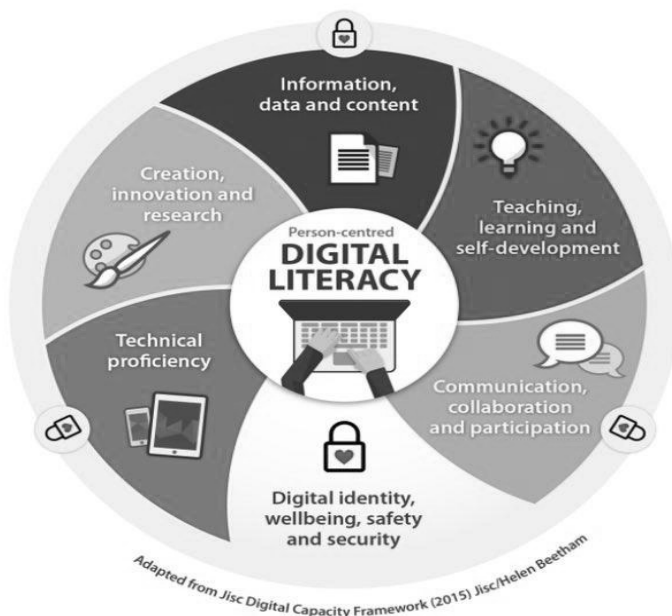
Picture 3. Digital Literacy Competences

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

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

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

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

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

9. *Active learning* seeks to engage students as active participants in their knowledge acquisition. Active learning activities are often based around generating more discussion, group activities, and problem solving in order to get the students to engage more dynamically with the course material (Bonwell, 1991).

Picture 4.

Social and cultural awareness	Critical thinking/ problem-solving	Competencies

Social and cultural awareness
- Foster greater respect and tolerance for others
- Encourage empathy
- Foster cultural self-awareness

Critical thinking/ problem-solving
- Give constructive feedback

Creativity
- Offer opportunities to build and innovate
- Provide autonomy to make choices

Leadership
- Foster the ability to negotiate
- Encourage empathy

Communication
- Create a language-rich environment

How to teach all skills
- Encourage play-based learning
- Break down learning into smaller, coordinated pieces
- Create a safe environment for learning
- Develop a growth mindset
- Foster nurturing relationships
- Allow time to focus
- Foster reflective reasoning and analysis
- Offer appropriate praise
- Guide a child's discovery of topics
- Help children take advantage of their personality and strengths
- Provide appropriate challenges
- Offer engaged caregiving
- Provide clear learning objectives targeting explicit skills
- Use a hands-on approach

Adaptability
- Foster the ability to process emotions
- Practise both flexibility and structure

Collaboration
- Foster greater respect and tolerance for others
- Provide opportunity for group work

Persistence/grit
- Build in opportunities to learn from failure

Initiative
- Provide long-term, engaging projects
- Build confidence in the ability to succeed
- Provide autonomy to make choices

Curiosity
- Encourage questions/ guessing
- Provide autonomy to make choices
- Instil sufficient knowledge to ask questions and innovate
- Evoke contradiction

Character qualities

(Retrieved from https://www.weforum.org/agenda/2016/03/
21st-century-skills-future-jobs-students/)

Picture 4. Learning Strategies to develop Learners' 21st Century skills

10. As for *CLT*, the role of a teacher is to facilitate the communication process in the classroom which leads to the developing learners' communicative competence. Practicing different formal and informal interactions an English teacher concentrates on providing a supportive learning atmosphere and selecting personalized tasks for the learners in terms of their individual level, needs, and interests. There are **4 main principles of** CLT.
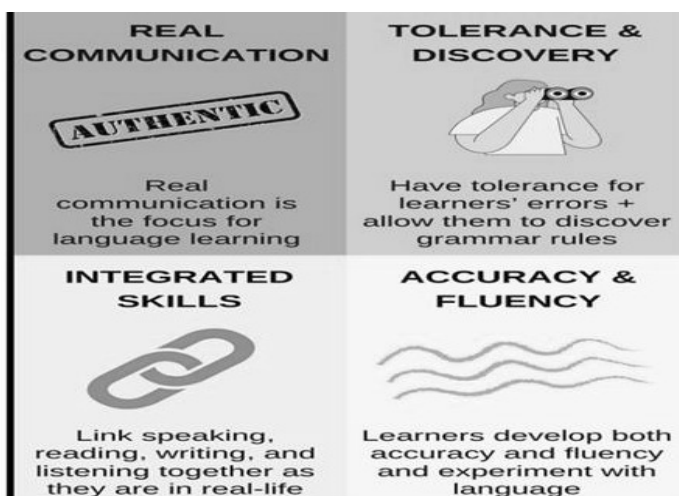
Picture 5. Principles of CLT

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

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

13. It is impossible to evaluate and assess learners' 21st century skills formally using definite rubrics. The teacher has achieved her/his goal when he/she sees that the learners successfully apply all the mentioned above competences in the way of thinking, the way of working, collaborating and communicating, the way of using proper tools. Besides, the teacher should always prepare the strategies to teach and asses the children with SEN, if there are any in the English classroom.

III.   For Further Reading

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

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

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

4. Erdem, C. (2019). Introduction to 21st century skills and education. In C. Erdem, H. Bagcı and M. Kocyigit (Eds) 21st centrury skills and education (pp.1-20). Cambridge Scholars Publishing [online]. URL:

https://www.researchgateanet/publication/336148206_Introduction_to_21st_century_skills_and_education

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On your Own: develop your Skills of Autonomous Learning

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I. Independent Searching Tasks

Do the library and online research and:

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

- Communicative skills
- Literacy
- Media literacy
- Creativity
- Media tools
- Digital tools
- WEB 2.0 and WEB 3.0. technologies.
- Project-based learning
- Fake news
- Media footprint

2. Watch the video *"Engage Me"* (*https://www.google.com/search?q=engage+me+you+tube&rlz=1C1GCEA_enUA1021UA1021&oq=enga&aqs=chrome.0.69i59j69i57j35i39j0i67i131i433j0i67l2j0i5 12l4.3786j0j15&sourceid=chrome&ie=UTF-8#fpstate=ive&vld= cid:159f3e18, vid: ZokqjjIy77Y*) While watching write down the children's needs and preferred ways of studying. Create (in writing, on slides, pictures or any other creative way) your personal portrait of a 21st century learner.

3. Analyze the Core Curriculum (2021) and Common European Framework of References (2020) in terms of how they promote the development of the 21ˢᵗ century skills. Summarize your analysis in writing (130-150 words).

4. Compile a bank of strategies and activities (no less than 5 for each bullet) for fostering learners' skills in:
- Problem solving;
- Communication and collaboration;
- Creativity,
- Digital/technology and media literacy.

II. Getting Professional

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

The 21st-Century Learning Skills Teaching Practices/Strategies

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

	Take initiative when confronted with a difficult problem or question; -Choose own topics of learning or questions to follow.
Communication Skills	c) Learners are given a chance to understand the life experiences of people; -Use information or ideas of people that come from other countries of cultures.
Creativity and Innovation Skills	d) Let the learners compare from different sources before completing a task or assignment; and -draw own conclusions based on analysis of facts or relevant information
Self-Direction Skills	e) Learners apply what they learn to local situations, issues or problems; -Examine topics or issues that are relevant to own family or community; -Talk to one or more members of the family or to the community about a class project or activity; -Respond to a question or task in a way that weighs the concern of different community members or as a group.
Global Connections	f) Allow learners to work in pairs or small groups to complete a task together; -Work as a team to incorporate feedback on group tasks; -Work with other learners to set goals and create a plan for the group; -Give feedback to peers or assess another learners' work; -Present their output to the class.

|	
Local Connections	g) -Learners use technology to limited multimedia for research and projects -Select appropriate technology tools or resources for completing a task; -Evaluate the credibility and relevance of online resources; -Use technology to help share information (e.g., multimedia/ppt presentations -Use technology to keep track of work on extended tasks or assignments;
Using Technology as a Tool for Learning	h) Learners are given a chance to use idea creation techniques such as brainstorming or concept mapping; -Generate own ideas about how to confront a problem or question; -Test out different ideas and work to improve them.

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

Activity	Promotes the 21st Century Skills	Doesn't promote the 21st Century Skills	Notes
1. Listen to some songs. Choose one and make it the main theme of the film. In pairs think of the film genre, the plot, the main characters. Compare			

it to your classmates. Choose the best script.			
2. In groups design a metaphor on the given issues/concepts etc... Explain your point of view.			*critical thinking, creativity, collaboration*
3. Read the story and answer the questions to it.			
4. Conduct a class debate. In the first round, students choose which side they want to defend, but in the second round, they have to defend the opposing side. Example: Is college necessary to get a good job? Is social media beneficial to society?			
5. Read the dialogue opening the brackets			
6. Present a news article to your students and have them analyze its validity. Then discuss as a class how to verify external information to determine whether it's true. Example: Have students read an article that has false information and ask students questions like "How do you determine if this is true?" and "What makes you doubt this article?"			
7. Write a letter to your friend telling about your last holiday.			
8. Role-play different scenarios what to say and how to behave in various settings. Examples: meeting someone new at a party, ordering food			

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at a cafe, attending a job interview, at the doctors, etc…			
9. Show the students a picture and have them build a story around noting what happened, what is going on, what will happen.			
10. Describe the picture using the grammar material under study.			

3. Look at the pictures. Suggest your activities for developing learners' Creative, Critical Thinking Collaboration and Communication, Digital and Life skills.
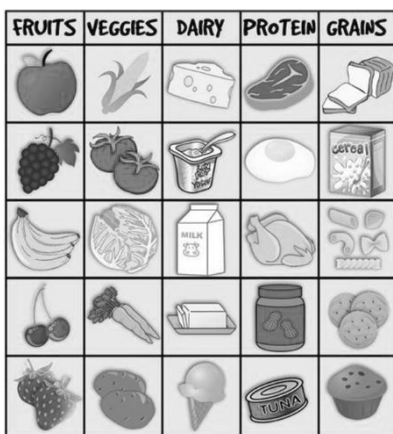
Creative:_____
_____

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

Communication:_____
_____

Digital: _____
Life: _____

Creative:_____
_____
Critical   Thinking:
_____
_____
Communication:_____
_____
Digital: _____

_____

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

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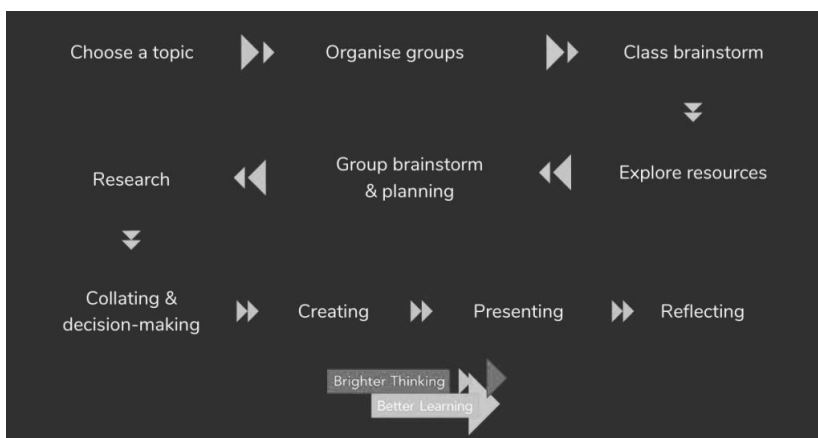
Critical Thinking: _____
Communication:_____
Digital: _____
Life: _____
_____

4. Study the scheme of how to work on projects of all sizes.

Organize the stages of Project-Based learning into their logical order. Choose any of the topics for upper-intermediate or senior learners ("Travelling", "Shopping", "Sports", "Science and Technology" etc.) and suggest tasks and activities for Project-Based learning.

Create a Schedule with milestones for your project	
Evaluate the Experience, think of the mistakes and strong points	
Find out the topic and the objectives	1
Start with the Essential Question /Proposing	
Present the Project	
Design a Plan for the Project	
Assess the Outcome	
Choose a team, duties, a product	

Monitor the Progress of the Project	
Select, analyze and incorporate the appropriate materials	
Have discussion sessions with your team members.	

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

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

I am quite analytical so I have a tendency to focus on grammar and on being accurate. I like to work on my own.
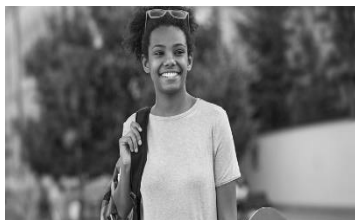
As a rule, I am shy to use the language outside the class. I feel the lack of communication practice. That is why I prefer chatting with my friends or to play some games.

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

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

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

III.   Practice Makes Perfect!

1. Design a lesson plan on developing learners' critical and creative thinking, using media content (the 9th grade, topic "Youth Culture").

2. Design a part of a lesson aimed at developing learners' collaboration and communication skills on one of the topics for the senior level (refer to the Core Curriculum) using digital tools and WEB 2.0. technologies.

3. Write a memo to a novice teacher how to work with the 21st century learners. Use the Pattern.

10 Tips To Keep Us Interested:

1. *Don't tell but engage us…*
2. *Make your lessons diverse and creative… …*
3.

4.

5.

6.

7.

8.

9.

10.

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

Multiple Choice Test

1.   The term "global awareness" means...

a)   to be able to manage goals and time;

b)   to be able to adjust to varied roles and responsibilities;

c)   to understand how and why media messages are made;

d)   to understand and collaborate with people from different cultures.

2.   Information literacy is the ability of...

a)   managing time;

b)   being able to read;

c)   knowing how to find information;

d)   being able to select, access and evaluate information from a wide array of sources.

3. Media literacy focuses on.......

a) evaluating information from a variety of different sources;

b) forming of art criticism;

c) understanding how and why messages of all kinds are made;

d) understanding how media are influencing the society.

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

a)   the world is becoming more diverse and the ability to work with diverse groups and to respect those differences is beneficial and productive;

b)   due to that people can learn more about their own cultures;

c)   people are traveling more than they ever did;

d)   it helps understand how people in different countries communicate and follow the best practices.

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

a) environmental literacy;

b) financial literacy

c) civic literacy;

d) digital literacy.

6. "ICT" Literacy stands for……

a) information, creativity, and technology

b) innovation, communication, and technology

c) information, communication, and technology

d) information, citizenship, and training

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

a) communication, cooperation, critical thinking, and creativity;

b)   communication, collaboration, critical thinking, and creativity;

c) consistency, collaboration, critical thinking, and creativity;

d)   communication, collaboration, critical thinking, and commitment.

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

a) collaboration;

b) critical thinking;

c) communication;

d) creativity.

9. The assessment of 21st century skills does NOT ……

a) emphasize useful feedback of student performance;

b) support a balance of assessments, including high-quality standardized tests

c) enable development of portfolios of student work that demonstrate mastery of 21st century skills;

d) emphasize the importance of all studying to be done through collaboration or webchats.

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

a) communication

b) critical thinking

c) creative thinking

d) collaboration.

4.3 The Role of Correction and Feedback in Dealing with Senior Learners' Errors

I. Glossary to Remember and Use

> - Reasons for making errors (developmental, overgeneralization, mislearning, fossilization, interference)
>   - Interlanguage
>   - Pre-systematic/ post-systematic errors
>   - Categories of mistakes
>   - Feedback
>   - Audiolingualism
>   - Lexical approach
>   - Communicative language approach
>   - Immediate/ delayed correction
>   - Correction code
>   - Explicit correction
>   - Highlighting

By the end of the paragraph 4.3 make your own list of methodological terms (5-8) necessary for its professional discussion.

II. Familiarize yourself with the Following Fundamentals as your Helping Hand:

1. Foreign language acquisition naturally comes through trial and error, so making errors is an indispensable part of learning serving as evidence that student's efforts are bearing fruit.
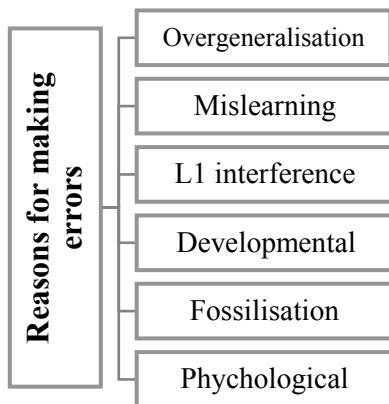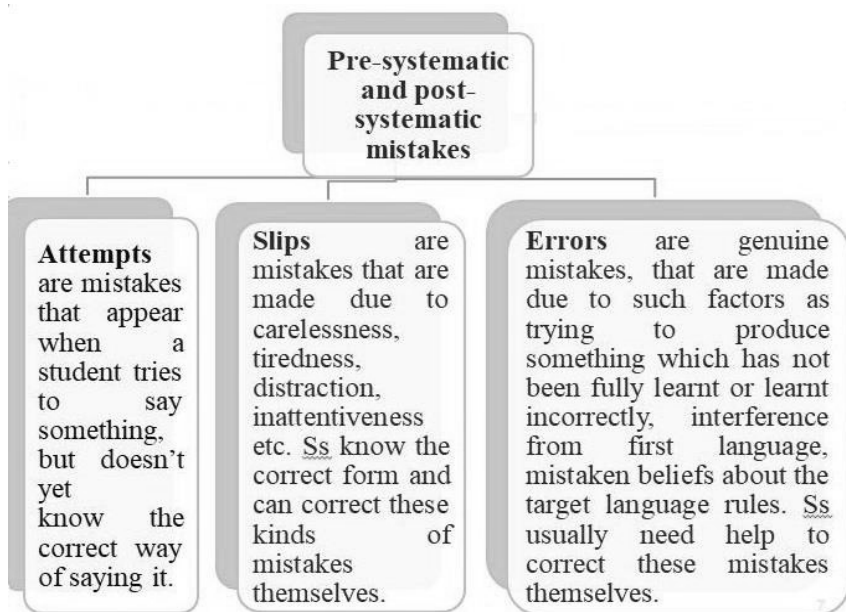
Picture 1. Reasons for making errors
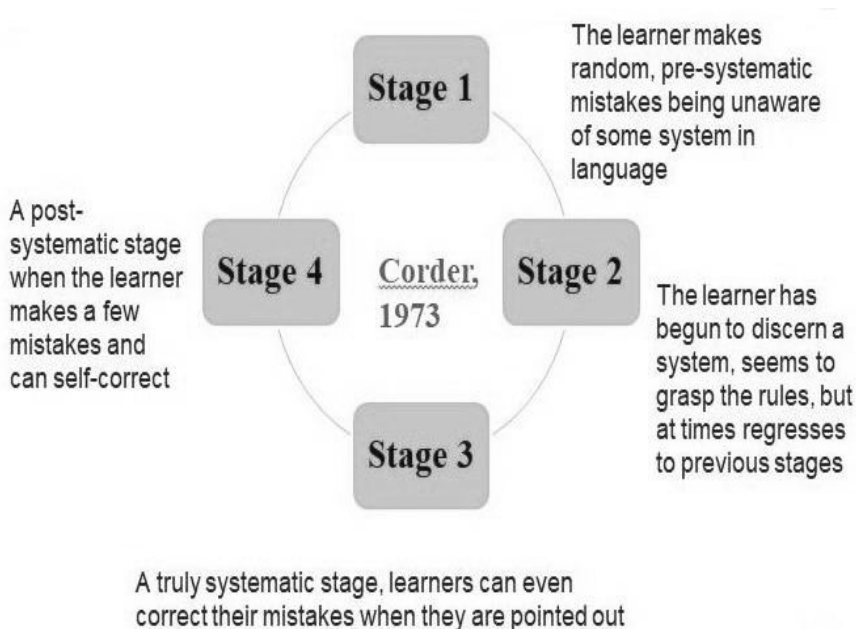
Picture 2. Language learner's progress (according to S.P.Corder)

2. Students may face inevitable difficulties caused by inversion, false friends, under- or over-learning, misunderstanding, stress or anxiety etc. In general, all the reasons that lead to making errors can be classified into:
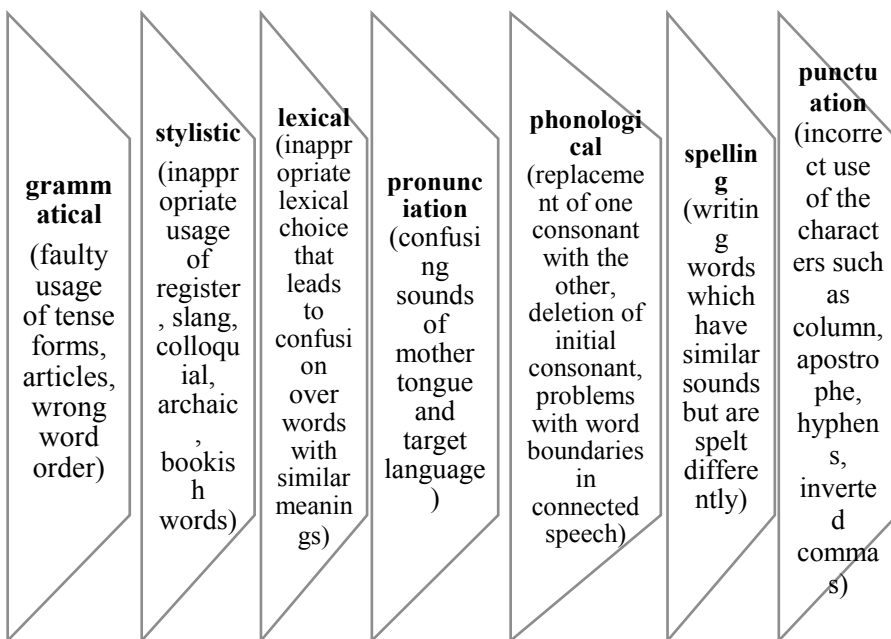
3. The progress a learner shows while acquiring a new language, according to S.P. Corder (1973), goes through 4 stages that, on the one hand, describe language as a system and, on the other hand, reflect the character of mistakes a person makes. Thus, all learner's mistakes are viewed as pre-systematic and post-systematic. They are further subdivided into such types as attempts, errors and slips depending on the level of learner's awareness of the mistake, its reason, ways of dealing with it and how serious the mistake is.

Pre-systematic and post-systematic mistakes

Attempts are mistakes that appear when a student tries to say something, but doesn't yet know the correct way of saying it.

Slips are mistakes that are made due to carelessness, tiredness, distraction, inattentiveness etc. Ss know the correct form and can correct these kinds of mistakes themselves.

Errors are genuine mistakes, that are made due to such factors as trying to produce something which has not been fully learnt or learnt incorrectly, interference from first language, mistaken beliefs about the target language rules. Ss usually need help to correct these mistakes themselves.

Picture 3. Pre-systematic and post- systematic mistakes

4. In the process of second language acquisition the learner develops the so-called interlanguage (Selinker, 1972) with its temporary structure that is marked by the existence of utterances influenced by both the learner's native language (L1), some features of L2 and some general characteristics. With time in the worst case scenario these mistakes fossilize, but if the second language is properly learnt, interlanguage ceases developing.

5. All the mistakes fall into the following categories:

grammatical (faulty usage of tense forms, articles, wrong word order)	stylistic (inappropriate usage of register, slang, colloquial, archaic, bookish words)	lexical (inappropriate lexical choice that leads to confusion over words with similar meanings)	pronunciation (confusing sounds of mother tongue and target language)	phonological (replacement of one consonant with the other, deletion of initial consonant, problems with word boundaries in connected speech)	spelling (writing words which have similar sounds but are spelt differently)	punctuation (incorrect use of the characters such as column, apostrophe, hyphens, inverted commas)

Picture 4. Categories of errors

6. Any correction is a form of a feedback the amount of which is influenced by what ELT approaches the teacher sticks to as each approach treats learner errors differently. Among them one can name Communicative Language Teaching, Audiolingualism and Lexical Approach:

Communicative Language Teaching	Audiolingualism	Lexical Approach
• is an approach that focuses attention on interaction and fluency rather than accuracy. Mistakes are viewed as an indication of learners' effort and an indispensable part of the learning process.The main purpose of language learning is the ability to use language for real communication. Error correction is less direct and intrusive and is done mainly at the end of the activity.	• (the 1960s) treats language learning as a process of habit formation. This teacher-centered approach aims at imitation and memorization, so learners only have to learn carefully sequenced lists of set phrases or sentences and it's a big issue with them to start producing error-free sentences. According to this approach, mistakes are not tolerated and are viewed as a sign that the 'good habits hadn't yet been learnt'.	• (the early 1990s) is treated as an offshoot of the CLT, claiming that grammar mistakes are often results of gaps in the lexical knowledge. So, to get rid of the mistakes in grammar, teachers should pay more attention to lexical input. Enriching learners' vocabulary and working on developing their lexical knowledge, particularly learner's command of ready-made phrases, patterns and 'chunks', grammar mistakes will eventually take care of themselves

Adapted from Coursebook In-Service Teacher Professional Development, British Council in Ukraine, 2012. P.92

Picture 5. ELT approaches in treating errors

7. Depending on *who* performs a correction, it can be of the following types:

• Teacher

- Peer
- Self-correction

Which of them do you think will be appropriate for the children with SEN?

8. In oral speech a teacher can apply techniques of immediate or delayed correction taking into account *what* the focus of the task performed is. If accuracy is checked, a balance should be tilted towards verbal or non-verbal techniques of immediate correction. If the task is aimed at fluency, a teacher should give preference to delayed correction.

9. Dealing with students' written works a teacher can use:
- Explicit correction
- Underlining/highlighting
- Correction code

10. Corrective feedback should be easily understood by learners, following the "kiss" principle:

Keep
It
Short
Simple

III. To Further Reading

1. Corder S, P. Error Analysis and Interlanguage. Oxford: Oxford University Press, 1981. 120 p.

2. Edge, Julian. Mistakes and Correction. Longman Keys to Language Training, Longman Pearson, 1997. 70 p.

3. Harmer J. The Practice of English Language Teaching (4th edition). Pearson. 2007. 448 p.

4. Hedge T. Teaching and Learning in the Language Classroom. Oxford University Press. 2000. P. 313-316.

5. Lewis M., Hill J. Practical Techniques for Language Teaching. Hove. 1992. 136 p.

On Your Own: develop Your Skills of Autonomous Learning

I.Independent Searching Tasks
Do the library and online research and:

1. In writing come up with the definition of the following notions:

- Fossilization
- Interlanguage
- Interim structure
- Metalinguistic feedback
- Recasting
- Correction diary
- Correction slots

4. In written form make up a list of anticipated learners' errors (10-15) in acquiring English and find ways to prevent them.

5. Find out more about ways of making creative feedback. Express your ideas in a 100-word essay.

6. Search for the effective immediate and delayed correction techniques and take notes to present them in class.

II. Getting Professional

1. Analyze the reasons that led to these mistakes (*overgeneralization, L1 interference, mislearning/lack of knowledge, developmental, fossilization, psychological*) and fill in the table as in the example:

a) He worked very **hardly** for this project.
b) I **am like** football very much.
c) She **work** in a big company.
d) **Waiter** was rude and ill-mannered.
e) I **like listening** classical music.
f) **If he will ask**, I will go there.
g) It's **unlega**l to do it.
h) I am a good **cooker.**
i) It was really **easily.**
j) Money **are** crucially important in our life.
k) J.F.Kennedy **has done** a lot for his nation.
l) My sister is **higher** than my brother.

№	Example	Reason for making a mistake
1.	a) **_Waiter_** was rude and ill-mannered.	L1 interference (absence of the article)
2.	…….	…..

2. Watch the video, identify the categories of mistakes and complete the table:

https://drive.google.com/file/d/1BOpKqRNbGHbqZe3jr7np96pEy5ME7pbd/view?usp=sharing

№	Examples	Category	Problem	Correct variant
1.	I'm totally agree	Grammatical mistake	Incorrect usage of the linking verb "to be"	I totally agree

2.				

3. Fill in the table with positive and negative characteristics of the types of correction. Follow the example provided in picture 6:

- encourages noticing
- is easier to remember
- harms learners' own ability to analyze
- enables to learn from each other
- increases confidence
- saves time
- can be time consuming
- fosters teamwork and support
- creates a teacher-centered classroom
- helps learners be less dependent on teachers
- can lead to making new mistakes
- works well with low-level students
- can be impossible to identify mistakes
- can be subjective
- can always have the same volunteers
- can be helpful when learners can't decide what is right and what is wrong
- may lead to some students feeling superior to others
- affects confidence negatively
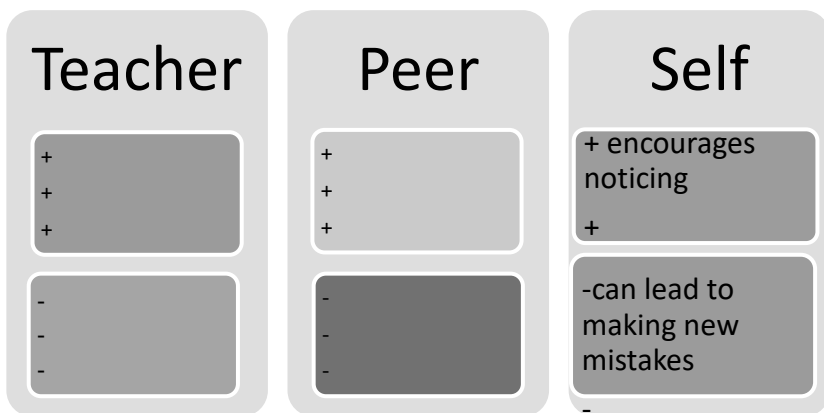
Picture 6. Types of correction

4. Match the types of feedback to their definitions:

№	Type of feedback	Definition
a)	*Constructive*	is planned as a part of assessment and is usually presented at the end of the program, well-organized and done mostly in a written form
b)	*Descriptive*	focuses on shortcomings without providing ideas for enhancing the quality
c)	*Destructive*	is ongoing, usually oral, relaxed and friendly that provides the in-the-moment support and is a part of a learning process
d)	*Formal*	gives critical comments
e)	*General*	provides explicit, detailed and accurate information on how to bridge the gaps in knowledge

f)	*Informal*	mocks at students' failures, is derogatory and insulting
g)	*Judgmental*	provides detailed information on what is done well or poorly indicating directly pros and cons of the student's work
h)	*Negative*	is supporting and provides effective tips on how to improve the current work
i)	*Positive*	is too broad and gives an overall impression about student's work
j)	*Specific*	focuses on strengths and accomplishments and is always optimistic

5. Guess the oral correction techniques and say which of them will be the most beneficial for the students and the children with visual impairments? Comment on your choice:

a) *Elicitation*   b) *Explicit correction* c) *Repetition* d)*Recast/parroting* e)*Metalinguistic clues*   f)*Using symbols/gestures* g)*Clarification request*

> 1) The teacher directly elicits the correct form from the learner by asking them to paraphrase (*f.e. Say it again*), making a pause so that a student could complete the sentence, or by asking questions that presuppose more than "yes/no" answer (*f.e. How do we say it in English? What do we do with it?*):
>
> **S:** *"We got **off** the car and went away".*
>
> **T:** *"How do we say it in English? What do we do with a car? We get …"*

2) The teacher repeats the learner's mistake with an intonation aimed at attracting their attention to the problem area:

S: "It **rose** *a lot of problems".*

T: **"ROSE** *a lot of problems?"*

3) The teacher uses fingers, shapes, ink of different color to help learners correct their mistakes:

S: "If I had a chance, I would go **at** *the seaside".*

T: "If I had a chance, I would go… the seaside". (The teacher draws "2" in the air).

4) Using phrases like 'Excuse me?' or 'I don't understand', the teacher underlines that he hasn't understood the student's utterance, as it contains some kind of mistake/s. So, it is required to reformulate or change something in it:

S: "They decided to call **on** *their business trip to Norway".*

T: "Pardon?"*

5) Without directly indicating that the learner made a mistake, the teacher implicitly reformulates the learner's sentence or provides the correction:

S: "I **made** *a lot of work about the house".*

T: "Oh, you **did** *a lot of work. I see".*

6) Clearly indicating that the learner's utterance was erroneous, the teacher provides the correct form:

S: "**Would** you mind opening the window?"

> T: "**Do** you mind opening the window? That's what we should say.

> 7) Without explicitly providing the correct form, the teacher gives comments, hints or CCQ questions (requiring "yes/no" answers) related to the formation of the student's utterance so that the student could come up with the correct answer *('Do we say it like that?', 'That's not how you say it in English')*:
> **S:** "My father says there are a lot of deers in our forest".
> **T:** "Do we say it like that? Can deer be plural?

Adapted from Coursebook In-Service Teacher Professional Development, British Council in Ukraine, 2012. P.89

6. Watch the video and write out the examples of immediate and delayed correction techniques a teacher uses in a classroom: **https://drive.google.com/file/d/1ha8quTTzGyKm9HKYYcr7UNlfomKsSFhQ/view?usp=sharing**

7. Rate the verbal and non-verbal immediate correction techniques in the order of their effectiveness in the work with students (from 1 as the most effective to 15 as the least effective). Comment on your ideas.
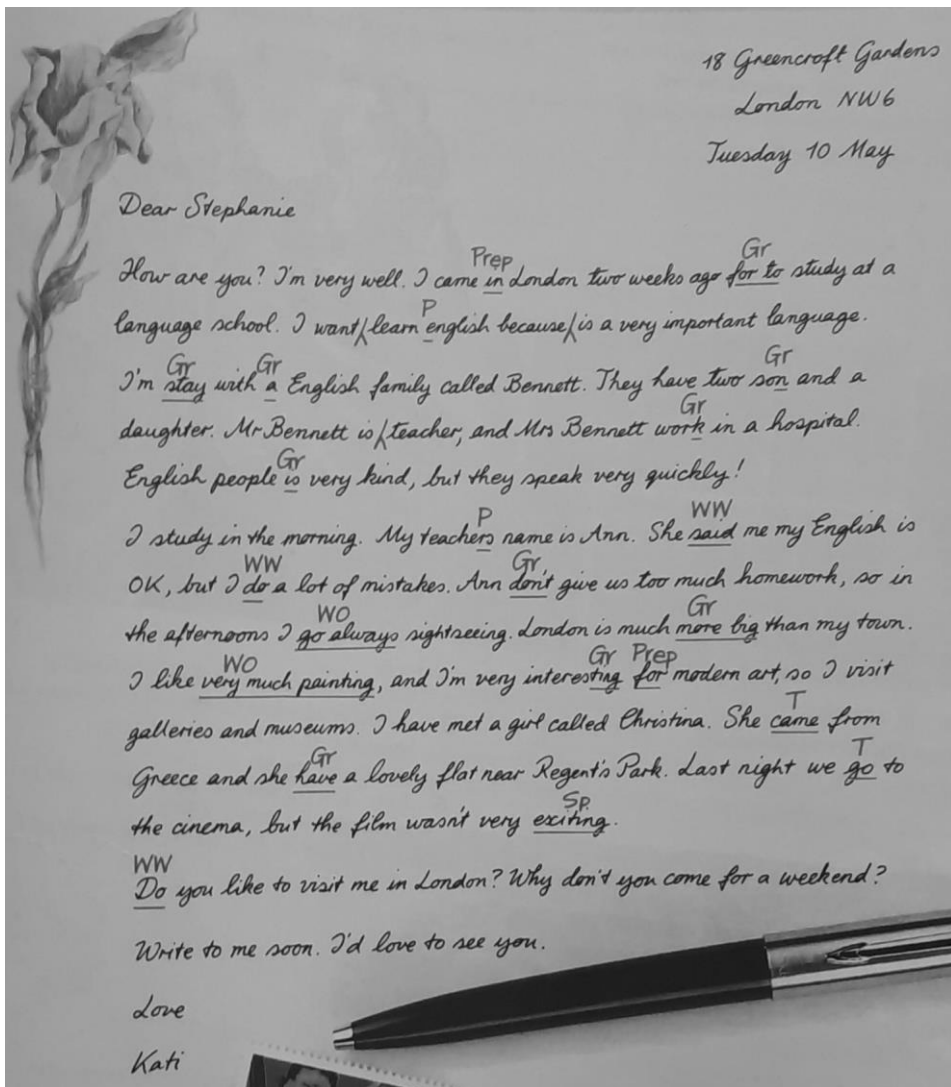
repetition, questioning, recording, tapping on 'wood', singing, drawing in the air (to show missing prepositions), buzzing like a bee, pinpointing, cueing, explaining key words, crossing hands over (to show wrong word order), making letters/symbols with fingers, using a circling hand motion, reformulation, noting down errors.

For example: *I think that the most effective technique is recording as it enables the students to notice the mistakes on their own, helps to look for the best ways of avoiding them and prevents their repetition in future.*

8. Fill in the table with weaknesses and strengths of the correction techniques that are used by teachers for correcting writing.

Correction techniques	Strengths	Weaknesses
1. The teacher corrects all mistakes and provides the correct version on his own.		
2. The teacher underlines mistakes and uses a code to indicate the nature of the error.		
3. The teacher underlines errors, but gives no indication of the nature of the error.		
4. The teacher writes suggestions for improvement in the margin.		
5. The teacher takes 2 example texts and reformulates the language in these texts. The reformulations are distributed to the class as a whole to consider.		
6. Students give peer correction without any feedback from the teacher.		

9. Identify the correction technique used by the teacher in the example below (explicit correction, correction code, highlighting). Analyze how effective it is in correcting the work of the 10th form student. Would you change anything? Why/Why not?

18 Greencroft Gardens
London NW6
Tuesday 10 May

Dear Stephanie

How are you? I'm very well. I came **in** London two weeks ago **for to** study at a language school. I want **learn** english because **is** a very important language. I'm **stay** with **a** English family called Bennett. They have two **son** and a daughter. Mr Bennett is **teacher**, and Mrs Bennett **work** in a hospital. English people **is** very kind, but they speak very quickly!

I study in the morning. My **teachers** name is Ann. She **said** me my English is OK, but I **do** a lot of mistakes. Ann **dont** give us too much homework, so in the afternoons I **go always** sightseeing. London is much **more big** than my town. I like **very much painting**, and I'm very **interesting for** modern art, so I visit galleries and museums. I have met a girl called Christina. She **came** from Greece and she **have** a lovely flat near Regent's Park. Last night we **go** to the cinema, but the film wasn't very **exiting**.

Do you like to visit me in London? Why don't you come for a weekend?

Write to me soon. I'd love to see you.

Love
Kati

Picture 7. Error correction in writing

Borrowed from: Liz and John Soars. New Headway.

Intermediate. Student's Book. Oxford University Press. 2008. P.13.

10.   Progressive Turkish teachers Simon Mumford and Steve Darn have invented their own delayed correction technique known as "Speaking graph" that looks like a line which represents the students' level of speaking quality. Above it the positive things about student's speech are marked. Below it the mistakes are mentioned.

How effective can it be? Can this line be applied for correcting students' errors in high school? Why or why not?
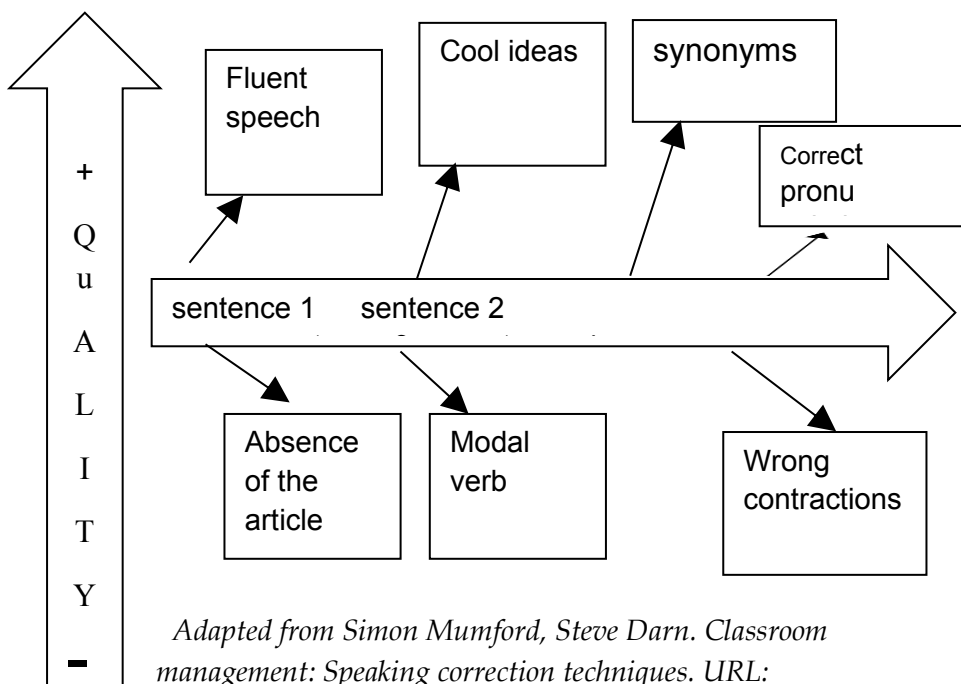
Adapted from Simon Mumford, Steve Darn. Classroom management: Speaking correction techniques. URL: http://www.onestopenglish.com/methodology/methodology/classroom-management/classroom-management- speaking-correction-techniques/146455.article
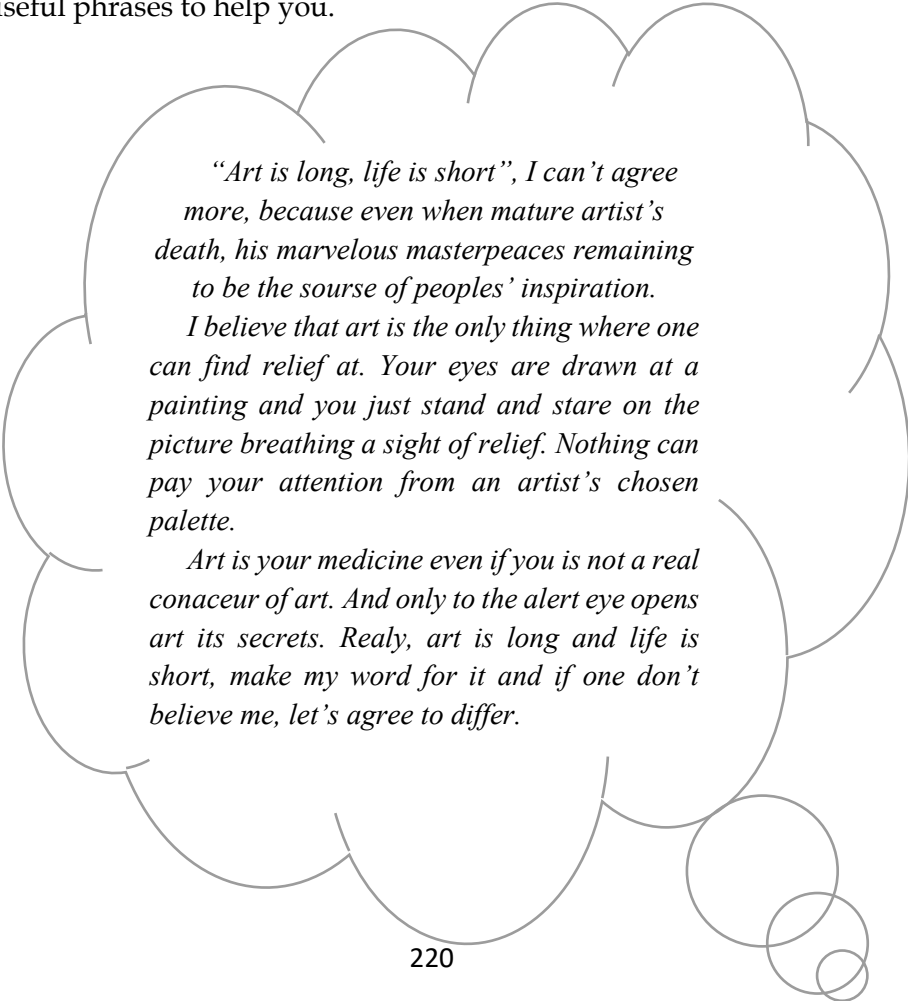
Picture 8. Speaking graph

11. Design an error correction technique for children with hearing impairment.

III. Practice Makes Perfect!

1. Come up with an exhaustive list of Dos and DON'Ts in correcting senior learner's errors in oral speech.

2. Read the teacher's feedback on the piece of a student's work below and suggest a better example. Apply the correction code and useful phrases to help you.

> *"Art is long, life is short", I can't agree more, because even when mature artist's death, his marvelous masterpeaces remaining to be the sourse of peoples' inspiration.*
>
> *I believe that art is the only thing where one can find relief at. Your eyes are drawn at a painting and you just stand and stare on the picture breathing a sight of relief. Nothing can pay your attention from an artist's chosen palette.*
>
> *Art is your medicine even if you is not a real conaceur of art. And only to the alert eye opens art its secrets. Realy, art is long and life is short, make my word for it and if one don't believe me, let's agree to differ.*

Teacher's feedback: *Ann, on reading your essay I feel at a loss. On the one hand, the ideas are not bad, but I was shocked to see so many spelling mistakes in the work of one of our best students. Besides, it's obvious that you lack knowledge on prepositions and collocations. And, of course, the task was to write a 140-word essay, so even this requirement wasn't met. Taking everything into account, your mark is 6.*

Useful phrases:

-You are great at …., but there are moments to be improved:……..

-I see where you are going with this, yet it would be better to…….

-I've really enjoyed reading about…., still, some improvement is needed …..

Symbols

1. WF = wrong form	6. WO = wrong word order
2. WW = wrong word	7. P = wrong punctuation
3. T = wrong tense	8. V = wrong verb form
4. ^ = something is missing	9. A = wrong article
5. Sp = wrong spelling	10. ø = extra word, not necessary

-I appreciate your ideas about…., but try to focus more on…

-Your work presents an excellent contribution to…, however, pay a bit more attention to….

-I'm really thankful for the way you….., though………

-I was quite impressed with……, but when it goes about….

-Here's where I think there's an opportunity to improve…

-I believe in you and know what you're capable of….

-I'm giving you this feedback as I want you to succeed even more…

IV. Do the Test to Decide how Well you Know the Role of Correction and Feedback Dealing with Senior Learners' Errors

Do the Multiple Choice Test:
1. **What is true about interlanguage?**
    a) it is a system of rules one has acquired in the process of learning L2 exclusively
    b) errors occur when the learner becomes fully proficient in the target language
    c) interlanguage rules are fixed
    d) the final stage of interlanguage development
    e) interlanguage never happens in motivated learners
2. **What is the reason for making mistakes: "It is where faulty rules and forms, etc. become permanent fixtures in learners' language use":**
    a) overgeneralization
    b) fossilization
    c) mislearning
    d) interference
    e) psychological
3. **What reason explains making mistakes by applying the rules to more situations than it's appropriate?**
    a) overgeneralization
    b) mislearning
    c) interference
    d) psychological
    e) developmental
4. **What is the reason for making this error: "If you will try hard, you'll win"**
    a)   overgeneralization
    b) mislearning

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c) interference

d) psychological

e) developmental

5. What category of mistake is described as "caused by difficulties in distinguishing sounds, words, word boundaries in connected speech"?

a) lexical

b) grammatical

c) phonological

d) pronunciation

e) stylistic

6. What type of a feedback suggests "providing a solution-based developmental dialogue that encourages reflection"?

a) positive

b) informal

c) specific

d) constructive

e) descriptive

7. What is NOT a verbal immediate correction technique?

a) repetition

b) pinpointing

c) noting down errors

d) cueing

e) metalinguistic clues

8. What type of feedback is planned as part of assessment process to evaluate learning?

a) formal

b) general

c) descriptive

d) informal

e) specific

9. What is a minus of a peer correction?

a) students may not catch mistakes

b) harms learners' ability to analyze

c) it negatively affects confidence

d) it prevents students from noticing mistakes

e) it is time-consuming

10. What is a plus of this technique: the teacher underlines errors, but gives no indication of the nature of the error?

a) combines feedback on language and content

b) presents some challenge combined with some degree of support

c) is very comprehensive in its feedback on language

d) is good at encouraging students to use each other as a resource

e) provides students with a good sense of challenge

4.4 Testing and Assessment of Senior Learners' Knowledge, Habits and Skills

I. Glossary to Remember and Use

> • Assessment: formative (for learning), summative (of learning), self, peer, teacher, portfolio, formal, informal
> • Assessment scales
> • Distractors
> • Indirect/direct test items
> • Principles of testing (validity, reliability, practicality, authenticity, impact, transparency, washback)
> • Rubric
> • Task types/ test formats
> • Cloze test
> • Mock exam

By the end of the paragraph 4.3 make your own list of methodological terms (5-8) necessary for its professional discussion.

II. Familiarize yourself with the Following Fundamentals as your Helping Hand:

1.   Assessment enables the teacher to obtain information about students' strengths and weaknesses in order to help them improve their knowledge, habits and skills.

2.   For assessment to be objective it should be based on criteria familiar to learners. Assessment that deals with INCREASING the quality shouldn't be confused with evaluation that presupposes JUDGING the quality.

Assessment	vs	Evaluation
teacher activity or student activity	**Focus on**	teacher performance or student performance
improve the teaching and learning process	**Purpose is to**	assign a grade or ranking
teaching process and progress	**Emphasis on**	mastery of competences
student critiques, focus groups, interviews, reflective practice, surveys and reviews	**Methods include**	tests, demonstrations, projects, performances

Picture 1. Assessment vs Evaluation

3. In methodology the following types of assessment are distinguished:

- Formative (continuous)
- Summative (evaluative)

- Self
- Peer
- Teacher
- Portfolio

- Formal
- Informal
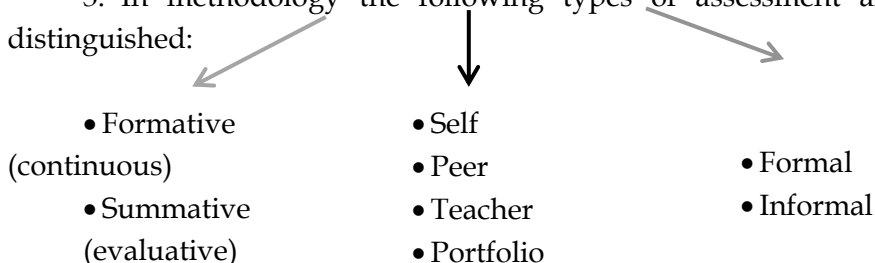
4. Tests serve as a tool/means of assessing what and how much the students have learned. They can be of different types, but those suggested below are most common:

- *Placement* (helps to place a student in a particular level of a curriculum at educational institution);

• *Diagnostic* (reveals students' weak and strong points in a particular area like grammar or vocabulary);

• *Proficiency* (measures learners' knowledge regardless of training as a rule in all aspects, like grammar, vocabulary, reading, listening and even writing);

• *Progress* (is given during the program to all learners at the same time to check what they've learned in a module, unit or course);

• *Achievement/summative* (is presented at the end of the program to check whether the learners have met the course objectives).

5. Test exists in different test formats/ test items that can be:

Direct + → Test formats / Indirect
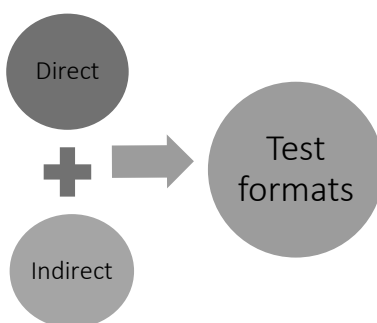
• *Direct* (when the task a student performs checks one of 4 skills: speaking, writing, reading, listening). They embrace interview, oral presentation (speaking); writing a letter, creating a blog (writing); matching texts with pictures/headlines or making graphs/charts on the content of the text (reading); ordering, matching or making a visual organizer on the basis of what is heard (listening).

• *Indirect* (when the task checks just a student's knowledge of some individual language items): gap filling, cloze test, multiple-choice items, true/false items, jumbled

sentences, sentence transformation, sentence completion, proofreading (to find mistakes)).

6. Quality tests should be based on the principles of:
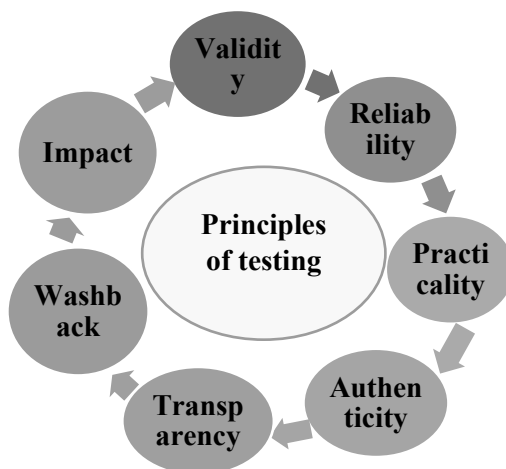
Picture 2. Principles of testing

7. Features of a quality reading/listening test include age appropriate text and task selection, logical and clear task design with plausible distractors and only one correct option, clear and simple rubric.

8. Task types that can be used for testing speaking embrace:

- Mini presentation on a given topic
- Role play
- Information gap
- Picture description
- Discussion
- Interview

9. In order to avoid accusations of subjectivity, especially while assessing direct test items aimed at checking speaking (spoken production, spoken interaction) and writing where the mark depends on the teacher's subjective comment, one should use assessment criteria or assessment scales.

III. To Further Reading

1. Brown, H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy. White Plains, NY: Longman. 2001. P. 390-392.

2. Gibbs, Graham and Simpson, Claire. Conditions Under Which Assessment Supports Students' Learning. *Learning and Teaching in Higher Education*. №1, 2005. P. 3-31. URL: https://eprints.glos.ac.uk/3609/1/LATHE%201.%20Conditions%20Under%20Which%20Assessment%20Supports%20Students%27%20Learning%20Gibbs_Simpson.pdf

3. Maki Peggy L. Developing an Assessment Plan to Learn about Student Learning. *The Journal of Academic Librarianship*. № 28 (1), 2002: P. 8–13. *ScienceDirect*. Web. The Journal of Academic Librarianship.URL: https://www.researchgate.net/publication/222308312_Developing_an_Assessment_Plan_to_Learn_about_Student_Learning

4. May L. Interactional competence in a paired speaking test: Features salient to raters. *Language Assessment Quarterly*, № *8*(2), 2011. P. 127-145.

5. Turner C. E., & Purpura, J. E. Learning-oriented assessment in the classroom. In D. Tsagari & J. Banerjee (Eds.). *Handbook of second language assessment*. Boston, MA: DeGruyter Mouton. 2016.

I.Independent Searching Tasks
Do the library and online research and:

1. In writing come up with the definition of the following notions:

- Mock exam
- Washback/impact
- Assessment scales
- Plausible distractor
- Rubric
- Answer grid
- Cloze test

2.   Look at the association map and pick up 3 words that from your point of view assessment is associated with. Think of your own words that might be used to define "assessment". Do it in written form.

3.   Identify the types of assessment in the pictures below. Find out more about them and other assessment types in CEFR and take notes of their key features.

4. Analyze textbooks for teaching English at high school used in your region (OnScreen, Focus, Fly High, High Note…). What types of tests do they use? Do these tests match the principles of testing? In writing give proofs to justify your opinion (100-150 words).

II. Getting Professional

1. Which of the quotes about tests do you agree with the most? Can tests be positive experiences? Come up with 4-5 conditions under which it can happen.

Testing of self is a regular part of our own lives, so it seems natural to make it a part of the lives of my characters, as well, albeit on a much different level.

— Terry Brooks —

AZ QUOTES

Sometimes the most brilliant and intelligent students do not shine in standardized tests because they do not have standardized minds.

~ Diane Ravitch

Picture 3. Quotes on tests

2. Match the types of assessment to their descriptions:

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Types of assessment	
Portfolio	is done continuously (throughout the course), helps identify gaps in order to improve learning WHILE it's happening
Self	is used to make course-placement decisions, is mainly evaluative and applied AFTER the learning is done (at the end of a project, unit, course, semester, program, or school year)
Teacher	contributes to lifelong learning helping the students to monitor their work and enabling them to become more motivated and independent
Formative	is used to give students more freedom in assessing their peers' efforts and can be a part of formative assessment
Peer	is a type of assessment when a teacher is in charge of measuring students' knowledge, habits and skills and providing feedback on this
Summative	is based on a system of collecting students' works that presents learners' progress in some content area over a period of time and enables students to be involved in their own assessment

Picture 4. Types of assessment

3. Distribute these characteristics into the columns:
- graded feedback
- spontaneous
- content-driven
- occurs during instruction
- planned in advance

- examples include teacher observations, exit tickets and questions
- deals with standardized tests, final exams, portfolios and projects
- data-driven

Formal assessment	Informal assessment
☐	☐
☐ _____	☐ _____
☐ _____	☐ _____
☐ _____	☐ _____

4. Informal assessment can be performed in a number of creative ways. Look at the ideas to be used for self-assessment in a classroom and choose those 2 you think will be the most effective in a usual class and a class with children who have problems with hearing. Comment on your choice:

Self-assessment questions
Display self-evaluation questions on a wall in your classroom or use a QR code. This way students have to scan the code after the lesson and go through the questions. They just have to spin the wheel and answer the question they got (like in the "Field of Miracle" TV programme).

Roll the Dice
Put a die at each desk. At the end of class, each student rolls and briefly answers aloud a question based on the number rolled:
1. *I want to remember …*
2. *Something I learned today.*
3. *One word to sum up what I learned.*
4. *Something I already knew.*
5. *I'm still confused about …*
6. *An "aha" moment that I had …*

Selfie/ emoticon roulette

Use the app Snapchat and ask your students to take a selfie. Students have to imitate an emoji on that selfie. The emoji or their face represents how they feel about the lesson (whether they understand it or not, if they still have questions, etc.)

Ask your students to send it to your Snapchat teacher account. Then display your iPad or smartphone on the classroom projector. Each student has 10 seconds to explain what their selfie means. The teacher

Exit Slip

An exit slip (exit ticket) is a great way to quickly gauge student understanding at the end of a lesson. It gives a snapshot of how well students understood the lesson.

Exit tickets should be short: ask every student one or two short questions about today's lesson and only after they have filled the ticket in, let them go.

Traffic Cards

Students create index cards with a large green marker circle on one side and red on the other. If they are following along and understanding the lesson, the green side of their card is upright and visible to you. When they don't understand something and need clarification, they flip the card to show you the red side.

Picture 5. Creative assessment techniques

5. Portfolio assessment is one of the most widely used but the least investigated types of assessment. Analyze its advantages and disadvantages and reflect them in the table. Use the phrases to help you:

-is adaptable to...
-has potential...
-requires a great level of...
-demonstates...
-includes a variety...

-takes a lot of....
-remains difficult...
-requires clear...
-is intensive in terms of...

		Question	Answer
	1.	Do your learners have the necessary information concerning what they will be tested on?	**Transparency**
	2.	Do the results of the test have influence on the career or life chances of an individual?	
	3.	Do you have necessary time for scoring the test?	
	4.	Does the test check what has been learnt?	
	5.	Did you ensure appropriate conditions to conduct the test?	
	6.	Does the test enable the students to use target language in authentic situations?	

7.	Would the results of the test be the same if it were checked by another teacher?	
8.	Will your test have a positive influence on teaching and learning?	
9.	Didn't any obstacles interfere with the test results?	
10.	Do learners know how much time they have for writing the test?	

Picture 6. Portfolio assessment

6. Match the principles of testing (*validity, reliability, practicality, authenticity, transparency, impact, washback*) with the following questions. Mind that some principles can be used more than once. Follow the example provided.

7. Identify a problem with this test item (topic "Art", the 11th grade). Suggest your ideas on how to improve it:

"To enhance" means….

a) weaken

b) diminish

c) intensify, increase, or further improve the quality;

d) mar

8. What's wrong with this test format (topic "Travelling", the 10th grade)? What should be changed?

A short trip is known as _____.

a) jaunt b) outing c) sojourn d) spin .

9. Imagine that you've got a task of writing a letter suggesting solution to solving the problem of world hunger. Tick sub-skills that will be tested while performing an activity.
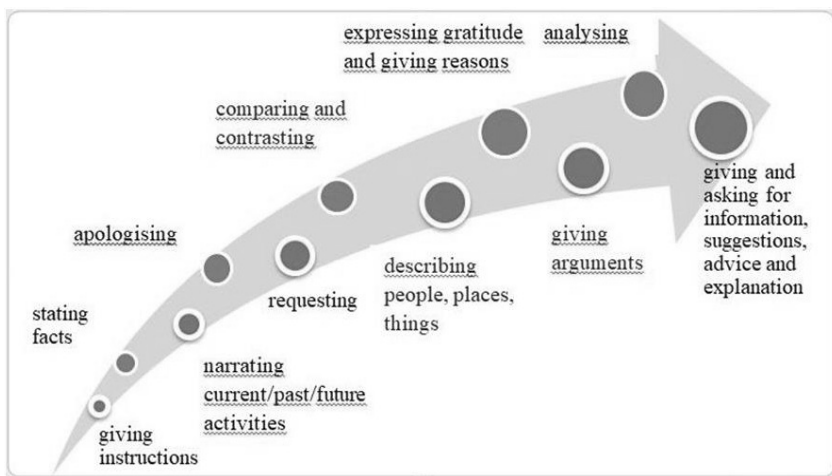
Picture 7. Writing sub-skills

10. Suggest your ideas on how to solve a situation presented below. What should have been done differently to avoid these consequences with assessment?

After reading a story in a fiction book, students of the 10th grade got a task to think of its continuation. At the beginning of the class that followed they presented their stories in the classroom and got the marks for that. Still, not all the students were satisfied as the marks were different. Lower marks were put mainly to those students whose stories were shorter, though, as they said, they didn't know about that.

11. Analyze the test suggested according to the criteria for evaluating reading tests and say if all the features of a quality test (rubric, title, text, example, question items, answer grid, total score and keys) are observed here:

Read the statements about traditional Irish wedding and choose whether the statement is true or false.

Example:

A Traditional Irish Wedding

"Marry in April if you can, joy for maiden and for man"
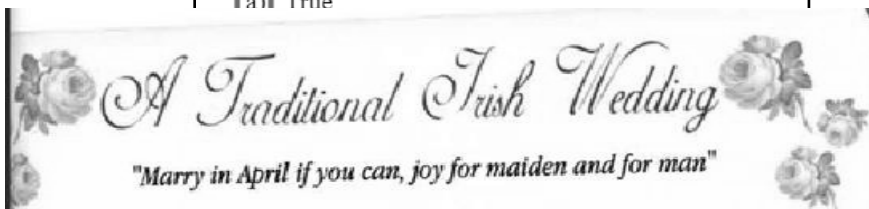
So says one Irish wedding tradition which, like many others, has its roots in ancient history, folklore and interesting superstitions! Even in these modern times, many couples try to include ancient customs in their wedding, in the hope that it will bring them happiness and luck. Here are some of the traditions that Irish people follow on their wedding day.

A treat for the groom

In the past, the groom was invited to the bride's house just before the wedding and a goose was cooked in his honour. Many Irish people believe that showing such generosity to the groom will make sure that he won't change his mind about the wedding at the last minute!

Bride, be beautiful!

A traditional Irish bride doesn't spend a fortune on bouquets of exotic flowers. Instead, she usually wears a wreath of wild flowers in her hair, freshly picked on the morning of her wedding. She carries more wild flowers in her hands, as well as a 'magic' handkerchief and a horseshoe for luck. Part of the bride's wedding dress is usually used to make the christening robe for the first-born child.

The icing on the cake

In the old days, an older female member of the family would take great pride in producing a traditional three-tier fruitcake for the reception. Nowadays, however, most Irish couples visit their local baker and order a cake which is decorated with Irish themes such as swans or fairies. According to tradition, the couple save the top layer of the cake. They often store it in a tin and use it as the christening cake for their first baby.

Fairies and luck

Whether you believe in them or not, Ireland is traditionally the home of fairies, who are said to love beautiful things - especially brides! For this reason, Irish wisdom advises brides never to wear green on their wedding day or to dance with both feet off the ground, as both of these things will tempt the fairies to carry them off forever!

Borrowed from https://znanija.com/task/11284826

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1. The tradition of Irish weddings has its roots in folklore.

b) True

c) False

2. The cooked chicken is the main condition to invite the groom to the bride's house.

a) True

b) False

3. Many Irish people are afraid the groom will change his mind about the wedding at the last minute.

a) True

b) False

4. A traditional Irish bride spends a lot of time making bouquets of exotic flowers.

a) True

b) False

5. Part of the bride's wedding dress is usually used to hide it in the wardrobe after the wedding.

a) True

b) False

6. Irish couples don't like to decorate their wedding cakes.

a) True

b) False

7. The top of the cake is saved for use as the christening cake for the future baby.

a) True

b) False

8. Ireland is traditionally the home of fairies.

a) True

b) False

9. The Irish bride's wedding dress is usually green.

a) True

b) False

Tick ✔ *your answer in the table.*

	0.	1.	2.	3.	4.	5.	6.	7.	8.	9.
True										
False	✔									

Total score: 9 points

III. Practice Makes Perfect!

1. Design a quality test on reading (Level B1) using the text provided: *In 2002, several obese teenagers in the USA sued McDonald's claiming that the company was responsible for making them fat. They claimed that the company had not warned them about the health problems that can result from eating too much salty, high-fat food and drinking too many sugary drinks: diabetes, high blood pressure and obesity. The mother of one of the children, who at the age of 15 weighed more than 180 kilograms, said in her statement: "I always believed McDonald's was healthy for my son."*

McDonald's rejected the claim that they were responsible for these teenagers' health problems. The understanding of what hamburgers and French fries do has been with us for a long, long time," he added. The judge agreed and dismissed the case saying: "it's not the place of the law to protect people against their own excesses." In other words, if people chose to eat a lot of unhealthy food, they can't blame the company that sold it to them.

In 2005, the US House of Representatives passed a bill which became known as the "Cheeseburger Bill". It made it much harder for obese people to take legal action against the food industry. Other similar lawsuits against food companies in the USA have also failed. There is some scientific evidence to suggest that fast food is addictive, and harmful too. So is selling fast food the same, in a way, as drug-dealing?

(Adapted from Tim Falla, Paul A Davis. Solutions. Intermediate student's book. 2008)

2. Work out the questions that could be used as descriptors to assess student's spoken interaction (level B2) according to the criteria of discourse management, pronunciation, interactive communication and global achievement. Use CEFR to help you. The example with "Grammar and Vocabulary" criterion is provided.

Success criteria B2 First - Students

Grammar and Vocabulary	Yes	No	Comments / Examples
Has your partner used simple grammar?			
Has your partner tried to use some more difficult grammar e.g. conditionals, perfect tenses, modal verbs?			
Has your partner used synonyms?			
Has your partner used enough vocabulary to express his / her ideas?			
Discourse Management	Yes	No	Comments / Examples
Pronunciation	Yes	No	Comments / Examples
Interactive Communication	Yes	No	Comments / Examples
Global Achievement	Yes	No	Comments / Examples

Borrowed from Webinar for teachers: Assessing Speaking Online.

3. Design a diagnostic test to check students' knowledge of phrasal verbs for B2 (Upper-intermediate) level.

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IV.   Do the Test to Decide how Well you Know Testing and Assessment of Senior Learners' Knowledge, Habits and Skills

True/False:

1. Assessment is more than grading.

2. Learners should be assessed every lesson.

3. Assessment affects decisions about grades, placement, advancement, and instructional needs.

4. Testing is stressful.

5. We should use the same activities for assessment that we use for teaching.

6. Assessment can motivate learners.

7. Learners can't assess themselves.

8. You can use games for assessing learners.

9. You must give every piece of assessment a mark.

10. Learners cannot be involved in deciding the content of the test.

Навчальне видання

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навчальний посібник до курсу
«Навчання англійської мови»
(Другий (магістерський) рівень освіти)