

# **CORE CURRICULUM**

## **English Language Teaching Methodology**

### **Bachelor's Level**

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**ТИПОВА ПРОГРАМА**  
**«Методика навчання англійської мови»**  
**Освітній ступінь бакалавра**





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### **«Методика навчання англійської мови»**

### **Освітній ступінь бакалавра**

**Типова програма «Методика навчання англійської мови»  
Освітній ступінь бакалавра**

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Програма викладання методики є центральною ланкою підготовки вчителя іноземної мови, і саме вона має поєднати теоретичні принципи та практику навчання. Головним у такому розумінні методики стає застосування знань у конкретних ситуаціях освітнього процесу, а не самі знання.

Програма містить характеристику вчителя англійської мови – випускника закладу вищої освіти, ефективна підготовка якого і є основною метою цієї програми. Програма складається з шести модулів, кожен з яких охоплює досить широке коло методичних проблем, а модуль містить декілька розділів, присвячених важливим питанням методичної підготовки майбутніх учителів англійської мови.

Модулі програми відображають той шлях, який студенти мають пройти від учнів, що вивчають мову, до вчителів, що її навчають. Модулі містять цілі, результати учіння і рекомендовані специфікації контрольних завдань. У розділах детально описані задачі, орієнтовний зміст занять та наведено список рекомендованої літератури.

Нова програма вносить суттєві зміни до організації підготовки вчителів англійської мови. Вона рекомендована для використання закладами вищої освіти за спеціальностями початкова освіта та середня освіта (за предметними спеціалізаціями).

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# **Типова програма «Методика навчання англійської мови» Освітній ступінь бакалавра**

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## **Обґрунтування та загальні характеристики програми**

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### **Вступ**

Просування України до Європи та до всього світу зробили актуальною потребу в підвищенні рівня володіння англійською мовою громадянами країни. Широко поширена думка про те, що англійська мова потрібна для торгівлі, туризму, освіти та розвитку міжнародних відносин. Бажаного покращення ситуації можливо досягти лише за рахунок того, що стандарти навчання англійської мови підвищуються на всіх рівнях освітньої системи. Попередні підходи до навчання мов задовольняли суспільство, поки існували обмеження на подорожі та контакти із західними країнами. Англійської мови навчали як предмета шкільної програми, акцентуючи увагу на засвоєнні граматичної та лексичної систем, майже нехтуючи опануванням мови як засобу спілкування або життєво важливою потребою. Такий підхід, посилений академічними традиціями викладання філологічних дисциплін в університетах, більше не задовольняє потреб сьогодення.

Нині багатомовність розглядається в Європі як важлива освітня мета та ключова ланка економічного розвитку, а Рада Європи розробила рекомендації щодо рівнів володіння іноземними мовами (Загальноєвропейські Рекомендації з мовної освіти). Цей документ використовується міністерствами освіти та центрами оцінювання у багатьох країнах світу як надійне джерело встановлення стандартів, яких потрібно досягти на різних етапах освіти. Україна також приєдналася до цього процесу і почала встановлювати рівні володіння іноземною мовою, на які слід орієнтуватися випускникам закладів загальної середньої та вищої освіти. Проте, існує невідповідність між тим, що рекомендується, та реальною ситуацією, і досягнення цих стандартів буде залишатися нездійсненою мрією допоки стандарти навчання мови в школах і університетах не будуть суттєво підвищені. Саме це є основною метою типової програми методичної підготовки вчителя освітнього ступеня бакалавра.

### **Основні зауваги**

Реформування будь-яких навчальних планів і програм потребує ретельної підготовки та чимало часу. Цей процес треба детально планувати на основі чіткого усвідомлення наявних реалій та з урахуванням майбутніх потреб і пріоритетів. Для цього потрібне дослідження та робота команди однодумців. Саме тому такий колектив було створено в рамках спільного проєкту Міністерства освіти і науки України та Британської Ради в Україні. Його першочерговим завданням було проведення передпроєктного дослідження задля виявлення стану викладання методики в Україні, а також у деяких інших країнах. Дослідження встановило, що:

- є значна розбіжність у кількості годин, що виділяються на навчання мовних дисциплін і методики їх викладання, у навчальних планах восьми університетів, де проводилось дослідження;
- частка годин, відведених на викладання методики, становить не більше 4% від загальної кількості годин підготовки бакалаврів;
- викладання здійснюється переважно рідною мовою студентів;
- методика викладається та оцінюється здебільшого як теоретична дисципліна, а переважною формою викладання є традиційні лекції;
- недостатньо уваги приділяється таким важливим аспектам як формування міжкультурної компетентності, розвиток автономних стратегій учіння, компетентність у галузі інформаційних технологій, студенто-центрований підхід;
- в оцінюванні навчальних досягнень студентів переважають застарілі форми;

- у деяких випадках бракує зв'язку між теоретичним курсом методики та практикою шкільного викладання;
- не існує єдиного підходу до підсумкової державної атестації майбутніх учителів.

Члени команди також виявили, що мовні стандарти студентів наприкінці навчання в університетах часто були нижчими за очікуваний від учителів англійської мови рівень. В ході дослідження команда відвідала Узбекистан, де аналогічний проєкт здійснювався понад 7 років і перші випускники за новою програмою вже викладають у школах. Метою візиту до Великої Британії було ознайомлення зі станом підготовки вчителів іноземних мов в університетах цієї країни. Такий досвід ще раз підтвердив ті висновки, які були зроблені у передпроектному дослідженні.

## **Основні принципи створення програми додипломної підготовки вчителя**

В основу створення програми було покладено такі принципи:

### **1. Методика викладання – ключова дисципліна підготовки майбутніх учителів**

Програма викладання методики вважається центральною ланкою підготовки вчителя іноземної мови, і саме вона має поєднати теоретичні принципи та практику навчання. Головним у такому розумінні методики стає застосування знань у конкретних ситуаціях освітнього процесу, а не самі знання. Програма містить характеристику вчителя англійської мови – випускника закладу вищої освіти (ЗВО), ефективна підготовка якого і є основною метою цієї програми.

### **2. Викладання англійською мовою**

Програма розроблена англійською мовою, і викладання курсу передбачається англійською. Курс методики починається у третьому семестрі, що дозволяє присвятити перший та другий семестри вдосконаленню мовної і мовленнєвої компетентностей студентів, і таким чином підготувати їх до вивчення методики англійською мовою.

### **3. Різноманітність підходів до навчання**

Нині широко визнається, що традиційна лекція не є ефективним прийомом під час викладання будь-якої навчальної дисципліни. Відповідно, ця програма рекомендує низку інтерактивних навчальних підходів, методів та прийомів, як-от: навчання на основі комунікативних завдань, ситуаційні дослідження, симуляції, групові проєкти, розв'язування проблем тощо. Всі ці підходи мають сприяти підвищенню рівня інтерактивності та перетворенню студента на суб'єкт освітнього процесу.

### **4. Доповнення курсу методики курсами з практики мови**

Заняття з практичного курсу англійської мови, які проводяться паралельно з курсом методики, повинні відображати основні інноваційні принципи оновленої програми з методики навчання англійської мови.

### **5. Стандартизація основних вимог**

Кількість годин на курс методики має бути однаковою у всіх ЗВО, що готують учителів, а модулі курсу стандартизовані щодо цілей, результатів учіння та специфікацій оцінювання.

### **6. Чітка періодизація шкільної практики**

Студенти-майбутні вчителі набувають практичного досвіду роботи в школі у три етапи: у третьому та четвертому семестрах як спостерігачі, у п'ятому, шостому та сьомому семестрах як асистенти шкільного вчителя, у восьмому семестрі як практикуючі вчителі, до обов'язків яких входить проведення повноцінних уроків. Кожний етап передбачає наявність міцних зв'язків між курсом методики та практикою в школі (за рахунок виконання спеціально розроблених завдань).

### **7. Поточне оцінювання протягом курсу**

Завдання для оцінювання розроблені таким чином, щоб підкріплювати процес навчання протягом усього курсу. У кожному модулі визначено результати учіння студентів, які перевіряються за допомогою окремих завдань та укладання портфоліо, до складу якого входять два або більше завдань. Підсумкове оцінювання базується як на шкільній практиці, так і на контрольних завданнях курсу.



## **Зміст програми методичної підготовки вчителя**

Програма складається з шести модулів, кожен з яких охоплює досить широке коло методичних проблем, а модуль містить декілька розділів, присвячених важливим питанням методичної підготовки майбутніх учителів англійської мови. Модуль вивчається протягом одного семестру, починаючи з третього. Модулям передують чотиригодинне вступне заняття, під час якого студенти знайомляться зі структурою та особливостями курсу, а також із рекомендаціями щодо його вивчення.

Шість модулів програми, відображають той шлях, який студентам потрібно пройти від учнів, що вивчають мову, до вчителів, що її навчають. Кожний розділ модуля опрацьовується протягом 18 аудиторних годин і потребує не менше 12 годин самостійної роботи. Опис модуля містить формулювання цілей і результатів учіння, а також рекомендовані специфікації контрольних завдань. У розділах детально описані задачі, орієнтовний зміст занять та наведено список рекомендованої літератури.

## **Додаткові матеріали**

Упровадження нової програми потребує значних змін у роботі ЗВО, викладачів і студентів, а також передбачає відмову від певних наявних підходів. Тож програма пропонує низку додаткових матеріалів:

- зразки розподілу змісту розділу для полегшення планування занять;
- зразки планів окремих занять;
- зразки завдань до спостереження за ходом уроків під час практики в школі;
- перелік запитань для самооцінювання наприкінці кожного розділу.

Всі ці матеріали доступні на веб сайті «Шкільний учитель нового покоління» за адресою <http://ngschoolteacher.wix.com/ngscht>.

## **Упровадження програми**

Відповідно до наказу Міністерства освіти і науки України від 12 серпня 2015 року №871 у 2016-2019 роках відбулась апробація нового програмного курсу в таких університетах України:

- Вінницький державний педагогічний університет імені Михайла Коцюбинського
- Житомирський державний університет імені Івана Франка
- Київський університет імені Бориса Грінченка
- Мелітопольський державний педагогічний університет імені Богдана Хмельницького
- Ніжинський державний університет імені Миколи Гоголя
- Прикарпатський національний університет імені Василя Стефаника
- Рівненський державний гуманітарний університет
- Тернопільський національний педагогічний університет імені Володимира Гнатюка
- Ужгородський національний університет
- Уманський державний педагогічний університет імені Павла Тичини
- Харківський національний педагогічний університет імені Г.С. Сковороди
- Хмельницька гуманітарно-педагогічна академія
- Чернівецький національний університет імені Юрія Федьковича.

Протягом усього терміну здійснювався ретельний моніторинг процесу апробації, а результати оцінювалися кожного року. У 2019 році відбулось заключне оцінювання проєкту «Шкільний учитель нового покоління». Одним із висновків є те, що впровадження експериментальної програми дало можливість ЗВО підготувати вчителів нової формації, які дуже добре налаштовані на роботу в школі, вражають рівнем компетентності педагогічного працівника та здатні до рефлексії власної професійної діяльності.

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## **Складники професійної діяльності вчителя англійської мови освітнього ступеня бакалавра**

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Випускник бакалаврської програми ЗВО демонструє компетентність у таких сферах:

### **Розуміння учнів**

- Розуміє, яким чином можна визначити навчальні потреби учнів та запропонувати навчальні дії та матеріали для задоволення цих потреб.
- Розуміє основні теорії вивчення іноземної мови та опанування її, а також їхній вплив на процес навчання іноземної мови.
- Рефлексує над процесами вивчення мови учнями.
- Залучає учнів до різноманітних способів учіння щоб допомогти їм у розвитку власних навчальних стратегій.
- Надає поради учням щодо організації та ефективного управління власним учінням.
- Враховує психологічні та соціальні чинники, що впливають на поведінку учнів, під час планування та навчання.
- Розуміє концепцію навчальної автономії учнів та її вплив на навчання та учіння.
- Скеровує учнів у пошуку та використанні навчальних ресурсів, що сприяють учінню як на уроках, так і в позаурочний час.
- Ідентифікує індивідуальні навчальні труднощі учнів та опікується різними категоріями учнів з особливими освітніми потребами під час планування та навчання.

### **Планування уроків та навчальних курсів**

- Планує освітній процес з урахуванням навчальних потреб учнів задля досягнення результатів учіння, зазначених у програмі.
- Планує навчання мовних аспектів у комунікативних контекстах.
- Оцінює та добирає навчальні матеріали для учнів відповідно до цілей та завдань уроку, а також конкретного навчального контексту.
- Планує етапи уроку у спосіб, який забезпечує систематичний розвиток мовленнєвих умінь.
- Розраховує (під час планування) час на уроці чітко для кожного етапу, передбачаючи можливості для моніторингу та зворотного зв'язку.
- Планує способи взаємодії для різних видів діяльності на уроці.
- Аналізує мовний матеріал, запланований для вивчення на уроці, та передбачає труднощі, з якими можуть стикнутися учні.
- Визначає цілі, завдання та результати учіння на урок і серію уроків.
- Планує наступні уроки, враховуючи рефлексію над попередніми.
- Передбачає проблеми нелінгвістичного характеру, які можуть виникнути на уроці, та планує способи реагування на них.

### **Організація уроку**

- Створює умови та забезпечує відповідні засоби для учіння на уроці.
- Організовує освітній процес на уроці, використовуючи чіткі інструкції та дотримуючись точного розподілу часу.
- Організовує та скеровує взаємодію на уроці у відповідності до навчальних цілей та способів сприймання навчального матеріалу учнями.
- Підтримує належний баланс між обсягом мовлення вчителя та обсягом мовлення учнів.
- Виявляє проблеми в поведінці учнів та адекватно розв'язує їх.
- Забезпечує належний зворотний зв'язок з учнями.
- Заохочує відгуки від учнів та реагує на них.
- Використовує навчальні ресурси та інформаційно-комунікаційні технології для сприяння учінню.

### **Оцінювання навчальних досягнень учнів**

- Використовує різні типи оцінювання відповідно до навчального контексту.
- Відстежує, діагностує, узагальнює помилки та труднощі учнів і враховує висновки в організації освітнього процесу та оцінюванні.
- Використовує широкий діапазон прийомів виправлення помилок в усному та писемному мовленні учнів і надає конструктивні відгуки.
- Допомагає учням зрозуміти свої помилки та знайти шляхи їх усунення.
- Оснащує учнів інструментами оцінювання власного прогресу та навчальних досягнень.
- Використовує наявні критерії для оцінювання прогресу та навчальних досягнень учнів.
- Добирає тексти для навчання та тестування відповідно до Державних програм з іноземних мов.
- Розробляє тести поточної успішності та тести досягнень, що повністю відповідають Державним програмам з іноземних мов та Загальноєвропейським Рекомендаціям з мовної освіти.
- Оцінює та добирає завдання та тести з наявних онлайн чи друкованих джерел для оцінювання навчальних досягнень учнів, за потреби адаптує чи доповнює матеріал.
- Адмініструє, перевіряє та коментує тести вчасно та належним способом, а також веде чіткий облік оцінок.

### **Знання предмета «Англійська мова»**

- Має рівень B2/C1 з іноземної мови та обґрунтовано використовує рідну та іноземну мови на уроці.
- Добирає мовний матеріал і термінологію відповідно до рівня володіння мовою учнями та типу уроку.
- Відповідає вичерпно та правильно на запитання учнів про різні аспекти мови та її використання.
- Передбачає можливі мовні проблеми, з якими учні можуть стикнутися на уроці.
- Використовує широкий діапазон прийомів щоб скерувати учнів на пошук відповідей на власні запитання та виправлення власних помилок.
- Слугує зразком для учнів у вимові та граматичній правильності мовлення.
- Слідкує за змінами та новаціями в розмовній та писемній англійській мові.

### **Знання предмета «Методика викладання іноземної мови»**

- Має ґрунтовні знання теорій навчання та вивчення мови, опанував/опанувала методичні поняття.
- Обґрунтовує свідомо підходи до навчання, різноманітні прийоми та матеріали, які використовує.
- Добирає чи розробляє необхідні завдання та матеріали для роботи в класі.
- Розширює власний діапазон навчальних прийомів шляхом спостереження за ходом уроків колег.

### **Керування власним професійним розвитком**

- Розуміє принципи рефлексії.
- Співпрацює з колегами, постійно обмінюючись досвідом та ідеями, а також отримує підтримку від них.
- Продовжує і далі навчатися.
- Слідкує за останніми подіями в галузі навчання англійської мови.
- Розуміє, як спостерігати за ходом уроку та вчитись у колег.
- Визначає аспекти професійного вдосконалення, ставить цілі та планує шляхи їх досягнення.
- Розвиває власну навчальну автономію.

## Методика навчання англійської мови – мапа курсу

Семестр	Модуль		Розділ		Години		
					Загальна кількість	Аудиторні	Самостійна робота
3	Вступ: Методика навчання англійської мови: завдання та структура курсу. Цінності та переконання щодо учіння та навчання.				6	4	2
	1	Розуміння учнів і процесу учіння	1.1	Психологічні чинники у вивченні англійської мови	30	18	12
			1.2	Опанування іноземної мови	30	18	12
			1.3	Розвиток автономії учня	30	18	12
	Всього за модуль (виключаючи Вступ)				90	54	36
4	2	Підготовка до вчителювання 1	2.1	Принципи комунікативного навчання мови	30	18	12
			2.2	Навчання граматики у контексті	30	18	12
			2.3	Навчання лексики у контексті	30	18	12
			2.4	Організація роботи класу	30	18	12
	Всього за модуль				120	72	48
5	3	Підготовка до вчителювання 2	3.1	Мовленнєві уміння – навчання сприймання на слух	30	18	12
			3.2	Мовленнєві уміння – навчання усного продукування та взаємодії	30	18	12
			3.3	Мовленнєві уміння – навчання зорового сприймання	30	18	12
			3.4	Мовленнєві уміння – навчання писемного продукування та взаємодії	30	18	12
	Всього за модуль				120	72	48
6	4	Підготовка до вчителювання 3	4.1	Планування освітнього процесу	30	18	12
			4.2	Робота з навчальними матеріалами	30	18	12
			4.3	Аналіз помилок та робота над помилками	30	18	12
			4.4	Тестування та оцінювання	30	18	12
	Всього за модуль				120	72	48

7	5	Особливі аспекти	5.1	Дослідження діяльності 1	30	18	12
			5.2	Навчання молодших школярів	30	18	12
			5.3	Навчання учнів з особливими освітніми потребами	30	18	12
			5.4	Формування міжкультурної компетентності	30	18	12
			5.5	Використання інформаційно-комунікаційних технологій (ІКТ) у навчанні англійської мови	30	18	12
	Всього за модуль				150	90	60
8	6	Професійний розвиток	6.1	Дослідження діяльності 2	30	18	12
			6.2	Планування безперервного професійного розвитку	30	18	12
	Всього за модуль				60	36	24
Всього за курс					660	396	264

## Результати учіння та засоби оцінювання

Модуль	Результати учіння	Засоби оцінювання
	У результаті вивчення цього модуля студенти демонструють уміння:	Оцінювання у модулі складається з таких завдань:
1. Розуміння учнів та процесу учіння	<ul style="list-style-type: none"> <li>• рефлексувати над власним вивчення мови</li> <li>• заохочувати природне опанування іноземної мови на додаток до свідомого її вивчення</li> <li>• давати рекомендації учням щодо планування, організації та контролю власного навчання відповідно до способу сприймання навчального матеріалу</li> <li>• рефлексувати над власним навчанням у цьому модулі</li> </ul>	<ol style="list-style-type: none"> <li>1. Кумулятивна перевірка засвоєння матеріалу у письмовій формі з можливістю використовувати довідкову літературу (40% від загальної оцінки за модуль)</li> <li>2. Портфоліо з трьох завдань (60% від загальної оцінки за модуль)</li> </ol>
2. Підготовка до вчителювання 1	<ul style="list-style-type: none"> <li>• аналізувати роботу на уроці щодо організації, способів взаємодії учнів, мови класного вжитку, використання засобів навчання</li> <li>• визначати риси різноманітних підходів і методів у навчальних матеріалах та завданнях</li> <li>• обирати відповідні стратегії та види діяльності для навчання граматики і лексики у контексті</li> </ul>	<ol style="list-style-type: none"> <li>1. Портфоліо з п'яти завдань (100% від загальної оцінки за модуль)</li> </ol>
3. Підготовка до вчителювання 2	<ul style="list-style-type: none"> <li>• аналізувати навчальний матеріал, орієнтований на розвиток мовленнєвих умінь та визначати його мету</li> <li>• добирати автентичні тексти для сприймання на слух та читання і розробляти завдання з різними навчальними цілями</li> <li>• визначати проблеми, які можуть виникнути в учнів під час формування у них рецептивних та продуктивних умінь</li> <li>• розробляти низку послідовних завдань, спрямованих на розвиток продуктивних умінь відповідно до потреб учнів та навчальних цілей</li> <li>• планувати низку послідовних завдань, спрямованих на інтеграцію умінь: сприймання на слух, говоріння, читання та письма</li> </ul>	<ol style="list-style-type: none"> <li>1. Групова стендова презентація (усно) завдань, спрямованих на розвиток усного продукування та взаємодії, які були відібрані під час спостереження за уроками (20% від загальної оцінки за модуль)</li> <li>2. Портфоліо з чотирьох завдань (80% від загальної оцінки за модуль)</li> </ol>

4. Підготовка до вчителювання 3	<ul style="list-style-type: none"> <li>розробляти план уроку для конкретної групи учнів</li> <li>оцінювати підручник з точки зору певного навчального контексту</li> <li>добирати готові тести та розробляти нові для оцінювання прогресу та навчальних досягнень учнів</li> <li>оцінювати уміння учнів у сприйманні на слух, говорінні, читанні та письмі за встановленими критеріями</li> <li>ідентифікувати різні типи помилок учнів в усному і писемному мовленні та належним чином реагувати на них</li> </ul>	1. Портфоліо з п'яти завдань (100% від загальної оцінки за модуль)
5. Особливі аспекти	<ul style="list-style-type: none"> <li>планувати, здійснювати та звітувати про результати дослідження діяльності, а також використовувати висновки у роботі</li> <li>оцінювати, добирати та адаптувати навчальні матеріали та Інтернет ресурси для навчання мови учнів різних вікових груп та з різними навчальними потребами</li> <li>добирати стратегії, методи, види діяльності та інструменти оцінювання відповідно до вікових груп, навчальних особливостей школярів та їхніх навчальних та особливих потреб</li> <li>використовувати англійську в класі відповідно до вікової групи, типу учнів та/або навчальних труднощів із обґрунтованим вживанням рідної мови</li> <li>розробляти завдання для розвитку міжкультурної компетентності учнів, враховуючи вікові особливості та рівень володіння мовою</li> <li>користуватись перевагами та долати перешкоди у застосуванні навчальних технологій на уроках англійської мови</li> </ul>	1. Портфоліо з п'яти завдань (100% загальної оцінки за модуль)
6. Професійний розвиток	<ul style="list-style-type: none"> <li>написати кваліфікаційну роботу відповідно до узгоджених вимог, дотримуючись запропонованої схеми та орієнтовного графіку</li> <li>визначати сфери власного професійного розвитку та складати індивідуальний план з урахуванням різноманітних можливостей</li> </ul>	1. Індивідуальний план професійного розвитку (100% від загальної оцінки за модуль)

## Педагогічна практика у закладах загальної середньої освіти

### Загальні положення

Практична підготовка студентів має наскрізний характер і відбувається впродовж вивчення всього курсу методики під час педагогічної практики у закладах загальної середньої освіти. Практика передбачає такі етапи:

- Кероване спостереження;
- Асистент учителя;
- Учитель-практикант.

Кероване спостереження відбувається у третьому та четвертому семестрах. Студенти мають можливість спостерігати за роботою досвідчених учителів та пов'язати набутий досвід з навчальним матеріалом першого року вивчення курсу методики. Щоб цей процес відбувся цілеспрямовано, студенти виконують завдання для спостереження. Кероване спостереження відбувається один раз на два тижні (один повний день мінімум чотири аудиторні години) упродовж другого курсу.

Під час перебування у школі в ролі помічника вчителя протягом п'ятого-сьомого семестрів студенти займаються плануванням, мікрОВикладанням та надають посильну допомогу вчителям англійської мови. Модулі в цих семестрах містять завдання для спостереження та пов'язують заняття з методики з педагогічною практикою. Студентам рекомендується проводити один день (мінімум чотири години) на заняттях у школі, з відривом від навчального процесу в ЗВО.

Виробнича педагогічна практика у восьмому семестрі дозволяє студентам спробувати себе в ролі вчителя за методичної підтримки вчителів шкіл та викладачів університетів. Студенти проводять шість повних тижнів у школі. Під час виробничої педагогічної практики студенти щотижня зустрічаються з викладачами задля обговорення та аналізу отриманого досвіду.

Відповідно до рекомендацій Міністерства освіти і науки України на педагогічну практику в загальноосвітніх навчальних закладах відводиться 17 кредитів. Однак, під час підсумкового оцінювання, враховуються лише результати виробничої педагогічної практики – 6 кредитів. Виконання завдання для спостереження впродовж першого – п'ятого модулів враховуються під час модульного оцінювання.

### Структура

Семестр	Модуль		Етап	Періодичність проведення
3	1	Розуміння учнів і процесу учіння	Кероване спостереження	один раз на два тижні
4	2	Підготовка до вчителювання 1	Кероване спостереження	один раз на два тижні
5	3	Підготовка до вчителювання 2	Асистент вчителя	один раз на тиждень
6	4	Підготовка до вчителювання 3	Асистент вчителя	один раз на тиждень
7	5	Особливі аспекти	Асистент вчителя	один раз на тиждень
8	6	Професійний розвиток	Учитель-практикант	шість повних тижнів



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## Оцінювання прогресу та досягнень

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Оцінювання протягом курсу «Методика навчання англійської мови» має два компоненти:

- модульне оцінювання
- підсумкове оцінювання.

**Модульне оцінювання** здійснює викладач методики протягом опрацювання кожного модуля, перевіряючи навчальні досягнення студентів та їх відповідність поставленим цілям. Студенти виконують різні завдання (зокрема укладають портфоліо, що є добіркою завдань, виконаних в аудиторії або під час самостійної роботи, та документів, які свідчать про успішність учіння студента). За виконання завдань студенти отримують оцінки за 100-бальною шкалою відповідно до критеріїв, ґрунтовно розроблених до кожного модуля Програми.

**Підсумкове оцінювання** проводиться в кінці курсу методики. Воно має на меті з'ясувати, наскільки успішно студент засвоїв усю програму навчальної дисципліни відповідно до Складників професійної діяльності вчителя. Підсумкова оцінка враховує:

- середній бал за усі модулі курсу (30%);
- результати педагогічної практики (40%);
- якість виконання та захисту кваліфікаційної роботи (30%).

Кожний із цих складників оцінюється за окремими критеріями. Для успішного завершення курсу методики студенту потрібно отримати позитивну оцінку за кожний складник.

### **Завдання для модульного оцінювання**

Програма містить різноманітні завдання для модульного оцінювання, які також використовуються у навчальних цілях. Наприклад:

- есе
- рефлексивне письмо
- доповідь/звіт
- презентація
- план уроку
- розробка навчальних матеріалів і тестів
- план професійного розвитку
- портфоліо.

Критерії оцінювання варіюються відповідно до типу завдання. На кінець курсу всі бали за виконані модульні завдання враховуються у середньозваженій підсумковій оцінці.

**Педагогічна практика (учитель-практикант)** оцінюється у 8-му семестрі. Саме тоді перевіряється здатність студента навчати англійської мови з урахуванням принципів навчання та організації освітнього процесу. Оцінювання відбувається за критеріями, зазначеними у Програмі. Пропонується оцінити десять залікових уроків, проведених студентами. Два залікові уроки відвідує та оцінює за визначеними критеріями викладач методики, а вісім – шкільний учитель англійської мови (ментор), за яким закріплений студент. Викладач методики оцінює уроки, проведені на двох ступенях навчання – початковому та середньому.

**Кваліфікаційна робота** демонструє здатність студента поєднати теоретичні знання з власною практикою навчання англійської мови у школі (педагогічна практика – виробнича). Студент виконує кваліфікаційну роботу англійською мовою та подає її до захисту в кінці 8-го семестру. Оцінювання роботи здійснюється науковим керівником за визначеними критеріями у межах 70% від загальної оцінки. Решту – до 30% – студент отримує за публічний захист кваліфікаційної роботи англійською на усному державному екзамені.

# **Core Curriculum**

## **English Language Teaching Methodology**

### **Bachelor's Level**

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#### **Rationale**

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##### **Introduction**

Ukraine's move towards Europe and the wider world has brought into focus the need for higher standards of English among the country's citizens. There is widespread agreement that English is needed for trade, travel, education and international relations. The improvement that is needed can only be achieved if standards of English teaching are raised at every level of the education system. Pre-existing traditions in language teaching were relevant as long as restrictions on travel and contacts with western countries were in place. English could be taught and examined simply as a school subject, with an emphasis on knowledge of grammar and vocabulary, and with little or no need to see the language as a means of active communication or as a life skill. This approach, underpinned as it is by academic traditions of philology at university level, is now neither relevant nor sufficient.

Right across Europe, multilingualism is seen as an important educational aspiration and a key plank in economic development, and the work of the Council of Europe in setting internationally accepted standards for proficiency in foreign languages has come to fruition in the publication of the Common European Framework of Reference for Languages. This document has been used by Ministries and Examination Boards in countries around the world as a reliable reference for setting the standards that need to be achieved at various levels of their education systems. Ukraine has followed suit and has begun to set desirable exit levels of English for school leavers and university graduates. However, there is a gap between what is now recommended and what is actually happening, and these standards will remain aspirational rather than realistic until standards of English teaching in schools and universities are raised. Achieving this is the primary objective of the new Pre-Service Teacher Training (PRESETT) curriculum at Bachelor's level for trainee teachers of English.

##### **Foundations**

Reform in any curriculum is necessarily a delicate and time-consuming process which cannot be achieved overnight. It needs to be planned carefully and based in a sound understanding of the current situation and of future needs and priorities. This requires research and a team approach. This is why the British Council Ukraine and the Ministry of Education and Science of Ukraine established a project to see the work through to a conclusion. A team of professionals from universities across Ukraine was put together and their first task was to conduct a Baseline Study to establish how language teaching methodology was taught at university level in Ukraine as well as in certain other countries. The key findings of the Baseline Study were as follows:

- a wide variation in the number of hours allotted to language improvement and to methodology among the eight universities surveyed
- average proportion of total programme hours devoted to methodology was found to be less than 4%
- methodology usually delivered in Ukrainian or Russian
- methodology widely taught and assessed as a theoretical discipline, with courses delivered as lectures devoid of interaction
- methodology courses pay insufficient attention to a number of essential aspects of language teacher preparation, for example Intercultural Awareness, Developing

Independent Study Strategies, Developing ICT Competence and Learner-Centred Approaches.

- insufficient attention to modern ways of assessing progress and achievement in a foreign language
- in some cases, little or no connection between theory and practice (here between the methodology course and the practicum in schools)
- no unified approach to the final assessment of student teachers.

Team members also found that students' language standards on exit from the programme were in most cases below those which would be expected of a teacher of English.

The team made two study visits as part of their research: to Uzbekistan where the PRESETT project had been running for over seven years and the first graduates were already teaching in schools, and to the UK to look into the preparation of foreign language teachers in universities. These visits served to reinforce the conclusions from the in-Ukraine research.

## **Key Design Principles for the PRESETT Curriculum**

The following principles guided the team through the process of curriculum design:

### **1. Methodology as the key to the preparation of student teachers**

It was agreed that the new methodology programme should be at the core of language teacher education, and that it should provide a bridge between principles and practice. Methodology in this programme is concerned with the application of knowledge in real situations rather than about knowledge itself. The curriculum includes a profile of a newly qualified teacher of English, which is effectively the intended overall target of the methodology programme.

### **2. Delivery in English**

The curriculum to be developed in English, and taught through the medium of English. Methodology courses to start in the third semester of the programme, to allow a focus on language improvement in the first year, thus preparing students to study Methodology in English.

### **3. Variety of approaches to teaching**

It is now widely recognised that lecturing is not an efficient way of delivering content on a practical course. Accordingly, the new curriculum recommends a range of teaching approaches, including task-based learning, the use of case studies, simulations, group projects and problem solving. All of these approaches are intended to promote high levels of interaction and student involvement in their own learning processes.

### **4. Language courses to complement methodology courses**

Language classes to be taught in a way that exemplifies good practice, thereby illustrating the principles underlying the Methodology courses.

### **5. Standardisation of basic requirements**

Number of hours for methodology set at the same level at all PRESETT institutions. Course modules standardised in terms of aims, outcomes and assessment specifications.

### **6. Carefully phased school experience**

Student teachers will experience the reality of school classrooms in three phases: initially (semesters 3 and 4) as observers, then (semesters 5, 6 and 7) as teaching assistants and finally (semester 8) as practising teachers with responsibility for full-length lessons. At each of these stages, there are strong links (through tasks) from the methodology courses to school experience.

## **7. Continuous assessment throughout the programme**

Assessment tasks are designed to reinforce learning throughout the programme. Each module has specified outcomes, assessed by a combination of stand-alone assignments and portfolios including two or more assignments. Final assessment will be based on school practice as well as in-course assignments.

### **The Content of the PRESETT Curriculum**

The curriculum is made up of six modules, each representing a broad area of methodology, and each module contains a number of units, each of which covers an essential specialist topic for English teachers in training. Each module is designed to be taught for a semester, starting in Semester 3. The programme starts with a four-hour introduction to the course structure and requirements by way of orientation for the students.

The six modules are arranged to reflect the pathway that students embark on from being language learners to becoming language teachers by the end of the programme. Thus, the more basic content is covered in early modules in Semesters 3 and 4 and more challenging topics follow later. Each unit has an allocation of 18 hours of class contact time, backed up by a recommended number of hours of self-study, in most cases 12. Module descriptions include aims, learning outcomes and recommended assessment specifications. Unit descriptions contain detailed objectives, indicative content and recommended reading references.

### **Supplementary Materials**

The introduction of the new PRESETT Curriculum constitutes a significant reform for universities, and for their teachers and students, a departure from previously existing practices. In recognition of this, support is offered in a supplement to the curriculum in the form of:

- sample unit maps to help with course planning
- sample session materials
- sample observation tasks for use during school experience
- self-assessment checklists for students to use at the end of each unit.

It is possible to download all these materials from the New Generation School Teacher website <http://ngschoolteacher.wix.com/ngscht>.

### **Implementing the Curriculum**

According to the Ministry of Education and Science order of 12 August 2015 No871, the curriculum was piloted in selected universities across Ukraine in 2016-2019 academic years. The participating universities were:

Bohdan Khmelnytskyi Melitopol State Pedagogical University  
Borys Grinchenko Kyiv University  
Hryhoriy Skovoroda Kharkiv National Pedagogical University  
Ivan Franko Zhytomyr National University  
Khmelnytskyi Humanitarian Pedagogical Academy  
Mykhailo Gogol Nizhyn National University  
Mykhailo Kotsiubynskyi Vinnitsya State Pedagogical University  
Pavlo Tychyna Uman State Pedagogical University  
Rivne State University for Humanities  
Uzhgorod National University  
Vasyl Stefanyk Pre-Carpathian National University  
Volodymyr Hnatiuk Ternopil National Pedagogical University  
Yuriy Fedkovych Chernivtsi National University

The piloting was carefully monitored and the results evaluated year on year.

The final evaluation of the New Generation School Teacher project was undertaken in 2019. The evaluation report states that the experimental course has enabled the pilot universities to develop a cadre of novice teachers who are very well prepared to enter schools as highly competent classroom teachers. Their levels of professionalism and the depth to which they can analyse and discuss their own teaching and the teaching they observe are very impressive.

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## **The Profile of a Newly-Qualified English Teacher**

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A graduate from the PRESETT Bachelor's programme should demonstrate the following knowledge, skills and qualities:

### **Understanding learners**

- Understand how to identify learners' needs as they evolve and adapt teaching procedures and materials accordingly
- Understand the main theories related to second language learning and acquisition and their implications for practice
- Reflect on their learners' language learning processes
- Involve learners in different ways of learning to help them develop their learning strategies
- Advise learners on how to organise and manage their learning productively
- Take into account psychological and social factors that influence learner behaviour when planning and teaching
- Understand the concept of learner autonomy and its implications for teaching and learning
- Guide learners in finding and using resources in and beyond the classroom that assist their learning
- Identify individual learning difficulties and cater for different categories of special educational needs in planning and teaching

### **Planning lessons and courses**

- Plan teaching to meet the needs of learners and to achieve course outcomes according to the curriculum
- Plan teaching of the language systems in appropriate communicative contexts
- Evaluate and select materials to engage learners in line with the aims and objectives of a lesson, and the specific teaching/learning context
- Plan the stages of a lesson in a way that enables language skills to be developed systematically
- Plan the timing of a lesson in an organised way, allowing time for monitoring and feedback
- Plan interaction patterns for different activities during the lesson
- Analyse the language to be presented in the lesson and anticipate the problems that learners may face
- Set aims, objectives and learning outcomes of lessons and lesson sequences appropriately
- Plan lessons taking into account insights from previous classes
- Anticipate non-language problems that may arise during the lesson and plan how to respond to them

### **Managing the lesson**

- Create conditions and provide facilities for learning in the classroom
- Organise classroom processes through clear instructions and accurate timing
- Set up and monitor a range of interactions in the classroom according to learning purposes and learning preferences
- Maintain a proper balance between teacher talk and student talk
- Identify problems in learner behaviour and deal with them appropriately
- Provide appropriate feedback to learners
- Solicit and act on feedback from learners
- Use classroom resources and technologies to support learning

## **Evaluating and assessing learning**

- Apply different types of assessment to suit a range of learning contexts
- Identify and diagnose learners' errors and difficulties and apply the findings in teaching and assessment
- Use a range of techniques to correct errors in learners' spoken and written language, and provide developmental feedback
- Help learners to understand their errors and how to deal with them
- Equip learners with tools for assessing their progress and achievement
- Use given criteria from an existing assessment scale to grade learners' progress and achievement
- Refer to the National Curriculum to select texts for teaching and testing.
- Design progress and achievement tests that are based firmly on National Curriculum requirements and CEFR level descriptors
- Evaluate and select existing tasks/tests from an online or a printed source for assessing learners' progress and achievement, adapting and/or supplementing them if needed
- Administer, mark and give feedback on tests and assessment in a timely and appropriate fashion and maintain accurate assessment records

## **Knowing the subject of English**

- Have a B2/C1 level in the target language and make a justified use of L1 and L2 in class
- Select language and terminology appropriate to the level of the learners and the type of the lesson
- Give full, accurate answers to queries from students about different aspects of language and usage
- Anticipate learners' problems while dealing with the language in class
- Use a range of techniques to guide learners in working out answers to their own language queries and correcting their errors
- Provide a good model of pronunciation and grammatical accuracy for learners
- Keep up to date with changes and innovations in spoken and written English

## **Knowing the subject of methodology**

- Have a sufficient knowledge of theories of language teaching and learning, methodology concepts
- Provide principled justification for the teaching approaches, range of techniques and materials being used
- Select and create appropriate tasks and materials for the classroom
- Develop their range of teaching techniques following up observation of colleagues

## **Managing own professional development**

- Understand the principles of reflective practice
- Collaborate with colleagues, regularly share experiences and ideas with other teachers and get support from them
- Undertake further training
- Keep up to date with the latest developments in ELT
- Understand how to observe and learn from other teachers
- Identify areas for professional development, set goals and plan development to achieve these goals
- Build learner autonomy in themselves

## English Language Teaching Methodology – Curriculum Map

Semester	Module		Unit		Hours		
					Total	Contact	Self-study
3	Introduction: ELT Methodology course: aspects and tools. Values and beliefs about learning and teaching				6	4	2
	1	Understanding Learners and Learning	1.1	Psychological Factors in Language Learning	30	18	12
			1.2	Second Language Acquisition	30	18	12
			1.3	Developing Learner Autonomy	30	18	12
	Module total (excluding Introduction)				90	54	36
4	2	Preparing to Teach 1	2.1	Principles of Communicative Language Teaching	30	18	12
			2.2	Teaching Grammar in Context	30	18	12
			2.3	Teaching Vocabulary in Context	30	18	12
			2.4	Classroom Management	30	18	12
	Module total				120	72	48
5	3	Preparing to Teach 2	3.1	Language Skills – Teaching Listening	30	18	12
			3.2	Language Skills – Teaching Speaking	30	18	12
			3.3	Language Skills – Teaching Reading	30	18	12
			3.4	Language Skills – Teaching Writing	30	18	12
	Module total				120	72	48



6	4	Preparing to Teach 3	4.1	Planning Teaching	30	18	12
			4.2	Working with Materials	30	18	12
			4.3	Error Analysis and Dealing with Errors	30	18	12
			4.4	Testing and Assessment	30	18	12
	Module total					120	72
7	5	Specialised Dimensions	5.1	Action Research 1	30	18	12
			5.2	Teaching Young Learners	30	18	12
			5.3	Catering for Special Educational Needs	30	18	12
			5.4	Developing Intercultural Competence	30	18	12
			5.5	Information and Communication Technology (ICT) in Learning and Teaching English	30	18	12
	Module total					150	90
8	6	Professional Development	6.1	Action Research 2	30	18	12
			6.2	Planning for Continuing Professional Development	30	18	12
	Module total					60	36
Course total					660	396	264

## English Language Teaching Methodology – Learning Outcomes and Assessment

Module	Learning outcomes	Assessment
	As a result of learning on this module, students should demonstrate the ability to:	Assessment in this module consists of the following assignments:
1. Understanding Learners and Learning	<ul style="list-style-type: none"> <li>reflect on their own language learning process</li> <li>identify ways of encouraging acquisition in addition to learning in the classroom</li> <li>give recommendations to a group of learners on how to plan, organise and take control of their own learning</li> <li>reflect on their learning on the module</li> </ul>	<ol style="list-style-type: none"> <li>Cumulative check of understanding in the form of an open-book quiz (40% of total for the module)</li> <li>Portfolio containing three items (60% of total for the module)</li> </ol>
2. Preparing to Teach 1	<ul style="list-style-type: none"> <li>analyse classroom events with attention to organisation, modes of interaction, classroom language, classroom resources</li> <li>identify features of different approaches and methods in classroom materials and procedures</li> <li>choose appropriate strategies and select activities for teaching grammar and vocabulary in context</li> </ul>	<ol style="list-style-type: none"> <li>Portfolio containing five items (100% of total for the module)</li> </ol>
3. Preparing to Teach 2	<ul style="list-style-type: none"> <li>analyse a skill-oriented piece of teaching material and define its purpose</li> <li>select authentic texts for listening and reading and design activities for different learning purposes</li> <li>identify problems which learners may face in developing receptive and productive skills</li> <li>design a sequence of activities focusing on developing productive skills according to learners' needs and different learning and teaching purposes</li> <li>plan a sequence of activities which integrates listening, speaking, reading and writing skills</li> </ul>	<ol style="list-style-type: none"> <li>Group poster presentation (oral) of activities targeted at spoken production or spoken interaction based on observation (20% of total for the module)</li> <li>Portfolio containing four items (80% of total for the module)</li> </ol>

4. Preparing to Teach 3	<ul style="list-style-type: none"> <li>• design lesson plans for use with a specific group of learners</li> <li>• evaluate course books for a specific learning/teaching context</li> <li>• select existing tests and design new ones to assess learners' progress and achievement</li> <li>• assess and evaluate learners' listening, speaking, reading and writing skills using set criteria</li> <li>• identify different types of errors in learners' spoken and written language and deal with them appropriately</li> </ul>	1. Portfolio containing five items (100% of total for the module)
5. Specialised Dimensions	<ul style="list-style-type: none"> <li>• plan, try out, report on and make use of the results of an action research</li> <li>• evaluate, select and adapt materials and Internet resources for teaching foreign languages to learners of different age groups, learner types and/or learning difficulties</li> <li>• choose teaching strategies, methods, activities and assessment tools appropriate to an age group, learner type and/or learning difficulty</li> <li>• use classroom English appropriate to an age group, learner type and/or learning difficulty with a justified use of L1</li> <li>• design and conduct classroom activities for developing cultural awareness for learners of different age groups and proficiency levels</li> <li>• exploit the advantages and meet the challenges of using learning technologies in the EFL classroom</li> </ul>	1. Portfolio containing five items (100% of total for the module)
6. Professional Development	<ul style="list-style-type: none"> <li>• write their qualification paper meeting the agreed requirements, keeping to the suggested template and timeline</li> <li>• identify areas for their professional development and make an individual professional development plan using a variety of options and tools</li> </ul>	1. An individual professional development plan (100% of total for the module)

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## School Experience

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### Overview

Students undertake school practice throughout the whole methodology course. There are three phases to students' school experience:

- Guided observation
- Teacher assistantship
- Observed teaching.

**Guided observation** takes place in Semesters 3 and 4. It gives students an opportunity to observe experienced teachers at work and to make connections with their learning during the first year of the methodology course. To help in this process they complete observation tasks (see Supplementary Materials). Guided observation takes place once a fortnight (one full day of at least four class hours) throughout Year 2.

During **Teacher assistantship** in semesters 5 to 7, students act as teacher assistants, planning teaching, undertaking microteaching and generally supporting the English teachers. Modules in these semesters also include observation tasks aimed at linking methodology classes to school experience. It is recommended that students spend one day (minimum four hours) in classes at school with no classes timetabled at the university.

**Observed teaching** in semester 8 puts students into the role of teacher under the supervision of school-based mentors and university tutors. Students spend six weeks full-time in schools. During the observed teaching, students have weekly meetings with tutors to discuss and reflect on their experience.

The Ministry guidelines specify a total of 17 credits for school experience, 6 of which are allocated to observed teaching. However, only observed teaching counts towards final assessment. Observation tasks during Modules 1 to 5 feed into continuous assessment.

### Structure

Semester	Module		School Experience	
			Stage	Frequency
3	1	Understanding Learners and Learning	Guided observation	Once a fortnight
4	2	Preparing to Teach 1	Guided observation	Once a fortnight
5	3	Preparing to Teach 2	Teacher assistantship	Once a week
6	4	Preparing to Teach 3	Teacher assistantship	Once a week
7	5	Specialised Dimensions	Teacher assistantship	Once a week
8	6	Professional Development	Observed teaching	Six weeks full time

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## Assessment

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Assessment in the Methodology Curriculum consists of two main components:

- Continuous assessment
- Final assessment.

### Continuous assessment

Continuous assessment is carried out by the methodology teacher during each module and is both progress- and achievement-focussed. Its main aim is to evaluate how successfully students achieved the learning outcomes for the module. Students complete assignments (including portfolio which is a collection of assignments developed in or out of class and documents that a learner has selected and collected to show growth and achievement over time). Students are given grades for completed assignments according to the detailed criteria in the assessment specifications for each module in the Curriculum.

### Final assessment

Final assessment is carried out at the end of the methodology course. It is aimed at evaluating how successfully a student achieved the learning outcomes of the whole Curriculum as detailed in the Profile of a Newly-Qualified English Teacher. This assessment consists of the following components:

- Average score achieved in all module assessments (30%)
- Observed teaching (40%)
- Qualification paper (30%).

Each component is assessed separately according to different criteria. To pass the Methodology course, students must be successful in all of the three components.

### Module assignments including portfolio

There is a wide range of assignment types in the Curriculum. These assignments are intended as learning experiences as well as ways of assessing students. Assignment types include:

- Essay
- Reflective writing
- Report
- Presentation
- Quiz
- Lesson plan
- Case study
- Materials and test design
- Professional development plan
- Portfolio.

Assessment criteria vary according to assignment type. At the end of the course, all the scores for module assignments are averaged to yield a final grade.

### Observed teaching

Observed Teaching is assessed in Semester 8. It is here that a student's ability to teach in a principled and well-organised way is assessed, according to the detailed criteria set out in the Curriculum document. It is recommended that students are assessed on the basis of ten observed lessons. Two of these lessons to be observed and assessed using agreed criteria by the course tutor and eight by the school mentor. The course tutor should assess classes at two different levels (primary and secondary).

## **Qualification paper**

The paper demonstrates a student's ability to link theoretical knowledge with the practical elements of their own work during school experience (Observed teaching). The student submits the paper in English at the end of Semester 8. The paper is assessed according to the detailed criteria. This accounts for 70% of the total for the qualification paper. A further 30% is allocated to the oral examination (defence) which is undertaken in English in the presence of the State Examination Board.

# English Language Teaching Methodology

## Course Modules

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### Module 1 Understanding Learners and Learning

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<b>Status</b>	Compulsory
<b>Year</b>	2
<b>Semester</b>	3
<b>Total hours</b>	90
<b>Contact hours</b>	54
<b>Self-study hours</b>	36
<b>Credit</b>	3

#### Aims

- to raise students' awareness of psychologically favourable conditions for language learning and acquisition
- to develop students' understanding of second language acquisition and learner autonomy in language learning

#### Learning Outcomes

As a result of learning on this module, students should demonstrate the ability to:

- reflect on their own language learning process
- identify ways of encouraging acquisition in addition to learning in the classroom
- give recommendations to a group of learners on how to plan, organise and take control of their own learning
- reflect on their learning on the module.

#### Sample Assessment Specifications

Assessment in this module consists of two assignments:

1. Cumulative check of understanding in the form of an open-book quiz (40% of total for the module).
2. Portfolio containing three items (60% of total for the module). The portfolio tasks are submitted in an agreed format.

#### Assignment 1

Individually, do the open-book quiz (20 items) to check your understanding after units 1.1 – 1.3. For each item, write a maximum of 50 words and gain 2 points for fully correct answer or 1 point for partly correct answer. Refer to books or your session notes if necessary.

#### Assignment 2

Individually, create a portfolio containing the following items:

<b>Portfolio items</b>		<b>Weighting</b>
1	a personal account of your own language learning experience	20%
2	a set of recommendations aimed at developing learner autonomy in a specified group of schoolchildren	20%
3	a reflective report on key learning points	20%
<b>Total</b>		<b>60%</b>

### Item 1

Write a personal account (between 250 and 300 words) of your own language learning experience addressing motivation, self-esteem, learning preferences, learner strategies, interlanguage development stages; how much of your English knowledge has been learnt and how much acquired.

Assessment criteria	Weighting
Task fulfilment (number of words, deadline met)	5%
Evidence of the ability to reflect on the learning experience	10%
Coherence of writing	5%
<b>Total</b>	<b>20%</b>

### Item 2

Compile a profile for a specified group of learners you observed at school (see the table below) and give a set of recommendations (maximum 300 words) aimed at developing learner autonomy. Refer to relevant theories.

#### Group profile

Age	
L1	
Cultural background	
Level of English	
Learning preferences	
Learning needs	

Assessment criteria	Weighting
Task fulfilment (number of words, learners' profile included, deadline met)	5%
Evidence of the ability to make practical recommendations for developing autonomy in learners with reference to relevant theories	15%
<b>Total</b>	<b>20%</b>

### Item 3

Write a reflective account (maximum 300 words) of 3 to 5 most important learning points across units 1.1 – 1.3, including lesson observation. Explain why they are important and how they are relevant to you as a future teacher and to your future learners.

Assessment criteria	Weighting
Task fulfilment (number of key points, number of words, deadline met)	5%
Evidence of relevant reflection	15%
<b>Total</b>	<b>20%</b>

### Module Map

No	Unit	Hours	
		Contact	Self-study
1.1	Psychological Factors in Language Learning	18	12
1.2	Second Language Acquisition (SLA)	18	12
1.3	Developing Learner Autonomy	18	12



## Unit 1.1 Psychological Factors in Language Learning

### Objectives

By the end of the unit, students will be aware of:

- key issues and research findings in language learning psychology
- cognitive and affective factors facilitating students' second language learning
- different types of motivation and their role in the second language learning process
- individual language learner types, learning preferences, multiple intelligences and learning strategies
- the correlation between age and second language learning
- Bloom's Taxonomy of Learning Domains and its possible implications for language learning and teaching

and will be able to:

- relate theories in educational psychology to the practical issues of language learning and language teaching.

### Indicative Content

- Affective factors in language learning: self-esteem, inhibition, anxiety, attitude and motivation (intrinsic, extrinsic, instrumental and integrative)
- Cognitive factors in language learning: transfer, interference, overgeneralisation; inductive and deductive reasoning; memory and memorisation
- Bloom's Taxonomy of Learning Domains
- Learning preferences, multiple intelligences and learning strategies: auditory, visual, and kinaesthetic learners; holists and serialists;
- Surface approach (reproductive learning); deep approach (comprehension learning); communication strategies
- Age and language learning: Zone of Proximal Development, the critical period hypothesis, implicit versus explicit learning

### Indicative Bibliography

\*Item recommended for students

\*Выготский Л. С. Психология развития ребенка / Л.С. Выготский. - Москва: Изд-во Смысл, Изд-во Эксмо, 2004.

In the book, the author introduces the concept of the Zone of Proximal Development as the difference between what a learner can do without help and what he or she can do with help.

Brown, H. D. (2000) Human Learning. Cognitive Variations in Language Learning. Personality Factors in *Principles of Language Learning and Teaching*. Longman. San Francisco State University.

The chapters introduce current theories of language teaching. As a classroom textbook, this edition provides discussion questions and case studies for analysis. The chapters focus on comparing and contrasting first and second language acquisition, age and acquisition, style and strategies.

Gardner, R. (1985) *Social Psychology and Second Language Learning: the role of attitudes and motivation*. Edward Arnold Publishers.

The book focuses upon individual differences in second language acquisition - motivation, attitudes, language aptitude and personality.

Krashen, S. D. (2002) *Attitude and Aptitude in Second Language Acquisition and Learning in Principles and Practice in Second Language Acquisition*. University of Southern California.

The chapter explores the relationship between second language teaching practice and what is known about the process of second language acquisition and summarises the current state of understanding the role of attitude and aptitude in language learning.

\*Richardson, C. J. and C. Lockhart (1997) *Focus on the Learner in Reflective Teaching in Second Language Classroom*. Cambridge: Cambridge University Press.

Chapter 3 deals with learners' beliefs, goals, and attitudes and how these influence their learning styles and strategies.

\*Williams, M. and R. Burden (1998) *Psychology for Language Teachers*. Cambridge: Cambridge University Press.

The book examines various fields of language learning psychology; the areas considered include approaches to learning, motivation, the role of the individual, attribution, mediation, the cognitive demands of tasks and the learning environment.

## Unit 1.2 Second Language Acquisition (SLA)

### Objectives

By the end of the unit, students will be aware of:

- the notion of SLA, similarities and differences between L1 acquisition and L2 learning
- SLA factors and their potential for second language learning and teaching
- SLA hypotheses and their possible application to teaching and learning
- SLA mechanisms (input, intake and output)
- the ways of creating an environment for SLA in the classroom

and will be able to:

- identify ways of encouraging SLA in the classroom.

### Indicative Content

- The acquisition – learning distinction
- The factors affecting SLA (linguistic, cognitive, sociocultural)
- Hypotheses about SLA (the natural order, the Monitor, the input, the Affective Filter)
- SLA mechanisms (input, intake and output)
- Interlanguage and its implication for SLA
- Environment and ways which encourage SLA in the classroom e.g. exposure, authentic materials, extensive reading and listening, project work
- “Noticing” as a structured procedure in classroom applications of SLA

### Indicative Bibliography

\*Item recommended for students

Bolitho, R. (1991) *Place for Second Language Acquisition in Teacher Development and in Teacher Education Programmes*. PUB DATE 91 NOTE 12 p.; In: Sadtono, Eugenius, Ed. *Language Acquisition and the Second/Foreign Language Classroom*. Anthology Series 28; see FL 021 883.PUB TYPE Reports Evaluative/Feasibility (142) Speeches /Conference Papers (150).

Ellis, R. (1994) *The Study of Second Language Acquisition*. Oxford University Press.

This book provides sections on learner language, the role of the linguistic environment and social context, internal mechanisms, individual learner differences, and the role of instruction. It provides a balanced account by representing a variety of perspectives, including cognitive, linguistic, sociocultural, and neurolinguistic.

\*Gass, S. and L. Selinker (2008) *Second Language Acquisition: An Introductory Course*. Taylor & Francis e-Library.

It is a comprehensive overview of the field of second language acquisition. The book provides students with information about the scope of the field, but also provides background information on related areas such as first language acquisition. It introduces students to current issues of data collection and data analysis, as well as provides a historical overview of the field, thus giving students context and perspective about how today's issues arise from earlier approaches.

Herschensohn, J. and M. Young-Scholten (2013) *The Cambridge Handbook of Second Language Acquisition*. Cambridge University Press.

This comprehensive 31-chapter handbook is an authoritative survey of second language acquisition (SLA). Its multi-perspective synopsis on recent developments in SLA research provides significant contributions by established experts and widely recognised younger talent. It covers cutting edge and emerging areas of enquiry not treated elsewhere in a single handbook, including third language acquisition, electronic communication, incomplete first language acquisition, alphabetic literacy and SLA, affect and the brain, discourse and identity. Written to be accessible to newcomers as well as experienced scholars of SLA, the Handbook is organised into six thematic sections, each with an editor-written introduction.

Krashen, S. (1982) *Principles and Practice in Second Language Acquisition*. University of Southern California.

The book is devoted to summarising the current state of second language acquisition theory. The author draws some general conclusions about application to methods and materials, and eventually describes what characteristics effective materials should have.

Loewen, Sh. (2013) *Introduction to Instructed Second Language Acquisition*. Taylor & Francis.

The book presents a cohesive view of the different theoretical and pedagogical perspectives that comprise instructed second language acquisition (ISLA). It discusses the theoretical, empirical, and pedagogical aspects of such key issues in ISLA as grammar learning; interaction in the classroom; focus on form, function and meaning; vocabulary learning; pronunciation learning; pragmatics learning; learning contexts; and individual differences.

Saville-Troike, M. (2006) *Introducing Second Language Acquisition*. Cambridge University Press.

The book provides fundamental knowledge about second language learning. It covers the distinction between different types of second language and multilingualism by explaining basic similarities and differences between first language and second language learning. It focuses on the linguistics of second language acquisition and describes it from psychological perspective by surveying several approaches.

## Unit 1.3 Developing Learner Autonomy

### Objectives

By the end of the unit, students will be aware of:

- the concept, principles and theories of autonomy; reasons for the development of learner autonomy; key elements and levels of learner autonomy
- psychological attributes of autonomous learners
- their own learning strategies and learning preferences, their strengths and areas to work on

and will be able to:

- help learners to develop learning autonomy and autonomous learning strategies
- use methods and techniques for fostering learner autonomy (pair work, cooperative learning) in class and beyond the classroom.

### Indicative Content

- Definitions and theories of learner autonomy (the differences between learner autonomy, individualisation, self-instruction, self-directed learning, learner-centredness). Principles of autonomy
- Reasons for the development of learner autonomy. Lifelong learning
- Psychological factors in learner autonomy: self-regulation, individual differences (age, aptitude, cognitive style, academic performance, individualism), motivation
- Elements of learner autonomy: responsibility; self-awareness; decision making (determining the objectives, defining content, selecting methods and techniques, assessing progress)
- Levels of autonomy
- Autonomy in the classroom (pair work, group work, project work). Group-oriented approaches to developing autonomy
- Autonomy beyond the classroom (self-access, CALL, distance learning, tandem learning, studying abroad, out of class learning, self-instruction)
- European Language Portfolio as one of the tools for developing learner autonomy

### Indicative Bibliography

\*Item recommended for students

Benson, P. (2001) *Teaching and Researching Autonomy in Language Learning*. Pearson Education.

This book offers a comprehensive account of autonomy in language learning and the educational practices associated with the concept. It details the history and sources of the concept of autonomy, discusses areas of debate concerning its definition and reviews research on theoretical and practical applications.

Burkert, A., Dam, L. and C. Ludwig (2013) *Autonomy in Language Learning: the Answer is Learner Autonomy – Issues in Language Teaching and Learning*. Palgrave/MacMillan.

This book is a compilation of articles dealing with a wide range of topics addressing aspects of a pedagogy for autonomy in various institutional and cultural contexts. It provides the reader with valuable insights into theoretical considerations as well as practical applications surrounding the concept of learner autonomy.

\*Scharle, A. and A. Szabo (2000) *Learner Autonomy: a Guide to Developing Learner Responsibility*. Cambridge: Cambridge University Press.

The book addresses questions of autonomy and responsibility, motivation, learning strategies, community building, self monitoring in foreign language learning.

### **Internet Sources**

\*Nunan, D. (2003) Nine steps to learner autonomy. [online] Available from: [http://www-test.andrasprak.su.se/polopoly\\_fs/1.84007.1333707257!/menu/standard/file/2003\\_11\\_Nunan\\_eng.pdf](http://www-test.andrasprak.su.se/polopoly_fs/1.84007.1333707257!/menu/standard/file/2003_11_Nunan_eng.pdf) Accessed 28 Nov 2019.

The article addresses practical issues of fostering autonomy in language learners.

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## Module 2 Preparing to Teach 1

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<b>Status</b>	Compulsory
<b>Year</b>	2
<b>Semester</b>	4
<b>Total hours</b>	120
<b>Contact hours</b>	72
<b>Self-study hours</b>	48
<b>Credit</b>	4

### Aims

- to enable students to create conditions for successful learning according to the fundamental principles underlying CLT
- to develop students' ability to teach grammar and vocabulary in context effectively

### Learning Outcomes

As a result of learning on this module, students should demonstrate the ability to:

- analyse classroom events with attention to organisation, modes of participation/interaction, classroom language, classroom resources
- identify features of different approaches and methods in classroom materials and procedures
- choose appropriate strategies and select activities for teaching grammar and vocabulary in context.

### Sample Assessment Specifications

Assessment in this module consists of one assignment:

1. Portfolio containing five items (100% of total for the module). The portfolio tasks are submitted in an agreed format.

#### Assignment 1

Individually, create a portfolio containing the following items:

<b>Portfolio items</b>		<b>Weighting</b>
1	a set of activities for teaching grammar in context	20%
2	a set of activities for teaching vocabulary in context	20%
3	analytical statement of methods and approaches you were exposed to	20%
4	an analysis of a lesson observed during school practice with the focus on organisation, modes of participation/interaction, classroom language, classroom resources	20%
5	a reflective account (200-250 words) of microteaching addressing communicative dimensions in teaching grammar and vocabulary	20%
<b>Total</b>		<b>100%</b>

#### Item 1

Put together four activities for teaching grammar in a communicative context to a specified group of learners.

Procedure:

- select activities using the following criteria: learners' needs, learners' age, level of English, learning preferences, school curriculum requirements
- accompany each activity with a purpose, clear instructions and the description of the procedure
- teach one of the activities in your methodology class with your peers playing the role of your target group of learners.

Assessment criteria	Weighting
Task fulfilment (deadline met, number of activities)	5%
Relevance of the activities to the target group	5%
Evidence of understanding different kinds of grammar activities and their application in the classroom	10%
<b>Total</b>	<b>20%</b>

Item 2

Put together four activities for teaching vocabulary in a communicative context to a specified group of learners.

Procedure:

- select activities using the following criteria: learners' needs, learners' age, level of English, learning preferences, school curriculum requirements
- accompany each activity with a purpose, clear instructions and the description of the procedure
- teach one of the activities in your methodology class with your peers playing the role of your target group of learners.

Assessment criteria	Weighting
Task fulfilment (deadline met, number of activities)	5%
Relevance of the activities to the target group	5%
Evidence of understanding different kinds of vocabulary activities and the principles underlying them	10%
<b>Total</b>	<b>20%</b>

Item 3

Supplement your personal learning account (Module 1, Assignment 2) with a reflection (200-250 words) on the methods and approaches you have been exposed to and their impact on you as a learner.

Focus on the following aspects:

- views of language
- focus of teaching
- roles of a learner and a teacher
- the language of instruction
- attitude to mistakes
- typical activities
- strengths and weaknesses

Assessment criteria	Weighting
Task fulfilment (number of words, deadline met)	5%
Evidence of understanding of CLT principles and how these are put into practice in the classroom	15%
<b>Total</b>	<b>20%</b>



#### Item 4

Analyse a lesson observed during school practice focusing on organisation, modes of participation/interaction, classroom language, classroom resources.

Procedure:

- observe a lesson and do the observation tasks
- write an account of the lesson (250-300 words) based on your observation of the organisation, modes of participation/interaction, and instruction-giving skills; state which of these aspects contributed to the effectiveness of the lesson and why; identify the most important factors that you personally will need to attend to when managing your own classroom in the future.

Assessment criteria	Weighting
Task fulfilment (number of words, deadline met)	5%
Evidence of understanding of the principles of classroom management and how these are put into practice in the classroom	15%
<b>Total</b>	<b>20%</b>

#### Item 5

Write a reflective account (250-300 words) of microteaching addressing communicative dimensions in teaching grammar or vocabulary

Points to cover:

- things you have found challenging in microteaching and the experience you have gained from teaching or participating as a learner
- vocabulary/grammar activities you tried out and the feedback you received from your peers
- classroom conditions which helped you to teach/learn effectively or which interfered with your microteaching/learning
- any differences between the ways you learned vocabulary/grammar at school and the ways you would choose to teach it.

Assessment criteria	Weighting
Task fulfilment (number of words, deadline met)	5%
Evidence of reflecting on microteaching and learning experience (analysing the content of the module from different perspectives; argument support)	15%
<b>Total</b>	<b>20%</b>

Unit 2.4 Classroom Management is assessed during school-based practice.

#### Module Map

No	Unit	Hours	
		Contact	Self-study
2.1	Principles of Communicative Language Teaching	18	12
2.2	Linguistic Competence: Teaching Grammar in Context	18	12
2.3	Linguistic Competence: Teaching Vocabulary in Context	18	12
2.4	Classroom Management	18	12

## Unit 2.1 Principles of Communicative Language Teaching

### Objectives

By the end of the unit, students will be aware of:

- the most significant changes in ELT methodology and their causes
- the main approaches and methods in language teaching and techniques associated with them
- the views on language, language learning and the roles of teachers and learners that underpin CLT
- the key distinguishing features and principles of CLT in the classroom
- the characteristics which make a task communicative
- the ways to create conditions and facilities for CLT in an English language classroom

and will be able to:

- reflect on their own experience of learning a foreign language and analyse tasks and lesson plans in terms of CLT.

### Indicative Content

- Methods and approaches in ELT
- The main principles and features of CLT: language as a means of communication, teaching language in a meaningful context (specifying notions, functions, functional exponents based on the learners' needs analysis), priority meaning over form, focus on skills, task-based learning, focus on sociolinguistic and pragmatic competence as well as linguistic competence, the correlation between accuracy and fluency, the role of grammar, errors as learning steps, the roles of a teacher and a learner
- Characteristics of a communicative task (communicative purpose, information/opinion gap, communicative situation, learners' choice of the language material, authenticity of materials, degree of the teacher's control)
- Implications of the communicative approach for classroom practice: creating conditions for communication in the classroom.

### Indicative Bibliography

\*Item recommended for students

\*Harmer, J. (2007) *How to Teach English: An Introduction to the Practice of English Language Teaching*. Harlow: Pearson Longman. 2<sup>nd</sup> edition.

It is a methodology book for "early stage" teachers that has a DVD with clips from actual classes and accompanying activities.

Howatt, A.P.R. and H.G. Widdowson (2004) *A History of English Language Teaching*. Oxford: Oxford University Press. 2<sup>nd</sup> edition.

The book covers the Renaissance to the present day, covering all the important phases of the history of English language teaching from a global perspective.

Larsen-Freeman, D. and M. Anderson (2011) *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press

The authors succinctly capture the essence of each method's guiding principles and offer a perspective on the larger question of how languages are learned. This volume is a clearly written introduction to language teaching methods that includes many concrete examples and practical advice for teachers.

Littlewood, W. (1981) *Communicative Language Teaching: An Introduction (Cambridge Language Teaching Library)*. Cambridge: Cambridge University Press

The author gives a single coherent account of the basic communicative ideas, emphasising those aspects most important in the classroom so that teachers can integrate the new ideas into their own familiar methods. He stresses that a knowledge of grammar remains essential for effective communication.

Nunan, D. (1989) *Designing Tasks for the Communicative Classroom (Cambridge Language Teaching Library)*. Cambridge: Cambridge University Press

The book provides a balanced introduction to both the theoretical and practical aspects of communicative task design, and is aimed at all second and foreign language teachers who want to develop their own tasks, or adopt/adapt those of others.

Richards, J. C. and T.S. Rodgers (2001) *Approaches and Methods in Language Teaching (Cambridge Language Teaching Library)*. Cambridge: Cambridge University Press

The book surveys the major approaches and methods in language teaching, such as grammar translation, audiolingualism, communicative language teaching, and the natural approach. The text examines each approach and method in terms of its theory of language and language learning, goals, syllabus, teaching activities, teacher and learner roles, materials etc.

\*Ur, P. (2012) *A course in English Language Teaching*. Cambridge: Cambridge University Press. 2<sup>nd</sup> edition.

The book provides a comprehensive introduction to English language teaching, and is suitable for teachers in a variety of educational settings, including compulsory education. The book combines theory and practice, with each unit containing tasks that encourage reflection and discussion.

Willis, D. and J. Willis (2007) *Doing Task-Based Teaching*. Oxford: Oxford University Press

This book provides teachers with a better understanding of task-based learning and how it works, including how to incorporate tasks with textbook material.

## Unit 2.2 Linguistic Competence: Teaching Grammar in Context

### Objectives

By the end of the unit, students will be aware of:

- school curriculum requirements for teaching grammar
- the place of grammar (the relationship between form and meaning) in CLT
- the difference between prescriptive and descriptive grammars
- inductive and deductive approaches to teaching grammar
- teaching grammar as a product, as a skill and as a process

and will be able to:

- activate learners' grammar skills through discovery approaches
- select appropriate contexts for using grammar
- evaluate, select and adapt grammar tasks and activities
- help learners to develop grammar learning strategies.

### Indicative Content

- School curriculum requirements for teaching grammar
- The place of grammar in CLT as an enabling factor in communication
- The differences between written and spoken grammars
- Methodological approaches to teaching grammar (inductive and deductive approaches)
- Teaching grammar as a product, as a skill and as a process
- The importance of talking about grammar
- Ways of integrating grammar into a communicative context
- A critical overview of grammar reference sources. Prescriptive and descriptive grammars
- Criteria for evaluating, selecting and adapting grammar tasks and activities
- Strategies for learning grammar (relating knowledge needs to learning goals, applying Higher Order Thinking skills, providing input, cognitive and compensation strategies)

### Indicative Bibliography

\*Item recommended for students

Ніколаєва С. Ю. Основи сучасної методики викладання іноземних мов: Контроль у навчанні іноземної мови : навч. посібник / С. Ю. Ніколаєва. – К. : Ленвіт, 2008. – С. 72-91.

The chapter deals with teaching grammar issues.

\*Bolitho, R. and B. Tomlinson (1995) *Discover English*. Oxford: Heinemann. 2nd edition.

The book focuses on a key skill for language teachers which is needed to deal with language analysis. The authors highlight selected areas of grammar and vocabulary and provide exercises and commentaries designed to develop your language analysis skills.

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

In the first section, A-Z entries give more attention to language areas that tend to be neglected in other grammar reference books. The second section covers traditional grammatical categories including the latest insights into how grammar varies between spoken and written language.

Dummet, P. and D. Larsen-Freeman (2003) *Teaching Languages: From Grammar to Gramming*. Rowley, Mass.: Newbury House.

This book provides an overview of grammar acquisition and language learning. Theoretical frameworks, voices from the classroom, and reflective tasks engage teachers in an interactive debate about language teaching.

\*Weaver, C. (1996) *Teaching Grammar in Context*. Portsmouth, NH: Heinemann.

The book views grammar as a positive activity for making meaning, not just an exercise in tracking down errors or labeling parts of speech.

### **Internet Sources**

\*Curricula for secondary schools. Kyiv: Ministry of Education and Science of Ukraine. [online] Available from: <https://mon.gov.ua/ua/osvita/zagalna-serednya-osvita/navchalni-programi>. Accessed 31 Oct 2019.

It is a secondary school curricula section of the official website of the Ministry of Education and Science of Ukraine.

\*Swan, M. (2012) Grammar [online]. Oxford: Oxford University Press. Available from: <http://teach-grammar.com/wp-content/uploads/2012/07/swan.pdf>. Accessed 28 Nov 2019.

The site is devoted to grammar teaching. It includes ideas on why grammar is worth teaching in UK schools, both in English lessons and in foreign language lessons, what grammar can and should be taught, how it can be taught successfully.

\*The Essentials of Language Teaching. Teaching Grammar. [online] Available from: <https://essentialsoflanguageteachingnet.wordpress.com/practice/teaching-grammar/>. Accessed 28 Nov 2019.

This site contains the following sections: goals and techniques for teaching grammar, strategies for learning grammar, developing grammar activities, using textbook grammar activities, assessing grammar proficiency, resources. Teachers can find many useful practical recommendations here.

## Unit 2.3 Linguistic Competence: Teaching Vocabulary in Context

### Objectives

By the end of the unit, students will be aware of:

- school curriculum requirements for teaching vocabulary
- characteristics of a word (what it means to know a word)

and will be able to:

- create appropriate contexts for learning and teaching vocabulary
- anticipate potential problems vocabulary items might present to learners
- evaluate, select and adapt lexical tasks/activities
- use vocabulary guessing and storage strategies
- help learners to develop vocabulary learning strategies
- assess learners' achievements in learning vocabulary
- use monolingual and bilingual dictionaries effectively in preparing lessons.

### Indicative Content

- School curriculum requirements for teaching vocabulary (amount, topics, etc.)
- What it means to know a word (lexical relationships and categories: collocations, word fields, antonyms, synonyms, homonyms, homophones; word-building and word 'families'; cognates and false friends)
- Types of dictionaries and how to use them
- The role of L1 in vocabulary teaching and learning
- Potential problems vocabulary items might present to learners and ways of overcoming them
- Criteria for evaluation, selection and adaptation of lexical tasks/activities
- Techniques for presenting vocabulary
- Vocabulary learning strategies: differentiating between active and passive vocabulary; mnemonics and 'hooks'; visual and auditory support; group learning techniques (e.g. quizzes, games, crosswords)
- Vocabulary guessing strategies: using contextual clues; using grammatical clues (e.g. from the co-text; word status); cognates; prefixes, suffixes, roots
- Vocabulary storage strategies: lists, word cards, word fields, mind maps/spidergrams, pictures, charts
- The Lexical Approach and its relevance to vocabulary work in the classroom (the importance of noticing, the value of recycling vocabulary, the design of vocabulary exercises and activities)
- Electronic media in vocabulary learning.

### Indicative Bibliography

\*Item recommended for students

Ніколаєва С. Ю. Основи сучасної методики викладання іноземних мов: Контроль у навчанні іноземної мови: навч. посібник / С. Ю. Ніколаєва. – К. : Ленвіт, 2008. – С. 92-104.

The relevant chapter deals with teaching vocabulary issues. The author gives a detailed overview of methodological approaches to learning and teaching vocabulary, shows the ways of presenting new vocabulary and points out the activities and tasks for teaching vocabulary.

\*Lewis, M. (1997) *Implementing the Lexical Approach*. Hove: LTP.

The book shows how lexis, grammar, and phonology interact in ways that directly affect how learners store new language. It provides teachers with a comprehensive set of step-by-step changes and discusses in detail the importance of noticing, the value of repeating tasks, the design of lexical exercises.

Nation, I.S.P. (2013) *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.

The book provides a survey on the teaching and learning of vocabulary with the aim of providing pedagogical suggestions for both teachers and learners. It describes vocabulary learning strategies, what vocabulary learners need to know to be effective language users.

\*Nation, I.S.P. (2008) *Teaching Vocabulary: Strategies and Techniques*. Boston: Heinle Cengage Learning.

Based on the premise that a systematic approach to vocabulary development results in better learning, this text examines the underlying principles of vocabulary acquisition, including the most effective teaching and learning techniques currently available.

\*Thornbury, S. (2002) *How to Teach Vocabulary*. Harlow: Longman.

The book offers practical advice on how to help students build vocabulary in new and effective ways and how to test students' word knowledge. Major developments, such as language corpora and lexical approaches, are clearly explained and related to teacher's needs.

## Internet Sources

\*British Council. Learn English. [online] Available from:  
<http://www.learnenglish.britishcouncil.org>. Accessed 28 Nov 2019.

There are both methodological articles considering the aspects of teaching and learning vocabulary in context and materials for practical use in this process.

\*Curricula for secondary schools. Kyiv: Ministry of Education and Science of Ukraine. [online] Available from: <http://mon.gov.ua/activity/education/zagalna-serednya/navchalni-programi>. Accessed 31 Oct 2019.

It is a secondary school curricula section of the official website of the Ministry of Education and Science of Ukraine.

\*Graph words online thesaurus (2011-2015) [online] Available from:  
<http://graphwords.com>. Accessed 28 Nov 2019.

It's a free English online thesaurus that helps to find the meanings of words and show connections among associated words. One can easily see the meaning of each by simply placing the mouse cursor over it.

\*Lexipedia. Where the words have meaning (2012) [online] Available from: <http://www.lexipedia.com>. Accessed 28 Nov 2019.

Lexipedia presents words with their semantic relationships (synonyms, antonyms and fuzzynyms) displayed in an animated visual word web. It arranges words by parts of speech (noun, verb, adjective, and adverb).

\*Lingro dictionary. [online] Available from: <http://lingro.com>. Accessed 28 Nov 2019.

Lingro provides an online environment that allows anyone learning a language to quickly look up and learn the vocabulary most important to them.

\*Vocabulary.com (2015) [online] Available from: <http://www.vocabulary.com>. Accessed 28 Nov 2019.

This is a website that will help students master the vocabulary essential to their academic success.



## Unit 2.4 Classroom Management

### Objectives

By the end of the unit, students will be able to:

- organise classroom layout (seating, teacher place) effectively
- make English lessons learner-centred
- manage a lesson according to timing with clear stages, tasks and instructions
- make appropriate use of L1 in the L2 classroom
- use the target language in age- and level-appropriate ways for most classroom purposes
- keep language learners focused and involved in the lesson by questioning, eliciting, encouraging, keeping a proper balance between teacher talk and student talk, using different modes of interaction
- switch roles (e.g. organiser, facilitator, monitor, adviser) according to the developing needs of the class, assign roles to students (e.g. chair, secretary, moderator) during pair and group work
- manage large and mixed ability classes
- provide and manage a range of classroom resources to support learning.

### Indicative Content

- Managing learning opportunity and equality of opportunities for learning
- The notion of classroom management and its role in the learning process
- Physical teacher presence in class (e.g. body language, voice projection)
- Practical ways of promoting learning (e.g. formulating good questions, praising, encouraging)
- Flexibility: adjusting teaching to changeable conditions
- Modes of interaction
- Classroom language (e.g. creating an English environment with language, giving clear instructions, justified use of the mother tongue)
- Giving and receiving formal and informal feedback
- The role and appropriateness of a range of classroom resources for supporting learning.

### Indicative Bibliography

\*Item recommended for students

Arends, R. (1997) *Classroom Instruction and Management*. The McGraw-Hill Company.

The book covers all aspects of classroom management.

\*Harmer, J. (2007) *Learners and Teachers. Theories, Methods and Techniques, Managing the Class in The Practice of English Language Teaching*. London: Pearson Longman.

Chapter 4 focuses on the roles of a teacher in a second language classroom, chapters 8 and 9 draw on managing class by introducing different modes of interaction, problem behaviours and what to do about it.

\*Scrivener, J. (2012) *Classroom Management Techniques*. Cambridge: Cambridge University Press.

It is a practical handbook with tasks and activities to enhance classroom management skills.

## Internet Sources

\*English Club – teaching tips/teaching large classes. [online] Available from: <https://www.englishclub.com/teach/>. Accessed 28 Nov 2019.

Articles and lesson plans are given for further reading on challenges and strategies, as well as activities to use.

\*Pro Teacher Directory. [online] Available from: <http://www.proteacher.com/030000.shtml>. Accessed 28 Nov 2019.

The resource addresses classroom management issues and offers behaviour surveys, tips for good classroom procedures, discussions as well as sample activities.

\*Schools World. [online] Available from: [www.schoolsworld.tv](http://www.schoolsworld.tv). Accessed 28 Nov 2019.

Multimedia platform, providing innovative and informative content usually bringing up ideas on large classes. Besides all the content from Teachers TV, there is something for everyone: videos, interactive games, work sheets, fact sheets, information and latest education news.

\*Teaching English – Classroom management issues. [online] Available from: <https://www.teachingenglish.org.uk/search/site/classroom%20management>. Accessed 28 Nov 2019.

The resource provides information, discussions, articles and lesson ideas, as well as activities to help with classroom management in general.

\*The Teacher's Guide. [online] Available from: [www.theteachersguide.com/ClassManagement.htm](http://www.theteachersguide.com/ClassManagement.htm). Accessed 28 Nov 2019.

This website contains information on classroom management strategies, as well as discussion groups and lesson suggestions.

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## Module 3 Preparing to Teach 2

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<b>Status</b>	Compulsory
<b>Year</b>	3
<b>Semester</b>	5
<b>Total hours</b>	120
<b>Contact hours</b>	72
<b>Self-study hours</b>	48
<b>Credit</b>	4

### Aims

- to develop students' understanding of the central role of skills in CLT

### Learning Outcomes

As a result of learning on this module, students should demonstrate:

- a clear understanding of the central role of skills in CLT

and the ability to:

- analyse a skill-oriented piece of material and define its purpose
- select authentic texts for listening and reading and design activities for different learning purposes
- identify the problems which learners may face in mastering receptive and productive skills
- design a sequence of activities focussing on developing productive skills according to learners' needs and different learning and teaching purposes
- plan a sequence of activities which integrate listening, speaking, reading and writing skills.

### Sample Assessment Specifications

Assessment in this module consists of two assignments:

1. Group poster presentation (oral) of activities targeted at spoken production or spoken interaction based on observation (20% of total for the module).
2. Portfolio containing four items (80% of total for the module). The portfolio tasks are submitted in an agreed format.

#### Assignment 1

In groups of 3-4, select 4 activities or a sequence of at least four activities targeted at spoken production (e.g. storytelling, story completion) or spoken interaction (e.g. role play, simulation, discussion) from a lesson or lessons you have observed or taught during your school experience.

Present your activities on a poster in class. Deal with any comments and questions.

Each group member should play a part in both preparation and presentation. You will have 5-6 minutes for your presentation and discussion. Include a photocopy of the poster in your individual portfolio.

Assessment criteria		Weighting
Task fulfilment (correct timing, each group member contribution, poster)		5%
Evidence of the ability to evaluate and select activities for different speaking purposes		10%
Evidence of the ability to respond thoughtfully to comments and questions		5%
<b>Total</b>		<b>20%</b>

## Assignment 2

Individually, create a portfolio containing the following items:

Portfolio items		Weighting
1	a sequence of activities for developing listening skills	10%
2	individual multi-layered portfolio task on reading skills based on school practice and materials design	20%
3	individual multi-layered portfolio task on writing skills based on school practice and materials design	20%
4	an observation-based report on the integration of the four skills in a specific English class including a suggested sequence of activities for future teaching	30%
<b>Total</b>		<b>80%</b>

### Item 1

For this task, your teacher will give you an audio text, and provide you with the information about the learners' age group, language proficiency level, and purpose for listening to address.

Individually, develop a sequence of at least four activities to meet learners' needs and learning purpose. Provide rationale for the choice of activities and instructions for organising them in class.

Assessment criteria		Weighting
Task fulfilment (all items are submitted: group profile, text transcript, a sequence of activities with instructions)		5%
Evidence of the ability to develop a sequence of activities for the purpose of teaching listening		5%
<b>Total</b>		<b>10%</b>

### Item 2

Your teacher will give you four authentic texts for reading. Refer to a school class you know and choose one of the texts which would be suitable for them to develop reading skills. Then follow these steps:

1. Write a short profile of the class you have in mind (age, level, needs in the development of reading skills and relevance of needs to the school curriculum).
2. Explain why you have selected this text for your target group. Mention:
  - text topic and content area
  - level of language in the text
  - potential for the development of reading skills.
3. Anticipate and list any difficulties in the text for your target learners. Mention:
  - content
  - structure
  - grammar
  - vocabulary
  - sentence complexity
  - cultural references.

4. Develop a sequence of activities sufficient for use in a single lesson to make the text accessible to your target learners. Include:
  - activities to develop reading comprehension
  - activities to address some of the difficulties you have identified.
 Prepare handouts which can be used in class.
5. Make copies of the text and your handout and try the material out with your chosen school class. Take feedback from your co-operating teacher and your learners.
6. Write a reflective account (maximum 150 words) on your learning through doing this assignment.

Assessment criteria	Weighting
Task fulfilment (procedure observed, all items submitted)	5%
Evidence of the ability to select and analyse texts and design a sequence of activities for the purpose of teaching reading	10%
Evidence of the ability to reflect on and learn from the experience of the entire assignment	5%
<b>Total</b>	<b>20%</b>

#### Item 3

Refer to the same class as in Item 2 and choose a written text type which would correspond to the curriculum requirements. Then follow these steps:

1. Develop a sequence of activities leading to writing the chosen text type. Prepare handouts which can be used in class.
2. Invite a groupmate to critically review your material. Edit your material if necessary.
3. Try the material out with your chosen class. Take brief written feedback from your learners.
4. Write a reflective account (maximum 150 words) of your learning while doing this assignment.

Submit all elements of your assignment in a folder.

Assessment criteria	Weighting
Task fulfilment (procedure observed, all items submitted)	5%
Evidence of the ability to select and sequence writing activities	10%
Evidence of the ability to reflect on and learn from the experience of the entire assignment	5%
<b>Total</b>	<b>20%</b>

#### Item 4

A report on the integration of the four skills in English lessons (450-500 words).

Base your report on Observation task Twenty-Four from the Observation task bank.

<p>Task Twenty-Four</p> <p>Task focus: Integrating skills</p> <ol style="list-style-type: none"> <li>1. Observe 2 or 3 lessons and note down how language skills are integrated in an activity or in a sequence of activities.</li> <li>2. Interview the teacher (if she/he agrees) about the techniques she/he uses to integrate skills. Take notes.</li> <li>3. Examine 2 or 3 units in a course book and decide whether language skills are integrated or not. Note down how skills are integrated if they are.</li> </ol>
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Cover the following:

- your attitude to integrating language skills
- summary of lesson observation
- techniques used to integrate skills
- problems teachers may have in integrating skills
- skills integration in coursebooks
- reference to methodology readings.

Invite a groupmate to critically review your report. Edit your report if necessary.

<b>Assessment criteria</b>	<b>Weighting</b>
Task fulfilment (all items covered, number of words, deadline met)	5%
Evidence of understanding how teachers and coursebooks integrate skills	10%
Evidence of the ability to reflect on and learn from the experience of the entire assignment	10%
Coherence of writing	5%
<b>Total</b>	<b>30%</b>

### Module Map

<b>No</b>	<b>Unit</b>	<b>Hours</b>	
		<b>Contact</b>	<b>Self-study</b>
3.1	Language Skills – Teaching Listening	18	12
3.2	Language Skills – Teaching Speaking	18	12
3.3	Language Skills – Teaching Reading	18	12
3.4	Language Skills – Teaching Writing	18	12

## Unit 3.1 Language Skills – Teaching Listening

### Objectives

By the end of the unit, students will be aware of:

- curriculum requirements for teaching listening
- psychological and phonological features of speech perception
- the importance of listening as a skill underpinning all the other skills
- listening subskills
- listening task sequences
- types of listening materials

and will be able to:

- anticipate possible learners' problems in listening and suggest ways of solving them
- use strategies and activities for developing learner listening skills according to the purpose of listening
- assess learners' listening skills and give feedback to learners on their achievements
- evaluate, select and adapt listening materials
- teach listening at different language proficiency levels
- plan a sequence of activities that focus on developing listening skills.

### Indicative Content

- Basic concepts and terminology for teaching listening
- Curriculum requirements for teaching listening for different purposes
- An overview and critical review of different sources of listening material (audio, video, scripts, podcasts and internet-derived materials)
- Purposes for listening (listening for gist, listening for detail/intensive listening, listening for specific information)
- Possible learners' problems in listening and ways of solving them
- Key strategies for developing learners' listening skills (top-down, bottom-up, metacognitive)
- Listening materials evaluation, selection and adaptation
- Ways of assessing learners' listening skills and giving feedback
- Phonological difficulties in learning English (e.g. weak forms, contractions, elision, word and sentence stress patterns)
- Teaching techniques for dealing with phonological difficulties

### Indicative Bibliography

\*Item recommended for students

\*Методика формування іншомовної компетентності в аудіюванні // *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. 280-298.

Part 7.1 covers approaches to teaching listening, purposes and types of listening, stages and activities for developing listening skills.

Brown, S. (2007) *Teaching Listening*. Cambridge: Cambridge University Press.

The book gives a systematic presentation of different listening skills (listening for main ideas, listening for details, and listening and making inferences) and extensive listening tasks leading to personalised speaking.

Craven, M. (2004) *Listening Extra*. Cambridge: Cambridge University Press.

This is a photocopiable resource book with multi-level listening activities. This book provides original and stimulating listening practice across a range of levels and topics. Activities are designed around authentic scenarios and help develop specific listening skills, such as listening for details, identifying emotions or listening for opinions.

Field, J. (2009) *Listening in the Language Classroom*. Cambridge: Cambridge University Press.

The author provides an account of the psychological processes which make up the skill of listening, and analyses the characteristics of the speech signal from which listeners have to construct a message. The book proposes intensive small-scale practice in aspects of listening that are perceptually or cognitively demanding for the learner.

Harmer, J. (2007) Teaching receptive skills in *The Practice of English Language Teaching*. Longman. – P. 199-210.

In chapter 14, Jeremy Harmer looks at further ideas of what he calls 'level 2' activities that teach listening skills.

Lynch, T. (2004) *Study Listening: A Course in Listening to Lectures and Note Taking*. Cambridge: Cambridge University Press.

The book focuses on listening to lectures and note-taking, provides the description of six macro-strategies for listening: predicting, monitoring, responding, clarifying, inferencing, evaluating, as well as more post-listening tasks to deal with comprehension problems.

\*Wilson, J.J. (2008) *How to Teach Listening*. Pearson Education Limited.

The book includes key topics such as authenticity, testing, and using technology for listening, practical ideas for conducting an effective listening lesson, strategies to ensure the long term development of students' listening skills, an audio CD of stress samples, sound bites and lesson ideas.

## Internet Sources

\*Curricula for secondary schools. Kyiv: Ministry of Education and Science of Ukraine. [online] Available from: <http://mon.gov.ua/activity/education/zagalna-serednya/navchalni-programi>. Accessed 31 Oct 2019.

\*Teaching English. Active listening activities. [online] Available from: <http://www.teachingenglish.org.uk/article/active-listening-activities>. Accessed 28 Nov 2019.

The resource includes active listening activities to encourage learners to listen to each other.

\*The Essentials of Language Teaching. Teaching Listening. [online] Available from: <https://essentialsoflanguageteachingnet.wordpress.com/practice/teaching-listening>. Accessed 09 Sept 2019.

The resource includes essentials of teaching listening: aims and strategies for teaching listening, techniques for developing listening skills, listening activities, assessment of listening skills.



## Unit 3.2 Language Skills – Teaching Speaking

### Objectives

By the end of the unit, students will be aware of:

- curriculum requirements for teaching speaking
- spoken production and spoken interaction, their relevance to learners' communicative needs at different language proficiency levels
- speaking activity sequences

and will be able to:

- evaluate, select and adapt tasks and activities to facilitate speaking
- plan a sequence of activities that incorporate the development of speaking skills
- assess learners' speaking skills and give feedback to learners on their achievements
- integrate listening and speaking skills.

### Indicative Content

- Basic concepts and terminology for teaching speaking
- Curriculum requirements for teaching speaking for different purposes
- Spoken production and spoken interaction
- The place of phonology in teaching speaking (intonation, stress, rhythm and their functions, anticipated phonological difficulties and teaching techniques for dealing with them)
- Strategies for developing learners' speaking skills
- Activities to facilitate spoken production and spoken interaction (structured output activities: information gap and jigsaw activities; communicative output activities: role play, simulation, discussions, storytelling, story completion)
- Speaking activity sequences
- Ways of integrating listening and speaking skills (e.g. selection of activities)
- Ways of assessing and giving feedback on learners' speaking

### Indicative Bibliography

\*Item recommended for students

\*Методика формування іншомовної компетентності в говорінні // *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. 298-370.

Part 7.2 covers approaches to teaching speaking and presents sequences of activities for developing speaking skills.

Brown, G. and G. Yule (1983) *Teaching the Spoken Language*. Cambridge University Press.

The book gives the description of spoken production and suggests the ways of teaching and assessing it.

Bygate, M. (1987) *Speaking*. Oxford University Press.

The book describes methodology of oral expression, specifies different patterns of speaking activities in the classroom, gives the criteria for evaluating speaking activities and exercises in textbooks, suggests ways of dealing with oral errors.

Carter, R. and M. McCarthy (1997) *Exploring Spoken English*. Cambridge University Press.

This is a practical guide to the features of natural spoken English.

Harmer, J. (2007) *The Practice of English Language Teaching*. Longman.

In chapter 20, Jeremy Harmer outlines approaches to teaching speaking and describes speaking lesson sequences.

\*Thornbury, S. (2011) *How to Teach Speaking*. Longman.

This book deals with what speakers do; what speakers know; speaking in another language; awareness-raising activities; appropriation activities; autonomy; planning and assessing speaking. The book is also full of practical advice and complete with a task file.

## Internet Sources

\*Curricula for secondary schools. Kyiv: Ministry of Education and Science of Ukraine. [online] Available from: <http://mon.gov.ua/activity/education/zagalna-serednya/navchalni-programi>. Accessed 31 Oct 2019.

\*Hayriye Kayi. Teaching Speaking: Activities to Promote Speaking in a Second Language. [online] Available from: <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>. Accessed 28 Nov 2019.

The resource includes examples of activities with advice on how to use them.

\*Richards, J. (2008) Teaching speaking theories and methodologies. [online] Available from: <http://old.fltrp.com/download/080403001.pdf>. Accessed 28 Nov 2019.

The resource outlines types of speaking activities (interaction, transaction, performance) and approaches to teaching speaking skills.

\*The Essentials of Language Teaching. Teaching Speaking. [online] Available from: <https://essentialsoflanguageteachingnet.wordpress.com/practice/teaching-speaking>. Accessed 09 Sept 2019.

The resource includes essentials of teaching speaking: assessing speaking proficiency, goals and techniques for teaching speaking, strategies for developing speaking skills, developing speaking activities using textbook, speaking activities resources.

## Unit 3.3 Language Skills – Teaching Reading

### Objectives

By the end of the unit, students will be aware of:

- curriculum requirements for teaching reading
- approaches to teaching reading at different stages of learning
- task types for different reading purposes
- ways of teaching reading sub-skills
- reading activity sequences

and will be able to:

- critically evaluate commonly used approaches to teaching reading at different stages of learning
- teach reading at different language proficiency levels
- motivate students to read
- use key strategies for developing learners' reading skills
- anticipate possible learners' problems in reading and suggest ways of overcoming them
- assess learners' reading skills and give feedback to learners on their achievements
- plan a sequence of activities that focus on developing reading skills
- integrate listening, speaking and reading skills.

### Indicative Content

- Basic concepts and terminology for teaching reading
- Curriculum requirements for teaching reading for different purposes
- A critique of commonly used approaches to teaching reading (reading aloud, reading in chain)
- Criteria for selecting texts and evaluating reading materials for different reading purposes
- Strategies for developing learners' reading skills
- Types of reading, text types, and reading sub-skills (skimming, scanning, intensive reading, extensive reading)
- Ways of motivating students to read
- Ways of assessing learners' reading skills and giving feedback
- Reading activity sequences
- Reading as an interactive activity
- Ways of integrating listening, speaking and reading skills

### Indicative Bibliography

\*Item recommended for students

\*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.

Part 7.3 covers approaches to teaching reading, types of reading, stages and activities for developing reading skills.

Carrell P.L., Devine J. and D.E. Eskey (1988) *Interactive Approaches to Second Language Reading*. Cambridge University Press.

This book presents theory, research, and classroom applications in second language reading from an interactive perspective.

\*Grellet, F. (1981) *Developing reading skills*. Cambridge University Press.

The handbook is for language teachers who would like to develop their own reading materials or who wish to enrich a reading course. It offers a classification and description of activities aimed at developing different reading skills.

Harmer, J. (2007) *The Practice of English Language Teaching*. Longman.

Chapter 17 gives the characteristics of extensive and intensive reading and offers reading activity sequences.

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

The book gives a detailed explanation of how to teach reading with some practical activities.

### **Internet Sources**

\*Curricula for secondary schools. Kyiv: Ministry of Education and Science of Ukraine. [online] Available from: <http://mon.gov.ua/activity/education/zagalna-serednya/navchalni-programi>. Accessed 31 Oct 2019.

\*The Essentials of Language Teaching: Teaching Reading. [online] Available from: <https://essentialsoflanguageteachingnet.wordpress.com/practice/teaching-reading/>. Accessed 08 Sept 2019.

The resource includes essentials of reading including goals and techniques for teaching reading, strategies for developing reading skills, developing reading activities, using textbook reading activities, assessing reading proficiency resources.

## Unit 3.4 Language Skills – Teaching Writing

### Objectives

By the end of the unit, students will be aware of:

- curriculum requirements for teaching writing
- the types of writing and approaches to writing
- ways of teaching to write different text types
- writing activity sequences

and will be able to:

- integrate listening, speaking, reading and writing skills
- use strategies and techniques for developing learners' writing skills
- assess different types of learner's writing
- plan a sequence of activities that incorporates the development of writing skills.

### Indicative Content

- Curriculum requirements for teaching writing to different age groups
- Strategies for developing learners' writing skills
- Teaching writing using process and product approaches
- Ways of teaching writing different text types (e.g. postcards, invitations, CVs, personal and formal letters, e-mails, stories, reviews, articles, essays, recipes, reports)
- Teaching sentence, paragraph and text building; coherence (logical development of ideas) and cohesion (link words and phrases, sequence of sentences) in writing
- Approaches to assessing writing and giving feedback on learners' writing
- Writing activity sequences
- Ways of integrating listening, speaking, reading and writing skills

### Indicative Bibliography

\*Item recommended for students

\*Методика формування іншомовної компетентності у письмі // *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. 390-417.

Part 7.4 covers approaches to teaching writing, types of written texts, stages and activities for developing writing skills.

Evans, V. (1998) *Successful Writing Proficiency*. Express Publishing.

The book covers all types of composition writing (descriptions, narratives, letters, discursive essays, article, and reviews). Detailed theory and plans are provided to be used as a reference for students. A variety of models are followed by activities to improve students' writing skills.

\*Harmer, J. (2004) *How to Teach Writing*. Longman.

The book is a comprehensive description of why and how to teach writing including sections on the writing process, 'Nuts and bolts' (spelling, handwriting, punctuation, etc.), cohesion and coherence, and responding to learners' written work.

Harmer, J. (2007) *The Practice of English Language Teaching*. Longman.

In chapter 19, Jeremy Harmer outlines approaches to teaching writing and describes writing activity sequences.

Hedge, T. (2005) *Writing*. English teaching methodology, Resource Books for Teachers. Oxford University Press, 2nd edition.

This book offers suggestions and guidance for helping students who are having difficulty developing clear and effective writing skills in English. It contains classroom activities along with methodology advice. One of the most practical books for teaching writing. In 4 chapters, T. Hedge looks at different types of writing and approaches to teaching.

White, R. and V. Arndt (1991) *Process Writing*. Longman Books for Teachers.

The book clearly explains the process approach to teaching writing and provides lots of activities to develop learners' writing skills.

### **Internet Sources**

\*Budden, Jo. Writing activities. [online] Available from:  
[www.teachingenglish.org.uk/activities/writing-activities](http://www.teachingenglish.org.uk/activities/writing-activities). Accessed 28 Nov 2019.

The resource provides information about classroom activities to teach writing, and error correction techniques.

\*Curricula for secondary schools. Kyiv: Ministry of Education and Science of Ukraine. [online] Available from: <http://mon.gov.ua/activity/education/zagalna-serednya/navchalni-programi>. Accessed 31 Oct 2019.

\*Donald, R. (2003) Error Correction 1. [online] Available from:  
[www.teachingenglish.org.uk/articles/error-correction-1](http://www.teachingenglish.org.uk/articles/error-correction-1). Accessed 28 Nov 2019.

\*Stanley, G. (2003) Approaches to process writing. [online] Available from:  
[www.teachingenglish.org.uk/articles/approaches-process-writing](http://www.teachingenglish.org.uk/articles/approaches-process-writing). Accessed 28 Nov 2019.

The resource includes information about process writing, its stages, ways of feedback, and classroom activities to teach it.

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## Module 4 Preparing to Teach 3

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<b>Status</b>	Compulsory
<b>Year</b>	3
<b>Semester</b>	6
<b>Total hours</b>	120
<b>Contact hours</b>	72
<b>Self-study hours</b>	48
<b>Credit</b>	4

### Aims

to enable students to:

- plan lessons in accordance with the curriculum requirements and contemporary approaches to learning and teaching
- evaluate, select, adapt and supplement teaching materials that suit their future teaching and learning context

and to raise students' awareness of:

- reasons behind learners' errors and effective ways of dealing with them
- key principles of language testing and assessment and of their practical classroom applications

### Learning Outcomes

As a result of learning on this module, students should demonstrate the ability to:

- design lesson plans for use with a specific group of learners
- evaluate course books for a specific learning/teaching context
- select existing tests and design new ones for assessing learners' progress and achievement
- assess and evaluate learners' reading, listening, speaking and writing skills using set criteria
- identify different types of errors in learners' spoken and written language and deal with them appropriately.

### Sample Assessment Specifications

Assessment in this module consists of one assignment:

1. Portfolio containing five items (100% of total for the module). The portfolio tasks are submitted in an agreed format.

#### Assignment 1

Individually, create a portfolio containing the following items:

Portfolio items		Weighting
1	two fully worked out lesson plans at different levels	20%
2	materials evaluation task	20%
3	a corrected and graded piece of learner writing with a rationale for the approach to correction taken	20%
4	test design task	20%
5	reflection on learning on the module	20%
<b>Total</b>		<b>100%</b>

#### Item 1

Individually, design two lesson plans for your school experience context using a suggested model. Make sure your lesson plans meet the following requirements:

- correlation between objectives, activities and learning outcomes
- the communicative and integrated character of the lesson
- differentiation of strategies to be used to meet learners' individual needs
- integration of homework into the lesson plan.

Submit your lesson plans with accompanying materials if any. Only one will be assessed.

Assessment criteria	Weighting
Task fulfilment (two lesson plans submitted, model observed, teaching context identified, deadline met)	5%
Evidence of correlation between objectives, activities and learning outcomes	5%
Evidence of communicative and integrated character of the lesson	5%
Evidence of the differentiation of strategies to be used to meet learners' individual needs	5%
<b>Total</b>	<b>20%</b>

#### Item 2

Evaluate a unit from a coursebook for a specified educational context (secondary school, grade ...) according to the set criteria. Write a report (250-300 words) justifying your decisions and giving evidence that this unit suits/does not suit learners' needs and the requirements of the curriculum.

Assessment criteria	Weighting
Task fulfilment (relevance, number of words)	5%
Evidence of understanding and using the materials evaluation criteria	15%
<b>Total</b>	<b>20%</b>

#### Item 3

Individually correct and grade a given piece of learner writing using agreed criteria. Submit the corrected paper and write a rationale (250-300 words) behind your approach to the correction taken.

Assessment criteria	Weighting
Task fulfilment (relevance, all components presented, number of words)	5%
Evidence of the ability to identify errors	5%
Evidence of principles underlying your approach to error correction	10%
<b>Total</b>	<b>20%</b>

#### Item 4

In groups of 4-5, design a progress reading or listening test for a unit/topic that can be used in a particular learning context.

As a group, submit the following:

- the test
- the original source of the text
- the photocopied relevant part of the coursebook.

Individually submit:

- a reflective account (50-100 words) of your own contribution to the assignment.



<b>Assessment criteria</b>	<b>Weighting</b>
Task fulfilment (relevance, materials submitted, deadline met)	5%
Evidence of the ability to design a quality progress test	10%
Evidence of participation and contribution to the task completion	5%
<b>Total</b>	<b>20%</b>

#### Item 5

Write a reflective account (450-500 words) with evidence of your progress throughout this module and your development as a future teacher.

Account for your ability to:

- design a lesson plan for use with a specific group of learners
- apply a set of criteria for evaluating coursebooks and materials for a specific learning/teaching context
- apply principles of task/test selection and design
- assess and evaluate learner's listening, speaking, reading and writing skills using set criteria
- identify different types of errors in learners' spoken and written language and deal with them appropriately.

<b>Assessment criteria</b>	<b>Weighting</b>
Task fulfilment (relevance, all points covered, number of words)	5%
Evidence of the ability to reflect critically on learning in the module	15%
<b>Total</b>	<b>20%</b>

#### Module Map

<b>No</b>	<b>Unit</b>	<b>Hours</b>	
		<b>Contact</b>	<b>Self-study</b>
4.1	Planning Teaching	18	12
4.2	Working with Materials	18	12
4.3	Error Analysis and Dealing with Errors	18	12
4.4	Testing and Assessment	18	12

## **Unit 4.1 Planning Teaching**

### **Objectives**

By the end of the unit, students will be aware of:

- the practical, educational and developmental value of planning for both teachers and learners
- different factors influencing planning

and will be able to:

- interpret a curriculum or a syllabus and consider it while planning a lesson or a lesson sequence
- set aims, objectives and learning outcomes of a lesson and lesson sequences appropriately
- distribute language activities within a lesson or a lesson sequence according to the stages of skill development
- select appropriate activities for different stages of a lesson and link them with each other
- select different materials and resources to support learning
- use ways of ensuring the communicative and integrated character of a lesson
- integrate homework into a teaching and learning plan
- anticipate problems with the implementation of a lesson plan and consider possible ways of dealing with them
- critically evaluate readily available lesson plans.

### **Indicative Content**

- The curricula used in different types of schools and at different levels of teaching and learning
- Reasons and needs for planning
- Factors influencing planning (e.g. the level and age of learners, learners' needs, learning preferences, time allocation, class size)
- Contemporary approaches to lesson planning
- Ways of formulating aims, objectives and learning outcomes of a lesson or a lesson sequence
- Different models for a lesson plan
- Ways of ensuring the communicative and integrated character of a lesson
- Activities and resources (e.g. technology, visual aids) for different stages of a lesson
- Issues of differentiation of strategies to be used to meet learners' individual needs
- Setting a homework assignment
- Anticipating problems, flexibility in planning and teaching
- Critical evaluation of readily available lesson plans
- Critical reflection on lesson plans or a lesson sequence

### **Indicative Bibliography**

\*Item recommended for students

\*Методика навчання іноземних мов і культур / За ред. Ніколаєвої С.Ю. – К: Ленвіт, 2013. – С. 466 – 477.

The chapter gives detailed characteristics of a syllabus, lesson sequence and lesson plans, concentrating on setting aims for each type of a plan and offers sample plans.

\*Harmer, J. (1999) *How to Teach English*. Longman.

This book is for teachers at an early stage in their careers. It gives clear examples and explanations of current teaching practice which teachers can put into immediate use.

\*Harmer, J. (2007) *The Practice of English Language Teaching*. Pearson Longman. – P. 364 – 378.

This chapter is an essential planning guide for teachers of English which reflects new developments in language teaching. The author examines ways of preparing for lessons. It is full of practical suggestions.

### **Internet Sources**

\*A Guide to Continuing Professional Development – Formal observations. (2012) London: British Council. [online] Available from: [https://englishagenda.britishcouncil.org/sites/default/files/filefield\\_paths/c226\\_cpd\\_formal\\_observations\\_report\\_v4\\_1.pdf](https://englishagenda.britishcouncil.org/sites/default/files/filefield_paths/c226_cpd_formal_observations_report_v4_1.pdf). Accessed 28 Nov 2019.

This publication is for English language teachers. It gives the description of the formal observation process, the observation procedure and the observation etiquette. It includes lesson plans and formal observation templates.

Maley, A. and N. Peachey (2015) (Eds.) *Creativity in the English language classroom*. London: British Council. [online] Available from: [http://englishagenda.britishcouncil.org/sites/ec/files/F004\\_ELT\\_Creativity\\_FINAL\\_v2%20WEB.pdf](http://englishagenda.britishcouncil.org/sites/ec/files/F004_ELT_Creativity_FINAL_v2%20WEB.pdf). Accessed 28 Nov 2019.

The focus of this book is on practical classroom activities which can help language teachers to develop their learners' creativity. The activities will help teachers to explore the role of creativity in the classroom.

## Unit 4.2 Working with Materials

### Objectives

By the end of the unit, students will be aware of:

- reasons and needs for adaptation and supplementation of materials
- a range of ways and means of adaptation and supplementation
- the existing criteria for the evaluation and selection of coursebooks, texts and activities

and will be able to:

- apply the existing criteria to the evaluation and selection of coursebooks, texts and activities for a specific learning and teaching context
- understand the relationship between a teacher, a learner and materials.

### Indicative Content

- The procedure of materials evaluation and selection and the principles underlying it (e.g. age, culture, appropriacy, user friendliness)
- The notion of authenticity of materials and authenticity of tasks
- Practical ways of making materials more communicative
- Adaptation stages and techniques
- Supplementation stages and techniques
- Ways of making materials more context appropriate
- Teachers as mediators: the relationship between a teacher, a learner and materials

### Indicative Bibliography

\*Item recommended for students

\*Ніколаєва, С.Ю. (2002) Методика викладання іноземних мов у середніх навчальних закладах. К.: Ленвіт. 2-ге видання.

The methodology book suggests information on the requirements for foreign language tools and materials and suggests practical advice on evaluating and selecting them.

Grant, N. (1988) *Making the Most of Your Textbook*. New York: Longman.

The book contains suggestions for general techniques and activities which you can use to supplement your textbook and improve the quality of your daily teaching. It shows that you can teach more efficiently and increase your students' level of motivation simply by adapting the class textbook.

\*Harwood, N. (ed.) (2013) *English Language Teaching Textbooks: Content, Consumption, Production*. Basingstoke: Palgrave Macmillan.

This volume presents a range of theoretical and practical pedagogical perspectives on materials design and development. It considers different approaches to materials design including teacher-developed classroom materials, commercial materials, and technology-driven materials.

Harwood N. (ed.) (2010) *Materials in ELT: Theory and Practice*. Cambridge: Cambridge University Press.

This volume provides an incisive overview of the current state of materials design in language teaching. Seventeen original chapters explore the issues involved in the design, implementation, and evaluation of materials in language programmes in a wide variety of settings and contexts.

McGrath, I. (2002) *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press.

The book provides a systematic approach to the selection and subsequent evaluation of textbooks and practical advice on their adaptation and supplementation.

\*Tomlinson, B. (ed.) (2011) *Materials Development in Language Teaching*. Cambridge: Cambridge University Press. 2<sup>nd</sup> edition.

The book aims at helping readers to apply current theoretical principles and research findings to the practical realities of developing and exploiting classroom materials. The authors also suggest new ideas and directions in materials development, which readers can pursue for themselves.

## Unit 4.3 Error Analysis and Dealing with Errors

### Objectives

By the end of the unit, students will be aware of:

- reasons why learners make errors in L2
- types of errors
- principles of error correction
- the effectiveness of different error correction techniques

and will be able to:

- distinguish between different types of errors and decide what to correct, when to correct and who corrects
- apply different correction strategies in different learning contexts.

### Indicative Content

- Review of students' own experience of making mistakes and having them corrected
- Brief overview of the theoretical basis of error analysis
- Brief overview of common ways of giving and receiving feedback
- Sources and reasons involved in making errors (developmental error, mislearning, L1 interference, fossilisation)
- Types of errors: pre-systematic and post-systematic (slips and mistakes)
- Categories of mistakes (grammatical, lexical, phonological, spelling, punctuation, stylistic/situational appropriacy, etc.)
- Types of correction (self-correction, peer correction, teacher correction); their advantages and disadvantages
- Understanding of correction as a motivating/demotivating factor in learning
- Ways of dealing with errors during accuracy and fluency development activities
- Criteria for dealing with spoken errors
- Types of correction techniques: on the spot correction techniques (non-verbal and verbal); delayed correction techniques (e.g. noting down errors, correction slots)
- Ways of dealing with errors in writing (e.g. correction code)
- Techniques for helping learners eliminate errors (e.g. giving guided preparation time for a task, dictogloss)
- Developing learners' ability to self-correct and to take responsibility for their own errors

### Indicative Bibliography

\*Item recommended for students

Ніколаєва С. Ю. Основи сучасної методики викладання іноземних мов: Контроль у навчанні іноземної мови : навч. посібник / С. Ю. Ніколаєва. – К. : Ленвіт, 2008. – С. 232-251.

The chapter deals with classroom assessment issues. It focuses on types of control, stages and procedures of assessing learners' progress and achievement in listening, speaking, reading, writing, pronunciation, vocabulary and grammar.

\*Edge, J. (1989) *Mistakes and Correction*. Harlow: Longman Group UK Limited.

The book aims at helping teachers to understand why learners make mistakes. It suggests ways of how to deal with them in a learning context, and how to make mistakes learning steps.

Krashen, S.D. (1987) *The Role of Grammar, or Putting Grammar in its Place in Principles and Practice in Second Language Acquisition: English Language Teaching series*. London: Prentice-Hall International.

The chapter deals with important issues of conscious learning. It suggests ways of monitoring the use of grammar rules, accuracy of self-correction, and the five principles for effective error correction.

Tarone, E. and G. Yule (1995) *The confidence factor in Focus on the Language Learner*. Oxford: Oxford University Press.

The chapter deals with learner confidence in a classroom. It focuses on confidence during answering, self-monitoring ability, accuracy issues and the perception of improvement.

## Internet Sources

\*Beare, K. Student Correction During Class – How and When. [online] Available from: <https://www.thoughtco.com/student-correction-during-class-how-when-1210508>. Accessed 28 Nov 2019.

The article highlights important issues of error correction in the classroom. It suggests ideas of which correction techniques to use at a particular stage of a lesson.

\*Mumford, S. and S. Darn. Classroom management: Speaking correction techniques. [online] Available from: <http://www.onestopenglish.com/support/methodology/classroom-management/classroom-management-speaking-correction-techniques/146455.article>. Accessed 28 Nov 2019.

The article includes a range of classroom management issues. In particular, it suggests ideas, techniques, and procedures, which teachers can use while dealing with their learners' errors in the classroom.

\*Swift, S. Deciding What and When to Correct in *An ELT Notebook. A Collection of articles on EFL methodology for teachers of all levels of experience*. [online] Available from: <http://eltnotebook.blogspot.com/2007/04/deciding-what-and-when-to-correct.html>. Accessed 28 Nov 2019.

The article deals with learners' error correction in the classroom. It highlights techniques a teacher can use while deciding on what learners' errors to correct and procedures to do it appropriately.

## Unit 4.4 Testing and Assessment

### Objectives

By the end of the unit, students will be aware of:

- curriculum requirements for the levels of language proficiency as linked to the Common European Framework of Reference for languages (CEFR)
- the basic principles of language assessment and testing
- the criteria for assessing learners' progress and achievement in learning
- the ways of assessing listening, speaking, reading and writing

and will be able to:

- use criteria to assess learners' progress and achievement
- identify pros and cons of the most common testing and assessment task types
- evaluate, select, and improve tests and assessment tasks appropriate for the age and level of learners.

### Indicative Content

- The CEFR as a basis for establishing European standards in language proficiency
- Basic principles of language assessment and testing (e.g. face validity, construct validity, reliability, practicality)
- Types of assessment (formative, summative, self and peer assessment)
- Types of tests (placement, diagnostic, proficiency)
- Progress and achievement tests as instruments for promoting language learning
- Ways of assessing language skills
- Main features of a good test/assessment task
- Criteria for assessing learning in a language classroom
- Relationship between teaching and testing: washback and impact

### Indicative Bibliography

\*Item recommended for students

\*Квасова О. Г. Основи тестування іншомовних навичок і вмінь: Навчальний посібник / О. Г. Квасова. – К. : Ленвіт, 2009. – 119 с.

The book contains the theory of linguistic and didactic testing as well as questions for discussion and tasks for identifying test types. It helps to acquire practical skills in language testing.

Alderson, J.C., Clapham C. and D. Wall (1995) *Language Test Construction and Evaluation*. Cambridge: Cambridge University Press.

The book describes and illustrates up-to-date principles of test design, construction, and evaluation. It is useful for anybody involved in language teaching and assessment.

Bachman, L.F. and A.S. Palmer (1996) *Language Testing in Practice*. Oxford: Oxford University Press.

The book relates language testing practice to current views of communicative language teaching and testing. It builds on the theoretical background and discusses the design, planning, and organisation of tests. It is suitable for teachers.



Fulcher, G. and F. Davidson (2007) *Language Testing and Assessment: an advanced resource book*. London and New York: Routledge Taylor and Francis Group.

The book provides an innovative and thorough review of a wide variety of issues from practical details of test development to matters of controversy and ethical practice. It is suitable both for teachers and students.

\*Hughes, A. (2003) *Testing for Language Teachers*. 2<sup>nd</sup> edition. Cambridge: Cambridge University Press.

The book covers practical issues of language testing. It illustrates the well-established principles of assessing receptive and productive skills, grammar and vocabulary. It is suitable both for teachers and students.

## **Internet Sources**

Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press [online].

Available from:

<http://www.coe.int/en/web/common-european-framework-reference-languages>.

Accessed 28 Nov 2019.

Restructured version available from:

[https://www.coe.int/t/dg4/linguistic/source/framework\\_en.pdf](https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf). Accessed 28 Nov 2019.

The resource contains information on key aspects of learning, teaching, and assessment. It contains scales with bands of descriptors that can be used by teachers/students for the assessment/self-assessment of skills and language. It is useful for teachers, students, and item writers.

\*Curricula for secondary schools. Kyiv: Ministry of Education and Science of Ukraine. [online]

Available from: <http://mon.gov.ua/activity/education/zagalna-serednya/navchalni-programi>.

Accessed 31 Oct 2019.

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## Module 5 Specialised Dimensions

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<b>Status</b>	Compulsory
<b>Year</b>	4
<b>Semester</b>	7
<b>Total hours</b>	150
<b>Contact hours</b>	90
<b>Self-study hours</b>	60
<b>Credit</b>	5

### Aims

to enable students to:

- explore specialised dimensions in ELT, identify main learning and teaching issues, select and exploit relevant strategies
- recognise the value of action research as a professional development tool

### Learning Outcomes

As a result of learning on this module, students should demonstrate the ability to:

- plan, try out, report on and make use of the results of an action research
- evaluate, select and adapt materials and Internet resources for teaching foreign languages to learners of different age groups, learner types and/or learning difficulties
- choose teaching strategies, methods, activities and assessment tools appropriate to an age group, learner type and/or learning difficulty
- use classroom English appropriate to an age group, learner type and/or learning difficulty with a justified use of L1
- design and conduct classroom activities for developing cultural awareness for learners of different age groups and proficiency levels
- exploit the advantages and meet the challenges of using learning technologies in the EFL classroom.

### Sample Assessment Specifications

Assessment in this module consists of one assignment:

1. Portfolio containing five items (100% of total for the module). The portfolio tasks are submitted in an agreed format.

#### Assignment 1

Individually, create a portfolio containing the following items:

<b>Portfolio items</b>		<b>Weighting</b>
1	a lesson plan with accompanying rationale for teaching a specified group of young learners	20%
2	a set of recommendations in response to a SEN case study	20%
3	an activity based on a visual that carries cultural content, with reflection on the experience of trying it out in class	20%
4	an activity using ICT for a specified group, with post-use evaluative notes	20%
5	an action research proposal as the basis for qualification paper	20%
<b>Total</b>		<b>100%</b>

### Item 1

Design a lesson plan for your school experience context using one of the agreed models. Make sure your lesson plan meets the following requirements:

- correlation between the objectives, the activities and the learning outcomes
- the communicative and integrated character of the lesson
- differentiation of strategies to be used to meet learners' individual needs.

Account for your choice of the sequence of activities, materials, methods and techniques, modes of interaction used to meet the objectives and achieve the outcomes.

Assessment criteria	Weighting
Task fulfilment (model and context observed, deadline met)	5%
Evidence of the communicative and integrated character of the lesson and the correlation between the objectives, activities and learning outcomes	5%
Evidence of differentiation of strategies to be used to meet young learners' individual needs	5%
Evidence of the ability to justify your choices	5%
<b>Total</b>	<b>20%</b>

### Item 2

Procedure:

- Read a case of a learning situation.
- Identify the problem areas for the teacher and the learners.
- Suggest recommendations in writing (250-300 words) that could help include learners with SEN into the mainstream EL classroom.

Use the following questions as guidelines:

- How is the teacher feeling/reacting towards the learners with SEN?
- What might be the learners' SEN? Give examples of the problems they are having and what the indicators are.
- What teaching strategies might help the teacher to deal with the learners?

Assessment criteria	Weighting
Task fulfilment (relevance, number of words, deadline met)	5%
Evidence of the ability to identify the learners' difficulties appropriately	5%
Evidence of the ability to suggest appropriate teaching strategies	10%
<b>Total</b>	<b>20%</b>

### Item 3

Procedure:

- Choose a visual (an image or a film clip used to illustrate a story or a message) with strong representation of culture.
- Design and conduct a 5-7-minute classroom activity for developing cultural awareness.
- Reflect on your experience of trying the activity out in class in writing (maximum 150 words).

Assessment criteria	Weighting
Task fulfilment (specifications followed, timing, number of words, deadline met)	5%
Evidence of relevant choice of a visual and activity for developing cultural awareness	10%
Evidence of the ability to reflect on the classroom experience	5%
<b>Total</b>	<b>20%</b>

#### Item 4

##### Procedure:

- Develop an activity for primary or secondary learners using ICT, e.g. computer, smart phone, tablet, network software.
- Try the activity out with a specified group of learners.
- Justify the use of ICT in writing (maximum 150 words).

<b>Assessment criteria</b>	<b>Weighting</b>
Task fulfilment (type of an activity, number of words, deadline met)	5%
Relevance to the target audience, school curriculum and skills to be developed	10%
Justification of the technology used	5%
<b>Total</b>	<b>20%</b>

#### Item 5

Formulate an action research proposal following the suggested template. The proposal is the basis for writing a qualification paper.

<b>Assessment criteria</b>	<b>Weighting</b>
Task fulfilment (template observed, deadline met)	5%
Evidence of the ability to plan action research	5%
Practical relevance of each of the proposal items	10%
<b>Total</b>	<b>20%</b>

### Module Map

<b>No</b>	<b>Unit</b>	<b>Hours</b>	
		<b>Contact</b>	<b>Self-study</b>
5.1	Action Research 1	18	12
5.2	Teaching Young Learners	18	12
5.3	Catering for Special Educational Needs (SEN)	18	12
5.4	Developing Intercultural Competence	18	12
5.5	Information and Communication Technologies (ICT) in Learning and Teaching English	18	12

## Unit 5.1 Action Research 1

### Objectives

By the end of the unit, students will be aware of:

- enquiry as principled teacher behaviour
- the value of action research as a tool for professional development

and will be able to:

- notice classroom issues and formulate research questions
- explore the action research cycle: stages and steps
- design and use data collection tools (e.g. observations, questionnaires, interviews)
- analyse, interpret and present collected data
- formulate an action research proposal.

### Indicative Content

- Enquiry as principled teacher behaviour
- Enquiry as a key step at the planning stage of teacher research
- Teacher research and its varieties
- Action research as a way to success in the profession of teaching
- Action research: the Who, the Why, the What, the How
- Action research cycle: stages and steps
- Classroom issues and research questions (noticing an issue/problem, formulating a research question)
- Planning action research
- Sampling in action research
- Action research ethics
- Collecting data
- Quantitative and qualitative data
- Data collection tools: variety, advantages and disadvantages
- Analysing, interpreting and presenting data
- Reporting action research
- Quality in action research
- Action research proposal (writing a proposal using the template in the Sample session materials)

### Indicative Bibliography

\*Item recommended for students

\*Burns, A. (1999) *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.

The book proposes that action research should be a collaborative process emerging from the practical concerns of groups of teachers working in a common or similar context. The author explains what collaborative action research is and why it is of interest to classroom.

Hendricks, C. (2009) *Improving Schools through Action Research: A Comprehensive Guide for Educators*. Columbus: Pearson.

The book provides specific information needed for a pre-service educator to complete each step of the action research cycle. It emphasises the reflective processes used in planning and conducting action research studies, data analysis techniques, and displaying and explaining results.

\*Hopkins, D. (2008) *A Teacher's Guide to Classroom Research* (5th Edition). Maidenhead: Open University Press.

The book answers the questions: how we conduct classroom research; why classroom research is valuable to teachers and schools; and how classroom research contributes to teaching, learning and school transformation.

### Internet Sources

\*Borg, S. (2015) Teacher Research for Professional Development in *Innovation in English Language Teacher Education* / Pickering, G. and Gunashekar, P. (Eds.). New Delhi: British Council. P. 23 – 28. [online] Available from:  
[http://englishagenda.britishcouncil.org/sites/default/files/attachments/tec14\\_papers\\_final\\_online.pdf](http://englishagenda.britishcouncil.org/sites/default/files/attachments/tec14_papers_final_online.pdf). Accessed 28 Nov 2019.

The chapter demonstrates that teacher research is a feasible and valuable professional development strategy that English language teachers can engage in and which can contribute to improvements to the quality of the educational experience they provide for their learners.

\*Borg, S. (2017) Twelve tips for doing teacher research in *University of Sydney Papers in TESOL*. [online]  
Available from:  
[http://faculty.edfac.usyd.edu.au/projects/usp\\_in\\_tesol/pdf/volume12/Article06.pdf](http://faculty.edfac.usyd.edu.au/projects/usp_in_tesol/pdf/volume12/Article06.pdf).  
Accessed 28 Nov 2019.

The paper first outlines the background to teacher research, highlights different forms it can take and discusses some of its benefits along with criticisms that have been levelled against it. Then, via a task for readers, the author outlines twelve strategies teachers can use to do better quality teacher research. These strategies draw on his own experience of supporting teacher research over many years, as well as on evidence of successful teacher research programmes reported in the literature.

\*Rust, F. and Ch. Clark. How to Do Action Research in your Classroom Lessons from the Teachers Network Leadership Institute. [online] Available from:  
[http://teachersnetwork.org/tnli/Action\\_Research\\_Booklet.pdf](http://teachersnetwork.org/tnli/Action_Research_Booklet.pdf). Accessed 28 Nov 2019.

The booklet explores the notion of action research and its cycle. It looks at action research as a way for teachers to continue to grow and learn by making use of their own experiences.

\*Smith, R. and P. Rebolledo (2018) A Handbook for Exploratory Action Research. [online]  
Available from: <https://www.teachingenglish.org.uk/article/a-handbook-exploratory-action-research>. Accessed 28 Nov 2019.

This is a practical handbook, written in a non-academic, teacher-friendly style, to show teachers how they can engage in research for their own continuing professional development and for the benefit of their students.

## Unit 5.2 Teaching Young Learners

### Objectives

By the end of the unit, students will be aware of:

- age-group characteristics of young learners
- the curriculum requirements for teaching English in primary schools

and will be able to:

- choose and use suitable methods and techniques for teaching English to primary schoolchildren
- use age-appropriate ways of classroom management
- establish interdisciplinary links in the young learners' English language classroom
- evaluate, select and adapt teaching materials and Internet resources for young learners
- grade their language according to the needs of the primary English classroom
- assess young learners' progress and achievements.

### Indicative Content

- Age-group characteristics of young learners, their cognitive development, learning preferences (e.g. kinaesthetic, visual, auditory), L1 acquisition and L2 learning in an early age
- The State Standards for Primary Education, the arguments for and against an early start in a foreign language and the curriculum requirements for teaching English in primary schools
- Ways of managing the young learners' English language classroom
- Contemporary approaches and methods for teaching English to young learners (e.g. play/games, TPR, learning by doing, drama, project work, storytelling, songs, rhymes and chants)
- Techniques and activities for teaching foreign language literacy (e.g. reading rules, phonics, the Big Book technique, the whole word approach) on a word/phrase/sentence level
- Classroom language for a teacher of young learners; use of L1
- Strategies for teaching oral skills (pronunciation, intonation, listening, speaking) and writing skills (graphics, spelling and written speech); sequencing the skills (starting with listening and speaking); issues of implicit and explicit work on grammar
- Modes of interaction (individual, group work and class work)
- Planning for teaching young learners
- Materials evaluation, selection and adaptation for young learners' language classrooms
- Assessment tools for young learners

### Indicative Bibliography

\*Item recommended for students

Бігич О.Б. Професійно-методична підготовка вчителя іноземних мов до роботи в початковій школі. . – К.: Ленвіт, 2009.

The book gives an overview of the aims, content and effective ways of developing professional methodological competence in prospective foreign language teachers of primary school. The author presents the fundamentals of each theme, practical tasks and samples of teaching materials for the young learners' classroom.

Європейське мовне портфоліо: Проєкт української версії для учнів 7 – 11 років. – Тернопіль: Лібра Terra, 2013. – 104 с.

The European Language Portfolio for Young Learners is presented as a personal document and as an assessment/self-assessment tool for the English language classroom.

Cameron, L. (2001) *Teaching English to Young Learners*. Cambridge University Press.

The book gives a valuable insight into how children learn a language. It identifies priorities for working with young learners and suggests strategies for teaching children English.

\*Slattery, M. and J. Willis (2009) *English for Primary Teachers. A Handbook of activities and classroom language*. Oxford: Oxford University Press.

This book is for teachers who teach English to children aged 4 – 12. It improves your confidence in speaking English in the young learners' classroom and broadens your range of language teaching activities.

### Internet Sources

Garton, S., Copland, F. and A. Burns (2011) *Investigating Global Practices in Teaching English to Young Learners*. London: British Council. [online] Available from: [http://www.teachingenglish.org.uk/sites/teacheng/files/B094%20FINAL%20Aston%20University%20A4%20report\\_2column\\_V3.pdf](http://www.teachingenglish.org.uk/sites/teacheng/files/B094%20FINAL%20Aston%20University%20A4%20report_2column_V3.pdf). Accessed 28 Nov 2019.

This paper reports on the policy/syllabus documents that inform practices of teaching English to young learners around the world, and maps the major pedagogies that teachers use. It also identifies how local solutions to pedagogical issues may resonate globally.

\*Opal, D. How young children learn English as another language. [online] Available from: <https://learnenglishkids.britishcouncil.org/en/helping-your-child/how-young-children-learn-english-another-language>. Accessed 28 Nov 2019.

An article about how young children learn English as another language. The article looks at young children as natural language acquirers who are self-motivated to pick up language without conscious learning, unlike adolescents and adults.

\*Read, C. ABC of Teaching Children. [online] Available from: <https://carolread.wordpress.com/>. Accessed 28 Nov 2019.

The blog offers ideas, tips and resources for primary language teachers.



## Unit 5.3 Catering for Special Educational Needs (SEN)

### Objectives

By the end of the unit, students will be aware of:

- the notion of SEN and the existing biases and prejudices
- the medical and social model approaches to SEN
- different categories of SEN
- the principles of differentiation and ways of their realisation when teaching learners with SEN
- the notion of an inclusive EL classroom

and will be able to:

- identify and respond to different learning difficulties by applying appropriate teaching strategies to promote inclusion and to benefit all learners with SEN.

### Indicative Content

- Attitudes to learners with SEN in the history of education
- Models for understanding SEN
- Learner difficulties and categories of SEN
- The principle of differentiation: differentiation by task, by task response (including assessment), by organisation of content
- Teaching strategies which make English learning accessible to all learners
- Practical guidelines for creating an inclusive EL classroom for: gifted and talented learners and for learners with behavioural, social and emotional needs; sensory and physical needs; cognition and learning needs

### Indicative Bibliography

\*Item recommended for students

\*Birkett, V. (2003) *How to Support and Teach Children with Special Educational Needs*. Cambs: LDA.

This practical book provides helpful hints and strategies to support children with a wide range of difficulties including those in the communication, learning, behavioural, sensory/physical and medical areas.

Brown, S. and B. Vahid (1998) *500 tips for Working with Children with Special Needs*. Routledge.

This book provides practical advice and support for people involved in working with children with SEN. It takes a broad-based approach aiming at combining pragmatic advice with theoretical underpinning and providing SEN and classroom teachers with insight into support.

Mitchell, D. (2014) *What really works in special education and inclusive education: Using evidence-based teaching strategies* (2nd Ed.). New York: Routledge.

The book provides 27 teaching strategies that are grouped into four major categories which include context of learning (e.g. cooperative learning), cognitive strategies (e.g. cognitive behavioral therapy), behavioural strategies (e.g. direct instruction) and school-wide strategies and inter-agency cooperation.

## Internet Sources

British Council (2012) Creating an inclusive learning experience for English language learners with specific needs: Case studies from around the British Council's global network. [online] Available from: <http://www.teachingenglish.org.uk/article/creating-inclusive-learning-experience-english-language-learners-specific-needs>. Accessed 28 Nov 2019.

This is a collection of case studies from around the British Council global network. It aims to share some experiences in promoting positive attitudes and thinking around specific needs.

Delaney, M. Teaching English to learners with Special Educational Needs (SEN) – Myths and realities. [online] Available from: <http://www.teachingenglish.org.uk/article/teaching-english-learners-special-educational-needs-sens-%E2%80%93-myths-realities>. Accessed 28 Nov 2019.

Marie Delaney explores some of the myths surrounding teaching students with SEN and offers advice and tips.

\*Gail, E. Teaching children with additional educational needs. [online] Available from: <http://www.teachingenglish.org.uk/article/teaching-children-additional-educational-needs>. Accessed 28 Nov 2019.

This article is about teaching English to children who may have learning difficulties or other additional educational needs. It deals with the rationale behind teaching English to such children and provides teaching strategies for the institution and the classroom.

## Unit 5.4 Developing Intercultural Competence

### Objectives

By the end of the unit, students will be aware of:

- the notions of culture, cultural awareness and intercultural competence and their role in learning and teaching languages
- their own intercultural attitudes and prejudices
- culture-specific verbal and non-verbal interaction patterns in relation to different communicative situations
- the important distinction between Culture and culture (big C and little c)
- ways of developing their own intercultural competence

and will be able to:

- identify and interpret manifestations of culture in language to learners of different age groups and language levels
- evaluate, select and adapt tasks, activities and materials for developing intercultural competence in English classes.

### Indicative Content

- Notions of cultural awareness (insider – outsider culture) and intercultural competence
- Verbal and non-verbal communicative interaction patterns in intercultural encounters
- Manifestations of culture in language (e.g. idioms, non-equivalent and background lexis) and ways of dealing with them in English classes
- Intercultural issues in a course book text (e.g. difficulties in interpretation of historical facts, understanding culture specific allusions)
- Issues in using the visual side of culture representation: selection, interpretation, comparison of realia, advertisements, notices, caricatures, etc.
- Culture clashes, cultural shock, cultural blunders and compensatory communicative strategies
- Methods and techniques for developing intercultural competence in learners of different age groups
- Types of activities for developing cultural awareness (information search, discussions, debates and disputes, projects, role-plays, games)
- ELT materials evaluation, selection and adaptation for addressing intercultural issues
- Motivational tasks for autonomous culture study (e.g. cultural information search, culture comparisons)
- Identification and analysis of stereotypes and prejudices across cultures

### Indicative Bibliography

\*Item recommended for students

\*Методика навчання іноземних мов і культур / За ред. Ніколаєвої С.Ю. – К: Ленвіт, 2013. – С. 418-442.

The chapter defines main features of intercultural competence, interprets aims and content of intercultural competence at different school levels and suggests tasks and techniques for its development.

Fox, K. (2004) *Watching the English*. London: Hodder and Stoughton Ltd.

The book presents the results of the anthropological study of the nature of culture, the focal point being the hidden rules of English conversation and behaviour.

Frank, J. (2013) Raising Cultural Awareness in the English Language in *English Teaching Forum*, 51/4.

The article deals with different ways of raising cultural awareness in the English classroom. The author shares his experience in developing intercultural competence and suggests tasks and activities which proved to be effective in this respect.

*Policies and Practices for teaching sociocultural diversity*. (2010) Council of Europe publications.

The book presents a number of articles which encourage future teachers to reflect on their own personal positions in intercultural awareness and to develop a clearer sense of their ethnic and cultural identities.

\*Shareman, E. (2004) *Across Cultures*. Pearson Education.

It is a user-friendly course which presents a wide variety of materials about the English-speaking world. Traditional topics are fully covered alongside the most up-to-date themes and issues.

\*Tomalin, B. and S. Stempleski (1993) *Cultural Awareness*. Oxford University Press.

The book helps a teacher to promote cross-cultural interaction in the English classroom. It contains a lot of ready-to-use activities which give teachers practical guidance in helping learners improve their cross-cultural communication skills.

## Internet Sources

Byram, M., Gribkova, B. and H. Starkley (2002) *Developing the Intercultural Dimensions in Language Teaching: A Practical Introduction for Teachers*. Strasbourg: Council of Europe. [online] Available from: <https://rm.coe.int/16802fc1c3>. Accessed 28 Nov 2019.

The purpose of the book is to make the intercultural dimension easily accessible in practical ways to language teachers. The text is written in the form of 'Frequently Asked Questions', providing information about further sources of practical use and examples of introducing an intercultural dimension into the language classroom.

Connolly, C. Sociocultural awareness in ELT. [online] Available from: <https://www.teachingenglish.org.uk/article/sociocultural-awareness-elt>. Accessed 28 Nov 2019.

The sociocultural element in learning is particularly sensitive in EFL because in acquiring a language there is, to some extent, an appropriation of a cultural identity too. This article looks at the social entity of learning among children. It looks at how as teachers we are social agents and how we are managing the cultural contexts of our classrooms. We prescribe socially appropriate ways of participation, which we need to be aware of.

## Unit 5.5 Information and Communication Technologies (ICT) in Learning and Teaching English

### Objectives

By the end of the unit, students will be aware of:

- the advantages and disadvantages of doing activities on a computer as opposed to similar paper-based activities
- the criteria for evaluating and selecting online resources for language teaching purposes

and will be able to:

- use different software (e.g. MSWord, PowerPoint) for language learning and teaching purposes
- make use of social networking sites, blogs, wikis, etc. in language teaching
- evaluate the potential of online audio and video for language teaching purposes
- assess possible risks of using the Internet with young learners and develop a set of rules for cyber safety
- explore current trends in mobile learning and be able to use mobile phones for teaching and learning.

### Indicative Content

- ICT and learning technologies (LT)
- Modern LT and their relevance to the educational process
- The use of different software for teaching and learning purposes (whole-class teaching, pair and group work, school links projects)
- The use of learning platforms (e.g. Moodle)
- The notion of a 'flipped' classroom and its benefits; traditional vs flipped teaching
- Social networking and microblogging
- Selection and evaluation of websites
- Listening and speaking with online audio, podcasts etc.
- Listening and speaking with online video
- Online writing (wikis, blogging)
- Cyber well-being
- Interactive whiteboards
- Mobile learning

### Indicative Bibliography

\*Item recommended for students

Морська, Л.І. (2007) *Методична система підготовки майбутнього вчителя іноземних мов до використання інформаційних технологій*. Т.: ТНПУ ім. В.Гнатюка

The book provides a systematic approach to pre-service training of EFL teachers in the field of using ICT for learning and teaching. It also explores the issues involved in applying various learning technologies in teaching English in secondary schools.

## Internet Sources

Burns, A. and N. Kurtoglu-Hooton (2016) Using action research to explore technology in language teaching: international perspectives. British Council. [online] Available from: <http://www.teachingenglish.org.uk/article/using-action-research-explore-technology-language-teaching-international-perspectives>. Accessed 28 Nov 2019.

This study provides an investigation of the processes and practices involved in conducting action research on the use of ICT and new technologies in the classroom as experienced by 12 teachers located across different international contexts, from Europe, the Middle East and Asia.

\*Dudeney, G. (2016) Digital Literacy Primer. [online] Available from: <http://www.teachingenglish.org.uk/article/gavin-dudeney-digital-literacy-primer>. Accessed 28 Nov 2019.

An umbrella term for the media literacy skills and digital competences which appear in national curricula, digital literacies refer to our ability to effectively make use of the technologies at our disposal. We are not just talking about a checklist of technical skills, but also about the social practices that surround the use of new media.

\*Evaluating resources: Home. University of California, Berkeley Library. [online] Available from: <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>. Accessed 28 Nov 2019.

This is a very comprehensive and concise guidance for evaluating websites.

\*Heckler, A. 20 Essential Technology Terms for Teachers. [online] Available from: <http://www.fractuslearning.com/2013/03/04/technology-terms-for-teachers/>. Accessed 28 Nov 2019.

The author brings us a mini-encyclopedia or mini-dictionary of sorts, where he lays out some of the more confusing technology terms that educators will encounter on a regular basis.

Ripp, P. (2011) 14 Steps to Meaningful Student Blogging. [online] Available from: <https://pernillesripp.com/2011/05/28/14-steps-to-meaningful-student-blogging/>. Accessed 28 Nov 2019.

The article provides tips on using blogs for educational purposes.

Tucker, C. Teacher's Guide to Using Video. [online] Available from: <http://blogs.kqed.org/mindshift/files/2013/03/MindShift-Guide-to-Videos.pdf>. Accessed 28 Nov 2019.

The guide covers a wide range of issues connected with exploiting video for educational purposes.

Warschauer, M. Computer Assisted Language Learning: an Introduction. [online] Available from: <http://www.ict4lt.org/en/warschauer.htm>. Accessed 28 Nov 2019.

This article provides a brief overview of how computers have been used and are being used for language teaching. It focuses not on a technical description of hardware and software, but rather on the pedagogical questions that teachers have considered in using computers in the classroom.

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## Module 6 Professional Development

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<b>Status</b>	Compulsory
<b>Year</b>	4
<b>Semester</b>	8
<b>Total hours</b>	60
<b>Contact hours</b>	36
<b>Self-study hours</b>	24
<b>Credit</b>	2

### Aims

- to provide students with necessary assistance in writing their qualification paper and to encourage students to support each other

to enable students to:

- meet the agreed requirements, keep to the suggested template and timeline in writing their qualification paper
- develop a positive, action-oriented attitude to continuing professional development (CPD)

### Learning Outcomes

As a result of learning on this module, students should demonstrate the ability to:

- write their qualification paper meeting the agreed requirements, keeping to the suggested template and timeline
- identify areas for their professional development and make an individual professional development plan using a variety of options and tools.

### Sample Assessment Specifications

Assessment in this module consists of one assignment:

1. An individual professional development plan (100% of total for the module).

#### Assignment 1

Individually, reflect constructively on your student teaching experience and identify areas for your professional development. Make a professional development plan including:

- a reflective account of your experience (maximum 250 words)
- an appropriately chosen variety of options and tools for autonomous/school-based/ external professional development.

<b>Assessment criteria</b>	<b>Weighting</b>
Task fulfilment (number of words, deadline met, specifications observed)	10%
Evidence of constructive reflection	40%
Evidence of identification of areas for professional development	30%
Evidence of relevant choice of options and tools for CPD	20%
<b>Total</b>	<b>100%</b>

### Module Map

<b>No</b>	<b>Unit</b>	<b>Hours</b>	
		<b>Contact</b>	<b>Self-study</b>
6.1	Action research 2	18	12
6.2	Planning for CPD	18	12

## **Unit 6.1 Action Research 2**

This unit aims at enhancing skills that the students acquired as a result of learning on Module 5, Unit 5.1. It is also recommended for assisting students in writing, editing and finalising their qualification papers.

### **Objectives**

By the end of the unit, students will be able to:

- write the first draft of their qualification paper, review and edit it.

### **Indicative Content**

The selection of content for this unit should be based exclusively on students' needs in carrying out an action research and writing a qualification paper.

### **Indicative Bibliography**

See Module 5, Unit 5.1 Action Research 1.



## Unit 6.2 Planning for Continuing Professional Development

### Objectives

By the end of the unit, students will be aware of:

- teaching as a career
- the need for career-long learning and what they can do autonomously
- options and tools for CPD
- the benefits of observing and learning from other teachers

and will be able to:

- identify areas for their professional development and make an individual professional development plan
- use strategies for keeping up their English and improving their teaching skills
- establish their values and beliefs about learning and teaching as well as their identity and worth as professionals.

### Indicative Content

- Values and beliefs about learning and teaching
- Notions of development and training, distinction between INSETT and CPD.
- The British Council CPD Framework for English Language Teachers and the role of qualifications
- Options and tools for CPD:
  - autonomous, e.g. reading professional literature, preparing a conference paper/article for publication, investigating one's own practice, making an individual professional development plan, a reflective journal, an e-portfolio, the European Portfolio for Student Teachers of Languages (EPOSTL), designing materials
  - school-based (internal), e.g. peer observation, sharing good practices, participating in/ conducting professional development workshops
  - external, e.g. attending and/or presenting at a conference, writing for journals, networking (teacher associations, forums), participating in/conducting professional development seminars and webinars
- Strategies for keeping up to date with English and approaches to teaching and learning, e.g. setting clear goals and deadlines; documenting progress through journals; developing productive, personally effective study routines; reinforcing revision techniques and the reading habits; making the best use of all the resources available
- Schools and departments as learning communities

### Indicative Bibliography

\*Item recommended for students

\*Програма післядипломної педагогічної освіти вчителів іноземних мов (2012). – Київ: Вид-во ТОВ «ХІК».

The curriculum focuses on the development of language teachers' professional competence, with due regard for Ukrainian and European conceptual documents on language education. It provides the core module course and elective units to meet the needs of different categories of teachers.

Bolitho, R. (1996) *Some Key Issues in INSETT*. INSETT Provision for Modern Language Teachers within National Career Structures, Workshop Report No. 7/ 96. Graz: European Centre for Modern Languages.

In this article the author raises some key issues regarding the design and implementation of INSETT programmes for language teachers. The author discusses two models – the deficit model and the growth model – of INSETT/ CPD. Various key issues discussed in the article are the relationship between INSETT and CPD, approaches to CPD, motivation, the notions of development and change, and the issues of funding and evaluation of CPD programmes.

Edge, J. (2002) (Eds.) *Continuing Professional Development: Some of our Perspectives*. Kent: IATEFL

This collection of papers aims at expanding teacher thinking and actions about CPD. It includes a number of articles on current CPD issues viewed from diverse perspectives of classroom teachers, teacher educators, teacher trainers, applied psychologists, administrators, and managers.

\**Going forward: Continuing professional development for English language teachers in the UK*. (2011) London: British Council

This handbook is for English language teachers. It gives information helping teachers to develop. It incorporates the idea of reflective practice as an essential part of the development process.

Maley, A. (2009) *Advanced Learners*. Oxford: Oxford University Press

This book addresses the needs of very advanced learners, including teachers of English, who wish to improve their proficiency further. It defines their distinctive learning style and challenges them both by introducing new activities and by engaging them in familiar activities at a higher level of proficiency.

Richards, J.C. and T. Farrell (2005) *Professional Development for Language Teachers*. Cambridge: Cambridge University Press

This book is about how teachers can continue with their professional development as language teachers once their period of formal training is over. It also examines how supervisors and administrators can provide opportunities for such development to take place.

## Internet Resources

\*Borg, S. (2015) Teacher Research for Professional Development in Innovation in English Language Teacher Education / Pickering, G. and Gunashekar, P. (Eds.). New Delhi: British Council. P. 23 – 28. [online] Available from: [http://englishagenda.britishcouncil.org/sites/default/files/attachments/tec14\\_papers\\_final\\_online.pdf](http://englishagenda.britishcouncil.org/sites/default/files/attachments/tec14_papers_final_online.pdf). Accessed 28 Nov 2019.

The chapter demonstrates that teacher research is a feasible and valuable professional development strategy that English language teachers can engage in and which can contribute to improvements to the quality of the educational experience they provide for their learners

\*Borg, S. (2015) Contemporary perspectives on continuing professional development. [online] Available from: <http://51431fdb1a97060163cc-05795c414fcde9449273ebc896b6599f.r19.cf1.rackcdn.com/Contemporary%20Perspectives%20on%20Continuing%20Professional%20Development.pdf>. Accessed 28 Nov 2019.

This paper focuses on professional learning for practising teachers – what is widely known as continuing professional development (CPD) – and discusses contemporary ideas about what it is and how to make it effective.

\*British Council. Continuing professional development. [online] Available from: <https://www.teachingenglish.org.uk/professional-development/teachers>. Accessed 09 Sept 2019.

This section has information about the 12 professional practices in the British Council's new continuing professional development (CPD) framework, which forms part of the British Council's Teaching for Success approach, as well as useful resources to help with teacher development in each professional practice.

\*Newby, D., Allan, R., Fenner, A., Jones, B., Komorowska, H. and K. Soghiyan (2007) *EPOSTL*. European Centre for Modern Languages. [online] Available from: [http://archive.ecml.at/mtp2/fte/pdf/C3\\_Epostl\\_E.pdf](http://archive.ecml.at/mtp2/fte/pdf/C3_Epostl_E.pdf). Accessed 28 Nov 2019.

The document is highly relevant for pre-service teacher training especially for developing autonomy in teacher education. The content of EPOSTL is focused around three main parts: a personal statement section, a self-assessment section and a dossier.

# General Glossary

Term	Index (the unit in which the term is in focus)	Definition	Ukrainian equivalent
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## A

<b>accuracy</b>	<b>2.1</b>	The ability to write or speak a foreign language without making grammatical, vocabulary, spelling or pronunciation mistakes. Compare with <b>fluency</b> .	мовна правильність
<b>achievement test</b>	<b>4.4</b>	A test which looks back over a long period of language learning to test how much of the syllabus the learners have learnt. Also known as <b>attainment</b> test.	тест досягнень
<b>acquisition</b>	<b>1.2</b>	The way in which languages are learnt unconsciously or 'picked up' by exposure to natural situations	опанування
<b>action research</b>	<b>5.1</b>	Classroom-based critical investigation conducted by teachers in order to reflect upon and improve their teaching	дослідження власної педагогічної діяльності
<b>action research cycle</b>	<b>5.1</b>	A sequential set of research steps	цикл у дослідженні
<b>active vocabulary</b>	<b>2.3</b>	Vocabulary that you can recall and use at will in speaking or writing when the situation requires it	активний словник
<b>activity</b>	<b>0.1</b>	A short task which is a part of a lesson	активність
<b>adaptation</b>	<b>4.2</b>	The process of changing an existing piece of material to meet the needs of a particular group of learners	адаптація
<b>affective factors</b>	<b>1.1</b>	Emotional factors which influence learning. They can have a negative or positive effect on learning.	афективні (емотивні) фактори
<b>aids</b>	<b>2.4</b>	The things that a teacher uses in class to support teaching and learning. May be technical (e.g. recordings, computer programs) and non-technical (e.g. board, pictures, <b>flashcards</b> ).	засоби навчання
<b>aim</b>	<b>0.1</b>	A statement that describes the overarching intentions of a course or part of the course; a statement that describes teacher intentions of a lesson or a lesson sequence	мета
<b>appraisal</b>	<b>4.3</b>	A face-to-face meeting with a student or a teacher to discuss performance	обговорення діяльності зі студентом або вчителем віч-на-віч
<b>approach</b>	<b>2.1</b>	Principles of teaching including views on <b>method</b> , <b>syllabus</b> , and a philosophy of language and learning. Approaches have theoretical backing with practical applications.	підхід

<b>appropriacy</b>	<b>4.3</b>	The most suitable choice of language for the situation, the relationship between speakers, the topic	ситуативна доцільність
<b>aptitude</b>	<b>1.3</b>	An individual's potential for success in learning a subject, e.g. English	здібності до вивчення предмета, напр., англійської мови
<b>attitude</b>	<b>1.3</b>	The mindset with which we approach a task, a process or a discipline, e.g. 'He has a positive attitude to learning English'. Closely connected with <b>motivation</b> and <b>cognitive</b> styles.	ставлення
<b>assessment</b>	<b>1.3</b>	Collecting data or forming an opinion on learners' achievement, proficiency or progress either formally (awarding marks) or informally	оцінювання
<b>Attention Deficit Disorder (ADD)</b>	<b>5.3</b>	A specific learning condition characterised by low concentration span, poor working memory, and slow understanding of concepts or questions	синдром дефіциту уваги
<b>Attention Deficit Hyperactivity Disorder (ADHD)</b>	<b>5.3</b>	A specific learning difficulty characterised by impulsiveness, low concentration span and limited organisational skills	синдром гіперактивності
<b>Audio-Lingual Method</b>	<b>2.1</b>	A method focussed on drilling key language structures orally. It is derived from the <b>behaviourist</b> belief that repetition helps to form habits.	аудіолінгвальний метод
<b>Audio-Visual Method</b>	<b>2.1</b>	A method based on transmitting meanings through visual images and then providing the language needed to communicate these meanings	аудіовізуальний метод
<b>authentic materials</b>	<b>4.2</b>	Written or spoken texts originally intended for native speakers. The sources may be, e.g. newspapers, radio, TV, the Internet.	автентичні матеріали
<b>authentic tasks</b>	<b>4.2</b>	Types of tasks which are situated in meaningful contexts, are relevant to learners' needs and reflect the way they might be found and approached in real life	автентичні завдання
<b>Autistic Spectrum Disorder (ASD)</b>	<b>5.3</b>	A psychological condition presenting itself in a variety of forms (Autism, Asperger Syndrome) manifested in limited empathy, literal thinking, and limited ability to engage in social situations	аутизм, синдром Аспергера

## B

<b>behaviourism</b>	<b>2.1</b>	This is the theoretical view that learning is a matter of habit formation: stimulus – reaction – positive reinforcement	біхевіоризм
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<b>(the) Big Book technique</b>	<b>5.2</b>	Using books with enlarged print and colourful pictures specifically devised for shared reading with young learners	використання дитячих книжок, надрукованих у великому форматі з ілюстраціями
<b>big 'C' culture</b>	<b>5.4</b>	The most overt forms of culture that include Art, Music and Literature. When learning about a new culture, the big C cultural elements would be discovered first.	видимі форми культури
<b>blended learning</b>	<b>5.5</b>	An approach that combines online and face-to-face learning activities	навчання з поєднанням очних і онлайн технологій
<b>blog</b>	<b>5.5</b>	A discussion or informational website consisting of discrete entries ('posts'), e.g. news items, short essays, annotated links, documents, graphics, and multimedia. A blog is usually a vehicle for opinions rather than facts.	блог
<b>brainstorming</b>	<b>0.1</b>	A group activity in which learners come up with ideas on a topic themselves without teacher intervention	мозковий штурм
<b>buzz group</b>	<b>0.1</b>	A cooperative learning technique involving small discussion groups with the objective of doing a specific task, e.g. idea generation, problem solving. It is often used to make a lecture more interactive.	дискусійна група

## C

<b>case study</b>	<b>0.1</b>	A description of a real or hypothetical situation or a problem to be used as the basis for a task or activity. Students analyse the case and come up with their own conclusions about the actions to be taken.	ситуаційне дослідження
<b>chants</b>	<b>5.2</b>	Exercises when students repeat rhythmically words and short phrases to music or a beat	скандування під музику
<b>chunking</b>	<b>3.2</b>	Dividing speech chains into meaningful segments, collocations	сегментування мовлення
<b>classroom management</b>	<b>2.4</b>	The things teachers do to organise the classroom, the learning and the learners, such as seating arrangement, different types of activities, and <b>interaction patterns</b>	організація роботи учнів на уроці
<b>cognitive</b>	<b>1.1</b>	Related to mental abilities or skills. Cognitive is the adjective from cognition which refers to the mental processes of perception and thinking that our brains engage in.	пізнавальні (когнітивні)
<b>coherence</b>	<b>3.4</b>	A feature of spoken or written language that refers to the way ideas fit together clearly and smoothly	зв'язність мовлення (змістова)

<b>cohesion</b>	<b>3.4</b>	The way spoken or written texts are joined together with grammar or lexis, e.g. conjunctions, pronouns, articles, determiners, topic related vocabulary	зв'язність мовлення через мовні засоби
<b>collaborative writing</b>	<b>5.5</b>	(as used in Computer Assisted Language Learning) A process that involves the creation and editing of documents by multiple authors, e.g. by using Web 2.0 tools like Google Documents or Zoho Writer	спільне написання текстів за допомогою комп'ютерних програм
<b>collocation</b>	<b>3.2</b>	Words, which are often found together, e.g. 'a chronic illness', 'the moon is waning'	вираз, словосполучення
<b>Common European Framework of Reference for Languages (CEFR)</b>	<b>2.1</b>	The document provides a common basis for the creation of language syllabuses, curriculum guidelines, examinations, textbooks. It describes in 'can do' statements the knowledge and skills which learners need to develop in order to use a language for communication.	Загально європейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання
<b>Communicative language teaching (CLT)</b>	<b>2.1</b>	An approach to foreign language teaching and learning which emphasises that the goal of language learning is communicative competence. The focus is on meaningful communication, not structure, and on <b>use</b> , not <b>usage</b> . In this approach, learning involves interaction and group work in the classroom.	комунікативне навчання мови
<b>communicative competence</b>	<b>2.1</b>	A person's ability to understand and interact with others. It is the main aim of communicative language teaching and is based on both knowledge and skills.	комунікативна компетентність
<b>Community Language Learning (counselling learning)</b>	<b>2.1</b>	A foreign language teaching method according to which learners form a 'community' sitting round a tape-recorder while the teacher (counselor) remains outside the community and when necessary supplies target language equivalents of utterances produced by learners in their L1	навчання у спільноті, об'єднаних спільними інтересами
<b>compensatory communicative strategies</b>	<b>5.4</b>	Using both verbal and non-verbal forms of communication to compensate for lack of knowledge, e.g. paraphrasing or using a synonym	компенсаторні комунікативні стратегії
<b>Computer Assisted Language Learning (CALL)</b>	<b>5.5</b>	Learning languages through multimedia technologies, computer programs, etc.	вивчення мов за допомогою мультимедійних технологій
<b>constructivism</b>	<b>2.1</b>	A theory which is based on the belief that individuals actively construct their own understanding and knowledge of the world through experiences and reflecting on those experiences	конструктивізм

<b>Content and Language Integrated Learning (CLIL)</b>	<b>2.1</b>	Refers to both learning another (content) subject, e.g. Science, through the medium of a foreign language and learning a foreign language by studying a content-based subject	предметно-мовне інтегроване навчання
<b>context</b>	<b>2.2</b>	The situation in which language is used or presented, e.g. a story about a holiday experience could be used as the context to present and practise past tenses	контекст
<b>Continuing Professional Development (CPD)</b>	<b>6.2</b>	Career-long learning by a variety of means, e.g. reflecting on practice, researching learning and teaching, attending courses	безперервний професійний розвиток
<b>continuous assessment</b>	<b>4.4</b>	Assessment during the course of studies. See also <b>formative assessment</b>	поточне оцінювання
<b>criterion-referenced testing/ assessment</b>	<b>4.4</b>	Tests in which students are assessed according to set criteria rather than by comparing them with other students	критеріальне оцінювання
<b>cultural awareness</b>	<b>5.4</b>	Sensitivity to the similarities and differences that exist between two or more different cultures and the use of this sensitivity in effective communication with members of another cultural group. A major element of <b>sociocultural competence</b> .	культурне усвідомлення
<b>culture</b>	<b>5.4</b>	A set of meanings, behavioural norms, and values used by members of a particular society, as they construct their unique view of the world	культура
<b>cross-cultural blunders</b>	<b>5.4</b>	Inappropriate use of language and body language which can lead to misunderstanding, communication failures or offence	міжкультурні помилки
<b>culture clashes</b>	<b>5.4</b>	Discord resulting from the interaction of people belonging to different cultures due to differences in cultural values and beliefs	міжкультурні конфлікти
<b>culture shock</b>	<b>5.4</b>	An experience a person may have when one moves to a cultural environment which is different from one's own and their expectations are not met. It can be the first step to cultural awareness.	культурний шок
<b>curriculum</b>	<b>0.1</b>	A defined and prescribed course of studies, which students must fulfil in order to complete a certain level of education	навчальна програма
<b>cyber well-being</b>	<b>5.5</b>	Safety of users in cyberspace	кібер безпека



## D

<b>deductive approach</b>	<b>1.1</b>	Deductive learning starts by providing learners with rules, e.g. in grammar, followed by examples and practice. Compare with inductive approach.	дедуктивний підхід
<b>descriptive grammar</b>	<b>2.2</b>	Grammar based on observation of real language and how it works. Compare with <b>prescriptive grammar</b> .	описова граматика
<b>differentiation</b>	<b>5.2</b>	The practice of tailoring instruction to diverse learners' needs based on their level, interest, and learning preferences	диференціація
<b>Direct method</b>	<b>2.1</b>	A language teaching method which excludes the use of the mother tongue and relies on demonstration of meaning in context	прямий метод
<b>discourse</b>	<b>3.2</b>	This refers to stretches of connected written or spoken language that are usually more than one sentence or utterance long	дискурс
<b>discourse markers</b>	<b>3.2</b>	A word or phrase that signals what kind of information will follow or tells us about information which has just been given	маркери дискурсу
<b>discovery learning</b>	<b>2.2</b>	An approach in which learners are asked to look at samples of language and to find meanings or rules for themselves	учіння через «відкриття»
<b>distance learning</b>	<b>1.3</b>	A method of study where teachers and students do not meet in a classroom but use the Internet, e-mail, mail, and other tools for their classes	дистанційне навчання
<b>Dogme</b>	<b>2.1</b>	A communicative approach to language teaching that encourages teaching without published textbooks and focuses instead on dialogue between learners and teacher. Also known as <b>Teaching Unplugged</b> .	метод навчання без підручника і технічних засобів
<b>drill</b>	<b>2.1</b>	A technique that involves guided repetition of words or sentences. It may involve substitution, transformation, etc.	тренувальна вправа
<b>dyslexia</b>	<b>5.3</b>	A disability which could manifest in difficulties in learning to read, write and spell, when there is or may be progress in other skills. Concentration, organisational skills, comprehension and handwriting are amongst other areas that could be affected.	дислексія
<b>dyspraxia</b>	<b>5.3</b>	A specific learning difficulty based around the brain's transmission of signals that control gross and fine motor skills – typically affecting planning of movements and co-ordination	диспраксія

## E

<b>e-learning (electronic learning)</b>	<b>5.5</b>	Teaching by using a computer to access materials on the <b>Web</b> or to follow an online course using a <b>Virtual Learning Environment (VLE)</b>	віртуальне навчання
<b>eliciting</b>	<b>2.4</b>	Getting learners to offer their own questions or answers by means of prompts	випитування інформації, відповідей на запитання
<b>emergent/ emerging language</b>	<b>1.2</b>	Language produced by learners during tasks and activities. It is often imperfect.	мова, що виникає як наслідок спроб і помилок учня
<b>enquiry</b>	<b>5.1</b>	A process of investigation into a question arising from classroom practice	запит, мікродослідження
<b>entry/ placement test</b>	<b>4.4</b>	A test that will indicate at which level a learner will learn most effectively in case of different levels or streams	вхідний тест
<b>error</b>	<b>4.3</b>	A mistake that a learner makes when trying to say something above his/her level of language	помилка
<b>error awareness</b>	<b>4.3</b>	Ability to recognise errors or mistakes in the language	здатність розпізнавати помилки в мові
<b>evaluation</b>	<b>1.3</b>	1. A process of collecting information about students' performance and abilities. 2. A process by which the effectiveness of a course or programme can be assessed	евалюація (процес аналізу/ дослідження досягнень/ ефективності)
<b>extensive reading</b>	<b>3.3</b>	Reading long pieces of text, such as books or newspapers, often selected by learners themselves and read for pleasure out of class	екстенсивне читання
<b>extrinsic motivation</b>	<b>1.1</b>	Motivation from external pressures such as the need to speak English for work or because a parent has sent a learner to class. Compare with <b>intrinsic motivation</b> .	зовнішня мотивація

## F

<b>facilitator</b>	<b>2.4</b>	A teacher who creates the conditions that are necessary for learning	фасилітатор
<b>feedback</b>	<b>2.4</b>	Information that is given to learners by their teacher on their spoken or written performance. It can also refer to learners reporting back to the class on what they have been researching or discussing.	зворотній зв'язок
<b>field notes</b>	<b>6.2</b>	Brief description in a note form of key events that occurred throughout the lesson	нотатки спостереження за ходом уроку
<b>flashcards</b>	<b>5.2</b>	Small pieces of card with pictures or words on them used as teaching aids (to explain a situation, tell a story, teach vocabulary)	флеш картки (дидактичні картки)

<b>flipped classroom</b>	<b>5.5</b>	A pedagogical model in which students view prerecorded video lectures or do essential reading before the class session. The class time is spent interactively on exercises, projects, or discussions.	технологія перевернутого навчання
<b>fluency</b>	<b>2.1</b>	The ability to produce naturally flowing speech that is not necessarily grammatically correct. Compare with <b>accuracy</b> .	вільне мовлення
<b>formative assessment/ evaluation</b>	<b>4.4</b>	Ongoing assessment in which the teacher gives students feedback on their progress during a course, rather than at the end of it so that they can learn from the feedback	формувальне (поточне) оцінювання
<b>fossilised error</b>	<b>4.3</b>	An error that has become a fixed habit for the learner	помилка, яка стала звичкою
<b>function</b>	<b>2.1</b>	The communicative purpose of an utterance on a particular occasion, e.g. inviting, agreeing and disagreeing	комунікативна функція мови

## G

<b>genre</b>	<b>3.4</b>	Genre refers to texts (spoken or written) that share the same conventions, e.g. structure, vocabulary, register, grammar	жанр
<b>gist (general understanding)</b>	<b>3.1</b>	The main idea or message of a text, either spoken or written	головна ідея тексту
<b>Grammar-Translation method</b>	<b>2.1</b>	The method focuses on <b>accuracy</b> rather than <b>fluency</b> and on form rather than meaning. The key activities are drilling, translating, memorising vocabulary and learning rules.	граматико-перекладний метод
<b>group (class) dynamics</b>	<b>2.4</b>	The way a group of people interacts, the relationship and atmosphere between learners in the group	динаміка розвитку групи
<b>guided discovery</b>	<b>2.3</b>	A technique in which a teacher provides examples of the <b>target language</b> and then guides the learners to work out the language rules for themselves. See <b>inductive approach</b> .	прийом керованого відкриття
<b>guided writing</b>	<b>3.4</b>	A piece of writing that learners produce after the teacher has helped them to prepare for it, e.g. by giving the learners a plan or model to follow, and ideas for the type of language to use	кероване письмо

## H

<b>hearing impairment</b>	<b>5.3</b>	A degree of hearing loss	вади слуху
<b>Higher Order Thinking Skills (HOTS)</b>	<b>1.1</b>	According to the revised Bloom's Taxonomy (Krathwohl, 2002), HOTS include applying, analysing, evaluating and creating and require more cognitive processing than <b>lower order thinking skills (LOTS)</b>	мисленнєві дії вищого порядку

<b>ice-breaker</b>	<b>2.4</b>	An introductory speaking activity that a teacher uses at the start of a new course with a new group of learners	вид роботи на початку курсу з новою групою
<b>inclusion</b>	<b>5.3</b>	The practice of educating children with <b>Special Educational Needs (SEN)</b> in mainstream schools where it is possible and beneficial	інклюзія, включення
<b>inductive approach</b>	<b>1.1</b>	Inductive learning takes place when the learner extracts or works out rules from examples or data. Compare with the <b>deductive approach</b>	індуктивний підхід
<b>inference</b>	<b>2.2</b>	Deduction of the meaning from context or a guess about something which is not explicitly stated in the text	контекстуальна здогадка
<b>information gap technique/ activity</b>	<b>2.1</b>	A technique or activity based on the difference in information that people or groups have. They need to communicate with other people to get the missing information in order to solve a problem or complete a task	прийом інформаційних прогалин
<b>input</b>	<b>1.2</b>	Learner exposure to authentic language in use or information. The sources of input include the teacher, other learners and environment around the learners.	повідомлення нової інформації
<b>in-service teacher training (INSETT)</b>	<b>6.2</b>	Training courses offered to practising teachers	післядипломна педагогічна освіта
<b>integrated skills</b>	<b>3.1</b>	In language teaching, a combination of two or more language skills in order to complete a communicative task	інтегровані уміння
<b>intensive reading</b>	<b>3.2</b>	Careful reading to obtain detailed understanding of a text	інтенсивне читання
<b>interaction pattern (mode of interaction)</b>	<b>2.1</b>	Patterns of communication (verbal and non-verbal) between people. The different ways learners and the teacher work together in class, e.g. learner to learner in pairs or groups, or teacher to learner in plenary	спосіб взаємодії
<b>interactive whiteboard (IWB)</b>	<b>5.5</b>	A touch-sensitive projection screen that allows the teacher to control a computer by touching the board rather than using a keyboard or mouse	інтерактивна дошка
<b>interference</b>	<b>1.2</b>	The impact of the mother tongue on a learner's understanding or language production	інтерференція
<b>interlanguage</b>	<b>1.2</b>	The version of the target language produced by a learner at any given time during the period of learning	мовні форми, які виникають під впливом рідної мови учня
<b>intrinsic motivation</b>	<b>1.1</b>	A motivation to learn that comes from an internal force such as interest in language learning or the desire for further personal development in general. Compare with <b>extrinsic motivation</b> .	внутрішня мотивація

**J**

<b>jigsaw reading</b>	<b>3.3</b>	A technique in which different learners receive different texts or parts of a text, then meet to exchange information and to put the whole meaning together	прийом «збирання пазла»
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**L**

<b>L1, L2</b>	<b>1.2</b>	L1 refers to a person's mother tongue, the first language that is learnt in the home environment. L2 refers to any language(s) learnt in addition to the speaker's native language.	перша (рідна) мова, друга мова (нерідна/ іноземна)
<b>learner autonomy</b>	<b>1.3</b>	The learner's ability to take charge of and direct their own language learning without relying only on the teacher	автономія учня
<b>learner-centredness</b>	<b>0.1</b>	An approach that focuses on students' goals, needs, interests and existing knowledge. Students are active participants in the learning/teaching process including planning. One of the key teacher's roles is a facilitator of learning.	студенто-центрованість
<b>learner/class profile</b>	<b>4.1</b>	A description of the learners and information about their learning, including their age, ability, strengths and weaknesses in language and <b>skills</b>	характеристика учня (класу)
<b>learning outcome</b>	<b>0.1</b>	A statement (often in a lesson plan or syllabus) of what a learner is expected to know or be able to do at the end of a lesson or course. Outcomes shape lesson activities and guide the content of assessment.	результат учіння
<b>learning platforms</b>	<b>5.5</b>	An integrated set of interactive online services that provide teachers, learners, parents and others involved in education with information, tools and resources to support and enhance educational delivery and management	онлайн платформа
<b>learning strategies</b>	<b>1.1</b>	Tools and techniques that learners develop as they learn. Learning strategies are an important part of developing autonomy.	навчальна стратегія
<b>learning style/ learning preference</b>	<b>1.1</b>	The way in which an individual learner naturally prefers to learn something, e.g. visual, auditory, kinaesthetic	спосіб сприйняття навчального матеріалу
<b>Lexical Approach</b>	<b>2.3</b>	An approach to teaching language based on the idea that language is largely made up of lexical units rather than grammatical structures	лексичний підхід
<b>lexical chunk</b>	<b>2.3</b>	Any pair or group of words commonly found together or near one another, e.g. phrasal verbs (get on), idioms (it drives me crazy), collocations (make the bed), fixed expressions (How do you do?).	лексичний зворот

<b>linguistic competence</b>	<b>2.1</b>	A component of communicative language competence that includes lexical, grammatical, semantic, phonological, orthographic and orthoepic competence	лігвістична (мовна) компетенція
<b>listening/reading for gist</b>	<b>3.1</b>	A top-down process where learners try to understand the overall message even if they cannot understand every phrase or sentence	сприймання на слух/читання із загальним розумінням
<b>little 'c' culture</b>	<b>5.4</b>	A not easily visible type of culture associated with a region, group of people, language, etc. Some examples of little 'c' culture are communication styles, verbal and non-verbal language symbols, cultural norms, myths and legends.	повсякденна «невидима» культура певного народу чи групи
<b>Loop input</b>	<b>0.1</b>	A specific type of experiential teacher training process that involves an alignment of the process and content of learning, e.g. a role play about role plays in the classroom, a dictation on how to write dictations	прийом «петлі»
<b>Lower Order Thinking Skills (LOTS)</b>	<b>1.1</b>	LOTS refer mainly to remembering and comprehending in order to reproduce information. See also <b>Higher Order Thinking Skills</b> .	мисленнєві дії нижчого порядку

## M

<b>metacognitive strategies</b>	<b>1.1</b>	These are the learning and thinking strategies we apply in order to choose which practical strategies to use to achieve something. The main metacognitive strategies are planning, prioritising, setting goals, and self-management.	когнітивні стратегії вищого порядку
<b>method</b>	<b>2.1</b>	A set of techniques and procedures that usually reflect a certain view of language and language teaching	метод
<b>methodology</b>	<b>0.1</b>	1. The typical practices, procedures and techniques that a teacher uses in the classroom, and that may or may not be based on a particular method. 2. The science that studies these practices, procedures and techniques and the beliefs and principles on which they are based.	методика
<b>microteaching</b>	<b>0.1</b>	A practice used in the training of teachers that consists of teachers trying out short lesson sequences for an audience of their peers, some of whom adopt the roles of learners	мікронавчання
<b>minimal pairs</b>	<b>3.1</b>	A pair of words that vary by only a single sound, usually meaning sounds that may confuse language learners, e.g. ship/sheep	мінімальна пара

<b>mixed-ability class</b>	<b>2.4</b>	A group of learners of different language proficiency levels	неоднорідна група учнів
<b>mnemonics and 'hooks'</b>	<b>2.3</b>	Simple ways of remembering words and phrases, e.g. by association with an idea or an experience	асоціативне запам'ятовування
<b>mobile learning</b>	<b>5.5</b>	Learning that takes place on a hand-held device, such as a mobile phone	мобільне навчання
<b>motivation</b>	<b>1.1</b>	See <b>extrinsic motivation</b> and <b>intrinsic motivation</b>	мотивація

## N

<b>non-equivalent lexis</b>	<b>5.4</b>	Lexical units of a language that have no ready equivalents in the vocabulary of another language	безеквівалентна лексика
<b>non-verbal interaction</b>	<b>5.4</b>	Communication using non-verbal cues, e.g. body language, voice, distance	невербальне спілкування
<b>norm-referenced testing</b>	<b>4.4</b>	Tests which compare students with each other, putting them in order from top to bottom and often award a pass or fail by either allocating a pass mark or comparing each student's performance with the average or mean	нормативне тестування

## O

<b>objectives</b>	<b>0.1</b>	Specific learning targets that help achieve learning outcomes, e.g. Learners will be able to understand the gist of the text	завдання уроку
<b>objective test</b>	<b>4.4</b>	A test which has a limited and predictable number of possible answers and is marked against the marking key	об'єктивний тест
<b>open pairs</b>	<b>1.1</b>	A classroom interaction pattern in which two students talk to one another across the class so that other students can listen to what they are saying	діалог учнів, який слухає весь клас
<b>oral test</b>	<b>4.4</b>	A test of speaking ability	усний тест
<b>over-generalisation</b>	<b>1.1</b>	An error that involves coming to a conclusion based on information that is too general and/or not specific enough, e.g. when a learner says 'I bringed my book...', assuming that all verbs take - ed in the past form	надмірне узагальнення

## P

<b>passive vocabulary</b>	<b>2.3</b>	The words that learners understand but don't use yet	пасивний словник
<b>peer correction</b>	<b>4.3</b>	Correction of a learner by another learner, which may be spontaneous or prompted by a teacher	взаємовиправлення
<b>peer review</b>	<b>2.4</b>	Learners' feedback on each other's writing	взаєморецензування
<b>phonics</b>	<b>5.2</b>	A method of teaching people to read by correlating sounds with letters or groups of letters in an alphabetic writing system	звукотехніка (фонетичний метод навчання читання)

<b>pitch</b>	<b>3.2</b>	The rate of vibration of the vocal folds when producing sounds (higher or lower pitch). Varying our pitch makes it possible for meaning to be expressed through intonation.	висота тону
<b>portfolio</b>	<b>0.1</b>	(in this Curriculum) A collection of assignments developed in or out of class and documents that a learner has selected and collected to show growth and achievement	портфоліо
<b>portfolio assessment</b>	<b>4.4</b>	An alternative form of assessment involving students building up a portfolio of their work which reflects their achievements	оцінювання портфоліо
<b>practicality</b>	<b>4.4</b>	In testing, practicality is the extent to which a test is quick and convenient to administer and score	практичність тесту
<b>pragmatic competence</b>	<b>2.1</b>	A part of communicative language competence that involves being able to use language in interpersonal relationships, taking into account social distance and context	прагматична компетентність
<b>prescriptive grammar</b>	<b>2.2</b>	A grammar based on rules which should be followed	нормативна граматики
<b>Presentation-Practice-Production (PPP)</b>	<b>2.2</b>	An approach that involves first the teacher presenting the form and meaning of new target language to students (presentation), then giving learners the opportunity to do controlled practice of the target language (practice), and finally letting students use the target language in freer, less controlled activities (production)	введення-вправляння-продукування
<b>pre-service teacher training (PRESETT)</b>	<b>6.2</b>	Professional education of student teachers usually through formal course work and practice teaching	додипломна підготовка вчителів
<b>pre-teaching</b>	<b>3.1</b>	Teaching difficult vocabulary before asking students to read or listen to a text	попереднє навчання
<b>process writing</b>	<b>3.4</b>	An approach to writing, which focuses on different stages of writing such as generating and developing ideas, planning and organising, drafting, editing, re-drafting, proofreading, peer reviewing and publishing (i.e. making public). Compare with <b>product writing</b> .	процесний підхід до розвитку писемного продукування
<b>product writing</b>	<b>3.4</b>	An approach to writing which involves analysing and then reproducing models of particular text types. For example, learners read a restaurant review, analyse the way it is written, and produce their own review. Compare with <b>process writing</b> .	текстовий підхід до розвитку писемного продукування
<b>progress test</b>	<b>4.4</b>	A small-scale test that looks back over recent language learning/teaching to assess how effective this has been	тест поточної успішності



<b>project work</b>	<b>1.3</b>	A purposeful, task-based activity through which students address authentic problems/questions and create some kind of product which they present at the end of the allocated time	метод проєктів
<b>proficiency test</b>	<b>4.4</b>	A forward-looking test that assesses whether a student has the necessary level of language skills to undertake a task in the future, e.g. studying at an English-medium university or working as a bilingual secretary	тест на визначення рівня володіння іноземною мовою

## Q

<b>qualification paper</b>	<b>5.1</b>	A document submitted in support of a candidature for a degree or professional qualification, presenting the author's research and findings	дипломна (кваліфікаційна) робота
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## R

<b>rapport</b>	<b>2.4</b>	A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well	гармонійні взаємини
<b>realia</b>	<b>5.4</b>	In education these are objects from real life used by teachers to improve students' understanding of other cultures and real life situations and the vocabulary that is associated with them	реалії
<b>receptive/ productive skills</b>	<b>3.1</b>	Listening and reading are referred to as receptive skills as they involve receiving language. Speaking and writing are referred to as productive skills as they involve producing language.	рецептивні і продуктивні уміння
<b>recycling</b>	<b>4.2</b>	Practising language that learners have learned previously. The recycled language may be re-introduced in a different context, or through a different skill.	рециркулювання навчального матеріалу
<b>reflection</b>	<b>1.3</b>	A way of professional and personal development by conscious and systematic thinking over and analysing learning and/or teaching experiences	рефлексія
<b>reflective journal</b>	<b>6.2</b>	A journal for conscious recall and examination of classroom experiences as a basis for evaluation and decision-making and a source for planning and action	рефлексивний щоденник
<b>register</b>	<b>3.1</b>	The type of language (vocabulary, grammar or discourse features) that characterises particular fields or disciplines and the degree of formality of language use	стиль, регістр
<b>reliability</b>	<b>4.4</b>	In testing, reliability refers to the degree to which a test is consistent and stable in measuring what it is intended to measure	надійність

<b>research question</b>	<b>5.1</b>	A specific and answerable question about one's own teaching practice that can lead to significant information on an aspect of teaching or learning	дослідницьке питання
<b>rhythm</b>	<b>3.2</b>	The way that some words in a sentence are emphasised or stressed to produce a regular pattern	ритм
<b>role play</b>	<b>3.2</b>	An activity in which learners take on roles (characters) and act them out in a situation	рольова гра

## S

<b>scaffolding</b>	<b>3.1</b>	Techniques the teacher can use to support learners in their learning of new language or skills (e.g. breaking tasks down into small steps, demonstrating, using visuals, providing dictionaries, making eye contact, nodding, guiding learners with teacher talk)	засоби підтримки, підказки
<b>scanning</b>	<b>3.3</b>	A reading technique in which the reader looks for specific information rather than trying to absorb all the information	пошукове (переглядове) читання
<b>self-access</b>	<b>1.3</b>	A way of learning in which students use various resources to study on their own	самодоступ до навчальних ресурсів
<b>self-directed learning</b>	<b>1.3</b>	A process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning objectives, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes	самокероване навчання
<b>short-term memory</b>	<b>1.1</b>	Working memory which is limited in capacity and only retains information for a short period of time	короткотривала пам'ять
<b>Silent Way</b>	<b>2.1</b>	A method in which the teacher remains mostly silent to encourage learner autonomy and active student participation. Language learning is usually seen as a problem solving activity to be engaged in by the students both independently and as a group.	мовчазний метод
<b>simulation</b>	<b>3.2</b>	A language activity based on a scenario drawn from real life, requiring learners to play roles and solve a problem, make decisions or meet a deadline	симуляція
<b>skimming</b>	<b>3.3</b>	A strategy for reading a text to get the <b>gist</b> , the basic overall idea, rather than concentrating on absorbing all the details.	ознайомлювальне читання
<b>small-scale classroom investigation</b>	<b>5.1</b>	Small projects carried out by teachers to examine what is happening in their classroom	мікродослідницькі проекти

<b>sociocultural competence</b>	<b>2.1</b>	A learner's ability to adapt to different social and cultural settings in order to communicate successfully	соціокультурна компетентність
<b>sociolinguistic competence</b>	<b>2.1</b>	A learner's ability to understand and use nationally and culturally marked means of communication appropriate to the context or situation	соціолінгвістична компетентність
<b>Special Educational Need (SEN)</b>	<b>5.3</b>	A learning difficulty or disability that makes it harder for a child to learn or access education than it is for most children of the same age	особливі освітні потреби
<b>storage strategies</b>	<b>2.3</b>	Ways of recording vocabulary for future reference and use	стратегії запам'ятовування
<b>storytelling</b>	<b>5.2</b>	The social and cultural activity of sharing stories. A method of learning and teaching especially beneficial for young learners	прийом навчання через розказування історій (сторітелінг)
<b>strategic competence</b>	<b>2.1</b>	A part of communicative language competence that includes effective <b>learning strategies</b> and <b>compensatory communication strategies</b>	стратегічна компетентність
<b>subjective test</b>	<b>4.4</b>	This test is marked using the examiner's opinion usually guided by criteria about the quality of the answer, e.g. marking written stories, compositions, interviews, conversations, storytelling	суб'єктивний тест
<b>summative assessment</b>	<b>4.4</b>	Assessment that comes at the end of a course and evaluates achievement without being developmental	підсумкове оцінювання
<b>Suggestopedia</b>	<b>2.1</b>	A teaching method based on the understanding of how the human brain works and how we can learn most effectively in a rich sensory learning environment	сугестопедія
<b>supplementation</b>	<b>4.2</b>	Supplying extra material to bridge the gap between a coursebook and an official syllabus or a public exam or a coursebook and students' needs	доповнення матеріалів
<b>syllabus</b>	<b>4.1</b>	A document that describes the language and skills to be covered on a course, and the order in which they will be taught. The content of a syllabus is based on the writer's beliefs about language learning.	робоча програма, календарно-тематичний план

## T

<b>Tandem learning</b>	<b>1.3</b>	A method of language learning based on mutual language exchange between partners	метод тандема
<b>target language</b>	<b>1.2</b>	1. A foreign language that a learner is learning 2. The specific language to be practised and learned in a lesson	1. іноземна мова 2. конкретні мовні явища

<b>task</b>	<b>0.1</b>	An activity in which learners' attention is primarily focused on meaning rather than form. It may deal with a problem or the production of something tangible.	комунікативне завдання
<b>task-based learning (TBL)</b>	<b>2.1</b>	An approach to learning in which the learners use language to fulfil a specified task. Their focus is on the task rather than on the language they are using.	навчання на основі комунікативних завдань
<b>teacher research</b>	<b>5.1</b>	Systematic enquiry conducted by teachers into some aspect of their work with the aim of improving both understanding and practice	дослідження власної професійної діяльності
<b>Teaching Unplugged</b>	<b>2.1</b>	A teaching method and philosophy which has three primary aims: teaching through conversation, taking out external input such as coursebook and technology and letting the lesson content be driven by the students rather than being pre-planned by the teacher. Based on the <b>Dogme</b> ELT approach.	метод навчання без підручника і технічних засобів
<b>technique</b>	<b>2.1</b>	A procedure used by a teacher to enhance or vary students' experience of learning, e.g. jigsaw reading	прийом
<b>top down/ bottom up strategies</b>	<b>3.1</b>	With top down strategies, learners rely on the knowledge of the world, topic knowledge, familiarity with the speaker and the genre to make sense of what they hear or read. With bottom up strategies, learners rely on the language in the text, such as the meaning of words or the grammar of a sentence, to make sense of what they hear or read.	стратегія від загального до детального і навпаки
<b>Total Physical Response</b>	<b>2.1</b>	A way of teaching language that coordinates speech and action, i.e. learners respond physically to teacher instructions or stories told by the teacher	метод повної фізичної реакції
<b>twice exceptional student</b>	<b>5.3</b>	A student identified as both gifted and having learning disabilities	двічі особливий учень
<b>usage</b>	<b>2.1</b>	Usage refers to what a person knows about language or items in language abstractly as a component in a language system	знання мовної системи

## U

<b>use</b>	<b>2.1</b>	Refers to a person's ability to use language for communication	використання мови як засобу спілкування
<b>utterance</b>	<b>3.2</b>	A sequence of words within a single person's turn in talk. An utterance may range in length from a single word to a continuous stretch of speech.	висловлення

## V

<b>validity</b>	<b>4.4</b>	The extent to which a test actually tests what it was intended to test	валідність
<b>video conferencing</b>	<b>5.5</b>	The use of video technology (both hardware and software) to create a virtual meeting between two or more people in different physical locations	відеоконференція
<b>virtual learning environment (VLE)</b>	<b>5.5</b>	A web-based package for creating online courses, which may include facilities for teacher-to-learner and peer-to-peer communication, e.g. Blackboard and Moodle	платформа віртуального навчання
<b>visual impairment</b>	<b>5.3</b>	Partial or complete loss of sight	вади зору

## W

<b>warmer/ warming up activity</b>	<b>2.4</b>	An activity at the beginning of a lesson to get learners on and energised for the lesson in general or its specific content	мовленнєва розминка
<b>washback effect</b>	<b>4.4</b>	The effect that tests (especially achievement and proficiency) have on learning and teaching. Also called the backwash effect.	зворотний ефект
<b>WEB-based training (WBT)</b>	<b>5.5</b>	All types of digital instruction in which the learning material is presented via the Internet	навчання за допомогою Інтернету
<b>Whole Word approach</b>	<b>5.2</b>	A method of teaching children to read by recognising words as wholes rather than focussing on the single letters that make them up	навчання читання методом цілих слів
<b>wiki</b>	<b>5.5</b>	A website or similar online area which allows anyone to set up a resource in which content can be created collectively. The word "wiki" derives from the Hawaiian "wiki-wiki", meaning "quick". Wikipedia, a collaboratively written encyclopaedia, is the best known example of a wiki.	вікі
<b>workshop</b>	<b>0.1</b>	An educational event that involves discussion, sharing knowledge/ experience and practical work on a particular subject and may focus on completion of specified tasks	творча майстерня

## Y

<b>young learners</b>	<b>5.2</b>	Children from 6 up to 12 years of age. Children under 6 are usually defined as very young learners.	дошкільники і молодші школярі
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# Curriculum Guidelines

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## Target Audience

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The ELT Methodology Curriculum is designed for Bachelor's level students who are training as teachers of English. It is an essential resource for University decision-makers, teachers of Methodology, teachers of English, school mentors and other stakeholders interested in modern methods of teaching English.

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## Developing Life Skills

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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:

- **Communication.** The ability to understand and articulate messages, and to transmit information clearly and effectively.
- **Collaboration.** The ability to work effectively and respectfully with diverse teams in order to accomplish a common goal.
- **Creativity.** The capacity to think and act in innovative ways either alone or with others.
- **Critical thinking.** The ability to ask the right questions, to reason effectively, analyse different points of view and reflect on decisions and processes.
- **Information literacy.** The ability to locate, evaluate and effectively use information from a variety of sources.
- **Intercultural awareness.** The ability to respond open-mindedly to different ideas and values, respect and embrace social and cultural differences.
- **Problem solving.** The ability to recognise and analyse difficult situations and to find suitable solutions.
- **Time management.** The ability to plan and use time effectively in order to meet deadlines and successfully complete tasks and assignments.

Modern ways of learning and teaching such as project work, task-based learning and problem solving are designed to develop life skills. It is advised that University teachers make extensive use of modern approaches when planning and teaching their sessions to emphasise and foster these skills in their students.

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## Key Terms in this Curriculum

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**Aims** are general statements that provide direction to teaching and learning in each module in the Curriculum.

**Objectives** are specific statements of educational intention in each unit in the Curriculum. They inform students about what they have to achieve by the end of each unit.

**Learning outcomes** are statements of what students are expected to demonstrate as a result of their learning in each module of the Curriculum, what they will know and be able to do by the end of each module. Learning outcomes are expressed clearly and in such a way that they can be assessed.

**Indicative content** lists the main topic areas to be covered in each unit.

**Assessment** in each module is directly related to learning outcomes and is based on specific assignments.

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## Module and Unit Structure

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Each module contains the following information:

- the number of contact and self-study hours
- the aims and learning outcomes
- sample assessment specifications with tasks and criteria for assessing the expected learning outcomes
- a module map which gives a brief overview of the units constituting the content areas of the module.

The unit defines the objectives in terms of knowledge and skills, outlines the indicative content to be covered both in class and during self-study, and suggests a list of resources, including items recommended for students.

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## Recommended Course Planning Steps

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The following steps are recommended for effective planning:

- Study the module profile to know its status and allocation of hours.
- Read the aims and the learning outcomes of a module and make sure you understand the correlation between them.
- Familiarise with sample assessment specifications to get an idea of possible assignments and criteria for assessing the expected learning outcomes.
- Study the module map that gives an overview of the units constituting the content areas of the module.
- Consider the unit objectives in terms of knowledge and skills.
- Decide which topic areas you should deal with in class and which you should leave for students' self-study.
- Go over the list of resources and make sure that students get access to the items recommended for them.
- Use Supplementary Materials for further planning.

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## Modes of Learning and Teaching

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The Curriculum focuses on developing the professional skills of teaching through student active participation in the methodology course. Students can be engaged in active learning by using a range of modes:

- **group work** – any learning activity which is done by small groups of learners working together to complete a task
- **guided reading** – an activity in which students are encouraged to read specific articles or sections of books with a particular purpose in mind
- **jigsaw learning** – a method of organising activity in which different students cover different areas of a topic; they later exchange their learning
- **microteaching** – a practice used in the training of teachers which consists of teachers trying out short lesson sequences for an audience of their peers, some of whom adopt the roles of learners
- **project work** – a purposeful, task-based activity through which students address authentic problems/questions and create some kind of product which they present at the end of the allocated time; it usually involves an extended amount of independent work either by an individual student or by a group of students in and beyond the classroom
- **task-based learning** – an approach in which the learners use language to fulfil a specified task. Their focus is on the task rather than on the language they are using, e.g. case study

- **workshop** – a way of organising student-centred learning in which the teacher plays the role of facilitator. It usually involves hands-on activity by students.

Sample session materials demonstrate how to vary modes of learning and teaching.

It is essential that all classes are held in English.

The Curriculum recommends avoiding traditional lectures as a mode of teaching since they are not appropriate in a professional education course that focusses on the development of teaching skills rather than transmission of knowledge.

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## Materials/Sessions Design

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Supplementary Materials offer sample unit maps with an approximate allocation of topic areas to sessions and a sample session illustrating the approach to session design.

Key principles underlying session design:

- student-centredness
- integration of theory and practice
- appropriate balance and variety of learning and teaching modes
- dominance of challenging and feasible tasks and activities
- ample use of reflection: in/on action, on learning experience (both at school and university)
- use of data from school-based practice.

Recommended steps in session design:

- formulate clear and relevant objectives
- develop a sequence of activities to meet the objectives
- prepare teacher's notes which describe purposes, procedures and timing of activities
- provide for follow-up assignments and reading
- list necessary materials, equipment and handouts.

Continuous assessment is incorporated into learning on a module. Refer to module assessment specifications to plan assessment tasks.

Please note. You are offering your students a model of good practice in planning and teaching your sessions. Students will observe closely how you do this and will learn from you. Their learning through the Curriculum should be a rich and varied experience.

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## School Experience

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School Experience as an essential part of the methodology course aims at linking methodology classes to teaching at school and includes three stages: guided observation, teacher assistantship and observed teaching.

### Guided Observation

During guided observation, students will have an opportunity to observe experienced teachers at work and to make connections with their learning during the first year of the methodology course.

At the beginning of the semester/year make sure that your students:

- know the schools where their guided observation is taking place
- are acquainted with their mentors (English language teachers at these schools)
- are supplied with the observation tasks and observation sheets at the beginning of each unit
- are informed about the way their guided observation is assessed.

### **Teacher Assistantship**

During teacher assistantship, students will have an opportunity to observe lessons, plan lessons together with their mentors, teach parts of a lesson and generally support English language teachers.

At the beginning of each Unit:

- provide students with the tasks for teacher assistantship
- agree with your students on the time and place of their teaching
- offer students help and advice in lesson planning
- arrange for your students' lessons to be observed and ensure that the school-based mentor understands the importance of supportive and non-judgemental feedback.

### **Procedures for Teacher Assistantship in Semesters 5, 6, 7**

By the beginning of Semester 5, students will have completed the guided observation stage of their school experience, and they will be ready to try their hands at real teaching, albeit in a limited way. In Semesters 5 and 6, they will still be asked to complete observation tasks, but the emphasis will gradually shift towards teaching, though they may also be asked to take part in other aspects of classroom and school life, such as preparing handouts, checking attendance etc.

Students will be asked to undertake the teaching of a small part of a lesson, for example a single activity which fits into the lesson plan. Here, the mentors' role will have an extra dimension. They will involve the student in co-planning the whole lesson and identifying the part the student will teach. In Semester 5, this could be as short as five minutes, with the length gradually increasing to around 20 minutes by Semester 7. Mentors will then observe the student teaching and will give feedback afterwards. This is a challenging moment for a student, and it's important for mentors to show empathy and to be aware of the student's sensitivity, and to make the feedback developmental and supportive, avoiding negative judgement.

After each teaching experience, the student will be expected to complete a post-teaching task using a form such as the one below. Copy and distribute the form.



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### Sample post-teaching reflection task

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This form is for you to complete after teaching a part of a lesson and after you have discussed the lesson with your mentor.

<b>Your name</b>		<b>Your mentor</b>	
<b>Date of class</b>		<b>Class name</b>	
<b>Time of class</b>		<b>No. of learners</b>	
<b>Topic</b>			
1. How did you feel before you taught?			
2. How did you feel immediately after your teaching?			
3. What went well in your part of the lesson?			
4. What did you learn from this short teaching experience?			
5. What did you learn from your discussions with your mentor?			
6. What aspects of your teaching will you focus on next time you teach?			

Students should keep this form, along with a copy of their plan and any materials or handouts, in their School Experience files as a record of their early teaching ventures. The notes might be valuable to them in writing their assignments later, but they may also form the basis of discussions of teaching experience with their university teachers when they are back in their methodology class. The form shown here is an example, and questions may be varied according to developing priorities.

### Observed Teaching

Keep to the three-stage supervision cycle each time you work with a student: the pre-observation meeting, the observation itself and the post-lesson conference.

#### Pre-observation meeting

It is a part of regular routine for a teacher and a student teacher. Its purposes are to:

- Allow the student to explain what she/he is going to do in the lesson.
- Look over the lesson plan.
- Discuss any possible problems.
- Agree on a focus for observation if necessary.
- Agree on anything connected with your presence in the classroom: where you want to sit, whether you will take notes etc.
- Agree on the time and place for the post-lesson conference.

### Lesson observation

- Leave all your preconceptions, preferences, and prejudices outside the classroom door. Go into the room with your mind clear of “baggage” and be ready to observe the student teacher on her/his own terms.
- Decide where to sit. If there is space, you may find it helpful to sit at the side to get a view of both student teacher and learners without having direct eye contact with anyone in the room.
- Remember that your students will not always teach in a way that you regard as ideal; keep an open mind about their style and decision-making.
- Don’t interfere with the progress of the lesson in any way; the student has to take full responsibility for the class.
- Take notes discreetly.

### Post-lesson conference

The key purposes of the conference are to provide the student with an opportunity to reflect on the lesson, to evaluate her/his performance in the lesson and identify areas for improvement.

- Hold the meeting in a quiet place where you feel comfortable and where you won’t be disturbed
- Let the student ‘unload’ any emotions they are experiencing after the lesson. This will make it easier to discuss afterwards any concrete issues that need to be addressed.
- Throughout the conference, stay within the student’s world, and understand what is possible for her/him rather than imposing your own way of teaching.
- Throughout the conference, give the student your full attention and ‘keep the noise in your own head quiet’.
- Finish the conference by agreeing on what the student teacher should plan for the next lesson.
- The student teacher may benefit from some notes from you as a reminder of the priorities that emerged from the lesson.

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## Course Requirements for Students

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### Attendance

It is essential that students attend all the Methodology classes to successfully complete the course.

### Self-study Hours

In addition to attending regular contact classes, students are expected to study autonomously for an absolute minimum of 12 hours per course unit.

### Class Participation

Students are expected to participate fully in Methodology classes because professional learning is an active process. The suggested modes of learning and teaching require students to interact, work in groups and carry out project work.

### Setting and Meeting Deadlines

Set reasonable deadlines for your students to submit any assignments on the modules. Insist that they stick to the deadlines. Meeting the deadline is one of the assessment criteria for most assignments.

## **Self-assessment**

Students are responsible for assessing their own progress at the end of each unit. Self-assessment checklists are provided in Supplementary Materials. Self-assessment is an integral tool in the process of developing students' autonomous learning skills.

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## **Assessment**

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Assessment in the Methodology Curriculum consists of two main components:

- continuous assessment
- final assessment.

### **Continuous Assessment**

Continuous assessment is carried out by the methodology teacher during each module and is both progress- and achievement-focussed. Its main aim is to evaluate how successfully students achieved the learning outcomes for the module. Students complete assignments (including portfolio which is a collection of assignments developed in or out of class and documents that a learner has selected and collected to show growth and achievement over time) for which they are given grades according to the detailed criteria in the assessment specifications for each module in the Curriculum.

### **Final Assessment**

Final assessment is carried out at the end of the methodology course. It is aimed at evaluating how successfully a student achieved the learning outcomes for the whole Curriculum as detailed in the Profile of a Newly-Qualified English Teacher. This assessment consists of the following components:

- average score achieved in all module assessments (30%)
- observed teaching (40%)
- qualification paper (30%).

Each component is assessed separately according to different criteria. To pass the Methodology course, students must be successful in all of the three components.

### **Module Assignments including Portfolio**

There is a wide range of assignment types in the Curriculum. These assignments are intended as learning experiences as well as ways of assessing students. Assignment types include:

- essay
- reflective writing
- report
- presentation
- quiz
- lesson plan
- case study
- materials and test design
- professional development plan
- portfolio.

Assessment criteria vary according to assignment types. At the end of the course, all the scores for module assignments are averaged to yield a final grade.

## Observed Teaching

Observed Teaching is assessed in Semester 8. It is here that a student's ability to teach in a principled and well-organised way is assessed, according to the agreed criteria that correlate with Newly-Qualified Teacher Profile. Grades are distributed between the Portfolio (40%) and observed lessons (60%).

Portfolio includes:

Component	Mark
a profile of a class (number of learners, age, levels, learning styles, learning needs, SEN)	10%
lesson plans and supplementary materials for two different levels	20%
reflective writing (300-450 words) on a lesson (student's choice) incorporating feedback from a peer, a mentor or a supervisor	10%
<b>Total</b>	<b>40%</b>

It is recommended that students should be assessed on the basis of ten observed lessons. Two of these lessons are observed and assessed by the course teacher and eight by the school mentor. The course teacher should assess classes at two different levels (primary and secondary).

Assessment criteria for the observed lessons

Area of professional behaviour	Indicator	Mark
Understanding learners	Materials are selected and, if necessary, adapted to cater for learners with different learner needs and learning styles.	15 %
	Both the activities and suggested ways of doing them are appropriate to learners' needs and age.	
	Learners are involved in different ways of learning that facilitate the development of their learning strategies.	
	Learners are guided in finding and using resources in and beyond the classroom that assist their learning.	
Managing a lesson	Supportive foreign language environment is created and maintained.	15%
	Classroom processes are organised through clear instructions and accurate timing.	
	Interaction in the classroom is set up and monitored according to learning purposes and learning preferences.	
	A proper balance between teacher talk and student talk is maintained.	
	Sources of learner misbehaviour are identified and dealt with appropriately.	
	Appropriate feedback to learners is provided and feedback from learners is taken into account.	
	Classroom resources and technologies are used to support learning.	

Evaluating and assessing learning	Appropriate test tasks for assessing skills in a certain learning context are selected.	15 %
	Learning is assessed against the criteria in the National Curriculum.	
	Learners' errors and difficulties are identified, diagnosed and dealt with properly.	
	Appropriate techniques to correct errors in learners' spoken and written language are employed.	
	Learners are helped in understanding their errors and in self-correcting them.	
Knowing the subject of English	A justified use of L1 and L2 in class is made.	15 %
	A good model of pronunciation, use of vocabulary and grammatical accuracy is provided.	
	Language and terminology appropriate to the learners' level and the lesson aims are selected.	
	Full and accurate answers to students' questions about different aspects of language and its usage are given.	
<b>Total</b>		<b>60%</b>

### Qualification Paper

The paper demonstrates the student's ability to link theoretical knowledge with the practical elements of their own work during school experience (Observed teaching). The student submits the paper in English at the end of Semester 8. The paper is assessed according to the detailed criteria. This accounts for 70% of the total for the qualification paper. A further 30% is allocated to the public defence of the qualification paper which is held in English.

Criteria for the qualification paper

<b>Criteria</b>		<b>Mark</b>
Context	<ul style="list-style-type: none"> <li>• Clear statement of context, including a profile of the class or classes in focus</li> </ul>	5%
Topic	<ul style="list-style-type: none"> <li>• Clear, well-focussed research questions and/or hypotheses on a classroom-based issue or problem</li> <li>• Evidence of the ability to relate the issue to relevant theory in the literature.</li> </ul>	15%
Action research methodology	<ul style="list-style-type: none"> <li>• Clear description of research methodology</li> <li>• Appropriate choice and justification of research methods and instruments</li> </ul>	15%
Findings	<ul style="list-style-type: none"> <li>• Clear analysis and presentation of data and findings</li> </ul>	10%
Interpretations, implications and conclusions	<ul style="list-style-type: none"> <li>• Valid interpretations, implications and conclusions, including any materials developed as a result of the research</li> </ul>	20%
Presentation of the written work	<ul style="list-style-type: none"> <li>• Systematic and consistent referencing</li> <li>• Readability: style, organisation and signposting of writing</li> <li>• Length and format according to requirements</li> </ul>	5%
<b>Total</b>		<b>70%</b>

## Criteria for the public defence

Criteria		Mark
Content of the presentation	The student: <ul style="list-style-type: none"> <li>• gives due consideration to key results of the research</li> <li>• provides argumentation to support the most important conclusions</li> <li>• demonstrates the ability to reflect on research experience</li> </ul>	15%
Dealing with questions	The student: <ul style="list-style-type: none"> <li>• addresses the questions directly and clearly</li> <li>• clarifies the fundamental aspects of the research</li> <li>• links answers to different aspects of the paper</li> </ul>	10%
Form of the presentation	<ul style="list-style-type: none"> <li>• The presentation is clear, structured, comprehensible to listeners and within a time limit</li> </ul>	5%
<b>Total</b>		<b>30%</b>

## Qualification Paper Sample Template and Guidelines

Heading (paper section)	Content	Number of words
<b>Title page</b>	<ul style="list-style-type: none"> <li>• May vary from university to university.</li> </ul>	N/A
<b>Table of Contents</b>	<ul style="list-style-type: none"> <li>• Include headings and relevant page numbers.</li> </ul>	N/A
<b>Lead-in</b>	<ul style="list-style-type: none"> <li>• Announce your research topic.</li> <li>• Describe the context, including a profile of the class or classes in focus.</li> </ul>	400 – 500
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• Identify a classroom-based issue or problem.</li> <li>• Formulate a research question.</li> <li>• Put forward a hypothesis.</li> <li>• Relate the issue to relevant theory in the literature.</li> </ul>	500 – 600
<b>Methodology and Procedure</b>	<ul style="list-style-type: none"> <li>• Outline the stages of the action research.</li> <li>• Define the kind of data you need to collect.</li> <li>• Describe and justify the data collection methods and tools.</li> <li>• Describe your research participants.</li> <li>• Evaluate the effectiveness of research tools.</li> <li>• State any ethical issues.</li> </ul>	1300 – 1400
<b>Findings</b>	<ul style="list-style-type: none"> <li>• Analyse the collected data.</li> <li>• Present the findings (e.g. description, table, chart, diagram, etc.).</li> </ul>	1400 – 1500
<b>Interpretations and Conclusions</b>	<ul style="list-style-type: none"> <li>• Interpret the findings and draw conclusions responding to the research question.</li> <li>• Come up with recommendations for further actions.</li> <li>• Point out any areas which need further research (optional).</li> </ul>	1400 – 1500
<b>References</b>	<ul style="list-style-type: none"> <li>• Provide a bibliography of resources referred to in your paper.</li> </ul>	N/A

<b>Appendices</b>	<ul style="list-style-type: none"> <li>• Include any materials which directly relate to the research, e.g. questionnaires, sample tasks, tables, etc. and which you refer to in the paper.</li> <li>• Put the appendices in the order they are mentioned in the paper.</li> </ul>	N/A
<b>Literature review</b>	<ul style="list-style-type: none"> <li>• This is not a separate section of the paper.</li> <li>• Refer to reliable sources in the rationale and throughout the paper wherever appropriate and justified.</li> </ul>	N/A
<b>Total</b>		<b>5000 – 5500</b>

### Qualification Paper Sample Timeline

This is a sample timeline. It may vary from university to university. Students may adjust the timeline to their own pace and needs except for the deadlines for submitting and defending the paper. Students need to explore the requirements and guidelines for writing the qualification paper well in advance.

<b>September</b>	<ul style="list-style-type: none"> <li>• Identifying a classroom-based issue or problem (based on school experience)</li> <li>• Formulating a research question/s</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• Analysing and describing the context of your question (Why is it important to you?)</li> <li>• Starting to read (and take notes) about your issue</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Planning the intervention</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Choosing data collection tools and methods</li> <li>• Adapt/design the necessary materials for data collection</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• Documenting procedures</li> <li>• Collecting data</li> <li>• Analysing and organising collected data</li> <li>• Interpreting the findings</li> <li>• Drawing conclusions to respond to the research question</li> </ul>
<b>February</b>	
<b>March</b>	
<b>April</b>	
<b>May</b>	<ul style="list-style-type: none"> <li>• Producing recommendations for further action</li> <li>• Compiling bibliography</li> <li>• Putting together appendices</li> <li>• Writing the first draft of the qualification paper and submitting it to the supervisor for review</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>• Editing and finalising the qualification paper</li> <li>• Submitting the final version of the qualification paper</li> <li>• Public defence of the qualification paper</li> </ul>

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## Bibliography

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Each unit contains an annotated list of recommended literature for students and teachers. These are books, articles, and on-line resources. The items marked with an asterisk are recommended for both students and teachers. Please ensure that these books and resources are available in your department.

Навчальне видання

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Освітній ступінь бакалавра**

Керівник проєкту: В. Іваніщева

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