

**Core Curriculum
English Language Teaching Methodology
Bachelor's Level**

Student Book

Contents

| | |
|--|----|
| The Course | 3 |
| The Profile of a Newly-Qualified English Teacher | 3 |
| Understanding learners..... | 3 |
| Planning lessons and courses | 3 |
| Managing the lesson..... | 3 |
| Evaluating and assessing learning..... | 4 |
| Knowing the subject of English | 4 |
| Knowing the subject of methodology..... | 4 |
| Managing own professional development | 4 |
| The ELT Methodology Course Map | 5 |
| Module and Unit Structure | 5 |
| Modes of Learning and Teaching | 5 |
| Developing Life Skills | 6 |
| School Experience | 6 |
| Guided Observation | 6 |
| Teacher Assistantship..... | 6 |
| Observed Teaching | 7 |
| Course Requirements | 8 |
| Attendance | 8 |
| Self-study Hours | 8 |
| Class Participation | 8 |
| Assessment..... | 8 |
| Continuous Assessment | 8 |
| Final Assessment | 8 |
| Module Assignments including Portfolio..... | 9 |
| Meeting Deadlines | 9 |
| Self-assessment | 9 |
| Observed Teaching | 9 |
| Qualification Paper | 10 |
| Bibliography | 13 |
| Glossary | 13 |

The Course

The English Language Teaching (ELT) Methodology course is for you as future teachers of English. It has been designed in response to Ukraine's need for higher standards of English among its citizens. This need has been brought into focus by Ukraine's move towards Europe and the wider world. 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.

The Profile of a Newly-Qualified English Teacher

As a future graduate from the PRESETT Bachelor's programme you will be expected to demonstrate the knowledge, skills and qualities, specified below.

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 styles
- 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

The ELT Methodology Course Map

You can find a full overview of the course in the ELT Methodology course map in a separate file.

Module and Unit Structure

Each module contains the following information:

- the number of contact and self-study hours (години, відведені на аудиторну та самостійну роботу)
- the aims and learning outcomes (мета та результати учіння)
- sample assessment specifications (специфікація оцінювання) with tasks and criteria for assessing the expected learning outcomes
- a module map which gives a brief overview of the units included in the module.

Each 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 you to consult. You can find the Module and Unit Structure in a separate file accompanying this Handbook.

Modes of Learning and Teaching

The new Curriculum focuses on developing the professional skills of teaching through your active participation in the Methodology Course. You may be engaged in active learning by using a range of modes:

- **group and pair work** – any learning activity which is done by small groups or pairs of students working together to complete a task
- **guided reading** (кероване читання) – an activity in which students are encouraged to read specific articles or sections of books with a particular purpose in mind
- **jigsaw learning** (прийом «збирання пазла») – a type of 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 real-life issues 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** (навчання на основі комунікативних завдань) – an approach in which students 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.

All methodology classes are held in English to help you to develop your English language skills.

Developing Life Skills

As future teachers you need to be equipped to deal with the changing world. While the course intends to provide you with important professional skills related to language teaching methodology, it also gives scope for developing essential life skills that transcend subject boundaries. The course is aimed at emphasising and fostering these skills:

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

Modern ways of learning and teaching such as project work, task-based learning and problem solving are designed to develop these life skills.

School Experience

You will undertake school practice throughout the whole Methodology course. You will experience the reality of school classrooms in three stages: initially as observers (Guided Observation in semesters 3 and 4), then as teaching assistants (Teacher Assistantship in semesters 5, 6 and 7) and finally as practising teachers with responsibility for full-length lessons (Observed Teaching in semester 8). At each of these stages, there are strong links (through tasks) from the methodology courses to your school experience.

Guided Observation

During guided observation, you will have an opportunity to observe experienced teachers at work and to make connections with your learning during the first year of the Methodology course. One of these experienced teachers will be assigned to you as your mentor.

You can find Observation tasks for each unit in a separate file accompanying this Handbook.

Teacher Assistantship

During Teacher Assistantship, you will have an opportunity to observe lessons, plan lessons together with your mentor, teach parts of a lesson and generally support English language teachers.

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

You 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. Together with your mentor, you will be involved in co-planning the whole lesson and identifying the part you 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 observe your teaching and will give you feedback afterwards.

After each teaching experience, you will be expected to complete a post-teaching task using a form such as the one below. You can download the form from the Student space.

Sample post-teaching reflection task

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

| | | | |
|---|--|------------------------|--|
| Your name | | Your mentor | |
| Date of class | | Class name | |
| Time of class | | No. of learners | |
| Topic | | | |
| 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? | | | |
| | | | |

You should keep these forms, along with a copy of your plan and any materials or handouts, in your School Experience files as a record of your early teaching ventures. The notes might be valuable to you in writing your assignments later, but they may also form the basis of discussions of teaching experience with your university teachers when you are back in your methodology class.

Observed Teaching

During observed teaching, you will have an opportunity to plan lessons together with your mentor, teach your own lessons and observe your peers teaching.

Course Requirements

Attendance

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

Self-study Hours

In addition to attending regular face-to-face classes, you are expected to study in your own time for an absolute minimum of 12 hours per course unit. Your teacher will initially offer you guidance on which topic areas you can deal with autonomously.

Self-study hours cover the time necessary for doing the following:

- Pre-session reading (specified in each unit)
- Follow-up reading (specified in each unit)
- Completing module assignments (including portfolios). You are given grades according to the detailed criteria in the assessment specifications for each module in the course.
- Processing observation data (to be specified in observation tasks for the school experience)
- Planning lessons
- Keeping a reflective journal.

Class Participation

You are expected to participate fully in Methodology classes because professional learning is an active process.

Assessment

Assessment in the Methodology course 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 you achieved the learning outcomes for the module. You complete assignments (including portfolios) for which you are given grades according to the detailed criteria in the assessment specifications for each module in the Curriculum. In the Curriculum, the portfolio is defined as a collection of assignments developed in or out of class and documents that you select and collect to show growth and achievement over time.

Final Assessment

Final assessment is carried out at the end of the methodology course. It is aimed at evaluating how successfully you 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, you 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 assessment. 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. Your methodology teacher will give you feedback on these assignments. At the end of the course, all the scores for module assignments are averaged to yield a final grade.

Meeting Deadlines

Meeting the deadline is one of the assessment criteria for most assignments. Your teacher will give you deadlines for your assignments. You will lose marks if you miss the deadline.

Self-assessment

In addition to assessment by your teachers you will be expected to assess your own progress at the end of each unit. Self-assessment is an integral tool in the process of developing your autonomous learning skills. You can find self-assessment checklists for each module in a separate file accompanying this Handbook.

Observed Teaching

Observed Teaching is assessed in Semester 8. Grades are distributed between the portfolio (40%) and observed lessons (60%).

The Portfolio includes:

| Component | Mark |
|--|------------|
| a profile of a class: number of learners, age, levels, learning styles, learning needs, Special Educational Needs (see the Glossary for SEN) | 10% |
| lesson plans and supplementary materials for two different levels | 20% |
| reflective writing (300-450 words) on a lesson (your choice) incorporating feedback from a peer, a mentor or a supervisor | 10% |
| Total | 40% |

You will be assessed on the basis of ten observed lessons. Two of these lessons are observed and assessed by your Methodology course teacher and eight by your school mentor. The Methodology course teacher will 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 styles. | |
| | 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. | |
| Total | | 60% |

Qualification Paper

The paper will be based on a research into some aspect of your classroom experience. It demonstrates your ability to link theoretical knowledge with the practical elements of your own work during school experience. You submit the paper in English at the end of Semester 8. The paper is assessed according to the detailed criteria listed below. 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:

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

Criteria for the public defence:

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

Qualification Paper Sample Template and Guidelines

| Heading (paper section) | Content | Number of words |
|--------------------------------|---|------------------------|
| Title page | <ul style="list-style-type: none"> • May vary from university to university. | N/A |
| Table of Contents | <ul style="list-style-type: none"> • Include headings and relevant page numbers. | N/A |
| Lead-in | <ul style="list-style-type: none"> • Announce your research topic. • Describe the context, including a profile of the class or classes in focus. | 400 – 500 |
| Rationale | <ul style="list-style-type: none"> • Identify a classroom-based issue or problem. • Formulate a research question. • Put forward a hypothesis. • Relate the issue to relevant theory in the literature. | 500 – 600 |

| | | |
|--|---|--------------------|
| Methodology and Procedure | <ul style="list-style-type: none"> Outline the stages of the action research. Define the kind of data you need to collect. Describe and justify the data collection methods and tools. Describe your research participants. Evaluate the effectiveness of research tools. State any ethical issues. | 1300 – 1400 |
| Findings | <ul style="list-style-type: none"> Analyse the collected data. Present the findings (e.g. description, table, chart, diagram, etc.). | 1400 – 1500 |
| Interpretations and Conclusions | <ul style="list-style-type: none"> Interpret the findings and draw conclusions responding to the research question. Come up with recommendations for further actions. Point out any areas which need further research (optional). | 1400 – 1500 |
| References | <ul style="list-style-type: none"> Provide a bibliography of resources referred to in your paper. | N/A |
| Appendices | <ul style="list-style-type: none"> Include any materials which directly relate to the research, e.g. questionnaires, sample tasks, tables, etc. and which you refer to in the paper. Put the appendices in the order they are mentioned in the paper. | N/A |
| Literature review | <ul style="list-style-type: none"> This is not a separate section of the paper. Refer to reliable sources in the rationale and throughout the paper wherever appropriate and justified. | N/A |
| Total | | 5000 – 5500 |

Sample Qualification Paper Timeline

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

Bibliography

Each unit contains an annotated list of recommended literature. These are books, articles, and on-line resources. These resources will support your learning during the course. The items marked with an asterisk are recommended for both students and teachers. Some of them are available in your University's Resource Centre, the rest can be found on-line.

Glossary

In the ELT Methodology course, you will learn and use a lot of new and important terms. You can find these terms, their definitions and Ukrainian equivalents in a separate file.