Київський столичний університет імені Бориса Грінченка
Факультет романо-германської філології

Кафедра лінгвістики та перекладу

Olena Moskalets

Liliia Vinnikova

PRACTICAL PEDAGOGY

STUDY GUIDE

FOR THE ENGLISH LANGUAGE TEACHERS IN PRE-SERVICE TRAINING

Kyiv – 2025

Автори посібника:

МОСКАЛЕЦЬ Олена Олександрівна, кандидат педагогічних наук, доцент кафедри лінгвістики та перекладу Київського столичного університету імені Бориса Грінченка;
ВІННІКОВА Лілія Федорівна, старший викладач кафедри лінгвістики та перекладу Київського столичного університету імені Бориса Грінченка.

Рецензенти:

Гордієнко Юлія Анатоліївна, кандидат педагогічних наук, доцент кафедри іноземних мов гуманітарних спеціальностей ВНУ імені Лесі Українки;
Мацнєва Оксана Анатоліївна, кандидат педагогічних наук, доцент кафедри іноземної філології та освітніх технологій Національного університету "Чернігівський колегіум" імені Т. Г. Шевченка.

Розглянуто та рекомендовано до друку Вченою радою Київського столичного університету імені Бориса Грінченка, протокол №11 від 27.11.2025 року.

Practical Pedagogy is a coursebook designed for second-year students majoring in English Language and Literature and forms part of the three-year programme *Practical Pedagogy and Methods of Teaching*, developed on the basis of the *New Generation School Teacher* project. Studied across Years 2–4, the course supports students in working towards the professional qualification of *Teacher of English Language and Literature*. It introduces key principles of language and literature education, including learning and teaching processes, learner autonomy, language acquisition, curriculum aims and content, as well as classroom organisation and management. Reflecting a practice-oriented, student-centred approach, the book integrates theoretical input with practical tasks that foster reflection and connect new knowledge with students' experience. A separate section provides guided observation tasks for English lessons, acknowledging the central role of teaching practice in the course. Delivered in English, the coursebook develops both pedagogical competences and students' communicative proficiency and 21st-century skills.

Навчальний посібник «Practical Pedagogy» призначений для студентів другого курсу першого (бакалаврського) рівня вищої освіти спеціальності «Мова і література (англійська)». Курс «Практична педагогіка» є складником трирічної програми «Практична педагогіка та методика навчання фахових дисциплін», розробленої на основі матеріалів проєкту «Шкільний учитель нового покоління» Міністерства освіти і науки України та Британської Ради в Україні. Вивчення цього курсу протягом 2–4 років дає студентам-філологам можливість здобути професійну кваліфікацію «Учитель англійської мови і літератури закладу загальної середньої освіти».

Курс охоплює теми, пов'язані з розумінням засад навчання мов і літератури: процесів учіння й навчання, розвитку навчальної автономії, оволодіння мовами, визначення цілей і змісту навчання, а також організації та управління роботою в класі.

Структура й зміст посібника відображають практикоорієнтований, студентоцентричний підхід до навчання: поряд із теоретичним матеріалом подано практичні завдання, що сприяють осмисленню знань і встановленню зв'язків із власним досвідом студентів. Окремим блоком представлено завдання для керованого спостереження уроків англійської мови, оскільки педагогічна практика є невід'ємною складовою курсу.

Матеріал викладено англійською мовою. Виконання запропонованих завдань спрямоване на розвиток не лише професійно-педагогічних компетентностей, а й англомовної комунікативної компетентності та навичок XXI століття. Посібник містить англо-український термінологічний словник і ключі до вибраних вправ.

Contents

Module 1.
Understanding learners and learning

Session 1. Learning process participants

Key terminology: student, teacher, social agent, agency, role, facilitator, tutor, prompter, resource, participant, controller.

Focus on theory

Recent development in education provides an insight on teaching and learning as a two-way process where both teachers and learners affect the learning outcomes

The learner is viewed as a social agent, who takes active part in setting goals, designing their learning processes, making decisions and reflecting on their progress. The main function of teachers is to be a facilitator, that is the person who creates opportunities for learners to take active roles in their learning processes.

<div align="right">

Based on A Guide to Action-oriented, Plurilingual and Intercultural Education

For more detailed information see
https://rm.coe.int/a-guide-to-action-oriented-plurilingual-and-intercultural-education/1680af9496

</div>

Depending upon the particular lesson aim and the activity purpose, the teacher can adapt their behaviour and take on various roles in the classroom. The leading researchers in Language teaching list different roles of a language teacher:

- controller: the teacher is in charge of every activity in the classroom, provides instructions and monitors every action;

- prompter: if students are not sure about the choice or the answer, the teacher provides it saving the students from taking the risk of making mistakes;

- participant: the teacher takes part in discussions, role-plays, games and simulations;
- resource: the teacher's life experience and the knowledge of the language usually exceeds that of the learners; the teacher can provide it by the students' request;
- tutor: the teacher can work individually or with small groups of learners to make sure they keep up with the rest of the class when working on individual or team projects

Based on Harmer, J. (2007) The Practice of English Language Teaching

From theory to practice

Activity 1.1. Do you agree with any of the statements below? Why? / Why not?
1. *It is the student's responsibility to get knowledge and skills.*
2. *The teacher's main task is to give knowledge.*
3. *The art of teaching is the art of assisting discovery (Mark Van Doren).*

Activity 1.2. Which of the following words do you associate with the word "a learner"? Which of them do you associate with yourself in the role of a student? Explain your choice. Add your own ideas to the list.

boss   workaholic   discoverer
slave   pawn   assistant   daredevil
active agent   examinee   encyclopedia
partner   stranger   prisoner
high-flier   organizer   artist   actor

Activity 1.3. Which of the following words do you associate with the word "a teacher"? Explain your choice. Add your own ideas to the list.

boss   slave driver   friend   manager
assistant   monster   examiner
encyclopedia   supporter   partner
stranger   helper   slave   policeman
high-flier   inquisitor   family member

<u>Activity 1.4</u>. Look at the words associated with learners (Activity 1.2) and teachers (Activity 1.3). How many of them match as logical pairs (e.g. examinee – examiner)? What might happen if the teachers and the students take up roles that do not match (e.g. student – a discoverer, teacher – a policeman; student – a slave, teacher – a helper)? Try and speculate about the outcomes.

<u>Activity 1.5</u> Look through the quotes below. What teacher's roles do they present? Choose one that looks the most appealing to you. Explain your choice.
1. *Education is not the filling of a pail, but the lighting of a fire (William Butler Yeats).*
2. *Live as if you were to die tomorrow. Learn as if you were to live forever (Mahatma Gandhi).*
3. *An investment in knowledge pays the best interest (Benjamin Franklin).*
4. *Education is not preparation for life; education is life itself (John Dewey).*
5. *The only thing that interferes with my learning is my education (Albert Einstein).*

<u>Activity 1.6.</u> Watch the recording of a lesson part taught by Hugh Dellar, one of the most famous English teachers nowadays. What roles does the teacher perform? How do the learners feel and act throughout the episode? How would you characterize their roles? Would you like to be among them? Why? / Why not?
https://www.youtube.com/watch?v=GqnX5002MF4&t=38s

<u>Activity 1.8.</u> If you happen to teach, which role would you like to perform in your classroom?

Session 2. Motivation for learning

Key terminology: motivation, human needs, low-order (deficiency) needs, high-order (being) needs, internal/intrinsic motivation, external/extrinsic motivation,

Focus on theory

Motivation is the driving force that leads humans to any action.

Based on Longman Dictionary of Language Teaching and Applied Linguistics

Motivation is a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a goal.

Based on Williams, Burden, 2010

Motivation derives from human needs.
Abraham Maslow (1908-1970) classified human needs into low order (deficiency) needs and high-order (being) needs, as shown below.
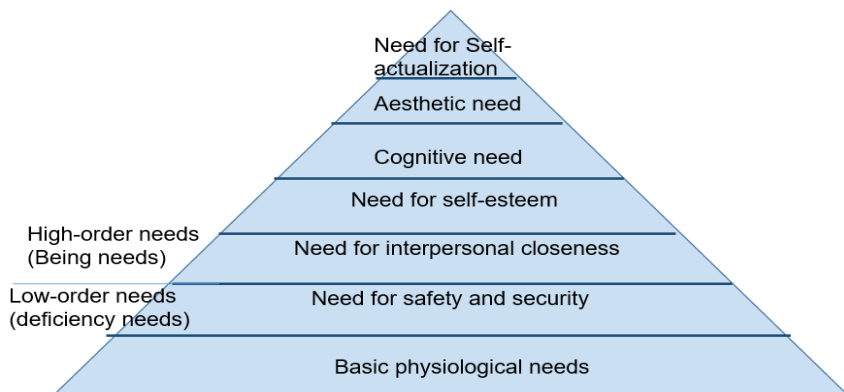
Hierarchy of human needs as described by Abraham Maslow

Basic physiological needs: food, water, breathing, sleep, maintaining body temperature, etc.

Need for safety and security: health; personal, emotional and financial security.

Need for interpersonal closeness (love and belonging to a group): friendship, family, sense of connection, trust, intimacy, acceptance, giving and receiving love.

Need for self-esteem: respect of others, feeling of being a unique individual, achievement.

Cognitive needs: getting information, attaining knowledge.

Aesthetic needs: having the ability to see the beauty around or within oneself.

Self-actualization: feeling fulfilled and making a difference in the broader context, sticking to moral values, creativity.

Based on Maslow, 1943, as presented by Green, 2000

In most cases, the same need can be gratified in different ways depending upon our circumstances, previous life experience and personal preferences. What we choose as the way to gratify our need is our motivation. The choice can be conscious or subconscious.

Our motives are various and usually rather complex. They can be grouped into external (or extrinsic) and internal (intrinsic) motives (see, for example, Williams & Burden 2010; Uhr 1999)

External (extrinsic) motives are stimulated by factors outside ourselves (influence of other people) and are associated with getting a reward for our actions or avoiding a punishment (stick and carrot). In such cases, other needs are stimulated to promote actions that can be associated with obvious needs. For example, a child can read a book because he/she will be given a positive mark for completing the task or a negative mark for failing it. Instead of cognitive need, we see the need for safety and security at work.

Internal (intrinsic) motives are directly based on our needs and promote actions that gratify the needs directly. For example, a child can read a book because the book is interesting for the child. Here we can

observe the direct connection between the cognitive need and the way the person has selected to gratify it.

In real life, the majority of actions are driven by a complex combination of motives.

From theory to practice

Activity 2.1: Read the descriptions of common life situations below. What human needs are revealed in each of them?

a. *On my way to the university, I saw a really beautiful flowerbed. I took a picture of it and later on shared it with my friends. They said I had an eye for nice pictures.*
b. *I didn't sleep well at night, so when I came to my class I couldn't focus my attention on the new topic no matter how interesting it was.*
c. *I failed my test and felt really bad about it. My friend sensed I was upset and just gave me a hug. I felt much better after that.*
d. *A few days ago, I had to make a presentation for the group and was really anxious about it. I was afraid my classmates and the teacher would criticize my ideas. Luckily, my friend suggested that I rehearse in front of her. She said my ideas were brilliant and gave me a few tips how to present them in the best possible way. Everything went well and now I'm thinking of making a presentation for a bigger audience.*

Activity 2.2. Read the situation descriptions below and suggest as many ways to gratify the needs as you can. What other needs apart from those mentioned in the descriptions could be engaged? Which course of action would you typically choose?

a. *You are sitting in a classroom and feel a bit hot, i.e. your basic physiological need for comfortable temperature of the environment is not satisfied.*

b. *It's 9 pm, and you have not completed your home assignment for tomorrow yet. You feel sleepy (basic physiological need for sleep), but you know that you will be criticized for failing to do your*

assignment and are very likely to feel bad about it (need for emotional safety).

c. *It's 9 pm, and you have not completed your home assignment for tomorrow yet. Your friend calls you and says she needs to talk to you. You fear a very long talk.*

Activity 2.3. Look through the situations in Task 2 again, identify the types of motives that drive the actions in each situation.

Activity 2.4. What motivation is revealed in the observation report below? What human needs are addressed by the activity?

At the beginning of the class, we were presented pictures of cats expressing different emotions. We were asked to choose one cat and explain our choice. While providing the answers we shared our present-moment feelings and emotions. Probably some of us made some mistakes, but the teacher did not focus attention on them. What she seemed to be genuinely interested in was our choice and our mood. I really enjoy such activities where we can speak without the fear of making mistakes. It's fun and I can always learn something new about my classmates.

(Based on BGKMU students' Observation reports 2023)

Activity 2.5. Look at the humorous meme and identify the participants in the scene. Analyze each participant's motivation. Could this situation serve as a metaphor for any real-life circumstances that encourage action? Why? / Why not?

Source of image: 70+ best motivational memes
https://www.remote.tools/memes/inspirational-memes

Activity 2.6. Analyse your own motivation for learning languages. What needs do these motives derive from?

Session 3. Affective factors in learning process

Key terminology: affective factor, attitude, anxiety, inhibition, learned helplessness.

Focus on theory

      Affective (or emotional) factors include a wide range of personal attitudes, inhibitions, self-esteem, risk-taking, etc., that result in feelings and emotions that have an impact on our behavior and, in language learning, either promote or block the process of mastering the language (Harmer 2007, Thornbury 2007, Williams, Mercer, Ryan 2019).

      Attitude to an activity, object or person is the way we feel about them; this feeling is one of the most powerful determinants of our behaviour (Henter 2013). Attitudes are based on individual's previous experience; the more homogeneous the experience is, the more fixed the attitude is. Positive experience which provided gratification of needs of various levels can lead to the development of stable positive attitude, while negative experience can result in negative attitude. For example, if a learner is regularly criticized for poor progress in English, they are very likely to develop a negative attitude to learning the language.

      Negative attitude can be manifested in anxiety and inhibitions.
      Anxiety is associated with temporary feelings of nervousness and stress that are experienced while being engaged in or anticipating the engagement in an activity. It is not fixed but rather dynamic and depends on particular situations and circumstances (Lightbown & Spada 2017).
      Inhibition is a mental process that creates a barrier to free activity or another mental process

Based on Merriam-Webster dictionary https://www.merriam-webster.com/dictionary/inhibition .

      It provides the feeling of self-consciousness and stops people from acting in a natural relaxed way. The source of inhibition is the presence of two conflicting desires, e.g. the desire to express one's opinion and the desire to avoid criticism. Based on Brittanica https://www.britannica.com/science/inhibition-psychology)

13

While negative feelings and emotions tend to slow down or block the learning process, positive emotions can act exactly the opposite way. According to B.Fredrickson (2013), positive emotions enhance learners' attention, promote diverse and creative thinking and provide better conditions for learning. Success in learning, achieved due to positive emotions, can promote further positive emotions and new achievements, thus providing for the "upward spiral of positivity" (Fredrickson, 2013 as quoted in Williams, Merser, Ryan 2019)

To reduce anxiety and lose inhibitions, action that focus on accumulating positive experience should be taken.

In some cases, when learners experience repeated failures and feel they have no control of their actions, learned helplessness is developed These learners demonstrate regular symptoms of acute anxiety and give up trying.

Based on Seligman 1975 as quoted in Williams & Burden 2010.

The first step in overcoming learned helplessness might be to rise learner's awareness of the source of the problem. Another important step is to provide a situation where the learners can see their own strength and use them as a spring-board for further progress.

From theory to practice

Activity 3.1 Look at the list of language classroom activities and decide how stressful or enjoyable these activities are for you. Explain your decision by identifying the needs that are threatened or gratified.

- *Speaking English in front of the group;*
- *Acting out a prepared dialogue in front of the class;*
- *Roleplaying a situation without preparation;*
- *Participating in a discussion on a topic that is of no interest to you;*
- *Participating in a discussion on a topic that is of great interest to you;*
- *Doing sentence-level grammar exercises from the book;*
- *Writing your ideas on the board;*
- *Talking to a native speaker;*

14

- *Writing an essay in class;*
- *Competing in class by teams;*
- *Working on a project in groups of 3 or 4.*

Activity 3.2. Look through the list of teacher's actions to reduce learners' anxiety in a language classroom. Which of them do you find effective? Which of them are useless in your opinion?
- *promote communication and collaboration in the group;*
- *encourage risk-taking to express ideas in a better way (paraphrasing, non-verbal communication, guessing);*
- *vary activities throughout the lesson;*
- *provide emotional support;*
- *play music during the lesson if appropriate;*
- *let the students have water during the lesson;*
- *provide verbal praise for successful assignment completion;*
- *don't push those students who are unwilling or unable to participate.*

Activity 3.3 Look through the list of learners' actions to reduce their own or peers' anxiety in a language classroom. Which of them do you find effective? Which of them are useless in your opinion?
- *practise the language together with friends;*
- *practise positive self-talk;*
- *record yourself speaking and watch or listen to it;*
- *prepare for lessons and tests with other students.*
- *prepare for lessons and tests in time;*
- *remember about your basic needs (food and sleep);*
- *remember that everyone makes mistakes and the sky won't fall if you make one.*

Activity 3.4. Watch the presentation on Martin Seligman's Learned helplessness theory. Do you think this information can be useful for you? Why? / Why not?
  https://www.youtube.com/watch?v=jEO3sJdoNV8

Session 4. Mindset and learning

Key terminology: mindset, fixed mindset, growth mindset, negative feedback.

Mindset is a mental attitude that determines how you will interpret and respond to situations; the view you adopt for yourself (which) profoundly affects the way you lead your life (Dweck, 2016). There are two types of mindsets: fixed mindset and growth mindset.

People with a fixed mindset believe that abilities cannot change. They think it is useless to try to become a different or better person.

People with growth mindset believe that no matter who you are and how much or little you have achieved, you can always move on and become better.

People with different mindsets demonstrate different attitudes to most common life situation:

Life situation	Fixed mindset	Growth mindset
challenges	avoid challenges Challenges are stressful, and success is not assured. Why take risk and endanger self-image if it is much safer to avoid challenges and do what you know you can do well.	embrace challenges Challenge is a way to improve. You have to accept "no pain – no gain" reality, and focus on the outcome of facing the difficulties.
obstacles	give up easily Obstacles, as well as challenges, make your present-moment life less enjoyable. Why think about a vague future if you can just	persist If your self-image does not depend upon your success or others' opinion of you, you do need to be afraid of obstacles and a

	give up and pretend the goal is of no importance.	possibility to fail. Setbacks present a possibility to learn, so whatever happens, you can benefit from it.
criticism	ignore negative feedback Pointing out mistakes and drawbacks feels like an insult and hurts the receiver's feelings. A person with a fixed mindset believes that the criticism of our actions equals the criticism of personality, therefore it should be either stopped or opposed.	learn from criticism Criticism might feel uncomfortable as it provides information about the drawbacks in our actions. Nevertheless, if we separate our actions from our personality, and take time to digest criticism without engaging our emotions, we can find useful information as for the ways to improve our performance.
success of others	feel threatened by the success of other People with fixed mindset tend to compare themselves to others. If another person is more successful, it is due to good luck only, and you have been less lucky which feels bad. So, the person with fixed mindset will either just get upset, or ignore, or even try and undermine another person's achievements.	find inspiration in the success of other If another person did something well, why not look more closely at what they did to achieve good results in the same activity?

Based on Dweck, C. (2007) *Mindset: the new psychology of success*.

From theory to practice

Activity 4.1: Look through the statements below and decide which of them represent growth mindset. Do you agree with these statements? Why? / Why not?

1.   *Anger is the most natural reaction to negative feedback.*
2.   *Anyone can learn to play a musical instrument.*
3.   *Even if you learn new things, it does not change your level of intelligence.*
4.   *Everybody is capable of learning.*
5.   *If you're smart, you do not need to try too hard, the success will come naturally.*
6.   *It is always possible to become more intelligent than you are at the moment.*
7.   *Learning new things is fun.*
8.   *New activities or hobbies are stressful, it's better to avoid them.*
9.   *No matter what kind of person you are, you can always change substantially.*
10.   *People are born with a certain level of intelligence; it can't be changed.*
11.   *Receiving feedback from people I trust is useful; it helps me see my progress and areas to improve.*
12.   *The harder you work, the better results you will get.*
13.   *Those who are good at sports were born with it.*
14.   *Tomorrow you can be more intelligent than you're today.*
15.   *You are who you are; you cannot do much to change your personality.*
16.   *Your personal basic characteristics can be changed though it takes time and effort.*

Activity 4.2. Study the situation below and possible reactions to the situation. Which of these reactions are typical for a person with growth mindset?

Situation:
        It's the end of the semester and you are going to write a module test. Somehow, you forgot to set the alarm and slept in. As a result, you were 15 minutes late for the test. The teacher let you join the class but

your test result was only 12 out of 25. Of course, you're very disappointed.

        On the way back to your home, you missed your bus and had to wait for about an hour for the next one.

        Feeling really frustrated, you decided to call your best friend to share your experience but she said she couldn't talk to you.

Possible reactions:
1. *How could I be so silly?*
2. *Nobody loves me.*
3. *What else could I have expected, I'm so unlucky!*
4. *I have no friends.*
5. *I need to make new friends.*
6. *I need to fix my alarm clock.*
7. *I need more rest.*
8. *I need to fix my sleeping schedule.*
9. *My last test was poor, but my other results were quite fine.*
10. *I need to make sure I'm perfectly ready for my exam.*
11. *The teacher is unfair.*
12. *Probably I should file a complaint against the teacher.*
13. *Are there other means of transport to my home?*
14. *My friend might have a problem. Does she need my help?*

Activity 4.3: In the situation above, what would you think, feel and tell yourself? Would your ideas be similar to those listed in the table? Which mindset do the ideas you have provided belong to?

Activity 4.4. Watch Carol Dweck's presentation "The power of believing that you can improve". What mindset does Dr Dweck associate the phrase "not yet" with? Have you ever used this phrase? If yes, did it help?
https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve

Activity 4.5: What would your reaction be in the situations below? Do you think your reactions reveal growth or fixed mindset?

1. *Your friend has got an A for her exam while you ended up with just a D. You know you had prepared together and your knowledge is as good as hers.*
2. *You had no time to complete your assignment and copied from your friend's paper. The teacher noticed plagiarism and gave the both of you a zero.*
3. *You are really willing to complete your assignment, but there are problems with electricity and internet at your place. The deadline is tomorrow. If you do not submit your assignment in time, your score will be lower.*
4. *Your friend says the presentation you have prepared lacks essential information, though her own presentation, in your opinion, is too dull and monotonous.*
5. *You have always been good at writing. Moreover, your social media profile is followed by many people who frequently like your posts. Now your teacher says there are extra classes for those who want to improve their writing skills.*

Session 5. Multiple intelligences

Key terminology: Intelligence, verbal/linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, musical intelligence, bodily-kinaesthetic intelligence, naturalistic intelligence, interpersonal intelligence, intrapersonal intelligence, visual learning style, auditory learning style, reading/writing learning style, kinaesthetic learning style.

Focus on theory

Howard Gardner's theory of multiple intelligences (MI) presents intelligence as a multi-dimensional phenomenon. Different researchers may use slightly different terminology, but the main claim is that every person can be clever or gifted in their own way; in most cases, it is pointless to compare people's intelligence as they can be gifted in totally different ways. We cannot claim that Shakespeare was more talented than da Vinci, Einstein or Mozart, as their geniuses belong to different types of intelligence.

Types of multiple intelligences (MI):

1. Verbal / linguistic intelligence:
"The word player" can understand the slightest shades of meaning in written and spoken language. People with highly developed verbal intelligence are great communicators and often achieve prominent results as writers, editors, journalists, lawyers or teachers.

2. Logical-mathematical intelligence:
"The questioner" is good at analysing situations through logic and can faster than others identify optimal solutions. People with logical-mathematical intelligence enjoy researching and analysing facts and can easily solve logical-mathematical operations.

3. Visual-spatial intelligence:
"The visualizer" can notice visual trends, shapes and objects, and understand the meaning of abstract images or diagrams. People with this type of intelligence can become successful engineers, artists and architects.

4. Musical /music-rhythmic intelligence:
"The music lover" has the ability to understand and produce rhythms, sound patterns and melodies. People with musical intelligence often connect ideas with melodies or turn them into songs. Musicians, singers and composers demonstrate the highest level of the development of musical intelligence.

5. Bodily-kinaesthetic intelligence:
"The mover" has a perfect control of their body due to highly-developed mind-body union and uses a variety of physical skills to perform various, sometimes challenging, movements, or to manipulate objects. Another characteristic of "movers" is a good sense of timing. Dancers, athletes, surgeons, and crafts people usually possess well-developed bodily-kinaesthetic intelligence.

6. Naturalistic intelligence:
"The nature lover can observe, identify, understand, categorize and manipulate plants, animals, and the environment. These people love learning about nature; they make good farmers and gardeners. Those of them, who have pets, have good chance to understand their furry friends perfectly well.

7. Interpersonal intelligence:
"The Socializer" is good at understanding other people and enjoys spending time with them. People with highly developed interpersonal intelligence can "read" others' emotions and make friends quite easily. "Socializers" are successful in jobs requiring lots of interaction with people.

8. Intrapersonal intelligence:
"The Individual" understands oneself and their own feelings, can reasonably assess their own powers and plan their activities accordingly.

The last two intelligences present characteristics that are also called "emotional intelligence"

The VARK Learning Styles Model

The VARK model outlines four main learning preferences: visual, auditory, reading/writing, and kinesthetic. In reality, most of us combine them.

• Visual learners remember information best through pictures, diagrams, and charts.

• Auditory learners prefer listening to lectures, discussions, etc., or repeating ideas aloud.

• Reading/Writing learners rely on notes and written repetition to organize and remember new information.

• Kinaesthetic learners need hands-on experience, moving around or manipulating objects to grasp new ideas.

From theory to practice

Activity 5.1. Match activity preferences (1-29) to types of intelligence (A-H) they are most closely associated with.
E.g. A: 3,8, 23

Types of intelligences	Activity preferences
A. Linguistic intelligence	1) Work with numbers
	2) Draw, design, and create things
	3) Tell stories
B. Logical-Mathematical intelligence	4) Use body language
	5) Work alone
	6) Listen to music
	7) Explore patterns and relationships
C. Visual- spatial intelligence	8) Read/Write
	9) Look at pictures/slides
	10) Join groups
D. Musical intelligence	11) Read about nature
	12) Observe
	13) Interact physically
E. Bodily-Kinesthetic intelligence	14) Watch movies
	15) Sing, hum
	16) Grow plants and do gardening
F. Interpersonal intelligence	17) Network
	18) Reflect
	19) Respond to music
G. Intrapersonal intelligence	20) Ask questions
	21) Touch and talk
	22) Pursue own interest
H. Naturalist	23) Use puns

intelligence	24) Daydream 25) Have lots of friends 26) Talk to people 27) Play an instrument 28) Observe/explore nature 29) Move around

Activity 5.2. Watch an episode from the TV series Young Sheldon. What types of intelligences do Sheldon and his sister demonstrate?
https://www.youtube.com/watch?v=qRhAeyBKpbc&ab_channel=MandarKale

Activity 5.3: Think of your favourite activities. What types of MI do your preferences belong to?

Activity 5.4: What is your learning style? Support your choice by evidence from your learning experience.

Activity 5.5: Watch the video "Do Learning Styles Really Exist". Is the presenter's opinion the same as yours?
https://www.youtube.com/watch?v=bYyVWBJn59g&ab_channel=DemystifyingMedicineMcMaster

Session 6. Cognitive factors in L2 learning

Key terminology: L1, L2, positive transfer, interference, overgeneralisation

Focus on theory

When we learn a new language (L2), some concepts are easier to master while others cause problems. This is due to both similarities and differences in L2 and our first language (L1). Similarities often lead to positive transfer, while differences may cause negative transfer, or interference, resulting in errors.
Learners may also overgeneralize, applying an L2 pattern in contexts where it does not fit.

Positive transfer occurs when L1 and L2 share similar linguistic features. Languages may have common lexical stems (*mother – мама, sister – сестра, cat – кіт*); grammatical patterns, such as word order (*Adj+N: a big dog – великий пес, an interesting book – цікава книга*); grammatical categories (singular and plural nouns, verb tenses, degrees of comparison, etc.); punctuation rules (e.g., the capital letter at the beginning of a sentence); phonological features (vowels and consonants, voiced and voiceless consonants, falling and rising intonation patterns), etc. When such features are introduced, learners usually understand them without lengthy explanations, as the similarities with L1 make comprehension and practice easier.

Negative transfer or interference occurs when the difference between L1 and L2 is noticeable and the learners are unaware of the peculiarities of the phenomenon in L2. In this case, the learners try to use a pattern or rule from L1, which leads to an error in the target language.

At the linguistic level, interference may appear in grammar, vocabulary, phonology, and punctuation. It can also influence higher levels of communicative competence, i.e. pragmatic and sociocultural competence, leading to intercultural miscommunication.

Overgeneralization happens when learners use a rule they already know in situations where it does not work.
(E.g.*"comed"* instead of *"came"*; *"childs"* instead of *"children."*)
This is a natural process, and both learners of English as a second language as well as children learning English as a first language often extend the use of grammatical rules to contexts where they do not occur.

From theory to practice

Activity 6.1. Match the mistakes to the descriptions of their origin.

Mistake	Origin of mistake
1. Yesterday my cat breaked my favourite cup.	a. Interference + overgeneralization at the grammatical level: in Ukrainian, this noun has both singular and plural forms though in English it functions as the singular form. The letter "s" at the end does not signal the plural form here.
2. I am not understanding you now.	b. Interference at the grammatical level: in Ukrainian, there are no auxiliary verbs to be used for short answers in the present tense; therefore, the main verb is used.
3. Do you like winter? Yes, I like.	c. Interference at the lexical level. In Ukrainian, the same word is used both for a son of the same parents as the speaker and for a son of the speaker's parents' siblings.
4. I will read this post if I will find it.	d. Overgeneralization. The use of regular past form with an irregular verb is a mistake.
5. I listen music on my way to school.	e. Interference at the lexical level: in Ukrainian, we do not use any prepositional objects after this verb.
6. The news are good.	f. Interference at the grammatical level: in Ukrainian, the future forms are used in the main and in the conditional subordinate clauses.

7. I have seen my friend yesterday.	g. Overgeneralization. The use of the continuous form with a state verb is a mistake.
8. My brother, who is just three months older than me, lives with his parents in another city. My parents and I visit them every summer.	h. Overgeneralization. The use of the Present Perfect tense with a specific past time marker is a mistake.

Activity 6.2. Find and correct mistakes in the following sentences. Identify them:
1. *There is a lot of people in the classroom.*
2. *Don't forget to get from the bus at Kontractova Square.*
3. *My aunt is a writer and his books are rather popular.*
4. *Maria is a very friendly.*
5. *My friend told that he was tired.*
6. *I am 20 years.*
7. *I very like music.*
8. *The teacher explained me the rules.*

Activity 6.3. Recollect your own "favourite mistakes". Note them down. Explain their source.

Session 7. Learning strategies

Key terminology: deep approach, surface approach, memorization

Focus on theory

Students approach academic tasks in two main ways: by focusing on understanding (deep approach) or on memorizing without much understanding (surface approach).

Those who see a text as a set of facts to memorize for answering questions are using the surface approach while those who look for meaning in the text, trying to understand it, apply the deep approach. Students using the deep approach understood more, answer questions better, and remember the material longer.

These approaches are not fixed traits. A student may switch between them depending on the task - for example, when the material is difficult or time is short, they may shift from deep understanding to surface memorization. While the surface approach may feel practical, it is not effective for real learning.

Based on Lublin, J. (2003). Deep, Surface and Strategic Approaches to Learning

Memorization means learning something so well that you can remember it perfectly (Merriam-Webster Dictionary). When learning a foreign language, students often need to memorize words, phrases, and even whole texts.

Memorization can be part of both surface and deep learning because any kind of learning involves remembering.

A student using a deep approach memorizes important information with understanding. They make sense of it, notice gaps, and ask questions. The goal is to really understand the material, make it their own, and be able to use it in communication.

In case of the surface approach to learning, memorization has a form of rote learning, which is defined as 1) "the use of memory usually with little intelligence" 2) "mechanical or unthinking routine or repetition". Rote learners treat academic texts, lectures, lecture notes as a mass of data that has to be memorized for recall and reproduction, sometimes without understanding. Their final aim is memorization in itself for some kind of assessment.

Summing it up, the bad aspect of rote learning is when it is used for the sake of memorization, instead of learning to communicate. The good aspect of memorization is when it is used as a springboard, providing the learner with the knowledge they can intelligently use later for communication purposes.

Based on Lublin, J. (2003). Deep, Surface and Strategic Approaches to Learning

From theory to practice

Activity 7.1 Look through the statements below. Which of them are true about you? All these statements reflect deep approach to studies. Do you think your approach to studies is deep?

1. *You seek to understand the material /the subject;*
2. *You interact vigorously with the content;*
3. *You use various strategies to memorise new words and practise grammar patterns;*
4. *You make active use of context, reference materials, dictionaries while reading authentic texts;*
5. *You take a broad view and relate ideas to one another;*
6. *You can identify key ideas and find details/facts to illustrate them in the texts for reading /listening;*
7. *You are motivated by interest;*
8. *You relate new ideas to previous knowledge;*
9. *You relate concepts to everyday experience;*
10. *.You tend to read and study beyond course requirements.*

Activity 7.2. Look through the next list of statements. Are any of them true about you? These statements characterise learners with the surface approach to studies. Do you think it is possible to change any of them?

1. *You learn in order to recollect what has been learnt;*
2. *You memorise information needed for assessment;*
3. *You make use of rote learning;*
4. *You take a narrow view and concentrate on detail;*
5. *You fail to distinguish main ideas from details;*
6. *You tend to stick closely to the course requirements;*
7. *You are motivated by fear of failure.*

Activity 7.3. Look through the suggestions as for what a teacher can do to promote students' deep learning. Select three ideas that you like the best. Explain your choice.

1. *Make sure the homework given during the semester is reasonable.*
2. *Plan your lessons carefully so you do as much as possible in the classroom.*
3. *Be realistic about what students can prepare at home.*
4. *Talk openly with students at the start of the semester and agree on class rules.*
5. *Discuss the best ways to study the subject with your students.*
6. *Set goals that make students use the language to communicate and solve problems.*
7. *Don't give high marks just for memorizing.*
8. *Use teaching methods that develop communication and problem-solving skills.*
9. *Help students develop thinking skills. Use verbs like "reflect," "prove," "justify," "generalize," and "analyze" in your learning goals.*
10. *Involve students actively in learning through pair and group work.*
11. *Give students access to real L2 materials in different formats: audio, video, and texts.*
12. *Learn about your students' interests through class talk and online communication.*
13. *Let students choose how to learn (e.g., ways to memorize new words), how to be assessed, essay topics, or books to read.*

Activity 7.4. What do your teachers do to promote your deep learning? Do they use any of the techniques listed above? Do they use any other techniques? Provide examples and comment on them.

Activity 7.5. Review the suggestions on how students can promote their own deep learning.. Select three ideas that you like the best. Explain your choice.

1. *Set your priorities: focus on the most important tasks, not just the urgent ones.*
2. *Talk with your teachers about homework to make sure it's realistic.*
3. *Share and discuss good study methods with classmates.*
4. *Learn the assessment criteria at the start of the semester.*

5. *Use the language you learn to share ideas and express opinions.*
6. *Take part in pair and group work with classmates.*
7. *Look for chances to use foreign languages outside the classroom (e.g., talk to native speakers online).*
8. *If a task feels boring (like writing a composition), try to approach it creatively and find something that interests you or your readers.*

Activity 7.6. Watch the video Teaching Teaching and Understanding Understanding (Parts 1-3)
Do you agree that learning by association can help you with your studies? Why/Why not?
Do you think your teachers ever use "constructive alignment"? Explain your answer, provide examples.

https://www.youtube.com/watch?v=iMZA80XpP6Y&ab_channel=ClausBrabrand

https://www.youtube.com/watch?v=SfloUd3eO_M&ab_channel=ClausBrabrand

https://www.youtube.com/watch?v=w6rx-GBBwVg&ab_channel=ClausBrabrand

31

Session 8. Bloom's taxonomy of thinking skills

Key terminology: low-order thinking skills (LOTs), high-order thinking skills (HOTs), remembering, understanding, applying, analysing, evaluating, creating

Focus on theory

Bloom's taxonomy is a classification of thinking organized by levels of complexity. According to Dr.Benjamin Bloom, thinking skills can be grouped into low order thinking skills (LOTs) and high (or higher) order thinking skills (HOTs).
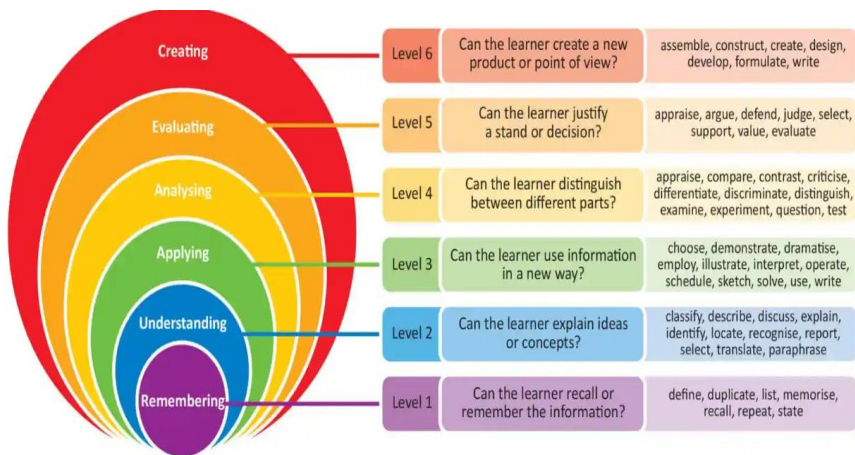
Bloom's Taxonomy of thinking skills.
Based on McNulty, N. (2019) Everything you've ever wanted to know about Bloom's Taxonomy. https://www.niallmcnulty.com/2019/12/introduction-to-blooms-taxonomy/

Remembering, understanding and applying belong to low order thinking skills (LOTs), while analysing, evaluating and creating are high order thinking skills (HOTs).

Each higher level builds on the lower ones—you can't analyze information without first remembering, understanding, and being able to use it. In learning, a surface approach focuses on processing information at the level of lower-order thinking skills (LOTs), while a

deep approach requires learners to engage higher-order thinking skills (HOTs).

From theory to practice

Activity 8.1 *Watch a more detailed explanation of Bloom's taxonomy. Be ready to list the cases where it can be applied.*
https://www.youtube.com/watch?v=2hE_XjCekfs&ab_channel=EPM

Activity 8.2. Below is a list of "I can" statements showing learning objectives for A2-level students on the topic Seasons and Weather. Match them to the levels of thinking skills.

1. Remembering (knowledge) 2. Understanding (comprehension) 3. Applying (application) 4. Analyzing (analysis) 5. Evaluating (evaluation) 6. Creating (creation)	• I can ask and answer questions about today's weather and tomorrow's forecast. • I can name the four seasons and at least ten weather words. • I can create and present a short weather forecast for TV or radio program • I can describe typical weather in each season. • I can explain which season I prefer and give reasons for my choice. • I can compare the weather in two different countries or cities.

Activity 8.3. Identify the level of thinking skills addressed by the tasks below, arrange them from the easiest to the most challenging.

Task 1. Interview a partner.
Instruction: Ask your classmate 5–6 questions about their best friend (e.g., "What is his/her name?", "What do you usually do together?") and write down their answers.

33

Task 2 Match sentences to pictures.
Instruction: Read short descriptions of different people (e.g., "She has long curly hair and wears glasses") and match them to the correct pictures.

Task 3 Compare two friends.
Instruction: Work in pairs. Describe two different friends and make a Venn diagram of what is the same (shared qualities) and what is different.

Task 4 Make a list of words to describe a person (appearance and character).
Instruction: Write down at least 5 words for appearance (e.g., tall, blonde, slim) and 5 words for personality (e.g., kind, funny, helpful).

Task 5 *My Friend – Magazine Page*
Instruction: Create a mini "magazine page" about your friend. Include:
- a title (e.g., *My Best Friend Anna*),
- a short text (5–7 sentences about appearance, character, hobbies, and what you do together),
- one creative element: a drawing, collage, or "interview" with your friend (real or imagined).

Afterwards, present your magazine page to the class or display it on the wall.

Task 6 Choose the best travelling companion.
Instruction: Imagine you are going on a trip. You have three "friend profiles." Decide which friend would be the best travel partner and explain why.

Activity 8.4. Provide examples of 2 activities that are typical for your English classes at the University and analyze what thinking skills can be developed by those activities.

Session 9. Critical thinking in language learning

Key terminology: critical thinking, fallacy, confirmation bias

Focus on theory

      While teaching a language, as well as any other subject, it is essential to promote the development of learners' thinking skills in general, and critical thinking in particular. The higher levels of Bloom's Taxonomy (analysis, evaluation, creation) directly involve critical thinking skills.

      Critical thinking process includes:
- identifying the issue or problem
- researching and collecting information
- analysing and evaluating the information
- identifying assumptions
- establishing significance
- reaching a conclusion
- communicating your argument

      Common problems that block critical thinking:
1. Fallacy – faulty logic which claims there is connection between facts which are not really connected or interdependent.
2. Confirmation bias – a tendency to notice and consider facts that support our opinion

      Consider the following examples of fallacy:

1. *Nine out of ten women think our beauty products are the best.*
Explanation: For this kind of statistic to be useful, you need to know the size of the research group and that the research was carried out by an independent company.

2. *I have watched three videos and read an article about this, so I am sure that I know much more than you, and you are wrong.*
Explanation: Watching a video or even reading about something does not give you authority over another person's opinion. They may have read or watched more than you on the same subject and might have had other kind of experience in the field.

3. *Everybody is downloading this new language learning app, so it must be good.*
Explanation: Popularity fallacy. When evaluating the quality of a product, relying on popularity as a measure of quality is not a sound approach.

From theory to practice

Activity 9.1. Consider the following activities from English coursebooks for schools. Is it possible to develop learners' critical thinking using these materials? Why?/ Why not?

3 Complete the sentences with the correct words in the box.

> cut   benefits   anticipation   along   myths
> creaky   resist

1 There are some _____ **of** getting up early – you can go jogging before school for example.
2 I couldn't _____ **the temptation** to open my birthday present the day before my birthday!
3 It's impossible to be quiet in our house at night because of all the _____ **floorboards**.
4 My dad's got diabetes and he's had to _____ all sorts of sugary things **out of his diet**.
5 The _____ **built** as we waited for the rock band to come on stage.
6 Modern scientific research has **dispelled** a lot of _____ about what is healthy and unhealthy to eat.
7 Whatever you suggest, I'll **go** _____ **with it**.

Get 200 (Part 1), P.96

1 **SPEAKING** Describe and compare the photos. What are the similarities and differences between the activities? Which looks more challenging, in your opinion? Use the words below to help you.

Solutions Intermediate, Student's Book, P.33

36

| 3. | **4** Complete the text with the correct form of the verbs in brackets.

The latest news in education…

A: Lunchbox thieves?
Recently, strange things [1]have happened (happen) in the UK. At some schools, teachers [2]_____ (take) food items out of pupils' lunch boxes! Are teachers hungry? No, they [3]_____ (put) unhealthy snacks in the bin! Pupils and their parents [4]_____ (feel) shocked.

B: Police to get pupils out of bed!
Another UK school says it is going to [5]_____ (send) ex-police officers to get pupils out of bed! Apparently the officers are going to [6]_____ (take) lazy students to school by car. This way, pupils won't [7]_____ (miss) any lessons, so they will [8]_____ (do) better in their exams, which [9]_____ (start) in three months.

C: Parents must behave!
Last week we [10]_____ (read) an interesting report about a head teacher who was angry with parents who [11]_____ (not come) to any parent-teacher evenings. What was his idea? He [12]_____ (want) lazy parents to pay a fine. However, other people [13]_____ (not like) his plan, so he was very unpopular! |

Wider World 3. Student's book, P.110

Activity 9.2. Watch examples of more logical fallacies. Have you ever experienced any of these situations? Which conclusions did you make at those moments? Were your conclusions correct?
https://www.youtube.com/watch?v=4CtofTCXcYI&ab_channel=LearnFree

Activity 9.3. Do you have a chance to develop your critical thinking at university classes? Provide examples of activities where your critical thinking skills can be developed. What other activities would you like to participate in to promote your critical thinking?

Module 2.
Learner autonomy

Session 10. The notion of learner autonomy

Key terminology: learner autonomy, self-regulated learning

Focus on theory

Learner autonomy was first introduced in the early 1980s by education specialist Henri Holec, who described it as "the learner's ability to take charge of his or her own learning."

Factors that affect learner autonomy:

- how learners feel about the learning process and the content they study;
- what decisions do learners make about their learning;
- how the decisions about learning are carried out.

Nowadays, the concepts of learner autonomy and self-regulated learning are often used to explain high achievement in education.

Learner autonomy means that students can take control of their own learning. It is not only about doing homework alone. It is about making choices: what to learn, how to learn, and why it is important. For example, an autonomous learner may decide to read English books outside class or to practise speaking with friends online, because they know it will help them improve. Autonomy gives students freedom and responsibility.

Self-regulated learning is about the steps learners take to reach their goals. It includes planning, using strategies, checking progress, and thinking about what works best. For example, a self-regulated learner sets a goal to learn ten new words this week, chooses a method (like flashcards), and later checks if they really remember the words. If not, they change the strategy. This shows control of the learning process.

Learner autonomy and self-regulated learning are connected. Autonomy is the big idea: students take charge of their learning. Self-regulated learning is the set of skills and tools that help them do this successfully. Together they make learning more effective and enjoyable, because students know what they are doing, why they are doing it, and how to improve.

From theory to practice

Activity 10.1. Consider the following questions. How many of them can you answer in positive? Do you think these questions can help you identify your level of autonomy?

- *Do you know what you are learning?*
- *Do you know why you are learning it?*
- *Have you got any choice about what to study?*
- *Have you got any choice about how to study?*
- *Do you ever make choices about what you study?*
- *Do you ever make choices about how you study?*
- *How do you find out whether your learning process is successful?*
- *Do you ever self-assess?*

Activity 10.2. Recall your own activities focused on studies. How often do you think you act as an autonomous learner? Provide examples.

Activity 10.3. Watch the video "Self-Regulated Learning Explained: How to Become Your Own Teacher" by Dr. Luke Rowe where the concept of "self-regulated learning" is presented in more detail. Select an idea that can be useful for promoting your own self-regulated learning. Explain your choice.
https://www.youtube.com/watch?v=XxlHl5oe8ss&ab_channel=PowerfulLearning

Session 11. Conditions for learner autonomy development

Key terminology: student-centred, learning environment, awareness, collaboration, adaptability, reflectiveness

Focus on theory

According to present-day research, the development of learner autonomy requires the following conditions:

- use of the student-centred methods;
- supportive learning environment, provided both by teachers and learners;
- teachers' and learners' awareness of the learning process;
- teachers' and learners' motivation;
- teachers' and learners' collaboration;
- availability of choice;
- flexibility and adaptability of the learning process;
- reflectivity.

From theory to practice

Activity 11.1. Look through the statements below, match them to the conditions for learner autonomy.

- *It's always easier to study if I understand what I need to do;*
- *It's always easier to study if I understand why I need to do it;*
- *It's always easier to study if I understand how I can do it;*
- *It's always easier to study if I can choose the best way to do it;*
- *It's always easier to study if I can use extra information;*
- *It's always easier to study if I can consult other people or AI on how to complete the task;*
- *It's always easier to study if I know that my findings will not be judged or criticized;*
- *It's always easier to study if I have a desire to find out the answer.*

Activity 11.2. Read the suggestions for teachers about the ways to create conditions for learner autonomy development. Which of them are likely to be effective for you?

• *students can be encouraged to look for extra information and share it with classmates;*
• *students should not be afraid of making mistakes as teachers view them as a necessary component of learning;*
• *students can be asked to suggest the mark they deserve for their work;*
• *students can be asked to do peer assessment;*
• *students can be engaged in reflection upon their individual learning preferences and strategies;*
• *teachers should explain the objectives of students' activities and let students see the long-term aims;*
• *students can be encouraged to collaborate and share responsibilities;*
• *teachers can demonstrate respect for students' decisions about their learning;*
• *students can be encouraged to choose the format of activities;*
• *students can be encouraged to choose roles and responsibilities when they work in small groups;*
• *students are allowed to use extra materials for self-study;*
• *teachers should help students find and use information on the internet.*

Activity 11.3. Look at the cartoon and decide if the learners have any chance to be autonomous.

"*I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!*"
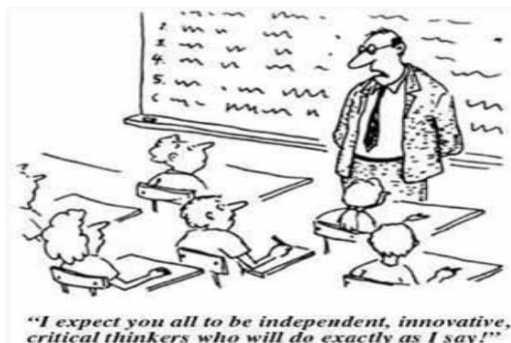
Source of image *Social diversity in Education*
https://education210socialdiversityineducation.wordpress.com/2016/12/12/75/

41

Activity 11.4: Watch the recording of in-class activities and note down at least three facts that provide evidence that the teacher develops her students' learner autonomy.
https://www.youtube.com/watch?v=uUk7Lm_JxuY&ab_channel=Faellesskolen

Activity 11.5 Have your teachers ever used any techniques to promote your learner autonomy? If yes, provide a detailed description. If no, think of situations in the classroom when such techniques would be most welcome.

Session 12. Levels of learner autonomy

Key terminology: awareness, involvement, intervention, creation, transcendence

Focus on theory

David Nunan (1997) identified five levels of learner autonomy:

- awareness
- involvement
- intervention
- creation
- transcendence

From theory to practice

Activity 12.1 Match the levels of learner autonomy to their descriptions.

Level	Description
1. awareness	a. Learners are given a choice of activities and select the options that suit them best.
2. involvement	b. Learners can take charge of their goals and actions in situations beyond the classroom.
3. intervention	c. Learners understand what they need to do and why, and they are aware of different ways to achieve their goals.
4. creation	d. Learners modify or design their own learning goals.
5. transcendence	e. Learners can design their own paths to achieve the goals.

Activity 12.2 Look through the statements below. Which of them are true about you? Which level of learner autonomy do they represent?

1. *You can plan your daily schedule and balance your private life and studies;*
2. *You can identify what you know and what you need to learn for your dream job;*

43

3. *In the classroom, you can plan activities so that you and your classmates benefit from them as much as possible;*
4. *If you are not satisfied with your results, you can adapt your activities;*
5. *You can identify the limit of your present-day abilities and ask for help;*
6. *You can discuss your progress with your classmates;*
7. *You can collaborate with your classmates and design extra activities for your studies;*
8. *You can help your classmates if they ask for your assistance;*
9. *You can volunteer for a charity project if it gives you an opportunity to develop your professional skills;*
10. *You can use your skills to start a volunteering project.*

Activity 12.3. *Look through the photos taken during English lessons presented by year 3 students to Year 2 students for their Observation practice. Speculate on the level of learner autonomy practised by the lesson participants.*

Teaching/Observation Practice 06.05.2025
https://frgf.kubg.edu.ua/pro-fakultet/materialno-tekhnichna-baza-fakultetu.html#teaching-practice-5-06-05-2025

Teaching/Observation Practice 15/04/2025
https://frgf.kubg.edu.ua/pro-fakultet/materialno-tekhnichna-baza-fakultetu.html#teaching-practice-4

Teaching/Observation Practice 26/11/2024
https://frgf.kubg.edu.ua/pro-fakultet/materialno-tekhnichna-baza-fakultetu.html#teaching-practice-3

Session 13. Techniques for learner autonomy development

Key terminology: awareness, encourage, goal, choice

Focus on theory

David Nunan (2003) suggested nine steps which should be followed by a teacher to promote their learners' autonomy. These steps are:

Step 1: Make instruction goals clear to learners.
Step 2: Allow learners to create their own goals.
Step 3: Encourage learners to use their second language outside the classroom.
Step 4: Raise awareness of learning processes.
Step 5: Help learners identify their own preferred styles and strategies.
Step 6: Encourage learner choice.
Step 7: Allow learners to generate their own tasks.
Step 8: Encourage learners to become their own teachers.
Step 9: Encourage learners to become researchers.

Based on Nunan, D. (2003). *Nine steps to learner autonomy.*

From theory to practice

Activity 13.1: What autonomy level can be achieved if the teacher follows D. Nunan's (2003) Nine steps to learner autonomy? Have your teachers ever followed D.Nunan's recommendations?

Activity 13.2. Watch the recording of a lesson and listen to the teacher's comments. What does the teacher do to develop his learners' autonomy?

https://www.youtube.com/watch?v=ndXMIUFdqIY&ab_channel=TimBedley

Activity 13.3. Comment on the metaphor on the cover of the book Autonomy & Independence in Language Learning. Which levels of learner autonomy might be represented by the elements of the picture? Which elements symbolize the teacher's actions?
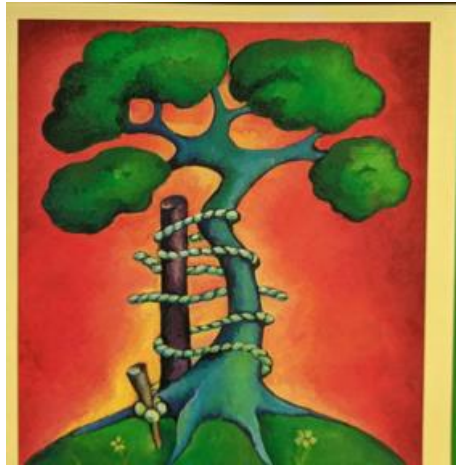
Activity 13.4 Suggest your own metaphor for learner autonomy development.

Session 14. Learner autonomy in and out of classroom

Key terminology: decision-making process, responsibility

Focus on theory

Learner autonomy means that students take an active role in their own learning. It includes making decisions about what to study, how to study, and which strategies to use. When learners make these choices, they also take responsibility for the results of their actions. For example, if a student decides to practise speaking every day, they are responsible for their progress.

Taking responsibility helps learners become more independent, more motivated, and more aware of what works best for them. Conscious reflection on the results of their actions helps learners plan and make further steps:

Decision-making process involves several steps:
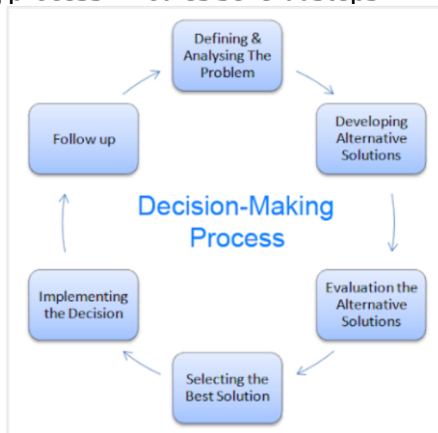
Based on Akrani, G. (2011). *Steps in the decision-making process of a manager*

Decision-making is incomplete without taking responsibility for the results of your actions. Unfortunately, no one is perfect, and some of our decisions lead to poor outcomes. Admitting that you made the

wrong choice is often harder than making the initial decision; it usually requires courage and humility. Some people try to avoid taking responsibility and turn to one of the actions listed below:

1. Blaming others

Saying "It's not my fault" or "Someone else did it." When we blame others, we do not take responsibility for our actions. People who often blame others may feel insecure and unhappy.

2. Making excuses

Saying "I couldn't do it because of something else." Excuses give control to outside things instead of yourself. When we use excuses, we do not take responsibility for our actions.

3. Complaining

Being unhappy about something we chose to do. Sometimes we act as if someone forced us, but no one forces us to do anything. Complaining stops us from finding solutions. Instead, we can think: "What can I learn from my choices?"

Pay attention to what you say. You may notice patterns that stop you from taking responsibility. Blaming, making excuses, and complaining make you feel weak and out of control, and deprive you of real autonomy.

Based on Maria, J. (2020). *A complete guide on how to start taking responsibility*.

From theory to practice

Activity 14.1. Consider the following situations that may involve making decisions. Follow the steps of the decision-making process and present your reasoning for each situation:

1. *You have a module test tomorrow. Your friend suggests going to the cinema to see a new movie, which is your favourite genre.*
2. *You have been offered a part-time job that could be very beneficial for you, but your studies and hobbies already take up all your time.*
3. *You need to complete an assignment by the end of the week. Using AI seems like the best solution because the assignment topic is very challenging for you.*
4. *You have been invited to a friend's birthday party on the same evening you planned to revise for an important exam.*
5. *You are offered a chance to join a sports team, but joining will take time away from your part-time job or studies.*

48

6. *Your group project partner is not contributing, and you need to decide whether to talk to them, inform the teacher, or do the work yourself.*
7. *You are struggling with a subject and your parents suggest hiring a tutor, but it would be expensive and take time from other activities.*
8. *You are invited to join a volunteering project, but extra responsibilities might interfere with your studies.*

Activity 14.2. Provide a situation from your real-life experience when you needed to make an important decision. Did you follow the steps discussed above? What was the result of your decision?

Activity 14.3. Recollect a situation when you or your friend made a bad decision. How was the poor outcome addressed? Was it possible to avoid blaming others, making excuses and complaining?

Session 15. Learner autonomy in language and literature learning

Key terminology: book (fiction) character, assessment, self-assessment, peer assessment, formative assessment, summative assessment

Focus on theory

Literature classes provide a unique opportunity for learners to practise their own autonomy at all six levels and to analyse the autonomy of fiction characters from the books they read.

While it is stressful for anyone to reveal their wrong decisions to other people, book characters present a unique opportunity to analyse wrong decisions and to think about alternative ways to address challenges.

Learner autonomy is closely connected with analysing the results of actions; therefore, assessment in the learning process can and should promote the learners' skills of analysing and evaluation their own actions.

Assessment is the comparison of the planned result and the result achieved.

Types of assessment (in the academic context):
- Summative (end of a study cycle)
- Formative (while studying is in progress)

- Holistic assessment (overall closeness to the desired result)
- Analytical assessment (closeness of individual components to the desired result).

- Provided by the teacher
- Peer assessment
- Self-assessment

To carry out self-assessment, you need to know the objectives of an activity, a session or a course, and the criteria of assessment.

From theory to practice

Activity 15.1. Watch a clip from Harry Potter and the Chamber of Secrets (2002). Do you agree with Albus Dumbledore's words? What other questions would you ask your learners to promote their discussion on the importance and challenges of making decisions? https://www.youtube.com/watch?v=GC7Aqc-h9no&ab_channel=TheBestMovies

Activity 15.2. Think of other book characters who had to make decisions and take responsibility. Did they make right decisions? Did they manage to take responsibility if their decisions were not perfect?

Activity 15.3. Consider the following rubrics for self-assessment in Practical pedagogy class. Do you support any of them? Why? / Why not?

1. You are ready with your home assignment for today and are ready to discuss it with your groupmates.
2. You have been present and participated from the start to the end of the lesson. If the session was online, you had your camera on throughout the session; your sound was good; you were using the chat or any other tool used for the group work.
3. You actively took part in the discussion, listened to other students and contributed your own ideas.
4. You took reasonable risk and went out of your comfort zone to express your opinion.
5. You demonstrated respect to other participants of the session; you were ready to support them if necessary or ask for help if needed.
6. You are able to explain today's material to people who were absent.
7. You were using English throughout the lesson; the level of the language complexity was appropriate for Year 2 students of the English Philology department.

Activity 15.4. Study the objectives for the session on Learner autonomy in language and literature learning and the assessment criteria for practical sessions. Do self-assessment.

Session 15 Objectives

By the end of the session, students will have improved their awareness of
- how literature classes can promote learner autonomy;
- types of assessment in the academic context

and will have practiced
- identifying information in fiction books or movies where autonomy is demonstrated;
- generate ideas for discussion on fiction characters' autonomy;
- self-assess their activities in the classroom.

Assessment criteria	Score
You have completed the tasks focused on preparation for the session	3
You have actively participated in the in-class activities	5
Language use is accurate and stylistically correct	2
Total	10

Activity 15.5. Suggest your own set of assessment criteria for
a) Practical English sessions;
b) Foreign Literature classes.
Can they be the same? Why? / Why not?

Session 16. Revision and Consolidation

Put it all together

Analyse the English language teaching and learning situations. Focus on the processes and procedures used, and comment on the learners' psychological characteristics that emerge.

1.

Teacher: You've just listened to the recording. Do you remember your predictions before listening? Have they proved to be correct?

Student: My prediction was right. I write motivation. For me it have the connection with the context of the song. It's like people shouldn't to give up.

T: Yes, this song definitely motivates us.

2.

T: Now you are going to have five statements based on the text you have listened to. Work individually, look them through and decide if they are true or false. You've got two minutes.

T (In two minutes): Please work in pairs and compare your answers. Are there any statements you are not sure about?

S1: I believe Sentence 1 is true, but S2 says it is false.

T: What about the rest of you? Which opinion do you support?

SSS: It is true. / SSS: It is false.

T: I see, the opinions are divided. Now let's listen to the recording again and find out who is right.

3.

Students have been working with an on-line activity individually.

T: I see that all of you have submitted the answers. Would you like to look at them right now? Or would you like to listen to the recording once more to review your answers individually?

SSS: Let's listen it first.

T: Ok, here it goes (Teacher plays the recording again).

T (after playing the recording): Which sentence was the most difficult for you?

4.

Student: In my English classes at school there was a kind of game where we sat in a circle and had to think of a phrase we had recently learnt and rapidly say it to the class. If you didn't say anything for a long time, you had to leave the game. For example, I said "in order to", another person said "time and time again", etc. The important thing was that we had do it very quickly. Besides, it was important not to repeat phrases, so we had to listen to other students very carefully.

5.
T: On the screen you can see 10 ideas about the things that can make you happy. Chose those that are true for you. You've got a minute to think and make up your mind.
T (in about a minute) Now you are going to work in groups of 3-4 people and discuss your choices. See if you have selected the ideas. How much time do you need for the discussion in small groups?
S1: 7 minutes.
T: Good, in seven minutes please be ready to present a brief summary of your discussion.

Based on BGKMU students' Observation reports 2022

Activity 16.2. Recall a learning experience where psychological factors in the teaching–learning process influenced the outcome. Prepare to share it with your classmates and compare their conclusions with your own.

Module 3.
Teaching aims and methods

Session 17. Aims of teaching languages. Communicative competence

Key terminology: linguistics, psycholinguistics, sociolinguistics, applied linguistics, cognitive psychology, neuroscience, pedagogy, Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

Focus on theory

Aims and content of language teaching are defined by the needs of society and current views on language and learning process.

The present-day societies communicate orally and in written form with representatives of other cultures and countries in private and professional context. The ability to use English and other foreign languages is beneficial for different walks of life and is not limited to upper classes.

Disciplines that contribute to the development of language teaching methodology:

1. Linguistics
Explores the structure, function, and use of language, including syntax, phonology, semantics, and pragmatics, providing foundational knowledge for language teaching.
2.   Psycholinguistics
Studies how individuals acquire, comprehend, and produce language.
3.   Sociolinguistics
Examines the relationship between language and society, highlighting the importance of cultural and social contexts in language teaching.
4.   Applied linguistics
Directly connects linguistic theory to practical language teaching, offering methods and tools for effective instruction.

5.   Cognitive psychology

Explores how the brain processes information, memory, and learning, contributing to strategies for language retention and recall.

6.   Neuroscience

Studies the brain's role in language learning, offering insights into how bilingualism affects cognitive functions and how learning can be optimized.

7.   Education and pedagogy

Focuses on teaching theories, learning styles, and instructional techniques applicable to language education.

According to the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR), the main aim of today's teaching and learning languages is the development of communicative competence.

Communicative competence is a person's ability to use language to communicate successfully.

Based on Teaching knowledge database

Communicative competence is what you know to be able to communicate effectively.

Based on Thornbury, 2007

Communicative competence components:
- linguistic competence;
- sociolinguistic competence;
- pragmatic competence

From theory to practice

Activity 17.1. Review the list of areas in modern international communication. Identify and mark the areas where you can provide specific examples, including names, dates, and locations whenever possible.

e.g. The area of international business and trade: a few weeks ago, I purchased a pullover made in another country. The care instruction was in English, so I needed to use the language to learn how I can keep my new item of clothes nice and clean.

56

	Areas of international communication	Your specific examples
1	Diplomacy and International Relations	
2	Global Media and News Networks	
3	Cultural Exchange and Public Diplomacy	
4	International Business and Trade	
5	Science and Technology Collaboration	
6	Education and Academic Exchanges	
7	Humanitarian Aid and Development	
8	Environmental Cooperation	
9	Digital Communication and Social Media	
10	Tourism and Hospitality	
11	Sports and Entertainment	
12	Health and Medical Collaboration	
	…	

Activity 17.2. How many areas of modern international communication can you be engaged in? How many areas of international communication were your grandparents engaged in? What about your ancestors living in the XIX century/in the XVII century / in the X century?

Activity 17.3. How much do you agree with the following statement:
The aims of teaching and learning foreign languages evolve alongside changes in society.

Activity 17.4. Use your background knowledge and fill in as many slots in the table as you can (It is not a problem if you do not know all the answers):

What did/do people living on the territory of Ukraine know about ….	…in the X century?	…in the XVII century	… in the XIX century?	… now?
…other countries and cultures				
… how languages of				

Indo-European group are structured				
… the structure of human brain and how it works				
… the structure of human motivation and how it can be affected				

Activity 17.5. How much do you agree with the following statement:

Methods of teaching and learning languages evolve alongside with the development of knowledge about languages and human psychology.

Activity 17.6. Do you think aims and methods of teaching languages will change in the future? Why? / Why not?

Session 18. CEFR, the 21st century skills, and the New Ukrainian School

Key terminology: CEFR, 21st century skills/ soft skills/ transferrable skills, NUS (New Ukrainian School), competence level (A1, A2, B1, B2, C1, C2)

Focus on theory

The Common European Framework of Reference for languages: learning, teaching, assessment (CEFR) is an international standard for describing language proficiency. It provides a framework to assess and compare the abilities of language learners across different languages.

Key facts about the document:
- Developed by the Council of Europe;
- First edition assembled between 1989 and 1996;
- Is regularly updated, recent update December 2023;
- Originally was developed for European languages, nowadays is applied to many languages worldwide;
- Contains communicative competence components descriptors;
- Provides competence levels descriptors (A1 – C2)
- Suggests general recommendations for competences development through action-oriented approach; strong emphasis is laid on learner agency and plurilingualism.

A more recent version of CEFR is here:
https://rm.coe.int/a-guide-to-action-oriented-plurilingual-and-intercultural-education/1680af9496

Competence levels described by CEFR are A1-C2, where C2 is the highest one

C2 – Expert
C1 – Advanced
B2 – Upper-Intermediate
B1 – Intermediate
A2 – Elementary
A1 – Beginner

More detailed descriptors are presented here:
https://rm.coe.int/CoERMPublicCommonSe archServices/DisplayDCTMContent?docum entId=090000168045bb52)

English proficiency levels https://www.languagecentre.up.ac.za/post/what-are-the-different-english-proficiency-levels-based-on

21st century skills, also known as soft skills or transferrable skills are:

1. Ways of thinking
   a. creativity
   b. critical thinking
   c. problem-solving

       d.   decision-making
       e.   learning to learn
2.   Ways of working
       a.   communication
       b.   collaboration
3.   Tools for working
       a.   information literacy
       b.   information and communication technology literacy
4.   Ways of living in the world
       a.   local and global citizenship
       b.   personal and social responsibility

Based on Junaid Quadir et al. (2020) Engineering Education, Moving into 2020s: Essential Competencies for Effective 21st Century Electrical and Computer Engineers

The New Ukrainian School (NUS) is a reform of the school education in Ukraine launched by the Ministry of Education and Science. The main objective is to create a learner-centered environment which promotes the development of competences essential for real life.

More information can be found here: https://mon.gov.ua/en/tag/new-ukrainian-school?&type=all&tag=new-ukrainian-school.

The implementation of NUS in teaching foreign languages fully aligns with the CEFR framework and emphasizes the importance of developing soft skills in education.

From theory to practice

Activity 18.1. Listen to teachers from different countries explaining their vision of action-oriented approach. Have you ever experienced this approach?

https://player.vimeo.com/video/757488296

Activity 18.2. Use the descriptors from CEFR to identify your level of English. Are you satisfied with your results?

Activity 18.3. Look through the sample pages of Smart Junior 2, an English coursebook recommended by NUS for Ukrainian primary schools. Is there any evidence of action-oriented approach and 21st century skills development in the course materials? *https://online.flippingbook.com/view/821055 045/12/*

Session 19. Historical review of ELT methods

Key terminology: formal learning/education, Grammar-Translation method, Direct method, Audio-Lingual method

Focus on theory

History of studying languages in Europe and the USA (up to mid XX century)

For a long time, learning foreign languages was unnecessary for the majority of the population. Only a few individuals would acquire another language, typically if they lived in a foreign country for an extended period, or permanently resided near another language community and maintained regular contact with it. These individuals naturally acquired the language of the other community and became bilingual without any formal education.

Formal language learning traditionally occurred either through individual instruction or in group settings under the guidance of a teacher. Individual instruction was reserved for the elite members of society, while group classes, though accommodating more learners, remained highly exclusive for many centuries.

Middle Ages: Latin is the international language of religion, politics and commerce, though it is necessary and available to a very limited number of people.

XVII century sees the decline of Latin as a means of communication; nevertheless, it remains as a component of education. The main purpose of studying Latin is to develop intellectual abilities, grammar provides materials for "mental gymnastics" and is treated as an end in itself.

Mid XIX century: the development of international contacts creates the demand for studying modern foreign languages by many more people. Two exactly opposite methods came to existence to meet the growing demand.

Grammar-translation method

- was developed around 1840 in Germany;
- relies on the same practices as for studying Latin and ancient Greek (dead languages);
- main focus is on grammar structures and their translation;
- grammar-based syllabus;
- accuracy is the priority;
- leading activity is reading and translation;
- no meaningful speaking;
- sentence-level activities are dominant;
- sentences for analysis and translation are deprived of context or meaningful information;
- texts are selected by their potential to illustrate target grammar;
- vocabulary is presented in bilingual word lists;
- L1 is the medium of instruction.

The grammar-translation method presented low demand on teachers, helped to maintain discipline, visible order, and provided a strong feeling of hard work and intellectual challenge for learners. Common outcome: lack of communicative competence, loss of motivation; development of communication inhibitions in learners. Nevertheless, the Grammar-translation method can still be observed in some classrooms.

Direct method

- was developed in the second half of the XIX century;
- is based on the idea that L2 learning should imitate L1 acquisition;
- focuses on immersion into the target language and practical communication;
- fluency is given the priority;
- spoken language is primary, teaching should be oral-based;
- the meaning should be conveyed through demonstration and action;
- grammar or any explanations of language structure are unnecessary;

- "silent period" takes up to six months before learners are encouraged to practice speaking;
- L1 is banned from the classroom.

The direct method looked more natural and easier for learners. However, for older learners who had already passed the best age for learning a language, learning only by intuition did not work well. If learners could not understand the rules of the language, they often misunderstood grammar and vocabulary. These mistakes became permanent and stopped them from reaching a high level of English.

Audio-Lingual method
- emerged in 1940s-1950s in the USA;
- based on behaviorist theories (mechanical habit formation through stimulus-response sequence);
- language is presented in spoken form, then it can be seen in writing;
- use of recorded texts for presenting language (mainly dialogues, which are memorized and reproduced close to the original);
- correct pronunciation is essential; the ultimate aim is native-like accent;
- learning through analogy (analysis is not recognized as useful): system of drills to practise language on sentence-level;
- teacher-centered learning; students' interaction is strictly regulated and controlled;
- mistakes are viewed as a negative phenomenon; freer interaction between students is discouraged as it can lead to mistakes in the production; if a mistake occurs, it is corrected immediately;
- accuracy is the main criterion to measure success in language learning.

From theory to practice

Activity 19.1. Recall characters described in Shakespeare's plays, in Sir Walter Scott's Ivanhoe, in Robinson Crusoe by Daniel Defoe, or characters of any other book where events are set before the XIX century. Who of them spoke two or more languages? How did they learn them?

Activity 19.2. Watch the recording of an audio-lingual demo lesson (starts at 3:06) and listen to the comments of Diane Larsen-Freeman. Which characteristics of the Audio-Lingual method can you observe in the lesson? Which of them would you like to comment on in addition to Ms Larsen-Freeman's comments?

https://www.youtube.com/watch?v=Pz0TPDUz3FU

Session 20. Communicative language teaching

Key terminology: CLT, teacher-centred learning, student (learner)-centred learning, PPP,

Focus on theory

Communicative Language Teaching (CLT) focuses on developing the ability to express ideas and understand others in real-life situations.

- developed in 1970s and 1980s in response to low efficiency of existing methods and growing demand for language learning;
- relies on functional view of language (language is a means of communication) and constructivism in psychology (learning happens through doing);
- prioritize meaningful, functional language use over rote memorization or grammar drills;
- focuses on fluency over grammatical accuracy;
- learner-centred practices emerge;
- activities like role-plays, discussions, and simulations mimic real-life communication;
- learners are encouraged to use the language in meaningful contexts;
- emphasis on the four skills: speaking, listening, reading, and writing;
- teacher acts as a facilitator rather than the sole source of knowledge.

Teacher-centred learning: all decision making and responsibility rest with the teacher. The teacher provides information, organizes, monitors and assesses activities. The students exclusively follow the instructions and rely solely on the teacher's decisions. During activities, students work alone, and collaboration is discouraged.

Pros: The classroom remains orderly. Students are quiet, and the teacher retains full control of the learning process.

Cons: When students work alone, they don't learn to collaborate with other students. Teacher-centred instruction can get boring for students. Their minds may wander, and they may miss

important facts. Teacher-centred instruction doesn't allow students to express themselves, ask questions and direct their own learning.

Learner-centred learning: learning program is organized around learners' needs. Group work is essential for promoting students' collaboration and communication. The teacher takes on several roles, including that of a communication participant; responsibilities can be delegated to learners.

Pros: Students learn to plan and take responsibility for their own learning, ask questions and complete tasks independently. Students are more interested in learning activities when they can interact with one another and participate actively.

Cons: Classrooms might look noisy and chaotic. Teachers need to manage all students' activities at once, which can be difficult when students are working at different pace and in their own way. For those students who prefer to work alone, group work can be stressful.

The PPP procedure (Present – Practise -Produce) is one of the key techniques for CLT, placing special focus on language in clear contexts rather than isolated drills.

• Presentation: The teacher introduces a situation and elicits target language (e.g., using a picture to prompt sentences like "He's listening to music").

• Practise: Students practise through techniques like choral repetition, individual repetition, and cue-response exercises.

• Production: Students use the new language in their own sentences (e.g., describing what friends or family are doing).

From theory to practice

Activity 20.1: Which characteristics of CLT do you observe in your language classes? Are they effective for you?

Activity 20. 2: Watch episodes of an English lesson (0:37- 9:05), provided by Pearson Languages. Is this a learner-centred lesson? Why? / Why not?
https://www.youtube.com/watch?v=QimYyomQUlU

Activity 20. 3. Watch Diane Dowejko teach a demo grammar lesson using the PPP model. Identify each stage in the procedure.
https://www.youtube.com/watch?v=5Re-FWcA03I

Session 21. The Lexical Approach

Key terminology: Lexical approach, lexical chunk, noticing

Focus on theory

     The Lexical approach was initially suggested by Michael Lewis in the 1990; nowadays it is actively promoted by Hugh Dellar & Andrew Walkley and is implemented in the series of coursebooks *Outcomes*.

Key ideas:
- language consists of grammaticalized lexis rather than lexicalized grammar;
- lexical chunks are the building blocks of the language;
- learning individual words is less effective than learning and practicing ready-made chunks;
- fluency and comprehension come from recognizing and utilizing lexical chunks;
- exposure to authentic language is essential;
- noticing language (chunks and how they function) in context is essential; noticing should be taught;
- grammar is secondary to lexis;
- fluency comes before accuracy;
- to promote fluency and accuracy, lexical chunks need to be recycled (used in different meaningful contexts).

     Noticing chunks and collocations is essential for input to become intake, but it is not sufficient on its own. Without guidance, learners may overlook key language features in a text and fail to internalize them.
Tasks and activities should encourage noticing. This can be:
- Teacher-guided noticing, where the teacher draws attention to useful lexical features.
- Self-directed noticing, where students identify features they find useful.

Noticing can also be:
- Explicit noticing, such as highlighting specific items in a text.
- Implicit noticing, such as when the teacher reformulates a student's response.

These approaches help ensure learners engage actively with language features, promoting meaningful intake.

From theory to practice

Activity 21.1. Watch a more detailed explanation of the Lexical approach by Hugh Dellar's. Do you find any of his ideas appealing?
https://www.youtube.com/watch?v=nsko2by2xsY

Activity 21.2. Look through the materials you've been recently using for your English learning. Identify lexical chunks you have learned.

Session 22. CLIL and EMI

Key terminology: Content and Language integrated learning (CLIL), English as a medium of instruction (EMI)

Focus on theory

CLIL (Content and Language Integrated Learning) is an approach focused on teaching students about topics totally new for them in L2. Students can learn a subject (e.g., science, history, art, etc.) and a foreign language simultaneously. The focus is on both content (the subject matter) and language development. In present-day English course books, elements of CLIL can be noticed in the variety of texts for reading and listening.

Key Features of CLIL:

• teaching both subject knowledge and language skills;

• scaffolding, modelling and visuals are explicitly used to provide language support;

• CLIL can be used at any level and in a variety of subjects;

• communication in L2 and critical thinking are the priority;

• intercultural awareness is essential;

• the principle of Language Triptych: language of learning + language for learning + language through learning.

LANGUAGE *OF* LEARNING

MEANING MAKING

LANGUAGE *FOR* LEARNING   LANGUAGE *THROUGH* LEARNING
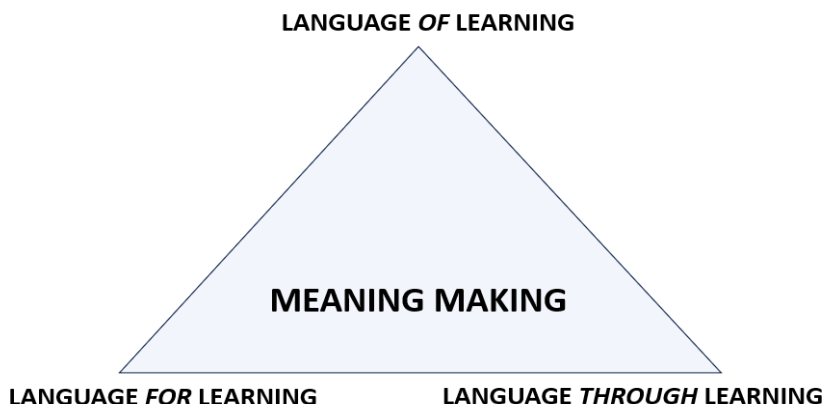
Based on Coyle & Meyer (2021) *Beyond CLIL: Pluriliteracies teaching for deeper learning*.

Challenges of CLIL:

•   Teachers must be skilled in both the subject and the target language;

•   Balancing language learning with content understanding can lead to cognitive overload, especially at lower proficiency levels;

•   Resources and materials need to be adapted to suit the dual focus on language and content;

•   Assessing both subject knowledge and language skills can be difficult and requires clear criteria.

EMI (English as a Medium of Instruction) refers to the use of English to teach academic subjects (e.g., science, maths, history, literature) in non-English-speaking contexts.

Key Features of EMI:

•   EMI is commonly used in universities seeking to internationalize and attract global students;

•   The primary goal is to teach the subject, not explicitly develop English skills. Language learning happens indirectly through exposure and use;

•   Students develop their English skills naturally while studying their subjects, preparing them for international opportunities;

•   English opens doors to global research and resources, which are often published in English;

•   EMI equips students with the language and academic skills needed for careers and education in global contexts.

Challenges of EMI:

•   Both students and teachers may lack the necessary English skills;

•   Effective EMI requires specialized teacher training;

•   Learning complex concepts in a second language can be overwhelming for students and affect academic performance.

CLIL vs. EMI:

73

- CLIL balances subject content and language development, with activities designed to support both. It can be used at lower levels of language proficiency.
- EMI focuses on delivering subject content with no explicit focus on language learning. Language acquisition occurs as a byproduct of studying in English. It is suitable for higher levels of language proficiency (usually B2+).

From theory to practice

Activity 22.1. Look through the pages from three English coursebooks for different age groups. What subject knowledge can be taught through these materials? What language skills are taught? Do these materials look appealing to you?

1.

Smart Junior 1

2.

Team Together 2

3.

GLOBAL OBJECTS

The Mini was a British car until 2000. Now BMW, a German company, is the producer of the Mini, but the car factory for the Mini is still in Oxford, England. There are 2,500 parts in the Mini and they are from countries and continents all over the world including the Americas and Europe. So, what nationality is a car with a German company, with international parts and the factory is in Britain? It's a global product.

Bonnet
This is from a factory in the Netherlands, but the company is Austrian.

Parts of the roof
Part of the roof is from England, but the company is Spanish.

Mirrors
These are from a factory in Germany, but the headquarters is in Canada.

Seats
Johnson Controls is an American company. They make the car seats in a factory in Britain.

Front and back bumper
These are from Britain, but the company's headquarters is Canadian.

Engine
The Mini has got two different engines. There's a petrol engine and a diesel engine. The petrol engine is Brazilian and the diesel engine is Japanese.

Windows
The glass in the windows is from a company in France, but the factory is in Belgium.

Life Elementary. Student's Book.

Activity 22.2. Review your own experience of learning languages. Have you ever experienced CLIL? What subject knowledge did you obtain through L2? Was the experience beneficial for you? Why? / Why not?

Activity 22.3. Have you ever experienced EMI? If yes, is it effective for you? Why? / Why not?

Session 23. TBL and action-oriented approach

Key terminology: Task-based learning (TBL), task, outcome, action-oriented approach

Focus on theory

TBL (task-based learning) focuses on activities that provide meaningful real-life tasks or their close imitation; to complete the task, learners need to use the target language, thus learning happens in the process of doing.

Though the terms "activity" and "task" are often viewed as synonymic, for TBL the differentiation is essential.

What makes an activity qualify as a task:

• the activity engages learners' interest: it is relevant to their sphere of interests and life experience, and presents a reasonable challenge;

• the primary focus is on meaning: we discuss our plans for the weekend, or the best present we have made for our friends rather than future tenses or degrees of comparisons;

• there is a goal or an outcome: by the end of a lesson or a series of lessons students produce something material (visible or heard) that can be demonstrated to other people, e.g. a list of activities for the weekend, a description of the best present, etc.;

• the success of the learning process is judged in terms of outcome: the outcome is SMART, both learners and the teacher can provide feedback on it;

• completion is a priority: we cannot stop at the stage of "practice"; the SMART outcome should be obtained, so the "production" is a must;

• the activity relates to real world activities, including communication and collaboration to achieve the goal.

Based on Willis and Willis (2007)

SMART outcome:

Specific: you can name it using a noun plus a few modifiers, e.g. a list of ideas, arguments in favour of being a vegetarian, a description of your pet, a poster about a school club, etc.;

76

Measurable: you can apply quantitative criteria to describe it: five or more arguments, at least three sentences, 2-3-minute talk, etc.;

Achievable: your learners can do it with reasonable assistance from the teacher;

Relevant: the task is close to what the learners need to do using the language now or in the near future, e.g. to plan a weekend together, to organize a pet show;

Time-bound: the learners can complete the task within the allotted time of the lesson or a series of lessons plus time for home work, if necessary, according to the school standards.

Based on Doran (1981) as quoted by Williams M., Mercer,S., Ryan,S (2019) Exploring psychology in language learning and teaching

Action-oriented approach has accumulated the best practices from the previously developed methods and approaches.
Key features of action-oriented approach:
• learners are viewed as social agents who use language to perform real-world tasks in specific contexts;
• language is seen as a tool for accomplishing actions or tasks in social situations;
• activities are focused on completing tasks rather than just communication for its own sake;
• learning process is designed to simulate real-life scenarios learners might encounter (e.g., writing an email, navigating a city).
• great emphasize is laid on social, pragmatic, and intercultural competences.

Communicative approach vs Action-oriented approach

Aspect	Communicative approach	Action-oriented approach
Focus	Communication in general	Completing real-world tasks
Learner role	Communicators	Social agents
Activity types	Role-plays, conversations	Task-based scenarios with practical outcomes
Competences	Linguistic and communicative	Linguistic, pragmatic, sociocultural
Connection to CEFR	Indirect	Explicit (core to its design

Action-oriented approach encourages the integration of various components of communicative competence to achieve a specific goal. Linguistic competence alone is insufficient without pragmatic and sociocultural competences, which may even play a more crucial role in reaching the desired outcome.

Pragmatic competence is focused on being able to use language to achieve your goals efficiently. The knowledge includes awareness of how, when, to who and what about you can use verbal and accompanying non-verbal messages to evoke the planned reaction in your recipient.

Sociocultural competence is about the ability to understand and use the rules of politeness, norms governing relations between generations, sexes, classes, social groups and social roles.

A lack of pragmatic or sociocultural competence can lead to miscommunication and communicative breakdown.

More components of the Action-Oriented Approach are presented below:
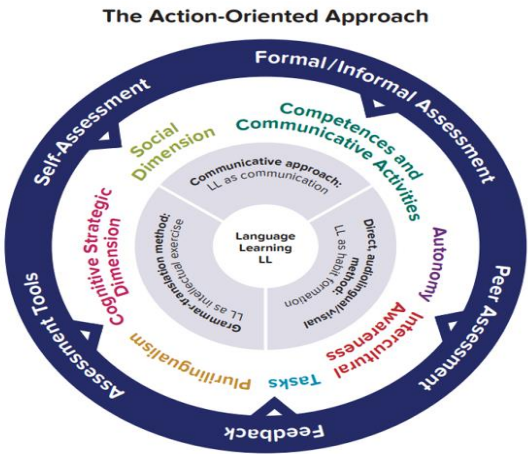
Piccardo, E. (2014) From Communicative to Action-Oriented: New Perspectives For a New Millennium

Nowadays, lots of teachers opt for the eclectic approach which combines principles of various methods and provides for better catering for learners' needs.

From theory to practice

Activity 23.1. Look through the list of anticipated lesson outcomes. Are they SMART?
a. *by the end of the class, students will have described a chosen person's wardrobe in the picture and each other's outfits;*
b. *students will improve their speaking and collaboration skills;*
c. *descriptions of the learners' outfits today;*
d. *students will be able to retell the text and use new grammar structure;*
e. *students will be able to answer questions about teenagers' life in the past;*
f. *a list of most surprising facts about teenagers' life in the past.*

Activity 23.2. Do these situations show successful communication? If not, what went wrong, and how serious is the breakdown?

1. On a bus:
Passenger 1: *Could you close the window, please?*
Passenger 2: *Yes, I could* (does not move).

2. A student's text message to a teacher: I just wanna warn you that I won't be in class. I will go to university. I'm in the parliament of our university.

3. A foreign citizen at the police station: I want to tell you about information.

Activity 23. 3. Watch the episode "Do you speak English?" Does the tourist achieve her goal? Why? / Why not? Are there any components of the communicative competence that need improvement?
https://www.youtube.com/watch?v=rxUm-2x-2dM

Activity 23.4. Have you ever experienced a communicative breakdown with representatives of other cultures? If so, what went wrong, and which component of communicative competence was missing?

Module 4.
Language acquisition and language learning

Session 24. Learning and acquisition

Key terminology: acquisition, learning

Focus on theory

Acquisition is the way in which languages are mastered unconsciously or 'picked up' by exposure to comprehensible input. Language acquisition is observed when children master communication in their first language (L1) by picking it up from their caregivers and other children. In most cases, children acquire the sufficient level of L1 to enable them to communicate in everyday situations before they are exposed to any formal training.

Learning is a deliberate and conscious process of mastering grammar rules and remembering vocabulary followed by self-monitoring of language use.

In L2 classroom, acquisition takes place when language is used to achieve aims outside the language (e.g to share emotions, to learn about your friend's news, to enjoy a film, to win a game, etc.).

Learning occurs when we deliberately set an aim to remember and use correctly a certain structure or a lexical item.

In present-day L2 teaching, the combination of acquisition and learning is believed to yield the best results.

From theory to practice

Activity 24.1. Examine the activities and decide whether they engage learning, acquisition or both:

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

Activity 24.2. What are your favourite activities in the English classroom? Are they focused on language learning or on language acquisition?

Session 25. Hypotheses about language acquisition

Key terminology: Input, finely tuned input, roughly tuned input, comprehended input, intake, output, affective filter, monitor

Focus on theory

A hypothesis (plural hypotheses) is a possible explanation for a phenomenon. For a hypothesis to become a scientifically proved theory, vast testing and solid evidence are required. While present-day neuro science has provided a lot of evidence about the way human brain works, researchers in language acquisition still prefer to operate traditional terminology.

Input hypothesis

Input is the exposure to target language in authentic context. The source of input can be the teacher, other learners, and the environment around the learners.

According to the input hypothesis, a necessary (but not sufficient) condition for moving on with acquiring the language is to enable the acquirer to understands input that contains *familiar language and new language items*, where "understands" means getting the general meaning rather than focusing on the individual language units that constitute the message.

Types of input:

Finely tuned input contains a limited number of items that are supposed to be new for the majority of learners in a group.

To present a set of vocabulary items on a certain topic, we can use them in a text, in sentences, as labels to pictures or as a plain list of words, as shown in Example 1.

Example 1. Vocabulary set on the topic "Birthday party".

balloon **cake** **lollipop** **hat**

Mitchel, H. (2019) Smart Junior 2

A new grammar structure can be presented in a set of sentences or in a text that has been either heavily adapted or generated with the sole purpose to illustrate the target language as shown in Example 2.

Example 2. Present Progressive with the meaning of future planned actions.
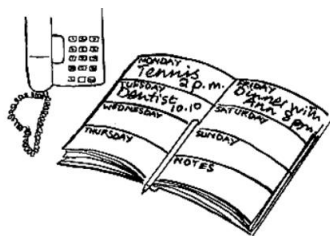
This is Tom's diary for next week.

He is playing tennis on Monday afternoon.
He is going to the dentist on Tuesday morning.
He is having dinner with Ann on Friday.

Murphy, R., Smalzer, W. (2003) Basic Grammar in Use.

Finely tuned input is frequently used for presenting new grammar and vocabulary to young learners and learners at low proficiency levels, and for controlled practice of newly introduced language items at any level.

Roughly tuned input occurs when the learners are exposed to input containing more than one new language item. While the clarification is focused on the target grammar or vocabulary, the other unfamiliar items can go unclarified as they are not the key words and the general message of the input can be understood without these items as shown in Example 3.

Example 3. A roughly tuned text to provide context for the negative and interrogative forms of There is/are

83

> Look around your own classroom. Are there any desks? Is there a noticeboard? The answer is probably yes. Schools in large cities in India are the same. But outside the cities, they're often very different. The children in the photo go to a small school in India. Their classroom is outside. There isn't a noticeboard. There's a desk for the teacher, but there aren't any desks for the children. In fact, there aren't any chairs – the children sit on the floor. But there are some books – and a lot of motivation!

Falla, T., Davis, P. (2017). Solutions Elementary

Exposure to roughly tuned texts is believed to be the most beneficial for gradual language acquisition as it provides extensive reasonably challenging comprehensible input. Our brain is believed to be able to compensate for gaps in understanding created by unfamiliar items if the percentage of the challenging language does not exceed 5% (Schmitt 2011) and these vocabulary items are not key words.

Untuned input is provided by the exposure to language that has not been adapted to learners' actual level. Authentic texts or communication with native speakers who have not been trained to adapt their output are the examples of untuned input. For learners at low proficiency level, untuned input will be incomprehensible and can in some cases discourage further effort. Nevertheless, repeated exposure to one and the same untuned input can help learners see their progress as incomprehensible text turns comprehensible.

According to Rod Ellis (2003), when input gets comprehended, it turns into intake. Intake that has been transferred from learner's working memory to the long-term memory becomes knowledge. Due to multiple exposure to the same language item in different contexts, the new knowledge gets integrated with previously obtained knowledge and can be used for producing written or spoken output.

To provide at least minimal meaningful output, a learner needs to be exposed to much more extensive input. To expect a learner to produce output that equals or exceeds input is unrealistic. The correlation between the amount of input, intake and output can be presented as a funnel chart:
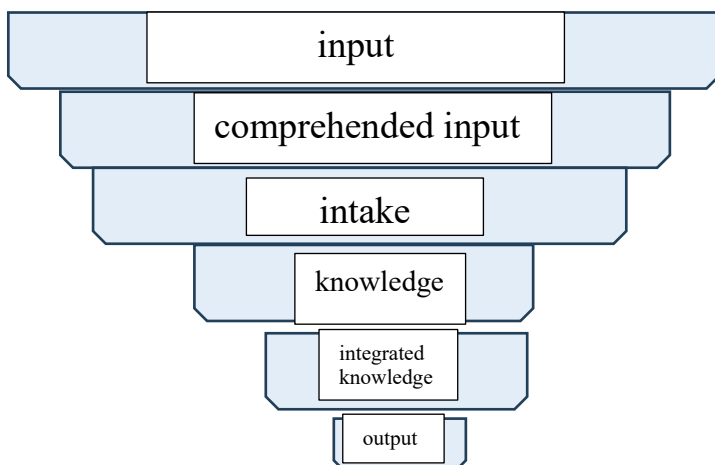
Affective filter hypothesis

While input is always bigger than output, the ratio between them depends upon a number of factors; one of them is the affective filter. According to the affective filter hypothesis, learners' emotional state affects the effectiveness of input turning into intake. Negative emotions, fear, stress, inhibitions, etc. can prevent learners from comprehending and integrating new language, thus ruining the process of acquisition.

Natural order hypothesis

The acquisition of grammatical structures happens in a predictable order.
Children acquiring English as L1 usually acquire certain structures earlier than others.
E.g., the progressive marker -*ing* ("I'm read*ing* a book") and the plural marker /s/ ("two cats") belong to the first morphemes acquired, while the third person singular marker /s/ (as in "She likes ice-cream") and the possessive /s/ ("Ann's cat") are acquired much later.
Children acquiring English as L2 also tend to follow the "natural order" for grammatical morphemes, regardless of their L1. There was also evidence that adults demonstrate order quite similar to that seen in child's L2 acquisition.

The natural order hypothesis provides additional arguments against grammar-focused curriculum where the structures are presented in logical order. While the Present Simple Tense is usually learned among the first structures, the natural order of acquisition prevents it from being mastered easily and quickly. As a result, the learners struggle with accuracy and might get frustrated with the absence of positive outcomes of their efforts.

Monitor hypothesis

Acquisition "initiates" our utterances in L2 and is responsible for our fluency. Learning provides the function of a monitor (editor / conscious grammar). Conscious learning can "edit" the output of the acquired language before or after the utterance is actually produced. Thus, the role of the "monitor" is to correct deviation from normal speech and to give utterances a more polished appearance.

Successful use of "monitor" (recollecting rules) in L2 requires:

1. sufficient time;
2. available capacity of working memory to focus on form;
3. knowledge of the rule.

The work of "monitor" can be presented in the form of the schema below:
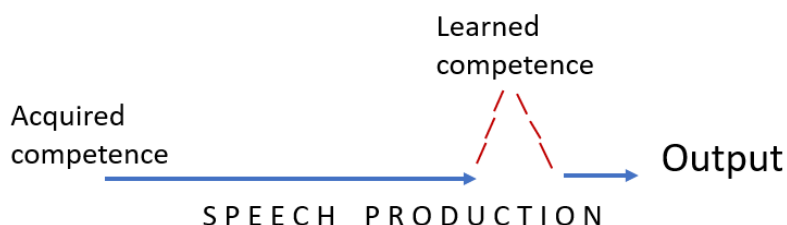
Individual variation in Monitor Use

1. Monitor over-users check every instance of their output with conscious knowledge of L2 grammar rules, recollect individual vocabulary items that were memorized without collocations or relevant context, or just try to translate word by word from L1. As a result, the students speak hesitantly, often self-correct, and are so

concerned with correctness that they cannot focus on the actual content of communication. As a result, the attempts for communication are ineffective and discouraging. One of the main reasons for monitor over-use is heavy reliance on non-communicative methods of teaching and heavy emphasis on accuracy in the process of learning and testing.

2.   Monitor under-users either have not learned, or prefer not to use their conscious knowledge of the grammar rules, even when conditions allow it. Under-users might ignore error correction and rely on the acquired system. Usually monitor under-use derives from the exposure to direct method in L2 instruction where immediate fluency is the priority. The exception is children within the sensitive period for language acquisition who are exposed to extensive authentic input in L2.

Neither monitor over-users or monitor under-users are likely to go beyond elementary level of communicative competence in L2.

3.   The optimal monitor user activates "the monitor" when it is appropriate and does not interfere with communication. They can self-check and self-correct if they sense the communicative partner fails to understand them.

From theory to practice

Activity 25.1. What input are you exposed to when you work with L2? Is it effective for you?

Activity 25.2. Have you ever experienced a situation when you just could not remember and use a word or a structure no matter how hard you tried? Could it have been the result of affective filter? Why? / Why not?

Activity 25.3. Study the information about earlier and later acquired morphemes in English as presented by Stephen Krashen back in 1970s. Did you master them in the same order? If not, what was your order of mastering the forms?

Activity 25.4. What type monitor user are you? Explain your choice.

Session 26. Stages of language acquisition.

Key terminology: preproduction, fluency

Focus on theory

As presented by Jane D. Hill and Cynthia L. Björk, L2 acquisition resembles acquiring L1 and has five stages:
- Preproduction
- Early Production
- Speech Emergence
- Intermediate Fluency
- Advanced Fluency

The preproduction stage is characterized by minimal comprehension and relies on non-verbal reactions, such as drawing, pointing, nodding "yes" and "no". At the early production stage, the learner has limited comprehension and uses one- or two-word responses.

Speech emergence stage implies good comprehension and simple sentences production. Grammar and phonological mistakes are quite common.

Intermediate fluency is characterized by excellent comprehension of verbal input and more varied complex production. The learner starts to develop pragmatic skills, such as understanding humour, sarcasm and idioms. Occasional mistakes in language use can be observed, thought they are not likely to have dramatic impact on the effectiveness of communication.

At the advanced fluency level, a learner has a native-like level of speech and can explain, provide arguments, create and fulfil other communicative tasks according to the context of communication.

Interlanguage (term suggested by Larry Selinker) is the learner's present-moment version of L2. Figuratively, it can be called the learner's current location on their way from L1 to L2.

Interlanguage is affected by learner's L1 (or L1 and other languages the learner has been exposed to or has been studying) and their individual experience of L2 input. Learners with the same L1 can

share similar characteristics of interlanguage, for example, common difficulties and mistakes caused by L1 interference.

From theory to practice

Activity 26.1. What stage of language acquisition is your English at? What stage is your German / Spanish / French / other languages at?

Activity 26.2. What is your earliest memory of your use of L1? At what stage of acquisition are you at that moment?

Activity 26. 3. When a student submits a paper produced by another person, some teachers can identify plagiarism by reading the first few lines. How can they do it?

Session 27. Types of input and conditions for language acquisition

Key terminology: finely tuned input, roughly tuned input, untuned input, sensitive period, L1, L2

Focus on theory

Language input can be classified by the following criteria:

By level of adaptation (see "Input hypothesis" for details):
- finely tuned
- roughly tuned
- untuned

By level of comprehension:
- comprehensible (the level of language is within or slightly above the actual level of learner's language proficiency and general knowledge, which does not prevent the listener/reader from getting the general idea);
- incomprehensible (the level of language is much above the learner's actual level which prevents the listener/reader from getting the general idea).

By source in the classroom:
- received from the teacher;
- received from course materials (course book, workbook, class audio, class video, posters, handouts, etc.);
- received from other learners;
- received from authentic sources provided by the teacher or discovered by learners.

By level of attention focus on the input
- explicit: attention is drawn to the input; usually it is new grammar or vocabulary. For, example, when a teacher is eliciting answers about the meaning of a grammar form, the learners are fully aware that the questions and answers lead to better understanding of the grammar;

- implicit: attention is focused on meaning or aim beyond the structure or lexis. For example, when learners are playing a language game, their main focus on winning. The structure or vocabulary that is used for game moves is viewed by learners as a tool rather than the main focus of the activity.

By use of technical aids:
- presented without technical aids (human voice, printed materials, handwritten materials);
- presented with the help of technical aids (computer/tablet with or without access to internet, smartphone, audio player, video player, OHP).

When planning a lesson, a teacher needs to plan the input carefully to make sure the learners can fully benefit from it.

Conditions for language acquisition

Age and sensitive period
The best time for acquiring languages is the first six years of life, which is called the sensitive period for languages. If a child aged 0-6 is exposed to a language for a considerable period of time, acquisition happens naturally. At this age, a child can acquire two or even more languages, if each language is associated with a person who has regular meaningful communication with the child. After the end of the sensitive period, the brain plasticity for language acquisition starts to subside gradually though the ability to acquire does not disappear completely.

For more details on L1 acquisition, visit https://modules.ilabs.uw.edu/module/language-development-listening-speaking/sensitive-period-language/)

As a child grows older, the brain develops the ability for concrete (7-11 y.o.) and formal (11+ y.o.) thinking. Conscious learning

becomes possible and beneficial. Thus, learners beyond the sensitive period achieve the best results if acquisition is supported by learning, i.e. ISLA (instructed second language acquisition) is considered to be more productive for school-age children and adults.

Communication in L2

To promote acquisition and learning, learners need to be exposed to situations where the target language is used for authentic or near-authentic communication. If the language is learned in the classroom outside the country of the language, the context for communication should be provided by the teacher in the classroom. Routine communication, such as greeting, requesting, thanking, praising, encouraging, etc. becomes a vital component of language input and promotes acquisition.

Motivation to use L2 in the classroom

If the class is monolingual, and the teacher shares the learners' L1, the temptation to switch to L1 is big both for the learners and the teacher. Establishing "house rules" for English classes where communication in English is given a priority could be helpful. Another motivational factor is the absence of fear of mistakes. If mistakes are viewed as a natural component of a learning process and an opportunity to learn, learners are more willing to take risks in language use.

Motivation to use L2 outside the classroom

The development of technologies and international contacts has provided language learners with vast opportunities to hear and read authentic materials in different languages, and to meet and communicate with people from different countries. Motivation to use these sources is usually internal and driven by cognitive needs of a learner. The exposure to authentic input can be supplemented by conscious use of meaning clarification tools, such as dictionaries, illustrations, translation, or request to explain in the context of real time communication.

From theory to practice

Activity 27.1. Provide the classification of the following cases of L2 input. Will it be useful for the given groups of Ukrainian learners?

a. *a printed text about African cultures in a pre-intermediate level coursebook for a group of A2+ level teenagers;*
b. *an entry in an American traveller's blog about African cultures for a lesson with a group of A2+ level teenagers;*
c. *a short video on an English traveller's Instagram about African cultures for a lesson with a group of B1+ level teenagers;*
d. *a short video on an English traveller's Instagram about the political systems in African cultures for a lesson with a group of learners at primary school.*
    e.

Activity 27.2. What input are you usually provided in your English classes? Is it effective enough for you? Why? / Why not?

Activity 27.3. How much do you use English in your English classes? Do you use English in pair work? Why? / Why not? How does it affect your language learning and acquisition?

Activity 27.4. What sources of L2 input do you use outside the classroom? Are they effective?

Session 28. Linguistic competence components: language systems and skills

Key terminology: linguistic competence, grammar, vocabulary, functional exponents, phonetics, orthography, range, control

Focus on theory

Linguistic competence is a component of communicative competence which focuses on using language and understanding it as a system. It includes grammar, vocabulary, phonetics and orthography. Descriptors for linguistic competence include range (variety of use) and control (accuracy of use) for grammar and vocabulary, and control for phonology and orthography. The distinction between range and control highlights the complexity of language use, not just the presence of errors.

Vocabulary describes the area of language learning focused on word knowledge (based on S.Thornbury An A-Z of ELT). The knowledge of a word includes awareness of meaning (denotation, connotation, appropriateness), phonology (sounds, stress), and orthography. Since the knowledge of individual word is less productive than the knowledge of a word in its common surrounding, the term "lexis" is used nowadays as an umbrella term for individual words, fixed collocations and free collocations. Ready-made frequently used chunks of language are also viewed as lexis.

Grammar is the set of rules and principles that govern how a language is structured and used. It provides the framework for combining words, phrases, and sentences to convey meaning effectively. The components of grammar are syntax, morphology, phonology, semantics and pragmatics.

Vocabulary, lexis and grammar can overlap as shown in Diagram 28.1 below.

Diagram 28.1. Vocabulary, lexis and grammar
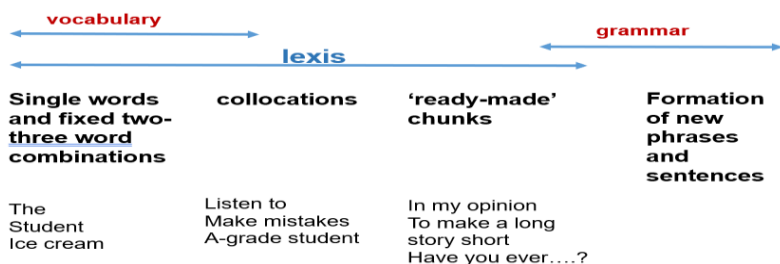
Linguistic competence forms the basis for the four primary communicative skills: listening, reading, speaking and writing.

The correlation between the linguistic competence components is shown in Diagram 28.2.

Diagram 28.2. Linguistic competence components (based on S.Nikolaieva)
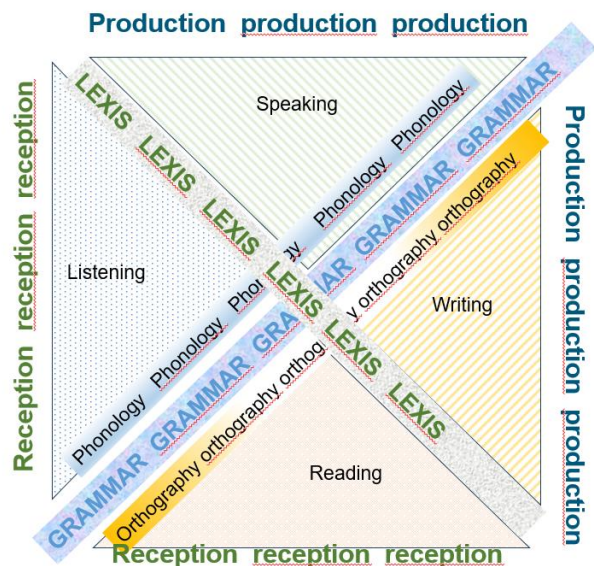
The development of linguistics and speech act theory in particular gave rise to the functional descriptions of language. For language teaching, it resulted in understanding the importance of teaching language functions rather than grammar structures.

For example, if we want to teach our learners to invite a friend to join them for an activity, we introduce the following patterns: *Let's …! Why don't we …? / Would you care to …?*

The invitation to participate in an activity is the common communicative function for the three patterns here, and the structures *Let's V / Why don't we V / Would you care to V* are functional exponents.

From theory to practice

Activity 28.1. What components of the linguistic competence have you been practicing in class recently? Provide examples of activities.

Session 29. Listening as a skill

Key terminology: listening, gist, inference, top-down processing, bottom-up processing

Focus on theory

Listening is a process of getting verbal information through the auditory channel. As a receptive oral skill, it uses lexical, grammatical and phonological language systems.

Listening can take place as a component of direct interaction with the speaker in real time with or without technical aids, or be asynchronous when producing the message precedes the reception and requires technical aids to save and deliver the message to the recipient.

Types of listening:
- listening for gist: the purpose of this listening is to get the general idea of the message.
- listening in detail: in this listening, it is important to understand every piece of information in the message; nothing can be ignored;
- listening for specific information: here we need to catch specific words or phrases; the other parts of the message are of minor importance;
- inferential listening refers to cases, when we catch the meaning "between lines", i.e. the actual meaning is more than the sum of individual lexical items. Inferential listening provides information about the speaker's feelings and attitude, and is essential for understanding humour and sarcasm.

Top-down and bottom-up processing

To understand a spoken message, we process the text from the "top" and from the "bottom".

The "top" is our background knowledge of the world and particular situation or context where the text belongs. By identifying the context of the text, we can predict the message. By matching the actual message to our predictions, we understand what we hear.

The "bottom" is individual sounds that get accumulated into words, lexical chunks, sentences and text passages. When we process

the text from the "bottom", we move from identifying sounds, then catching the meaning of words, chunks, etc. (See Diagram 1).

Diagram 29.1. The geography of listening (based on J.Scrivener)
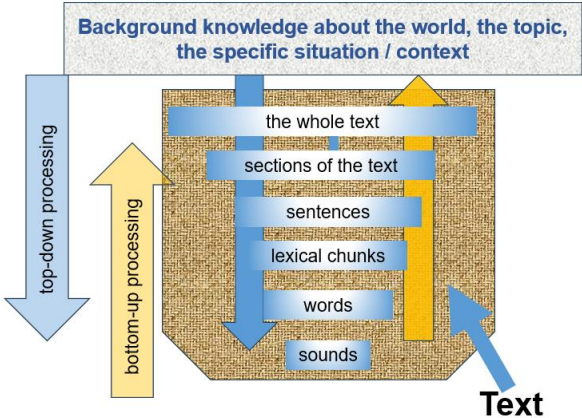
In real communication, an experienced listener can apply both processes simultaneously, or shift from one or another depending upon the purpose of listening. Listening for gist relies mainly on top-down processing. Listening for specific information is primarily a bottom-up perception. Listening in detail requires attention to broader context alongside with noticing smaller units of meaning; therefore, this listening type activates both top-down and bottom-up processing.

To make teaching and learning listening more manageable, in-class listening activities can focus on one listening type at a time, thus making two- or three-times listening to the same text motivated.

Listening for gist comes first as it gives the general understanding of the message. Listening for specific information, as well as listening in detail, can be either the second or the third depending upon a number of factors including the focus of the lesson, text complexity, task complexity, planned lesson outcome, etc.

"Active listening" is a term used to identify listener's reaction to the speaker's input by verbal or non-verbal response. It rather belongs to the situation of spoken interaction than the context of listening by itself. In this case, the speaker provides verbal output while the listener regulates the process by signaling interest, understanding, agreement, request for more information, etc.

From theory to practice

Activity 29.1. Identify types of listening in the situations listed below:

a.   *You are driving in an unfamiliar neighborhood using voice navigation on your google maps. The traffic is quite intensive and you cannot take your eyes off the road to look at the map, so you van rely on voice directions only.*

b.   *You are at a clinic lobby waiting for your turn to be invited to see the doctor. There are other patients waiting for their appointments. The nurse regularly enters to lobby and calls the name of a patient to be the next.*

c.   *While commuting to the university you are listening to the news of showbiz. There's nothing you're specially interested in but it's good to keep updated.*

d.   *Your friend is updating you on her recent events. She does not tell much, but by her voice and minor comments, you understand that the experience was quite unusual and there's much more to tell.*

Activity 29.2. Identify the types of listening addressed by the activities below:

a.   *Look at the picture of two people talking. What can they be discussing? (After brainstorming the ideas): Let's listen to their conversation and see if you were right.*

b.   *The gapped sentences below are taken from the conversation you have listened to. Read the sentences and try to recollect the missing words. (After the students tried to fill in the gaps): Let's listen and check your answers.*

c.   *Look through the statements based on the conversation you have listened to. Are they true or false? (After students have decided if the statements match the information in the conversation): Listen to the recording one more time and see if your answers are correct.*

d.   *Are these people close friends? Why? / Why not? What phrases in the conversation make you think so? (If necessary, we can listen to some passages from the recording again)*

Activity 29.3. What listening activities are you engaged in during your English classes? Are they effective for you? Why? / Why not?

Session 30. Reading as a skill

Key terminology: gist, inference, mechanics of reading

Focus on theory

Reading is a process of getting verbal information by exposure to written or printed texts through the visual channel. In cases of visual impairment, the exposure to the text can be provided through the sense of touch (the braille code). As a receptive written skill, it uses lexical, grammatical and orthographical language systems.

Types of reading
- reading for gist: to get the general idea of the text;
- reading in detail: to understand every piece of information;
- reading for specific information: to find specific words or phrases;
- inferential reading: reading "between lines", to get message of the text, to understand humour, sarcasm, etc.;
- reading aloud.

Other terminology to present types of reading (some terms can overlap or be synonymic as they come from different sources and represent different approaches to teaching reading):
- skimming: a quick look at the text to get the general idea (similar to reading for gist);
- scanning: looking for a specific element or elements in the text. When the element is found, the reading stops (similar to reading for specific information);
- intensive / close reading: reading focused on 100% understanding; usually we speak about relatively short texts where each challenging lexical item and grammar structure are to be clarified and translated;
- extensive reading: reading of longer texts with general understanding of the text message.
- reading aloud: in authentic context, this type of reading is used when the reader wants to convey to the listeners the actual content of the text plus their understanding of the emotional message, or affect

the listeners' perception of the verbal information. Reading aloud is for the listener rather than for the reader. The exception is the teaching / learning context, when reading aloud is used to practise and monitor bottom-up text processing.

- silent reading is the most common way a mature reader processes the text.

Top-down and bottom-up processing

In reading, processing the text follows top-down and bottom-up directions.

Top-down processing starts with the context analysis and the expectations of the specific text genre in the given context. For example, by looking at a piece of paper we receive at a cash-desk at a supermarket we understand that this is a receipt with the list of our purchases and their prices before we actually read it.

Bottom-up processing in reading starts with decoding letters and combinations of letters into sounds, words, lexical chunks and so on (See Diagram 30.1).

Diagram 30.1. The geography of processing a written text
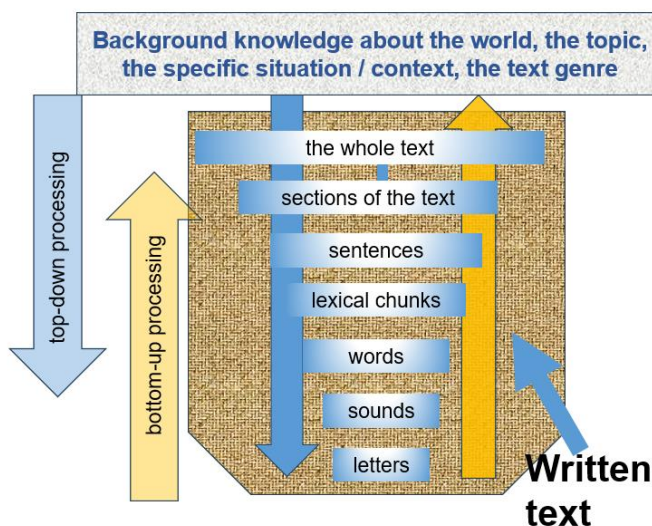
From theory to practice

Activity 30.1. Identify types of reading in the situations listed below:

a. *You are planning to travel to another city and are checking the online bus timetable to find the departure that best suits your schedule.*
b. *Your friend has texted you saying she's fine and there's nothing to worry about. However, the message feels rather unusual, and it only makes you worry more.*
c. *You are about to sign a job contract and are reviewing the details of your job responsibilities and the company's payment policy.*
d. *You are reading a detective story that is incredibly gripping, and you can't wait to uncover the solution.*

Activity 30.2. Find examples of reading-focused activities in your English coursebook. What types of reading can be developed through these activities?

Session 31. Speaking as a skill

Key terminology: fluency, accuracy, spoken production, spoken interaction

Focus on theory

Speaking is a productive oral skill which is used to send verbal messages to other people using the organs of speech. The process of speaking includes stages of planning, production and self-monitoring.

In spontaneous real-time communication, all the stages of spoken production almost overlap.

Speaking is characterized by fluency and accuracy.

Fluency is the ability to generate contextually appropriate messages in real-time with a smooth and steady pace.

Accuracy in speaking is the ability to use grammar, lexis and phonology correctly.

If the speaker needs to devote more attention to planning the utterance and selecting linguistic tools, the timing of production is affected, leading to a loss of fluency. If the speaker focuses on production, accuracy is might be neglected, resulting in error-filled or even unintelligible utterances.

Spoken communication can be subdivided into spoken production and spoken interaction.

Spoken production is about creating and delivering speech independently, while spoken interaction involves collaborative communication with others.

Spoken production does not rely on immediate response from listeners during the act of speaking. Spoken production can be observed in the situations of giving a speech or a presentation, narrating an event, storytelling, explaining an idea, etc. Spoken production should be coherent and well-organized to ensure the listener's understanding. In many real-life situations of spoken production, a speaker has time to plan and structure their speaking.

Spoken interaction requires additional skills like active listening, turn-taking, and responding in real time. Thus, spoken interaction is about switching from speaking to listening and back to speaking as many times as the situation requires. In most cases, spoken interaction is spontaneous and does not allow extra time for careful planning. At the same time, immediate feedback from the recipient makes it easier for the speaker to structure the speech on the spot and, if necessary, repair miscommunications.

From theory to practice

Activity 31.1. Recollect situations when you need to communicate a message using speaking, e.g. ask someone for something, inform somebody about something, etc. Identify your needs, motivation and communicative intention. What happens next? Describe the process.

Activity 31.2. Recollect your experience of mastering speaking. What did you do to promote your accuracy and fluency?

Activity 31.3. Recollect hypotheses about language acquisition. Can any of them be used to explain the processes of gaining accuracy and fluency in speaking?

Activity 31.4. Which form of speaking in L2 is easier for you? Why?

Session 32. Writing as a skill

Key terminology: process approach, product (genre) approach

Focus on theory

Writing is a productive communicative skill that is used to share information through a written message (text). The range of present-day written communication varies from one-word messages on social media to volumes of official documents or fiction books on hundreds of pages.

Writing is frequently used to communicate ideas to someone who is separated from us in time and/or distance, therefore the requirements to text explicitness are higher than for the spoken interaction in the context of immediate contact. This factor can make writing more challenging.

On the other hand, the writer can have more time for planning and monitoring their utterance, which makes the process less stressful and more suitable for self-correction using various sources.

Situations of written communication and corresponding text genres can be grouped into categories:

- everyday written communication (texting, writing to-do lists, social interaction on special occasions, etc.);
- academic writing (written home assignments, essays, reports, conference abstracts, etc.)
- business communication (business letters, resumes, memos, etc.)
- creative writing (poetry, stories, essays, etc.)

Following the process of written utterance production, the progression of written text creation can follow these stages:

1. Situation analysis and brainstorming ideas;
2. Arranging ideas into logical sequence;
3. Writing the first draft;
4. Checking the coherence and editing the contents of draft;
5. Proofreading and correcting the language use;
6. Presenting the final version to the reader.

Stages 4 and 5 can be repeated several times, or omitted.

Based on understanding the writing process components, the process approach to teaching writing has been developed. Following this approach, a lot of emphasis is laid on text planning, drafting and editing.

The study of peculiarities of different text genres led to the development of the genre approach to teaching writing. According to this approach, mastering the production of a specific text type begins with exposure to a model text (product), followed by an analysis of its structural components and language use. Finally, learners are encouraged to produce a text of the same genre in a slightly altered context.

From theory to practice

Activity 32.1. Recollect and list situations when you use writing. What genres do you use most frequently?

Activity 32.2. What written text have you produced recently? Identify and note down the steps you followed to produce the text.

Activity 32.3. Find writing-focused activities in your English coursebook. Do they represent the process or the genre approach?

Module 5.
Classroom management

Session 33. Learning environment

Key terminology: learning environment, mode of interaction, classroom layout, teacher's intervention, rapport, group dynamics

Focus on theory

Learning environment components (off-line classes):
* Modes of interaction
* Classroom layout
* Teacher's presence (voice, body language, location in the classroom, distance to the learners)
* Teacher's interventions (instructions, questions, elicitation, feedback…)
* Rapport
* Group dynamics
* Teaching materials (coursebook, board, handouts… / digital tools…)

Modes of interaction (interaction patterns) in a language classroom:

Teacher talk
        The teacher presents information to a group of learners. This might involve some kind of silent or verbal response from students (noting down the key points of the presentation, writing a dictation, copying the visual input from the slides/board; answering remembering- or understanding-checking questions); but there is no initiative on the part of the students. The teacher's verbal input is dominant.

Panel discussion

The teacher acts as a moderator for a group discussion providing questions to discuss and nominating the students to presents ideas. While this mode of interaction remains teacher-centred, it can provide space for students' initiative. The teacher might insist that each next response is logically connected to the previous one, thus providing authenticity to the discussion. In some cases, the role of the moderator can be assigned to a student. It is the moderator who provides feedback on participants' input.

Whole-class (big group) interaction

Students participate in a discussion or a problem-solving activity without a visible guidance from a teacher or an appointed student. The initiative to voice opinions is equally expected from each participant and it is up to students to decide upon the level of their participation. The teacher can monitor the activity as an observer or act as an equal participant if the discussion stumbles. The responsibility to provide feedback on the participants' input rests with the participants.

Pair / small group work (static grouping)

Students work in groups of 2-4 at similar tasks (e.g. language-focused activities, comprehension-checking activities, brainstorming ideas, etc.). The teacher might intervene with the work of some pairs if necessary or monitor the work from distance. Pair work is usually follower by panel or whole class interaction to check the answers or to provide whole-group feedback on the activity results.

Individual work

The teacher sets an activity, and students work on it independently; the teacher might walk around monitoring and help where necessary. In a communicative classroom, this mode of interaction is used for some reading activities, as the first stage of controlled/ semi-controlled or freer practice of language items, for preparation for speaking / writing and is usually followed by other modes. The majority of language tests require individual work.

Common variations of pair work (dynamic pairs):

Moving lines

Students stand in two lines facing each other. After a brief period of interaction with the participants in front of them, the lines

make one step to the left/right and get a new speaking partner. The move takes place at the signal of the moderator and can be repeated till the lines return to the original pairing. The pattern is suitable for even or odd number of participants.

Flower / Merry-go-Round

Students stand in two circles facing each other. After a brief period of interaction with the participants in front of them, students in the outer circle make one step to the left/right and get a new speaking partner. The move takes place at the signal of the moderator and can be repeated till the circles return to the original pairing. The pattern is suitable for even number of participants.

Aquarium / Mingling

Students walk around the classroom and form pairs randomly to ask and answer questions or to share some kind of information. The teacher might give signals to change speaking partners simultaneously or let the participants do it at their pace. To stimulate the change of speaking partners the task should require the interaction with as many classmates as possible.

Common sequencing of interaction patterns

Think - pair - square - share

After individual work, students compare their answers in pairs. Next, pairs join other pairs to form groups of four and come up with one answer supported by each member of the "square". Panel discussion allows each pair to voice their result and get the feedback.

Dynamic pairs - individual work - static pairs/small groups - panel discussion

After collecting information from classmates in dynamic pairs, students have time to sum-up their findings individually. Next, they share the information with people sitting next to them and finally report to the whole class.

From theory to practice

Activity 33.1. Look through the list of learning environment components for an off-line class. Which components would be the same for an on-line class? Which of them would be different?

Activity 33.2. Which modes of interaction would be suitable for the activities based on lesson objectives listed below:

1. *My students need more practice in talking for fluency. Today we're going to discuss qualities necessary for a successful interpreter.*
2. *For today, my students have read a short story. I want to check if they remember the key facts about the main characters. I could use questions from the coursebook.*
3. *My students need more practice in forming and answering questions. Our current topic is "Daily routine". I was thinking of using an interview or survey situation.*

Activity 33.3. Which modes of interaction have you experienced? Which of them are your favourite? Why?

Session 34. Classroom layout

Key terminology: classroom layout, zone

Focus on theory

Layout is the plan or design or arrangement of something; the way in which the parts of something are arranged (based on Merriam-Webster Dictionary). The layout of your classroom has a significant impact on what you can do in it, and how you do it (Scrivener 2013).

Layouts for a language classroom:
1. a circle with tables: tables are arranged in a circle; students sit at tables being able to keep their notebooks, pens, gadgets in front of them and, when necessary, make eye contact with any classmate. The teacher can take any place in the circle; the more off-front it is, the more democratic the interaction feels. In some cases, the teacher can leave the circle (vanish) and monitor the activity from outside the circle.
2. a circle without tables: chairs are arranged in a circle, tables are removed or placed behind the learners. This arrangement promotes oral interaction without tables serving as blocks in the way of verbal and non-verbal messages.
3. one large table: tables are pulled together to form one large table; this promotes cooperation on a single task that involves the use of some teaching materials that can be passed from learner to learner randomly across the table.
4. a semi-circle with or without tables: might work as layouts 1 and 2, though the teacher is expected to take the front seat at least at the beginning and at the end of an activity for the whole-group feedback.
5. islands: tables are arranged into bigger tables so that four or more students can sit around them while working in teams of four or more participants. If there is enough space between the "islands", the teacher or students can move between the teams. In some activities, all teams can rotate from 'island" to "island".
6. rows of desks for one or two facing the front: the most traditional and still the most common layout for a lot of schools. With this

layout, the teacher is expected to dominate the interaction in the classroom with occasional interruption for pair work.

7. straight-line rows facing the front is another traditional layout designed for teacher-centred classrooms. While it is possible for the participants to interact with people sitting on their left, right or behind them, the change of the sitting position through walking around the classroom is utterly inconvenient.

8. no-furniture zone provides space for presentations, simulations, role-play, dynamic grouping, language games involving physical movement, etc. It can be in front of the classroom, at the back of it, between rows of desks, etc.

9. zones: if the space in the classroom permits, it is most convenient to have two or more zones with differently arranged working space, one of them being a no-furniture zone to provide space for physical movement.

From theory to practice

Activity 34.1. Identify the classroom layouts presented in the pictures:

1
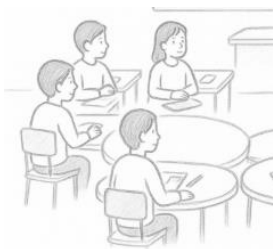
Image generated by ChatGPT

2

Image generated by ChatGPT

3

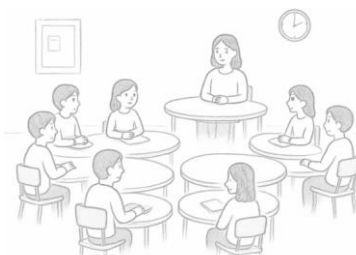Image generated by ChatGPT

4

Source of image https://surl.lu/winivu

Activity 34.2. Which modes of interaction can be observed in each classroom?

Activity 34.3. Which of the classrooms above are teacher-centred? Learner-centred? What makes you think so?

Session 35. Teacher's presence

Key terminology: non-verbal communication

Focus on theory

In everyday life, information is received verbally and non-verbally. While verbal information constitutes about seven percent of input, the other 93 percent is attributed to non-verbal communication.

In the classroom, non-verbal messages from the teacher are viewed as teacher's presence in the classroom. While some of them can be sent and received consciously, a significant proportion of them can be unconscious and operate at the emotional rather than logical level.

Components of the teacher's presence:
- voice
- body language

Voice: timbre, tone, volume, pace, enunciation, etc.

Your voice and the way you use it contributes to the atmosphere in the classroom. While it is no easy task to control your timbre, you can make sure your voice sounds clearly and distinctly, the volume is varied according to the situation in the classroom and the pace meets the needs of your learners.

Varying the volume of your voice can be more effective than just speaking in a loud voice all the time.

To slow done the pace of your speaking, make longer pauses between syntagms; making pauses between individual words can deprive your speaking of authenticity or, in some cases, sound offensive.

To vary your tone, it might be helpful to practice giving instructions and explanations a few times before the lesson. You might want to record yourself and assess the impression your voice produces. In the classroom, you might need to sound friendly, interested, encouraging, surprised, confident, hesitant, etc. You can hardly predict what emotions you will experience in your class, but you need to make sure your voice does not betray any fear of public speaking or makes an impression of any negative emotions towards your learners.

Body language

114

Eye contact is considered to be one of the most powerful ways we communicate. Longer eye contact is associated with trust and good feelings; while avoiding it can make your learners feel uncomfortable. Nevertheless, too much eye contact can be intimidating, especially for shy students.

Facial Expressions. A smile makes communication easier and more natural. It can evoke warm and happy feelings in both the giver and the recipient. Nevertheless, you do not need to smile all the time; this powerful tool works only when used properly. When providing constructive criticism or giving a hard message, a smile can be out of place.

Posture. A sagging posture displays a lack of confidence and is associated with weak leadership. To students, it says that you are unsure of yourself. They will not listen to or trust someone who appears to lack confidence.

Walking tall, with your body erect and shoulders straight, engenders confidence in you as a leader. You then become more believable, and students are more apt to accept what you say.

Gestures include movement of the hands, head, or other parts of the body. Gestures can be used to communicate a variety of feelings and thoughts to accompany the verbal message. Still the excessive use of gestures in a multi-cultural context can be tricky as the meaning of one and the same gesture in different cultures can vary.

Location in the classroom can be viewed as another form of providing a non-verbal messages to your learners.
- Standing in front of the classroom
  - ➢ with your hands free
  - ➢ "anchored" to a table or chair
  - ➢ holding a piece of chalk / a marker to write on the board
  - ➢ holding an object (an open book, a worksheet, a picture, realia, etc.) to provide instructions for an activity or to guide an activity;

Any of these variations provides conscious or unconscious feeling of teacher dominating the work in the classroom and attracts the participants' attention to the teacher.

115

- Sitting in front of the classroom behind a teacher's table is suitable for monitoring students' individual or group activities and taking notes if necessary. The table might give the feeling of being distanced from students' activities unless the layout if "big table".
- Sitting in front of the classroom without the table with the eyes of the teacher and the students at the same level provides the feeling of being closer to students and participating rather than moderating the activities. If the teacher changes the sitting position to one in the circle, the feeling of equality in communication increases.
- Walking around the room is good for monitoring individual or small group activities.
- If necessary, the teacher can join an individual student, a pair or group during activities to provide support.
- "Vanishing" – a teacher can move to the back of the classroom and take a comfortable position monitoring the class work from distance. It could promote learner autonomy and encourage the learners to take more initiative, though it is important to make sure the work does not go out of hand. If any signs of students being distracted are observed, the teacher needs to intervene and return to a more dominant location.

Learners' presence

It is not the teacher only who can be read through non-verbal messages. Careful observation of learners' body language can provide valuable insights into students' current state, attitudes, interests, inhibitions, values, and more.

From theory to practice

Activity 35.1 Match the descriptions of students' behaviours and body language (1–4) with the messages a teacher can infer from them and the corresponding action plans based on these conclusions (a–d).

Students' non-verbal messages	Possible interpretation
1. A student realizes she doesn't have a pen. She looks upset and makes eye contact	a. There are clear issues with relationships within the group. The two students may be permanent

	outcasts from the rest of the class. Activities that promote collaboration and partner rotation could be helpful, although closer observation may be needed to identify the reasons for these students' lack of positive relationships within the group
2. When allowed to choose their seats freely, two students sit as far away as possible from the rest of the group. When asked to move closer, they appear very reluctant to do so.	b. There is positive group dynamics in this academic group. Students are comfortable asking each other for help and readily offering support when needed. Collaborative activities are therefore likely to be both effective and enjoyable.
3. When sitting at a table, a student places her handbag in front of her. When invited to join a circle without tables, she keeps the handbag in her lap, holding onto it tightly.	c. The student is unhappy about being late but is ready to join the group work. It is best to welcome her into the classroom without drawing the other students' attention and quietly give her instructions for participating in the group activity.
4. A student is late for a session. When the rest of the class are engaged in pair discussion, she enters the classroom quietly, her coat in her hands, and makes an eye contact with the teacher to signal she is sorry to have been late, and to ask for guidance about her actions.	d. The student appears to feel insecure in the classroom. She may be afraid of the teacher, uncertain about her skills and knowledge, or uncomfortable around her groupmates. Further observation is needed. Her groupmates could be gently encouraged to collaborate with her, and any successful collaboration should be noted and praised.

"with her groupmates to signal her predicament. Several of them notice the situation and offer her their spare pens."

Activity 35.2 Provide your interpretation of the student's behaviour and body language:

A student is late for a session. When the rest of the class are engaged in pair discussion, she enters the classroom, a half-finished cup of ice-coffee in her hand, and without making any eye contact with anybody proceeds to the back seat in the classroom.

Activity 35.3. Watch the presentation "18 Signs Someone Might Be Lying to You." Have you ever observed this behaviour in people? What was your reaction?

https://www.youtube.com/watch?v=xXWDl0Vik48

Session 36. Teacher's interventions

Key terminology: teacher's intervention, questioning, eliciting / elicitation, feedback.

Focus on theory

Teacher's interventions are formulas of words or sets of actions a teacher uses to affect the learning process.

The interventions vary from rather small (e.g. nodding the head to demonstrate agreement) or much larger (e.g guiding learners through a series of questions and tasks to clarify the meaning of a grammar structure).

Interventions
- pre-planned
- spontaneous

Key types of teacher's intervention

1. Present information/ideas/language
2. Elicit information/ideas/language
3. Give instructions
4. Provide support
5. Provide feedback
6. Do questioning
7. Assert authority
8. Give difficult (negative) messages
9. Be unhelpful

1. The teacher's initial role is to pass knowledge and skills of the previous generations to the learners. Nowadays, when information can be accessed much easier than a few decades ago, the teacher's role is to help learners navigate and process information rather than get it.
2. Students join the class with some prior knowledge which can be conscious or unconscious and usually varies from student to student. Present-day psychology claims, that new knowledge is constructed in the process of meaningful activity based on the existing knowledge. Thus, the teacher needs to figure out what the learners already know by

asking questions and eliciting the answers or conclusions based on learners' present-moment knowledge.

3.   To participate in classroom activities, students need to know what they are supposed to do, what materials they can use, in what form and through what mode of interaction they can proceed with the activity. All these pieces of information are provided through the teacher's instructions.

4.   Throughout the lesson, the teacher provides informational and emotional support to learners. While the informational support is used to validate the student's actions, offer scaffolding to those with lower language proficiency, or present pieces of knowledge for further utilizing in the learning process, emotional support makes learners feel welcomed and valued in the classroom. The latter form of support does not equal excessive praise; we can praise learners' effort, congratulate them on their achievement, sympathize with their failures, encourage them to keep trying, etc.

5.   Feedback is the information students get on their performance. Feedback can be explicit or implicit, immediate or delayed, positive or negative, spoken or written, effective and ineffective. While feedback is viewed as one of the main types of teacher's intervention, it can be provided by peers and serve the same purposes.

6.   Questioning is used when the teacher needs to make sure the learners remember and understand the material covered in the course. In this kind of teacher's intervention, the focus is on the learners' progress within the limited topics. While the primary aim of questioning is to assess the learners' knowledge and skills, the teacher has an opportunity to evaluate their own success at teaching and adjust the further steps accordingly.

7.   The teacher's authority can be formal (attained through the social role and attributed power distance) and natural (deserved through interpersonal communication where the teacher proves to be more knowledgeable or competent than learners, and willing to pass their knowledge to students). Successful learning greatly depends upon the ability of the process participants to stick to their social roles in the classroom. While a learner-centered classroom implies a certain degree of democracy, it is the teacher's responsibility to make sure the process does not go out of hands. If a group of learners are not familiar

with democratic forms of interaction and confuse respect with weakness, the teacher might need to start with asserting formal authority. This might be the case with novice teachers starting to teach a group of teenagers.

8.   Difficult messages are connected with students' failure to perform at the expected level, negative events that can affect the student's life, or voluntary or involuntary violation of social norms by the student in or outside the classroom. To protect the student's feelings, these messages need to be given in private. If the group can benefit from receiving the information in question, the direct demonstration of the student's identity should be avoided.

9.   To train students not to be overly dependent on the teacher, it is essential to let students make their own decisions and take responsibility for them. It might also be useful to teach students to question information they receive from others, including those in the position of the authority. The technique "devil's advocate" can be used to provide practice in critical assessment of information received from the teacher.

<div align="right">Based on Scrivener, J. Classroom management techniques</div>

In a communicative language classroom, teacher's interventions can be interconnected. In some cases, one and the same utterance can serve more than one purpose.

<u>Activity 36.1.</u> What type of teacher's intervention is presented in the passages below?

1.   Have you ever travelled on foot? (When we travel ON FOOT, we walk a long distance to a new place). Do you think it is popular to travel on foot in this country? Why?/Why not?
2.   You have three minutes to work in pairs and share your experience of travelling on foot. Be ready to tell us if your experience is similar or different.
3.   What would you say if I tell you that travelling on foot is bad for your health and for the environment?
4.   What's the plural for "foot"? Do we travel "on foot" or "by foot"?

5.   Ann, your outfit today is very beautiful but I'm afraid it is not really appropriate for the classroom. It might distract or embarrass other learners.

6.   That's an interesting idea! Could you tell us more?

7.   Student: "I greatly enjoy travelling by feet". Teacher: "You enjoy travelling ON FOOT. That's wonderful! Does anybody else enjoy walking?"

Activity 36.2. Watch an episode from Hugh Dellar's class. What teacher's interventions can you observe?

https://www.youtube.com/watch?v=GqnX5002MF4

Session 37. Types and role of feedback

Key terminology: immediate feedback, delayed feedback, positive feedback, negative feedback

Feedback is information the teacher or another learner gives to a student on the progress or results of their studies.

Classifications of feedback:

1. by time: immediate (during the activity) / delayed (after the activity is completed);
2. by form: spoken / written;
3. by medium: verbal / non-verbal;
4. by content: positive (about success) / negative (about problems or mistakes);
5. by level of focusing on feedback: explicit (the focus is on the feedback) / implicit (the feedback is imbedded into a message with another communicative purpose);
6. by source: provided by the teacher / provided by another learner;
7. by result: effective (serving the purpose to provide information on the progress or results of studies) / ineffective (failing to provide necessary information)

Characteristics of effective feedback:

- descriptive
- specific
- constructive
- timely
- questioning
- receiver needs based
- understanding checked
- praise first (sandwich principle) for negative feedback

Characteristics of ineffective feedback:

- judging
- general
- destructive
- late
- dogmatic
- giver needs based
- understanding not checked
- criticism first

123

From theory to practice

Activity 37. 1. Study the following transcripts of lesson episodes. Identify instances of feedback. What type are they? Are they effective? Why? / Why not?

1:

Student: Unfortunately, we do not have many time for rest.

Teacher: It's a pity you do not have MUCH time to relax. I hope you'll have more spare time after the end of this semester.

2.

Student: Reading can help us to live better…not better but…more exciting.

Teacher: True, reading makes our life more exciting. Are there any other benefits of reading?

(Students list more benefits)

Teacher: Great ideas, thank you! I see that all of you are big fans of reading.

3.

Teacher: What do we do during the conversation? We speak and …

Student 1: Reading.

Teacher: Does everybody agree that we read a lot during conversations?

Student 2: I believe we listen.

Teacher: That's it! We speak and listen.

4.

While presenting the answers to a matching activity, a student (S1) mispronounces the word *flourish* saying the sound /ɔ:/ instead of /ʌ/, but the teacher does not interrupt.

After all words have been matched to the definitions, the teacher asks: "Could you please repeat the word that means *grow or develop in a healthy or vigorous way*, S1?

S1 repeats the word with the same pronunciation mistake.

T: Any other variants to say this word?

S2 says the word *flourish* correctly.

T: Yes, this is the correct pronunciation. Mind the sound /ʌ/. Let's repeat it together.

Session 38. Rapport, group dynamics and discipline

Key terminology: group dynamics, rapport, "house rules".

Focus on theory

Rapport /ræˈpɔːr/ is a friendly, harmonious relationship characterized by mutual understanding and agreement that promotes easy and enjoyable communication (based on [Merriam-Webster dictionary](#))

In academic context, the term "rapport" is used to describe the relationship of a teacher with a group of students.

Good (positive) rapport it not primarily technique-driven and is believed to grow naturally when people like each other and share positive experience.

Tips for building positive rapport:
- be approachable;
- be welcoming;
- be encouraging;
- go beyond the limited social roles of teacher/student; see students as individuals; be yourself rather than "the teacher" or "the student";
- focus on positive information about the people you are working with;
- don't fake emotions or information, be honest;
- try and see situations from the other person's perspective.

David Maister explained the origin and progress of trust between people as "trust equation":

Trust = Credibility + Reliability + Intimacy - Self-interest

For more detailed explanation, see THNK School of Leadership (2021) The Trust Equation by David Maister explained: How to build trust
https://www.youtube.com/watch?v=xXWDl0Vik48

Group dynamics presents the patterns of social behaviour within a group and interpersonal relationships between group members.

Stages in group dynamics:

1. Forming: figuring out why the members are joined in the group, who else is there, if it is comfortable to be around those people. Thus, it is essential for members of a newly-formed group to get involved with each other and to introduce themselves to each other. The team leader (teacher) must ensure that the group members feel comfortable enough to be ready to move to the next stage.
2. Storming: members voice their individual differences and try to identify their position in the group. The team leader should help members to voice their views and priorities avoiding conflicts and misunderstandings.
3. Norming: the members start sharing a common commitment to the purpose of the group. The teacher must focus on continuing to clarify the roles of each and every member, and a clear goal for the group interaction.
4. Performing: the team is working effectively and efficiently with higher level of autonomy toward achieving organizations and individual goals.

Based on B.W. Tuckman as cited in Williams,M., Mercer, S., Ryan, S. Exploring psychology in language learning and teaching.

For better understanding of group dynamics, see the explanation of the phenomenon through the fictional events in the *Lord of the Rings*.
https://www.youtube.com/watch?v=ysWWGf8VsOg&t=17s

Discipline is associated with establishing and maintaining appropriate behaviour.

In a democratic learner-centred classroom appropriate behaviour is achieved through demonstrating and encouraging positive actions rather than punishing the negative ones. Prevention of negative behavioral patterns can be achieved through the following techniques:

• design with the group rather than impose "house rules" for your classes;
• provide a chance to move in the classroom;
• create routines to provide some element of stability;
• mix stability with novelty; varying activities helps to avoid monotonous lessons;
• engage learners in decision-making and taking responsibilities for their decisions;
• praise positive behaviour.

In some cases, bad behaviour in class can stem from student's negative experience outside the classroom, a physical and/or emotional trauma.

Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.

Individual trauma arises from single or repeated events or circumstances that are viewed as emotional or physical threat. Trauma can have a long-term negative impact on mental, physical, social, emotional, or spiritual well-being.

Based on SAMHSA's Concept of Trauma (2014)
https://www.nctsn.org/resources/samhsas-concept-of-trauma-and-guidance-for-a-trauma-informed-approach

Examples of trauma-inducing circumstances:
• Loss of a family member or separation from family members;

- Loss of job by a parent;
- Forced migration within or from a home country;
- Emotional or physical abuse;
- Bullying;
- Seeing or experiencing violence at home or in the community;
- War and conflict;
- Lack of enough money for basic life essentials such as food and housing

People can react to trauma differently. While some of us can manage traumatic experience, others transfer negative feelings and emotions to other spheres of life, including academic environment.

If a teacher observes a student's negative behaviour that cannot be explained by immediate context, trauma can be the course of the problems. Before jumping at conclusions and rushing to act, it is advisable to consult the school psychologist or other members of the school staff who might know the learner's background.

From theory to practice

Activity 38.1. How can credibility, reliability and intimacy be demonstrated in academic context? How do you decide if you can trust your teachers and classmates? What do you do so that your teachers and classmates could trust you?

Activity 38.2. What stage of group dynamics is your academic group at? Provide evidence to support your conclusion.

Activity 38. 3. Recall your school years and the classes with perfect discipline. What techniques did the teacher do to promote appropriate behaviour? Do you think you might use any of those techniques in your classroom?

Session 39. Teaching materials

Key terminology: authentic, verbal, nonverbal, visual, auditory, coursebook

Focus on theory

Teaching materials can include anything that supports the learning process (based on Thornbury, S. A-Z of ELT methodology).

Classifications of teaching materials:
- authentic / specially designed for teaching;
- verbal / nonverbal;
- visual / auditory;
- static / dynamic;
- relies on technical aids / does not require technical aids.

Texts in different forms and from different sources constitute the majority of teaching materials.

Criteria for selecting texts:
- Humanistic values
- No fake information
- Avoidance of taboo topics
- Meeting the learners' needs:
  - the language level is suitable
  - the topic is relevant
  - information is new
  - the text is relevant for the learning context

The ways to adapt authentic texts
- by length (printed) / duration (recorded texts): omit less important parts;
- by speed (recorded texts): change the settings of the player;
- by language complexity (simplify structures, substitute high-level vocabulary by more frequent synonyms);
- by visual support (focus on speakers' non-verbal message and subtitles in video, provide static illustrations and key words, etc).

From theory to practice

Activity 39.1. Provide classification of the teaching materials listed below. Have you ever used them for your language learning?

- *an English coursebook designed in the country of the language (e.g. Wider World, Solutions, Outcomes, Speak Out);*
- *a grammar reference book;*
- *a fiction book;*
- *BBC news;*
- *an interview with a researcher from Hopkins medical school;*
- *a commercial on TV;*
- *a speech by a politician;*
- *an everyday conversation recorded in a supermarket;*
- *a toy for young children;*
- *a road map;*
- a copy of a painting.

Activity 39.2. Watch the presentation recorded by an English teacher about the way she adapted a text for her students. Do you think you could use the recording to practice your listening in English? Why? / Why *not*?
https://www.youtube.com/watch?v=L11j84CgjIg

Session 40. Revision and Consolidation

Put it all together 🧩

Analyse the English language teaching and learning situations. Focus on the processes and procedures used, be ready to provide detailed analyses of the teachers' and students actions using the theories you have studied in your Practical Pedagogy course. For an example of a situation analysis see Appendix 1.

Situations for analysis

S1: Sorry I no come class. My mum she breaked the leg.
T: Oh no! Your mum BROKE her leg!
S1: Yes.
T: Is she all right?
S1: Mmm . . . er . . . no good. They put . . . er . . . er . . . band . . .
T: Bandage or plaster? Is it hard? (writes the words on the board).
Ss: Yes, plaster.
T: Oh dear! What a pain!

Based on Hugh Dellar (2018) Putting our words to work: rethinking Teacher Talking Time. - http://www.lexicallab.com/2018/05/putting-our-words-to-work-rethinking-teacher-talking-time/

2.   While reading a question on the slide, a student made a mistake in the pronunciation of a word. The teacher asked the student to read the question once more, and the student made the same mistake again. The teacher pronounced the word in the correct way and asked the student to pronounce the word after her. The student did it and read the question once again; this time everything was correct. After that the teacher asked the students to work in small groups and provide their answers.

Based on students' Observation reports 2023

3.   At the beginning of a class students were presented pictures of cats expressing different emotions. The students were asked to choose one cat and explain his/her choice. While providing their answers the students shared their present-moment feelings and emotions. There were a few grammar and pronunciation mistakes, but the teacher

ignored them focusing her comments and responses on the information provided by the students.

4.   After watching the video about success, the teacher asked the students to complete a True/False exercise. After working individually students were invited to watch the video again, correct their choices if necessary, and then compare their answers in pairs. When that stage was completed, the teacher demonstrated the correct answers and asked the students to share what statements were the easiest and the most difficult for them. After the ideas had been shared, the teacher praised everyone saying everyone had done a good job.

5.   In the lesson, there was a task when students had to put the words in the correct order, the teacher waited until the students completed it, then asked who wanted to read their version. After the person read her answers, the teacher asked if anyone had another word order. Then another student read. Afterwards, she thanked all the students and demonstrated the correct answers for everyone to check and correct themselves if necessary.

6.   The lesson topic was daily routine and having rest.
Student: Unfortunately, we do not have many time for rest.
Teacher: It's a pity you do not have MUCH time to relax. I hope you'll have more spare time after the end of this semester.

7.   Our teachers showed us a message of a hacker and asked us what might have happened if we clicked on the link. First, we discussed it in the groups of three and then shared our opinions with the teachers. Next, we were asked to read a text about digital crimes and to find the answers to the following questions: "Who sent the suspicious email?" and "What mistake did Freya make?". We discussed our findings in pairs, then shared our opinions with the teachers.

8.   Teachers showed us a slide with six pairs of sentences with similar meaning. The second sentence in each pair was gapped. Our task was to complete the second sentence in each pair so that had the same

meaning as the first one. It was essential to use the modal verbs in brackets to complete the gapped sentences. First, we worked in pairs, next we compared our answers with those of other pairs. While we were doing so, the teacher approached groups in turn and listened to our discussions without saying anything. When we were checking our answers in the panel mode with the teacher, she started with demonstrating one of the answers she heard from one mini-group and asked if it was correct. After all sentences had been checked, we were asked to select one that was the most relevant for our life experience and to explain our choice.

9.   We were divided in groups of three, asked to choose one picture out of four shown on the screen and think of a riddle: how to explain the picture without naming it. Then we had a competition: each team presented their explanations one by one and the team who had guessed all the correct answers were the winners. We were given several minutes to work in teams and prepare our riddles. If we needed help, we could ask the teacher to come up to our table and give us prompts.

10.   In groups of three we discussed the differences between people now, 20000 years from now, 60000 years from now, and 100000 years from now.
Then in pairs, we made predictions about the appearance of people thousands of years from now. After that, we read information and checked our guesses. Finally, we worked in small groups and discussed what was the most surprising thing.

11.   Having read and discussed the general idea of the text, we were asked such questions as "Is it about the present or the future?", "Will the action be finished or will it be in progress?". With the help of these questions, we were explained two tenses: the Future Perfect and the Future Continuous.

12.   Students chose a small piece of paper with an activity (singing, dancing, playing instruments, etc.) written on it. Then we stood in lines face to face, asked each other questions (Are you any good at ….?) and noted down each other's answers. Having answered a few questions

from other students and having listened to their answers to our questions we returned to our places and shared the information with our desk mates. We had to select the most interesting finding to present to the whole group.

Observation practice

The aim of the observation practice is to enable students to notice and analyze the aspects of the teaching/ learning process discussed in Practical pedagogy sessions.

General recommendations

Before the practice day:
1. Download the file with Observation questions to your device to be sure you can access them any time.
2. Review the questions. Revise the corresponding theoretical material discussed in your Practical Pedagogy sessions.
3. Decide upon the way you will be taking notes of what you observe. Remember that you are expected to take an active part in the lessons, so you will be able to take very brief notes only.
4. Study your observation schedule. Pay attention to the room numbers. You and your groupmates can be expected to attend different lessons, so do not rely on any other student to inform you about the place you need to be at.

On the practice day:
1. Arrive at the university in time according to your personal schedule.
2. In case an air raid alert is announced, stay in the shelter. When it is safe to leave the shelter, go to the university and join a session according to the schedule. If a lesson cannot be delivered in time because of the air raid alert, it will be re-scheduled.
3. Participate in the lessons; try and be active and supportive. Remember that in a year you will be performing the role of a student teacher.
4. Take notes of the techniques the student-teachers use.
5. After each lesson, do not forget to provide oral feedback to your trainee teachers. If you feel you want to thank them for the experience, your kind words will be most welcome.

After each lesson:
1. Fill in a feedback form. The links to the form will be provided by the student-teachers on the final slides of their presentation. Be sure to complete the feedback on the day of the observation.

Observation 1. Motivational strategies

Instruction: Participate in three classes and monitor the teachers' actions throughout the lessons. Pay special attention to the strategies used for motivatng the learners. Note down <u>detailed</u> evidence.

Having observed each lesson, fill in the feedback form.

Observation 1 task:

Lesson topic:	
Motivational strategies Did the teachers:	**Your answer with detailed evidence**
…share their own personal interest in L2?	
…show learners that they care about their progress?	
…pay attention and listen to each learner?	
…create a pleasant and supportive atmosphere?	
…give learners responsibility by using small-group activities?	
…make learning enjoyable by using a variety of learning tasks?	
…make tasks challenging?	
…adjust the difficulty level of tasks to the learners' abilities?	
…adapt task content to the learners' natural interests?	
…give equal attention to both stronger and weaker learners?	
…select tasks which require learners' active participation?	

…explain the purpose and usefulness of a task?	
…promote cooperation and communication?	
…provide learners with positive feedback?	

Observation 1 summary: What techniques were the most popular with the student-teachers? What human needs were addressed by those techniques? Were the techniques effective for you? Why? Why not?

Observation 2. Thinking Skills in the Language Classroom

Instruction: Participate in three classes and monitor the teachers' actions throughout the lessons. Pay special attention to the LOTs- and HOTs-focused activities you are engaged in. Provide detailed information on the activities and identify the targeted thinking skills.

Having observed each lesson, fill in the feedback form.

Observation 2 task:

Lesson topic:	
Detailed description of activities including the teachers' instructions and learners' actions	Level of targeted thinking skills
1.	
2.	
3.	
4.	

Observation 2 summary: What level thinking skills were mainly addressed throughout the lessons? Did you feel interested in participation in the activities addressing LOTs? HOTs? How effective were those activities for you?

Observation 3. Learner Autonomy in the Language Classroom

Instruction: Participate in three classes and monitor the teachers' actions throughout the lessons. Pay special attention to the opportunities provided by the teachers for learner autonomy development. Provide detailed information on the teachers' actions and the learners' response.

Having observed each lesson, fill in the feedback form.

Observation 3 questions:

Lesson topic:	
Do the teachers…	Your answer and detailed evidence
..ask for learners' opinion?	
…encourage making choices?	
…involve learners in decision making about learning?	
…encourages collaboration?	
…encourages awareness of the learning process?	
….	

Observation 3 summary: What level learner autonomy could be achieved in the lessons. Did you feel comfortable with the autonomy level you were provided? Why? / Why not?

Observation 4. Teaching methods and approaches in the language classroom

Instruction: Observe three classes and note down techniques and activities used by the student-teachers. Identify the methods or approaches they originate from.

Having observed each lesson, fill in the feedback form.

Observation 4 questions

Lesson topic:	
Technique/activity (detailed information on the teachers' actions, instructions, materials, and the learners' response)	Method / approach

Questions for Observation 4 Summary: What methods and approaches were the most noticeable in the lessons you participated in? Were the methods and approaches effective for your learning? Why?/ Why not?

Observation 5. Communicative skills in the language classroom

Instruction: Observe three classes and note down the details of at least three activities you participated in. Identify the skills and subskills that were developed during those activities.

Having observed each lesson, fill in the feedback form.

Observation 5 report template:

Lesson topic:	
Activity description	Target skills & subskills

Observation 5 summary: What skills and subskills were the main foci of the lessons? Did you manage to improve your skills while participating in the activities? Why? / Why not?

Observation 6. Classroom management techniques

Instruction: Observe three classes and note down detailed evidence of the teachers' use of classroom management techniques. Having observed each lesson, fill in the feedback form.

Lesson topic:	
Classroom management techniques	Detailed description
Teacher's voice	
Teacher's body language	
Teacher's position in the classroom	
Teacher's verbal interventions	
Techniques for building rapport	
Techniques for promoting group dynamics	

Observation 6 summary: Did you feel comfortable and engaged in the three classes? Did the teachers' classroom management affect your experience? Why? / Why not?

References

Aguilar, M. (2021, September 16). *5 adaptable SEL strategies for in-person or distance learning*. Edutopia. https://www.edutopia.org/article/5-adaptable-sel-strategies-person-or-distance-learning/

Akrani, G. (2011, June 8). *Steps in the decision making process of a manager*. Kalyan City Life. Retrieved August 26, 2025, from https://kalyan-city.blogspot.com/2011/06/steps-in-decision-making-process-of.html

CEFR Expert Group. (2023). *A guide to action-oriented, plurilingual and intercultural education*. Council of Europe. https://rm.coe.int/a-guide-to-action-oriented-plurilingual-and-intercultural-education/1680af9496

Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.). *What is the CASEL framework?* Retrieved August 28, 2024, from https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press. Retrieved from https://rm.coe.int/16802fc1bf

Coyle, D., & Meyer, O. (2021). *Beyond CLIL: Pluriliteracies teaching for deeper learning*. Cambridge University Press. https://doi.org/10.1017/9781108914505

Dweck, C. (2016) Mindset: A new psychology of success. Random House, New York. Retrieved from https://adrvantage.com/wp-content/uploads/2023/02/Mindset-The-New-Psychology-of-Success-Dweck.pdf

Ellis, R. (2003) Second Language Acquisition (ninth impression). – OUP. Oxford

Entwistle, N. (1998). Approaches to learning and forms of understanding. In B. Dart & G. Boulton-Lewis (Eds.), *Teaching and learning in higher education: From theory to practice* (pp. 1–19). Australian Council for Educational Research.

https://www.researchgate.net/publication/245459885_Approaches_to_learning_and_forms_of_understanding

Gass, S.M., Selinker, L. (2008) Second Language Acquisition (Third edition). – Routledge, New York and London.

Green, C.D. (2000) Classics in the History of psychology. *A theory of human motivation by A.H.* Maslow. Rertieved from https://psychclassics.yorku.ca/Maslow/motivation.htm

Harmer, J. (2007) The Practice of English Language Teaching (Fourth edition). Pearson Education Limited. Harlow. England.

Henter, R. (2014). Affective factors in learning a foreign language. *Procedia – Social and Behavioral Sciences*, *127*, 373–378. https://doi.org/10.1016/j.sbspro.2014.03.315

Hill, J. D., & Miller, K. B. (2013). *Classroom instruction that works with English language learners* (2nd ed.). ASCD.

Islam, C., & Timmis, I. (n.d.). *Lexical Approach 2: What does the lexical approach look like?* TeachingEnglish | British Council. Retrieved August 28, 2025, from https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/articles/lexical-approach-2-what-does-lexical

Kębłowska, M. (2012). The place of affect in second language acquisition. In M. Pawlak (Ed.), *New perspectives on individual differences in language learning and teaching* (pp. 157–167). Springer. https://doi.org/10.1007/978-3-642-20850-8_10

Lublin, J. (2003). *Deep, surface and strategic approaches to learning*. Centre for Teaching and Learning, University College Dublin. Retrieved July 16, 2016, from https://www.warwick.ac.uk/services/ldc/development/pga/introtandl/resources/2a_deep_surfacestrategic_approaches_to_learning.pdf

Maria, J. (2020, April 24). *A complete guide on how to start taking responsibility*. The You Series. Retrieved October 10, 2025, from https://theyouseries.com/taking-responsibility/

McNulty, N. (2019, December 31). *Everything you've ever wanted to know about Bloom's Taxonomy*. Niall McNulty.

https://www.niallmcnulty.com/2019/12/introduction-to-blooms-taxonomy/

Nunan, D. (1997). *Designing and adapting materials to encourage learner autonomy.* In P. Benson & P. Voller (Eds.), *Autonomy and Independence in Language Learning* (pp. 192–203). London: Longman.

Piccardo, E. (2014). *From communicative to action-oriented: A research pathway*. Curriculum Services Canada. Retrieved August 28, 2025, from https://transformingfsl.ca/wp-content/uploads/2015/12/TAGGED_DOCUMENT_CSC605_Research_Guide_English_01.pdf

Qadir, J., Yau, K.-L. A., Imran, M. A., & Al-Fuqaha, A. (2020, October 21–24). Engineering education, moving into 2020s: Essential competencies for effective 21st century electrical & computer engineers. In *Proceedings of the 2020 IEEE Frontiers in Education Conference (FIE)* (pp. 1–9). Institute of Electrical and Electronics Engineers. https://doi.org/10.1109/FIE44824.2020.9274067

Richards, J.C., Rogers, T.S. (1999) Approaches and methods in Language teaching. Cambridge University Press.

Richards, J.K. (2015) Key issues in language teaching. CUP, Cambridge, UK

Scrivener, J. (2011) *Learning Teaching*. Macmillan Education, Oxford.

SHARE Team. (2012, December 31). *Which is best: Teacher-centered or student-centered education?* Resilient Educator. https://resilienteducator.com/classroom-resources/which-is-best-teacher-centered-or-student-centered-education/

Substance Abuse and Mental Health Services Administration (2014) *SAMHSA's concept of trauma and guidance for a trauma-informed approach* (HHS Publication No. SMA 14-4884). https://library.samhsa.gov/sites/default/files/sma14-4884.pdf

Thornbury, S. (2006). *An A-Z of ELT: A dictionary of terms and concepts used in English language teaching*. Macmillan Education.

Uhr, P. (1999) A course in language teaching. CUP, Cambridge, UK

Williams, M., Burden R. (2010) Psychology for language teachers. A social constructivist approach. – Language teaching library. CUP, Cambridge, UK

Williams, M., Mercer, S., Ryan, S. (2019) Exploring psychology in language learning and teaching. Oxford handbooks for Language Teachers. OUP, Oxford, UK

Willis, J. (n.d.). *Criteria for identifying tasks for TBL*. TeachingEnglish | British Council. Retrieved June 22, 2025, from https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/articles/criteria-identifying-tasks-tbl

Dictionaries

Brittanica On-line resource https://www.britannica.com/

Longman Dictionary of Language Teaching and Applied Linguistics (2010)

Merriam-Webster dictionary – On-line resource https://www.merriam-webster.com/dictionary/

Teacher Knowledge Database. – On-line resource https://www.teachingenglish.org.uk/article/

Illustrative materials

English course books

Falla, T., Davies, P.A. (2008) Solutions Elementary Student's Book. Second edition – OUP, Oxford and New York.

Murphy, R., Smalzer, W. (2003) English Grammar in Use (sixteenth printing). – CUP, Cambridge, UK

Мітчел, Г.К. (2019) Англійська мова. English. Підручник для 2 кл. загальноосв. навч. закл. – «Лінгвіст», Київ / Mitchell, H.Q. (2019) Smart Junior 2. – MM Publications. "Linguist"

Barraclough, C., Gaynor, S. (2021) Wider World 3. Student's book. Pearson

Video materials

Claus Brabrand. (n.d.). *[Video on teaching and learning]* [Video]. YouTube. https://www.youtube.com/watch?v=iMZA80XpP6Y

Claus Brabrand. (n.d.). *[Video on teaching and learning]* [Video]. YouTube. https://www.youtube.com/watch?v=SfloUd3eO_M

Claus Brabrand. (n.d.). *[Video on teaching and learning]* [Video]. YouTube. https://www.youtube.com/watch?v=w6rxGBBwVg

Demystifying Medicine McMaster. (n.d.). *[Educational video]* [Video]. YouTube. https://www.youtube.com/watch?v=bYyVWBJn59g

Dellar, H. (n.d.). *[Presentation on language teaching]* [Video]. YouTube. https://www.youtube.com/watch?v=nsko2by2xsY

Dweck, C. (n.d.). *The power of believing that you can improve* [Video]. TED. https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve

EPM. (n.d.). *[Educational video]* [Video]. YouTube. https://www.youtube.com/watch?v=2hE_XjCekfs

Faellesskolen. (n.d.). *[Educational video]* [Video]. YouTube. https://www.youtube.com/watch?v=uUk7Lm_JxuY

Kale, M. (n.d.). *[Educational video]* [Video]. YouTube. https://www.youtube.com/watch?v=qRhAeyBKpbc

LearnFree. (n.d.). *[Educational video]* [Video]. YouTube. https://www.youtube.com/watch?v=4CtofTCXcYI

Powerful Learning. (n.d.). *[Educational video]* [Video]. YouTube. https://www.youtube.com/watch?v=XxlHl5oe8ss

TED-Ed / THNK School of Leadership. (n.d.). *The trust equation explained* [Video]. YouTube. https://www.youtube.com/watch?v=xXWDl0Vik48

The Best Movies. (n.d.). *[Film excerpt]* [Video]. YouTube. https://www.youtube.com/watch?v=GC7Aqch9no

Tim Bedley. (n.d.). *[Classroom practice video]* [Video]. YouTube. https://www.youtube.com/watch?v=ndXMIUFdqIY

University of Washington iLabs. (n.d.). *Sensitive period for language: Listening and speaking* [Online module]. https://modules.ilabs.uw.edu/module/language-development-listening-speaking/sensitive-period-language/

English – Ukrainian terminology dictionary

English term	Ukrainian equivalent	Index (Session ##)
21st century skills	уміння 21 сторіччя	18
accuracy	мовна правильність	31
acquisition	оволодіння	24
action-oriented approach	діяльнісний підхід	23
activity	вид діяльності	23
adaptability	адаптивність;здатність адаптуватися	11
affective factor	емотивний фактор	3
affective filter	емоційний фільтр	25
agency	суб'єктність, активність, дієвість	1
anxiety	тривожність	3
applied linguistics	прикладна лінгвістика	17
approach	підхід	19
attitude	ставлення	3
assessment	оцінювання	15
Audio-Lingual Method	аудіолінгвальний метод	19
auditory	слуховий	39
auditory learning style	слуховий стиль навчання	5
authentic materials	автентичні матеріали	39
awareness	усвідомлення	11, 12
behaviourism	біхевіоризм	19
being needs	потреби вищого рівня	2
bodily-kinaesthetic intelligence	моторно-кінестетичний інтелект	5
book (fiction) character	художній персонаж	15
bottom up (strategy / processing)	(стратегія / обробка інформації) від детального до загального	29
choice	вибір	10
classroom layout	планування навчального приміщення	33

150

classroom management	організація роботи учнів на уроці	33
CLT (communicative language teaching)	комунікативне навчання мови	20
cognitive	пізнавальний (когнітивний)	17
cognitive psychology	когнітивна психологія	17
collaboration	співпраця	11
Common European Framework of Reference for Languages (CEFR)	Загально європейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання	17,18
Communicative language teaching (CLT)	комунікативне навчання мови	20
communicative competence	комунікативна компетентність	17
competence levels (A1, A2, B1, B2, C1, C2)	рівні володіння мовою	18
comprehended input	зрозуміла інформація для сприймання	25
confirmation bias	упередження на підтвердження власних переконань	9
Content and Language Integrated Learning (CLIL)	предметно-мовне інтегроване навчання	22
control	правильність (використання мовних явищ)	28
coursebook	підручник	39
critical thinking	критичне мислення	9
deep approach	глибокий підхід до опанування матеріалу	7
deficiency needs	потреби нижчого рівня	2
delayed feedback	відтермінований зворотний зв'язок	37
Direct method	прямий метод	19
drill	тренувальна вправа	19

eliciting / elicitation	отримання нової інформації від учнів шляхом формулювання послідовних запитань; еврістична бесіда	36
emergent/ emerging language	мова, що виникає як наслідок спроб і помилок учня	24
encourage	заохочувати	3
English as a medium of instruction (EMI)	англійська як мова навчання	22
external / extrinsic motivation	зовнішня мотивація	2
facilitator	фасилітатор	1
fallacy	логічна помилка / софізм	9
feedback	зворотній зв'язок	36
finely tuned input	ретельно дозована подача нового матеріалу	25, 27
fixed mindset	фіксоване мислення	4
flexibility	гнучкість,еластичність	11
fluency	вільне мовлення	26, 31
fiction (book) character	художній персонаж	15
formal learning/education	формальне навчання/ формальна освіта	19
formative assessment	поточний контроль	15
fossilised error	помилка, яка стала звичкою	6
functional exponent	функціональний експонент	28
genre (product) approach (to teaching writing)	жанровий підхід (підхід до навчання письма як продукту)	32
gist	загальне розуміння	29, 30
grammar	граматика	28
Grammar-Translation method	граматикоперекладний метод	19
group (class) dynamics	динаміка розвитку групи	33, 38
growth mindset	мислення зростання	4
high-order needs	потреби вищого рівня	2

hierarchy of human needs	ієрархія потреб людини	2
higher order thinking skills (HOTs)	розумові дії вищого порядку	8
"house rules"	правила поведінки на занятті, узгоджені групою і вчителем	38
human needs	потреби людинп	2
immediate feedback	негайний зворотний зв'язок	37
inference	розуміння підтексту	29, 30
inhibition	стримування, упередження	3
input	повідомлення нової інформації	25
intake	інформація, що була сприйнята, зрозуміла і запам'ятована	25
intelligence	інтелект	5
interference	інтерференція	6
interlanguage	Мовні форми, які виникають під впливом рідної мови учня	25
interpersonal intelligence	міжособистісний інтелект	5
intervention	втручання (в регуляцію діяльності)	12
intrapersonal intelligence	внутрішньоособистісний інтелект	5
intrinsic / internal motivation	внутрішня мотивація	2
involvement	залученість	12
kinaesthetic learning style	кінестетичний стиль навчання	5
L1	перша /рідна мова	6, 27
L2	друга / нерідна/ іноземна мова	6, 27
learned helplessness	набута (навчена) безпорадність	3

learner autonomy	автономія учня	10
learner-centred (student-centred) learning	навчання, орієнтоване на учня	11, 20
learning	вивчення	24
learning environment	навчальне середовище	11,33
learning outcome	результат учіння	23
learning strategy	навчальна стратегія	7
learning style	спосіб сприйняття навчального матеріалу	5
Lexical Approach	лексичний підхід	21
lexical chunk	лексичний зворот	21
linguistic competence	лігвістична (мовна) компетентність	17
linguistic intelligence	вербальний інтелект	5
linguistics	лінгвістика	17
listening	слухання, аудіювання	29
logical-mathematical intelligence	логіко-математичний інтелект	5
lower order thinking skills (LOTs)	розумові дії нижчого порядку	8
low-order needs	потреби нижчого рівня	2
mindset	спосіб мислення	4
memorization	заучування	7
mechanics of reading	техніка читання	30
mode of interaction	спосіб взаємодії (під час уроку)	33
monitor	контроль мовної коректності	25
motivation	мотивація	2
musical intelligence	музичний інтелект	5
naturalistic intelligence	природознавчий інтелект	5
need for self-esteem	потреба самоповаги	2
negative feedback	зворотний зв'язок з інформацією про недоліки	4, 37
neuroscience	неврологія	17
non-verbal	невербальний	39
non-verbal interaction	невербальне спілкування	35
noticing	здатність помічати	21

154

NUS (New Ukrainian School)	НУШ (Нова Українська школа)	18
orthography	орфографія	28
overgeneralisation	надмірне узагальнення	6
outcome	результат /продукт навчальної діяльності	23
output	генерування мовленнєвого повідомлення	25
pedagogy	педагогіка	17
peer assessment	взаємооцінювання	15
positive feedback	зворотний зв'язок з інформацією про позитивні досягнення	37
positive transfer	перенесення (навичок)	6
PPP (present-practice-produce)	модель уроку «Демонстрація – тренування – використання»	20
pragmatic competence	прагматична компетентність	17
preproduction	рецептивний етап в оволодінні мовленням	26
process approach (to teaching writing)	підхід до навчання письма як процесу	32
product (genre) approach (to teaching writing)	підхід до навчання письма як продукту (жанровий підхід)	32
prompter	той хто стимулює / дає поштовх до дії	1
psycholinguistics	психолінгвістика	17
questioning	опитування	36
range	діапазон, різноманіття	28
rapport	психологічний клімат	33, 38
reading/writing learning style	стиль навчання через читання/письмо	5
receptive/ productive skills	рецептивні і продуктивні види мовленнєвої діяльності	68

recycling	повторення попереднього навчального матеріалу у новому контексті	21
reflectiveness	здатність осмислювати досвід	11
rote learning	зубріння	7
responsibility	відповідальність	14, 36
roughly tuned input	матеріал для сприймання, де кількість незнайомих мовних одиниць може перевищувати кількість цільових мовних явищ уроку	25, 27
self-assessment	самооцінювання	15
self-regulated learning	самокероване навчання	10
sensitive period	сензитивний період	27
social agent	активний учасник соціального процесу	1
sociocultural competence	соціокультурна компетентність	23
sociolinguistics	соціолінгвістика	17
sociolinguistic competence	соціолінгвістична компетентність	17
soft skills	соціальні навички	18
spoken production	монологічне мовлення	31
spoken interaction	діалогічне мовлення	31
student-centred (learner-centred) learning	навчання, орієнтоване на учня	11
summative assessment	підсумковий контроль	15
surface approach	поверхневий підхід до опанування матеріалу	7
target language	іноземна мова, яку учень вивчає	20
task	реалістичне комунікативне завдання	23
task-based learning (TBL)	навчання на основі реалістичних комунікативних завдань	23

teacher-centred learning	навчання, орієнтоване на вчителя	20
teacher's intervention	педагогічне втручання	33, 36
technique	прийом	13
top down (strategy /processing)	(стратегія /обробка інформації) від загального до детального	29
transcendence	трансцендентність, вихід за межі	12
transferrable skills	універсальні навички	18
tutor	наставник	1
untuned input	неадаптований мовленнєвий матеріал для сприймання	27
verbal	вербальний	39
verbal intelligence	вербальний інтелект	5
visual	візуальний	39
visual learning style	візуальний стиль навчання	5
visual-spatial intelligence	візуальний інтелект	5
vocabulary	словник, вокабуляр	28
zone	зона (частина навчального простору)	34

Answer keys:

4.1: 2, 4, 6, 7, 9, 11, 12, 14, 16.

5.1: Linguistic: read/write, use puns, tell stories; Logical-Mathematical: work with numbers, ask questions, explore patterns and relationships; Visual- spatial: draw, design, create things, daydream, look at pictures/slides, watch movies; Musical: sing, hum, listen to music, play an instrument, respond to music; Bodily-Kinesthetic: move around, touch and talk, use body language, interact physically; Interpersonal: have lots of friends, talk to people, join groups, network; Intrapersonal: work alone, pursue own interest, reflect, observe; Naturalist: observe/explore nature, read about nature, grow plants and garden.

6.1: 1-d, 2-g, 3-b, 4-f, 5-e,6-a, 7-h, 8-c.

6.2:
1. There are a lot of people in the classroom. (Overgeneralization)
2. Don't forget to get off the bus at Kontractova Square. (Interference)
3. My aunt is a writer and her books are rather popular.
(Overgeneralization)
4. Maria is very friendly. (Interference)
5. My friend said that he was tired. (Overgeneralization)
6. I am 20. / I am 20 years old. (Interference)
7. I like music very much. (Interference)
8. The teacher explained the rules to me. (Interference)

8.2:

Knowledge – I can name the four seasons and at least ten weather words.
Understanding – I can describe typical weather in each season.
Application – I can ask and answer questions about today's weather and tomorrow's forecast.
Analysis – I can compare the weather in two different countries or cities.
Evaluation – I can explain which season I like best and give reasons for my choice.
Creation – I can create and present a short weather forecast for TV or radio.

8.3: 1-application, 2- comprehension, 3 – analysis, 4- knowledge, 5-creation, 6 – evaluation
Best order of activities: 4,2,1,3,6,5

12.1: 1-c, 2-a,3-e, 4-d, 5-b.

23.1:

a.   It is almost SMART. A description of a person's wardrobe content presented in a picture could be used for the controlled practice. The actual lesson outcome could be "a description of a classmate's outfit";
b.   In is not SMART as it is neither specific nor measurable;
c.   It is SMART;
d.   It is not SMART. Just retelling a text will hardly engage genuine interest as there will be no information gap; so it is not relevant;
e.   It is not SMART. It is neither measurable nor relevant;
f.   It is SMART.

34.1: 1-semicircle with tables; 2-rows, 3-circle with tables, 4 – circle without tables

35.1: 1-b; 2-a; 3- d; 4-c.

Appendix 1. Sample Situation Analysis

Situation

S1: Sorry I no come class. My mum she breaked the leg.
T: Oh no! Your mum BROKE her leg!
S1: Yes.
T: Is she all right?
S1: Mmm . . . er . . . no good. They put . . . er . . . er . . . band . . .
T: Bandage or plaster? Is it hard? (writes the words on the board).
Ss: Yes, plaster.
T: Oh dear! What a pain!

Sample analysis

The conversation could be taking place at the beginning of a lesson during the warming-up stage. Judging by the level of the language used by the student it is either a beginner class or a mixed ability class, where the student in question is not among top students. Since the student is willing to relate personal information, we can assume that informal conversation about students' everyday life is common in the teacher's class. Therefore, we can expect the elements of communicative approach here. Since the student does not show any embarrassment when helped by the teacher with the language we can also speak about the established rapport between the teacher and the class.

In this case, the teacher is working from chatting and empathy towards language teaching – and back again. The teacher switches from asking about the student's mother to looking at language.

The teacher's feedback to student's personal information (Oh no! Your mum BROKE her leg!) is a culturally accepted reaction to bad news (Oh no!), provided it is pronounced with the intonation that delivers sympathy and is accompanied by corresponding facial expression. Thus, we can say that the students are exposed to roughly-tuned input (natural communication) in English and can acquire common patterns of social intercourse.

The second sentence (Your mum BROKE her leg!) serves two purposes: it maintains the natural flow of communication (small talk technique – using echo words) and provides implicit negative feedback in the form of the corrected sentence. Thus, the teacher achieves two purposes: he maintains natural communication with the student and provides implicit correction of student's mistake.

To continue the conversation the student needs the word "plaster", though cannot recollect it on the spot. The teacher could try to elicit the word from the class, but decides to be helpful and offers the option of two words. As a result, the student needs to apply the thinking skills (application level) to make the choice. The teacher is also using the board to give the student a visual support in case the student is a visual learner. Based on the hint (Is it hard?) the student manages to retrieve the necessary word from the long-term memory and presents further information. The teacher ends up the interaction in a humane, sympathetic way focusing on the personal aspects rather than the language that can be interpreted as another proof of the teacher's use of CLT.