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**STUDENTS' FEEDBACK AS A MEANS FOR  
ADJUSTING METHODOLOGY COURSE TO THEIR NEEDS,  
INTERESTS AND LEVEL OF ENGLISH**

**Key words:** future English teachers, Methodology Curriculum, New Generation School Teacher, student teachers.

New Generation School Teacher, the joint Project of the British Council Ukraine and Ministry of Education and Science of Ukraine resulted in the designing of a new PRESETT Curriculum in Methodology Bachelor's Level [1]. Methodology is viewed as the core of language teacher education, and that it should provide a bridge between principles and practice. It is concerned with the application of knowledge in real situations rather than about knowledge itself. Ten Ukrainian universities, Pavlo Tychyna Uman State Pedagogical University among them, have taken part in piloting of the Curriculum since September 1, 2016. The members of the working group of the Project are interested in the range of aspects of implementing the Curriculum including students' perception of the content taught to them and ways of its delivering.

The Methodology Curriculum consists of six Modules each in their turn are made up of three to five Units, which cover essential specialist topics for English teachers in training [2]. The curriculum was developed in English, and taught through the medium of English. Each module is designed to be taught for a semester, starting in Semester 3 to allow a focus on language improvement in the first year, thus preparing students to study Methodology in English. During the 1<sup>st</sup> Semester 2016/2017 Academic Year the 2<sup>nd</sup> Year students covered Module 1 Understanding Learners and Learning. Here I present students' feedback on Unit 1 Psychological Factors in Language Learning got from Unit Evaluation Form containing six open-ended questions filled in on learning the unit.

1. What did you enjoy most about the Unit (e.g. a session, an activity, mode of interaction, a follow-up task, an observation task)? Why?

Students' responses are diverse. Some of them are centred round the content and its personalization: *"I have got to know a lot of new information about me as a learner. I have learnt what factors influenced me while my learning. Besides, I've understood what should I do to reduce anxiety and raise my self-esteem"*. Also *"I enjoy that I have opportunity to remember my first year at the university and analyse that year, what I did wrong, what right"*. Or *"Most of all I enjoyed session 1 (Affective factors in language learning) and session 4 (Multiple Intelligences), especially the assessment "Find your Strengths" thanks to which I found out my top three intelligences, what is very useful for my successful language learning"*. Also about multiple Intelligences: *"...it was a way to better understanding the uniqueness and specific abilities of each individual"*.

Students appear to discover something that entirely differs from their own experience: *"I was really surprised that learners can be not only passive recipients while using deductive approach, but also they can detect, notice and work out a "rule" for themselves. In this case teacher uses inductive approach"*, and *"I can use different memory technics while learning and it makes this process much easier and more effective"*

Some underline modes of interaction new to them: *"The things I liked the most include creating posters and small-group discussions. Because both activities*

include teamwork, sharing of your own experience and gaining others', motivated us to use creativity and be more open to each other about our previous experience". Another feedback goes: "My favourites were group discussions and presented a different types of posters. Because such kind of work helped me better understand and memorise the information. Moreover I could hear different opinions, approaches and compare them with my point of view" and "...working in groups allowed me to practice my speaking a lot, enlarge my vocabulary and exchange experiences", also "it helped to get to know better my group mates". Also we read: "I find group work very useful for us because of great communication and finding out own ways of solving the problems".

Students' response to the observation tasks are most favourable as "it was the first time when I had pedagogical practice at school".

2. Was there anything you did not understand? Please provide specific examples. Some Forms contained the feedback of the following kind: "The new information was quiet interesting and presented in a proper way. So everything was clear". Among the topics that caused some difficulty, students name Bloom's Taxonomy e.g. "In general I understood the main definitions, but sometimes I am not able to differentiate between level thinking skills due to their proper actions and outcomes. That's why I didn't achieve a very big score on the Bloom's Taxonomy Quiz"; the confusion of overgeneralization with language interference, or cognitive styles: "...probably I wasn't attentive enough at lesson. But owing to the follow-up tasks and reading some further information, I got the material clearly".

Sometimes students point to the difficulty of understanding new words and terms: "I have some terms which were hardly to understand. But in this case I have a lot of handouts. At home search the information on the Internet or watch some videos". It proved that the level of English of students differs much and though some vocabulary practice or list of vocabulary units and terms are given to them before the sessions as a way of homework with further reinforcement at the beginning of the classwork, this kind of work should always be in teacher's focus while designing each session at least during the first year of Methodology Course.

3. Were the suggested materials user-friendly? Please provide specific examples. Mostly students appreciate the suggested materials: "On all lessons we had a presentation and a variety of challenges that helped us understand various topics", "We were given different materials. Some of them were printed, others were supported by using modern information technologies. I especially appreciated videos", "if I didn't understand something I could use Moodle where there was information used in classes and extra sources such as books, articles or video". Nevertheless sometimes students indicate that they fail to follow some Internet links due to their not being available any more. Though every time the access date is indicated, the revision of such links is welcomed.

4. What did you learn during the Unit that you anticipate using in your work? Some of the students emphasise specific topics learnt e.g. motivation, self-esteem, ways for overcoming anxiety, using Bloom's Taxonomy for writing objectives and achieving goals through planning different activities. The most profound dwell on the importance of all topics: "...everything we learned will help us in our future teaching because it helps us to understand learners better and by applying this knowledge we can choose tasks for learners in accordance to their age, field dependence, brain dominance and learning styles. In addition, we can use different learning techniques learned during this unit..."; "I've learnt that every pupil need and individual approach to work with him, and now I have enough skill to create such approach".

5. What is the most valuable thing you learned (knowledge or skills)? Reflecting on this point students attach great importance to subject matters having immediate reference to their own personalities: affective factors and their role for developing self-esteem and causing anxiety, the importance of considering learner types in fostering second language learning and choosing relevant activities and tasks, modes of interaction they were involved in, types and ways of motivation, e.g. *“How to motivate students to learn is a big skill. Every teacher should be creative, relaxed and easy-going. A teacher who possesses such qualities and proper information will definitely motivate students to learn, engage them in learning process. Knowing about learner types, it will be easy enough to find a way to each student”*.

6. What other specific comments do you have?

I cannot but site one of the student's feedback: *“Sometimes it was boring, sometimes usefully etc. But what I understood clear that knowledge of subject is good but not enough, I need to learn methodology to be good teacher”*. Some of the students, especially high achieving ones, are so unaccustomed to the suggested way of delivering the content that they are willing to come back to the traditional way: *“The unit was interesting for me but from my personal point of view I would like to work more with the help of deductive method than inductive”*. There was a wish voiced to have a textbook: *“It would be better if we had a book of all Methodology course”*. Among others there are ones full of thanks: *“Special thanks to our teacher of methodology for presenting the accessible for everyone material in clear and understandable way, using team works, works in pairs and individually as well, creating a positive atmosphere in classroom and giving us a good feedback”*.

Students' responses clearly indicate that the aim of the Unit i.e. to raise students' awareness of psychologically favourable conditions for language learning was achieved as they are able reflect on their own language learning process, identify ways of encouraging learning in the classroom, give recommendations to plan, organise and take control of their own learning, and to reflect on their learning on the unit. The concerns raised by the students in their feedback are taken into consideration while designing and delivering further sessions.

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### **КОМПЕТЕНТІСНИЙ ПІДХІД ДО ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ СТУДЕНТАМИ НЕФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ ВИЩИХ ЗАКЛАДІВ ОСВІТИ**

**Ключові слова:** компетентнісний підхід, вищі заклади педагогічної освіти, іноземна мова, нефілологічні спеціальності.