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Pavlo Tychyna Uman state pedagogical university
Faculty of foreign languages

**ENGLISH LANGUAGE TEACHING METHODOLOGY:
MODULE 5. SPECIALISED DIMENSIONS**

STUDENTS' WORKBOOK

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Книга для студентів окреслює основні підходи до планування та проведення дослідження власної діяльності, добору та адаптації навчальних матеріалів, стратегій, методів, виду робіт та інтернет ресурсів для навчання англійської мови з урахуванням вікових особливостей, навчальних уподобань та особливих потреб учнів.

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Preface

Module 5 Specialised Dimensions of the methodology course is devoted to action research, classroom activities for developing cultural awareness for learners of different age groups, teaching strategies, methods, classroom English appropriate to an age group, learner type, and using learning technologies in the EFL classroom.

- ▶ Unit 5.1 Action Research
- ▶ Unit 5.2 Teaching Young Learners
- ▶ Unit 5.3 Developing Intercultural Competence
- ▶ Unit 5.4 Information and Communication Technologies (ICT)

in Learning and Teaching English

The aim of the module is to enable students to explore specialised dimensions in ELT, identify main learning and teaching issues, select and exploit relevant strategies, recognise the value of action research as a professional development tool.

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

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

Each unit within the module is marked by a similar structure, number of hours allocated for contact study (18) and self-study (12). The beginning of each unit gives students a clear understanding of its assessment specifications: the description of the item for assessment and assessment criteria. Self-assessment check list sums up students' work on the unit and identifies areas they can already do as well as areas which require further consideration.

Unit 5.1 Action Research

Objectives

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

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

and will be able to:

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

Assessment Specifications

Item 5.1

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

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

Unit 5.2 Teaching Young Learners

Objectives

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

- the specific nature of teaching English to YLs;
- the theories on YLs;
- principles of teaching English to YLs;
- contemporary approaches and methods for teaching English to young learners
- techniques and activities for teaching young learners

and will be able to:

- be able to choose pedagogical strategies with YLs
- apply activities to engage children's minds;
- managing the YLs' English language classroom;
- choose apply the effective patterns of interaction
- use techniques and activities for teaching reading, writing, speaking and listening to young learners explore the
- develop lesson plans
- match Lesson Scripts the aims.

Assessment Specifications

Item 5.2

Develop a lesson plan for teaching YL English: a) speaking, b) reading, c) writing.

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

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

Objectives

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

- the advantages and disadvantages of doing activities on a computer as opposed to similar paper-based activities
- the criteria for evaluating and selecting online resources for language teaching purposes
- the main uses of IWBs and their benefits as opposed to traditional whiteboards

and will be able to:

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

Assessment Specifications

Procedure:

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

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

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