

Ministry of Education and Science of Ukraine
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.

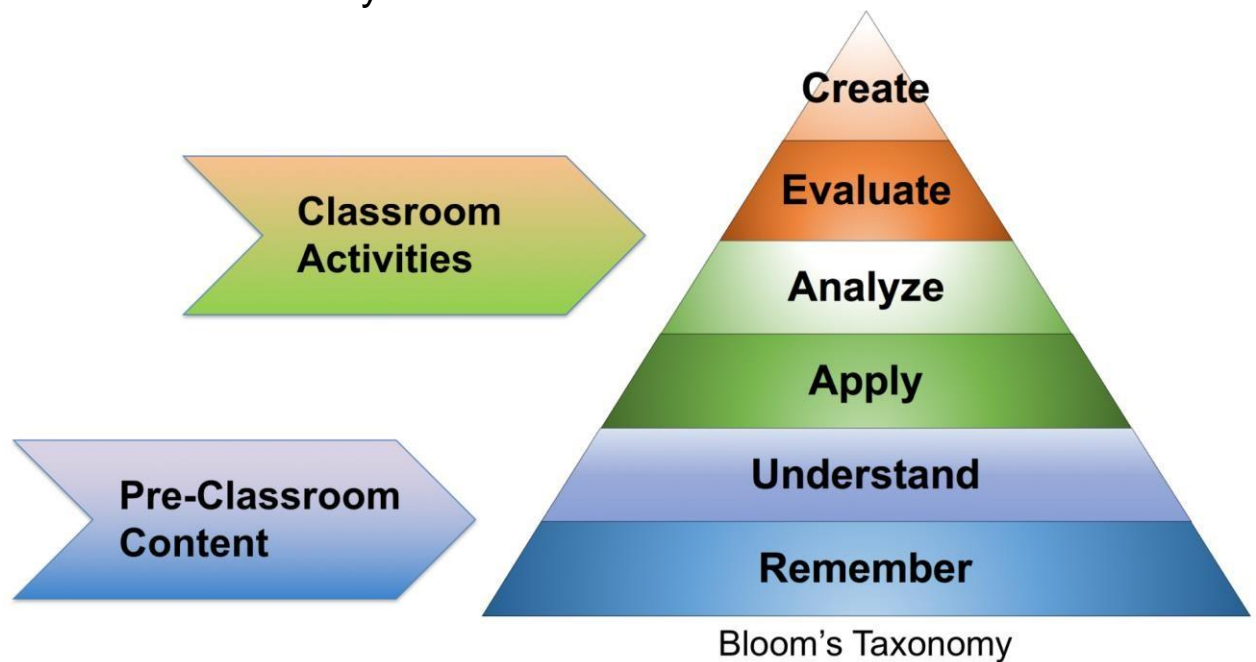
Assessment criteria	Weighting
Task fulfilment (template observed, deadline met)	5%
Evidence of the ability to plan action research	5%
Practical relevance of each of the proposal items	10%
Total	20%

- Share and discuss the findings.
Considering all pros and cons, would you like to work in the flipped classroom: as a student? as a teacher?

7.3

- Watch a sample video for FC.
What grade it could be used in?

Pay attention to strategies for FC lesson planning according to Bloom's taxonomy



Where to Start?

Start small with a lecture or two.
Moodle (or your LMS) is your friend
First list learning outcomes you'd like to achieve, and then work backwards.
Start by finding videos other's have already created.
Lots of online tutorials and guidelines.

- Watch a sample video for FC.
- Work in groups to suggest a set of activities to be done after the video **at home...**

Tips:

Start with a short multiple choice quiz that would help students know if they've "got" the main concepts. Think of exercises that students could do to practice basic level of skills or knowledge.

... and **in class.**

Tips:

For the in-class portion think of group activities they can engage in to begin to master the skills and/or concepts.

7.4 Creating a video

- Work in groups to record a short video (3-4 mins) with the help of your smartphones for the next home lecture on one of the following topics:

The use of the Present Perfect and Past Simple

- Send the videos at teacher's email or post in the group chat. Present the videos and discuss the content.

Reflection

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Home assignment:

- Introduce improvements to the videos you've recorded if necessary and design a set of before-class, in-class and after-class activities to follow it.

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