

PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY

Faculty of Foreign Languages

**ENGLISH LANGUAGE
TEACHING METHODOLOGY**

MODULE 3

**PREPARING TO TEACH 2
*STUDENTS' WORKBOOK***

Uman

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Ministry of Education and Science of Ukraine
Pavlo Tychyna Uman state pedagogical university
Faculty of foreign languages

**ENGLISH LANGUAGE TEACHING METHODOLOGY:
MODULE 3. PREPARING TO TEACH 2**

STUDENTS' WORKBOOK

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Contents

Contents	3
Acknowledgements	5
Preface	6
Unit 3.1 Language Skills – Teaching Listening	7
Objectives	8
Assessment Specifications. Item 1	8
Topic1 Listening as a Skill	10
Topic 2 Listening Purposes and Strategies	18
Topic 3 Tasks and Activities for Teaching Listening Skills and their Sequencing	24
Topic 4 Evaluation, Selection and Adaptation of Listening Materials	34
Topic 5 Difficulties in Teaching Listening	48
Topic 6 Practice in Teaching Listening	55
Self-assessment checklist on Unit 3.1 Language Skills – Teaching Listening	57
References	58
Indicative Bibliography	59
Unit 3.2 Language Skills – Teaching Speaking	60
Objectives	61
Assessment Specifications. Item 2	61
Topic1 Speaking as a Skill	64
Topic 2 The Place of Phonology in Teaching Speaking	69
Topic 3 Teaching Spoken Production and Spoken Interaction	78
Topic 4 Ways of Organising Speaking	87
Topic 5 Criteria for Assessing Free Speaking Activities	94
Topic 6 Planning a Speaking Activity	102
Topic 7 Fluency	110
Self-assessment checklist on Unit 3.2 Language Skills – Teaching Speaking	117
References	118
Indicative Bibliography	119
Unit 3.3 Language Skills – Teaching Reading	120
Objectives	121
Assessment Specifications. Item 3	121
Topic1 Introduction to Teaching Reading	126

Topic 2 Reading Subskills	132
Topic 3 Reading Subskills and their Classroom Application.	140
Topic 4 Reading Comprehension Strategies	147
Topic 5 Reading Lesson Framework	159
Topic 6 Evaluation and Selection of Reading Materials	169
Topic 7 Evaluation, Selection and Adaptation of Reading Materials	178
Unit self-assessment checklist on Unit 3.3 Language Skills – Teaching Reading	186
References	187
Indicative Bibliography	188
Unit 3.4 Language Skills – Teaching Writing	189
Objectives	190
Assessment Specifications. Item 4	190
Assessment Specifications. Item 5	192
Topic1 An Introduction to the Skill of Writing	194
Topic 2 Motivating Learners to Write	202
Topic 3 Preparing to Write	208
Topic 4 The Process of Writing	221
Topic 5 Responding to Writing	227
Topic 6 Reading and Writing Genres	234
Topic 7 Integrating Language Skills	242
Topic 8 Integrating Language Skills through a Task-based Learning	251
Self-assessment checklist on Unit 3.4 Language Skills – Teaching Writing	255
References	256
Indicative Bibliography	257
Notes	259

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Preface

Module 3 Preparing to teach 2 of the methodology course is devoted to teaching language skill – listening, speaking, reading and writing. Thus, it includes four units:

- ▶ Unit 3.1 Language Skills – Teaching Listening
- ▶ Unit 3.2 Language Skills – Teaching Speaking
- ▶ Unit 3.3 Language Skills – Teaching Reading
- ▶ Unit 3.4 Language Skills – Teaching Writing.

The aim of the module is to develop students' understanding of the central role of skills in CLT.

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

- ▶ a clear understanding of the central role of skills in CLT and the ability to:
 - ▶ analyse a skill-oriented piece of material and define its purpose
 - ▶ select authentic texts for listening and reading and design activities for different learning purposes
 - ▶ identify the problems which learners may face in mastering receptive and productive skills
 - ▶ design a sequence of activities focussing on developing productive skills according to learners' needs and different learning and teaching purposes
 - ▶ plan a sequence of activities which integrate listening, speaking, reading and writing skills.

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.

MODULE 3 PREPARING TO TEACH 2

UNIT 3.1 LANGUAGE SKILLS – TEACHING LISTENING

Unit 3.1 Language Skills – Teaching Listening

Objectives

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

- curriculum requirements for teaching listening
- psychological and phonological features of speech perception
- the importance of listening as a skill underpinning all the other skills
- listening subskills
- listening task sequences
- types of listening materials

and will be able to:

- anticipate possible learners' problems in listening and suggest ways of solving them
- use strategies and activities for developing learner listening skills according to the purpose of listening
- assess learners' listening skills and give feedback to learners on their achievements
- evaluate, select and adapt listening materials
- teach listening at different language proficiency levels
- plan a sequence of activities that focus on developing listening skills.

Assessment Specifications

Item 1

For this task, the teacher will give you an audio text, and provide you with the information about the learners' age group, language proficiency level, and purpose for listening to address. Individually, develop a sequence of at least four activities to meet learners' needs and learning purpose. Provide instructions for organising the activities in class.

Assessment criteria	Weighting
Task fulfilment (all items are submitted)	5%
Evidence of the ability to develop a sequence of activities for the purpose of teaching listening	5%
Total	10%

Work in groups of four. Read the email from Giorgio who is going to spend the day in your town with his family. Look at the interests and needs described in the email and discuss the most suitable places for the family to visit.

Write an email making recommendations to Giorgio and his family.

Time: one to two lessons

III. *What kind of preparatory work would you need to do for the task you have chosen?*

Adapted from: TeachingEnglish Teaching Reading and Writing. Unit 9: Task-based learning: available from:

<https://www.teachingenglish.org.uk/article/unit-9-task-based-learning>

8.3 Stages of a task-based learning lesson

Watch the rest of the video *Task-based learning: Part 1* (01:15 to 16:00) and answer the questions:

a) *What task (from the previous activity) is demonstrated in the video?*

b) *What kind of preparatory work do the learners do to help them complete the task?*

c) *How does the teacher facilitate the process?*

8.4 Teacher interview

Watch the video *Task-based learning: Part 2* (00:00 to 04:00) where the teacher is talking about his experience of teaching task-based learning and answer the questions:

a) *What does the teacher like about task-based learning?*

b) *How does the teacher see his role in the lesson?*

c) *What two tips does he have for facilitating task-based learning?*

8.5 Making writing tasks accessible

Look at this idea for making a writing task more accessible:

The learners are given a task which involves some reading, followed by a problem solving activity that they have to answer in

writing. After doing the reading the learners get together in groups. In their first language they discuss the reading and the activity they have to do. When they are satisfied that they understand clearly what they have to do, they individually do the activity in English.

Nation, I.S.P., (2009) Teaching ESL/EFL Reading and Writing, Routledge

What do you think about the role of a learner's first language in task-based learning?

Summing up

Reflect on the objectives of the session and the Unit.

Follow-up task

Go to: www.teachingenglish.org.uk/lesson-plans

Your task is to find lesson plans with activities that you particularly liked and which reflect the integrated-skills approach. Find at least three lesson plans.

Self-assessment checklist

Now that I have completed this Unit, I can	without difficulty	to some extent	not at all
<ul style="list-style-type: none"> select methods, techniques and materials for teaching to write different text types observing requirements for structure, coherence and cohesion 			
<ul style="list-style-type: none"> plan a lesson with activity sequences which integrate listening, speaking, reading and writing skills 			
<ul style="list-style-type: none"> assess learners' written assignments and give constructive feedback on learners' achievements 			

Prepare Portfolio Item.

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Notes