PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY

Faculty of Foreign Languages

ENGLISH LANGUAGE TEACHING METHODOLOGY

YEAR 2

MODULE 1

STUDENTS' WORKBOOK

Uman – 2020

UKRAINE'S MINISTRY OF EDUCATION AND SCIENCE
Pavlo Tychyna Uman State Pedagogical University
Faculty of Foreign Languages

ENGLISH LANGUAGE TEACHING METHODOLOGY

YEAR 2

Module 1
Understanding Learners and Learning

STUDENTS' WORKBOOK

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Uman
2020

УДК 811.111(075.8)
І-59

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Схвалено вченою радою Уманського державного педагогічного університету імені Павла Тичини (протокол № 6 від 24 листопада 2020 року)

І-59 **English** Language Teaching Methodology : Year 2. Module 1. Understanding Learners and Learning : Students' Workbook / МОН України, Уманський держ. пед. ун-т імені Павла Тичини ; уклад.: О. П. Бевз, А. С. Гембарук, Т. В. Капелюшна [та ін.]. – Умань : Візаві, 2020. – 170 с.

У посібнику викладені навчальні матеріали, спрямовані на підвищення обізнаності здобувачів вищої освіти про психологічно сприятливі умови для вивчення та засвоєння іноземної мови, розвиток у студентів розуміння процесів її засвоєння та роль автономії навчання у підвищенні рівня володіння іноземною мовою. Посібник містить вступ та три розділи, що складають перший модуль загального курсу Методики навчання англійської мови. Навчальні матеріали укладені таким чином, аби здобувачі вищої освіти мали можливість практично застосовувати теоретичний компонент дисципліни та рефлексувати щодо власного досвіду у вивченні іноземної мови. Кожен розділ в модулі укладено за подібною структурою, що передбачає рівну кількість годин на їх опанування. На початку модуля зазначено інформацію щодо оцінювання та очікуваних результатів навчання. У кінці кожного розділу розміщено опитувальник для самооцінювання.

Посібник призначений для здобувачів вищої освіти освітнього ступеня «бакалавр». Матеріали посібника можуть також використовуватись у системі підвищення кваліфікації фахівців для перепідготовки учителів англійської мови закладів загальної середньої освіти.

УДК 811.111(075.8)

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Preface

Module 1 Understanding Learners and Learning of the methodology course is devoted to understanding learners' needs and favourable conditions for learning the English language. Thus, it includes three units:

- Psychological Factors in Language Learning
- Second Language Acquisition (SLA)
- Developing Learner Autonomy.

The aim of the module is to raise students' awareness of psychologically favourable conditions for language learning and acquisition, to develop students' understanding of second language acquisition and learner autonomy in language learning.

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

- reflect on their own language learning process
- identify ways of encouraging acquisition in addition to learning in the classroom
- give recommendations to a group of learners on how to plan, organise and take control of their own learning
- reflect on their learning on the module.

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.

Acknowledgements

A lot of the materials this workbook contains are the contribution of team members of a joint project of Ministry of Education and Science of Ukraine and British Council Ukraine New Generation School Teacher (NGST): Olena Zmiievska (Vinnytsia State Pedagogical University), Larysa Kalinina, Inna Samoylyukevych (Zhytomyr Ivan Franko State University), Olga Goncharova, Tetiana Konovalenko (Bogdan Khmelnytsky Melitopol State Pedagogical University), Olena Taran (Nizhyn Gogol State University), Igor Romanyshyn (Vasyl Stefanyk Precarpathian National University), Oksana Zabolotna (Pavlo Tychyna Uman State Pedagogical University), Nataliia Tuchyna, Ihor Kamynin (H.S. Skovoroda Hharkiv National Pedagogical University), Kateryna Khudyk (Yuriy Fedkovych Chernivtsi National University).

Special thanks to Viktoriia Ivanishcheva, Project manager (English language) British Council, Rod Bolitho, consultant (Great Britain), Sasha Shalenko, consultant (Ukraine) who guided and supported the Project team throughout 2013 – 2019.

INTRODUCTION

Topic 1. The Journey from Learner to Teacher

Objectives:

⇒ By the end of the unit, you will explore the journey from language learner to language teacher.

1.1. Beliefs about learning and teaching

- Answer the question in pairs:

What it means to you being a good language learner?

What is the differences between a learner and a teacher?

1.2. Take position

- Read the statements and decide whether you are agree, disagree or hesitate.

Teaching is what teachers do; learning is what students do. There may be no direct connection between the two.

The best way to learn how to teach is by observing and copying an experienced teacher.

The key teacher's task is to dispense/transfer knowledge.

The main purpose of education is to develop students' ability to think critically and integrate ideas, rather than to accumulate facts.

"The art of teaching is the art of assisting discovery."

Mark Van Doren

- In newly-formed groups discuss arguments in favour or against the statement.
- Give feedback from groups.

1.3. Teacher roles

- Recollect the roles your school teachers played and make a list. Work in two groups.
- Give feedback from your group.
- Read the descriptions of teacher behaviour and match them to the roles (table 1).

Summing up the session

- Participate in round-up discussion summing up the session.

Home assignment:

- Start your personal Language portfolio consisting of 3 parts.
- Include all the templates that have been filled in today.
- Add some items to the Dossier (especially those connected with the tasks in Methodology course).

Reflection Page

Session topic	
Session objectives	
Reflection on the key points of the session	
What issues I have understood well	
What issues need my further consideration/ (to be studied)	
What resources I have referred to better understand the topic?	
What new information I have learned from the recommended references (optional)	
What supplementary materials I have designed to use in teaching English	

Unit Evaluation Form

Name of the Unit: _____Student's name_____

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?

_____
_____
_____
_____
_____

Was there anything you did not understand? Please provide specific examples.

_____
_____
_____
_____
_____

Were the suggested materials user-friendly? Please provide specific examples.

_____
_____
_____
_____
_____

What did you learn during the Unit that you anticipate using in your work?

_____
_____
_____
_____
_____

What is the most valuable thing you learned (knowledge or skills)?

_____
_____
_____
_____
_____
_____

What other specific comments do you have?

_____
_____
_____
_____
_____
_____

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Self-Check list

Module1. Understanding Learners and Learning				
#	**Unit**	**Session**	**Task**	**Note**
1.	*1.1.*	1. Affective factors in language learning	Reflect on your first year at the University and write about the factors that caused anxiety and low self-esteem; think over and write down the steps you could take to reduce anxiety and raise your self-esteem.	
2.		4. Multiple intelligences	Write a reflective essay about the tasks you were good at as a learner. How did they relate to the definite type of modality/ intelligence?	
3.		7. Bloom's Taxonomy	1. Do the Bloom's taxonomy quiz https://www.proprofs.com/quiz-school/story.php?title=blooms-taxonomy-quiz	
4.		Feedback on Unit 1.1.	Fill in the Unit Evaluation Form.	
5.	1.2	1. The acquisition-learning distinction	Write a reflective report on your own experience with English, commenting on the role of learning and acquisition in achieving your current level.	
6.		2. The factors in SLA	Write a reflective report on your experience as an English language learner, commenting on the factors that seem to you most likely to be associated with your success or failure in SLA.	
7.		3. Hypotheses about SLA	Write a reflective report on your experience as an English language learner, identifying your type of performer; reasons for that and what you would have changed to be more successful in SLA.	
8.		6. The Theory of Interlanguage	Comment on a language teacher's co suggesting your ideas on implementing on implementing The Interlanguage Theory in teaching and learning processes.	
9.		Feedback on Unit 1.2.	Fill in the Unit Evaluation Form.	
10.	1.3	Portfolio	Compile Your Portfolio.	
11.		Feedback on Unit 1.3.	Fill in the Unit Evaluation Form.	