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Faculty of Foreign Languages

ENGLISH LANGUAGE TEACHING METHODOLOGY: MODULE 4. PREPARING TO TEACH 3

Student workbook

Edition 2, revised and supplemented

Compiled by Olena Bevz, Alla Gembaruk

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Student workbook outlines key approaches to the development of the professional competence in future EFL teachers. It covers the following aspects: working with materials, teaching planning, error analysis and dealing with errors, testing and assessment, action research.

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Preface

Module 4 Preparing to teach 3 of the methodology course includes five units:

- Unit 4.1 Working with Materials
- Unit 4.2 Teaching Planning
- Unit 4.3 Error analysis and Dealing with Errors
- Unit 4.4 Testing and Assessment.
- Unit 4.5 Action Research

The aim of the module is:
to enable students to:

- plan lessons in accordance with the curriculum requirements and contemporary approaches to learning and teaching
- evaluate, select, adapt and supplement teaching materials that suit their future teaching and learning context
- recognise the value of action research as a professional development tool

and to raise students' awareness of:

- reasons behind learners' errors and effective ways of dealing with them
- key principles of language testing and assessment and of their practical classroom applications.

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

- design lesson plans for use with a specific group of learners
- evaluate course books for a specific learning/teaching context
- select existing tests and design new ones for assessing learners' progress and achievement
- assess and evaluate learners' reading, listening, speaking and writing using set criteria
- identify different types of errors in learners' spoken and written language and deal with them appropriately.
- plan, try out, report on and make use of the results of an action research.

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 4. PREPARING TO TEACH 3

UNIT 4.1. WORKING WITH MATERIALS

Unit 4.1. Working with Materials

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

- reasons and needs for adaptation and supplementation of materials
- a range of ways and means of adaptation and supplementation
- the existing criteria for the evaluation and selection of coursebooks, texts and activities

and will be able to:

- apply the existing criteria for the evaluation and selection of coursebooks, texts and activities for a specific learning and teaching context
- understand the relationship between a teacher, a learner and materials.

Assessment Specifications

Year _____
Module 4. Preparing to Teach 3
Item 1: Unit Coursebook Evaluation
Name and Surname_____ Group _____

Portfolio Item 1
Evaluate a unit from a coursebook for a specified educational context (secondary school, grade …) according to the set criteria. Write a report (250-300 words), justifying your decisions and giving evidence that this unit suits/does not suit learners' needs and the requirements of the curriculum.

- Submit it with accompanying materials (a copy of the evaluated unit)
  - Prepare PowerPoint presentation of your report using "Dos&Don'ts Doc" and presentation tips.
  - Present it in class.

Assessment criteria	**Weighting**
Task fulfilment (relevance, number of words)	5%
Evidence of understanding and using the materials evaluation criteria	15%
Total	20%

Topic 1. Understanding of TLMs and their Role in EFL Teaching and Learning

Objectives:

By the end of the session, you will have a developed understanding of TLMs, their types and role for EFL teaching and learning.

Lead-in

Decode the acronym **TLM.**

In pairs, discuss the following questions:

- *What things do you and your teacher use in the class to help you learn?*
- *What is the difference between teaching and learning materials? Give examples of teaching and learning materials.*

Give feedback.

Useful information:

Teaching materials are the aids used by the teacher to help him/her in teaching his/her lesson effectively.

Learning materials are the aids used by the learner to help him/her learn effectively.
Both teaching and learning materials can be big or small.
The teaching and learning materials can be bought or made easily by both the teacher and the students.

Instructional Materials, also known as **Teaching/ Learning Materials (TLM)** are any collection of materials including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives.

Taken from: https://en.wikipedia.org/wiki/Instructional_materials

1.1. Types of TLMs

1.1.1. Brainstorming

Make up the list of at least 20 TLMs used in EFL classroom

Share your ideas to make the consolidated list of TLMs.

1.1.2. Categorising

Classify TLMs from the consolidated list on their types. Think of the heading to each type.
Share your ideas by presenting your TLMs classification.
Compare it with the commonly accepted in EFL methodology classifications.

Classification 1

Prints	Textbooks, pamphlets, handouts, study guides, manuals
Audio	Cassettes, microphone
Visuals	Charts, real objects, photographs, transparencies
Audiovisuals	Slides, tapes, films, filmstrips, television, video, multimedia
Electronic Interactives	Computers, graphing calculators, tablets

Taken from:
https://en.wikipedia.org/wiki/Instructional_materials#Evaluation_of_instructional_materials

Classification 2

Types of instructional materials
Traditional resources include any textbooks and workbooks used in the classroom. For example, language arts classrooms almost always have literature textbooks, writing textbooks, and even vocabulary and spelling workbooks. In addition to these, traditional resources also include any supplemental reading material, like novels or poems outside of the textbook.
Graphic organizer is any type of visual representation of information. Diagrams, charts, tables, flow charts, and graphs are all examples of graphic organizers. In language arts, Venn diagrams and plot diagrams are clear instructional tools to use when comparing or analysing events in a piece of literature. All of these graphic organizers allow students to physically see relationships between ideas. This is imperative for learning, especially for students who are more visually oriented. Seeing a clear relationship is always easier than an abstract idea in your mind.
Teacher-Made Resources include anything that teacher creates, like HOs, worksheets, quizzes, tests, and projects. Many of them use for assessment in class or throughout the unit to see how students are getting in.

Taken from: https://study.com/academy/lesson/instructional-materials-definition-examples-evaluation.html#transcriptHeader

Sample self-assessment checklist

Unit 4.1. Working with Materials

Now that I have completed this Unit, I can	without difficulty	to some extent	not at all
• apply agreed criteria in order to select textbooks and other materials for a specific teaching/learning context			
• supplement and adapt materials in line with students' needs and learning/teaching context			
• evaluate the results of supplementation and adaptation (self- and peer-assessment			

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MODULE 4. PREPARING TO TEACH 3

UNIT 4.2. TEACHING PLANNING

Unit 4.2. Teaching Planning

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

- the practical, educational and developmental value of planning for both teachers and learners
- different factors influencing planning

and will be able to:

- interpret a curriculum or a syllabus and consider it while planning a lesson or a lesson sequence
- set aims, objectives and learning outcomes of lesson sequences and lessons appropriately
- distribute language activities within a lesson or a lesson sequence according to the stages of skill development
- select appropriate activities for different stages of a lesson and link them with each other
- select different materials and resources to support learning
- use ways of ensuring the communicative and integrated character of a lesson
- integrate homework into a teaching and learning plan
- anticipate problems with the implementation of a lesson plan and consider possible ways of dealing with them
- critically evaluate readily available lesson plans.

Assessment Specifications

Year _____
Module 4 Preparing to Teach 3
Item 2: Lesson Plan
Name and Surname_____ Group _____

Portfolio Item 2
Individually, design a lesson plan for your school experience context using a suggested model. Make sure your lesson plan meets the following requirements:

- correlation between objectives, activities and learning outcomes
- the communicative and integrated character of the lesson
- differentiation of strategies to be used to meet learners' individual needs
- integration of homework into the lesson plan.

Submit your lesson plan with accompanying materials if any.

Assessment criteria	Weighting
Task fulfilment (lesson plan submitted, model observed, teaching context identified, deadline met)	5%
Evidence of correlation between objectives, activities and learning outcomes	5%
Evidence of communicative and integrated character of the lesson	5%
Evidence of the differentiation of strategies to be used to meet learners' individual needs	5%
Total	**20%**

Use the suggested template.

Group:	**Date:**	**Time:**	**No of students:**
Description of Learners			
Topic			
Lesson #			
Timetable fit			
Learning Objectives			
Context, location and time			
Materials and References			
Anticipated problems and solutions:			

Time	**Stage/ activity name (if possible)**	**Purpose**	**Teacher's activity, including wording**	**Students' activity, including expected answers and keys**	**Interaction Pattern**	**Materials**
Additional possibilities:						
Homework/Further Work:						

Topic 1. Reasons and Needs for Planning. Planning Principles

Objectives:
By the end of the session, you will be aware of:

- the main reasons for planning a lesson
- some basic planning princilples

and will be able to analyse a lesson plan in terms of principles it is based on.

1.1. Experience of planning

Think of your microteaching experience and discuss the following questions:

- *How did you plan your part of a lesson?*
- *How helpful was your plan? Why?*

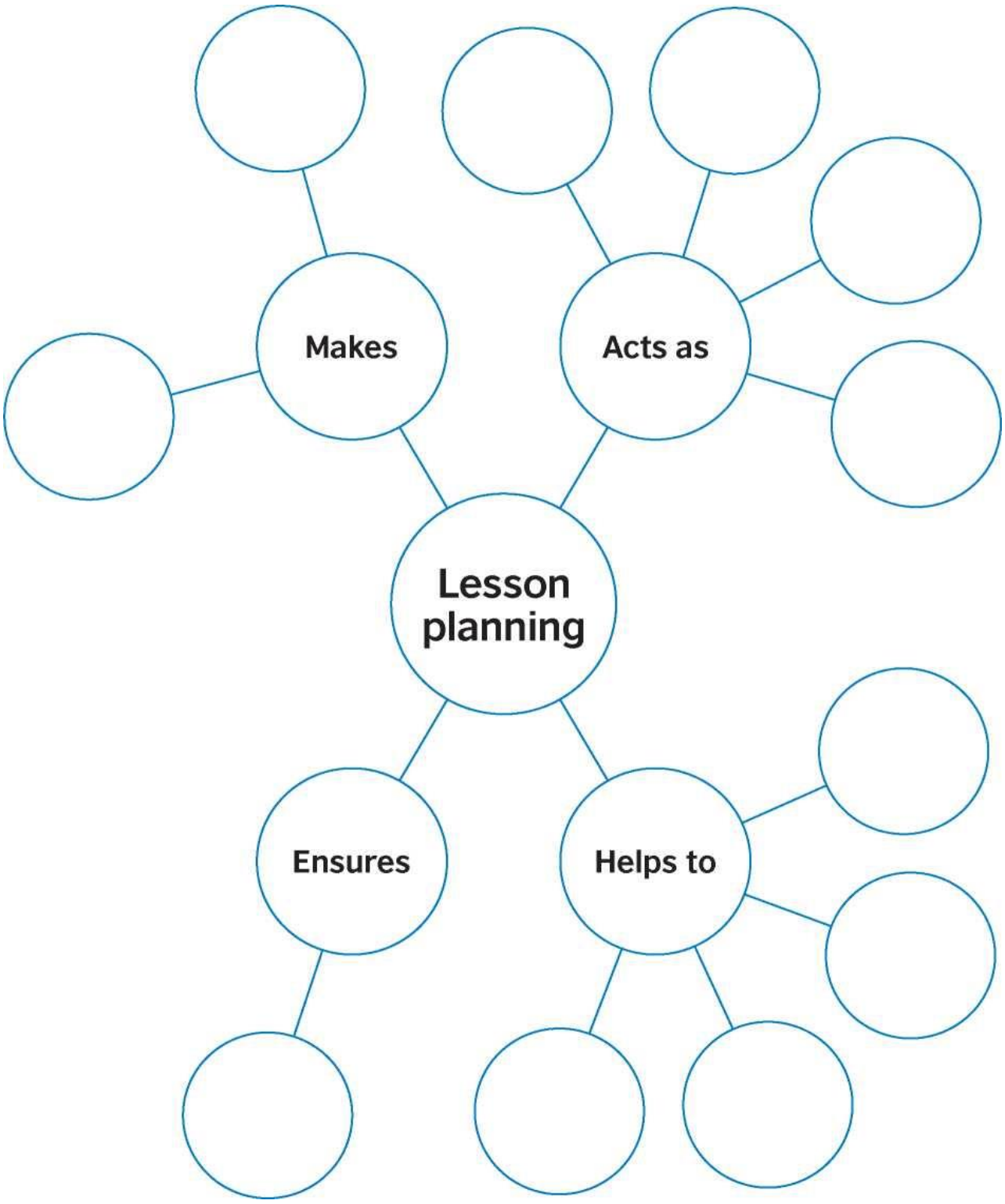
Make a list of ideas and share them with the class.
Decide on 3 interesting ideas and give reasons in each case.

1.2. The importance of lesson planning

Watch the video “Lesson Planning – Part 1 – Why do we plan lessons?”
Available from: https://www.youtube.com/watch?v=MD3VNkxC6AI
Answer the questions:

- *What is the importance of lesson planning in speaker’s opinion?*
- *Do you agree or disagree to his ideas? Why?*

Complete the spider gram with your ideas. You may add or change the circles or the verbs.



Share your ideas (one group at a time) and make a collective spider gram on the board.
Compare your spider gram with the key version.

1.3. Planning principles
Read your article about basic planning principles.
Fill in the table in relation to the texts read.

Text A

The two overriding principles behind good lesson planning are *flexibility* and *variety*. Variety means involving students in a number of different types of activity and where possible introducing them to a wide selection of materials; it means planning so that learning is interesting and never monotonous for the students. Flexibility comes into play when dealing with the plan in the classroom; for any number of reasons what the teacher has planned may not be appropriate for that class on that particular day. The flexible teacher will be able to change the plan in such a situation. Flexibility is the characteristic we would expect from the genuinely adaptable teacher. We have already commented on the danger of routine and monotony and how students may become de-motivated if they are always faced with the same type of class. This danger can only be avoided if the teacher believes that the learning experience should be permanently stimulating and interesting. This is difficult to achieve, but at least if the activities the students are faced with are varied there will be the interest of doing different things. If new language is always introduced in the same way (e.g. if it is always introduced in a dialogue) then the introduction stages of the class will become gradually less and less challenging. If all reading activities always concentrate on extracting specific information and never ask the students to do anything else, reading will become less interesting. Our aim must be to provide a variety of different learning activities which will help individual students to get to grips with the language. And this means giving the students a purpose and telling them what they need to know, why they are doing something and what it is supposed they will achieve. We have stressed the need for a purpose particularly with communicative activities and receptive skills: but teachers must have a purpose for all the activities they organize in a class and they should communicate that purpose to their students.

In any one class there will be a number of different personalities with different ways of looking at the world. The activity that is particularly appropriate for one student may not be ideal for another. But teachers who vary their teaching approach may be able to satisfy most of their students at different times.

Variety is a principle that applies especially to a series of classes and to a lesser extent to a single class period. Although there are some activities that can last for fifty minutes it seems generally true that changes of activity during that time are advisable. An introduction of new language that lasted for fifty minutes would probably be counter-productive, and it is noticeable how an over-long accurate reproduction stage tires students and fails to be very effective. We would not expect, either, to ask the students to engage in reading comprehension for a whole class. We might, however, be able to base a whole class on one reading passage, but only

if we varied the activities that we could use with it. Thus we might get students to read to extract specific information; this could be followed by some discussion, some intensive work and some kind of written or oral follow-up. Children, especially, need to do different things in fairly quick succession since they will generally not be able to concentrate on one activity for a long stretch of time.

The teacher who believes in variety will have to be flexible since the only way to provide variety is to use a number of different techniques, activities and materials in such a way that an ideal balance is created for the class.

Adapted from: Harmer, J. (2007). *The Practice of English Language Teaching.* London: Pearson Longman. P. 258 –259.

Text B

Principle 1: Objectives

One of the characteristics of effective instruction is that it is guided by concrete objectives that identify what students should know and be able to do. Lesson objectives can be derived from the common core, from the course syllabus, or from language proficiency guidelines defined by the Council of Europe. However, the objectives specified in these sources are typically extremely broad, and often stated in terms of "knowledge" and "understanding", constructs that are not very helpful when measuring student performance. They need to be rewritten to reflect measurable outcomes.

Principle 2: Logical sequence

A well designed language lesson is comprised of logically sequenced activities, one activity leading to the next. Brinton & Holten (1997) propose an Into-Through-Beyond model of lesson planning that does just that. The model was designed for content based instruction (CBI), a communicative language teaching framework in which language is taught through meaningful, interesting and engaging content. The Into-Through-Beyond model provides an approach to language lesson planning that is easy to follow and that can aid in creation of any foreign or second language lesson. During the first stage of the lesson (Into), students' background knowledge is activated, so that they can create stronger links between old and new information. It is during this stage that the teacher should make students curious about the content of the new lesson as well as state the objectives. The goal of the next stage (Through) is to present and practice new language and content, including activities with a new text or texts, and grammar and vocabulary practice. Finally, in the last stage (Beyond), students apply newly learned language skills and content knowledge in new contexts, for example by doing a project. This last stage best reflects whether the students have learned the new language to a degree which

allows them to use it in communicative situations.

Principle 3: Comprehensible Input

According to Krashen (1985) and Krashen and Terrell (1983), comprehensible input is a sufficient condition for second language acquisition to take place. The strategies a language teacher can use to make input comprehensible to the students include visuals, demonstrations and body language; slowing down the rate of speech; enunciating carefully; repeating; and providing synonyms and paraphrasing.

Abridged from: Krulatz, A. *Teaching Norwegian to Beginners: Six Principles to Guide Lesson Planning.* Available from: https://www.ncolctl.org/files/Teaching-Norwayan-to-Beginers.pdf

Text C

Principle 4: Communicative practice

As Swain and Lapkin (1995) argue, production of output (i.e. speaking and writing) fosters second language acquisition. This principle is also strongly supported by the characteristics of a communicative language classroom, including productive and receptive practice in unrehearsed situations. As a result, the new language forms - verbs in the present tense - are not the central focus of the lesson. Rather, they provide the students with the tools they need to accomplish a communicative task.

Principle 5: Strategies and scaffolding

The use of scaffolding has been originally justified in the writings of Vygotsky (1978) and his Zone of Proximal Development (ZPD), the metaphorical space in which children can accomplish more because of the scaffolds provided by adults. This metaphor has been extended to second language learning. Scaffolding and strategies such as providing language learners with a word bank or sentence frames, modeling a task, showing how to organize information using a graphic organizer or how to better learn new vocabulary using flash cards are just a few ways of creating the ZPD for foreign or second language learners.

Principle 6: Assessment

The final principle that guides a lesson plan is assessment. It is perhaps not as clearly visible in the lesson plan as the other five principles because in a way, it overlooks them all. There are many reasons to conduct assessment, from high stakes assessment leading to correct course placement or course completion, to low stakes self-assessment to help students understand their strengths and weaknesses.

Abridged from: Krulatz, A. *Teaching Norwegian to Beginners: Six Principles to Guide Lesson Planning.* Available from: http://www.ncolctl.org/files/Teaching-Norwayan-to-Beginers.pdf

Fill in the table in relation to the text read.

Planning Principles	What?	Why?	How?
Flexibility			
Variety			
Objectives			
Logical sequence			
Comprehensible Input			
Communicative Practice			
Strategies and Scaffolding			
Assessment			

Compare your findings.
Use the following questions as guidelines:

- *Which principles do you think are most important?*
- *Which would be most difficult for you to follow? Why?*

1.4. Case study

Read the given parts of sample lesson plans and decide what basic planning principles they incorporate.

Sample lesson plan 1.

Teaching Grammar

Practical aim: to develop grammatical competence on the topic “Modal verbs” on a sentence level.

1. Listen to the Teddy-Bear’s story.

Children, we have a guest today. It’s our funny Teddy-Bear. Teddy will tell us about the things he can do. (The teacher takes the toy)

Teddy: I can sing (The bear sings)
I can dance (The bear dances)
I can draw (The bear draws)
I can write (The bear writes)
I can play a ball (The bear plays a ball)

2. Якщо ви хочете, як ведмедик, розповісти про те, що ви можете робити, вживайте слово “can”.

Let’s mime and say together with Teddy. *I can dance…*
I can draw…

Say that you can do the same things (the teacher comes to every learner with the toy and says:

T: I can dance…
P1: I can dance too…
Teddy: I can jump
P2: I can jump too…
Teddy: I can play
P3: I can play too…

3. Якщо ви хочете розпитати ведмедика про те, що він може робити, запитайте так:

Can you dance? Can you play?

Let’s ask Teddy together.

T: Teddy, can you jump?

Teddy: yes, I can.

T: Teddy, can you sing?

Teddy: Yes, I can.

4. Now listen to the poem which Teddy will tell you and clap your hands when you hear the word “can”.

Teddy: I can swim like a fish,
I can jump like a rabbit,
I can run like a dog,
I can sing like a bird,
I can speak English.
I can do anything.
Yes, I can.

5. Now let’s mime and recite the poem together with Teddy (using the text of the poem).

6. Ask Teddy about the things he can do.

Example: Can you swim like a fish?
I can swim like a fish.

7. Let’s imagine that Teddy can do something else using the words from the box:

sing	dance	draw	write	play
read	jump	skate	speak	wash

8. Write down the list of things you can do after school.

9. Ask your friend what he/she can do. And tell the class about the things your friend can do.

Example: Peter can walk.
He can talk.
He can paint.

Taken from: *Професійно-методична підготовка студентів-філологів у вищому навчальному закладі:* монографія / Н. В. Зінукова, Л. В. Калініна, І. В. Самойлюкевич, Н. Р. Петранговська, О. Р. Світлична, І. І. Березенська, Н. П. Сіваєва, О. С. Гуманкова, Л. В. Барало, О. А. Зимовець, С. Б. Моркотун, Ю. М. Жиляєва, А. М. Мормуль, І. Ф. Литньова, Є. М. Карпенко. – Д.: Вид-во ДУЕП, 2009. – С. 45 – 46.

Sample lesson plan 2.

Teaching Reading

Topic: Weather

Pre-reading Activities

A. Content Anticipation.

Instructions: Look at the pictures and say what season makes these children wear such clothes:

Useful information

Reporting action research

1. A brief presentation to other teachers (poster or PowerPoint presentation). This may happen in:
   - a teacher development session in your own school,
   - during a regional workshop,
   - a local teachers' meeting,
   - at a conference.
2. Social media: YouTube, Facebook or other platform
   - One simple way to do this is to record yourself presenting your research findings on a digital camera or mobile phone, and then upload this recording to YouTube, Facebook or other platform.
   - If you're giving a talk at a conference or workshop, or even in front of a small group of other teachers, why not ask a colleague to record your presentation and then upload the recording together with photographs of your poster?
3. Written forms
   - informal brief accounts
   - academic articles
4. To share your research experience with a bigger audience, you can place your writing in:
   - a blog,
   - a newsletter or even
   - in a Facebook group or
   - on your own web page.
5. Teacher research communities and teacher associations that have their own blogs:
   - the International Festival of Teacher-Research in ELT: https://trfestival.wordpress.com/).
   - IATEFL (the International Association of Teachers of English as a Foreign Language)

   IATEFL website: https://www.iatefl.org/
   - TESOL (Teachers of English to Speakers of Other Languages)

   Website: http://www.tesol.org/

Reflection

Answer the question:

- *To what extent are you ready to do research?*

Find your place in the line below:



Follow-up task

- Prepare Item 5 for assessment (Action research proposal) following the suggested template. Have a neat, print version of it! The proposal is the basis for writing a qualification paper.
- Be ready to comment on it in class!
- Reflect on the theoretical issues of action research covered in Unit 4.5 and be ready for online testing

Sample self-assessment checklist

Unit 4.5. Action Research

Now that I have completed this Unit, I can	without difficulty	to some extent	not at all
• notice classroom issues and formulate a research question			
• design appropriate data collection tools			
• analyse and interpret the collected data			
• plan action research to be carried out during my school experience			
• report on action research and plan further actions on the basis of the findings			

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Навчальне видання

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