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Pavlo Tychyna Uman State Pedagogical University
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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Reviewers:

Biletska I. O., Doctor of Pedagogical Sciences, Professor, Head of the Department of Foreign Languages Theory and Practice at Pavlo Tychyna Uman State Pedagogical University;

Butova V. O., Candidate of Pedagogical Sciences, Senior Lecturer at the Department of Foreign Languages and Methods of Teaching of Hlukhiv National Pedagogical University after Olexandr Dovzhenko;

Melnyk N., I., Doctor of Pedagogical Sciences, Associate Professor, Professor of Foreign Languages and Translation Department, Deputy Dean of the Faculty of Linguistics and Social Communications at National Aviation University

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E56 **English** Language Teaching Methodology: Module 4. Preparing to Teach 3 = Методика навчання англійської мови: Модуль 4. Підготовка до викладання 3 : Student workbook / MES Ukraine, Pavlo Tychyna Uman State Pedagogical University, Faculty of Foreign Languages ; compilied by Olena Bevz, Alla Gembaruk. – Edition 2, revised and supplemented. – Uman : Publisher «Sochinskyi M. M.», 2024. – 264 p.

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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

Classification 3

Criteria	By purpose	By format	By creator
Types	• Instructional • Authentic	• Paper-based • Audio-visual • Electronic	• Commercial • In-house

Useful information:

Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic.

Taken from:
file:///C:/Users/User/Desktop/Working%20with%20materials/AuthenticMaterialsFinal.pdf

- *Which classification appeals to you most? Why?*

1.2. The role of TLMs for EFL teaching and learning

Think of the purposes of using TLMs in EFL classroom.
Put down your ideas on the poster.
Pass your posters clockwise to the next group for reading through and adding new ideas.
As summing up, answer the question:

- *What would be the disadvantages of not using teaching and learning materials in the classroom situation?*

1.3. True or false

Discuss the statements in pairs.
Decide whether they are true of false
Justify your choice.

- Teaching and learning materials are not a complete method of teaching but an aid to learning
- TLMs are not necessarily required in all lessons
- Too many aids in one lesson may distract attention from the main subject of the lesson and can take much of the learners' time
- TLMs should be adapted to the understanding and level of the class
- TLMs should be relevant to the subject of the lesson

- Do not use pictures when learners can see and handle the real things, e.g. a real leaf is better than pictures of a leaf
- Do not leave TLMs on display for too long. When the class loses interest in them, they will no longer serve their purpose
- Make new TLMs each year. This creates the teacher's interest and interest among the learners

Taken from https://www.slideshare.net/En_Teng/teaching-and-learning-materials

Reflection

Think of the important points you would cover in your lesson if you were asked to teach others about teaching and learning materials.

Follow-up task

For the next session bring at least 2 EFL coursebooks for school context, one of which is by Ukrainian authors and the other is designed by the European authors.

Навчальне видання

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vizavi-print.jimdo.com
e-mail: vizavi008@gmail.com