МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

ВІННИЦЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ
ім. М.КОЦЮБИНСЬКОГО

ФАКУЛЬТЕТ ІНОЗЕМНИХ МОВ

НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК

З МЕТОДИКИ НАВЧАННЯ ІНОЗЕМНИХ МОВ

для студентів 2 курсу
денної форми навчання

(Частина 2)

ВІННИЦЯ –2020

УДК: 378.016:811.111 (075.8)
М 54

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Навчально-методичний посібник з методики навчання іноземних мов для студентів 2 курсу денної форми навчання (Частина 2).– Вінниця: ВДПУ ім. М.Коцюбинського, 2020. –193 с.

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Рекомендовано до друку Вченою радою Вінницького державного педагогічного університету імені Михайла Коцюбинского (Протокол № ___ від _____2020 р.)

Навчальний посібник призначений для роботи над новим експериментальним курсом із методики навчання іноземних мов у рамках проекту «Шкільний учитель нового покоління», що впроваджується за підтримки Британської Ради в Україні та Міністерства Освіти та науки України. У частині 2 навчального посібника представлені розгорнуті плани занять до модуля 2 програми курсу, відповідні робочі матеріали, глосарій ключових понять та термінів, список рекомендованої літератури для опанування студентами теоретичними знаннями, практичними навичками та вміннями навчання іноземних мов.

ПЕРЕДМОВА

Прагнення України до інтеграції у Європейську спільноту робить актуальним опанування англійською мовою як засобом спілкування та життєво важливим вмінням, що вимагає підвищення стандартів навчання англійської мови на всіх ланках освітньої системи. Водночас, невідповідність між високими вимогами до викладання іноземних мов, що їх ставлять Міністерство освіти та науки України та Загальноєвропейські рекомендації з мовної освіти та реальною ситуацією викладання іноземних мов в українських загальноосвітніх школах зумовило необхідність розробки нового курсу методичної підготовки вчителя іноземної мови на рівні бакалавра та його впровадження у ході пілотного експериментального проекту Британської ради «Шкільний вчитель нового покоління»

Метою розробленого курсу методики є професійна підготовка сучасного конкурентноспроможного вчителя англійської мови у ході формування відповідних умінь та навичок. Особливістю згаданого курсу є студентоцентрований характер навчання, врахування психологічних особливостей засвоєння рідної та іноземної мов у порівнянні та потреб студентів з особливими освітніми потребами, а також інтерактивний характер практичних занять, під час яких студенти оволодівають теоретичним та практичним навчальним матеріалом.

До навчально-методичного посібника входять теми модуля 2 «Готуємося навчати 1».

Матеріал посібника розподіляється між авторами таким чином:

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До опису кожного заняття відповідного розділу входять цілі, зміст заняття, очікувані результати учіння, рекомендовані специфікації контрольних завдань, домашнє завдання, список рекомендованої літератури та інтернет-ресурсів для самостійного опрацювання.

Матеріали додатків містять роздатковий матеріал до кожного заняття, перелік питань для самооцінювання наприкінці кожного розділу, глосарій основних термінів до тем модуля з визначеннями англійською мовою та їхніми еквівалентами українською мовою, бібліографію основних видань з методики.

Зміст кожного заняття, що відповідає формату семінару-практикуму, розроблено з урахуванням студентоцентрованого підходу до навчання, націлено на опанування практичними навичками та вміннями методичної науки, розвиток автономних стратегій учіння, компетнтності в галузі інформаційних технологій під час виконання численної кількості комунікативних завдань, використання ситуаційних досліджень, симуляції, групових проектів та розв'язання проблем. Усе це разом має сприяти підвищенню рівня інтерактивності студентів та їх перетворенню на свідомого суб'єкта навчального процесу, а згодом і методично-обізнаного вчителя-початківця, вчителя-практика, починаючи вже з перших кроків навчання.

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Модуль 2. Готуємось навчати 1

Unit 2. 1. Principles of Communicative Language Teaching
Розділ 2.1. Принципи комунікативного навчання

2.1.1. Approaches and Methods in ELT. Introduction

Module	2 Preparing to Teach 1
Unit	2.1 Principles of Communicative Language Teaching
Session	1
Topic	Approaches and Methods in ELT. Introduction.
Objectives	By the end of session 1 students will: • be familiar with the objectives and the outline of the whole Unit "Principles of Communicative Language Teaching (CLT)" • be able to realize the reasons for studying different FL approaches and methods • be able to differentiate between the notions "approach", "method", "technique", establish hierarchical connections between them • develop the understanding of the "theory of language" and " theory of learning" _____ • be able to identify the methods under consideration by their underlying principles and features • be able to recognize the advantages and disadvantages of each of the three methods • be able to reflect on their past learning experience and correlate it with the material of the session
Time	80 minutes
Materials and equipment	Handouts 1, 2, 3, Power Point Presentation

	Video links: 1) Jack C. Richards - Approaches and Methods in Language Teaching https://www.youtube.com/watch?v=ZlVZpcan7q0 (start at 3:10 min – finish at 3:35 min.) 2) Diane Larsen-Freeman on Techniques & Principles in Language Teaching (3rd ed.) https://www.youtube.com/watch?v=cNSmrbkYKx8 (start at 0:36 min. – finish at 1:40 min.)

Warm-up Familiarize the students with the unit map of the new module, the objectives and topics of the first unit "Principles of CLT". **Step 1** Introduce the students to the topic. First, encourage them to think over the following question: (PP Slide) "What are the reasons for studying different FL teaching methods? " **Step 2** Next, let the students watch the two short videos about the role of different approaches and methods in ELT (Video links: 1) Jack C. Richards - Approaches and Methods in Language Teaching https://www.youtube.com/watch?v=ZlVZpcan7q0 /start at 3:10 min – finish at 3:35 min./) 2) Diane Larsen-Freeman on Techniques & Principles in Language Teaching (3rd ed.) https://www.youtube.com/watch?v=cNSmrbkYKx8 /start at 0:36 min. – finish at 1:40 min./) **Step 3** If necessary, expose the students to the following key points, synthesized from the videos: (PP Slide) "The Reasons for Studying ELT Approaches and Methods":	To introduce the students to the new module, the objectives and general outline of the first unit and the introductory session To introduce the students to the topic, to let them brainstorm their own ideas To develop the students' understanding of the role of different approaches and methods in ELT	5 min 5 min Pair Work → Whole Group Work 5 min Whole Group Work

• To know where the idea of FLT comes from • To know the evolution of FLT approaches and methods • To develop awareness, knowledge, critical thinking • To experiment with already known methods and techniques • To realize what characterizes the modern methods today • To meet a challenge to think in a new way	To expand on the students' ideas	5 min Whole Group Work

Activity 1 "Approach , Method, Technique" Step1. Distribute the cut-up cards with the words "Approach", "Method", "Technique". Ask the students to get into 3 groups, according to the cards chosen. Next, instruct them to brainstorm in groups the definition of the assigned notion. Step 2. Let the students confirm or reveal their ideas through exposing them to the established academic definitions: (PP Slide) **"The teaching language procedures":** ……An **approach** is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is **axiomatic** and global. It describes the nature of the subject matter to be taught... Within one approach, there can be many methods! **…….Method** is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is **procedural**…….. *An approach is general, a method is specific and framed.* . . . A **technique** is **implementational** – that which actually takes place in a classroom. It is a particular trick used to accomplish an immediate	To provide the students with an opportunity to brainstorm their own definition of the key notions To help the students to conceptualize the notions of approach, method and technique, to see the difference between them	15 min Small Group Work 5 min Small Group Work

objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well….. The organizational key is that **techniques** carry out a **method** which is consistent with an **approach** !!! (*Anthony 1963: 63–67)*		

Activity 2 "The Hierarchical Arrangement of the Teaching Language Procedures" Regroup the students. Leave the slide with the established definitions of the three teaching language procedures open. Ask the students to one more time read through the definitions and after that to depict the hierarchical connections between the three notions on the posters. Then, encourage them to present their posters in front of the whole group. If necessary, provide the students with an example "The Hierarchical Pyramid of Approach, Method, Technique" (PP slide)	To provide the students with an opportunity to analyze and realize the hierarchical connections between the notions "approach", "method", "technique"	15 min Small Group Work

Activity 3. Jigsaw Reading "Theory of Language. Theory of Learning" (HO 1) First, draw the students' attention to the fact that the three teaching language procedures, considered above, are dependent on the two more key notions, which they will deal with all through the unit – the Theory of Language and the Theory Learning. Ask the students to get in twos. Distribute Cards A and B with the brief information about the two notions. Instruct the students to read the information on the card to themselves, to underline the key points in it and then share them with the partner. Finally, talk through the key points as a whole group.	To develop the students' awareness of the "theory of language" and "the theory of learning", their influence on the way of teaching/learning	15 min Small Group Work

Reflection. Round-Up. Stimulate the students to summarize the things learnt during the session, to share with the rest what was totally new, particularly interesting/difficult.	To develop the students' reflective thinking skills To emphasize the bullet points of the session	10 min Whole Group Work

Home Assignment **Further Reading:** 1. Jack C. Richards, Theodore S. Rodgers "Approaches and Methods in Language Teaching", Cambridge University Press 2001, pp. - 5-16. 2. Jeremy Harmer "The Practice of English Language", pp.78-80.		

Unit 2.1: Principles of Communicative Language Teaching
Session 1: Approaches and Methods in ELT. Introduction.
Cut-ups for Activity 1 "Approach, Method, Technique"

Approach	**Method**	**Technique**
Approach	**Method**	**Technique**
Approach	**Method**	**Technique**
Approach	**Method**	**Technique**

Unit 2.1: Principles of Communicative Language Teaching
Session 1: Approaches and Methods in ELT. Introduction.

Handout 1 A: Theory of Language

Read the text silently. Underline the key words in it, then share the most important information with your partner.

A theory of language. (What language is). An account of what the essential components of language are or what proficiency or competence in a language entails. The three theoretical views on the nature of language are:

structural (language is viewed a system of structurally related elements – phonological units, grammatical units, lexical items).

functional (language is viewed as a vehicle for the expression of functional meaning).

interactional (language is viewed as a tool for the creation and maintenance of social relations) .

Adapted from Jack C. Richards, Theodore S. Rodgers "Approaches and Methods in Language Teaching", Cambridge University Press 2001, p 19.

Unit 2.1: Principles of Communicative Language Teaching
Session 1: Approaches and Methods in ELT. Introduction.
Handout 1B: Theory of Learning

Read the text silently. Underline the key words in it, then share the most important information with your partner.

A theory of learning. (How people learn). An account of the psycholinguistic, cognitive and social processes involved in learning a language and the conditions that need to be present for those processes to be activated.

Learning theories associated with a method may emphasize either one or both of these dimensions.

Process-oriented theories build on learning processes, such as habit formation (формування навички), induction (індукція, введення), inferencing (логічний умовивід) and generalization (узагальнення).

Condition-oriented theories emphasize the nature of the human and physical context in which language learning takes place.

Adapted from Jack C. Richards, Theodore S. Rodgers "Approaches and Methods in Language Teaching", Cambridge University Press 2001, p 22.

2.1.2. Approaches and Methods in ELT. Grammar-Translation, Direct and Audio-Lingual Methods
Підходи і методи у навчанні англійської мови. Граматико-перекладний, прямий, аудіо-лінгвальний методи

Module	2 Preparing to Teach 1

Unit	2.1 Principles of Communicative Language Teaching
Session	2
Topic	Approaches and Methods in ELT. Grammar-Translation, Direct and Audio-Lingual Methods.
Objectives	By the end of the session students will: • be able to identify the methods under consideration by their underlying principles, features and techniques • be able to recognize the advantages and disadvantages of each of the three methods • be able to reflect on their past learning experience and correlate it with the material of the session
Time	80 minutes
Materials and equipment	Handouts 1, 2, 3, 4, 5 video demo lesson, board, Power Point Presentation Demo lesson link - https://www.youtube.com/watch?v=cvz-GLyZ7bM

Procedure	**Purpose**	**Time**
Warm-up Invite the students to the warming-up discussion of the following questions: • What kind of methods or techniques have you experienced as a learner of a foreign language at school / university? • What were the most popular learning activities? • How much L1 versus the TL did your teacher use?	To introduce the students to the topic	5 min Whole Group
Activity 1. "Past Learning Experience" (HO 1) • Distribute Handout 1 and ask the students first to identify individually those characteristics that best describe the way they studied English (both at school and at University). • Next, ask the students to get in pairs and identify together three or four most common characteristics	To let the students reflect on their past experience of learning English	10 min Individual Work → Pair Work

Retrieved from "Core Curriculum English Language Teaching Methodology Bachelor's Level. Supplementary Materials", British Council Ukraine, p.58.		
Activity 2. Jigsaw Reading "Grammar-Translation, Direct Methods" (HO 2) 1. Distribute Handout 2 (2A, 2B, 2C, 2D). Ask each student to read the text on their card, underlying the key words. 2. Put the students in "expert groups" according to the same letter on their cards. Ask them to share the key-words they have underlined and to prepare a micro lecture concerning the method they have read about. 3. Regroup the students so that in each group there are '"experts" with four different letters on their cards. 4. Invite the "experts" to deliver a micro lecture about the method they have read before to the other members of the group. Recommend the students to move gradually from one method to the other (2A→2B→2C→2D).	To expose the students to the background information about the Grammar-Translation and Direct methods - the nature of the methods, the theories behind them, and typical techniques associated with them To let the students learn from each other	15 min Small Group Work
Activity 3. Grammar-translation and direct methods (HO 3) • Now that the students have provided each other with some input, ask them to go back to Activity 2. Explain to them that the characteristic features they worked with in Activity 2 belong to the grammar-translation and direct methods. • Regroup the students into new groups of 3-4 and distribute Handout 3. • Ask the groups to complete the table by placing the characteristics from Activity 2 under each method. • Check the students' answers and clarify any uncertainties. Show the key (HO 3A)	To develop the students' awareness of the specific characteristic features of each of the two methods To provide the students with an opportunity to detect the traces of the historical methods in their past/present learning experience	10 min Small Group Work
Activity 4. Group Discussion. Encourage the students to discuss the following questions: **Section 1:** (PP Slide 5 "Grammar-translation perspectives") • Which of the methods is still widely used in Ukraine? Why? • Should Grammar-Translation Method	To let the students reflect on the two methods, to critically evaluate their positive and negative sides	10 min Whole Group Work

be totally avoided by EFL teachers today? **Section 2:** (PP Slide 6 "The Benefits of Gr.- Tr. Method") **How far do you agree with these ideas?** • Grammar-translation may, to some extent, be helpful for students to successfully pass exams • Deep understanding of grammar and good ability to translate can help students improve their writing or lay a solid foundation for their speaking and communicative competence • A good command of grammar will give an EFL learner more confidence, among other advantages, to hone his/her communicative competence • Through translation, EFL learners can also better understand language items, such as grammar or vocabulary and thus, better comprehend the original text. *(Ao Ran, teacher and teacher educator, Yunnan, China; research associate, Singapore)*	To help the students realize the possible benefits of the grammar-translation method use, its definite elements and techniques	

Activity 5. Demo Lesson. Audio-Lingual Method Tell the students to observe part of an audio-lingual lesson and to identify some of its characteristics. https://www.youtube.com/watch?v=cvz-GLyZ7bM (watch from 3:00 till the end) • Distribute Handout 4 and ask the students to tick the features they have noticed. • Check the results. Show the Key. (HO 4A) *Retrieved from "Core Curriculum English Language Teaching Methodology Bachelor's Level. Supplementary Materials", British Council Ukraine, p.59.*	To provide the students with an opportunity to see how the audio-lingual method works in the classroom	15 min Individual Work → Whole Group Work

Activity 6. Post-viewing Discussion Involve the students in the discussion of the following questions: (PP Slides 7-9) Should all aspects of audiolingualism be rejected today? How far do you agree with these ideas? • Audiolingualism teaches to value accuracy, helps to achieve a sense of near perfection in the production of an utterance • It can help develop automaticity in language use and still accounts for the	To help the students explore their beliefs about the audio-lingual method, to recognize its strengths and weaknesses	10 min Pair Work → Whole Group Work

way many teachers conduct some or part of their lessons *(Neil England, teacher, teacher educator and materials write, Sydney, Austria)*		

Activity 7. Round-up. Distribute Handout 5 and talk the students through the completed boxes. Ask the students to fill in the rest of the table at home. *Retrieved from "Core Curriculum English Language Teaching Methodology Bachelor's Level. Supplementary Materials", British Council Ukraine, p.59.* Encourage the students to summarize the material of the session (PP Slide 9)		5 min Whole Group Work

Home Assignments (PP Slide 10) Ask the students: 1) to fill in the rest of the table on the Audio-Lingual Method at home; 2) to review the materials of the session, to reflect one more time on the distinctive principles and features of the three methods and decide which of them could be defined as advantageous or disadvantageous for FL teaching/learning through completing the table (HO 6); to highlight in the table the features/typical activities which they would probably like to try out in their potential language classroom.		

Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT. Grammar-Translation, Direct and Audio-Lingual Methods.
Handout 1: "Past Learning Experience"

Read the statements below and tick (√) those characteristics that best describe the way you studied English (both at school and at University).

No	**Characteristics**	√
1	Language is a system of rules.	
2	Teaching does not follow a single theory of language.	
3	Learning is natural, like a child learning mother tongue.	
4	Learning theory is didactic: the teacher's activity is to transfer knowledge to students.	

5	Students get academic knowledge about the language, study literature and culture of the country.	
6	Students get a practical command of the language in a short period of time.	
7	Listening and speaking are the key skills; the aim is to arrive at working knowledge of the language.	
8	The focus is on reading, writing and translating skills.	
9	Students often practice translation of unconnected sentences.	
10	Teacher often offers mechanical activities without providing meaningful context.	
11	Teacher demonstrates the pattern and students repeat them.	
12	Teacher allows little, if any, use of the native language and prohibits long translations.	
13	Whole class and individual modes of interaction dominate.	
14	Students sometimes talk to each other when they act out dialogues learnt by heart.	
15	Teachers dominate in the classroom; they are the main source of information and the ultimate authority.	
16	Students make mistakes through carelessness and lack of knowledge, so the teacher must immediately correct them all.	
17	Teacher corrects, though students sometimes have a chance to self-correct	
18	Teacher uses mother tongue frequently for instructions, explanations, corrections and translations.	

Retrieved from "Core Curriculum English Language Teaching Methodology Bachelor's Level. Supplementary Materials", British Council Ukraine, p.60.

Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT. Grammar-Translation, Direct and Audio-Lingual Methods.
Handout 2 A: Grammar-Translation Method (Part 1)

Read the text silently. Underline the key words in it, then share the most important information with the rest of your group.

Text A "Grammar-Translation Method"

For many decades the predominant method of language instruction was the grammar-translation method (leading representatives - H. S. Ollendorf, Johann Meidinger). This method is rooted in the teaching of the nineteenth century and was widely used for the first half (in some parts of the world even longer) of the last century to teach modern foreign languages. Textbooks primarily consisted of lists of vocabulary and rule explanations. By and large, students engaged in translation activities.

Little oral proficiency would result from the Grammar-translation Method, and students often were expected to go abroad and immerse themselves to become a fluent speaker.

Adapted from Brandl's Chapter 1: "Principles of Communicative Language Teaching and Task-Based Instruction", " Introduction to Teaching and Learning German at the College Level", p. 2.

Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT. Grammar-Translation, Direct and Audio-Lingual Methods.
Handout 1B: Grammar-Translation Method (Part 2)

Read the text silently. Underline the key words in it, then share the most important information with the rest of your group.

The principal characteristics of the Grammar-Translation Method were these: 1.The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. 2. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening. 3. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization. 4. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method. 5. Accuracy is emphasized. Students are expected to attain high standards in translation. 6. Grammar is taught deductively – that is, by presentation and study of grammar rules, which are then practiced 7. The student's native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student's native language.

Adapted from Jack C. Richards, Theodore S. Rodgers "Approaches and Methods in Language Teaching", Cambridge University Press 2001, p 5.

Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT. Grammar-Translation, Direct and Audio-Lingual Methods.
Handout 2 C: Direct Method (Part 1)

Read the text silently. Underline the key words in it, then share the most important information with the rest of your group.

The demand for oral proficiency led to the reform movements that laid the foundation for the development of new ways of teaching in the 19-th century. One such method is the Direct Method, sometimes also referred to as the Berlitz Method as it was widely used in Berlitz schools. The advocates of this method Gouin and Sauveur believed that languages should be taught in a natural way, that is, how children learn language.

Despite its success in private schools, the Direct Method was met with a great deal of criticism. Strict requirements to adhere to its principles and the need for native speakers or someone with native-like fluency prevented this method from becoming widely adopted by academic institutions (see Richards and Rodgers 2001).

Adapted from Brandl's Chapter 1: "Principles of Communicative Language Teaching and Task-Based Instruction", " Introduction to Teaching and Learning German at the College Level", p. 3.

Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT. Grammar-Translation, Direct and Audio-Lingual Methods.
Handout 1 D: Direct Method (Part 2)

Read the text silently. Underline the key words in it, then share the most important information with the rest of your group.

The principles of procedures underlying the Direct Method were the following:

1. Classroom instruction was conducted exclusively in the target language. 2. Only everyday vocabulary and sentences were taught. 3. Oral communication skills were built up in carefully graded progression organized around question-answer exchanges between teachers and students in small, intensive classes. 4. Grammar was taught inductively. 5. New teaching points were introduced orally. 6. Concrete vocabulary was taught through demonstrating, objects, and pictures; abstract vocabulary was taught by association of ideas. 7. Both speech and listening comprehension were taught. 8. Correct pronunciation and grammar were emphasized.

Adapted from Brandl's Chapter 1: "Principles of Communicative Language Teaching and Task-Based Instruction", "Introduction to Teaching and Learning German at the College Level", p. 3.

Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT. Grammar-Translation, Direct and Audio-Lingual Methods.
Handout 3: Grammar-translation and direct methods

Complete the table by entering numbers of characteristics from Handout 1 under each method.

Aspect	**Grammar-Translation Method**	**Direct Method**
Theory of language		
Theory of learning		
Objectives		
Skills focus		
Typical modes of interaction		
Typical activity types		
Attitude to the use of mother tongue		
Role of the teacher		

Retrieved from "Core Curriculum English Language Teaching Methodology Bachelor's Level. Supplementary Materials", British Council Ukraine, p.61.

Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT. Grammar-Translation, Direct and Audio-Lingual Methods.
Handout 3 A: Grammar-translation and direct methods (The Key)

Complete the table by entering numbers of characteristics from Handout 1 under each method.

Aspect	**Grammar-Translation Method**	**Direct Method**
Theory of language	1	2
Theory of learning	4	3
Objectives	5	6
Skills focus	8	7
Typical modes of interaction	13	14
Typical activity types	9	10
Attitude to errors	16	17
Attitude to the use of mother tongue	18	12
Role of the teacher	15	11

Retrieved from "Core Curriculum English Language Teaching Methodology Bachelor's Level. Supplementary Materials", British Council Ukraine, p.62.

Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT. Grammar-Translation, Direct and Audio-Lingual Methods.
Handout 4: Video demo lesson

Watch the video and tick (√) the features that you observed

Features	√

Drills are used to teach structural patterns	
Pair and group work is often used	
Set phrases are memorised with a focus on intonation	
Grammatical explanations are kept to a minimum	
Translation is used as a means of presenting new words	
Vocabulary is taught in context	
Audio-visual aids are used	
Focus is on pronunciation	
Correct responses are positively reinforced immediately	
Chorus work is neglected	

Retrieved from "Core Curriculum English Language Teaching Methodology Bachelor's Level. Supplementary Materials", British Council Ukraine, p.63.

Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT. Grammar-Translation, Direct and Audio-Lingual Methods.
Handout 4 A: Video demo lesson (The Key)

Watch the video and tick (√) the features that you observed

Features	√

Drills are used to teach structural patterns	√
Pair and group work is often used	√
Set phrases are memorised with a focus on intonation	√
Grammatical explanations are kept to a minimum	√
Translation is used as a means of presenting new words	
Vocabulary is taught in context	√
Audio-visual aids are used	√
Focus is on pronunciation	√
Correct responses are positively reinforced immediately	√
Chorus work is neglected	

Retrieved from "Core Curriculum English Language Teaching Methodology Bachelor's Level. Supplementary Materials", British Council Ukraine, p.64.

Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT. Grammar-Translation, Direct and Audio-Lingual Methods.
Handout 5: Characteristics of the Audio-Lingual Method

Complete the table by adding characteristics of the method. Use your observations of the lesson.

Aspect	**Audio-Lingual Method**
Theory of language	Structuralism
Theory of learning	behaviourism, 'stimulus-response', learning through repetition and reinforcement
Objectives	to master the whole language, to present students with an accurate model of the language
Skills focus	

Typical modes of interaction	
Typical activity types	
Attitude to errors	
Attitude to the use of mother tongue	
Role of the teacher	

Retrieved from "Core Curriculum English Language Teaching Methodology Bachelor's Level. Supplementary Materials", British Council Ukraine, p.65.

Unit 2.1: Principles of Communicative Language Teaching
Session 2: Approaches and Methods in ELT

Handout 6: Home Assignment - fill in the table with the principles, features or activities which you consider as advantageous or disadvantageous. Highlight the advantageous ones, which you would probably like to try out as a teacher.

2.1.3. Approaches and Methods in ELT. Community Language Learning (CLL), Suggestopedia. The Intensive Method /

Підходи і методи до навчання англійської мови. Навчання іноземної мови у співтоваристві. Сугестопедія. Інтенсивний метод

Module	2 Preparing to Teach
Unit	2.1 Principles of Communicative Language Teaching
Session	3
Objectives	By the end of session 3 students will be: - able to identify Community Language Learning (CLL), Suggestopedia and Intensive methods by their underlying principles and features - able to recognize the advantages and disadvantages of using these methods in ELT - familiar with the way it works in the classroom - able to realize the methodological value of some elements and techniques of the methods under consideration, the aims and ways of their practical application in the modern language classroom
Time	80 minutes
Materials and equipment	Handouts 1, 2, 3, 4, Power Point Presentation Video links: https://www.youtube.com/watch?v=di8TcpLY47g (CLL) (starts at 0:40- 18 min.) https://www.youtube.com/watch?v=FY_fgxSgfio (Suggestopedia) (starts at 0:22 – 21 min.) https://www.youtube.com/watch?v=M72bB6sfPrc (Suggesopedia Concerto Cycles) (10 min)

Procedure	**Purpose**	**Time**
Warm-up **Step 1**	To introduce students to the topic	3 min

Discussion questions 1: Encourage students to think over the following questions : "What things make you feel comfortable and secure during the language lesson?" "What impact does music (classical) have on your mental state?" (PP Slide 3) **Step 2** **Discussion questions 2:** Invite students to share their experience and feelings in terms of the learning conditions reflected in discussion questions 2: Do you feel comfortable and secure at the lesson when: • you know the purposes of doing different things • you can freely express your feelings • you can share with peers and learn from each other • there is no pressure (no threatening, discomforting error-correction, authoritative manner teaching) the atmosphere is generally relaxing and secure (PP Slide 4) **Step 3** Encourage students to make the predictions of what Suggestopedia and CLL methods are possibly like by their names. (PP Slide 5): "Have you got any suggestions in terms of what	To let students reflect on the factors and conditions that make them feel comfortable and secure in the language classroom, the way they affect the learning process To develop students' prediction skills and schemata knowledge	Whole Group Work 5 min Whole Group Work 2 min Whole Group Work

Suggestopedia and **Community Language Learning** methods are like?"		

Activity 1 **"Jigsaw Reading" (HO 1)** 1.Distribute Handout 1. Ask each student to read a text about the definite aspects of one of the methods, underlying the key words. 2.Group the students to make "expert groups" (all As, Bs, Cs, Ds) so that those who have read the texts about the same aspects of the same method, get together. Ask them to share the key-words they have underlined and to prepare a mini-lecture concerning the factors they have read about. 3.Regroup the students so that in each group there are '"experts" on the four different blocks of information (A, B, C, D). 4.Invite the "experts" to deliver a mini-lecture about the certain aspects of one of the two methods they have read before to the other members of the group. Instruct the students to give mini-lectures in the following order: 1A, 1B, 1C, 1D.	To let students familiarize themselves with the background, theory of language, theory of learning, pros and cons, procedure of each of the two methods	15 min Small Group Work

Activity 2 "Aspects of CLL and Suggestopedia" (HO 2) Step 1. Regroup the students again. Ask them to fill in the table with the corresponding aspects of CLL and Suggestopedia. The Key:	To provide the students with an opportunity to identify the correspondin g aspects of the two methods through analyzing them and	10 min Mini Gro up Wor k

Aspect	CLL	Suggestopedia
Theory of language	Language is a Social Process - “Language is people; language is persons in contact; language is persons in response”	is not articulated. There aren’t any particular assumptions regarding language elements and their organization
Theory of learning	Learning is both cognitive and affective (whole-person / holistic learning)	Suggestion (гіпнотичне навіювання) is at the heart of the of learning
Objectives	explicit linguistic or communicative objectives are not defined	to deliver advanced conversational proficiency quickly, increase memory power
Syllabus	is topic-based, with learners no inating things they wish to talk about and messages they wish to communicate to other learners	The whole course is 30 days long and consists of ten units of study
Skills focus	Listening, Speaking, Pronunciation	Listening, Speaking followed by Writing
	Pair-work, small group discussion,	Pair work, homogeneous group learning

correlating with the background information from HO1

To let the students have a complete picture of each of the methods, its content choice and organization, learner roles and teacher roles, typical learning activities

Typical modes of interaction	whole-group discussion		Step 2. Next, ask a volunteer (“spy”) from each group to walk round the room to compare the results. Then instruct them to go back to their home groups, share their findings and bring about changes if necessary. Show the key.	To let the students compare their results, reconsider	5 min Small
Typical activity types	Translation, recording, transcription, analysis, reflection and observation, free conversation	Imitation, question and answer, role play, games, songs and gymnastic exercises			
Attitude to errors/ways of error-correction	Calm, nonjudgemental/ nonthreatening	The teacher responds tactfully to poor performance			
The use of the mother tongue	Students’ native language is used to bridge the gap in meaning between the native and the target language	A target-language item and its native language translation suggests a view of language in which lexis is central.			
Role of the teacher	Knower, advisor, counselor, translator in class conversation	The primary role of the teacher is to create situations in which the learner is most suggestible			
Role of the learner	Members of a community, counselors to other learners	Learners’ roles are carefully prescribed			

		them if necessary and bring about deliberate changes	Group Work

Activity 3. Demo Lessons **(HO 3) "Features and Principles of CLL and Suggestopedia"** Invite the students to watch the demo lessons, recognize and tick the features and principles they observed	To provide the students with an opportunity to see how the two methods work in the classroom, observe and evaluate the effect of their techniques on the learners	30 min	Group Work

Reflection. Round-Up. Discussion questions (PP Slide 6): • Are there any elements of these methods you would particularly like/dislike to experience as a student/teacher? • How could you benefit from them in terms of language learning/teaching?	To develop the students' reflective and critical thinking skills To let the students evaluate the strengths and weaknesses of each of the methods, to select the elements and techniques which they could suitably fit in their potential language lesson	10 min Group Work

Home Assignment **Demo Lessons Assignment 1:** **Assignment 1:** Ask the students to watch the videos at home and fill in the table with the appropriate information. (HO 4) " Intensive Method" : Demo Lesson 1 - "method_history_video"/ (Интенсивный метод Китайгородской)	to expose the students to the history of Intensive Method, a piece of an Intensive Method lesson	

https://www.youtube.com/watch?v=mFzQwt9fFA0 Demo Lesson 2 – “Введение нового уебного материала” https://www.youtube.com/watch?v=u8DqbCqDArA Demo Lesson 3 – “Изучение иностранных языков по методу Китайгородской” https://www.youtube.com/watch?v=-KOddfQPJ5E **Assignment 2:** compare and contrast in a few statements the two methods: Suggestopedia and Intensive Method	to help them develop their beliefs about this method, compare and contrast it with Suggestopedia	

Unit 2.1: Principles of Communicative Language Teaching
Session 3: Approaches and Methods in ELT. CLL. Suggestopedia. Intensive Method.
Handout 1A: Community Language Learning (CLL)

Read the text silently. Underline the key words in it, then share the most important information from it with the rest of your group.

Community Language Learning (CLL)

Background

Community Language Learning (CLL) is the name of a method developed by Charles A. Curran. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. His application of psychological counseling techniques to learning is known as Counseling-Learning. Community Language Learning draws on the counseling metaphor to redefine the roles of the teacher (the *counselor*) and learners (the *clients*) in the language classroom. The basic procedures of CLL can thus be seen as derived from the counselor–client relationship.

Theory of Language

CLL goes beyond the structuralist view of language and elaborates an alternative theory of language, which is referred to as Language as Social Process.

Theory of Learning

The CLL view of learning is a holistic one, since “true” human learning is both cognitive and affective. This is termed *whole-person learning.*

For and against CLL

Pros

- Learners appreciate the autonomy CLL offers them and thrive on analysing their own conversations.
- CLL works especially well with lower levels who are struggling to produce spoken English.
- The class often becomes a real community, not just when using CLL but all of the time. Students become much more aware of their peers, their strengths and weaknesses and want to work as a team.

Cons

- In the beginning some learners find it difficult to speak on tape while others might find that the conversation lacks spontaneity.
- We as teachers can find it strange to give our students so much freedom and tend to intervene too much.
- In your efforts to let your students become independent learners you can neglect their need for guidance. *Retrieved from https://www.teachingenglish.org.uk/article/community-language-learning. Accessed on 14 August 2017*

Unit 2.1: Principles of Communicative Language Teaching
Session 3: Approaches and Methods in ELT. CLL. Suggestopedia. Intensive Method.
Handout 1B: Community Language Learning (CLL)

Read the text silently. Underline the key words in it, then share the most important information from it with the rest of your group.

Community Language Learning (CLL)

How it works in the classroom

Stage 1- Reflection.

The teacher starts with students sitting in a circle around a tape recorder to create a community atmosphere. The students think in silence about what they'd like to talk about, while the teacher remains outside the circle. To avoid a lack of ideas students can brainstorm their ideas on the board before recording.

Stage 2 - Recorded conversation

Once they have chosen a subject the students tell the teacher in their L1 what they'd like to say and the teacher discreetly comes up behind them and translates the language chunks into English. When they feel ready to speak the students take the microphone and record their sentence. Here they're working on pace and fluency. They immediately stop recording and then wait until another student wants to respond. This continues until a whole conversation has been recorded.

Stage 3 – Discussion

Next the students discuss how they think the conversation went. This part is not recorded.

Stage 4 – Transcription

Next they listen to the tape and transcribe their conversation. The teacher only intervenes when they ask for help.

Stage 5 - Language analysis

Students analyse the language at the same lesson or sometimes in the next lesson. This involves looking at the form of tenses and vocabulary used and why certain ones were chosen, but it will depend on the language produced by the students.

Retrieved from Community Language Learning

Available from https://www.teachingenglish.org.uk/article/community-language-learning

Accessed on 14 August 2017

Unit 2.1: Principles of Communicative Language Teaching
Session 3: Approaches and Methods in ELT. CLL. Suggestopedia. Intensive Method.
Handout 1C: Suggestopedia

Read the text silently. Underline the key words in it, then share the most important information from it with the rest of your group.

Background

Suggestopedia, also known as Desuggestopedia, is a method developed by the Bulgarian psychiatrist-educator Georgi Lozanov in the 1970s. It is based on the humanistic approach and focuses on how to deal with the relationship between mental potential and learning efficacy.Georgi Lazanov and his followers (Maleki, 2005) believed that we are capable of learning much more than we think, provided we use our brain power and inner resources. “Memorization in learning by the suggestopedic method seems to be accelerated 25 times over that in learning by conventional methods” (Lozanov 1978:27). Suggestopedia is a combination of desuggestion and suggestion to achieve superlearning. Desuggestion means unloading the memory banks, or reserves, of unwanted or blocking memories. Suggestion then means loading the memory banks with desired and facilitating memories.

Theory of Language

Lozanov does not articulate a theory of language, nor does it seem that he is much concerned with any particular assumptions regarding language elements and their organization. The emphasis is on memorization of vocabulary pairs.

Theory of Learning

Suggestion is at the heart of the theory of learning underlying Suggestopedia.

For and against CLL

Pros

- By using this teaching method teachers can lower learners’ affective filter
- Double-planedness. Suggestopedia refers to learning from two aspects, the conscious and the subconscious one.
- It produces favorable side effects on health, the social and psychological relations, and the subsequent success in other subjects.

Cons

- Suggestopedia has been called a "pseudo-science"
- Another point is that the students only receive input by listening, reading and musical-emotional backing, while other important factors of language acquisition are being neglected.

Adapted from Jack C. Richards, Theodore S. Rodgers "Approaches and Methods in Language Teaching", Cambridge University Press 2001. – p.100.

Unit 2.1: Principles of Communicative Language Teaching
Session 3: Approaches and Methods in ELT. CLL. Suggestopedia. Intensive Method.
Handout 1D: Suggestopedia

Read the text silently. Underline the key words in it, then share the most important information from it with the rest of your group.

How it works in the classroom

Physical surroundings and atmosphere in classroom are the vital factors to make sure that "the students feel comfortable and confident", and various techniques, including art and music, are used by the trained teachers. The lesson of Suggestopedia consisted of three phases at first: deciphering, concert session (memorization séance), and elaboration. Then it has developed into four phases as lots of experiments were done: introduction, concert session, elaboration,

and production.

Stage 1 - Introduction: The teacher teaches the material in "a playful manner" instead of nalyzing lexis and grammar of the text in a directive manner. In most materials the foreign language text (usually a dialogue) is on the left half of the page with a parallel translation on the right half, i.e. meanings are conveyed via the mother tongue. Groups of learners are ideally socially homogeneous, twelve in number, and divided equally between men and women. Learners sit in a circle, which encourages face-to-face exchange and activity participation.

Stage 2 - Concert session (active and passive): In the active session, the teacher reads the text at a normal speed, sometimes intoning some words, and the students follow. In the passive session, the students relax and listen to the teacher reading the text calmly. Music (" baroque") is played in the background.

Stage3 - Elaboration: The students finish off what they have learned with dramas, songs, and games. Primary elaboration consists of imitation, question and answer, reading, and so on, of the dialogue and of working with the 150 new vocabulary items presented in the unit. The secondary elaboration involves encouraging students to make new combinations and productions based on the dialogues.

Stage 4 - Production: The students spontaneously speak and interact in the target language without interruption or correction. Learners' roles are carefully prescribed. The mental state of the learners is critical to success.

Unit 2.1: Principles of Communicative Language Teaching

Session 3: Approaches and Methods in ELT. CLL . Suggestopedia. Intensive Method.

Handout 2: Aspects of CLL and Suggestopedia

Fill in the table with the corresponding aspects of CLL and Suggestopedia

Aspect	CLL	Suggestopedia
Theory of language	Language is a Social Process - “Language is people; language is persons in contact; language is persons in response”	is not articulated. There aren’t any particular assumptions regarding language elements and their organization
Theory of learning	Learning is both cognitive and affective (whole-person / holistic learning)	Suggestion (гіпнотичне навіювання) is at the heart of the of learning
Objectives	explicit linguistic or communicative objectives are not defined	to deliver advanced conversational proficiency quickly, increase memory power
Syllabus	is topic-based, with learners nominating things they wish to talk about and messages they wish to communicate to other learners	The whole course is 30 days long and consists of ten units of study
Skills focus	Listening, Speaking, Pronunciation	Listening, Speaking followed by Writing
Typical modes of interaction	Pair-work, small group discussion, whole-group discussion	Pair work, homogeneous group learning
Typical activity types	Translation, recording, transcription, analysis, reflection and observation, free conversation	Imitation, question and answer, role play, games, songs and gymnastic exercises
Attitude to errors/ways of error-correction	Calm, nonjudgemental/ nonthreatening	The teacher responds tactfully to poor performance

The use of the mother tongue	Students' native language is used to bridge the gap in meaning between the native and the target language	A target-language item and its native language translation suggests a view of language in which lexis is central.
Role of the teacher	Knower, advisor, counselor, translator in class conversation	The primary role of the teacher is to create situations in which the learner is most suggestible
Role of the learner	Members of a community, counselors to other learners	Learners' roles are carefully prescribed

Adapted from Jack C. Richards, Theodore S. Rodgers "Approaches and Methods in Language Teaching", Cambridge University Press 2001. – p.103-105

Unit 2.1.: Principles of CLT
Session 3: Approaches and Methods in ELT. CLL. Suggestopedia. Intensive Method.
Handout 3: Features and Principles of CLL and Suggestopedia.

Watch the videos and tick the features you observe

Basic features and principles of the method	**CLL**	**Suggest.**
Learners nominate things they wish to talk about and messages they wish to communicate to other learners		
Focus on fluency rather than accuracy		
Focus on memorization		
The bright decor of the classroom, the musical background, the shape of the chairs, and the personality of the teacher are of great importance		
Responsibility for learning is shared between the teacher and the students		

Learners are active participants of the learning process		
Learners must not try to figure out, manipulate, or study the material presented but must maintain a pseudo-passive state		
Learners' roles are carefully prescribed		
"Counselor- client" like relationship between the teacher and students		
"Teacher-parent" like relationship between the teacher and students		
Students learn better when they fully understand what is going on and are given an agenda for the class		
Interaction between learners and teachers is initially dependent		
The teacher is an authoritative source of information		
The teacher encourages learner's initiative and independence, but does not put them in uncomfortable situations		
The new material is activated in a playful manner		

Adapted from Jack C. Richards, Theodore S. Rodgers "Approaches and Methods in Language Teaching", Cambridge University Press 2001. – pp. 90-106.

Unit 2.1.: Principles of CLT
Session 3: Approaches and Methods in ELT. CLL. Suggestopedia. Intensive Method.
Handout 3 (The Key): Features and Principles of CLL and Suggestopedia
Watch the video and tick the features you observe. (The Key)

Basic features and principles of the method	**CLL**	**Suggest.**

Learners nominate things they wish to talk about and messages they wish to communicate to other learners	+	
Focus on fluency rather than accuracy	+	
Focus on memorization		+
The bright decor of the classroom, the musical background, the shape of the chairs, and the personality of the teacher are of great importance		+
Responsibility for learning is shared between the teacher and the students	+	
Learners are active participants of the learning process	+	
Learners must not try to figure out, manipulate, or study the material presented but must maintain a pseudo-passive state		+
Learners' roles are carefully prescribed		+
"Counselor- client" like relationship between the teacher and students	+	
"Teacher-parent" like relationship between the teacher and students		+
Students learn better when they fully understand what is going on and are given an agenda for the class	+	
Interaction between learners and teachers is initially dependent	+	
The teacher is an authoritative source of information		

		+
The teacher encourages learner's initiative and independence, but does not put them in uncomfortable situations	+	
The new material is activated in a playful manner		+

Adapted from Jack C. Richards, Theodore S. Rodgers "Approaches and Methods in Language Teaching", Cambridge University Press 2001. – pp. 90-106.

Unit 2.1.: Principles of CLT
Session 3: Approaches and Methods in ELT. CLL and Suggestopedia. Intensive Method.
Handout 4: Intensive Method

Watch the videos and fill in the table with the appropriate information about the Intensive Method

Aspect	**The Intensive Method**
Background	Appeared in: Developed by: Is based on: ……. Approach Focuses on …….
Objectives	
Syllabus (the duration, the number of classes, working hours)	
Skills Focus	
Typical modes of interaction	
Typical activity types	
The use of the mother tongue	

Role of the teacher	
Role of the Learner	
How it works in the classroom	Stages: ……
For and against of the method	Pros: Cons:

Adapted from Jack C. Richards, Theodore S. Rodgers "Approaches and Methods in Language Teaching", Cambridge University Press 2001. – pp. 90 -106.

2.1.4. Principles and features of CLT

Принципи та ознаки комунікативного навчання іноземних мов

Module	2 Preparing to Teach
Unit	2.1 Principles of Communicative Language Teaching
Session	4
Topic	Principles and features of CLT
Objectives	By the end of session 4 students will be: - be familiar with existent beliefs about CLT (the assumptions it is based on, its origins and evolution since it was first proposed in the 1970s) and its basic principles - be able to discover the most recognizable features of CLT through contrasting them with the traditional methods - be able to define the teacher' roles and learner's roles within CLT - be able to recognize the limitations of CLT and challenges connected with it

Time	80 minutes
Materials and equipment	Handouts 1, 2, 3, 4, 4a)

Procedure	**Purpose**	**Time**
Warm-up **Discussion questions 1** Encourage the students to think over the following questions : "What does it mean to "know" a language, be proficient in it?" "What do you associate CLT with? " (PP Slide 3) **Discussion questions 2** Invite the students to express their guesses in terms of the origins of CLT, the time of its appearance and further development Next, let the students familiarize themselves with the brief information about the evolution of CLT (PP Slide 4): CLT prompted a rethinking of approaches to syllabus design and methodology. We may conveniently group trends in language teaching in the last 50 years into three phases: • **Phase 1:** traditional approaches (up to the late 1960s)	To introduce the students to the topic To let the students express their assumptions concerning CLT To let the students see the temporal and phasic progress of CLT	3 min Whole Group Work 2 min Whole Group Work

• **Phase 2:** classic communicative language teaching (1970s to 1990s) • **Phase 3:** current communicative language teaching (TBl) (late 1990s to the present)		

Activity 1 **"Students' starting beliefs about what CLT is" (HO 1)** Split the students into pairs and ask them to read the statements that characterize communicative language teaching and next to negotiate their opinion with the partner.	To detect the students starting beliefs about what CLT is	5 min Pair Work

Activity 2 "Beliefs about CLT" **Jigsaw Reading 1 (HO 2)** Step 1. Divide the students into groups of four. Ask them to read the information on the card to themselves, to underline the key points in it and then communicate them to the other students in their team. Step 2. Next, ask the students to stay in the same groups and reflect the main beliefs about CLT on posters.	To make the students familiar with the existent beliefs about what CLT is To let the students analyze the information and single out the key points that reflect the essence of CLT paradigm	10 min Group Work 10 min Group Work

Activity 3. "Principles of CLT" **Jigsaw Reading 2 (HO 3)** Split the students into new groups of five people, let them study two principles each and then communicate them to the rest of their working team.	To let the students familiarize themselves with the principles of CLT and discover its foundation and primary tasks	10 min Group Work
Activity 4. " Counter Distinctive Features of AL and CLT" (HO 4) Step 1. Regroup the students again. Ask them to reconstruct the table and fill it with the suitable counter distinctive features of Audio-Lingual Method and Communicative Language Teaching. Step 2. Encourage the students to agree on the five major distinctive features of CLT and then to bullet-point them on the poster. **(HO 4a))**	To provide the students with the opportunity to deduce the distinctive features of CLT from the opposing features of ALM To contrast one of the traditional methods with CLT To make a bridge between earlier considered traditional methods and CLT	15 min Group Work 5 min Group Work
Activity 5. "The Limitations of CT" First, let the students have some brief thinking time about the limitations of CLT and then encourage them to discuss them as a whole group. Next, in order to make the discussion more focused, if necessary, stimulate the	To provide the students with the opportunity to evaluate CLT, to realize both its strengths and possible limitations To stimulate the students to critically think on how to prevent the limitations or balance them in the real-life ELT classroom	15 min Individual Work >Whole Group

group to think over the following questions : 1. **“**Do you think drills or other forms of repetitive practice should play any role in language teaching?” (PP Slide 5) 2. “What are teacher’s and learner’s roles within CLT as coming from its underlying principles and features?” (PP Slide 6) 3. “What difficulties might students and teachers face because of changes in their roles in using a communicative methodology? (PP Slide 7) Next, motivate the students to think over the possible decisions to balance the limitations.		

Round Up. Instruct the students to go back to the objectives of the session and decide for themselves whether they have been completely gained. Finish with retrieving the key points	To let the students reflect on the work done during the session	3 min

Home Assignment **Demo Lesson "CLT"**	To let the students one more time reflect on the new material and summarize it. To develop the students' professional skills through making decisions against the limitations of CLT Assignment 1: to watch the demo lesson and spot for the features presented in HO 4 and then reflect them in the table "The Features of CLT. The Demo Lesson." Assignment 2: to make a list of 3-5 limitations connected with the use of CLT and suggest possible ways of either preventing or balancing them.	2 min

Unit 2.1: Principles of Communicative Language Teaching
Session 4: Principles and Features of CLT
Handout 1: "Students' starting beliefs about what CLT is"

Which of the statements below do you think characterize communicative language teaching? Negotiate your opinion with the partner and put a tick where appropriate to your mind.

№	Statement	√
1.	People learn a language best when using it to do things rather than through studying how language works and practicing rules.	
2.	Grammar is no longer important in language teaching.	
3.	People learn a language through communicating in it.	
4.	Errors are not important in speaking a language.	
5.	CLT is only concerned with teaching speaking.	
6.	Classroom activities should be meaningful and involve real communication.	
7.	Dialogs are not used in CLT.	
8.	Both accuracy and fluency are goals in CLT.	
9.	CLT is usually described as a method of teaching.	

Adapted from Jack C. Richards "Communicative Language Teaching Today", Cambridge University Press, 2006, p.2. Available from http://faculty.mu.edu.sa/public/uploads/1347871288.356924906420-Jack-C-Richards-Communicative-Language-Teaching-Today.pdf Accessed 24.08.2017

Unit 2.1: Principles of Communicative Language Teaching
Session 4: Principles and Features of CLT
Handout 1A: "Students' starting beliefs about what CLT is" (The Key)

Which of the statements below do you think characterize communicative language teaching? Negotiate your opinion with the partner and put a tick where appropriate to your mind.

№	Statement	√
1.	People learn a language best when using it to do things rather than through studying how language works and practicing rules.	√
2.	Grammar is no longer important in language teaching.	√
3.	People learn a language through communicating in it.	√
4.	Errors are not important in speaking a language.	√
5.	CLT is only concerned with teaching speaking.	
6.	Classroom activities should be meaningful and involve real communication.	√
7.	Dialogs are not used in CLT.	√
8.	Both accuracy and fluency are goals in CLT.	√
9.	CLT is usually described as a method of teaching.	

Adapted from Jack C. Richards "Communicative Language Teaching Today", Cambridge University Press, 2006, p.2. Available from http://faculty.mu.edu.sa/public/uploads/1347871288.356924906420-Jack-C-Richards-Communicative-Language-Teaching-Today.pdf Accessed 24.08.2017

Unit 2.1: Principles of Communicative Language Teaching
Session 4: Principles and Features of CLT
Handout 2: "Existent beliefs about what CLT is"

Read the information on the card to yourself. Underline the key points in it and then communicate them to the other students in your team.

Belief about CLT # 1

Communicative language teaching (CLT) is generally regarded as an approach to language teaching (Richards and Rodgers 2001). As such, CLT reflects a certain model or research paradigm, or a theory (Celce-Murcia 2001). It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence (Hymes 1971), or simply put, communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.

Read the information on the card to yourself. Underline the key points in it and then communicate them to the other students in your team.

Belief about CLT # 2

As frequently misunderstood, CLT is not a method per se. That is to say, it is not a method in the sense by which content, a syllabus, and teaching routines are clearly identified (see Richards and Rodgers 2001). CLT has left its doors wide open for a great variety of methods and techniques. There is no single text or authority on it, nor any single model that is universally accepted as authoritative (Richards and Rodgers 2001). By and large, it uses materials and utilizes methods that are appropriate to a given context of learning.

Read the information on the card to yourself. Underline the key points in it and then communicate them to the other students in your team.

Belief about CLT # 3

As far as *theories of learning* and effective strategies in teaching are concerned, CLT does not adhere to one particular theory or method. It draws its theories about learning and teaching from a wide range of areas such as cognitive science, educational psychology, and second language acquisition (SLA). In this way, it embraces and reconciles many different approaches and points of view about language learning and teaching, which allows it to meet a wide range of proficiency-oriented goals and also accommodate different learner needs and preferences.

With no one particular method or theory that underlies their practical and theoretical foundation, CLT methodologies are best described as a set of macro-strategies (Kumaradivelu 1994) or methodological principles (Doughty and Long 2003).

Read the information on the card to yourself. Underline the key points in it and then communicate them to the other students in your team.

Belief about CLT # 4

Despite the lack of universally accepted models, from early on, there has been some degree of consensus regarding the **features** required to justify the **label "CLT**," which Wesche and Skehan (2002) describe as:

- Activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems.
- Use of authentic (non-pedagogic) texts and communication activities linked to "real-world" contexts, often emphasizing links across written and spoken modes and channels.
- Approaches that are learner centered in that they take into account learners' backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions.

Adapted from Brandl's Chapter 1: "Principles of Communicative Language Teaching and Task-Based Instruction", "Introduction to Teaching and Learning German at the College Level", pp.6-8. Available from *http://elearning.moodle2.unito.it/studium/pluginfile.php/12070/mod_resource/content/1/Principles%20of%20CLT%20and%20taskbased%20Instruction.pdf Accessed on 24.08.2017*

Unit 2.1: Principles of Communicative Language Teaching
Session 4: Principles and Features of CLT
Handout 3: "Principles of CLT"

Read the information on the card to yourself. Underline the key points in it and then communicate them to the other students in your team.

Principle 1: Use Tasks as an Organizational Principle

With CLT methodologies the development of communicative skills is placed at the forefront, while grammar is now introduced only as much as needed to support the development of these skills. This raises questions on how to organize a syllabus. Some proponents suggest using tasks as central units that form the basis of daily and long-term lesson plans. Such an approach to syllabus design has become known as task-based instruction **(TBI)**.

Read the information on the card to yourself. Underline the key points in it and then communicate them to the other students in your team.

Principle 2: Promote Learning by Doing

It is based on the theory that a hands-on approach positively enhances a learner's cognitive engagement. In addition, as Doughty and Long (2003) remind us, "new knowledge is better integrated into long-term memory, and easier retrieved, if tied to real-world events and activities".

Read the information on the card to yourself. Underline the key points in it and then communicate them to the other students in your team.

Principle 3: Input Needs to Be Rich

In the classroom environment, this can be achieved through the use of a wide range of materials, authentic (multimedia resources - TV, DVDs , video and audio tapes, radio, online materials) and simplified, the extensive use of the target language. Materials need to be authentic, to reflect real-life situations and demands. **Authentic materials** refers to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specially prepared for pedagogical purposes (Richards 2001).

Read the information on the card to yourself. Underline the key points in it and then communicate them to the other students in your team.

Principle 4: Input Needs to Be Meaningful, Comprehensible, and Elaborated.

The information we process must be meaningful. This means the information being presented must be clearly relatable to existing knowledge that the learner already possesses. In language learning, input cannot be meaningful unless it is comprehensible. This means, as Lee and Van Patten (1995a) put it, “The learner must be able to understand most of what the speaker (or writer) is saying if acquisition is to happen, the learner must be able to figure out what the speaker is saying if he is to attach meaning to the speech stream coming at him”.

Read the information on the card to yourself. Underline the key points in it and then communicate them to the other students in your team.

Principle 5: Promote Cooperative and Collaborative Learning

Classrooms are organized so that students work together in small cooperative teams, such as groups or pairs, to complete activities. In second language learning environments, students work cooperatively on a language-learning task or collaboratively by achieving the goal through communicative use of the target language.

Read the information on the card to yourself. Underline the key points in it and then communicate them to the other students in your team.

Principle 6: Focus on Form

One of a focus on form approach to explicit grammar teaching emphasizes a form-meaning connection and teaches grammar within contexts and through communicative tasks.

Read the information on the card to yourself. Underline the key points in it and then communicate them to the other students in your team.

Principle 7: Provide Error Corrective Feedback

In a general sense, feedback can be categorized in two different ways: **positive feedback** that confirms the correctness of a student's response or **negative feedback**, generally known as error correction, which has a corrective function on a student's faulty language behavior. Both types are vital during a learner's interlanguage development since they allow the learner to either accept, reject, or modify a hypothesis about correct language use.

Read the information on the card to yourself. Underline the key points in it and then communicate them to the other students in your team.

Principle 8: Recognize and Respect Affective Factors of Learning

There is a clear negative relationship between anxiety and learning success. Anxiety as a personal trait must be recognized and kept at a minimal level for learning to be maximized.

Read the information on the card to yourself. Underline the key points in it and then communicate them to the other students in your team.

Principle 9: Link the different skills such as speaking, reading, and listening together.

It draws on the fact that the four communicative skills usually occur so in the real world. In the classroom such skills as reading and writing can start from the first day too, if desired.

Read the information on the card to yourself. Underline the key points in it and then communicate them to the other students in your team.

Principle 10: Provide opportunities for learners to develop both accuracy and fluency

It is based on the assumption that fluency and acceptable language is the primary goal and accuracy should develop naturally. It is best for teachers not to overcorrect, but provide students with opportunities for learning grammar in context so that they could induce and discover grammar rules themselves rather than get the detailed explanation of rules from teachers.

Adapted from Brandl's Chapter 1: "Principles of Communicative Language Teaching and Task-Based Instruction", "Introduction to Teaching and Learning German at the College Level", pp. 7-22. Available from http://elearning.moodle2.unito.it/studium/pluginfile.php/12070/mod_resource/content/1/Principles%20of%20CLT%20and%20taskbased%20Instruction.pdf Accessed on 24.08.2017

Unit 2.1: Principles of Communicative Language Teaching
Session 4: The Main Principle and Features of CLT
Handout 4: Major Audiolingualism features VS major CLT features

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Fill in the table appropriately with the counter distinctive features of the Audiolingual Method and the Communicative Approach.

Audiolingual Method	**VS**	**Communicative Approach**
Attends to structure and form more than meaning	**VS**	Meaning is paramount
Demands memorization of structure-based dialogues	**VS**	Dialogues, if used, center around communicative functions and are not normally memorized
Language items are not necessarily contextualized	**VS**	Contextualization is a basic premise
Language learning is learning structures, sounds, or words	**VS**	Language learning is learning to communicate
Mastery, or “over-learning,” is sought	**VS**	Effective communication is sought
Drilling is a central technique	**VS**	Drilling may occur, but peripherally
Native-speaker-like pronunciation is sought	**VS**	Comprehensible pronunciation is sought
Communicative activities only come after a long process of rigid drills and exercises	**VS**	Attempts to communicate may be encouraged from the very beginning
The use of the student’s native language is forbidden	**VS**	Judicious use of native language is accepted where feasible
Translation is forbidden at	**VS**	Translation may be used where students need or benefit from it

early levels		
Reading and writing are postponed till speech is mastered	**VS**	Reading and writing can start from the first day, if desired
The target linguistic system will be learned through the overt teaching of the patterns of the system	**VS**	The target linguistic system will be learned best through the process of struggling to communicate
Linguistic competence is the desired goal	**VS**	Communicative competence is the desired goal
Varieties of language are recognized but not emphasized	**VS**	Linguistic variation is a central concept in materials and methodology
The sequence of units is determined solely by principles of linguistic complexity	**VS**	Sequencing is determined by any consideration of content, function, or meaning that maintains interest
"Language is habit" so errors must be prevented at all costs	**VS**	Language is created by the individual, often through trial and error
Accuracy, in terms of formal correctness, is a primary goal	**VS**	Fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context
Students are expected to interact with the language system, embodied in machines or controlled materials	**VS**	Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings
The teacher is expected to specify the language that students are to use	**VS**	The teacher cannot know exactly what language the students will use
Intrinsic motivation will spring from an interest in the structure of the language	**VS**	Intrinsic motivation will spring from an interest in what is being communicated by the language

Adapted from Jack C. Richards, Theodore S. Rodgers "Approaches and Methods in Language Teaching", Cambridge University Press 2001, pp. 156-157. (*contrast of Audiolingual and CLT major features according to the interpretation of Finocchiaro and Brumfit (1983)). Available from*

http://www.espacomarciocosta.com/pdf/ingles/questoes-teoricas-e-metodologicas/approaches-and-methods-in-language-teaching-jack-c-richards-and-theodore-s-rodgers.pdf *Accessed on 24.08.2017*

Unit 2.1: Principles of Communicative Language Teaching
Session 4: The Main Principle and Features of CLT
Handout 4 a): Major CLT features

Audiolingual Method	**VS**	**Communicative Approach**
Attends to structure and form more than meaning	**VS**	**Meaning is paramount**
Demands memorization of structure-based dialogues	**VS**	Dialogues, if used, center around communicative functions and are not normally memorized
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Drilling is a central technique	**VS**	Drilling may occur, but peripherally
Native-speaker-like pronunciation is sought	**VS**	Comprehensible pronunciation is sought
Communicative activities only come after a long process	**VS**	Attempts to communicate may be encouraged from the very beginning

of rigid drills and exercises		
The use of the student's native language is forbidden	**VS**	Judicious use of native language is accepted where feasible
Translation is forbidden at early levels	**VS**	Translation may be used where students need or benefit from it
Reading and writing are postponed till speech is mastered	**VS**	Reading and writing can start from the first day, if desired
The target linguistic system will be learned through the overt teaching of the patterns of the system	**VS**	The target linguistic system will be learned best through the process of struggling to communicate
Linguistic competence is the desired goal	**VS**	**Communicative competence is the desired goal**
Varieties of language are recognized but not emphasized	**VS**	Linguistic variation is a central concept in materials and methodology
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Students are expected to interact with the language system, embodied in machines or controlled materials	**VS**	**Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings**
The teacher is expected to specify the language that students are to use	**VS**	The teacher cannot know exactly what language the students will use

Intrinsic motivation will spring from an interest in the structure of the language	**VS**	Intrinsic motivation will spring from an interest in what is being communicated by the language

Adapted from Jack C. Richards, Theodore S. Rodgers "Approaches and Methods in Language Teaching", Cambridge University Press 2001, pp. 156-157. (*contrast of Audiolingual and CLT major features according to the interpretation of Finocchiaro and Brumfit (1983)). Available from http://www.espacomarciocosta.com/pdf/ingles/questoes-teoricas-e-metodologicas/approaches-and-methods-in-language-teaching-jack-c-richards-and-theodore-s-rodgers.pdf Accessed on 24.08.2017*

Unit 2.1: Principles of Communicative Language Teaching
Session 4: "The Features of CLT. The Demo Lesson"
Handout 5: CLT features. Demo Lesson

Watch the video and fill in the table with the most recognizable features of the Communicative Approach. (Refer to HO 4)

Communicative Approach Features. Observation.
1.
2.
3.
4.
5.

2.1.5 - 6. Strong and Weak Forms of CLT

Сильні та слабкі сторони комунікативного навчання іноземних мов

Module	2 Preparing to Teach
Unit	2.1 Principles of Communicative Language Teaching
Sessions	5-6
Topic	Strong and Weak Forms of CLT
Objectives	By the end of sessions 5 - 6 you will : • be familiar with classic communicative language teaching (weak CLT forms) and current communicative language teaching (strong TBLT forms) • be able to differentiate between strong and weak forms of CLT by their distinctive features and typical classroom activities _____ • be able to differentiate between the classic CLT and current TBLT classroom procedures (cycles) by their sequences and underlying principles • be able to recognize the challenges of CLT (TBLT) • be able to upgrade traditional CLT activities to the level of a Task
Time	80 (X 2) minutes
Materials and equipment	Handouts 1, 2, 3, 4, 5, 6, 7 https://www.youtube.com/watch?v=jtX88JgTYTA (TBLT Demo Lesson) 12 min. https://www.youtube.com/watch?v=BJYbkDK3T-k (J.Richards on TBLT) 2:46 min.

Procedure	**Purpose**	**Time**
Activity 1. **“Three kinds of Practice in Classic CLT” (HO 1)** Step 1. Ask the students to read the information about the three types of practice in classic CLT and then share it with the rest of the mini-group. Step 2. Next, ask the students to read the examples of activities and match them to the appropriate kind of practice in a CLT lesson. Finally, ask the students to sequence the three kinds of practice logically. **The Key:** Instruction1 – Mechanical Practice Instruction 2 – Meaningful Practice	To familiarize the students with the three different kinds of practice and typical exercise sequences in CLT.	10 min Small Group work

Instruction 3 – Communicative Practice Emphasize the fact that exercise sequences in many CLT course books take students from mechanical to meaningful, to communicative practice : Mechanical Practice → Meaningful Practice→ Communicative Practice		

Activity 2. Let the students match the name of the activity with the corresponding description of the procedure. (HO 2) The Key: 1 – c, 2 – e, 3 – a, 4 – h, 5 – b, 6 – g, 7 – d, 8 – f.	To let the students differentiate between the three CLT activities and the procedure they require	10 min Small Group Work

Activity 3. Ask the students to correlate the CLT classroom activities with the suitable kind of CLT practice from the previous activity. Which of them could alternatively be called tasks? (HO 2 A) The Key: a, h, b	To let the students identify typical CLT classroom activities and the kind of practice they refer to	10 min Small Group Work

Activity 4. "What are Tasks?" Step 1. Encourage the students to formulate the definition of a common everyday life task. Step 2. Ask the students to read the three established definitions of tasks. Next split the students into groups and invite them to spot the features of a task in all the three definitions and reflect them on a poster. (PP Slide 7) **The key:** (PP Slide 9) • focused on meaning • meaning is primary • relationship to comparable real-world activities • task completion has a priority • the assessment of tasks are done in terms of outcome • a piece of work undertaken for oneself or for others.	To make the students aware of the notion of the "language" task and its distinctive features	20 min Individual Work Whole Group Work

Activity 5. Step 1. Ask the students to get familiar with the features of task-like activities.(PP Slide 10)	To provide the students with the opportunity to	20 min Pair Work

The more confidently you can answer yes to each of these questions, the more task-like the activity. 1. Will the activity engage learners' interest? 2. Is there a primary focus on meaning? 3. Is there a goal or an outcome? 4. Is success judged in terms of outcome? 5. Is completion a priority? 6. Does the activity relate to real world activities? Step 2. Instruct the students to go back to Activity 2. and evaluate the CLT classroom activities from (HO2) against the TBL criteria and decide which of them could potentially be called tasks or easily developed into them.	evaluate classroom activities against the TBLT criteria and recognize potential task-like activities	10 min Pair Work

Activity 6. Jigsaw Reading. "TBLT Cycle" (HO 3) Split the students into groups. Let them read and share the information about the phases of the TBLT cycle (classroom procedure) from the cut-up cards. Encourage the students to predict the sequence of the TBLT phases	To make the students familiar with the sequences of the TBLT cycle	15 min Small Group Work

Activity 7. Viewing Task 1. **https://www.youtube.com/watch?v=jtX88JqTYTA** **(TBLT Demo Lesson) 12 min.** Let the students watch the video demonstration of a TBLT lesson. While viewing, encourage them to spot the six sequences/phases from (HO3a) in it and then put them in the order of their occurrence in the cycle of the demo TBL lesson. Viewing Task 2. Play the video a second time. This time ask the students to tick the TBLT activities they recognize in it. (HO 4)	To let the students have practice in recognizing and sequencing TBL lesson phases and activities	20 min Small Group Work

Activity 8. "CLT Cycle VS TBLT Cycle" (HO 5)	To provide the students with the opportunity to compare and contrast the sequences of CLT and TBLT lesson cycles	15 min Small Group Work

Ask the students to split the jumbled CLT and TBLT lesson cycles (procedures.)		

Activity 9. Viewing task 2. **https://www.youtube.com/watch?v=BJYbkDK3T-k** **(J.Richards on TBLT) 2:46 min.** Ask the students to watch the video and get ready to discuss the following questions: • What does TBLT start with? • What are the challenges of using TBLT in J.Richard's opinion ? • What are J.Richard's suggestions in terms of the TBLT use ?	To let the students realize the potential and the challenges of CLT (TBLT)	15 min Whole Group Work
Round-up discussion. Invite the students to share their opinion on the following question: "What difficulties might students and teachers face because of changes in their roles in using a communicative methodology?"	To let the students reflect on the communicative methodology	10 min Whole Group Work

Home assignment. **Task 1.** Choose one of the student's books from an internationally used course book series/ local school books. See if you can find an example of the following communicative classroom activities: an information-gap activity, jigsaw activity, a task-completion activity, an information gathering activity, an opinion- sharing activity, a role-play. Copy down from 3 to 4 different activities**.** **Task 2.** Evaluate these activities against the TBL criteria listed in Slide 11 to see how far task-like they are.		5 min

Unit 2.1: Principles of Communicative Language Teaching
Session 5: Strong and Weak Forms of CLT
Handout 1 (Step 1): "*Mechanical, Meaningful and Communicative Practice"*

Read the information to yourself and then share it with the rest of your team

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Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items.

Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as *across from, on the corner of, near, on, next to.* They then have to answer questions such as "Where is the book shop? Where is the café?" The practice is now *meaningful* because they have to respond according to the location of places on the map.

Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable.

Unit 2.1: Principles of Communicative Language Teaching
Session 5: Strong and Weak Forms of CLT
Handout 1 (Step 2): "*Mechanical, Meaningful and Communicative Practice"*

Read the examples of activities and match them to the appropriate kind of practice in a CLT lesson

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Activity 1 Example.
Instruction: read and practice aloud the example sentences below:
Superlative adjectives
Superlative adjectives usually appear before the noun they modify.
The funniest person I know is my friend Bob.
The most caring individual in our school is the custodian.
They can also occur with the noun they modify
Of all the people in my family, my Aunt Ruth is **the kindest**.
Of all my professors, Dr. Lopez is **the most inspiring**

Activity 2 Example

Instruction: use the superlative form of these adjectives to describe people you know. Write at least five sentences.
brave honest interesting smart generous inspiring kind witty

Activity 3 Example

Instruction: discuss the sentences you wrote in Exercises A and B. Ask each other follow-up questions.

A. My next-door neighbor is the bravest person I've ever met.
B. What did your neighbor do, exactly?
A. She's a firefighter, and once she saved a child from a burning building.

Adapted from J. Richards "Communicative Language Teaching Today", Cambridge University Press, 2006, pp. 19-20. Available from http://faculty.mu.edu.sa/public/uploads/1347871288.356924906420-Jack-C-Richards-Communicative-Language-Teaching-Today.pdf Accessed 24.08.2017

Unit 2.1: Principles of Communicative Language Teaching
Session 5: Strong and Weak Forms of CLT
Handout 2: "CLT Classroom Activities"

Match the name of the activity with the corresponding description of the procedure.

1.*Information gap*	**a)** Puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.
2.*Jigsaw activities*	**b)** Activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.
3.*Task-completion activities*	**c)** Activities that require learners to communicate in order to get information they do not possess
4.*Information-gathering activities*	**d)** These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.
5.*Opinion-sharing activities*	**e)** Activities in which the class is divided into groups, and each group has part of the information needed to complete the activity
6.*Information-transfer activities*	**f)** Activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.
7.*Reasoning-gap activities*	**g)** These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence.

***8**.Role plays*	**h)** student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

Unit 2.1: Principles of Communicative Language Teaching
Session 5: Strong and Weak Forms of CLT
Handout 2: "CLT Classroom Activities" (The key)

1.Information gap	**c)** Activities that require learners to communicate in order to get information they do not possess
2.Jigsaw activities	**e)** Activities in which the class is divided into groups, and each group has part of the information needed to complete the activity
3.Task-completion activities	**a)** Puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.
4. Information-gathering activities	**h)** Student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.
5.Opinion-sharing activities	**b)** Activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.
6.Information-transfer activities	**g)** These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence.
7.Reasoning-gap activities	**d)** These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

8.Role plays	**f)** Activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Unit 2.1: Principles of Communicative Language Teaching
Session 5: Strong and Weak Forms of CLT
Handout 2A) "CLT Classroom Activities" **The key (task- like activities)**

1.Information gap	**c)** Activities that require learners to communicate in order to get information they do not possess.
2.Jigsaw activities	**e)** Activities in which the class is divided into groups, and each group has part of the information needed to complete the activity.
3.Task-completion activities	**a)** Puzzles, games, map-reading, and other ***kinds of classroom tasks in which the focus is on using one's language resources to complete a task.***
4. Information-gathering activities	**h)** Student-conducted surveys, interviews, and searches in which ***students are required to use their linguistic resources to collect information.***
5.Opinion-sharing activities	**b)** Activities in which ***students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.***
6.Information-transfer activities	**g)** These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence.
7.Reasoning-gap activities	**d)** These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.
8.Role plays	**f)** Activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Unit 2.1: Principles of Communicative Language Teaching
Session 5: Strong and Weak Forms of CLT
Handout 3: "Task Cycle"

Read and share the information about the phases of the TBLT cycle (classroom procedure).

Pre- task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

Task
The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

Planning
Students prepare a short oral or written report to tell the class what happened during their task. They then practise what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

Report
Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

Analysis
The teacher then highlights relevant parts from the text of the recording for the students to analyse. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase

for analysis.

Practice
Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

Unit 2.1: Principles of Communicative Language Teaching
Session 5: Strong and Weak Forms of CLT (2)
Handout 4: TBL classroom activities
Watch the demo lesson and tick the TBL activities you recognize in it.

Six Types of TBL activities	✓
Listing and/or brainstorming (Students list people, places, things, actions, reasons, everyday problems, things to do in various circumstances etc.)	
Ordering and sorting **(**This can be sequencing, ranking, or classifying)	
Matching (Students match captions / texts / recorded extracts to pictures; short notes or headlines to longer texts, e.g. news items)	
Comparing (Students find similarities and differences)	
Problem-solving (Text-books often contain activities based on common problems – pollution, relationships, noisy neighbours and so on.)	
Sharing personal experiences and story telling. **(**Activities where learners are asked to recount their personal experiences and tell stories)	

Unit 2.1: Principles of Communicative Language Teaching
Session 6: Strong and Weak Forms of CLT (2)
HO 5 "Jumbled CLT and TBL Cycles"

Classic CLT Lesson Cycle

_____

Topic: Who has the coolest room?

_____

Warm up

_____

The instructor points at object(s) in the classroom and students name it or them.

_____

Writing

Doing an inventory. Students individually make a list of the objects that they have in their room. They compare their list with another student asking their partner whether they have the same things in their rooms. Students mark off those items they have in common, and they write down those they do not have in common.

Guided control

Finding misplaced objects. Students switch partners and do an information gap activity in pairs. Each student has a different picture of a room containing many objects. They ask each other about the location of a variety of objects they are looking for and then mark them on their picture.

Communicative exchange

Describing and finding out what each other's room looks like. Students describe their rooms to each other. They draw a picture of each other's rooms.

Extension

Students identify who has the coolest room. Students report to the class on what their partner's room looks like.

TBLT lesson cycle

Topic: Planning a Night Out

Pre-task

The teacher shows sts pictures of a night out in a restaurant / bar and ask them where they go to have a good night out.

Next sts brainstorm words/phrases onto the board related to the topic: people / verbs / feelings etc.

Then, the teacher introduces the listening of two people planning a night out, writes up different alternatives on the board to give them a reason for listening e.g. (a) restaurant / bar (b) meet at the train station / in the square. Plays it a few times, first time to select from the alternatives, second time to note down some language.

After that, the teacher tells them that they are going to plan a class night out and give them a few minutes to think it over.

Task

Students do the task in twos and plan the night. Match them with another pair to discuss their ideas and any similarities and differences.

Planning

Each pair rehearses presenting their night out. Teacher walks around, helps them if they need it and notes down any language points to be highlighted later.

Report

Class listen to the plans, their task is to choose one of them. They can ask questions after the presentation.
Teacher gives feedback on the content and quickly reviews what was suggested. Students vote and choose one of the nights out.

Language Focus

The teacher writes on the board five good phrases used by the students during the task and five incorrect phrases/sentences from the task without the word that caused the problem. Students discuss the meaning and how to complete the sentences.
Hand out the tapescript from the listening and ask the students to underline the useful words and phrases.
Highlight any language you wish to draw attention to e.g. language for making suggestions, collocations etc.
Students write down any other language they wish to remember.

Unit 2. 2. Teaching Grammar in Context
Розділ 2.2. Навчання граматики в контексті

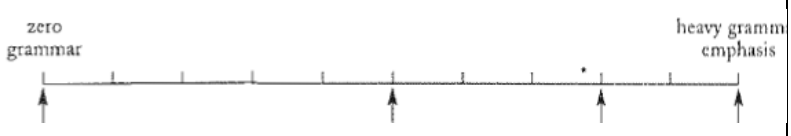
2.2.1. The Place of Grammar in CLT
Місце граматики у комунікативному навчанні іноземної мови

Module	2 Preparing to Teach 1
Unit	2.2 Teaching Grammar in Context
Session	1
Topic	The Place of Grammar in CLT
Objectives	By the end of the session students • will develop understanding of the place of grammar in CLT • will be aware of the types of context suitable for teaching grammar
Time	90 mns
Materials and equipment	Handouts : 1, 2, 3, 4, 5

Procedure	**Purpose**	**Time**
Introduction: Inform the students about the objectives of the session and its place in the curriculum map.	to familiarize students with the objectives of the session and its place in the curriculum map	3 mins
Activity 1: What is Grammar? • Ask the students to define the term “grammar” Key: Grammar consists of two elements –morphology and syntax. ***Morphology*** is the way morphemes are put together to make words. *E.g.1: comfortable – un+comfortable; cat+s for plural etc.* ***Syntax*** is the way in which words are combined.	to make the students aware of the meaning of the basic notion	7 mins

E.g.2: The boy chased the dog. However, grammar is more than just a form. It also involves meaning. *E.g.3: The dog chased the boy.* –The meaning of Ex2 and Ex 3 is different.		

Activity 2: Referring to Students' Past Experience • Ask the students to work in groups of 4, recollect their school years, and discuss the place of grammar in their English lessons while answering the following questions: ✓ Did you do many grammar exercises? ✓ Where they connected with communicating ideas? ✓ Did you often do translation exercises? • Invite speakers for the groups to report the results of the discussion • Ask the students to discuss the reasons for the popularity of Grammar-Translation approach in the schools of Ukraine and write them down on the group poster. Possible answers are presented in Handout 2.	to explore students' previous experience	15 mins

Activity 3: Pro-Grammar vs Anti-Grammar • Ask the students to work in the same groups, read the quotations in Handout 2 and decide which of them are pro-grammar and anti--grammar • Ask the students to read the texts (Handout 3) and a) match the pro-grammar and anti-grammar approaches to their description ; b) underline the key approaches mentioned in the texts c) indicate their position on the scale Anti-grammar vs pro-grammar approaches: zero grammar (0) – heavy grammar emphasis [Thornbury How to teach Grammar, p. 23]. d) Ask the students to indicate their position on **the scale** *Anti-grammar vs pro-grammar approaches: z*ero grammar (0) – heavy grammar emphasis (10) [Thornbury How to teach Grammar, p. 23].  	to draw the students' attention to different attitudes to grammar teaching in different approaches	10 mins

Activity 4: Place of grammar in different methods	to make students	5 mins

• Ask students to get into groups of 4 and match the methods (on the left) with their attitude to grammar (on the right) – Handout 4. Key: 1c; 2f; 3d; 4b; 5a; 6e	aware of the place of grammar in different methods	

Activity 5: Grammar and CLT • Ask the students to watch the video "Communicative language teaching" with Jack Richards and get ready to answer the following questions: ➢ What does CLT mean to you? ➢ What's the goal of teaching English? ➢ What's communicative competence? ➢ What's grammatical competence? ➢ How is grammar taught? ➢ What activities are used in CLT? ➢ What materials are used for teaching grammar? Available on: https://www.youtube.com/watch?v=XYdUB_e8_Zc Accessed on April 15, 2018 • Ask the students to speculate on the place of CLT on **the scale**, giving reasons for it.	to explore the place of Grammar in CLT	20 mins

Activity 6 • Ask the students to read the results of the interview with FL teachers and fill in the grid (Handout 5): *Teacher's name, Feelings toward the importance of grammar instruction, Ideal way of grammar instruction* • Invite the students to work in groups of 4, compare their grids and speculate on the findings. • Ask them to express their own opinion on the issue	to get students analyse teachers' opinions on the role of teaching grammar in English lessons and define theirs	15 mins

Activity 7: • Ask the students if their attitude to grammar has changed by the end of the session; if so –in what way. • Give the students home assignment: Watch the video "Teaching Grammar" and think of the following questions: ➢ Is the teacher 'pro-grammar' or 'anti-grammar' type? Why? ➢ Does she teach grammar implicitly or explicitly? ➢ Does she focus on the form or the function (meaning)?	to summarize the session	5 mins

Unit 2.2: Teaching Grammar in Context
Session 1: The Place of Grammar in CLT
Handout 1: Why Grammar-Translation Approach?

- ✓ Teachers may do grammar simply because it's in the textbook.
- ✓ … grammar is (or at any rate seems) reasonably tidy and systematic.
- ✓ Grammar is testable.
- ✓ Grammar rules provide a (largely illusory) sense of security.
- ✓ For some teachers, grammar has a quasi-symbolic character-building role: it was an important part of the educational discipline that turned them into the splendid people that they now are, and they want their learners to enjoy the same benefits.
- ✓ And – occasionally – one finds teachers who like grammar because, more than anything else in language, it sets them apart from their learners, giving them the prestige and power that come with superior knowledge.
- ✓ A common reason – and the worst – for doing too much grammar is a kind of misguided perfectionism. Teachers naturally want to set high standards for themselves and their learners. This is in itself admirable, but it can easily transmute into error-phobia.

Unit 2.2:Teaching Grammar in Context
Session 1: The Place of Grammar in CLT
Handout 2: Pro-Grammar vs Anti-Grammar Opinions

1. Read the quotations and point out the ideas which present anti-grammar/ pro-grammar approach.

1. 'There is no doubt that a knowledge - implicit or explicit – of grammatical rules is essential for the mastery of a language.' (Penny Ur, a teacher trainer, an author of Grammar Practice Activities)
2. 'The effects of grammar teaching appear to be peripheral and fragile.' (Stephen Krashen, an influential applied linguist)
3. 'A sound knowledge of grammar is essential if pupils are going to use English creatively.' (Tom Hutchinson, a coursebook writer)
4. 'Grammar is not very important: The majority of languages have a very complex grammar. English has little grammar and consequently it is not very important to understand it.' (From the publicity of a London language school)
5. 'Grammar is not the basis of language acquisition, and the balance of linguistic research clearly invalidates any view to the contrary.' (Michael Lewis, a popular writer on teaching methods)

From S. Thornbury How to teach grammar

explicit /ɪkˈsplɪsɪt/ expressed in a way that is very clear and direct
implicit /ɪmˈplɪsɪt/ suggested or understood without being stated directly
peripheral /pəˈrɪfərəl/ formal not as important as other things or people in a particular activity, idea, or situation
invalidate /ɪnˈvælədeɪt/ to show that something such as a belief or explanation is wrong

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 1: The Place of Grammar in CLT
Handout 3: Pro-Grammar vs Anti-Grammar Approaches

Read the texts below and

a) choose the correct headings - *Pro- or Anti-grammar;*

b) underline the approaches which present Pro-grammar or Anti-grammar philosophy. Present them on the scale.

c) where would you put CLT on the scale?

---------- The history of English language teaching has been characterised by a periodic swing backwards and forwards between two opposing theoretical points of view about the role of grammar in the classroom. The first point of view holds that explicit formulation of rules for language learners actually interferes with the natural learning process. This view has led to several different types of teaching approach, such as the Direct Method, the first widely used method in which English was the medium of instruction, and the Audio-Lingual Approach, another method in which English was the medium of instruction, and in which grammar was taught implicitly, as patterns, without explanations.

---------- The second point of view holds that explicit formulation of rules is useful for language learners. The most well-known expression of this view was the Grammar Translation Approach, which pervaded language teaching in secondary schools for over eighty years and which is still used today in many parts of the world. This approach originally evolved because the status-conscious grammar schools of the late 19th Century were keen that modern language learning should be regarded as an intellectual exercise equal to the learning of Latin and Greek.

Borrowed from: Distant DELTA

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 1: The Place of Grammar in CLT
Handout 4: The Place of Grammar: Historical Approach

1. Grammar-Translation Approach	a) the grammar pattern is taught at the very beginning, but later it is practiced in a communicative context
2. Direct Approach	b) New grammatical items are introduced and practiced situationally
3. Audiolingualizm	c) The focus is on grammatical form, there is no communication in the target language
4. Situational Approach	d) Grammatical structures are sequenced and rules are taught deductively
5. Communicative Approach PPP	e) Grammar is not important and certain grammar patterns are discussed and learned whenever the need arises in the process of communication

6. Communicative Approach TBL	f) Grammar is not important and is learned inductively

Key answer: 1c; 2f; 3d; 4b; 5a; 6e

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 1: The Place of Grammar in CLT
Handout 5: How to Teach Grammar: Teachers' Opinion

Read the results of the qualitative case study concerning teachers' opinions of teaching grammar and underline the key ideas of different teachers. Fill in the table with the key words.

Interviewee	***Feelings toward the importance of grammar instruction***	***Ideal ways of grammar instruction***
Marco	E.g.: Explicit explanation can help acquisition	
Patricia		E.g.: To give a very explicit explanation
Hugo		

Perceptions of grammar instruction in CLT

This examined perceptions of grammar instruction of six college level teachers who taught Spanish as a L2, particularly in a CLT context. The study also looked into how, if at all, they incorporated grammar teaching in their CLT classrooms.

Feelings toward the importance of grammar instruction

All of the participants believe that grammar plays an important role in L2 learning. However, their perceptions of whether or not grammar instruction is necessary differ. Some teachers believe that teaching grammar explicitly (clear and exact) is not helpful for students' SLA process, while other teachers disagree with this belief. The following comments illustrate why the teachers think explicit grammar instruction is necessary:

Marco: There's a reference to Schmidt who says certain explanations … explicit explanation of grammar before the activity, before being exposed to input can help acquisition … even Schmidt says can help, may help because not every student is the same.

Patricia: At some point, they need to learn grammar, especially if they are going on to be a major or minor. There's nothing wrong with being able to talk about the language. It's from a university standpoint. I think that learning about the language also has its benefits.

Some teachers strongly disagree with the notion that explicit grammar instruction is an effective way to teach a L2. The explanations below indicate this belief.

Hugo: Some of [my students] grew up with the grammar model, so they expect more grammar. So they expressed their desire to do more grammar and drills. So I said I can do the entire class in English, but then I will be teaching you grammar. What will happen at the end of the course, you may be able to conjugate a whole lot of verbs very well, but if you were out on the street, you wouldn't be able to understand. Worse than that, studies showed that besides teaching with the grammar approach you may be able to ace the test today but in the future you won't remember anything. That's just the way it is. So do you want to take the world to the test or take the work to the world?

The participant teachers' beliefs about the importance of grammar instruction vary. Some believe that it is beneficial to students, while a few of them do not think that it is effective.

Ideal ways of grammar instruction

The teachers' perceptions of an effective way to instruct grammar reflect their beliefs about the importance of grammar teaching. Some teachers think that an effective way to teach grammar is to provide students with explicit explanations, examples, and activities related to the grammar points.

Some teachers clearly expressed an opinion that a communicative way of teaching, such as introducing grammar points through examples and activities, as well as using structured input is an effective method for grammar instruction. The following quotes display the perspective of including explicit explanations to be more effective when teaching grammar.

Marco: I think teaching grammar, just the grammar simply as one of the ways as letting them know what they are going to do. They understand that a little bit of a big picture … maybe not explaining grammar, maybe comparing what you are going to do in Spanish to how it works in English and express them in personal sentences.

Patricia: I guess it may be the best way to give a very explicit explanation with lots of examples of all of the different rules under the sun on a topic. And then immediately ask students to use it. I think grammar instruction maybe … you should keep focus on what you are doing and also provide a lot of examples.

Some teachers are in strong favour of communicative methods, including structured input. They find teaching grammar communicatively to be more beneficial to students' acquisition. The comments below highlight this belief.

Hugo: I believe that an effective way to teach grammar is to focus on oral production and listening, on comprehension and communication in the classroom because that's where the students are going to get it.

The findings demonstrate the link between implementations and teacher beliefs, perceptions, and prior experiences. These teachers' prior experiences included direct observations and interactions with students. Their instructional decisions were also influenced by their perceptions of their students' needs and interests.

Adapted from The Role of Grammar in Communicative Language Teaching: An Exploration of Second Language Teachers' Perceptions and Classroom Practices
Cathy Chiu Yin Wong, Mirta Barrea-Marlys

2.2.2 Типи контексту
Types of Context

Module	2 Preparing to Teach 1
Unit	2.2 Teaching Grammar in Context
Session	2
Topic	Types of Context
Objectives	By the end of the session students • will be aware of different types of context • will be able to define the type of context • will be able to choose the context suitable for the introduction of certain grammar patters
Time	90 mins

Materials and equipment	Handouts : A3 paper for the poster, felt pens

Procedure	**Purpose**	**Time**
Introduction: Inform the students about the objectives of the session and its place in the curriculum map.	to familiarize students with the objectives of the session and its place in the curriculum map	3 mins
Warm-up : A Joke • Introduce the idea of the importance of context for understanding of grammar structures by asking two of the students to act out the following dialogue: *Jewish Joke* *A young Jewish man in on the Euston to Manchester train. He is opposite an old Jewish man who is reading the Times. 'Excuse me, cir', says the lad, 'could you tell me the time?"Silence from behind the paper.* *'I wondered, sir, if you could tell me the time?'* *This is met by an impatient rustling.* *The young man pleads. 'Sir, you are Jewish, you can see that I am Jewish, can't you, please, just tell me the time?' Finally the old man sighs and puts down his paper. 'All right, here's why I don't want to tell you the time. Like you say, you are Jewish, I am Jewish. We start talking. You're on your way to Manchester, being Jewish you probably live in Prestwich. I live in Prestwich. You seem like a nice boy. I invite you to my house for dinner, you meet my family, you meet my daughter, she's a beautiful girl. The two of you start seeing each other. Next thing I know she is coming to me, she's saying "Daddy, Daddy, I want to marry this boy!" You think I want my daughter to marry some guy who can't afford a watch?"* • Ask the students why this kind of conversation took place. Ask them how the old man interpreted the question of the young man. Would the conversation have been different if there had been people of a different nationality? As a prompt use the following true-false task: a) The old man misunderstood the communicative function of the question. b) The young man ignored the traditions of Jewish people. c) The young man didn't realize that his question could have several functions.	to help the students realize the importance of context in communication, in general, and in teaching grammar, in particular	10 mins

• Elicit from the students the answer that it was the context in which the question was asked that mattered.		

Activity 1: Context: Definition • Ask the students to develop a definition of context, working in groups of 4. (As an option, provide the key words: *the language, presented, the situation, used*). ***Context*** *is the situation in which language is used or presented, e.g. a story about a holiday experience could be used as the context to present and practise past tenses [General Glossary of the Course]* Place the definition on the wall. • Tell the students that there are different types of context	to help the students make a definition of context	5 mins

Activity 2: Decontextualised Texts • Encourage the students to answer the question: *What about decontextualised texts? May texts divorced from their context become difficult to interpret?* *Here are three short texts. Each is complete, in the sense that they are not extracts from larger texts, on which they might depend for sense (unlike the It's a drink example above). Are they ambiguous or unintelligible in the absence of context?* 1. Port does not exist. 2 Only in Berkshire. *Ken Stark, Leeds, Yorks.* 3. To Wee Pig from Big Pig. Grunt! Grunt! • Ask the students to speculate on and then match the texts and the contexts they were used in (where and when the text was originally placed) ***Key answer:*** Number 1 is an instruction the computer gave the user when he was trying to install a new printer. Number 2 is the response to a letter to the *Notes and queries* section of the Guardian newspaper. (The original query was *Do dogs bark with regional accents?)* The third text comes from *The Guardian:* it is a Saint Valentine's day, message printed on February 14th.	to help the students understand the importance of context	10 mins

Activity 3: Types of Context		20 mins

• Ask the students to read Thornbury's conclusion concerning the types of texts and the context they were used in and underline the key words (Handout 2): *Number 1 is an instruction my computer gave me when I was trying to install a new printer. Number 2 is the response to a letter to the Notes and Queries section of the Guardian newspaper. (The original Query was 'Do dogs bark with regional accents?'. The third text also comes from the Guardian: it is a St Valentine's Day message printed on February 14th.* *In order to become fully intelligible all three texts require some knowledge of where, and even when, the text was originally placed, we need to distinguish, therefore, between the context of the surrounding text and the context of the surrounding situation.* *The first kind of context is sometimes called the co-text. The co-text is the rest of the text that surrounds and provides meaning to the individual language items in the text.* *The second kind of context is called the context of situation. Factors in the context of situation that are important to consider when interpreting the meaning of a language item are the roles and relationtionships of the speakers and the mode of communication (is it a public notice, a letter, a recorded message, etc). For example, the instruction the computer gives to its user "Port does not exist". Finally notice that the third text (the Saint Valentine's greeting) requires understanding of the culture in which on a certain day of the year newspapers print messages of love from people pretending to be animals: this kind of context is called the context of culture. Lack of familiarity with features of the culture can seriously inhibit understanding.* *In short, language IS context-sensitive; which is to say that an utterance becomes fully intelligible only when it is placed in its context; and there are at least three levels or layers of context: the co-text (that is, the surrounding text); the context of situation (that is, the situation in which the text is used); and the context of culture (that is, the culturally significant features of the situation). Each of these types of context can contribute to the meaning of the text* [Thornbury How to teach, pp. 70-71, 90]. • Ask the students to read again and answer the questions: *What kinds of contexts are mentioned by Thornbury? What does each kind mean?* • Ask the students to work in pairs, to scan the texts and find examples of co-context, context of situation and context of culture (Nettle, Hopkins Developing Grammar in Context p. 95 Unit 7).	to help the students see the connection between the context and the meaning of the phrases	

• Ask the students to do the computer quiz "Types of Context" The answer key is given in Handout 3. • Invite the students to group the types of context into three groups on a poster (they decide on the criteria of grouping). • Demonstrate the Key answers in the Scheme (Slide 2 of the slide show)		

Activity 4: Analyzing the context • Invite the students to watch the video "Teaching Grammar communicatively" and decide which of the types of context mentioned before the teacher uses. (Test Context Analysis) **Key answer:** facts from students' lives, his own life story, example sentences, formulated information (timeline) • Invite the students to look through the examples of grammar presentation from modern textbooks (Handout 4) and answer the following questions: - What grammar structure is being presented? - What type of context is being used?	to analyze the context of	17 mins

Activity 5: Choosing the Suitable Context • Ask the students to match the grammar topics and the context of situation to teach them (Handout 5). *Peer-correction.* • Encourage the students to brainstorm a possible type of text as context for the grammar topic they have recently learnt.	to practice choosing the suitable context	10 mins
Round-up: Ask the students what they have learned during the session and whether the objectives have been met	to draw the conclusions	5 mins

Unit 2.2: Teaching Grammar in Context
Session 2: Types of Context
Handout 1: A Joke

Jewish Joke
A young Jewish man in on the Euston to Manchester train. He is opposite an old Jewish man who is reading the Times.
'Excuse me, sir', says the lad, 'could you tell me the time?'' Silence from behind the paper.
'I wondered, sir, if you could tell me the time?'
This is met by an impatient rustling.
The young man pleads. 'Sir, you are Jewish, you can see that I am Jewish, can't you, please, just tell me the time?'

Finally the old man sighs and puts down his paper. 'All right, here's why I don't want to tell you the time. Like you say, you are Jewish, I am Jewish. We start talking. You're on your way to Manchester, being Jewish you probably live in Prestwich. I live in Prestwich. You seem like a nice boy. I invite you to my house for dinner, you meet my family, you meet my daughter, she's a beautiful girl. The two of you start seeing each other. Next thing I know she is coming to me, she's saying "Daddy, Daddy, I want to marry this boy!" You think I want my daughter to marry some guy who can't afford a watch?"

Unit 2.2: Teaching Grammar in Context
Session 2: Types of Context
Handout 2: Types of Context

In order to become fully intelligible all three texts require some knowledge of where, and even when, the text was originally placed, we need to distinguish, therefore, between the context of the surrounding text and the context of the surrounding situation.

The first kind of context is sometimes called the co-text. The co-text is the rest of the text that surrounds and provides meaning to the individual language items in the text.

The second kind of context is called the context of situation. Factors in the context of situation that are important to consider when interpreting the meaning of a language item are the roles and relationtionships of the speakers and the mode of communication (is it a public notice, a letter, a recorded message, etc). For example, the instruction the computer gives to its user "Port does not exist". Finally notice that the third text (the Saint Valentine's greeting) requires understanding of the culture in which on a certain day of the year newspapers print messages of love from people pretending to be animals: this kind of context is called the context of culture. Lack of familiarity with features of the culture can seriously inhibit understanding.

In short, language IS context-sensitive; which is to say that an utterance becomes fully intelligible only when it is placed in its context; and there are at least three levels or layers of context: the co-text (that is, the surrounding text); the context of situation (that is, the situation in which the text is used); and the context of culture (that is, the culturally significant features of the situation). Each of these types of context can contribute to the meaning of the text [Thornbury How to teach, pp. 70-71, 90].

Number 1 is an instruction my computer gave me when I was trying to install a new printer. Number 2 is the response to a letter to the Notes and Queries section of the Guardian newspaper. (The original Query was 'Do dogs bark with regional accents?'. The third text also comes from the Guardian: it is a St Valentine's Day message printed on February 14th.

In order to become fully intelligible all three texts require some knowledge of where, and even when, the text was originally placed, we need to distinguish, therefore, between the context of the surrounding text and the context of the surrounding situation.

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Borrowed from Thornbury, How to teach Grammar, pp. 70-71, 90.

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 2: Types of Context
Handout 3: Types of Context

Type of Context	**Definition**

(Key Answers)

Type of Context	**Definition**
Physical surroundings (realia)	The classroom, the school, the institution, the town the students are in etc.
Students' lives	Facts about students, their families, friends and experiences
Stories	Narratives
Situations	The circumstances that prompt the text
Formulated information	The information presented in the form of timetables, notes, charts etc.
No context	Examples of language

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 2: Types of Context
Handout 4: Types of Context: Example 1

Where to Look for Jobs in the Future

Computers *Robots* *Space Travel*

Which business **will create** the most jobs?

Did you guess space travel? If so, Professor Patrick Collins, a professor of economics in Japan, agrees with you. At a recent lecture he said, "It **won't be** long before people **will call** their travel agents and **book** their flights to the Moon. Imagine! Yes, there is room on tomorrow's flight to the Moon. It **leaves** at 9:00 A.M. It's **going to be** full so please arrive early for check-in."

Of course, many people disagree with Collins. They think space travel **will cost** too much and not many people **will travel**. They also think that people **won't feel** safe enough to travel into space. But Collins's research shows that the majority of people think it **will be** worth saving their money to travel into space. He claims that while it **will** probably **start out** as an activity for a few rich individuals, it **will grow** very quickly—just like the aviation (airplane) industry grew in the last 100 years. After all, Collins reminds us, the Wright brothers flew their first plane in 1903.

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 2: Types of Context
Handout 4: Types of Context: Example 2

1 DISCOVER THE GRAMMAR

Read the question. Then circle the letter of the correct sentence.

1. In which sentence do we know that the diamond necklace is gone?
   a. He was stealing a diamond necklace.
   b. He stole a diamond necklace.

2. Which sentence tells us that the people arrived at the mountains?
   a. They were driving to the mountains.
   b. They drove to the mountains.

3. In which sentence was the action interrupted?
   a. When the phone rang, he answered it.
   b. When the phone rang, he was looking for his bag.

4. Which sentence talks about two actions that were in progress at the same time?
   a. While the officer was questioning Sal, Eve was leaving town.
   b. When the officer questioned Sal, Eve left town.

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 2:
Handout 4: Types of Context: Example 3

Look at the cartoons. What are the people doing? How do they feel? Read this article about cross-cultural communication.

WHAT'S YOUR CROSS-CULTURAL IQ?

Are you **living** in your native country or in another country? **Do** you ever **travel** abroad? **Do** you **understand** the misunderstandings below?

SITUATION 1

Tomás **is visiting** Claude. Claude **looks** very surprised. In Tomás's culture, people **often visit** without calling first. But in Claude's culture, people **don't do** that. They **always check** with their friends before they **come over**.

SITUATION 2

Nicole and Sheila **are saying** hello and **kissing**. They **are** both **feeling** very uncomfortable. In Nicole's culture, people **usually kiss** twice, once on each cheek. In Sheila's culture, people **don't kiss** more than once.

Unit 2.2. Teaching Grammar in Context
Session 2: Types of Context
Handout 4: Types of Context: Example 4

Look at the cartoons. Where are these people? What is their relationship? What do two of the people want? How do the others feel about it? Read the article.

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 2: Types of Context
Handout 4: Types of Context: Example 5

Do you talk to people on the Internet? What are some advantages of Internet communication? What are some problems? Read the article about being polite on the Internet. If you don't understand a cyber word, look up its meaning on the next page.

Netiquette 101

by Emilia Poster

E-mail, bulletin boards, and chat rooms open up a new world of communication—and, sometimes, misunderstanding. To avoid problems, you **should know** these simple rules of netiquette:

- When **should** you **post** to a bulletin board or chat room? Newbies **shouldn't jump in** right away—they **ought to lurk** a little first. Look through old messages for answers to common questions. Many sites also have FAQs for basic information. After that, post when you have something new to say. You **should keep** your post short and simple.
- **Should** you **use** capital letters to make a strong statement? NO! A MESSAGE ALL IN CAPITAL LETTERS SEEMS LIKE SHOUTING. You **should follow** the normal rules for capital (big) and lowercase (small) letters.
- Did someone make you angry? You**'d better not reply** right away. Count to 10 first. Don't flame another board or chat room member. You **should** never **forget** that people on the Internet are real people with real feelings.
- Emoticons help avoid misunderstandings. You **should learn** how to use them to show your feelings.
- Internet safety is part of netiquette. When you post to a bulletin board or a chat room, you **should** always **use** a screen name. Never give your real name or other personal information.

Practice these five rules of netiquette, and most of your emoticons will be smilies!

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 2: Types of Context
Handout 4: Types of Context: Example 6

Look at the photo. Do you recognize this city? Where do you think it is? What are some important features for a city to have? Read the travel brochure.

A Superlative City

TORONTO. It's the capital of the province of Ontario. It's also . . .

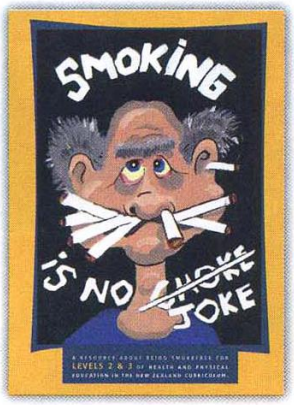
- **the largest** city in Canada
- **the most important** economic and financial center of the country
- one of **the most multi-cultural** cities on earth
  (Over 100 languages are spoken!)
- one of **the easiest** towns to get around
  (It has **the** second **largest** public transportation system in North America.)
- **the safest** city on the continent, and one of **the most peaceful** of all large, international cities

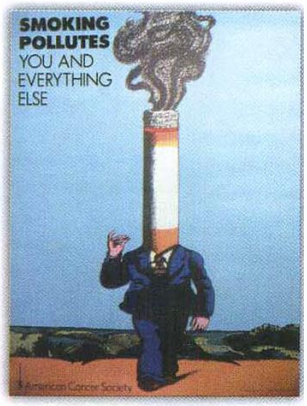
All of these features, and many more, make Toronto one of **the most exciting** cities in the world. Come visit and find out for yourself!

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 2: Types of Context
Handout 4: Types of Context: Example 7

BEFORE YOU READ

Where can you find posters or signs like these? How do you feel about them?





Read the online bulletin board about smoking.

Re: Can't Stand Seeing Those Signs!

Posted by Grofumeur on February 16, 2005, at 15:30:03
I **can't stand seeing** all the new No Smoking signs. **Eating** in a restaurant or **having** an espresso in a café is no fun anymore! Junk food is worse than **smoking**. But I bet the government won't **prohibit ordering** burgers and fries for lunch!

Reply posted by Nuffsed on February 17, 12:15:22
Hey, Grofumeur—I don't get sick when my boyfriend has a Big Mac, but **sitting** in a room full of his cigarette smoke makes my hair and clothing stink.

Reply posted by Swissfriend on February 17, 20:53:11
Hi, Smokers! I am a member of Freunde der Tabak, a Swiss group of smokers and non-smokers. We **suggest practicing** courtesy to non-smokers and tolerance of smokers. I **enjoy smoking**, but I **understand not wanting** to inhale second-hand smoke.

Reply posted by Cleanaire on February 18, 9:53:11
Friend—Have you ever tried to **stop smoking**? If so, then you know you are addicted to nicotine. The younger you **start smoking**, the harder it is to quit.

Unit 2.2: Teaching Grammar in Context
Session 2: Types of Context
Handout 4: Types of Context: Example 8

UNIT 8

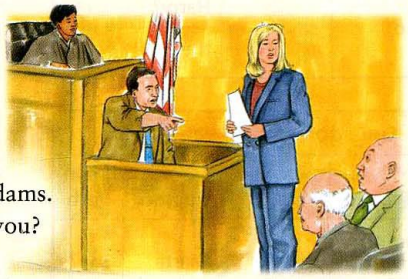
Wh- Questions: Subject and Object

Grammar in Context

BEFORE YOU READ

Look at the drawing by a courtroom artist. A lawyer is questioning a crime witness. What kind of questions do you think the lawyer is asking? Read this excerpt from a court transcript.

STATE OF ILLINOIS V. HARRY M. ADAMS — MARCH 31, 2006



LAWYER: **What happened on the night of May 12?** Please tell the court.
WITNESS: I went to Al's Grill.
LAWYER: **Who did you see there?**
WITNESS: I saw one of the defendants.
LAWYER: **Which one did you see?**
WITNESS: It was that man.
LAWYER: Let the record show that the witness is pointing to the defendant, Harry Adams. OK, you saw Mr. Adams. Did he see you?
WITNESS: No, he didn't see me.
LAWYER: But somebody saw you. **Who saw you?**
WITNESS: A woman. He was talking to a woman. She saw me.
LAWYER: OK. **What happened next?**
WITNESS: The woman gave him a box.
LAWYER: A box! **What did it look like?**
WITNESS: It was about this long . . .
LAWYER: So, about a foot and a half. **What did Mr. Adams do then?**
WITNESS: He took the box. He looked frightened.
LAWYER: **Why did he look frightened? What was in the box?**
WITNESS: I don't know. He didn't open it. He just took it and left in a hurry.
LAWYER: **Where did he go?**
WITNESS: Toward the parking lot.
LAWYER: **When did the woman leave?**
WITNESS: She was still there when we heard his car speed away.

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 2: Types of Context
Handout 4: Types of Context: Example 8

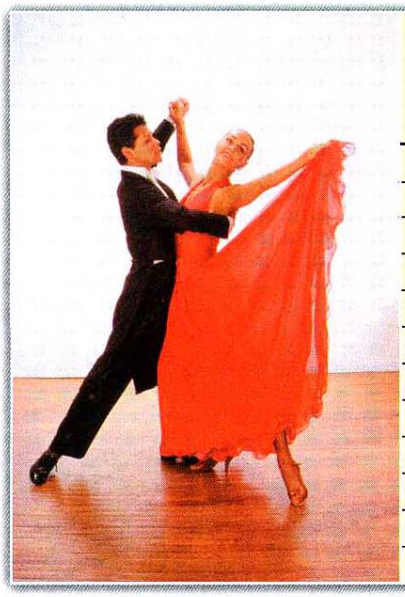
Students at Carmen's Dance Studio are preparing for a dance recital in June. It is now the end of April. Can students do all the dances featured in the recital at this time? Work in pairs (A and B). Student A, follow the instructions on this page. Student B, turn to page 134 and follow the instructions there.

1. Ask your partner for the information you need to complete the schedule below.

Example: **A:** Can the students do the Argentine tango?
B: No, they can't. But they'll be able to do it by the end of May.

2. Your schedule has the information your partner needs to complete his or her schedule. Answer your partner's questions.

Example: **B:** Can they do the cha-cha?
A: Yes, they can. They could do it in March.



CARMEN'S DANCE STUDIO
Schedule of Dance Classes

Dances	March	April	May
Argentine tango			✓
Cha-cha	✓		
Fox-trot			
Hip-hop		✓	
Hustle			✓
Mambo			
Merengue	✓		
Salsa			✓
Swing			
Tango		✓	
Waltz			

When you are finished, compare schedules. Are they the same?

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 2: Types of Context
Handout 4: Types of Context: Example 9

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2 RULES AND REGULATIONS *Grammar Notes 1, 3–4*

Look at the signs. Complete each conversation with the words in parentheses and the correct pronouns. Write appropriate short answers.

1. (do you mind if)

JEAN-PIERRE: _____Do you mind if_____ I _____eat_____ (a. (eat)) my lunch here while I get on the Internet?

LAB ASSISTANT: _____Sorry, but I do_____ (b.). Look at the sign.

2. (can)

EMIL: Wow! Those guys next door sure are making a lot of noise!

TORY: Well, they _____ (a. (play)) music now. It's 8:00 A.M.

EMIL: I know. _____ I _____ (b. (borrow)) your earplugs? I have to study for my English test.

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 2: Types of Context
Handout 5: Appropriate context to teach a grammar topic:

Choose the suitable context to introduce the grammar pattern below:

Situation	Points of Grammar
E.g.: 1. Follow a recipe or instructions from a boxed cake mix to bake a cake.	g) Present continuous tense
	i) Imperative verb form
	j) Future tense If-clauses
	c) Simple past tense
	d) Present tense of the verb to be
	h) Locative prepositions

	Modal verbs (can, may, should) expressing suppositions
	b) Present perfect tense Present perfect progressive
	e) Impersonal sentences
	k) Habitual present Personal pronouns
	f) Modal verbs: Can, must, should, ought to Adverbs of time & frequency
	l) Past conditional and past perfect tenses If clauses

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 2: Types of Context
Handout 6: Appropriate context to teach a grammar topic: Key Answers

Situation	**Points of Grammar**
1. Follow a recipe or instructions from a boxed cake mix to bake a cake.	g) Present continuous tense
2. Give directions to another person to get to a store, the post office, or a bank using a map.	i) Imperative verb form

3. Discuss plans for a class field trip to the zoo.	j) Future tense If-clauses
4. Describe a past vacation, weekend, etc.	c) Simple past tense
5. Answer information questions: Name, address, phone number, etc.	d) Present tense of the verb to be
6. Tell someone how to find an object in your kitchen.	h) Locative prepositions Modal verbs (can, may, should) expressing suppositions
7. Fill out a medical history form. Then role-play a medical interview on a visit with a new doctor.	b) Present perfect tense Present perfect progressive
8. Make a daily weather report	e) Impersonal sentences
9. Report daily schedules of people (in the class, buses in the city, airline schedules, trains, etc.)	k) Habitual present Personal pronouns
10. Explain rules and regulations to someone, i.e. rules for the school cafeteria; doctor's instructions to a sick patient	f) Modal verbs: Can, must, should, ought to Adverbs of time & frequency
11. Report a historical or actual past event and discuss conditions under which a different outcome might have resulted	l) Past conditional and past perfect tenses If clauses
12. React to the burglary of your house or apartment in the presence of another person upon discovery (active voice) and in making a police report (passive voice)	a) Contrast between active and passive voice

2.2.3. Прескриптивна та дескриптивна граматики
Prescriptive and descriptive grammars

Module	Module 2 Preparing to Teach 1
Unit	Unit 2.2. Teaching Grammar in Context
Session	3
Topic	Prescriptive and descriptive grammars The differences between written grammar and spoken grammar School curriculum requirements for teaching grammar
Objectives	By the end of the session, students will be aware of: • the difference between prescriptive/ descriptive/ pedagogic grammars (rules) • the difference between grammar in writing and in speaking will be able to: • determine the school curriculum requirements
Time	80 min
Materials and equipment	Handouts , Power Point Presentation

Procedure	Purpose	Time
Activity 1 • Announce the topic of the session and ask the students about their expectations of the session • Set the objectives of the session.	to find out what students expect to learn during the session and to set the objectives.	5 mins
Activity 2 • Ask the students to work in groups of three and share the last grammar rule they have learned which was easy/ difficult for them. Invite the students to report their findings to the class. • **Three persons' discussion:** Encourage the students to define the term 'rule'. Show the students the definition and ask which rule they shared. **Prescriptive rule** - a principle or order which guides behaviour, says how things are to be done etc. **Descriptive rule** - the usual way that something happens. Descriptive rules are primarily concerned with generalisations about what speakers of the language actually do say than what they should do. **Pedagogic rules** make sense to learners and provide them with the means and confidence to generate language with a reasonable chance of success. Pedagogic rules can be spit up into: **rules of form** and **rules of use**.	to define the term prescriptive/ descriptive/ pedagogic rule/ grammar by creating shared experience of language learning	20 mins

• Ask the students to read the texts and fill in the gaps with the terms prescriptive, descriptive, pedagogic (Handout 1). Pedagogic grammar: is intended for pedagogic purposes, such as language teaching, syllabus design, or preparation of teaching materials. Often in our day-to-day teaching we rely on pedagogic 'rules of thumb,' which are simplifications for teaching purposes. The grammar notes in the back of most coursebooks are of this nature. Prescriptive grammar: states rules for what is considered the best or most correct usage. Prescriptive grammars are often based not on descriptions of actual usage but rather on the grammarian's views of what is best. Descriptive grammar: describes how a language is actually spoken and/or written and does not state or prescribe how it ought to be spoken or written [Distance Delta, p. 10]. • Ask the students to read the rules and group them according to the criteria *prescriptive, descriptive, pedagogic* (Handout 2). **Peer correction.** **Keys:** ***Prescriptive:*** Do not use different to and never use different than. Always use different from. Never use the passive when you can use the active. Use shall for the first person and will for second and third persons. The subject of a sentence must agree with the verb (The instructions are clear NOT The instructions is clear.) Use much for count nouns. Use many for non-count nouns (We don't have much coffee AND We don't have many cups of coffee.) Use subject pronouns after the verb be (It was I who called you NOT It was me who called you.) ***Descriptive:*** English speakers do not normally use the with proper nouns referring to people. English speakers use used to with the infinitive (used to do, used to smoke etc.) to say that something regularly happened in the past but no longer happens. Many English speakers do not use shall as a future marker in the first person. English speakers develop new, auxiliary-like uses of certain lexical verbs (e.g. get, want – cf., e.g., The way you look, you wanna / want to see a doctor soon) Some English speakers increasingly use of less instead of fewer with countable nouns (e.g. less people) ***Pedagogic:*** To form the past simple of regular verbs, add -ed to the		

infinitive. The simple past tense is used to indicate past actions or states. The Conditional Mood is used to express an action that would take place under certain conditions in the present or future or would have taken place under certain conditions in the past. The Present Conditional Mood is formed by means of the auxiliary verb would / should and the indefinite or continuous infinitive of the notional verb. e.g. We are having Grammar now or else I should be watching TV at home. The Past Conditional Mood is formed by means of the auxiliary verb would / should and the perfect or perfect continuous infinitive of the notional verb. e.g. I have many classes today or else I wouldn't have come to Nizhyn yesterday. Для позначення дії, яка вже (already) або щойно (just) відбулася, в англійській мові вживається спеціальна граматична структура, яка називається The Present Perfect Tense – теперішній доконаний час. Цей час називається теперішнім, тому що дія, яку ми виконали, пов'язана з теперішнім моментом, а саме: You have just (тільки-но, щойно) written the date. Now it is on the blackboard. I have already (вже) cleaned the blackboard. Now it is clean. Nelly has already (вже) come up to the front. She is in front. Для вираження дії, що вже (already) або щойно (just) відбулася, після підмета ставиться допоміжне дієслово have (has – для 3-ї особи однини), а за ним – третя форма відмінюваного дієслова. Пригадаємо, як утворюється третя форма дієслів. До правильних дієслів додається закінчення –ed, наприклад, visit – visited, live – lived, а форму неправильних дієслів треба запам'ятати, наприклад, do – did – done, see – saw – seen. • Ask the students to look through the examples again and say which of them they use. Encourage them to give their own examples. • Ask the students to summarize the info discovered. • [1]Ask students to read one of the comments from the Internet discussion (Handout 3) **https://www.quora.com/What-is-the-difference-between-descriptive-and-prescriptive-grammar** and choose an idea they agree/ disagree with and add their own comment. **Zeibura S. Kathau**, Amateur linguist. All of us are educated prescriptive grammar in order to help us do well in the real. That's it. That's (supposedly) the		

[1] https://www.quora.com/What-is-the-difference-between-descriptive-and-prescriptive-grammar

purpose of our education. That's why it's useful to teach us that certain things are correct and certain things aren't, even if this isn't the way linguists see it. Cos if we're taught the real deal, then it will flummox most of us and we won't be able to get through a job interview. Linguistics has to submit to what happens with language in the real world. Therefore, even linguists will agree, to a point, that written language has rules and that you can violate them and this is, in most cases, not advisable. But when it comes to spoken language, prescriptive grammar just gets silly, because very few well-spoken people speak how they write. As with teaching people how to write, teaching people how to speak in formal situations is important, but it needn't be applied to informal situations. **Konnor T. Crewe**, Majored in Linguistics. Prescriptive grammar is what your English teacher says is correct. These are official rules which may differ depending on what type of English you speak. The purpose of having rules is just that there is a consistent form of English that is mutually intelligible to those speaking it. There are actually many different varieties of English around the world. Some English teachers are supporters of UK or British English. My grandmother was one of those old fashioned teachers that looked to British usage manuals in order to determine the proper way to speak. My grandmother's gift to me when I went away to college was an English usage guide. Descriptive grammar is what Linguists do. Linguists are more interested in what people actually say than what they are supposed to say. They may describe multiple dialects within a population and multiple grammar rules dependent upon where someone is from. They recognize that the rules may vary and generally recognize the difference between those rules that are prescribed and the way that language changes and evolves and the fact that we have to make up new rules to account for the way that language changes. **Andrew Hennigan**, Freelance and ghost writer, teaches writing. Author of "Payforward Networking". Descriptive grammar is where you look at what native speakers do and record that as the "correct" grammar. In other words rules follow the people. Prescriptive grammar is where someone writes some rules and then tells everyone that they have to speak like that. In this case the people follow the rules. • Ask S1 to summarize the info discovered.		

Activity 3 • Ask the students what grammar rules will be illustrated in their oral and written context prepared at home. Encourage the students to listen to/ read the context and say if it is appropriate to teach the chosen grammar topic. Ask the students what made the contexts different. *Possible answer:* the style (formal, informal, etc), the written and oral speech/ grammar. • Ask the students to read the dialogue and say why it seems strange using the information from Mike MacCarthy's resources, studied at home. *A: Great sausages, these, aren't they?* *B: Yes. The ingredients are guaranteed free of additives and artificial colouring,* *A: Had to laugh, though. The bloke that makes them, he was telling me, he doesn't eat them himself. Want a ciggie?* *B: No, thanks. Patrons are requested to refrain from smoking while other guests are dining…* ***Possible answer:*** It should be obvious that there is a mixture of two styles: while speaker *A's* talk seems to display language features appropriate to casual conversation among friends, speaker B's contributions are more typical of formal written language. Thus, speaker A's vocabulary choices are characteristic of oral speech, e.g. *great, bloke, a ciggie, while* speaker B's are more commonly found in writing: *grateful, requested, refrain.* These differences extend to grammar, too. Speaker A omits words ([I] *had to laugh), uses* tags *(aren't they)!?),* and has sentences with two subjects: *The bloke that makes them, he,* These are common features of spoken grammar. Speaker B, on the other hand, uses more syntactically complex constructions such as passive structures *(The ingredients are guaranteed… Patrons are requested …) and* subordinate clauses (… while other *guests are dining).* These are features associated more with written grammar [Thornbury How to teach Grammar pp. 7-8]. • Ask the students to read Thornbury's opinion on the issue (Handout 5) and cross the info that has been mentioned by MacCarthy, underline Thornbury's advice and comment on it. Until recently, the grammar presented to learners of English has been based entirely on written grammar. This accounts for the often stilted style of many traditional course book dialogues. It is only recently that spoken grammar has been closely studied and that arguments have been advanced	to explore the difference between spoken and written grammars	20 mins

in favour of teaching it. One problem with this shift of focus IS that spoken English often has strong regional and idiomatic features. These may be difficult for the learner to understand, and also inappropriate for use in the kinds of contexts in which many learners will be operating. Most learners of English as a foreign language will be using English to communicate with other non-native speakers. For the purposes of mutual intelligibility, the best model of English for this type of learner may be a kind of neutral English without marked regional or cultural features, or without a strong bias to either the spoken or written mode [Thornbury How to teach Grammar pp. 7-8]. • Ask S2 to summarize the info discovered (What is important for FL teachers (what grammars to teach)?).		

Activity 4 • Ask students to work in groups of four/ five and share their experience what grammars they were taught at school according to the curriculum. Curriculum (навчальна програма) – a defined and prescribed course of studies, which students must fulfil in order to complete a certain level of education • Working in groups of three, ask the students to analyse a page from the curriculum answering the questions: Where is grammar content presented? Why? Are the types of grammar indicated? What are the requirements to teach grammar (grammar topics) for the 11th grade (академічний/ профільний рівень) http://old.mon.gov.ua/ua/activity/education/56/692/ educational_programs/1349869542/? Encourage the students to present their findings. • While listening, ask the students to think back on their learners' experience (optional: look through English textbooks) to find out if the mentioned requirements are met. • Working in groups of four/ five, ask the students to create a list of recommendations for teachers what to teach in a grammar lesson in the 11th grade at school taking into consideration different grammars, curriculum and present it on a poster. After listening encourage the students to report what they are sure to do.	to get students to find the school curriculum requirements to teach grammar and work out some recommendations for teachers on what to teach in a grammar lesson at school	30 mins

Activity 5 • Set the homework: *1. Core Curriculum English Language Teaching Methodology Bachelor's Level School Experience. Observation Task Bank* Task 12 p. 14 Task focus: Aspects of teaching grammar (observe if teaching grammar at school corresponds with the curriculum, what grammars are taught).	to summarize the session	5 mins

2. Read the article "Inductive and deductive grammar teaching: what is it, and does it work?" Available on: https://oupeltglobalblog.com/2015/04/24/inductive-and-deductive-grammar-teaching/ and be ready to give a mini-lecture on ½ Gr inductive and deductive grammar teaching. • Let the students reflect on the session and say if they have achieved the objectives.		

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 3: Prescriptive, descriptive, pedagogic grammars
Handout 1: Prescriptive, descriptive, pedagogic grammars

Read the texts and fill in the gaps with the terms *prescriptive, descriptive, pedagogic.*

… grammar: is intended for pedagogic purposes, such as language teaching, syllabus design, or preparation of teaching materials. Often in our day-to-day teaching we rely on … 'rules of thumb,' which are simplifications for teaching purposes. The grammar notes in the back of most coursebooks are of this nature.

… grammar: states rules for what is considered the best or most correct usage. … grammars are often based not on descriptions of actual usage but rather on the grammarian's views of what is best.

… grammar: describes how a language is actually spoken and/or written and does not state or prescribe how it ought to be spoken or written.

Distance Delta

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 3: Prescriptive, descriptive, pedagogic grammars
Handout 2: Prescriptive, descriptive, pedagogic rules

Read the rules and group them according to the criteria *prescriptive, descriptive, pedagogic.*

Do not use *different to* and never use *different than*. Always use *different from*.

Never use the passive when you can use the active.

Use *shall* for the first person and *will* for second and third persons.

The subject of a sentence must agree with the verb (The instructions <u>are</u> clear NOT The instructions <u>is</u> clear.)

Use *much* for count nouns. Use *many* for non-count nouns (We don't have <u>much coffee</u> AND We don't have <u>many cups</u> of coffee.)

Use subject pronouns after the verb *be* (It <u>was I</u> who called you NOT It was me who called you.)

English speakers do not normally use *the* with proper nouns referring to people.

English speakers use *used to* with the infinitive *(used to do, used to smoke* etc.) to say that something regularly happened in the past but no longer happens.

Many English speakers do not use *shall as a future marker in the first person.*

English speakers develop new, auxiliary-like uses of certain lexical verbs *(e.g. get, want – cf., e.g., The way you look, you wanna / want to see a doctor soon)*

Some English speakers increasingly use of less instead of fewer with countable nouns (e.g. less people).

To form the past simple of regular verbs, add –ed to the infinitive.

The simple past tense is used to indicate past actions or states.

The Conditional Mood is used to express an action that would take place under certain conditions in the present or future or would have taken place under certain conditions in the past.

The Present Conditional Mood is formed by means of the auxiliary verb would / should and the indefinite or continuous infinitive of the notional verb. *e.g. We are having Grammar now or else I should be watching TV at home.*

The Past Conditional Mood is formed by means of the auxiliary verb *would / should* and the perfect or perfect continuous infinitive of the notional verb. *e.g. I have many classes today or else I wouldn't have come to Nizhyn yesterday.*

Для позначення дії, яка вже (already) або щойно (just) відбулася, в англійській мові вживається спеціальна граматична структура, яка називається *The Present Perfect Tense* –

теперішній доконаний час. Цей час називається теперішнім, тому що дія, яку ми виконали, пов'язана з теперішнім моментом, а саме: You have just (тільки-но, щойно) written the date. Now it is on the blackboard. I have already (вже) cleaned the blackboard. Now it is clean. Nelly has already (вже) come up to the front. She is in front.

Для вираження дії, що вже (already) або щойно (just) відбулася, після підмета ставиться допоміжне дієслово have (has – для 3-ї особи однини), а за ним – третя форма відмінюваного дієслова. Пригадаємо, як утворюється третя форма дієслів. До правильних дієслів додається закінчення –ed, наприклад, visit – visited, live – lived, а форму неправильних дієслів треба запам'ятати, наприклад, do – did – done, see – saw – seen.

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 3: Prescriptive, descriptive, pedagogic grammars
Handout 3: Prescriptive vs descriptive grammars

Read the comments from the Internet discussion and choose an idea you agree/ disagree with.

Zeibura S. Kathau, Amateur linguist. Updated 8 May 2016·Uploaded by Nick Nicholas, PhD in Linguistics from Melbourne University

All of us are educated by using prescriptive grammar in order to help us do well in the real world. That's it. That's (supposedly) the purpose of our education. That's why it's useful to teach us that certain things are correct and certain things aren't, even if this isn't the way linguists see it. Cos if we're taught the real deal, then it will flummox most of us and we won't be able to get through a job interview.

Linguistics has to submit to what happens with language in the real world. Therefore, even linguists will agree, to a point, that written language has rules and that you can violate them and this is, in most cases, not advisable.

But when it comes to spoken language, prescriptive grammar just gets silly, because very few well-spoken people speak how they write.

As with teaching people how to write, teaching people how to speak in formal situations is important, but it needn't be applied to informal situations.

Borrowed from: **Konnor T. Crewe**, Majored in Linguistics. Written 27 Feb 2014

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Andrew Hennigan, Freelance and ghost writer, teaches writing. Author of "Payforward Networking". Updated 1 Sep 2015
Descriptive grammar is where you look at what native speakers do and record that as the "correct" grammar. In other words *rules follow the people*.
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Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 3: Prescriptive, descriptive, pedagogic grammars
Handout 4: The implications for teaching

Read Thornbury's opinion on the issue and cross out the information that has been mentioned by MacCarthy, underline Thornbury's advice and comment on it.
Until recently, the grammar presented to learners of English has been based entirely on written grammar. This accounts for the often stilted style of many traditional course book dialogues. It is only recently that spoken grammar has been closely studied and that arguments have been advanced in favour of teaching it. One problem with this shift of focus IS that spoken English often has strong regional and idiomatic features. These may be difficult for the learner to understand, and also inappropriate for use in the kinds of contexts in which many learners will be operating. Most learners of English as a foreign language will be using English to communicate with other non-native speakers. For the purposes of mutual intelligibility, the best model of English for this type of learner may be a kind of neutral English without marked regional or cultural features, or without a strong bias to either the spoken or written mode.

Thornbury How to teach Grammar

2.2.4. Дедуктивний та індуктивний підходи до навчання граматики
Inductive and Deductive Approaches to Teaching Grammar

Module	2 Preparing to Teach 1
Unit	2.2 Linguistic Competence Teaching Grammar in Context
Session	4
Topic	Inductive and Deductive Approaches to Teaching Grammar
Objectives	By the end of the session students • will be aware of different ways of presenting grammar • will be aware of the characteristics of a good rule • will be aware of the right way to ask concept checking questions
Time	80 mins
Materials and equipment	Handouts : 1, 2, 3, 4 ,5, 6, 7 A3 paper for the poster, felt pens

Procedure	Purpose	Time
Introduction: Inform the students about the objectives of the session and its place in the curriculum map. *T.: The unit dedicated to teaching Grammar includes 9 sessions. Today's session is number 4. We have already learned The place of grammar in CLT, the differences between grammar in writing and in speaking, school curriculum requirements for teaching grammar, types of context. Today we are going to talk about inductive and deductive teaching of Grammar, about good rules and concept checking questions.*	to familiarize the students with the objectives of the session and its place in the curriculum map	3 mins
Activity 1: Referring to Students' Past Experience • Ask students to work in groups of 4, recollect their school years, and answer the following questions: - Did your teachers of English present the rule and explain the new grammar patterns first? - Did they first provide examples with the new grammar pattern and explain the rule/ help you to explain the rule later? • Ask speakers for the groups to report their findings to the class • Draw a conclusion that their experience illustrate two ways of introducing grammar –deductive (when the rule is presented first) and inductive (when examples are demonstrated first and the rule is deduced by the students later)	to make the students aware of different ways of presenting grammar	10 mins
Activity 2: Deductive or Inductive? • Ask the students if they think it is always necessary to present/ deduce the rule. (Right answer: No) • Introduce two ways of presenting Imperative Mood to students of the 5th grade: ✓ Deductive (by providing the rule first) https://www.youtube.com/watch?v=2UzjHbcK2Wo ✓ Inductive (by providing examples in the form of commands (TPR Method which the teacher demonstrates himself). - Stage 1 –The teacher gives commands and performs the actions;	to make students aware of inductive and deductive ways of presenting grammar patterns	15 mins

- Stage 2- the teacher invites several students to assist him –he gives commands and performs the actions together with the assistants; - Stage 3 – the teacher gives commands, the assistants perform actions; - Stage 4 –the teacher gives commands to the whole class; - Stage 5 –one of the assistants gives commands to the class). • Split students into groups of four and ask them to discuss which kind of presentation they find the most suitable and why. • Invite speakers for the groups to report the results of their discussions. • Help students to draw the conclusion that some grammar patterns can be introduced through examples, in context, followed by a simple, comprehensible rule, provided by the teacher or students themselves. In some simple cases, like the Imperative mood, the rule is not necessary.		

Activity 3: Inductive Introduction of a New grammar Pattern (Lesson Stages) • Tell the students that they are going to familiarize themselves with the steps of a sample lesson aiming at teaching *should have done* by using a situation (Intermediate level) • Split the students into groups of 6. Provide them with HO 1 and ask them to arrange the slips with the stages of the lesson in a logical order. To do that, each member has to retell the contents of the stage to the group. • To check the results, invite a volunteer to come to the board and stick the stages in the order they have agreed upon, matching them with the corresponding line of Bloom's taxonomy triangle. **Key answers:** Step a, step c, step b, step f, step e, step d	to familiarize the students with stages of grammar presentation	15 mins

Activity 4: Jig-Saw Reading: A Deductive Approach (Lesson Stages) • Tell the students that they are going to see how articles are taught from rules. • Split the students into groups of 3. Each group gets a description of one of the three steps of the Lesson with the Deductive approach. Ask them to read the text in their HO 2, underline the key words and get ready to describe the rule to students from other groups.	to familiarize the students with the steps of introducing grammar deductively	20 mins

• Regroup the students, so that in each new group there were students with the texts describing step a, step b, and step c of the deductive lesson. • Ask the students to describe their steps to other members of the group and arrange them in the logical order. • To check the results, invite a volunteer to come to the board and stick the stages in the order they have agreed upon, matching them with the corresponding line of Bloom's taxonomy triangle. Key answers: 1c, 2b, 3a		

Activity 5: Inductive and Deductive Approaches: Advantages and Disadvantages • Split the students into groups of 4, provide them with the sheets of paper of A3 format and felt pens and ask them to draw a poster with advantages and disadvantages of Inductive and Deductive approaches to teaching grammar as they see them. • Ask the students to move round the classroom clockwise, read their colleagues' posters, adding new ideas until they return back to their own poster. • Provide students with the key. Emphasize that they should consider the key answers just as suggested possible answers. Key: Handout 3	to help the students realize advantages and disadvantages of inductive and deductive approaches to teaching grammar	20 mins

Activity 6: What Makes a Good Rule • Tell the students that no matter which approach they are intending to use, their first step in planning a lesson is choosing the grammar rule • Make it clear to the students that for the rule to be user-friendly it should meet some criteria. • Provide them with Handout 4. Allow them some time to read the criteria of a good rule. • Ask students to analyze the three rules, given in Handout 5, applying the criteria (Handout 4) and decide which rule (or rules) explains the use of 'some' and 'any' in the best way. Ask them to arrange the rules from a) –the most suitable to c) – the least suitable, explaining the reasons for their decisions. **Key answer: 1-2-3** Rule 3 may be the truth, the whole truth, and nothing but the truth, but most learners of English would find it too difficult. Rule 1, on the other hand is simple, but it lacks in truth. It will probably serve quite well until the time when the learner is ready to tackle a more truthful rule, such as rule 2.	to familiarize the students with the criteria of a good rule	15 mins

Activity 7: Concept-Checking Questions • Tell the students that explanation does not end with presenting the rule. After the rule has been explained the teacher checks the students' understanding by asking concept checking questions about the meaning of the grammar item. • Present the guidelines for constructing concept checking questions to the students (distribute Handout 6) and ask them to read them and to decide why some of the given questions are not good concept checking questions. • Ask them to split into groups of 4 and exchange their opinions. Provide them with the key answer. **Key answer:** Question 5 can be helpful if it goes together with other questions (2, 3, 4), but it doesn't imply you aren't smoking now. Question 6 uses the target language and it doesn't mean you understand 'used to'. In question 7 the language should be easier. Borrowed from: CELTA –Concept Checking Structures, Available on: https://youtu.be/yDODXmB6VXs	to introduce the idea of concept-checking questions	17 mins
Activity 8: Examples of Grammar Presentation • Tell students that to teach grammar inductively we need some kind of context. Invite students to recollect the types of context suitable for introducing and practicing grammar (session 2) and arrange them in the form of a flowchart (spidergram /scheme) on a poster; • Provide students with handout 7, ask them to a) read the examples of grammar presentation; b) Write down the objective (s) of the activity; c) Decide if the presentation was deductive or inductive d) match the examples of grammar presentation with types of context they have put on the poster	to analyze the types of grammar presentations	15 mins
Activity 9: Highlighting the form and meaning of the new grammar item • Tell the students that learners need to know both the **form** and the **meaning** of the new grammar item • Ask them to look through the ways of presentation of new grammar items, given in HO 7 again and highlight the points where the teacher conveys the meaning with blue colour, and the points where she dwells on the form, with yellow colour	to make students aware of the structure of a grammar item (the form and the meaning)	10 mins

Activity 10: Using Context to Convey Meaning. Concept Checking Questions • Tell students to work in groups of 3 and complete the table in Handout 8 by suggesting at least one way they could convey the meaning of each grammar item (Choose from Handout 7). Give details. (*Going to* has been done for them, with three suggestions.) • Ask students to write 2-3 concept checking questions to check students' understanding of their presentation of the new grammar item; • Invite the groups to deliver a mini-lesson they have just planned to the whole class; • Ask the class to analyze the effectiveness of the presentation techniques.	to practice choosing a suitable context to convey meaning of a grammar item to practice asking concept-checking questions	15 mins

Home Assignment: Planning Microteaching • Ask students to work individually and prepare a mini-lesson to introduce a new grammar point: ✓ Much and many; ✓ The difference between Present Simple and Present Continuous tenses; ✓ The verb 'to be' ✓ Other (their own choice) • Tell students they will have only 10 minutes for their presentation. Ask them to think about ✓ The purpose of their presentation ✓ Effective presentation techniques ✓ Stages in their presentation	to practice planning a presentation of a new grammar item	5 mins

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 4: Approaches to Teaching Grammar
Handout 1: Teaching *should have done* using a generative situation (Inductive approach)

Step a

By means of *a* picture on the board (a drawing, photo, or picture cut from a magazine) the teacher introduces a character she calls Andy. She draws a rough map of Australia, placing next to it a picture of a four-wheel drive vehicle. She elicits ideas as to how these pictures are connected, establishing the situation that Andy has decided to drive across the Australian desert from the east to the west. She elicits the sort of preparations a person would need to make for such a journey. Students suggest, for example, that Andy would need a map, a spare wheel, lots of water, a travelling companion, food, a first aid kit, and so on. The teacher selects some of these ideas, and writes them in a column on the board, and one or two ideas of her own:

To do this kind of journey, you should:

Take a map
Take water
Not travel alone etc.

Step b

The teacher then explains that Andy made no preparations. He didn't take a map, he didn't take water, he travelled alone, etc. She asks the students to imagine what happened. Using their ideas as well as her own, she constructs the following story: *Andy set off, got lost, got very thirsty, set oft in search of help (leaving his vehicle behind), got trapped by sudden flood waters, etc. The police set out in search of him but couldn't find him because he had abandoned his vehicle and left no note.* The teacher checks these facts by asking one or two students to recount them.

Step c

The teacher asks the class: *Well*, *what do you think of Andy?,* eliciting answers like *He was stupid.* Teacher: *Why?* At this point, students may venture sentences, like *He must take a map*. Having thus established the idea of disapproval of past actions, the teacher models the sentence: *He should have taken a map*, repeating it two or three times. The students repeat the sentence in unison and then individually. The teacher reminds the students of the concept of disapproval by asking *Did he take a map? (No). Was that a good idea? (No) So …?* The students respond: *He should have taken a map.*

She then repeats this process using the example of travelling alone, eliciting, modelling, drilling, and concept-checking the sentence: *He shouldn't have travelled alone.*

Further prompting elicits example sentences, such as:

He should've taken water.

He shouldn't have left his car.

At strategic points, the teacher recaps the sentences that have been generated, using the words on the board as prompts. So far, nothing has been written on the board.

Step f

The teacher clears the board and writes up the following table:

He	should have shouldn't have	taken water travelled alone

She asks students, working in pairs, to add further sentences about the situation to the table. Individual students read sentences aloud from the table.

Step e

The teacher then asks students to imagine the dialogue when the police finally find Andy. She writes the following exchange on the board:

Police: You should have taken a map.

Andy: I know I should. I didn't think.

Students, working in pairs, continue writing the dialogue along the same lines, and then practise it aloud, taking it in turns to he the police officer and Andy.

Step d

The teacher doesn't make an attempt to elicit a statement of the rule. She relies instead on frequent check of should have done. Nevertheless, this is no guarantee that learners will formulate the correct rule.

Eliciting a statement of the rule (e.g. that *should have* is used to criticise past actions) might help, but this will depend on the learners' command of terminology. In a monolingual class, a translation

of one or two of the examples could be elicited instead.

Borrowed from : Thornbury, Scott (1999) How to Teach Grammar

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 4: Approaches to Teaching Grammar
Handout 2: Teaching articles using grammar worksheets (Deductive approach)

Read the description of one of the stages of a lesson where a deductive approach to teaching grammar is used. Underline the key words. Be ready to share the information with members of the other groups.

Step c

The teacher divides the class into three groups (or six or nine groups, depending on the class size), with three or four students in each group. She hands out an exercise sheet which requires students to complete the gaps in a text. Each gap represents a use of either the indefinite article (a, *an)* the definite article *(the),* or what is called the 'zero' article, that is, when no article is required before a noun, as in *I like ice cream. Here is the beginning of the handout:*

Articles

Complete the text by choosing the best word to complete the gap: *a, an, the,* or nothing. Sometimes more than one answer may be possible. If you are not sure about an answer, leave it: your classmates may be able to help you later.

Digestion

[5] _____ food we eat must be changed by [2]_____body before it can be absorbed by [3] _____blood and used to nourish [4]____cells of [2] _____ body. [3] _____food is changed…

She asks the groups to work on this exercise, and gives them five minutes to do this. She. then hands out three grammar summaries: A, B and C, Each grammar summary gives different information about the article system in English. Summary A covers some rules about when to use the definite article, summary B has rules about the indefinite article, and summary C has rules about the zero article.

Each group 1 gets summary A. Each group 2 gets summary B, and each group 3 gets summary C. Note that the groups do not see the grammar summaries of the other two groups.

The teacher then asks the students to study their grammar summary and to use it to help them complete the exercise, again working as a group.

Read the description of one of the stages of a lesson where a deductive approach to teaching grammar is used. Underline the key words. Be ready to share the information with members of the other groups.

Step b

Once the students have had a chance to use the grammar summaries to help them do the exercise, the teacher re-groups them in such a way that the new groups comprise members of each of the original groups. One wav of organizing this is to number the students in each group:

12 3 1 2 3 1 2 3

and then to ask three number Is to form a group, three number 2s another group, etc:

111 2 2 2 3 3 3

In their new groups, the students are instructed to compare their answers to the exercise, and to share any information from their grammar summaries that might help the other members in their group to complete the exercise. They are encouraged to explain their grammar information, rather than simply show their classmates the grammar sheets.
Read the description of one of the stages of a lesson where a deductive approach to teaching grammar is used. Underline the key words. Be ready to share the information with members of the other groups. **Step a** The teacher then checks the exercise in open class, asking learners to justify their answers bv reference to the rules on their worksheets.

Borrowed from : Thornbury, Scott (1999) How to Teach Grammar

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 4: Approaches to Teaching Grammar
Handout 3: Deductive and Inductive Approach: Advantages and Disadvantages
Key

	Deductive Approach	**Inductive Approach**
Adv	It is direct, non-nonsense It can be very efficient It respects students' intelligence, expectations and learning styles (if they are analytically inclined)	Rules the learners discover for themselves are more meaningful and memorable The mental effort ensures a greater degree of cognitive depth Students are more actively involved; therefore more motivated It is suitable for learners who like pattern-recognition and problem-solving It gives opportunity for extra language practice It develops learner autonomy
Dis	It can be seen as dull, over-technical, demotivating Certain types of learners, including younger ones, may react negatively It encourages the belief that learning a language is simply the case of knowing the rules Students are passive recipients	It ca be time-consuming, which may mislead students into believing that rules are the objectives of the learning It leaves less time for productive practice Students may hypothesise the wrong rule It can place heavy demands on teachers in planning a lesson Many language areas, such as modality and aspect resist rule formulation This approach can frustrate the students who would prefer to be told the rule

Adapted from : Thornbury, Scott (1999) How to Teach Grammar

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 4: Approaches to Teaching Grammar
Handout 4: What Makes a Rule a Good Rule

Michael Swan, author of teachers' and students' grammars, offers the following criteria:

- Truth: Rules should be true.
- Limitation: Rules should show clearly what the limits are on the use of a given form. For example, to say simply that we use *will to* talk about the future is of little use to the learner since it doesn't show how *will* is different from other ways of talking about the future (e.g. *going to),*
- Clarity: Rules should be clear. Lack of clarity is often caused by ambiguity or obscure terminology. For example: 'Use *will* for spontaneous decisions; use *going to* for premeditated decisions.' To which a student responded, 'All my decisions are premeditated'.
- Simplicity: Rules should be simple.
- Familiarity: An explanation should try to make use of concepts already familiar to the learner.
- Relevance: A rule should answer only those questions that the student needs answered. These questions may vary according to the mother tongue of the learner. For example, Slavic speakers, who do not have an equivalent to the article, may need a different treatment of this form than French speakers, who have articles in French, but use them slightly differently.

Borrowed from : Thornbury, Scott (1999) How to Teach Grammar

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 4: Approaches to Teaching Grammar
Handout 5: Which Rule is the Best?

Applying the criteria in Handout 1, analyse the following rules and decide which rule (or rules?) explains 'some' and 'any' in the best way.

1. As a general rule, use *some* in affirmative sentences, use *any* in questions and negative statements.

(from *English Structure Piactice* by Gordon Drummond)

2 *Any* can mean 'it doesn't matter which'. With this meaning, *any* is common in affirmative sentences.

(from *How English Works* by Michael Swan and Catherine Walter)

3 The primary difference between *some* and *any* ... is that *some* is specific, though unspecified, while *any* is nonspecific. That is, *some* implies an amount or number that is known to the speaker. This difference tends to correlate with the difference between positive and negative contexts. (from *A Comprehensive Grammar of the English Language* by Quirk et al.)

Adapted from: Thornbury, Scott (1999) How to Teach Grammar

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 4: Approaches to Teaching Grammar
Handout 6: Guidelines for Making Concept Checking Questions

1. **Make sure you are checking the meaning**
2. **Make sure that you are specific about the meaning**
3. **Avoid the target language in the question.**
4. **The vocabulary and structures you use should be easier that the language you are teaching**

   *E.g.: I **used to** smoke.*

   Correct concept checking questions:

   1) Did I smoke? – Yes.
   2) More than once? –Yes.
   3) Regularly? Often? – Perhaps.
   4) Do I smoke now? – No.

   What's wrong with these questions:

   5) Did you smoke?
   6) What did you use to do?
   7) Did you regularly inhale tobacco fumes?

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 4: Approaches to Teaching Grammar
Handout 7: Examples of Context for Grammar Presentation

Using Realia

***Realia** is the technical term for any real objects that are introduced into the classroom for teaching purposes.* The teacher shows the class a collection of objects that she says she found in a bag left in the teachers' room. They include such things as a bus pass; a programme for the current jazz festival; an empty glasses case; a novel in French; a swimming cap; a guitar pick; etc. The teacher demonstrates the objects and asks the class: *Do you think the owner of the thing is a man or a woman?* She then elicits sentences from the learners based on their deductions:

She likes jazz.
He plays the guitar.

The teacher highlights the final s, es. She also checks that students are clear as to the time reference implied by this use of the present simple, by asking: *Is this past, present, or future* To the answer *Present,* she responds: *Right now, or every day?* to elicit *Every day.* The teacher then asks the students individually to write a similar list of sentences about a person in the class.

T**eaching the Present Simple Using a Story and Pictures**

The teacher tells or elicits a story using board pictures or flashcards getting students to repeat each sentence.

Diego wakes up every day at 7.30. He gets up at 7.45. He has a shower, brushes his teeth and puts on his clothes. He leaves his house at 8.15. He walks to the bus stop and waits for the number 166 bus etc.

2) The teacher highlights the final s, es. She writes the verbs in the 3-d person singular into 3 columns:

S iz z

Gets brushes leaves
She invites the students to come to the board and continue the list.
2) Ask students to retell the whole story at various points.
3) Elicit a second very similar story for a different character (*Brigitte wakes up every day at 10* **. . .)**
(Adapted from: Scrivener J. (2011) Teaching English Grammar)

Using a Rule and a Timeline

The teacher explains the use and formation of the Past Simple tense by providing the rule and using the timeline.
We use the Past Simple tense to talk about actions and situations in the past
E.g.:She finished school 10 years ago.
I met him yesterday.
This house cost 50.000$ in 1990.

Past	**Now**	**Future**
X_____	**X**_____	**X**__

Using a Situation

Bring in a flashcard of an unusual looking person. Say some interesting things about him / her *(He usually wears purple trousers. He doesn't like TV. Today his friend invites him to the party. He doesn't want to go. He doesn't like loud music etc.).* Include a number of negative sentences. Ask students to repeat the sentences. Write the sentences on the board. Highlight *doesn't.*

Using a Song

https://www.youtube.com/watch?v=AKaD2btS1A4 Mr Morton – a song for beginners with Past Simple tense
The teachers finds the lyrics of the song "Mr.Morton", which contains many sentences with Past Simple tense, interchanging with several sentences with Present Simple tense. She provides the students with the words of the song where the verbs in the Past Simple tense are omitted. She asks them to fill in the gaps with the verbs they hear. (As an option, one of the students can do it on the board). She then asks the students to read aloud the verbs they have put down. Then she asks them to compare sentences with the Present and Past Simple tenses. Then she explains (or elicits) the meaning and the form of the Past Simple tense.

Miming a story

1) The teacher prepares a short story using only *was* / *were* and about ten regular past simple verbs *(opened, looked, jumped, washed, dressed, brushed, walked, waited, remembered)*. She divides the story into separate small mimable chunks (indicated in the sample text by /).
Yesterday morning Artur opened his eyes / and looked at his clock. / Oh no! 9.15.r / He was late for work! / He jumped out of bed, / washed, / dressed, / brushed his teeth / and walked quickly to the bus stop. / He waited for ten minutes. / No bus! / Then suddenly he remembered I . . . It was Sunday!
2) She tells the class that they should help her to tell a story. She writes the opening words

'Yesterday morning Artur . . .' on the board. Then she mimes the first action (*opening Eyes,* elicits the missing words. If they use the verb in the Present Simple, the teacher points at the *word yesterday* on the board and writes the ending *–ed.* If that does not help them, then she models the word *opened* herself and writes the words 'opened his eyes' on the board. She gets the students to repeat the line. She points out the use of *-ed* to make a past simple verb. She gradually elicits (or explains, if necessary) the meaning and the form of the Past Simple tense. She can point to the timeline and ask a concept checking question: *Today or in the past? Do we use work or worked for the past action?*
(Adapted from Scrivener J. (2011) Teaching English Grammar)

Guessing Game (Guess the job)
Read out sentences describing a person's life *(I walk a lot. I carry a heavy bag: I knock on doors).* Who can guess the job first? *(postman)*

Personalizing
The teacher tells the class about herself and her friends. The she writes down the same sentences on the board:
When I was a small girl, I was fat.
My friend Sveta was very noisy.
On my last birthday I was 56 years old.
When I was 3, my sister was 9.
My best friends were Sveta and Tanya.
My first job was easy.
My teachers were good.
Then she asks one of the students to come up to the board and highlight the word /s which is repeated in every sentence. She elicits/explains the use of was/were in the Past Simple
(Adapted from Scrivener J. (2011) Teaching English Grammar)

Guided Questions

The teacher provides students with handouts with sentences where the verbs "to do" and "to make" are used. She asks them to look at the examples and answer the questions
Examples
He could not do the shopping. I made a copy of the letter.
Mother made wonderful cakes. I did the ironing.
He liked doing nothing. My brother made model cars.
Children did sums at their Math lesson. He did some reading.
I made a beautiful dress myself.
Questions:
*Do we use make or do to talk about **work**?*
*Which verb do we use to talk about **building** and **creating** things?*
Which do we use to talk about longer and repeated activities (jobs and hobbies with –ing form)?
Catherine Walter. Teaching Grammar Inductively Accessed on:
https://www.teachingenglish.org.uk/article/teaching-grammar-inductively-catherine-walter

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Explaining Directly
The teacher writes the form of the Past Simple on the board and explains to the class that the Past Simple is used to talk about actions and situations in the past. She gives some examples to illustrate its use with the verbs 'was, were', different adverbials.

Giving part of a rule

The teacher asks the students to look at some examples on the board.
Examples
It was cold outside. It was a dark night. It was early spring. It was windy.
Then she asks them to complete the rule:
Sentences about weather conditions / time of the day / time of the year begin with **it+to be+adj.**
Catherine Walter. Teaching Grammar Inductively Accessed on:
https://www.teachingenglish.org.uk/article/teaching-grammar-inductively-catherine-walter

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Minimal Sentence Pairs
The teacher presents a pair of sentences:

a. I watch a movie every day.
b. I watched a comedy yesterday.

He asks the class first to identify the two verb structures in each of the sets, and establishes that sentence a) is an example of the present simple, while sentence b) is an example of the past tense.
He then asks the learners to consider the differences in meaning in each case, and to see if they can come up with a general rule for the difference between the present simple and the past simple tenses. In checking this task, he elicits the fact that the present simple is used to talk about habitual present actions. The past simple, on the other hand, is used to talk about a specific experience, often at a specified past time. At lower levels and in monolingual groups, students might be permitted to formulate their hypotheses in their own language.
Adapted from: Thornbury, Scott (1999) How to Teach Grammar

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 4: Approaches to Teaching Grammar
Handout 8: Using Context to Convey Meaning

Complete the table by suggesting at least one way you could convey the meaning of each of the following grammar items. Give details. (Used to has been done for you, with three suggestions.)

Grammar Item	Way of conveying meaning	Way of conveying meaning	Way of conveying meaning
Used to	***Minimal sentence pairs. Personalization***	***Using a Timeline*** The teacher presents a specific timeline, on which she indicates the NOW	***Using pictures*** The teacher presents two pictures. At the top of one of them

	The teacher shows her picture as a little girl and tells about herself: *When I was small I used to play with dolls. Now I don't play with dolls.* *I used to eat a lot of sweets. Now I don't like sweets.* Then she writes the sentences on the board, highlights *used to* and asks concept checking questions: …	point, and some past moments from her friend's life. Then she tells about her friend: *Jane used to play the drums when she was 3. She used to play the piano when she was 8. She used to play the violin when she was 15. Now she is 20 and she hates playing any musical instrument.*	she has the word PAST, below which there are pictures of various objects (chocolate bar, toys cars, toy pistol, pencils). In the other picture there is the word NOW and pictures of fruit, computer, guitar, paint. She tells about her son. When he was small, he used to like chocolates.
Few –a few Little – a little			
To be going to			

2.2.5. Мікроурок: введення та пояснення нової граматичної структури
Microteaching: Presenting and Explaining new Grammar Structures

Module	2 Preparing to Teach 1
Unit	2.2 Linguistic Competence: Teaching Grammar in Context
Session	5
Topic	Microteaching: Presenting and explaining new Grammar Structures
Objectives	By the end of the session students • will be aware of different ways of presenting grammar • will have practised the presentation in micro-teaching of new grammar items • will be able to analyze the grammar presentations of group mates
Time	90 mins

Materials and equipment	Handouts : 1, 2, 3, A3 paper for the poster, felt pens

Procedure	**Purpose**	**Time**
Introduction: Inform the students about the objectives of the session and its place in the curriculum map.	to familiarize the students with the objectives of the session and its place in the curriculum map	3 mins
Activity 1: Presenting and Explaining Grammar **Stage1** • Invite one of the students to act as a teacher and present the new grammar material they have prepared as home assignment to the class. The presentation should not take longer than five minutes. • Ask one of the participants to observe the micro-lesson and make accurate notes • Invite all the students to tick an appropriate cell in the grid I (Handout 1) if they observe certain teacher actions. • **Stage 2** • Invite the 'teacher' to express her/his opinion on the micro-lesson: how clear their presentation was, and if they have any particular comments. • Discuss the micro-lesson with the whole class, analyzing it against the criteria given in Handout 1 and Handout 2. • Invite the students who has been taken notes to comment on the lesson • **Stage 3** • Ask the presenter to write out for themselves a set of guidelines for presenting and explaining grammar. (While preparing their micro-lessons the students used such books as Scrivener, Jim. Teaching English Grammar; Thornbury, Scott. How to Teach Grammar	to allow the students to have practice in presenting and explaining new grammar to evaluate critically the micro-lessons to analyze critically one's own presentation; to see some room for improvement	15 mins
Activity 2: Micro-lessons: Group work **Presenting and Explaining Grammar** **Stage1** • Split the students into groups of 4-5. • Invite the students to take turns, act as teachers and present the micro-lessons they have prepared as a	to practice different ways of presenting and explaining grammar	50 mins

home assignment to the class. The presentation should not take longer than five minutes. (Appoint a time-keeper to watch the time) • Ask one of the participants to observe the micro-lesson and make accurate notes • Invite all the students to tick an appropriate cell in the grid I (Handout 1) if they observe certain teacher actions while watching the micro-lesson. • **Stage 2** • Invite the 'teacher' to express her/his opinion on the micro-lesson: how clear their presentation was, and if they have any particular comments (using Handout 2). • Discuss the micro-lesson within the group, analyzing it against the criteria given in Handout 1 and Handout 2.	to evaluate critically the micro-lessons to analyze critically one's own presentation; to see some room for improvement	

Follow-up: Home Assignment 1. Ask the presenters to reflect on their teaching and write down in their journals what went well and what they would like to do differently next time. 2. Read the article 'Planning a Grammar Lesson available on https://www.teachingenglish.org.uk/article/planning-a-grammar-lesson and fill in the grid provided in Handout 3	to make the students reflect on their micro-teaching to familiarize them with types of activities for practicing grammar	10 mins

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 5: Microteaching: Presenting and explaining new Grammar material
Handout 1: Analyzing a Micro-lesson

Task focus: Aspects of teaching grammar. Observe a micro-lesson and tick the relevant cell if you can observe these teacher actions. Provide evidence.

	✓ Tick	Evidence
Grammar is presented in isolation	✓	E.g.:The teacher explains how the grammar item is formed, provides the rule and several examples without a situation or context
Grammar is presented in a communicative context		
The teacher uses inductive approach to teaching grammar		
The teacher uses deductive approach to teaching grammar		

The teacher elicits the rule from the students		
The teacher provides the rule		
The rule is simple and clear		
The teacher checks the students' understanding by asking concept checking questions		
Teacher focuses on the form of the grammar item		
Teacher focuses on the meaning of the grammar item		
The teacher addresses the difficulties Ukrainian learners may have		
The teacher uses L1 appropriately.		

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 5: Presenting and explaining new Grammar material
Handout 2: Tips for Self-Reflection

QUESTIONS ON GRAMMAR PRESENTATIONS

1. The structure itself. Was the structure presented in both speech and writing, form and meaning?
2. Examples. Were enough examples provided of the structure in a meaningful context? Are you sure the students understood their meanings?
3. Terminology. Did you call the structure by its (grammar-book) name? If so, was this helpful? If not, would it have helped if you had? What other grammatical terminology was (would have been) useful?
4. Language. Was the structure explained in the students' mother tongue, or in the target language, or in a combination of the two? Was this effective?
5. Explanation. Was the information given about the structure at the right level: reasonably accurate but not too detailed? Did you use comparison with the students' mother tongue (if known)? Was this / would this have been useful?
6. Delivery. Were you speaking (and writing) clearly and at an appropriate speed?
7. Rules. Was an explicit rule given? Why / Why not? If so, did you explain it yourself or did you elicit it from the students? Was this the best way to do it?

Borrowed form Ur, Penny (1999) A Course in Language Teaching (Trainee Book)

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 5: Presenting and explaining new Grammar material
Handout 3: Planning a grammar lesson

Read the article 'Planning a Grammar Lesson available on https://www.teachingenglish.org.uk/article/planning-a-grammar-lesson **and fill in the grid below:**

	Stage	**Activities**
1	E.g.: Presentation	E.g.: 1).Asking the students questions, introducing the target language 2). 3) 4)
2.		1) 2) 3)
3.		1). 2). 3).

2.2.6. Планування уроку граматики. Критерії оцінювання, відбору та адаптування граматичних завдань та вправ
Planning a Grammar Lesson
Criteria for evaluating, selecting and adapting grammar tasks and activities

Module	2 Preparing to Teach 1
Unit	2.2 Linguistic Competence: Teaching Grammar in Context
Session	6
Topic	Planning a Grammar Lesson Criteria for evaluating, selecting and adapting grammar tasks and activities
Objectives	By the end of the session students • Will be aware of the structure of a grammar lesson • Will be aware of the types of activities suiting each of the stages of a grammar lesson • Will be able to select and evaluate grammar activities against certain criteria
Time	90 mins
Materials and equipment	Handouts : 1, 2, 3, 4 A3 paper for the poster, felt pens

Procedure	Purpose	Time
Introduction: Inform the students about the objectives of the session and its place in the curriculum map.	to familiarize students with the objectives of the session and its place in the curriculum map	3 mins
Activity 1: Analyzing a Grammar lesson • As a home assignment the students were supposed to read the article 'Planning a Grammar Lesson available on https://www.teachingenglish.org.uk/article/planning-a-grammar-lesson**,** define the stages of the lesson and activities, mentioned in the article and fill in the grid. • Invite them to work in groups of 4 and compare their results**.** (Key answers are given in Handout 1) • Invite representatives of each group to read the stages and activities the author of the article mentions. • Provide the groups with the key answer sheet for them to check and complete their grids.	to make the students aware of the stages of a PPP grammar lesson and the activities suitable for these stages	10 mins
Activity 2: Speaking corners: To Drill or not to Drill? • Tell the students that the issue of using drilling in communicative teaching is rather controversial. • Invite the students to think of the place drilling should take in teaching grammar. Let them consider the two opposite quotes and join one of the corners (Agree- not sure –disagree) *"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drills" Stephen Krashen* *"Don't worry too much about drilling being unrealistic or 'non-communicative' use of language –or that the students might be rather unnaturally over-using target items. This type of controlled manipulation of language items is very useful" Jim Scrivener* • Let the students share their opinions in groups of three. • Invite representatives of the groups to present their arguments to the class.	to make students reflect on the role of drilling in teaching grammar	15 mins

• As part of home assignment invite the students to read the article by Rhalmi, Mohammad “Drilling in English Language Teaching” Available on: http://www.myenglishpages.com/blog/drilling-in-english-language-teaching/		

Activity 2: Criteria for evaluating and selecting grammar materials • Split the students into groups of 4-5 and ask them to brainstorm and write down on the poster the factors (like students’ age etc.) which they would consider when planning and selecting grammar activities. • Invite representatives from the groups to present their findings to the class. • Provide the students with the criteria in HO 2. Allow them to read the criteria and add other factors to their poster if they consider them relevant.	to make students aware of the criteria for evaluating and selecting grammar materials	15 mins

Activity 3: Analyzing and evaluating textbook materials • Distribute Handouts 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8 to groups 1, 2, 3, and 4, accordingly. • Ask students to examine activities from different course books and evaluate them using the agreed criteria. Ask students to answer the questions providing sound justifications. Get feedback from groups	to use evaluation criteria in action	25 mins

Follow-up: Home Assignment • Plan Micro-lesson 2 with Practice of the grammar item you have introduced in Micro-lesson 1. Make use of the Types of Grammar practice activities, provided in HO 3 and HO4, and of the video lesson (From Peter Watkins)	to plan a micro-lesson of practicing new grammar patterns	10 mins

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 6: Planning a Grammar lesson
Handout 1: Grammar Lesson – PPP type (stages and activities)

Key answers

	Stage	**Activities**
1	Presentation	E.g.: 1).Asking the students questions to make them interested and introducing the target language 2). Drilling the sentence orally 3) writing it on the board (positive, negative, question and short answer) 4)focusing on form and meaning by asking concept checking questions
2.	**Practice**	1) gap fill exercises 2) substitution drills 3) sentence transformation exercises 4) split sentences (matching) 5)picture dictations 6) class questionnaires 7) reordering sentences 8) matching sentences to pictures
3.	**Production**	1).information gap activities 2).role plays 3).interviews 4) simulations 5) find someone who 6) spot the differences between two pictures 7) problem solving 8) personalization 9) board games

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 6: Planning a Grammar lesson
Handout 2: Criteria for Selecting Grammar Activities

Criteria	**Questions about the activity you should ask yourself**
E-Factor: **Efficiency=** Economy, Ease Efficacy	How efficient is the activity? Is it easy to do? Is it easy to set up? Is it economical in terms of planning and resources? Will it work? (How effective will it be?) Are the time and resources spent on preparing and executing a grammar task justified in terms of its probable learning outcome?
The A-factor: **Appropriacy**	Is the activity appropriate for the age of the learners

	∗ their level ∗ the size of the group - the constitution of the group, e.g. monolingual or multilingual ∗ what their needs are, e.g. to pass a public examination [8] the learners' interests ∗ the available materials and resources ∗ the learners' previous learning experience and hence present expectations ∗ any cultural factors that might affect attitudes, e.g. their perception of the role and status of the teacher ∗ the educational context, e.g, private school or state school, at home or abroad -
Communicative character	

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 6: Planning a Grammar lesson
Handout 3: Grammar Practice Activities

TYPES OF GRAMMAR PRACTICE: FROM ACCURACY TO FLUENCY

Type 1: Awareness
After the learners have been introduced to the structure,
they are given opportunities to encounter it within some kind of discourse, and do a task that focuses their attention on its form and/or meaning***. (noticing)***
Example: Learners are given extracts from newspaper articles and asked to underline all the examples of the past tense that they can find.

Type 2: Controlled drills (imitation drills, substitution drills, transformation drills)

1) Students repeat the structure after the teacher ***(choral repetition drill)***
2) Learners produce examples of the structure: these examples are, however, predetermined by the teacher or textbook, and have to conform to very clear, closed-ended cues.

Example: Write or say statements about John, modelled on the following example:
John *drinks tea* but he *doesn't drink coffee*.
a) like: ice cream/cake b) speak: English/Italian c) enjoy: playing football/playing chess ***(substitution drill)***

3) Say what John doesn't do/ like
John likes tea… - He doesn't like coffee. ***(transformation drill)***

Type 3: Meaningful drills
Again the responses are very controlled, but the learner can make a limited choice.
Example: In order to practise forms of the present simple tense:
Choose someone you know very well, and write down their name. Now

compose true statements about them according to the following model:
He/She *likes ice cream*; OR He/She *doesn't like ice cream*.

a) enjoy: playing tennis b) drink: wine c) speak: Polish

Type 4: Guided, meaningful practice
The learners form sentences of their own according to a set pattern; but exactly what vocabulary they use is up to them.
Example: Practising conditional clauses, learners are given the cue *If I had a million dollars*, and suggest, in speech or writing, what they *would* do.

Type 5: (Structure-based) free sentence composition
Learners are provided with a visual or situational cue, and invited to compose their own responses; they are directed to use the structure.
Example: A picture showing a number of people doing different things is shown to the class; they describe it using the appropriate tense.

Type 6: (Structure-based) discourse composition
Learners hold a discussion or write a passage according to a given task; they are directed to use at least some examples of the structure within the discourse.

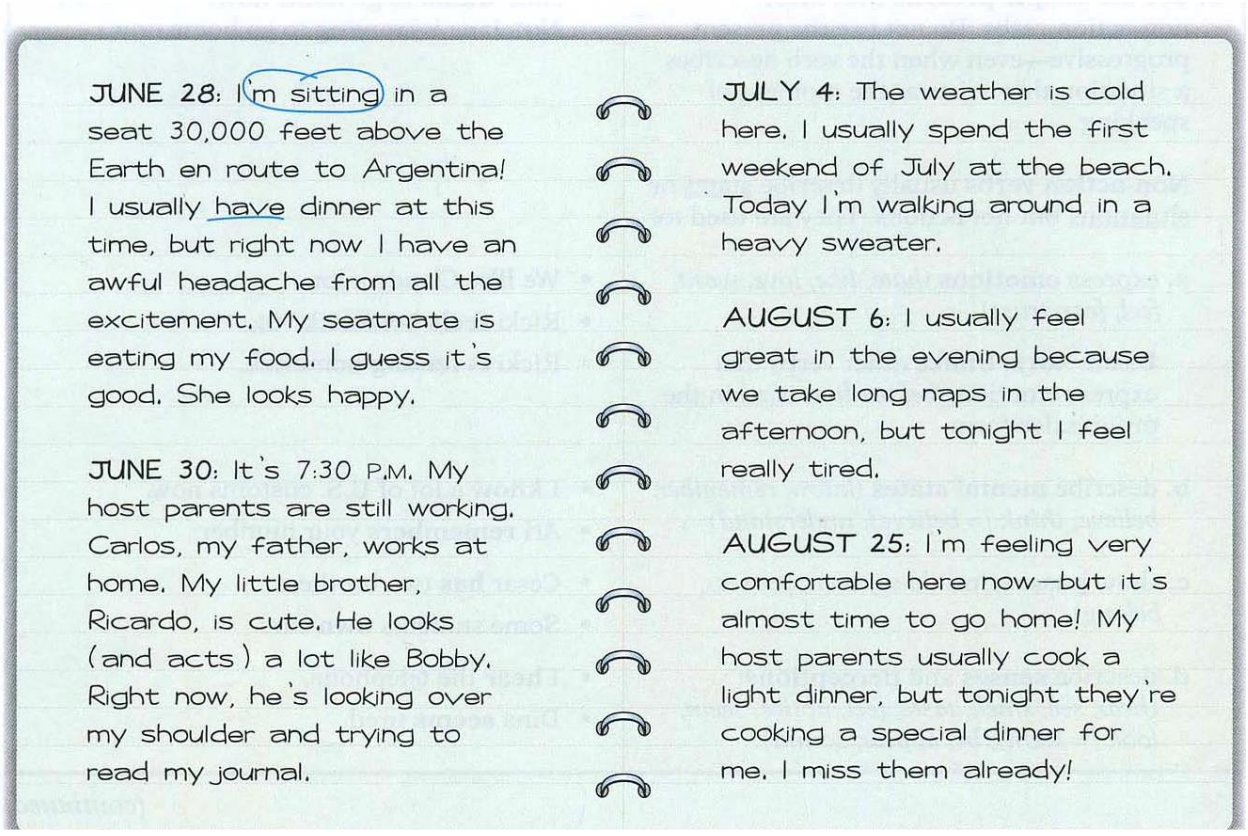
Borrowed from Ur, Penny (1999) A Course in Language Teaching (Trainee Book)

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 6: Evaluating, selecting and adapting grammar tasks and activities
Handout 4.1: Analyzing grammar activities

Analyse the activity and evaluate it against the agreed criteria.
Then answer the questions.

- What is the purpose of the activity?
- What way do students practice grammar items?
- How would you use this activity? Would you adapt it? How?

Read these journal entries by Brian, a Canadian summer exchange student studying in Argentina. Circle all the verbs that describe what is happening* now. *Underline the verbs that describe what* regularly *happens.



JUNE 28: I'm sitting in a seat 30,000 feet above the Earth en route to Argentina! I usually have dinner at this time, but right now I have an awful headache from all the excitement. My seatmate is eating my food. I guess it's good. She looks happy.

JUNE 30: It's 7:30 P.M. My host parents are still working. Carlos, my father, works at home. My little brother, Ricardo, is cute. He looks (and acts) a lot like Bobby. Right now, he's looking over my shoulder and trying to read my journal.

JULY 4: The weather is cold here. I usually spend the first weekend of July at the beach. Today I'm walking around in a heavy sweater.

AUGUST 6: I usually feel great in the evening because we take long naps in the afternoon, but tonight I feel really tired.

AUGUST 25: I'm feeling very comfortable here now—but it's almost time to go home! My host parents usually cook a light dinner, but tonight they're cooking a special dinner for me. I miss them already!

From: Fuchs M., Bonner M., Westheimer M. (2006) Focus on Grammar, Unit 1, page 6.

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 6: Evaluating, selecting and adapting grammar tasks and activities
Handout 4.2: Analyzing grammar activities

Analyse the activity and evaluate it against the agreed criteria.
Then answer the questions.

- What is the purpose of the activity?
- What way do students practise grammar items?
- How would you use this activity? Would you adapt it? How?

Look at Brian's schedule in Argentina. He usually has a regular schedule but today is different. Complete the sentences below. Use the present progressive or the simple present. Choose between affirmative and negative forms.

7:00–8:00	~~run in the park~~	get ready for a field trip
8:30–12:30	~~attend class~~	go on a field trip to the museum
1:00–2:00	eat lunch	
2:00–3:00	~~take a nap~~	work on the family web page
3:00–5:00	work in the cafeteria	
5:00–6:30	~~do homework~~	call home at 5:00 sharp today!
6:30–8:30	~~play tennis~~	watch a video with Eva
8:30	have dinner	
9:30–10:00	~~write letters~~	take a walk with the family
10:00–10:30	~~take a shower~~	do homework

1. Brian always *runs in the park* early in the morning, but today he *is getting ready for a field trip*.
2. Brian usually _____ between 8:30 and 12:30, but today he _____.
3. He always _____ between 1:00 and 2:00.

From: Fuchs M., Bonner M., Westheimer M. (2006) Focus on Grammar, Unit 1, page 6.

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 6: Evaluating, selecting and adapting grammar tasks and activities
Handout 4.3: Analyzing grammar activities

Analyze the activities and evaluate them against the agreed criteria.
Then answer the questions.

- What is the purpose of the activity?
- What way do students practise grammar items?
- How would you use this activity? Would you adapt it? How?

Walk around your classroom. Ask your classmates questions. Find someone who . . .

	Name(s)
• likes visiting foreign countries	_____
• isn't wearing a watch	_____
• speaks more than two languages	_____
• is studying something besides English	_____
• doesn't watch sports on TV	_____
• is planning to travel this year	_____
• _____ (add your own)	_____

Example: **A:** Do you like visiting foreign countries?
B: Yes, I do. What about you?

Report back to the class.

Example: Tania and José like visiting foreign countries.

From: Fuchs M., Bonner M., Westheimer M. (2006) Focus on Grammar, Unit 1, page 11.

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 6: Evaluating, selecting and adapting grammar tasks and activities
Handout 4.4: Analyzing grammar activities

Analyse the activities and evaluate them against the agreed criteria.
Then answer the questions.

- What is the purpose of the activity?
- What way do students practise grammar items?
- How would you use this activity? Would you adapt it? How?

Work in pairs. Look at the photographs. Describe them. What's happening? Discuss possible explanations for each situation. Compare your answers with those of your classmates.

Example: **A:** He's pointing. He looks angry.
B: Maybe he's just explaining something.

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 6: Evaluating, selecting and adapting grammar tasks and activities
Handout 4.5: Analyzing grammar activities

Analyse the activities and evaluate them against the agreed criteria.
Then answer the questions.

- What is the purpose of the activity?
- What way do students practise grammar items?
- How would you use this activity? Would you adapt it? How?

Work in small groups. Look at the questions. In your culture, which questions are appropriate to ask someone you just met? Which are not appropriate? Compare your choices with those of your classmates.

- How old are you?
- How much rent do you pay?
- Are you married?
- What do you do?
- What are you studying?
- Where do you live?

From: Fuchs M., Bonner M., Westheimer M. (2006) Focus on Grammar, Unit 1, page 12.

From: Fuchs M., Bonner M., Westheimer M. (2006) Focus on Grammar, Unit 1, page 12.

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 6: Evaluating, selecting and adapting grammar tasks and activities
Handout 4.6: Analyzing grammar activities

Analyse the activities and evaluate them against the agreed criteria.
Then answer the questions.

- What is the purpose of the activity?
- What way do students practise grammar items?
- How would you use this activity? Would you adapt it? How?

Write a paragraph about a new experience you are having. Maybe you are living in a new country, taking a new class, or working at a new job. Describe the situation. How is it different from what you usually do? How do you feel in the situation?

Example: I usually live at home with my parents, but this month I'm living with my aunt and uncle. Everything seems different. My aunt . . .

Decide whether the verbs in these sentences are right or wrong. Correct the ones that are wrong.

Examples: I don't know your telephone number. RIGHT.....
Please don't make so much noise. I study. WRONG - am studying

1. Look! Somebody is climbing that tree over there. .....
2. Can you hear those people? What do they talk about? .....
3. Are you believing in God? .....
4. Look! That man tries to open the door of your car. .....
5. The moon goes around the earth. .....
6. What are you thinking about my idea? .....
7. The government is worried because the number of people without jobs is increasing. .....
8. I'm usually going to work by car. .....

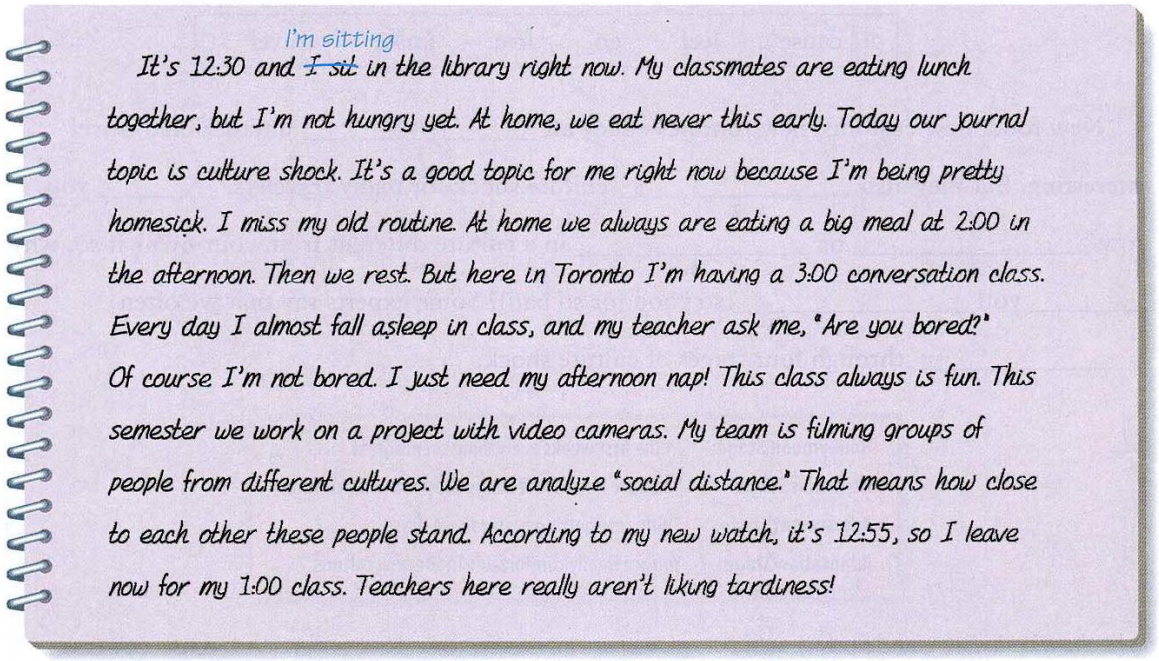
From: Murphy R. Grammar in Use . Unit 3, p.7

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 6: Evaluating, selecting and adapting grammar tasks and activities
Handout 4.7: Analyzing grammar activities

Analyse the activity and evaluate it against the agreed criteria.
Then answer the questions.

- What is the purpose of the activity?
- What way do students practise grammar items?
- How would you use this activity? Would you adapt it? How?

Read this student's journal. There are eleven mistakes in the use of the present progressive or simple present. The first mistake is already corrected. Find and correct ten more.



I'm sitting
It's 12:30 and ~~I sit~~ in the library right now. My classmates are eating lunch together, but I'm not hungry yet. At home, we eat never this early. Today our journal topic is culture shock. It's a good topic for me right now because I'm being pretty homesick. I miss my old routine. At home we always are eating a big meal at 2:00 in the afternoon. Then we rest. But here in Toronto I'm having a 3:00 conversation class. Every day I almost fall asleep in class, and my teacher ask me, "Are you bored?" Of course I'm not bored. I just need my afternoon nap! This class always is fun. This semester we work on a project with video cameras. My team is filming groups of people from different cultures. We are analyze "social distance." That means how close to each other these people stand. According to my new watch, it's 12:55, so I leave now for my 1:00 class. Teachers here really aren't liking tardiness!

From: Fuchs M., Bonner M., Westheimer M. (2006) Focus on Grammar, Unit 1, page 6.

Unit 2.2: Linguistic Competence Teaching Grammar in Context
Session 6: Evaluating, selecting and adapting grammar tasks and activities
Handout 4.8: Analyzing grammar activities

Analyse the activities and evaluate them against the agreed criteria.
Then answer the questions.

- What is the purpose of the activity?
- What way do students practise grammar items?
- How would you use this activity? Would you adapt it? How?

Other students are talking outside of a classroom. Complete their conversations. Use the simple present or the present progressive form of the verbs in parentheses.

A. RASHA: There's Hans. Why ___is___ he ___walking___ (1. walk) so fast? Class _____ (2. start) at 9:00.
He still _____ (3. have) 10 minutes!
CLAUDE: He always _____ (4. walk) fast. I think Swiss people often _____ (5. appear) to be in a hurry.

From: Fuchs M., Bonner M., Westheimer M. (2006) Focus on Grammar, Unit 1, page 9.

Listen to an interview with a new foreign student. Then listen again and check th things the student usually does and the things she is doing now or these days.

	Usually	Now or These Days
1. speak English	☐	☑
2. speak Spanish	☐	☐
3. live in a small town	☐	☐
4. live in a big city	☐	☐
5. walk slowly	☐	☐
6. wear a watch	☐	☐
7. study computer science	☐	☐

From: Fuchs M., Bonner M., Westheimer M. (2006) Focus on Grammar, Unit 1, page 1

2.2.7. Шляхи інтегрування граматики у комунікативний контекст
Ways of integrating grammar into a communicative context

Module	2 Preparing to Teach 1
Unit 2.4	Teaching Grammar in Context
Session	7
Topic	Ways of integrating grammar into a communicative context
Objectives	By the end of the session students • will develop an understanding of ways of integrating grammar into a communicative context • will be able to work out a framework for implementing pre-, while-, and post-stages to teach grammar.
Time	80 minutes
Materials and equipment	Handouts 1, 2, 3, 4; video; computer + data projector

Procedure	**Purpose**	**Time**
Lead-in: Present the topic of the unit. Ask students the following questions: What are the advantages and disadvantages of CLT? • Have the previous educational experiences of the students prepared them to undertake and understand communicative tasks? • Do students have the time available to learn only by participating in communicative activities, with no explicit teaching of grammar? • In the learner-centered curriculum, who has control over what grammar will be taught and how the classroom operates?	to introduce the topic to students, to familiarize them with the objectives of the session	10 mins
Activity 1: Grammar - to integrate or not to integrate? • Ask the students the following question: ✓ Should grammar be taught separately or be integrated into classroom activities and texts? • Distribute Handout 1. Invite students to work on their own and decide which statement appeals to them. • Invite the students to share their opinion and motivate their choice.	to raise students' awareness of the process of integrating grammar in a communicative context	15 mins

Activity 2: Integration Practices: Textual Orientations; Focus on Form Instruction. • Split the students into 4 groups. Distribute Handouts 2.1, 2.2, 2.3, 2.4. Ask the students to read the passages on the ways of integrating grammar into a communicative context. • Invite the students to share the information with their group mates.	to develop students' understanding of the ways of integrating grammar into a communicative context	15 mins
Activity 3: Steps of an Integrated Grammar Lesson • Distribute Handout 3 and invite the students to get acquianted with a sample of an Integrated Grammar Lesson. • Invite the students to share their opinion on the stages of the lesson.	To acquiant students with the process of planning a lesson	15 mins
Activity 4: Watch a video on an Integrated Grammar Lesson • Distribute Handout 4 with the list of ways of integrating grammar into a communicative context. Invite students to watch a video and ask them to identify the ways the teacher uses to teach grammar in a communicative context: Available on https://www.youtube.com/watch?v=iCTqonePByQ (12 Teaching Grammar in Context; 8:48 min, starting with 2:04 min.) • After watching the video, ask the students to analyze the video lesson from the point of its effectiveness against the following criteria: ➢ communicative ability of students; ➢ progress; ➢ feedback; ➢ results of assessment; ➢ teacher's experience	to develop students' skills to watch and analyze a lesson	15 min
Activity 5: Summary and round-up • Ask the students to reflect on the session, to name the ways of integrating grammar into a communicative context that they particularly like. • Ask the students to name the ways of integrating grammar into a communicative context they would like to experiment with.	to summarize the session	5 min
Home Assignment Plan out a fragment of an Integrated Grammar Lesson and email it to your teacher. (If you do not have time to watch a video in class, ask them to do this activity at home)		5 min

Unit 2.2: Teaching Grammar in Context
Session 7: Ways of integrating grammar into a communicative context.
Handout 1: Grammar - to integrate or not to integrate?

- Which of the following applies to you?

No integration _____
Some integration _____
Substantial integration _____
Complete integration _____

- Which of the following applies to you?

I separate grammar - I believe this helps students learn _____
I separate grammar - I don't believe this helps students learn _____
I integrate grammar - I believe this helps students learn _____
I integrate grammar - I don't believe this helps students learn _____

Unit 2.2 Teaching Grammar in Context
Session 7. Ways of integrating grammar into a communicative context.
Handout 2.1. The Role of Context. Authentic vs Non-Authentic Texts

In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication. If learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings.

There are many different ways of activating organic learning, and many 'traditional' exercise types can, with a slight twist, be brought into harmony with this approach, particularly if they are introduced into the classroom as exploratory and collaborative tasks: providing opportunities for learners to explore grammatical and discoursal relationships in authentic data.

Non-authentic texts are meant to make language easier to comprehend, but an unvarying diet of such texts can make language learning more, not less, difficult for learners. Authentic language shows how grammatical forms operate in the 'real world', rather than in the mind of a textbook writer; it allows learners to encounter target language items in interaction with other closely related grammatical and discoursal elements. What learners need is a balanced diet of both types of text.

(Nunan D.Teaching Grammar in Context)

Unit 2.2 Teaching Grammar in Context
Session 7. Ways of integrating grammar into a communicative context.
Handout 2.2. Form-Function Relationships

Teaching language in ways that make form/function relationships transparent

This principle can be activated by creating pedagogical tasks in which learners structure and restructure their own understanding of form/function relationships through inductive and deductive

tasks. It is useful for exploring a range of structures, including 'there + be', articles, yes/no questions, and conjunctions. The teacher can determine which form/function relationships are focused on by giving the learners certain types of prompts, for example: Whose apartment is this? How much can you tell about the person who lives here? Is the person poor? Why is the person fit?

Example: Look at the picture. Whose apartment is this? Make guesses about the person who lives here. Circle your guesses and then explain them by circling the clues in the picture:

1. The person is a man/a woman
2. The person has a baby / doesn't have a baby
3. The person has a pet / doesn't have a pet
4. The person is athletic / not athletic
5. The person is a coffee drinker / not a coffee drinker
6. The person is well-educated / not well-educated
7. The person is a smoker / not a smoker
8. The person is middle class/poor
9. The person is a music lover / not a music lover
10. The person is on a diet / not on a diet

(Teaching grammar in context by David Nunan)

Unit 2.2 Teaching Grammar in Context
Session 7. Ways of integrating grammar into a communicative context.
Handout 3. Encouraging learners to become active explorers of language

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By exploiting this principle, teachers can encourage their students to take greater responsibility for their own learning. (A striking example of this principle, in an ESL setting, can be found in Heath (1992).) Students can bring samples of language into class, and work together to formulate their own hypotheses about language structures and functions. I sometimes give my students a Polaroid camera, and get them to walk around the campus taking photographs, either of signs and public notices which they believe are ungrammatical, or of signs which they think are interesting, or puzzling, or which contain language they would like to know more about. The photographs then become the raw material for our next language lesson. In fact, the last time I did this, the lesson culminated in the students writing a letter to the university estates office pointing out the errors and suggesting amendments.

Classrooms where the principle of active exploration has been activated will be characterized by an inductive approach to learning in which learners are given access to data and provided with structured opportunities to work out rules, principles, and applications for themselves. The idea here is that information will be more deeply processed and stored if learners are given an opportunity to work things out for themselves, rather than simply being given the principle or rule. (For numerous practical examples, see Woods 1995)

(Teaching grammar in context by David Nunan)

Unit 2.4 Teaching Grammar in Context
Session 7. Ways of integrating grammar into a communicative context.
Handout 4. Ways of integrating grammar into a communicative context

Ways of integrating grammar into a communicative context	**Mark with +**
- teaching language as a set of choices	

- providing opportunities for learners to explore grammatical and discoursal relationships in authentic data	
- teaching language in ways that make form/function relationships transparent	
- encouraging learners to become active explorers of language	
- encouraging learners to explore relationships between grammar and discourse	
- focus-on-form instruction	

2.2.8. Навчання граматики із застосуванням автентичних матеріалів Teaching Grammar Using Authentic materials

Module	2 Preparing to Teach 1
Unit 2.2	Teaching Grammar in Context
Session	8
Topic	Teaching Grammar using Authentic materials
Objectives	By the end of the session students will develop an understanding of: • classification and criteria for choosing authentic materials; • advantages and disadvantages of using authentic materials in class; • reference and pedagogical grammar. Will be able to • contrast grammar patterns in Ukrainian and English.
Time	80 minutes
Materials and equipment	Handouts 1, 2, 3, 4

Procedure	**Purpose**	**Time**
Lead-in Present the topic of the session. Ask them the following questions: • Do learners need to be taught grammar? • What do we mean by " authentic materials"? • What does it mean "to teach grammar using authentic materials"?	to introduce the topic to the students, to familiarize them with the objectives of the session	10 mins
Activity 1: Classification of authentic materials • Distribute Handout 1. Ask the students to study the information about authentic materials. • Check their findings in plenary.	to raise the students' awareness of the types authentic materials	15 mins

Activity 2: Advantages and disadvantages of using authentic materials while teaching grammar • Divide the students into two groups. • Ask each group to reflect on the advantages (Group 1) and disadvantages (Group 2) of using authentic materials while teaching grammar. • Distribute Handout 2. Ask the students to get acquainted with information and invite them to name the advantages and disadvantages that they didn't mention first. • Discuss the information with the whole class.	to raise the students' awareness of the role of authentic materials.	15 mins

Activity 3: Compare grammar patterns in L1 and L2 • Ask the students to consider these questions: 1) In which way can the Ukrainian language impact the development of your English interlanguage? 2) What are the grammar differences in Ukrainian and English? • Organize the students in groups of two. Distribute Handout 3. • Inivite the students to find and comment on the grammar differences in English and Ukrainian sentences. • Check the results in plenary.	to teach the students to notice and understand cases of interference of L1 with L2	15 mins

Activity 4: Reference and pedagogical grammar • Ask the students to answer the following questions: 1) What kinds of grammar do they know? 2) What purpose are the grammars designed for? • Distribute Handouts 4 with the table that contrasts reference grammar with pedagogical grammar. Ask them to read the text. • Ask the students what kind of grammar can be more appropriate while using authentic materials. Ask the students to explain their choice.	to develop students' understanding of reference and pedagogic grammars	15 mins

Summing up • Discuss if the objectives of the session have been met. • Ask the students to think how they can apply in practice the information they have studied in the session		5 min

Homework • Plan a fragment of an Integrated Grammar Lesson using authentic materials		5 mins

Unit 2.2 Teaching Grammar in Context.
Session 8. Teaching Grammar using Authentic Materials
Handout 1. Classification of Authentic Materials. Criteria for Selecting Authentic Materials

Authentic materials can be classified according to the criterion whether authentic language production is supposed to be read, watched and listened to and posted on the Internet:

- Reading authentic materials: books, magazines, newspapers, leaflets, menus, letters, e-mails;
- Audio-visual authentic materials: TV programmes, TV shows, TV news, films, cartoons, videos, songs, radio programmes, advertising.
- Authentic materials on the Internet: websites, social networks, YouTube, blogs, online games.

(Borrowed from Mgr. Eva Staralova (2016) Teaching grammar using authentic materials)

The factors affecting the teachers' choice of authentic materials according to Berardo (2006) are:

- Suitability of content according to the learners' needs and interests.
- Exploitability from the teaching perspective of the concrete lesson.
- Readability of the authentic material chosen from the learners' point of view.
- Presentation of attractiveness of the authentic material introduced in the classroom.
- Cultural phenomenon should also be taken into account.

(Borrowed from Berardo, S.A. (2016) Teaching Grammar using Authentic Materials)

Unit 2.4 Teaching Grammar in Context
Session 8. Teaching grammar using authentic materials.
Handout 2. Advantages and Disadvantages of Authentic Materials

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Advantages:

(1) Hedge (2000) underlines that the main goal of teaching foreign languages is to prepare students for using foreign language in the real world and he points out that if students are exposed to unnatural language in the classroom they first experience with authentic language can be frustrating for them. **(2)** She argues that authentic materials should be introduced to the classroom gradually and the use of this kind of language should build students' confidence in using foreign language in the real world. **(3)** Harmer (2007) underlines the motivating factor of teaching foreign language with authentic materials even for beginners and he advises teachers to show beginners how much they have learnt instead of how little they are able to present of their foreign language competence. He claims for using authentic materials in the class and stresses the students expectations about their competence of using foreign language which is the use of language in the real life where language production is not simplified and he claims for choosing authentic materials cautiously not to be demotivating for students because of the authentic language complexity of both lexis and grammar. **(4)** Thornbury (2004) discusses the motivating factor for using authentic materials while he evaluates his grammar lesson based on the use of authentic materials. The benefit of the experience with successfully learning grammmar using the authentic language is reflected by its contribution to independent study of self-directed learners and by the presence of real language, “undistorted by the heavy hand of the grammarian” (p. 78). **(5)** Harmer (2004) emphasizes the fact, that learner does not gain only knowledge of a new grammatical item but of other language items such as new vocabulary, cultural context, etc. because of language-richness of authentic materials.

Disadvantages:

(1) Hedge (2000) refers to many teachers´opinion that especially students at lower levels of proficiency can be supported by rather “simulated-authentic” materials (p. 68) than authentic materials as such, and therefore the confidence in using foreign language and the contact with the authentic language is maintained. **(2)** Ur (1994) points out the difficulties with their application such as the complexity of lexis, syntax and cultural context.

(Borrowed from Mgr. Eva Staralova (2016) Teaching Grammar Using Authentic Materials)

Unit 2.2 Teaching Grammar in Context
Session 8. Teaching grammar using authentic materials.
Handout 3. Contrasting grammar patterns in L1 and L2

The English language versus the Ukrainian language	
1. The girl wanted to know if she would take part in the concert. 2. What will you say if he telephones you in the evening? 3. How much time will it take to get to the river port? 4. I am glad to have seen you in the theater. 5. We haven't seen him since he came to Kiev last winter. 6. He has visited many countries and now he is writing a book about his travels. 7. He should pay more attention to his English. 8. I don't want you to read this book. 9. I wish I were an artist. 10. Nobody expected him to say that.	1.Дівчина хотіла знати, чи візьме вона участь у концерті. 2. Що ви скажете, якщо він подзвонить вам увечері? 3. Скільки треба витратити часу, щоб доїхати до річкового порту? 4. Я рада, що побачила Вас у театрі. 5. Ми не бачили його з тих пір, як він приїздив до Києва минулої зими. 6. Він побував у багатьох країнах і тепер пише книгу про свої подорожі. 7. Йому слід більше приділяти уваги англійській мові. 8. Я не хочу, щоб ти читав цю книгу. 9. Шкода, що я не художник. 10. Ніхто не думав, що він це скаже.

Unit 2.2 Teaching Grammar in Context
Session 8. Teaching grammar using authentic materials.
Handout 4: Reference and Pedagogical Grammar

Definition:
A **reference grammar** is a prose-like description of the major grammatical constructions in a language, illustrated with examples.

A **pedagogical grammar** is a description of how to use the grammar of a language to communicate, for people wanting to learn the target language.

A reference grammar is …	**A pedagogical grammar is …**
• Designed to teach someone *about* the language and to give readers a reference tool for looking up specific details of the language. • Organized according to *universal structural categories.* • Contains chapters which tend to be *longer* than those in a pedagogical grammar.	• Designed to teach someone *how to use* a language. • Organized according to *usefulness and ease of learning.* • Contains chapters which tend to be *short* and contain very brief grammatical explanations. • Contains chapters which consist mostly of *exercises* that help the reader

• Contains chapters which consist mostly of *explanation* plus one or two examples of every point mentioned. • Written fo individuals who have some *understanding of language as a universal phenomenon* and who wish to learn how the particular language described fits into universal understandings of human language.	practice and internalize the various structures as well as vocabulary and pronunciation. • Written for anyone who is interested in *learning* a language.

Unit 2.3 Teaching Vocabulary in Context /

Розділ 2.3. Навчання лексиці в контексті

2.3.1. Lexical relationships and their importance in language learning.
School curriculum requirements for teaching vocabulary/ Лексичні взаємозв'язки та їх значення у вивченні мови. Вимоги шкільної програми до навчання лексики.

Module	2 Preparing to teach 1
Unit	2.3 Teaching Vocabulary in Context
Session	1
Topic	Lexical relationships and their importance in language learning. School curriculum requirements for teaching vocabulary
Objectives	By the end of the session students will • be able to differentiate the terms "vocabulary", "lexis", "collocations" and "chunks"; • be aware about the importance of teaching/ learning collocations and chunks rather than separate words; • know the difference between productive, receptive and potential vocabulary; • know CEFR requirements for teaching and learning vocabulary
Time	80 minutes
Materials and equipment	Handouts 1, 2, 3, 4, 5, 6 https://www.youtube.com/watch?v=CqRloBkyqQs ("Collocations in English – Learn English Vocabulary")

Procedure	**Purpose**	**Time**

Lead-in: Present the topic of the unit. Ask students to make 2 lists: • What they know about teaching and learning vocabulary • What they would like to know.	to introduce the topic to students, to familiarize them with the objectives of the session.	2 min

Activity 1: Myths and facts on learning and teaching lexis • Indicate **Myth/Fact/I am not sure** corners. Invite students to take their position for each statement depending upon their initial decision and prepare arguments. Statements: 1. Vocabulary has a primary place in language learning. 2. The more words we know, the more precisely we can express the exact meaning we want to. 3. Learning more vocabulary items increases person's fluency. 4. Google translator is not of much help in translating texts. 5. The best way to remember words is to memorize them. 6. Vocabulary is more important for communication • If students have no agreement about what is more important for communication: grammar or vocabulary, give them Handouts 1 and 2 with the sentences with Grammar and Vocabulary mistakes and ask students to decide which mistakes cause misunderstanding in communication • To support the opinion according to which vocabulary accuracy is more important for communication than grammar accuracy demonstrate David Wilkins' quotation "Without Grammar very little can be conveyed, without vocabulary nothing can be conveyed"	to enable students' awareness about learning vocabulary and its place in language learning	15 min

Activity 2: Defining terms • Brainstorm the difference between "vocabulary", "lexis", "collocation" and "chunk". • Split students into three groups. • Give them Handout 3, ask them to match the terms and their definitions • Distribute Handout 4 with the keys to the task. • Demonstrate to students Figure 8.1. (Jim Scrivener. Learning Teaching, p.187) where the relationship between vocabulary, lexis, grammar, collocations and chunks is shown – collocations and chunks occupy an intermediate zone between vocabulary and grammar (Slide 10) • To check students' understanding of the terms ask them to label the given words with the term "vocabulary", "collocation" or "chunk" The words are: *computer, water, stock market, go off, pass the exam, swim against the tide, it's up to you* • Ask representatives of groups to speak about their results ***Keys:*** Vocabulary: computer, water, stock market, go off Collocations: pass the exam Chunks: swim against the tide (an idiom), it's up to you	to enable students' awareness about the difference between the terms 'vocabulary', 'lexis', "collocations", "chunks"	20 min

Activity 3: Collocations • Ask students to watch the video "Collocations in English – Learn English Vocabulary" and take notes https://www.youtube.com/watch?v=CqRloBkyqQs • Ask them what new information they have gained from the video. Elicit some answers • Split students into two groups, ask representatives of groups to choose a card either with the verb "to make" or "to do" • Ask students to make a list of collocations with the verb which is on their card. The group which finishes first is the winner. ***Possible collocations:*** ***"To make":*** to make friends, to make a report, to make a fire, to make a conclusion, to make a mistake, to make money. ***"To do"***: to do home work, to do a task, to do a bed, to do sports, to do a course. • Ask students to discuss the advantages of teaching collocations and chunks rather than separate words. Elicit some opinions,	to enable students' awareness about collocations	25 min

Activity 4: Productive, receptive and potential vocabulary • Brainstorm the meaning of the terms.	to enable students' awareness about	5 min

• Distribute Handout 5, ask students match the terms to their definitions.	productive, receptive and potential vocabulary	

Activity 5: Common European Framework of References and vocabulary requirements • Invite students to study the information from CEFR about requirement for vocabulary range and comment on it (Handout 6)	to enable students' awareness about CEFR	6 min

Reflection: • What have you learnt at the session? • Have you achieved the objectives of the session?	to summarise the work done	5 mins

Homework Write as many as possible collocations with the words "rain" and "take" using on line dictionary of collocations.		2 mins.

Unit 2.3: Teaching Vocabulary in Context
Session 1: Lexical relationships and their importance in language learning.
Handout 1.2 Vocabulary vs. Grammar

Incorrect Grammar	**Correct Grammar**
I go to zoo yesterday	I went to the zoo yesterday
I go to zoo now	I'm going to the zoo now
I go to zoo tomorrow	I will go to the zoo tomorrow

Available from: Ken Lackman. Lexical Approach Activities.
htttp:// kenlackman.com/files/LexicalActivitiesBook102.pdf

Unit 2.3: Teaching Vocabulary in Context
Session 1: Lexical relationships and their importance in language learning.
Handout 1.2. Vocabulary vs. Grammar

Correct Vocabulary	**Incorrect Vocabulary**
I go to zoo yesterday	I go to the zoo tomorrow
I go to zoo now	I am going to the park now
I go to zoo tomorrow	He will go to the zoo tomorrow

Taken from: Ken Lackman. Lexical Approach Activities.
htttp:// kenlackman.com/files/LexicalActivitiesBook102.pdf

Unit 2.3: Teaching Vocabulary in Context
Session 1: Lexical relationships and their importance in language learning.
Handout 2.1 "Vocabulary", "lexis", "collocation" and "chunk" relationship.

Instruction: Match the terms and their definitions

Terms	**Definitions**
Vocabulary	A multiword item (fixed) or a phrase which conveys a single meaning
Lexis	It includes single words and sometimes very tightly linked two or three word-combinations
Collocation	An "internal database" of words and "ready-made" fixed/semi-fixed words that we can recall and use quite quickly without having to construct new phrases and sentences word by word
Chunk	Going together (not fixed) pattern of words

Available from: Jim Scrivener. Learning Teaching. Third Edition, p.185-187.

Unit 2.3: Teaching Vocabulary in Context
Session 1: Lexical relationships and their importance in language learning.
Handout 2.2 "Vocabulary", "lexis", "collocation" and "chunk" relationship.

Keys:

Terms	**Definitions**
Vocabulary	It includes single words and sometimes very tightly linked two or three word-combinations
Lexis	An "internal database" of words and "ready-made" fixed/semi-fixed words that we can recall and use quite quickly without having to construct new phrases and sentences word by word
Collocation	Going together (not fixed) pattern of words
Chunk	A multiword item (fixed) or a phrase which conveys a single meaning

Available from: Jim Scrivener. Learning Teaching. Third Edition, p.185-187.

Unit 2.3: Teaching Vocabulary in Context
Session 1: Lexical relationships and their importance in language learning.
Handout 3. Productive, receptive and potential vocabulary

Terms	**Definitions**
Productive / Active Vocabulary	Productive, receptive and potential vocabulary
Receptive / Passive Vocabulary	The words that learners recognize and understand but cannot recall and use for expressing their own ideas without a prompt yet
Potential Vocabulary	The body of words that a person understands well enough to comprehend them when read or heard for the first time in their communicative experience. It is based on strategies of recognizing word parts and word families and on guessing meaning from context techniques

Unit 2.3: Teaching Vocabulary in Context
Session 1: School curriculum requirements for teaching vocabulary
Handout 4. Common European Framework of References

Vocabulary Range

C2	Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.
C1	Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.
B2	Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.
B1	Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events. Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
A2	Has a sufficient vocabulary for the expression of basic communicative needs.
A1	Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.

2.3.2 Lexical relationships and their importance in language learning (continuation)./ Лексичні взаємозвязки та їх значення у вивченні мови (продовження)

Module	2 Preparing to teach 1
Unit	2.3 Teaching Vocabulary in Context
Session	2
Topic	Lexical relationships and their importance in language learning (continuation).
Objectives	By the end of the session students will • be aware of different word classifications in terms of: - word formation, - connotation, - synonymy/opposition, - theme family, - formality/informality; • be aware of their importance in teaching/ learning vocabulary
Time	80 minutes
Materials and equipment	Handouts

Procedure	**Purpose**	**Time**
Lead-in: Ask students what word classifications they know and how grouping words into different classifications might facilitate vocabulary learning. Elicit some answers. • Introduce the objectives of the session. Ask students which terms are familiar to them	to introduce the topic to students, to familiarize them with the objectives of the session and some terms	5 min

• Familiarize students with the meanings of some terms: **Connotations** of words *are associations that attach to words quite apart from their literal meaning,* *e.g. The word "clever" doesn't have a positive connotation in Great Britain. A clever person is considered to be sly, cunning.* **Cognate** words *have the same source or origin.* **Loan words** *are borrowed .*		

Activity 1: Word classifications • Familiarize students with word classifications in terms of word class, word families, word formation, lexical fields, hyponyms, synonyms/opposites, style; word classification explanation and their examples (Handout 1, Slide 4) • Ask students to provide their own examples demonstrating different word classifications.	to enable students' awareness about different word classifications	10 min

Activity 2: Checking word classifications understanding • Split students into three groups • Give them Handout 2 and ask them to look at the groups of words below and each case work out how they are related 1. Political politics politician politically 2. Cars bus bicycle vehicle truck 3. Huge enormous massive big 4. Male/female hot/cold 5. Kid/child nosh/food 6. Allowed/aloud been/bean ***Keys:*** 1*.* Word family/ derivatives; 2. Hyponems; 3. Opposites; 4. Informal/formal; 5.Homophones	to develop students' ability to differentiate words in terms of different word classifications	5 min

Activity 3: What makes learning words difficult • Give students Handout 3 and ask them to match the names of different word classifications and the words that belong to these groups 1 . Cognate words 2. "False friends" 3. Homophones 4.Homonyms 5. Polysems (words with several meanings) 6. Connotation 7. Formal/ Informal style 8. Synonyms 9. Idioms ***Keys: 1 c; 2 a; 3 i 4 e; 5 h; 6 f; 7 b; 8 g; 8 d*** • Ask students to discuss in groups which word groups make language learning difficult and why; what the teacher should do to make vocabulary learning easier • Elicit some answers	to enable students' awareness about difficulties in vocabulary learning and ways of eliminating these difficulties	15 min

Activity 4: Checking cognate words and "false friend of a translator" understanding	to check students' understanding of	13 min

• Ask students to work in groups and write as many cognate words as they can during 3 min. ***Possible cognate words***: Café, coffee, fruit, hotdog, menu, restaurant, soup, omelet, salad, pizza, airport, theatre, center, pilot, president, radio, music, taxi … • Ask students to work in the same groups and write as many as possible "false friends" of a translator ***Possible words***: marmalade, accurate, intelligent, lunatic, artist, sympathy, wagon, novel, fabric, clay, gymnasium, mark	cognate words and "false friend" of a translator	

Activity 5: Collocation dictation • Read to students the instruction to "Collocation dictation". Instruction: Listen to the first word from each incomplete two-word collocation and write the second word (don't write the whole collocation). • Split students into groups • Ask them to compare their answers, then to remember and write the original collocation words • Ask students to reflect on the activity, what skills it develops ***Collocations:*** to take temperature, traffic lights, heavy rain, a busy bee, a medieval castle, varied landscape	to practice writing collocation dictation and demonstrate to students non-conventional type of dictation which develops students' vocabulary skills	10 min

Activity 6: Find a mistake • Give students Handout 4 and ask them to spot a vocabulary mistake in each sentence • Ask students to work in groups and work out the way of correcting the mistakes • Ask the representative of groups to work as teachers and demonstrate how the mistakes in sentences should be corrected	To develop students skills in correcting vocabulary mistakes	15 mins

Reflection: • What have you learnt at the session? • Have you achieved the objectives of the session?	to summarise the work done	5 mins

Homework Read the article "Welcome to Wales" and write out 15-20 collocations you like most.	To develop students' skills in language learning using collocations	2 mins.

Unit 2.3: Teaching Vocabulary in Context
Session 2: Lexical relationships and their importance in language learning
Handout 1. Word Classifications

Word Classification	**Explanation, examples**
Word Class	1. Parts of the speech (content and functional words)
Word Family	2.Derivatives (e.g. play – player, replay, playful)
Word Formation	3. a)compounding (e.g. goalkeeper, dishwasher) b)blending (e.g. brunch) c)conversion (must/must) d)shortening(e.g. flue, dorm)
Lexical Fields	4. Words connected with some topic*, e.g. carols, presents, Santa.*
Hyponyms	5. Words that belong to the same semantic field, e.g. *hammer, saw, screw – 6. tools(superordinate)*
Synonyms/ Opposites	6. Words with the same or different meaning
7. Style	7.Formal/informal

Adapted from: Scott Thornbury. How to Teach Vocabulary. Pearson Education Limited, 2000, p. 1-13

Unit 2.3: Teaching Vocabulary in Context
Session 2: Lexical relationships and their importance in language learning
Handout 2. Word Classifications

Instruction:
Look at the groups of words below and each case work out how they are related

1. Political politics politician politically
2. Cars bus bicycle vehicle truck
3. Huge enormous massive big
4. Male/female hot/cold
5. Kid/child food/nosh
6. Allowed/aloud been/bean

Available from: Peter Watkins. Learning to Teach English, p.37-38

Unit 2.3: Teaching Vocabulary in Context
Session 2: Lexical relationships and their importance in language learning
Handout 3. What makes learning words difficult

Instruction: Match terms and their examples.

1. Cognate words	a) e.g. sympathy
2. “False friends”	b) e.g. swap – exchange
3. Homophones	c) e.g. taxi
4.Homonyms	d) e.g. to keep an eye on smb.
5. Polysems (words with several meanings)	e) e.g. fair hair; at the local fair, it’s not fair
	f) e. g. famous – notorious, clever – smart
6. Connotation	g) e.g. see – look –watch
7. Formal/ Informal style	h) e.g.do – make, say – tell
8. Synonyms	i) e.g. meet -meat
9. Idioms	

Adapted from: Scott Thornbury. How to Teach Vocabulary. Pearson Education Limited, 2000, p. 1-13

Unit 2.3: Teaching Vocabulary in Context
Session 2: Lexical relationships and their importance in language learning
Handout 4. Find a mistake

Instruction: Look at the following learner errors. Each pair illustrates a different common learner problem. What is it?

1a Bill Clinton is a political
1b Mario is a really good cooker.

2a I made this photograph when I was in Italy.
2b I’m not surprised he’s ill – he is a very hard smoker.

3a (in a business letter) I’m sorry we messed up your order.
3b (to a friend) My train departs at 7.30.

4a Let’s meet ourselves at 8.30.
4b William was rude to me so I’ve decided to ignore.

5a Your opinion can’t influence on us.
5b Did he confess in the crime?

Adapted from : Peter Watkins. Learning to Teach English, p.37-38

2.3.3. Vocabulary learning strategies. Techniques for presenting vocabulary / Стратегії вивчення лексики. Способи презентації лексики

Module	2 Preparing to teach 1
Unit	2.3 Teaching Vocabulary in Context
Session	3
Topic	Vocabulary learning strategies. Techniques for presenting vocabulary
Objectives	By the end of the session students will • be aware of different techniques for presenting vocabulary; • be aware of advantages and disadvantages of different presenting vocabulary techniques.
Time	80 minutes
Materials and equipment	Handouts 1.1, 1.2, 1.3, 1.4; 2 https://www.youtube.com/watch?v=3iKfb5nDgdU ("The Teacher's Room – introducing New Vocabulary")

Procedure	**Purpose**	**Time**
Lead-in: • Ask students what ways of presenting vocabulary they know, which of them they like. Elicit some answers • Introduce to them the objectives of the session	to get to know students' level of awareness in presenting vocabulary, to familiarise them with the objectives of the session.	2 min
Activity 1: Strategies for selecting vocabulary • Ask students to choose in the list of strategies for selecting vocabulary those they may use when they are teachers. Ask them to give their arguments for their choice. □ Teach words that are easy to teach and can be explained easily. □ Teach words that the learner may need for an upcoming activity, for example, some important new words in a reading text. □ Teach words that the Learners ask about and want to know. □ Teach words that you think the learners will find useful in their day to day lives. □ Teach the words that appear in the learners' course book • Elicit students' answers	to enable students' awareness of appropriate strategies for selecting vocabulary	8 min

Activity 2: Vocabulary presentation techniques • Split students into pairs • Give them Handouts 1, 2, 3, 4 with the description of different techniques of presenting vocabulary: • using translation • using a contextualised example • using realia • using a synonym/antonym • giving a definition • using visuals (photos, diagrams and drawings, flashcards) • miming or acting out • Ask students to analyze the vocabulary presentation techniques with their partners and write in the table (Handout 5) their advantages and disadvantages against such criteria: **-** time-consumption; - appropriateness for students' level of English; - effectiveness (Does the technique involve decision making?); - interesting / not interesting. • Ask students to share the results of their work	to familiarize students with techniques of presenting vocabulary	20 min

Activity 3: Some more techniques of introducing new vocabulary • Ask students to watch the video "The Teacher's Room – introducing New Vocabulary" https://www.youtube.com/watch?v=3iKfb5nDgdU • Ask them while watching to do the following: a) tick in the list of techniques (Handout 5) those which they have been familiarized with (Handouts 1-4); b) add to the list new techniques; c) write their advantages and disadvantages (Handout 5)	to familiarize students with the techniques: eliciting, using cline, scenario, playing games	15min

Activity 4: Try yourself at presenting vocabulary • Ask students to choose a card with a word **(***team, kangaroo, UFO, disappear, vote, ignorant, medicine, picnic, float, imagination, yell, fashionable*) and present it to the class using the technique appropriate for the level of pupils • Ask students not to forget about concept checking after their vocabulary presentation, that is asking pupils simple questions to check their understanding, e.g. the word "bakery": 1. Can you buy shoes in a bakery? 2. Can you buy cakes in a bakery? 3. What can you buy in a bakery? 4. Where can we find a bakery near here? • The students who play the roles of pupils should do the following: - identify what vocabulary presentation technique was used;	to develop students' skills in presenting vocabulary	25 min

- assess how appropriate it was		

Reflection: • Ask students to answer the questions: 1. Point out 3 things about presenting vocabulary you have learnt. 2. Name activities which you particularly liked. 3. Name vocabulary techniques you would like to experience	to summarise the work done	5 mins
Homework Watch the video about using flashcards for presenting vocabulary https://www.youtube.com/watch?v=X9KebTgfLJI (Some Ideas about using Flashcards) Answer the questions: 1. Which level of students the techniques are aimed at? 2. Which techniques for presenting vocabulary with flashcards did you like? Why?	to develop students' awareness about vocabulary presentation	2 mins.

Unit 2.3: Teaching Vocabulary in Context
Session 3: Vocabulary learning strategies
Handout 1.1 Vocabulary Presentation Techniques

Presenting vocabulary

TASK 2 Mark my words

In this task, you evaluate different ways of presenting vocabulary.

Step 1 **P**

Work in pairs.

Spread over the following pages are eleven different techniques for presenting new vocabulary. Spend about ten minutes looking quickly at all the techniques and answering the Focus questions.

Focus questions

1 Which *four* techniques do you personally prefer? Why?

2 Which *one* technique would make the words 'stick' best? Why?

3 Which *one* technique do you consider the least effective? Why?

4 Which techniques were commonly used when you were first learning a foreign language?

5 Which techniques do you think are especially popular in your teaching situation now?

6 What other techniques do you know for presenting new vocabulary?

1 Realia and visuals

Show real objects or pictures of real objects to your learners.

Example:

> The topic of a unit is cooking. The teacher brings the following kitchen tools into class and shows them to the learners:
>
> bowl whisk fork spoon knife wooden spoon
>
> She then cooks something, using the items and repeating the new words often.

2 Word-building

Use parts of words to help learners build words or guess their meaning.

Example:

> **Vocabulary Development**
>
> **Prefixes**
>
> **We can change the meaning of an adjective by putting a prefix in front of it. Add the prefix *un*—, *in*— or *im*— to these adjectives and put them in the correct column. Check in your dictionary to see if you put *un*— or *in*—. You put *im*— in front of most adjectives beginning with *m* or *p*.**
>
tidy	dependent	safe	exciting	mature
happy	precise	adequate	polite	patient
friendly	expensive	interesting	competent	
realistic	possible	human	perfect	

Taken from *Mode 2*

Available from: Rosie Tanner and Catherine Green. Tasks for teacher Education. Coursebook. P.24-27.

Unit 2.3: Teaching Vocabulary in Context
Session 3: Vocabulary learning strategies
Handout 1.2. Vocabulary Presentation Techniques

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3 Matching

Learners match words to words (e.g. synonyms or opposites) or sentences (e.g. definitions) or pictures.

Examples:

Find these nouns in the text. Match them with the definitions.

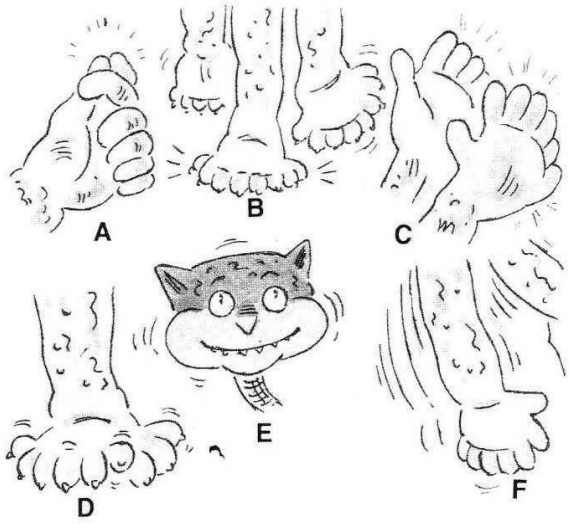
1	ghetto blaster	— a large piece of material with a message written on it
2	raids	1 a radio-cassette player with built-in speakers
3	broadcasting	— surprise attacks
4	resurgence	— a tax on the reproduction of music for the public
5	airwaves	— commerce
6	following	— the means by which radio signals are transmitted
7	banner	— supporters
8	copyright levies	— reappearance and growth
9	trade	— transmission of radio or television programmes

Taken from *Mode 3*

5 Song The Monster Rock

a *Listen to the song and match the words on the left with the words on the right. Then match them with the correct pictures.*

clap		arms
shake		feet
snap	your	toes
stamp		hands
swing		head
wiggle		fingers



Available from: Rosie Tanner and Catherine Green. Tasks for teacher Education. Coursebook. P.24-27.

Unit 2.3: Teaching Vocabulary in Context
Session 3: Vocabulary learning strategies
Handout 1.3. Vocabulary Presentation Techniques

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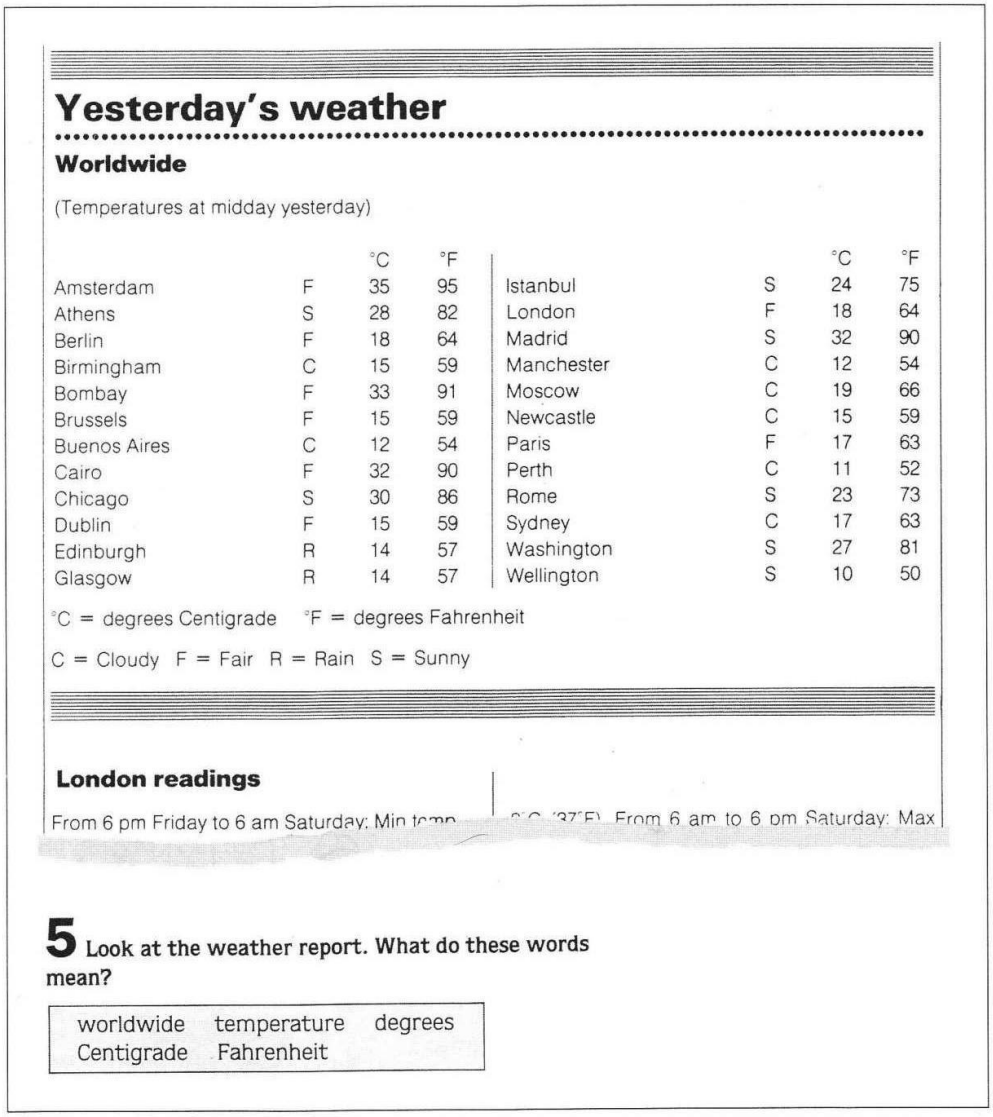
4 Guessing from context

Use the context surrounding a word to guess its meaning.

Example:



Yesterday's weather

Worldwide

(Temperatures at midday yesterday)

		°C	°F			°C	°F
Amsterdam	F	35	95	Istanbul	S	24	75
Athens	S	28	82	London	F	18	64
Berlin	F	18	64	Madrid	S	32	90
Birmingham	C	15	59	Manchester	C	12	54
Bombay	F	33	91	Moscow	C	19	66
Brussels	F	15	59	Newcastle	C	15	59
Buenos Aires	C	12	54	Paris	F	17	63
Cairo	F	32	90	Perth	C	11	52
Chicago	S	30	86	Rome	S	23	73
Dublin	F	15	59	Sydney	C	17	63
Edinburgh	R	14	57	Washington	S	27	81
Glasgow	R	14	57	Wellington	S	10	50

°C = degrees Centigrade °F = degrees Fahrenheit

C = Cloudy F = Fair R = Rain S = Sunny

London readings

From 6 pm Friday to 6 am Saturday: Min temp [illegible] From 6 am to 6 pm Saturday: Max

5 Look at the weather report. What do these words mean?

worldwide temperature degrees
Centigrade Fahrenheit

Taken from *Fountain Elementary*

5 Demonstrating

Act out, mime or demonstrate words.

Example:

The class is going to listen to a song, where they have to act out these verbs:

clap shake snap stamp swing wiggle

As an introduction, the teacher acts out the words and asks the class to act, too.
As the words occur in the song, the learners act out the words.

6 Synonyms

Use words learners already know to teach them similar words.

Example:

Learners read a text and have to find the words in the text which mean the following:

very thin	*identical*
short and fat	*tiny*
very large	*crying*

Available from: Rosie Tanner and Catherine Green. Tasks for teacher Education. Coursebook. P.24-27.

Unit 2.3: Teaching Vocabulary in Context
Session 3: Vocabulary learning strategies
Handout 1.4. Vocabulary Presentation Techniques

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7 Familiar or famous words

Use well-known English song titles, books or people.

Example:

When introducing new words, the teacher reminds learners of famous or familiar places where they might have come across the words before, for example in film titles or songs or pop groups.

Examples:

wiggle pop song with chorus 'Wiggle, wiggle'
jungle *Jungle Book*
rolling The Rolling Stones

8 Examples

Give examples of words you want to introduce.

Example:

The teacher wants to introduce the word *fruit*. She explains that you can eat fruit and there are various kinds: apples, bananas, peaches, oranges, etc. (The class knows the words for some individual fruits already.) She asks the learners for more examples of fruit.

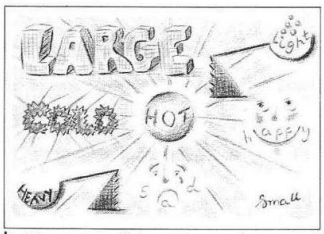
9 Pictograms

Draw the words to represent their meaning.

Example:

1 Vocabulary

a *Look at the adjectives below. Match the opposites.*



b *Name two things for each adjective.*

hot – the sun, a cup of coffee

c *How many more adjectives do you know? Write a list.*

d *Draw two of these adjectives. Give them to a friend. Can he or she say what they are and draw their opposites?*

Taken from *Mosaic 2*

10 Translating

Translate words into L1.

Example:

Find these words in the text and decide if they are nouns (*n*), verbs (*v*) or adjectives (*adj*).

earth		spades	
hailed		milestone	
adjourned		inquiry	
cruelty		foxhole	
buried		lungs	
savaged		injuries	
denied		cage	
captive		soil	
provide		wound	
badger-baiting		tied	
abused			

Work out their meaning from the context and write a translation.
Discuss your translations with another student and change as necessary. Now check your answers with your teacher or in a dictionary.

Taken from *Mode 3*

11 Dictionaries

Learners use dictionaries to check meaning.

Example:

3 *Vocabulary Development*

Adjective–adverb link

Can you find the adverbs which come from these adjectives? You can use your dictionary to help you.

ADJECTIVE	ADVERB
obstinate	
useful	
fantastic	
fast	
good (better best)	
bad (worse worst)	

Sometimes it is easy to make an adverb from an adjective. Can you form any rules for doing this?

You can form two adverbs from some adjectives in this list. Find them and write sentences to show you understand the different meanings.

Some adjectives are exactly the same as their adverbs. Which ones?

Can you think of any more to add to the list?

Taken from *Mode 2*

Available from: Rosie Tanner and Catherine Green. Tasks for teacher Education. Coursebook. P.24-27.

Unit 2.3: Teaching Vocabulary in Context
Session 3: Vocabulary learning strategies
Handout 2. Vocabulary Presentation Techniques

Vocabulary Presentation Technique	Advantages	Disadvantages
Realia and visuals		
Word-building		
Matching words to their synonyms or opposites		
Using songs		
Guessing from context		
Demonstrating words, miming		
Referring to famous people, books, songs		
Giving examples		
Pictograms		
Translating		
Using dictionaries to develop vocabulary		

2.3.4. Vocabulary guessing and storage strategies/ Стратегії відгадування та зберігання лексики

Module	2 Preparing to teach 1
Unit	2.3 Teaching Vocabulary in Context
Session	4
Topic	Vocabulary Guessing and Storage Strategies
Objectives	from the easiest to more difficult to imply more complicated cognitive processes By the end of the session students will • be able to differentiate between active and passive vocabulary; • know different strategies of storing vocabulary; • be able to match the vocabulary task and the strategy used in it; • be able to rank teaching vocabulary strategies.
Time	80 minutes
Materials and equipment	Handouts 1, 2, 3 https://www.youtube.com/watch?v=jK0lHubzHZo ("How to learn English vocabulary and remember it")

Procedure	**Purpose**	**Time**
Lead-in: • Ask students if they know the difference between active and passive vocabulary. Elicit some answers. (The answer: Passive vocabulary means words you can understand but don't use. Active vocabulary means words you can use in your speech and writing) • Ask students which vocabulary, active or passive, is built with the help of ***such strategies***: ***Using a bilingual dictionary.*** ***Guessing the meaning of a word from the context.*** ***Looking up a definition of a word in a monolingual dictionary.*** ***Finding example sentences.*** ***Reading or listening.*** (*The answer*: passive vocabulary, as they don't require high order cognitive process) • Tell students that if they want to build active vocabulary, that is use it in every day speech, they have to use also some other learning vocabulary strategies. • Familiarize students with the objectives of the session • Ask students how the vocabulary is stored in our memory: - in alphabetic order; -randomly; - in topical groups. (The answer: It is easier for us to take the word from our memory storage if it is kept there in topical/ synonymic groups)	to help students differentiate between active and passive vocabulary to familiarize students with the objectives of the session.	10min

Activity 1: • Split students into groups. Give them Handouts 1.1 and 1.2. Ask students to do there the tasks using the vocabulary learning strategies based on making lists of collocations, chunks, synonyms, lexical items and word webs. • Ask students after completing the tasks to name those vocabulary learning strategies which they like/ think to be the most effective. Ask them to explain their choice	to familiarize students with the vocabulary learning strategies based on making lists of collocations, chunks, synonyms, lexical items and word webs.	15 min

Activity 2: • Regroup students. • Give them Handout 2.1 and ask them to match the names of different strategies for teaching vocabulary (identifying, selecting, matching, sorting, ranking / sequencing) and their examples (Handout 2.2) • Ask students to delegate their representative to work as "a spy" with another group (clockwise) and to compare the results of their work. • Give students Handout 2.3 with the keys to the task they have done for checking their work	to familiarize students with the strategies for teaching vocabulary (identifying, selecting, matching, sorting, ranking / sequencing)	15 min

Activity 3: • Ask students to watch the video "How to learn English vocabulary and remember it" https://www.youtube.com/watch?v=jK0IHubzHZo • Ask students to pick up from the video the vocabulary storage strategies which they haven't discussed yet and comment on them •	to familiarize students with such strategies of learning vocabulary as eliciting, using cline, scenario, playing games	30 min

Reflection: • Ask students to answer the questions: 1. Point out 3 things about presenting vocabulary you have learnt. 2. Name activities which you particularly liked. 3. Name vocabulary techniques you would like to experience	to summarize the work done	6 mins

Homework • Ask students to analyze the tasks for developing learners' vocabulary skills after the texts "Sounds people make" (Handout 3) and name the vocabulary strategies (selecting, matching, sorting, ranking) which are used there. Ask students to find there the tasks aimed at vocabulary production.	to develop students' awareness about vocabulary learning strategies	3 mins.

(The Heinemann English. Word builder. Vocabulary development and practice for higher-level students/ Guy Wellman, p. 66-67)		

Unit 2.3: Teaching Vocabulary in Context
Session 4: Vocabulary Guessing and Storage Strategies
Handout 1.1. Vocabulary learning strategies with collocations, chunks, synonyms and word webs

Collocation Grid

Instruction: Make two-word collocations matching adjectives and nouns

	man	woman	child	bird	weather	view	present
Handsome							
Pretty							
Charming							
Lovely							

Synonym – Definition Grid

Instruction: Match synonyms and their definitions

Stare	stealthily
Glare	with wide open eyes
Gape	angrily or fiercely
Peep	with mouth open as in wonder or curiosity
Peek	fixedly
	through a small opening, from behind smth.

Lexical Items Lists

Instruction: Fill in the columns in a table using an example

Lexical item	Pronunciation	Translation	Grammar	Collocations	Examples

Motocycle Weather	[moutousaikl]	мотоцикл	noun	To ride a ----; ---- race	I wish I could buy a motocycle

Available from: Jim Scrivener. Learning Teaching. Third Edition, p.185-187.

Unit 2.3: Teaching Vocabulary in Context
Session 4: Vocabulary Guessing and Storage Strategies
Handout 1.2. Vocabulary learning strategies with collocations, chunks, synonyms and word webs

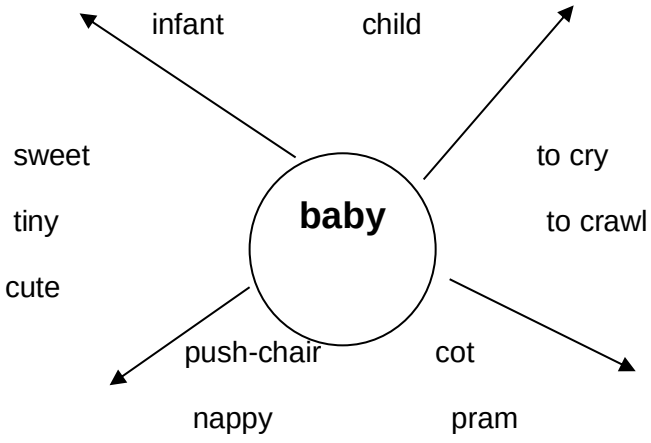
A Grid with Collocations
Instruction: Add other words into "slot filler" columns if it is possible. Read different sentences

Have you taken into	account consideration *slot filler*	the	cost price rates expenses *slot filler*

Collocations and Chunks
Instruction: Make up collocations or chunks

There was a terrible		is really heavy
The	traffic	?
What's holding up there		lights
		jam round the riding road

Word/ Topic Web
Instruction: Make a word web with the word "rain"



Available from: Jim Scrivener. Learning Teaching. Third Edition, p.185-187.

Unit 2.3: Teaching Vocabulary in Context
Session 4: Vocabulary Guessing and Guessing and Guessing and Storage Strategies
Handout 2.1. Strategies for teaching vocabulary

Decision-making activities	Examples of activities
Identifying (recognizing words)	
Selecting (recognizing words and making choices amongst them)	
Matching (recognizing words and then pairing them with either a picture or translation or synonym, definition, collocation)	
Sorting (sorting words into different categories)	
Ranking and Sequencing (putting words into some order)	

Available at: Scott Thornbury. How to Teach Vocabulary. Pearson Education Limited, 2000, p. 1-13

Unit 2.3: Teaching Vocabulary in Context
Session 4: Vocabulary Guessing and Storage Strategies
Handout 2. 2. Strategies for teaching vocabulary

Examples of Decision-making Activities
Raise your hand when you hear a clothes item
Put these items in the order you hear them: blouse, jacket, skirt, jeans, tie
Choose the “odd one out”: trousers-socks-jeans-T-shirt-blouse-skirt-tie

Choose 5 words to describe yourself. Use a dictionary if necessary.
Match verbs and nouns: V – inherit, do, look like, fail earn, shoot, put on, take. N – a film, weight, salary, research, fortune, a father, an exam.
Put the adjectives into two groups according to their positive or negative meaning: rude, selfish, outgoing, emotional, confident, offensive.
Put words into four groups, think of a title for each group
Imagined you have just moved into a completely empty flat. You can afford to buy one piece of furniture a week. Put the following items in the order in which you would buy them: fridge, bed, desk, cooker, sofa, wardrobe.
Put the words in the order in which they typically happen in your country: graduate, start school, re-marry, divorce, get engaged, get married.

Available from: Scott Thornbury. How to Teach Vocabulary. Pearson Education Limited, 2000, p. 1-13

Unit 2.3: Teaching Vocabulary in Context
Session 4: Vocabulary Guessing and Guessing and Storage Strategies
Handout 2.3. Strategies for teaching vocabulary

Keys:

Decision-making activities	Examples of activities
Identifying (recognizing words)	●Raise your hand when you hear a clothes item ●Put these items in the order you hear them: blouse, jacket, skirt, jeans, tie
Selecting (recognizing words and making choices amongst them)	●Choose the “odd one out”: trousers-socks-jeans-T-shirt-blouse-skirt-tie ●Choose 5 words to describe yourself. Use a dictionary if necessary.
Matching (recognizing words and then pairing them with either a picture	●Match verbs and nouns: V – inherit, do, look like, fail earn, shoot, put on, take.

or translation or synonym, definition, collocation)	N – a film, weight, salary, research, fortune, a father, an exam.
Sorting (sorting words into different categories)	●Put the adjectives into two groups according to their positive or negative meaning: rude, selfish, outgoing, emotional, confident, offensive ●Put words into four groups, think of a title for each group
Ranking and Sequencing (putting words into some order)	●Imagined you have just moved into a completely empty flat. You can afford to buy one piece of furniture a week. Put the following items in the order in which you would buy them: fridge, bed, desk, cooker, sofa, wardrobe. ●Put the words in the order in which they typically happen in your country: graduate, start school, re-marry, divorce, get engaged, get married.

Available from: Scott Thornbury. How to Teach Vocabulary. Pearson Education Limited, 2000, p. 1-13

Unit 2.3: Teaching Vocabulary in Context
Session 4: Vocabulary Guessing and Storage Vocabulary
Handout 3. Evaluating lexical tasks and activities

Sounds people make

Reading

In the following passages, you will meet about fifty of the noises we humans make, many of them without producing words. Read the passages and then do the exercises that follow.

1 Read the passage and decide whose thoughts are being described.

I'm awake, lying here **moaning**, and nothing's happening at all. Oh well, better start **crying** properly. Still no reaction. Right, they've asked for it. Here we go with a real **scream**. Ah, now I hear something next door. Must go on **sobbing**, so they realise it's serious. Here she comes, **muttering** to herself. Why is it always her? Never him? Ah, a bottle. Excuse me, but it's difficult to **suck** a bottle without making **sucking** noises, you know. Oh no,I've got **hiccups** again. Sometimes I seem to spend half my day **hiccupping**. Over the shoulder I go again. Oh dear, a **burp**. Pardon. Back to bed. Ah, I like it when she **hums** that song to me. Oh dear, we're both **yawning**. Time to sleep again. I can hear him **snoring** next door. 'Not a **murmur** now', she says to me, the same as always. There's no need to **sigh** like that, you know. You were a baby once.

2 It's been a hard day's night, as they used to say. My boss made my life hell today. Read the passage and find out what my job is.

I've never known a boss like him; you hardly ever hear him talking normally. He starts as soon as he comes into the office in the morning. If I'm two minutes late, he starts **shouting** at me. And you should hear him on the phone, **yelling** at some poor junior. When he asks you to do something, he just **barks** – like a fierce dog. And when he finds a mistake in your work, he **roars** like a lion. When someone asks him a question, he nearly always just **grunts**, like that. He'll sit for hours **grumbling** about the weather, the business, his colleagues, the market. And he will **mutter**! Half the time you can't understand a word he's saying. The worst thing is his dictation. He just **mumbles** all the way through the letter; I have to guess every other word. Then he **bites my head off** when I've written something he didn't want. I just start **stammering** and **stuttering**, and get out of the room as soon as possible.

3 The third group of noises come from a theatre. Read the text and find out what is happening on stage.

You can hear the audience **whispering** excitedly. Some of them are **clearing their throats**. Could they be nervous? Something's happening. The audience are **clapping**; polite **applause** at the moment. Two of the audience are being invited onto the stage. The rest of them are **cheering** and **calling out** things. Now something is happening on stage; you could hear a pin drop. The two members of the audience are doing exactly what they are told and the chairs they are sitting on are beginning to rise into the air. The audience are **gasping.** Oh dear, what's happened? They've suddenly fallen to the ground and look most upset. The audience are **booing** loudly. It hasn't worked. Now they're **whistling**. The whistling has changed to **hissing**, but there's nobody on stage except the two members of the audience. Now they're **chanting** that they want their money back. The manager's coming out on stage. Listen to them **groaning**.

4 The fourth group of sounds comes from when I was ill last week. I really wasn't well at all. Find out what was wrong with me.

It started on Monday. I really wasn't well at all. I was **sniffing** all day. On Tuesday I hardly stopped **blowing my nose** and **sneezing**. By Wednesday I had a pretty bad **cough**. I tried **gargling** with salt water but it didn't seem to do much good. If I had to go upstairs, I'd reach the top stair **panting** like a thirsty dog, and I'd still be **wheezing** five or ten minutes later. By Friday I'd **lost my voice** almost completely. I was **croaking** like a frog all day at the office.

5 The fifth group of sound-words, shows how different people reacted to the same joke.

Lady Thackeray-Smythe **laughed** politely. Her husband was **chuckling** minutes afterwards. A class of schoolgirls **giggled**. A class of schoolboys **sniggered**. An American TV audience **shrieked** and **howled with laughter**. Lady Thackeray-Smythe's maid **tittered**. Billy Bloggs **laughed like a drain**.

Practice

1 To see how many of these words you have remembered, arrange the verbs in each of the columns below according to how loud they normally are: the loudest number 1, the softest number 6. Then write a sentence of your own for each verb to show what it means, or discuss your lists with a partner.

mutter	hum	hiss
sigh	groan	pant
scream	boo	howl
yell	whisper	chuckle
whistle	roar	sob
gasp	mumble	sniff

2 What noises made by other people annoy you most, and in what situations? If you think of other noises which have not been mentioned in this unit, try to find the words for them in a dictionary and write them in the space provided for your notes at the end of the unit. For example, I hate the sound of people making the bones in their fingers **click** and people **singing out of tune**.

3 List the sounds you would expect to hear in the situations below.

1 in a football stadium on a Saturday afternoon
2 on a crowded beach in summer
3 in the maternity ward of a hospital during the evening
4 at the scene of a major disaster

4 Write or act out your commentary for Radio South as you report on the tour of your town by members of the British royal family.

5 Write the middle paragraph of an article for the Daily Sensation. Describe the scene outside the tower block in which a terrorist bomb has just gone off.

■ Add any other words describing the noises we make.

. . . . . .
. . . . . .
. . . . . .

Available from: The Heinemann English. Word builder. Vocabulary development and practice for higher-level students/ Guy Wellman, p. 66-67

2.3.5. Criteria for evaluating, selecting and adapting of lexical tasks/ activities. Treatment of vocabulary in coursebooks /Критерії оцінки, відбору та адаптації лексичних завдань. Ставлення до навчання лексики в підручниках

Module	2 Preparing to Teach 1
Unit	2.3 Teaching Lexis in Context
Session	5
Topic	Criteria for evaluating, selecting and adapting lexical tasks and activities. Treatment of vocabulary in coursebooks
Objectives	By the end of the session students: • will be able to select and evaluate lexical activities against certain criteria
Time	90 mins
Materials and equipment	Handouts : 1, course books

Procedure	**Purpose**	**Time**
Introduction: Inform the students about the objectives of the session and its place in the curriculum map.	to familiarize students with the objectives of the session and its place in the curriculum map	3 mins
Activity 1: Analyzing lexical tasks/ activities • As a home assignment the students were to analyze the tasks for developing learners' vocabulary skills after the texts "Sounds people make" (Handout 3) and name the vocabulary strategies (selecting, matching, sorting, ranking) which are used there. Ask students to find there the tasks aimed at vocabulary production. (The Heinemann English. Word builder. Vocabulary development and practice for higher-level students/ Guy Wellman, p. 66-67) • Invite students to work in groups of 4 and compare their results**.** • Ask the representatives of each group to read the tasks and tell what vocabulary learning strategies are used there	To facilitate students' awareness of the stages of vocabulary learning strategies	10 mins

Activity 2: Criteria for evaluating and selecting lexical materials • Ask students to stay in the same groups, brainstorm and write down on the poster the factors (like students' age etc.) which they would consider when planning and selecting lexical activities. • Ask the representatives from the groups to present their findings to the class. • Provide the students with the criteria in Handout 1. Allow them to read the criteria and add other factors to their poster if they consider them re	to make students aware of the criteria for evaluating and selecting lexical materials	15 mins

Activity 3: Analyzing lexical materials • Ask students to evaluate the lexical tasks after the texts "Sounds people make" (The Heinemann English. Word builder. Vocabulary development and practice for higher-level students/ Guy Wellman, p. 66-67) against the criteria • Ask the representatives of the groups to share their findings • Distribute school coursebooks for different classes • Ask students to examine activities from different course books and evaluate them using the agreed criteria. Ask students to present their findings	to use evaluation criteria in action	35 mins

Reflection • Ask students what they have learnt at the session		5 mins

Follow-up: Home Assignment • Ask students to choose any lesson in a course book and write what changes in lexical tasks they want to make and why		2 mins

Unit 2.3 Unit 2.3: Teaching Vocabulary in Context

Session 5: Criteria for evaluating, selecting and adapting of lexical tasks/activities. Treatment of vocabulary in coursebooks

Handout 1: Criteria for Evaluating and selecting lexical tasks/activities

Criteria	Questions about the activity you should ask yourself
E-Factor: **Efficiency=** Economy, Ease Efficacy	How efficient is the activity? Is it easy to do? Is it easy to set up? Is it economical in terms of planning and resources? Will it work? (How effective will it be?) Are the time and resources spent on preparing and executing a grammar task justified in terms of its probable learning outcome?
The A-factor: **Appropriacy**	Is the activity appropriate for the age of the learners * their level * the size of the group - the constitution of the group, e.g. monolingual or multilingual * what their needs are, e.g. to pass a public examination [8] the learners' interests * the available materials and resources * the learners' previous learning experience and hence present expectations * any cultural factors that might affect attitudes, e.g. their perception of the role and status of the teacher * the educational context, e.g, private school or state school, at home or abroad -
Communicative character	Do lexical tasks/activities lead to a speaking or writing task?

2.3.6. Planning vocabulary learning at a lesson. Lesson stages/ Планування вивчення лексики на уроці. Етапи уроку

Module	2 Preparing to Teach 1
Unit	2.3 Teaching Vocabulary in Context
Session	6
Topic	Planning vocabulary learning. Lesson stages
Objectives	By the end of the session students • will be aware of the stages of teaching vocabulary • will be aware of the types of activities suiting each of the stages of teaching vocabulary •
Time	90 mins

Materials and equipment	Demo lesson https://www.youtube.com/watch?v=AbRxBPY1vsc&t=328s ("PPP teaching vocabulary")

Procedure	**Purpose**	**Time**
Introduction: Inform the students about the objectives of the session and its place in the curriculum map.	to familiarize the students with the objectives of the session and its place in the curriculum map	5 mins
Activity 1: Analyzing a video lesson on teaching vocabulary Stage1 • Split the students into groups of 4-5. • Ask students to watch the video lesson "PPP teaching vocabulary" https://www.youtube.com/watch?v=AbRxBPY1vsc&t=328s and fill in the grid while watching it (Handout 1) • Ask students to exchange their grids and compare the result of their work • Ask the representatives of the groups to report on their findings	To make students aware of the stages of teaching vocabulary and the use of relevant activities on them	25 mins
Activity 2: Evaluating the video lesson • Split the students into other groups of 4-5. • Ask them to evaluate the lesson against the agreed criteria • Ask them to share their opinions • Ask students to stay in the same groups and write on posters some additional lexical tasks to practice the vocabulary, which was presented at a video lesson • Ask students to present their posters	to evaluate critically the video lesson to develop students' skills of planning different lexical tasks to practice vocabulary	30 mins
Reflection: Ask students to reflect on their achievements at the session	To make students get aware of their achievements or drawbacks	5 mins

Follow-up: Home Assignment: Ask students to prepare micro lessons on one of the topics from school course books	to make the students practise teaching vocabulary	5 mins

Unit 2.3: Teaching Vocabulary in Context
Session 6: Planning vocabulary learning at a lesson. Lesson stages
Handout 1: Analyzing a video-lesson

Stage	**Activities**
E.g.: Presentation	E.g.: 1).Asking the students questions, …. 2). 3) 4)
	1) 2) 3)
	1). 2). 3).

2.3.7 Micro-teaching/ Мікроурок

Module	2 Preparing to Teach 1
Unit	2.3 Teaching Vocabulary in Context
Session	7
Topic	Microteaching
Objectives	By the end of the session students • will be aware of different ways of teaching vocabulary • will have practised different strategies of teaching vocabulary • will be able to analyze micro lessons of group mates
Time	90 mins

Materials and equipment	Handouts : 1

Procedure	**Purpose**	**Time**
Introduction: Inform the students about the objectives of the session and its place in the curriculum map.	to familiarize the students with the objectives of the session and its place in the curriculum map	3 mins
Activity 1: Micro-lesson demonstration. Self and group-reflection on micro-lessons • Ask students to observe micro-lessons and make accurate notes • Ask them to tick an appropriate cell in the grid I (Handout 1) if they observe certain teacher actions. • Ask each student to demonstrate their micro-lesson • After each micro-lesson ask "the teacher" to reflect on his/her lesson • Ask the teacher's group mates to make their comments on the lesson	to allow the students to have practice in teaching vocabulary to evaluate critically the micro-lessons	75 mins
Reflection: Ask students to reflect on their achievements at the session	To make the students get aware of their achievements at the session	10mins
Homework: Ask students to write reflection on their micro-teaching experience	to make the students reflect on their micro-teaching	2 mins

Unit 2.3: Teaching Vocabulary in Context
Session 7: Microteaching
Handout 1: Analyzing a Micro-lesson

Task focus: Aspects of teaching grammar. Observe a micro-lesson and tick the relevant cell if you can observe these teacher actions. Provide evidence.

	✓ Tick	Evidence

The teacher uses L1 appropriately.	✓	E.g.:The teacher uses Ukrainian to avoid pupils' misunderstanding
The teacher uses relevant strategies for presenting vocabulary		
The teacher asks pupils CCQ (Concept Checking Questions)		
The teacher uses relevant strategies for practising vocabulary		
The order of lexical tasks, provided by the teacher, is suitable		
The teacher uses communication-oriented approach		

Unit 2.4 Classroom Management /

Розділ 2.4. Організація навчання в класі

Module	2 Preparing to Teach 1
Unit	2.4 Classroom Management
Session	3
Topic	Giving instructions
Objectives	By the end of the session, students will be able to: • give clear effective instructions
Time	80 mins
Materials and equipment	Handout 1, 2, 3, 4, 5, PowerPoint Presentaions, Video

Procedure	**Purpose**	**Time**
Activity 1: Lead-in 1. Display the Teacher Concern about giving instructions on board 2. Ask students to share their experience of if being given and giving instructions with a partner. Encourage them to give reasons for their answers. 3. Discuss with students their experience	to introduce students to the topic to explore students' previous experience and to create shared experience of being given and giving insructions in classroom	5 min
Activity 2: Video "Classroom management II. Giving Instructions" https://www.youtube.com/watch?v=jBGFjJvXb1o&t=336s CELTA 1. Split students in *3 groups* 2. Tell students that they will listen to the main criteria for the instructions to be clear and effective 3. Distribute HO1 and ask students to fill in the slots while watching the video 4. Ask students to compare their ideas with the partner 5. Distribute Handout 2 and ask students to find some more techniques they could add to their list 6. Invite the students to make the joint posters "Golden guidelines for giving instructions"	to introduce students to guidelines for good instructions	25 min
Activity 3 Giving instructions: techniques 1. Regroup students into two groups 2. Distribute HO3 so that a group has one text and ask students to read about some other techniques teachers should use while giving instructions (*how to get learners attention,*	to explore techniques for giving good instructions	15 min

showing materials, doing worked examples and giving demonstration) 3. Regroup students so that each tells the counterpart about the techniques they have read (face to face) 4. Invite a whole group discussion		
Activity 4 Demo lesson 1. Tell students that they will observe part of a lesson to identify guidelines and techniques the teacher uses to make her instructions clear https://www.youtube.com/watch?v=wjcI3J65Nao 2. Invite students' answers to the whole class discussion	to expose students to video recording of giving instructions and to help them explore their beliefs about effective instructions	5 min
Activity 5 Improving instructions 1. Distribute HO4 and ask students to simplify the given instructions using less confusing language or a gesture 2. Elicit students' answers group by group	to practise giving instruction and using techniques in class	10 min
Activity 6: Complex Instructions. Planning simpler instructions 1. Split students in *4 groups* 2. Distribute HO5 and ask them to discuss why the class have problems with the instructions 3. Invite the whole class discussion 4. Ask students to look back at the instruction and - Identify the essential instructions the teacher wanted to give - Delete unnecessary language - Write out the instruction in the right order **7.** Invite a representative from each group dramatize the instruction the group has made	to further practise giving instruction and using techniques in class	10 min
Activity 4 Planning their own instructions (*if time is left) or as a home assignment* 5. Ask students to choose one or two activities they designed in their Teaching Vocabulary in Context or Teaching Grammar in Context and plan instructions for them. 6. Invite students to present the instructions to the class	to further practise giving instruction and using techniques in class	10 min
Activity 8. Round-up 1. Ask students to reflect on the session **Further Reading** Thornbury, S. (2006) *An A-Z of ELT, p,106-107*	to summarize the session	10 min

Unit 2.4: Classroom Management
Session 3: Giving instructions
Handout 1: Video "Classroom management II. Giving Instructions"

(i) fill in the slots while watching the video

Reasons to give good instructions	*Guidelines to giving good instructions*
1. …… 2. …….. ……	1. …… 2. Get students' attention (*Right!, OK*!) 3. …… ……

Unit 2.4: Classroom Management
Session 3: Giving instructions
Handout 4 : Improving instructions

(i) simplify the following instructions using less confusing language (3-7 words) or\and a gesture

1. Now, actually, I would really like you , if you could, now stand up, yes, everyone, please.

2. It is the unit *Trave*l, somewhere, - it is near the middle, pages 35 and 36 , can you find that? Have you got it? No, not that one, the next unit, and take the look at the introduction, read it through quickly and jot down your answers to the questions at the top of the page over there, above the illustration.

simplify the following instructions using less confusing language (3-7 words) or\and a gesture

3. If I were to ask you for your opinion on smoking, what do you think you might say to me in your reply?

4. Would you like to tell everyone the answer you were thinking of again because I don't think they heard it when you spoke so quietly , and I am sure we'd all be interested in hearing it if you could, please?

simplify the following instructions using less confusing language (3-7 words) or\and a gesture

5. You are supposed to work with a partner and, please, do not waste your time and start discussing the issue we talked about yeasterday, if you remember, it was about if it is good or bad to do shopping on-line

6. When you have finished your writing you will give it to your partner and he will check it and your partner will give his piece of writing to you and you will check his. Do you understand?

Unit 2.4: Classroom Management
Session 3: Giving instructions
Handout 5 : Complex Instructions. Planning simplier instructions

- (i) Identify the essential instructions the teacher wanted to give
- (ii) Delete unnecessary language
- (iii) Write out the instuction in the right order

OK, everybody, would you, Maria, sit down. Now what you have to do is, when you, you take this sheet of paper, that I am hanging out now, and keep it secret, and some of you are "A" (it is witten at the top), and some are labelled "B". OK, can you see that? Don't show your paper to anyone, as you have to describe it to your partner; sit face to face. Could you move your chairs around and describe what is on your paper so that your partner can find out what is different; when you find something different, draw it on your paper? OK?Do you understand?

Adapted from Jim Scrivener (2009) *Leaning Teaching, p.90*

Module	2 Preparing to Teach 1
Unit	2.4 Classroom Management
Session	5
Topic	Giving feedback
Objectives	By the end of the session, students will be able to: • identify the difference between effective and ineffective feedback • establish key principles of giving effective feedback • practise giving effective feedback.
Time	80 mins
Materials and equipment	Handout 1, 2, 3, 4, 5

Procedure	**Purpose**	**Time**
Activity 1: Language and focus • Split students into groups. • Distribute Handout 1 with a sample of learner's written work and teacher's feedback. • Ask students to examine teacher's feedback and identify its focus.	to analyse the language and focus of feedback	15 mins
Activity 2: Effective and ineffective feedback • Ask students to work in the same groups. • Distribute feedback cut-ups (Handout 2) and ask students to sort feedback characteristics under effective and ineffective categories. • Allow for cross-group check. • Get feedback from groups.	to identify characteristics of effective and ineffective feedback	10 mins
Activity 3: Effective and ineffective feedback • Ask students to work in the same groups. • Distribute feedback cut-ups (Handout 2) and ask students to sort feedback characteristics under effective and ineffective categories. • Allow for cross-group check. • Check in plenary and discuss any uncertainties. • Ask students to evaluate teacher feedback from Handout 1. • Invite whole group discussion	to identify characteristics of effective and ineffective feedback to evaluate teacher feedback	20 mins
Activity 4: Language and principles of feedback • Re-group students and distribute Handout 3. • Ask students to examine the classroom language of feedback and choose a relevant characteristic for it. • Get feedback from groups. • In the same groups, ask students to start designing feedback phrase book. Distribute Handout 4. • Get feedback from groups. • Ask students to work out principles of effective feedback encouraging them to use their experience of previous activities. (Can be done on posters.) • Invite presentations from groups.	to characterise feedback to work out principles of effective feedback	30 mins

Activity 5: Language and principles of feedback • Re-group students if necessary and distribute Handout 5. • Ask students to read learners' pieces of writing and give effective feedback. • Ask students to share their feedback in cross-over groups and improve it where necessary. • Discuss students' feedback in plenary and summarise the activity.	to practise giving effective feedback	20 mins

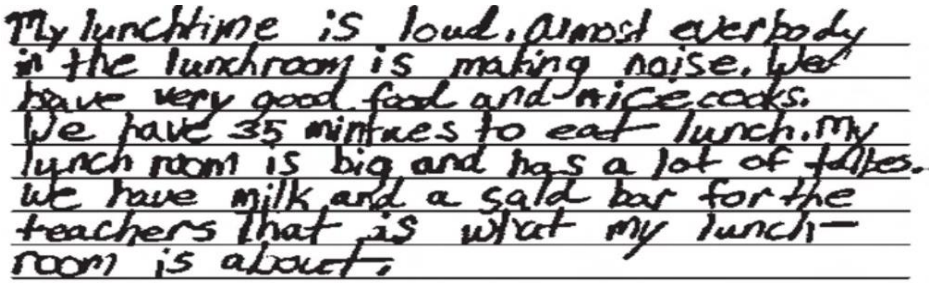
Activity 6: Summary and round-up • Discuss with students how feedback can impact learning. **Sample homework** Think of other purposes of feedback and go on with feedback phrasebook design (Handout 4).	to summarise the session	10 mins

Unit 2.4: Classroom Management
Session 5: Giving feedback
Handout 1: Language and focus

Read a learner's piece of writing and four versions of feedback from a teacher.

1. Explore the language used for feedback.
2. Identify the teacher focus.
3. Choose one piece of feedback which you think is most effective. Explain why.

Writing prompt: Describe what lunchtime is like for you on a school day. Be sure to tell about your lunchtime so that someone who has never had lunch with you on a school day can understand where you have lunch and what lunchtime is like.


My lunchtime is loud. almost everybody in the lunchroom is making noise. We have very good food and nice cooks. We have 35 mintues to eat lunch. My lunch room is big and has a lot of tables. We have milk and a salad bar for the teachers that is what my lunch-room is about.

No	Feedback	Comments
A	More details would make this more interesting. If you move the sentence about the lunchroom being big right after “noise,” you give one reason for the noise. Can you think of others? Can you describe what the noise sounds like?	
B	Can you give some examples of the “good food” besides milk and salad for the teachers? What kinds of food do you eat at lunch? What food do your friends eat?	
C	That the paragraph is very simple and lacks details. ***Sald*** should be ***salad.*** There should be a period after ***teachers***. In general you didn’t’ meet the task. It was bad try!	
D	Good girl/boy! You wrote about lunchtime and you didn’t use topic vocabulary for describing your lunch. It was not successful! It was very difficult to understand your handwriting, so can you write in better way so I could understand what you write!	

Unit 2.4: Classroom Management
Session 5: Giving feedback
Handout 2: Feedback cut-ups

✂

Effective	**Ineffective**
Descriptive	Judging
Specific	General
Constructive	Destructive
Prompt	Late
Questioning	Dogmatic
Receiver need based	Giver need based

Understanding checked	Understanding not checked
Praise first	Criticism first
Opinion sought	Opinion imposed

Handout 2: Feedback cut-ups (Key)

Effective	**Ineffective**
Descriptive	Judging
Specific	General
Constructive	Destructive
Prompt	Late
Questioning	Dogmatic
Receiver need based	Giver need based
Understanding checked	Understanding not checked
Praise first	Criticism first
Opinion sought	Opinion imposed

Unit 2.4: Classroom Management
Session 5: Giving feedback
Handout 3: Language of feedback

Characterise the classroom language of feedback.

Characteristics of feedback				
Judging	Descriptive	Using questions	Advice	Praise/Encouragement

Feedback	**Characteristic**
Well done! Great work! You've done really well!	
You need to …. You might like to …. One thing you could try is …. It would be a good idea for you to …. You could work more on ….	
I notice(d) that you …. You seem(ed) to …. You often make mistakes with …. Your pronunciation is improving ….	

You won't pass with this kind of work …. You can do better than this! It's difficult for anyone to understand what you say.	
Which other word could you choose? Do you think you could…? Can you explain that in other words? Can you rephrase that, so that it's clearer?	

Handout 3: Language of feedback (Key)

Well done! Great work! You've done really well!	Praise/Encouragement
You need to …. You might like to …. One thing you could try is …. It would be a good idea for you to …. You could work more on ….	Advice
I notice(d) that you …. You seem(ed) to …. You often make mistakes with …. Your pronunciation is improving ….	Descriptive
You won't pass with this kind of work …. You can do better than this! It's difficult for anyone to understand what you say.	Judging
Which other word could you choose? Do you think you could…..? Can you explain that in other words? Can you rephrase that so that it's clearer?	Using Questions

Unit 2.4: Classroom Management
Session 5: Giving feedback
Handout 4: Feedback phrasebook

Look at the purposes of feedback and write down words or phrases which you think are appropriate to the purpose.

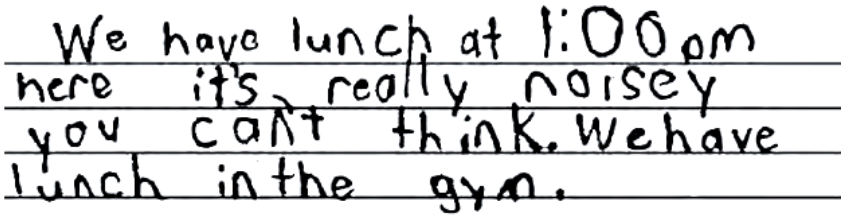
Purpose	**Feedback**
to give a student feedback on an improved performance in a test	
to help a student to notice an area of weakness	
to make a weak student feel about progress	

Unit 2.4: Classroom Management
Session 5: Giving feedback
Handout 5: Practice in giving feedback

Read samples of learners' writing and give feedback.

Sample 1

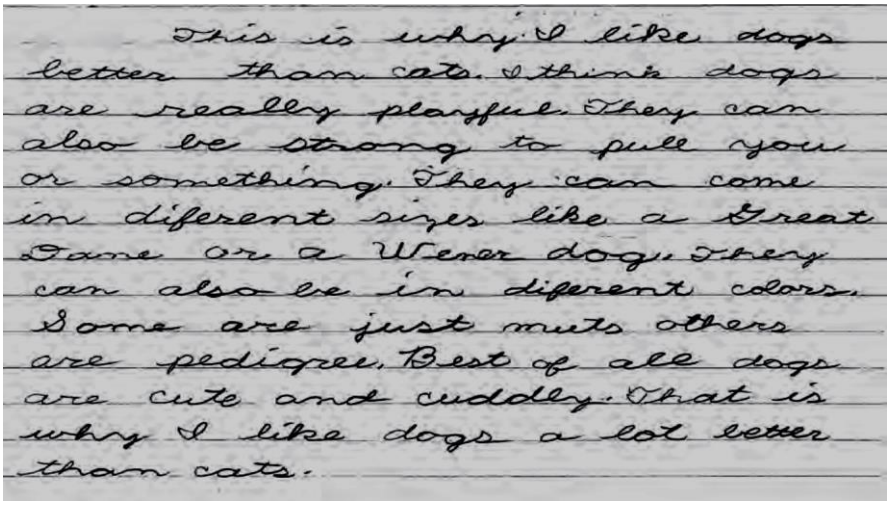
Writing prompt: Describe what lunchtime is like for you on a school day. Be sure to tell about your lunchtime so that someone who has never had lunch with you on a school day can understand where you have lunch and what lunchtime is like.


We have lunch at 1:00 pm
here it's really noisey
you can't think. We have
lunch in the gym.

Feedback

Sample 2

Writing prompt: Write a paragraph to answer the question “Do you think dogs or cats make better pets?” You have to have a clear topic sentence, a clear concluding sentence, and at least three supporting details.



This is why I like dogs better than cats. I think dogs are really playful. They can also be strong to pull you or something. They can come in different sizes like a Great Dane or a Wiener dog. They can also be in diferent colors. Some are just muts others are pedigree. Best of all dogs are cute and cuddley. That is why I like dogs a lot better than cats.

Feedback

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GLOSSARY

A

accuracy	**2.1**	The ability to write or speak a foreign language without making grammatical, vocabulary, spelling or pronunciation mistakes. Compare with **fluency**.	мовна правильність
acquisition	**1.2**	The way in which languages are learnt unconsciously or 'picked up' by exposure to natural situations	опанування
active vocabulary	**2.3**	Vocabulary that you can recall and use at will in speaking or writing when the situation requires it	активний словник
approach	**2.1**	Principles of teaching including views on **method, syllabus,** and a philosophy of language and learning. Approaches have theoretical backing with practical applications.	підхід
Audio-Lingual Method	**2.1**	A method focussed on drilling key language structures orally. It is derived from the **behaviourist** belief that repetition helps to form habits.	аудіолінгвальний метод
Audio-Visual Method	**2.1**	A method based on transmitting meanings through visual images and then providing the language needed to communicate these meanings	аудіовізуальний метод

B

behaviourism	**2.1**	This is the theoretical view that learning is a matter of habit formation: stimulus – reaction – positive reinforcement	біхевіоризм

C

classroom management	**2.4**	The things teachers do to organise the classroom, the learning and the learners, such as seating arrangement, different types of activities, and **interaction patterns**	організація роботи учнів на уроці

Common European Framework of Reference for Languages (CEFR)	**2.1**	The document provides a common basis for the creation of language syllabuses, curriculum guidelines, examinations, textbooks. It describes in 'can do' statements the knowledge and skills which learners need to develop in order to use a language for communication.	Загально європейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання
Communicative language teaching (CLT)	**2.1**	An approach to foreign language teaching and learning which emphasises that the goal of language learning is communicative competence. The focus is on meaningful communication, not structure, and on **use**, not **usage**. In this approach, learning involves interaction and group work in the classroom.	комунікативне навчання мови
communicative competence	**2.1**	A person's ability to understand and interact with others. It is the main aim of communicative language teaching and is based on both knowledge and skills.	комунікативна компетентність
Community Language Learning **(counselling learning)**	**2.1**	A foreign language teaching method according to which learners form a 'community' sitting round a tape-recorder while the teacher (counselor) remains outside the community and when necessary supplies target language equivalents of utterances produced by learners in their L1	навчання у спільноті, об'єднаній спільними інтересами
constructivism	**2.1**	A theory which is based on the belief that individuals actively construct their own understanding and knowledge of the world through experiences and reflecting on those experiences	конструктивізм
Content and Language Integrated Learning (CLIL)	**2.1**	Refers to both learning another (content) subject, e.g. Science, through the medium of a foreign language and learning a foreign language by studying a content-based subject	предметно-мовне інтегроване навчання
context	**2.2**	The situation in which language is used or presented, e.g. a story about a holiday experience could be used as the context to present and practise past tenses	контекст

D

descriptive grammar	**2.2**	Grammar based on observation of real language and how it works. Compare with **prescriptive grammar**.	описова граматика
Direct method	**2.1**	A language teaching method which excludes the use of the mother tongue and relies on demonstration of meaning in context	прямий метод
discovery learning	**2.2**	An approach in which learners are asked to look at samples of language and to find meanings or rules for themselves	учіння через «відкриття»
Dogme	**2.1**	A communicative approach to language teaching that encourages teaching without published textbooks and focuses instead on dialogue between learners and teacher. Also known as **Teaching Unplugged.**	метод навчання без підручника і технічних засобів
drill	**2.1**	A technique that involves guided repetition of words or sentences. It may involve substitution, transformation, etc.	тренувальна вправа

E

eliciting	**2.4**	Getting learners to offer their own questions or answers by means of prompts	випитування інформації, відповідей на запитання

F

facilitator	**2.4**	A teacher who creates the conditions that are necessary for learning	фасилітатор
feedback	**2.4**	Information that is given to learners by their teacher on their spoken or written performance. It can also refer to learners reporting back to the class on what they have been researching or discussing.	зворотній зв’язок

fluency	**2.1**	The ability to produce naturally flowing speech that is not necessarily grammatically correct. Compare with **accuracy**.	вільне мовлення
function	**2.1**	The communicative purpose of an utterance on a particular occasion, e.g. inviting, agreeing and disagreeing	комунікативна функція мови

G

Grammar-Translation method	**2.1**	The method focuses on **accuracy** rather than **fluency** and on form rather than meaning. The key activities are drilling, translating, memorising vocabulary and learning rules.	граматико-перекладний метод
group (class) dynamics	**2.4**	The way a group of people interacts, the relationship and atmosphere between learners in the group	динаміка розвитку групи
guided discovery	**2.3**	A technique in which a teacher provides examples of the **target language** and then guides the learners to work out the language rules for themselves. See **inductive approach**.	прийом керованого відкриття

I

ice-breaker	**2.4**	An introductory speaking activity that a teacher uses at the start of a new course with a new group of learners	вид роботи на початку курсу з новою групою

inference	**2.2**	Deduction of the meaning from context or a guess about something which is not explicitly stated in the text	контекстуальна здогадка
information gap technique/ activity	**2.1**	A technique or activity based on the difference in information that people or groups have. They need to communicate with other people to get the missing information in order to solve a problem or complete a task	прийом інформаційних прогалин
interaction pattern (mode of interaction)	**2.1**	Patterns of communication (verbal and non-verbal) between people. The different ways learners and the teacher work together in class, e.g. learner to learner in pairs or groups, or teacher to learner in plenary	спосіб взаємодії

L

Lexical Approach	**2.3**	An approach to teaching language based on the idea that language is largely made up of lexical units rather than grammatical structures	лексичний підхід
lexical chunk	**2.3**	Any pair or group of words commonly found together or near one another, e.g. phrasal verbs (get on), idioms (it drives me crazy), collocations (make the bed), fixed expressions (How do you do?).	лексичний зворот
linguistic competence	**2.1**	A component of communicative language competence that includes lexical, grammatical, semantic, phonological, orthographic and orthoepic competence	лігвістична (мовна) компетенція

M

method	**2.1**	A set of techniques and procedures that usually reflect a certain view of language and language teaching	метод
mixed-ability class	**2.4**	A group of learners of different language proficiency levels	неоднорідна група учнів
mnemonics and 'hooks'	**2.3**	Simple ways of remembering words and phrases, e.g. by association with an idea or an experience	асоціативне запам'ятовування

P

passive vocabulary	**2.3**	The words that learners understand but don't use yet	пасивний словник
peer review	**2.4**	Learners' feedback on each other's writing	взаєморецензу-вання

R

rapport	**2.4**	A close and harmonious relationship in which the people or groups understand each other's feelings or ideas and communicate well	гармонійні взаємини

research question	**5.1**	A specific and answerable question about one's own teaching practice that can lead to significant information on an aspect of teaching or learning	дослідницьке питання
rhythm	**3.2**	The way that some words in a sentence are emphasised or stressed to produce a regular pattern	ритм
role play	**3.2**	An activity in which learners take on roles (characters) and act them out in a situation	рольова гра

S

Silent Way	**2.1**	A method in which the teacher remains mostly silent to encourage learner autonomy and active student participation. Language learning is usually seen as a problem solving activity to be engaged in by the students both independently and as a group.	мовчазний метод

sociocultural competence	**2.1**	A learner's ability to adapt to different social and cultural settings in order to communicate successfully	соціокультурна компетентність
sociolinguistic competence	**2.1**	A learner's ability to understand and use nationally and culturally marked means of communication appropriate to the context or situation	соціолінгвістична компетентність
storage strategies	**2.3**	Ways of recording vocabulary for future reference and use	стратегії запам'ятовування
strategic competence	**2.1**	A part of communicative language competence that includes effective **learning strategies** and **compensatory communication strategies**	стратегічна компетентність
Suggestopedia	**2.1**	A teaching method based on the understanding of how the human brain works and how we can learn most effectively in a rich sensory learning environment	сугестопедія

T

task-based learning **(TBL)**	**2.1**	An approach to learning in which the learners use language to fulfil a specified task. Their focus is on the task rather than on the language they are using.	навчання на основі комунікативних завдань
Teaching Unplugged	**2.1**	A teaching method and philosophy which has three primary aims: teaching through conversation, taking out external input such as coursebook and technology and letting the lesson content be driven by the students rather than being pre-planned by the teacher. Based on the **Dogme** ELT approach.	метод навчання без підручника і технічних засобів
technique	**2.1**	A procedure used by a teacher to enhance or vary students' experience of learning, e.g. jigsaw reading	прийом
Total Physical Response	**2.1**	A way of teaching language that coordinates speech and action, i.e. learners respond physically to teacher instructions or stories told by the teacher	метод повної фізичної реакції
usage	**2.1**	Usage refers to what a person knows about language or items in language abstractly as a component in a language system	знання мовної системи

U

use	**2.1**	Refers to a person's ability to use language for communication	використання мови як засобу спілкування

W

warmer/ warming up activity	**2.4**	An activity at the beginning of a lesson to get learners on and energised for the lesson in general or its specific content	мовленнєва розминка