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МЕТОДИКА НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ

Частина 1

Навчальний посібник

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Навчальний посібник розкриває теми модуля 1 «Розуміння учнів і процесу учіння» Типової програми «Методика навчання англійської мови» для освітнього ступеня бакалавра. Його метою є формування у майбутніх учителів англійської мови розуміння оптимальних умов вивчення мови, особливостей процесу оволодіння іноземною мовою, а також розвитку автономії учнів.

Посібник засновано на принципах студентоцентрованого навчання, інтеграції теорії і практики, варіативності методів і прийомів, сприяння рефлексії й використання досвіду вивчення й навчання іноземних мов.

Для здобувачів вищої освіти, учителів іноземних мов різних типів закладів загальної середньої освіти, фахівців у галузі методики навчання англійської мови, а також усіх, хто цікавиться проблемами навчання іноземних мов.

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INTRODUCTION

Ukraine's journey toward closer ties with Europe and the global community has highlighted the importance of better English skills among its people. To achieve the necessary improvements, it's crucial to enhance the quality of English education at all levels of the education system.

In Ukraine, efforts have been made to set higher standards for English proficiency among school leavers and university students. However, there remains a gap between the recommended standards and the actual state of English education. The primary goal of the new Pre-Service Teacher Training (PRESETT) curriculum at the bachelor's level is to bridge this gap. This curriculum is designed for trainee teachers of English and has been developed through collaborative efforts involving eight Ukrainian universities, the Ministry of Education and Science of Ukraine, and the British Council.

The new methodology program at the core of this curriculum focuses on applying knowledge in real-world situations rather than just acquiring theoretical knowledge. It aims to equip future teachers with the skills they need to adapt to a changing world. While the curriculum emphasizes professional skills related to teaching methods, it also encourages the development of essential life skills that go beyond subject boundaries. These include intercultural awareness, communication skills, teamwork, time management, critical thinking, problem-solving, and information literacy.

Traditional lecture-style teaching is no longer considered an effective way to deliver content, especially in practical courses. Therefore, a variety of teaching approaches are recommended, such as task-based learning, case studies, simulations, group projects, and problem-solving activities. These approaches promote active student involvement and interaction in their own learning processes.

Students engage in active learning through various modes, including:

Group work: Collaborative learning activities performed by small groups of students.

Guided reading: Students read specific articles or sections of books with a particular purpose in mind.

Jigsaw learning: Students cover different aspects of a topic, later sharing their knowledge with peers.

Microteaching: Students practice short lesson sequences in front of their peers, with some peers acting as learners.

Project work: Students address real problems or questions, creating a product they present at the end of the project. It often involves work on their own.

Task-based learning: Learners use language to complete specific tasks, focusing more on the task itself than on the language used.

Workshop: Teacher-facilitated, student-centered learning involving hands-on activities.

The Methodology course is grounded in key principles, including student-centeredness, integrating theory and practice, providing a balanced variety of learning and teaching methods, offering challenging and achievable tasks, encouraging reflection, and utilizing data from real teaching and learning experiences.

This course guides students on their journey from being language learners to becoming language teachers. Part 1 of the coursebook, “Methods of Teaching English,” focuses on Module 1 of the PRESETT curriculum, “Understanding Learners and Learning.” Its objectives include raising awareness of optimal conditions for language learning, developing an understanding of second language acquisition (SLA), and fostering learner autonomy in language learning.

The authors express their gratitude to all contributors, including the New Generation School Teacher Project team, UK experts, and teachers and students who participated in piloting the new methodology course.

SESSION 1

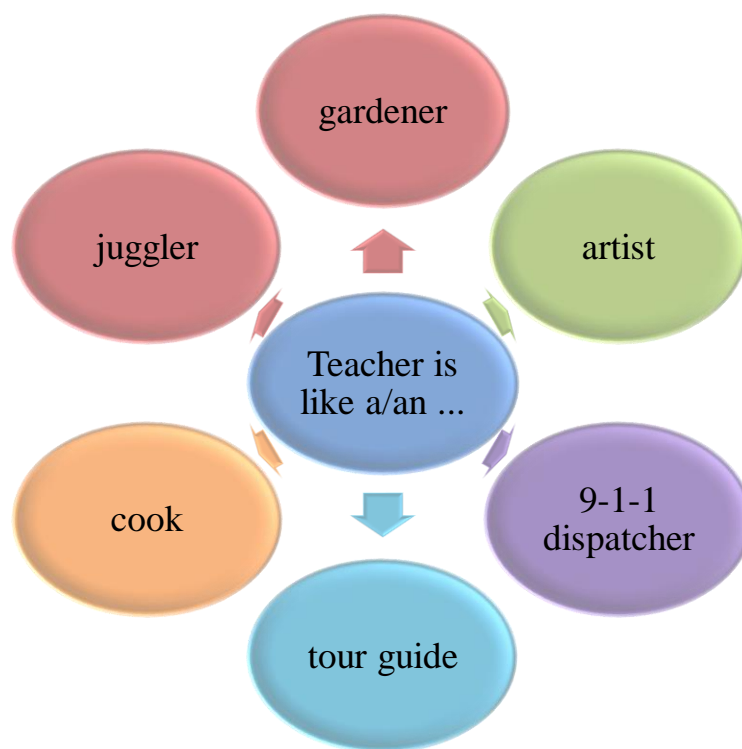
INTRODUCTION TO THE ELT METHODOLOGY COURSE

Learning outcomes:

By the end of the session, you should be aware of fundamental aspects integral to the ELT Methodology course:

- main terms
- structure
- content
- outcomes.

Activity 1. Step 1. Work in pairs. Discuss the metaphorical associations and determine which one resonates with you the most. Share your ideas with other students.



Step 2. Work in small groups. Make up your own metaphor. Present it to other students explaining the rationale behind it.

Step 3. Vote for the best metaphor in the group.

Activity 2. Take notes of your expectations of the Methodology course. Share your ideas with a partner.

- To what extent do you regard the Methodology course as crucial for language teachers?
- What are your expectations from the Methodology course?

- What skills do you expect to acquire when you complete the course?
- What challenges do you anticipate?

Activity 3. Read the principles of the methodology curriculum design. Do you think following these principles is beneficial? Why? Share your ideas with others.

1. Methodology as the cornerstone in training pre-service teachers.
2. Sessions conducted in the English language.
3. Diverse approaches employed in teaching the course of methodology.
4. Language courses to support methodology courses.
5. Making basic requirements the same for everyone.
6. Thoughtfully staged practical teaching experience.
7. Ongoing evaluation encompassing the entire curriculum.

Activity 4. The terms below will be regularly used in the course methodology. Match the terms to their definition and supply their Ukrainian equivalents.

TERM	DEFINITION	Ukrainian
1. receptive skills	a) A method employed in teacher training where educators test brief sets of activities in front of their colleagues, with some of them playing the role of students.	
2. learning outcomes	b) A condition that creates additional challenges for a child in terms of learning or accessing education compared to their peers of the same age.	
3. reflection	c) A description of an actual or imagined scenario or issue used as the foundation for a task or exercise.	
4. learner autonomy	d) Skills which involve speaking and writing (producing language orally or in writing).	
5. workshop	e) Skills which involve listening and reading (receiving information, understanding oral or written language).	
6. language acquisition	f) Statements, frequently found in a lesson plan or syllabus, outlining what a learner should comprehend or achieve by the end of a lesson or course.	
7. microteaching	g) Learning languages subconsciously, by 'picking it up' in natural situations.	
8. assessment	h) A collection of assignments created within or outside the classroom and documents that a student has chosen and gathered to demonstrate their development and accomplishments over a period.	

9. portfolio	i) Gathering data or shaping a judgment regarding learners' accomplishments, skills, or advancement, either through formal means (assigning grades) or informal methods.	
10. case study	j) A way of professional and personal growth achieved through deliberate and systematic thinking over and analysis of learning and/or teaching experiences.	
11. Special Educational Need (SEN)	k) The learner's capacity to independently lead and guide their own language learning, rather than solely depending on the teacher.	
12. productive skills	l) An educational event centered around a specific subject, where participants engage in discussions, share knowledge and experiences, and perform practical tasks related to the subject, often with the goal of completing designated assignments or activities.	

Activity 5. Step 1. Work in small groups. Look at the topics covered in the course of methodology and formulate the intended outcomes of studying each module. Share your ideas with others.

Module 1: Understanding the Foundations of Language Teaching

1.1 Unlocking the Mind: Psychology in Language Learning

1.2 Cracking the Code: Second Language Mastery

1.3 Empowering Learners: Fostering Autonomy

Module 2. Crafting Engaging Language Lessons

2.1 Language That Connects: Communicative Teaching

2.2 The Sound of Success: Mastering Phonology

2.3 Grammar Unleashed: Teaching in Real Context

2.4 Words That Stick: Vocabulary in Action

2.5 Classroom Wizardry: Effective Management

Module 3. Building Language Skills

3.1 Ears Wide Open: Teaching the Art of Listening

3.2 Speak with Confidence: Cultivating Oral Skills

3.3 Reading Realms: Crafting Avid Readers

3.4 Write Away: Nurturing Young Writers

Module 4. Designing Effective Language Instruction

4.1 Blueprints for Success: Planning Dynamic Lessons

4.2 Materials That Matter: Crafting Teaching Resources

4.3 Error Detectives: Tackling Mistakes Head-On

4.4 Assessing Excellence: Testing and Evaluation

Module 5: Specialized Dimensions and Growth

5.1 Classroom Investigation 1: Investigating Teaching

5.2 Bridging Worlds: Cultivating Intercultural Skills

5.3 Nurturing Every Learner: Inclusive Teaching for Diverse Needs

Module 6: Advancing Expertise and Professional Growth

6.1 Tech-Savvy Teaching: Harnessing ICT in ELT

6.2 Shaping the Future: The Art of Teaching Young Minds

6.3 Charting Your Path: Strategic Planning for Professional Growth

6.4 Classroom Investigation 2: Further Insights into Effective Teaching

MODULES	OUTCOMES: By the end of the module you should demonstrate the ability to...
Module 1: Understanding the Foundations of Language Teaching 1.1 Unlocking the Mind: Psychology in Language Learning 1.2 Cracking the Code: Second Language Mastery 1.3 Empowering Learners: Fostering Autonomy	
Module 2. Crafting Engaging Language Lessons 2.1 Language That Connects: Communicative Teaching 2.2 The Sound of Success: Mastering Phonology 2.3 Grammar Unleashed: Teaching in Real Context 2.4 Words That Stick: Vocabulary in Action 2.5 Classroom Wizardry: Effective Management	
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Module 6: Advancing Expertise and Professional Growth 6.1 Tech-Savvy Teaching: Harnessing ICT in ELT 6.2 Shaping the Future: The Art of Teaching Young Minds	

6.3 Charting Your Path: Strategic Planning for Professional Growth

6.4 Classroom Investigation 2: Further Insights into Effective Teaching

A

- Create effective lesson plans tailored to a specific group of learners.
- Evaluate and choose appropriate course books for your unique teaching and learning context.
- Develop assessment tools, both by selecting existing tests and crafting new ones, to measure and monitor learners' progress.
- Assess and critique learners' abilities in listening, speaking, reading, and writing based on predefined criteria.
- Identify and address various types of errors in learners' spoken and written language effectively.

B

- Recognize key components of the communicative approach within classroom materials and instructional practices.
- Strategically employ methods and select activities for teaching pronunciation, grammar, and vocabulary within relevant contexts.
- Analyze classroom dynamics, including organization, interaction modes, language use, and resource utilization.

C

- Reflect on your personal language learning journey to gain insights.
- Explore methods to encourage language acquisition in addition to structured classroom learning.
- Provide guidance to learners on planning, organizing, and taking charge of their own language learning.

D

- Critically examine teaching materials that emphasize receptive and/or productive skills and define their intended purposes.
- Select authentic texts for listening and reading exercises and design relevant activities for diverse learning objectives.
- Identify potential challenges learners may encounter while developing receptive and productive skills.
- Create a sequence of activities tailored to learners' needs and various learning and teaching objectives. This sequence should integrate listening, speaking, reading, and writing skills.

E

- Leverage the benefits and address the challenges of incorporating learning technologies into the EFL (English as a Foreign Language) classroom.
- Choose suitable teaching strategies, methods, activities, and assessment tools specifically designed for young learners.

- Adapt classroom language, with justified use of both the target language (L2) and the learners' native language (L1) when necessary.
- Evaluate, select, and modify materials and internet resources for effectively teaching young learners.
- Plan your own ongoing professional development and select appropriate methods to achieve it.
- Complete a qualification paper that adheres to the established requirements, following the provided template and timeline.

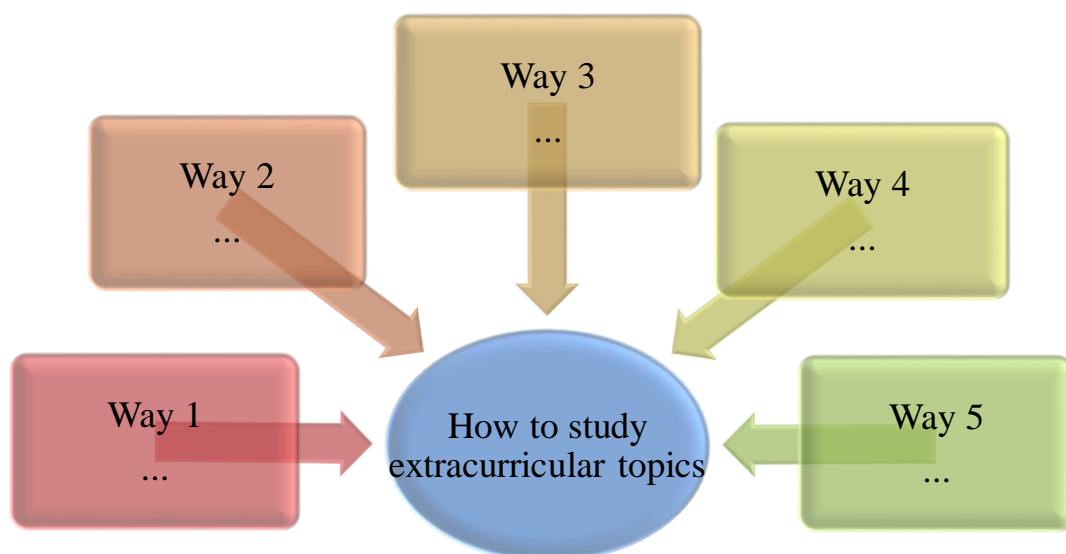
F

- Plan, implement, document, and utilize the results of action research to enhance your teaching practices.
- Craft and conduct classroom activities that foster cultural awareness among learners.
- Choose suitable teaching strategies, methods, activities, and assessment tools tailored to learners with Special Educational Needs (SENs).
- Use classroom language that suits learners with SENs, with a justified application of L1 when necessary.
- Evaluate, choose, and adapt materials and online resources for effectively teaching learners with SENs.

Step 2. Choose 3 units you are most interested in. Explain your choice to a partner.

Step 3. What other topics would you like to see in the curriculum? Share your ideas with others.

Step 4. Discuss the ways you can study the topics from Step 3 without your teacher's assistance. Make a mind map.



MODULE 1

UNDERSTANDING THE FOUNDATIONS OF LANGUAGE TEACHING

Aims and Learning Outcomes

Aims:

- Foster an understanding of the psychological factors that facilitate effective language learning and acquisition.
- Cultivate comprehension of Second Language Acquisition (SLA) and the concept of learner autonomy in language learning.

Learning Outcomes

Upon completing this module, you are expected to demonstrate the ability to:

- Engage in self-reflection concerning your own language learning journey.
- Recognize strategies for promoting language acquisition beyond traditional classroom learning.
- Provide recommendations to a group of learners on effectively planning, organizing, and taking charge of their individual learning journeys.
- Reflect on the knowledge and skills acquired during this module.

Portfolio

Instruction: Create a portfolio containing the following items:

Portfolio items	
1	A personal account of your own language learning experience
2	A reflective report on key learning points

Item 1

Compose a reflective narrative (between 250 and 300 words), detailing your personal language learning journey. In this account, address aspects such as motivation, self-esteem, learning preferences, learner strategies, and the various stages of interlanguage development. Additionally, reflect upon the extent to which your proficiency in English has been the product of structured learning versus natural acquisition.

Your submission will be assessed based on the following criteria:

- Meeting the task requirements (number of words, deadline met)
- Evidence of the ability to reflect on the learning experience
- Coherence of writing

Item 2

Compose a reflective narrative (up to 300 words) highlighting the three to five key takeaways from Units 1.1–1.3. Elaborate on their significance and relevance to your prospective teaching role and your future students.

Your submission will be assessed based on the following criteria:

- Adequate coverage of key points
- Appropriate word count
- Adherence to the deadline
- Evidence of relevant reflection

UNIT 1.1

UNLOCKING THE MIND: PSYCHOLOGY IN LANGUAGE LEARNING

SESSION 2

AFFECTIVE FACTORS IN LANGUAGE LEARNING

Activity 1. Discuss the following issues:

1. What is a factor?
2. What do psychological factors of language learning deal with?
3. What kind of factors are called affective?
4. Why affective factors should be taken into account while teaching a foreign language?

Activity 2. Read the text and fill in the table. Work in pairs and compare your ideas.

Affective factors

Self-esteem is a big word in psychology that basically means how much you believe in yourself and how you feel about yourself. It's like a report card for your thoughts and feelings about who you are. Imagine it's like having a cheerleader inside your head who can either say, "You're awesome!" or "You're not so great."

This self-esteem thing is connected to what you believe about yourself. For example, if you think, "I'm good at this," you'll feel happy and proud. But if you think, "I'm not good at this," you might feel sad or embarrassed.

Your self-esteem also shows in how you act. So, if you're feeling shy, you might not want to talk much in class. But if you're confident, you'll be more likely to participate and speak up.

Now, here's the important part: Some students have low self-esteem. That means they don't believe in themselves as much, and they might feel like they're not very important or that their ideas don't matter. These students might be too scared to talk in front of the class,

But here's the cool thing: Teachers shouldn't only focus on the students who are super confident. They should help all students, including the ones who aren't so sure about themselves. Everyone's ideas are valuable, and it's the teacher's job to make everyone feel like they belong and can succeed, no matter how confident they are. So, teachers should encourage all students to participate and share their thoughts.

Inhibition is like when you hold back or avoid doing something because you're worried that others might not like it. It's when you're too shy or afraid to join in a situation or talk to people because you're scared of what they might think.

It's not just about being shy, though. Some people who are inhibited also keep their anger inside, don't like trying new things, or find it hard to talk to new people.

This feeling of inhibition is tied to how much you believe in yourself, called self-esteem. If you don't feel very confident, it's like you build a wall between yourself and the world, and it can make it tough to learn a new language.

Sometimes, teachers can accidentally make this feeling worse if they get really upset when students make mistakes. Teachers should try to focus on what students are good at instead of just pointing out their mistakes. That way, students will feel more confident and won't be as shy or worried about what others think.

Anxiety is like that nervous feeling you get when you're worried about something. It's when you're not feeling good because you're thinking about something that might happen in the future, and you're not sure if it will go well. It's not the same as fear, which is when you're scared of something happening right now.

When you're anxious, your body might feel tense, you can't sit still, and you might get tired easily. It's like when you have to do something that's a little bit hard, and you start doubting yourself and wondering, "Can I do this?"

Learning a new language can be challenging and it often makes people feel anxious. When students feel anxious, they might not do as well in their language lessons. They might have trouble speaking clearly, and they might make more mistakes.

Sometimes, if the assignments in language class are too hard or don't have enough help, it can make students feel even more down and uninterested. But a little bit of challenge and curiosity is a good thing – it can actually help you learn better. However, if you're too anxious, it can make it hard to learn well, so it's important to find the right balance between a little bit of nervousness and too much anxiety.

Risk-taking is being brave and not afraid to make mistakes while you learn. If you're a risk-taker, you don't mind feeling a little embarrassed when you're learning something new. Even if you don't do well at first or make mistakes, you don't give up easily.

But if you're not much of a risk-taker, you might be a bit cautious. You might only stick to things you know you're good at and avoid things that seem too tricky. When you face problems while learning, you might quickly decide it's too hard and stop trying, which can make it harder for you to keep learning.

According to Brown, being a good risk-taker doesn't mean you never make mistakes. It means you learn from your mistakes and keep going. So, the best learners are usually the ones who take some risks but also think carefully and make educated guesses. They don't give up when things get tough, and that's what helps them do really well in their learning.

Attitude is like a scale that measures how much you like or don't like something. It can go from really, really not liking it to really, really liking it.

Now, in language learning, students can have different feelings about lots of things, like their teacher, the stuff they do in class, the books they use, how they're taught, and even the vibe in the classroom. Some students might really enjoy these things, some might not like them at all, and some might not really care either way.

These feelings, or attitudes, can affect how much attention students give to what they're learning, how well they remember it, and how they think about it. This effect is stronger when students have really strong feelings about something, like if they love it or really don't like it. So, how you feel about your language class and everything in it can make a big difference in how well you learn.

Empathy is like being able to imagine how someone else feels and see things from their point of view. When you're empathetic, it's easier to connect with people who speak a different language than you and to feel like you belong with them.

Empathy helps you understand what someone else might be thinking or feeling, and that's really important when you're talking to people from different cultures. It helps you communicate well and get along with them, even if you don't speak the same language perfectly.

So, when you're learning a new language, being empathetic means you not only have to understand the words but also the feelings and cultural things that aren't said with words. It's like an extra challenge, but it can make you a better language learner and help you connect with people from all over the world.

Motivation is a person's willingness to achieve their goal. Motivation plays a key role in all types of learning, but it is perhaps most important in learning a foreign language, where progress can be difficult to notice on a day-to-day basis. Motivated learners continue working hard even when times are tough. Although not everyone who is motivated to learn eventually achieves their goal, many learners who do are often highly motivated individuals.

Affective factor	Definition	Positive impact	Negative impact
self-esteem			
inhibition			
anxiety			
risk-taking			
attitude			
empathy			

motivation			
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Activity 3. Read the description of a learner and identify affective factors that influence her performance in EFL classroom.

Jane often feels unsure of herself and less capable compared to her classmates. While her friends actively participate in class discussions, she prefers to stay quiet. By not joining in, she misses out on practicing speaking and improving her pronunciation, but she still learns by listening to her peers and the teacher.

She has a positive opinion of her English teacher but strongly dislikes her reading textbooks. Jane finds the material too hard and uninteresting, which makes her feel unhappy. On top of that, her dad has made it clear that she needs to learn English to do well in school, which adds to the pressure.

Jane doesn't believe she's good at speaking English and often compares her grades to those of her classmates. This whole situation makes her fall behind academically in comparison to her peers.

Activity 4. Reflect on your own learning experience. Describe yourself in senior school. How did you feel and how did it tell on your performance? Share your experience with others.

Activity 5. Match the types of motivation to their definitions.

TYPE OF MOTIVATION	DEFINITION
Extrinsic motivation	learning the language to achieve practical goals
Intrinsic motivation	learning the language with the aim of receiving a reward, like a prize or a high grade, or avoiding a punishment
Instrumental motivation	learning the language out of interest in the target culture or desire to identify with it
Integrative motivation	learning the language because you genuinely enjoy it (you find the process itself engaging)

Activity 6. Step 1. Read what other learners say about their motivation. Which type of motivation prevails in each case?

1. "I'm learning English because I believe it will be valuable for my job."
2. "English is crucial for my studies, especially in the field of science and research, so passing it is essential for my academic success."
3. "We have plans to visit London in July, so I want to learn English in preparation for our holiday."

4. “I’ve always had a desire to relearn English, and now I’m finally taking action. I see English as a tool for personal and professional growth, and I’m excited about being able to express myself in this language.”

5. “Back in school, I didn’t enjoy learning English because of a bad teacher and the feeling that it was just another obligation. But now, I’m learning it as a hobby, purely out of my own interest, not because I have to.”

6. “I’ve attempted English classes three times before, but they never lasted more than a few months. Two years ago, a close friend expressed interest in learning English together, and that’s been my motivation to keep going. I don’t want to quit knowing she’ll be there too.”

7. “In today’s world, everything seems connected, whether it’s travel, the Internet, movies, or TV, and it’s all in English. I want to be a part of the global community and engage with the world.”

8. “I have fond memories of my first trip to Dublin; I couldn’t speak a word and felt like Tarzan. But on my recent visit to Ireland, I was able to confidently order food in a restaurant and ask questions politely. My boyfriend was really impressed, and it was a great feeling!”

9. “During my school days, my parents encouraged me to learn English by offering rewards for good grades. However, when I didn’t perform well, they restricted my social activities.”

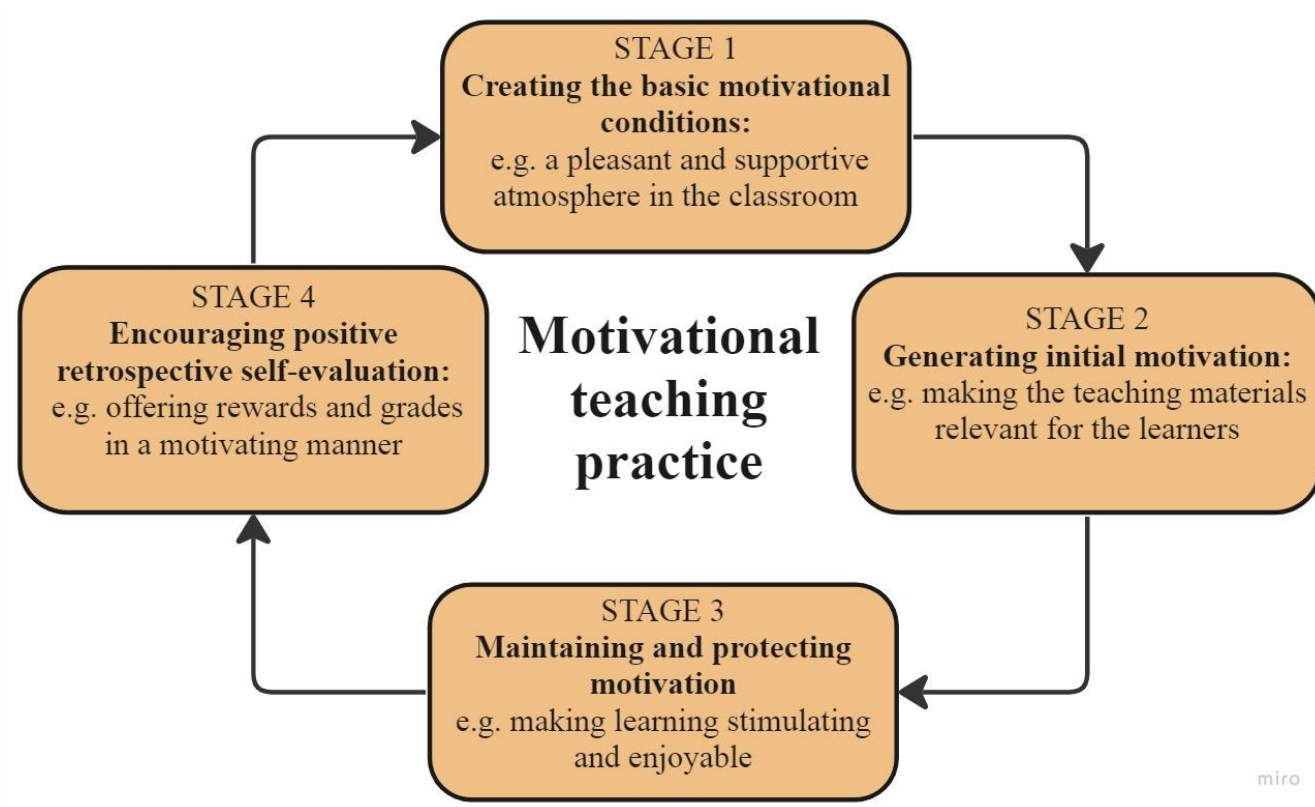
10. “I’ve always had a passion for English, starting from my school days when I excelled in it. It has become an integral and fulfilling part of my life that I’m very content with.”

Step 2. Which type(s) of motivation did you primarily have at different stages of learning English (in primary school, basic school, senior school, at university)?

Step 3. What teacher actions would have increased your motivation at different stages of learning English? Complete the table and share your ideas with the other students.

Stages of learning English	Teacher actions to increase motivation
Primary school	<ul style="list-style-type: none">• ...• ...
Basic school	<ul style="list-style-type: none">• ...• ...
Senior school	<ul style="list-style-type: none">• ...• ...
University	<ul style="list-style-type: none">• ...• ...

Activity 7. Step 1. Look at the stages of motivational teaching practice. Give at least one more example of strategies the teacher can use at each stage.



(Adapted from: Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom* (Cambridge Language Teaching Library). Cambridge: Cambridge University Press)

Step 2. Share your ideas with the group. Take notes of the strategies suggested by other students.

Step 3. Compare your answers with the ideas suggested by Zoltán Dörnyei (see Appendix A). Did you mention any of them? Which of the strategies at each stage do you think are most useful? Why?

Activity 8. Step 1. Work in small groups. Choose one affective factor (except motivation) and discuss how teachers can deal with it. Take notes.

Step 2. Decide on the way to share the results of your discussion (e.g. a list of guidelines, a poster, a memo, etc.). Present the results to other students.

Self-check questions

1. What is a factor in the context of language learning?
2. What affective factors do you know?
3. Why is it important for a teacher to be aware of affective factors?
4. Why is it important for learners to be aware of affective factors?
5. Describe the concept of self-esteem and its impact on language learning.
6. Explain how inhibition can affect language learning.

7. Define anxiety in the context of language learning and discuss its consequences.
8. Explain the difference in the learning behavior of a risk-taker and the one of a cautious learner.
9. Prove that a positive attitude facilitates learning a foreign language.
10. Describe the impact of a negative attitude on language learning.
11. Explain the significance of empathy in language learning and how it facilitates connection with different cultures.
12. Why is motivation considered a key factor in learning a foreign language?
13. Why is it important to understand different types of motivation in language learning?
14. What is the essence of intrinsic motivation?
15. How can extrinsic motivation influence a student's approach to learning a language?
16. Why is integrative motivation beneficial for language learners?
17. What practical goals do learners having instrumental motivation usually want to achieve?
18. Reflect on your own motivation at different stages of learning English. How did it evolve, and why?
19. List the stages of motivational teaching practice.
20. Provide at least two examples of strategies a teacher can use at each stage.
21. Suggest at least 3 ways for a teacher to deal with each affective factor.

SESSION 3

COGNITIVE AND AGE FACTORS IN LANGUAGE LEARNING

Cognitive factors

Activity 1. Step 1. Work in pairs. Search online for the definition of the word ‘cognition’. Share the information with other students.

Step 2. Formulate your own comprehensive definition of cognition.

Activity 2. Step 1. Match cognitive factors to their definitions.

Cognitive factor	Description
1. attention	a) Thinking and drawing conclusions from facts, situations, etc.
2. reasoning	b) The capacity to become competent or skilled through training.
3. memory	c) Perception, recognition or knowledge of something.
4. awareness	d) The ability to retain information across some interval of time and recollect it when necessary.
5. aptitude	e) A state of focusing mental effort and concentration on a particular stimulus, task, or aspect of the environment.

Step 2. Work in pairs. Select one cognitive factor and discuss how it can affect learning a foreign language. Share your ideas with other students.

Activity 3. Step 1. Match the types of cognitive factors with their descriptions. Work in pairs and compare your answers.

Attention	
1. Voluntary	a) attention captured by a prominent stimulus
2. involuntary	b) attention captured by an absorbing activity and sustained enjoyably and productively for a long period of time
3. postvoluntary	c) attention deliberately applied and controlled by a person
Reasoning	
1. inductive	a) moving from a generalization to specific instances in which new facts are inferred from a general principle
2. deductive	b) recalling a number of specific instances in order to draw a general law or rule or conclusion
Memory	
1. working memory	a) to learn and perform skilled actions
2. episodic memory	b) to accumulate general world knowledge (facts, ideas, meaning and concepts)
3. semantic memory	c) to briefly store and manipulate the information required to perform a cognitive task
4. procedural memory	d) to remember lifetime experience

Step 2. Work as a whole group and answer the questions:

1. How can the teacher stimulate each type of attention at the lesson?
2. Which type of reasoning is used when a learner provides an example of a sentence to illustrate a rule?
3. Which type of reasoning is used when a learner infers the rule by analyzing examples?
4. The four types of memory generally work together. How are all 4 memories involved in writing an essay?
5. Which types of memory ensure long-term retention and which one is responsible for short-term retention?
6. What is rote memorization? What do we need to memorize by rote?
7. What is meaningful learning?
8. Is rote memorization or meaningful learning more effective for ensuring long-term retention? Why?

Activity 4. Read the text about the differences between an awareness-raising learning environment and a non-awareness raising learning environment. Match the headlines to the paragraphs.

Focus on Information Delivery	Inquiry and Exploration
Focus on Consciousness	Promotion of Reflection
Integration of Real-Life Contexts	Structured and Direct Instruction
Empathy and Social Awareness	Limited Connection to Real-Life Contexts
Limited Emphasis on Empathy	Limited Reflection or Critical Thinking

Awareness is the state of being conscious or knowledgeable about something. It involves having a perception, recognition, or understanding of oneself, others, events, objects, or ideas. When someone is aware, they have an active and attentive mental state that allows them to comprehend or notice things around them.

An awareness-raising learning environment and a non-awareness learning environment differ in their focus on promoting and cultivating awareness among learners. Let's explore the distinctions between the two.

Awareness-Raising Learning Environment:

1. _____: In an awareness-raising learning environment, the primary goal is to create consciousness or mindfulness among learners. Educators aim to draw attention to specific issues, concepts, or perspectives that might be overlooked or underappreciated.
2. _____: Learners are encouraged to reflect on their thoughts, actions, and beliefs. They are prompted to question assumptions, critically analyze information, and examine their own biases and values.
3. _____: The learning environment fosters empathy and social awareness, encouraging learners to consider the perspectives and experiences of others. It may involve discussing social issues, diversity, and inclusion to promote understanding and compassion.

4. _____: Learners are encouraged to explore topics deeply and engage in open-ended discussions. The emphasis is on asking questions, seeking answers, and developing a more profound understanding of the subject matter.

5. _____: The learning environment often connects the content to real-life situations, current events, or global challenges. This approach helps learners see the relevance and implications of what they are learning.

Non-Awareness Learning Environment:

6. _____: In a non-awareness learning environment, the primary emphasis is on delivering information and teaching specific content. The goal is to ensure that learners grasp predetermined facts, theories, or skills.

7. _____: While critical thinking may still be encouraged, the focus is primarily on understanding and memorizing established information rather than questioning assumptions or deeply reflecting on the material.

8. _____: While empathy and social awareness might be mentioned, they are not central to the learning process. The primary objective is to cover the prescribed curriculum efficiently.

9. _____: The teaching approach is often structured, with clear objectives and predetermined learning outcomes. Instruction is usually teacher-led, and there may be less room for open-ended exploration.

10. _____: The learning environment might not always link the content to real-world applications or current events. The focus is on mastering the subject matter without extensive exploration of its practical implications.

In summary, an awareness-raising learning environment places significant emphasis on developing consciousness, reflection, empathy, and critical thinking among learners. It seeks to foster a deeper understanding of the world, oneself, and others. On the other hand, a non-awareness learning environment is more focused on the efficient delivery of predetermined content and achieving specific learning outcomes without necessarily exploring broader perspectives or real-life contexts extensively.

Remember that a non-awareness-raising learning environment can still be effective in helping students develop language proficiency and communication skills. While social and cultural issues may not be the central focus, these topics may naturally arise during discussions or language activities. It's essential to strike a balance between language learning objectives and creating an inclusive and culturally sensitive classroom environment.

Activity 5. Read the techniques the teacher can use and decide which type of environment (awareness-raising or non-awareness raising) these techniques exemplify.

1. **Diverse literature:** Select reading materials that represent diverse cultures, backgrounds, and perspectives. Include works by authors from different countries and ethnicities to expose students to a range of experiences and voices.

2. **Traditional teaching methods:** Utilize traditional teaching methods, such as lectures, grammar exercises, and drills, to deliver language content.

3. **Language proficiency goals:** Clearly define language proficiency goals and familiarize your students with them.

4. **Media:** Use various forms of media, such as news articles, videos, and advertisements, to have students examine how language and imagery can influence perceptions and attitudes.

5. **Social justice themes:** Introduce social justice themes through literature and discussions. Explore topics like gender equality, human rights, environmental issues, and social inequality to encourage critical thinking.

6. **Standardized curriculum:** Follow a standardized curriculum that prioritizes the teaching of language rules, sentence structures, and language mechanics to ensure students acquire the necessary language skills.

7. **Reflective activities:** use reflective activities to encourage students to process their learning experiences, consider their personal growth.

8. **Coursebook-centered approach:** Rely on textbooks and language learning materials as the main resources for teaching English.

9. **Global collaborations:** Encourage your students to connect with learners from different countries for collaborative projects, which provides opportunities to learn about other cultures.

10. **Teacher-centered instructions:** Maintain a teacher-centered instructional approach, where the teacher plays a central role in delivering content and guiding learning.

Activity 6. Step 1. Language learning aptitude is the potential that a person has for learning languages. Look at its components and sort out the activities below depending on their focus.

Components of language learning ability

Phonetic coding ability	Grammatical sensitivity	Rote learning ability	Inductive learning ability
<ul style="list-style-type: none"> ability to perceive a distinct sound, associate a symbol with that sound and retain that association 	<ul style="list-style-type: none"> ability to recognise the grammatical function of a lexical element in a sentence without explicit training in grammar 	<ul style="list-style-type: none"> ability to learn associations between words and their meanings and retain that association 	<ul style="list-style-type: none"> ability to infer or induce rules governing the structure of a language

(after John B. Carroll, 1962)

Focus	Activities
Phonetic coding ability	1,
Grammatical sensitivity	
Rote learning ability	
Inductive learning ability	

① *Listen to the words and match them to the vowels they contain.*

name toy fine drain climb boy tray try boil

1. [ɔɪ] -
2. [aɪ] -
3. [eɪ] -

miro

② *Listen and repeat.*

Remember as many words as you can in 15 seconds. Close the book and name the things you can see around you.



③ *Find pairs of words with the same vowel sound.*

bed busy cheap city desk eight place
quiet shower town TV wifi

④ *Read the grammar box and choose the correct alternative.*

Past simple negative and questions

Use ¹*didn't/doesn't* + infinitive to make past simple negative sentences.

She **didn't walk** – she ran.

Dr Denmark **didn't retire** until 2001.

Use ²*isn't and aren't/wasn't and weren't* with the verb be.

Schools **weren't** free.

Learning **wasn't** easy for him.

Use ³*do/did* + infinitive to make past simple questions.

What **did** they do?

Why **did** they do it?

Use ⁴*did/was and were* in past simple questions with be.

Who **were** they?

Roadmap A2+, SB, p. 17

miro

⑤ *Underline the word in the second sentence which has the same grammatical function as the underlined word in the first sentence?*

1. She was working in the garden all day long.
2. Smiling, Tom entered the room.

miro

⑥ *Listen and repeat. Tick ✓ what you can do. Close the book. Show and name as many words you underlined as you can.*



miro

⑦ *In each sentence, circle the words which have the same function.*

1. Jane's got long blonde hair.
2. Who's the man waving at us and smiling?
3. Jack and Jill got married last month.
4. What are you going to do with all these books and magazines?
5. I've never been to Australia or New Zealand.

miro

⑧ *Read the sentences and answer the question.*

Do we use 'who' for things or people?

Do we use 'which' for things or people?

1. This film shows children **who** feel really lost.
2. This is a film **which** is funny and also says something about life.
3. Is that a woman **who** asked us for help?
4. This is the road **which** we took last time.

miro

Step 2. Which ability/abilities do you think you have developed well? Which ability/abilities would you like to master? Discuss with your partner.

Age factors

Activity 7. Which assumptions about age and language learning are closer to your views? Choose two and give your grounds.

1. Age is not a stand-alone factor influencing SLA.
2. Each age brings its own advantages and disadvantages to the process and results of language learning.
3. Young learners learn languages quicker and better.
4. Children should start learning foreign languages at the age of three.
5. Adults tend to grasp grammatical rules and sentence structures more readily when learning a language.

Activity 8. Read the information on one of the myths about children and SLA. Disprove the myth sharing your knowledge with other students.

MYTH 1: CHILDREN MASTER SECOND LANGUAGES QUICKLY AND EFFORTLESSLY

Some people suggest that children have more adaptable brains, making it easier for them to learn a second language (L2). However, current research challenges this idea and argues that the differences in L2 acquisition rates between children and adults may be due to psychological and social factors favoring younger learners. Studies comparing children to adolescents and adults consistently show that the latter groups perform better under controlled conditions, with the exception of pronunciation, where some studies even suggest better results for older learners.

Now, let's think about what it takes for a child and an adult to become proficient in a language. A child doesn't need to learn as much as an adult to achieve basic communication skills. Their sentences are shorter and simpler, and their vocabulary is more limited. So, while it may seem like children are learning faster, research generally indicates that adults and adolescents actually perform better.

Teachers shouldn't expect miraculous language learning outcomes from children in ESL classrooms. It's important to remember that learning an L2 can be even more challenging for children because they lack the memory techniques and strategies that more experienced learners use to acquire vocabulary and understand grammatical rules. Additionally, children are often shyer and more embarrassed in front of their peers compared to adults. Some children from certain cultural backgrounds may feel extremely anxious when asked to perform in a language they are still learning. Teachers should not assume that because children are thought to learn L2 quickly, these feelings of discomfort will simply go away.

MYTH 2: THE YOUNGER THE CHILD, THE BETTER AT LEARNING AN L2

Some researchers argue that starting to learn a second language at a very young age is more effective (e.g., Krashen, Long, & Scarcella, 1979). However, research conducted in school settings doesn't support this idea. For example, a study of British children learning French in school found that, after 5 years of learning, older children actually became better L2 learners. Similar results have been seen in studies conducted in other European countries.

Pronunciation is one aspect where the belief that younger is better may hold some truth. Research (e.g., Oyama, 1976) has shown that if a learner begins to study a second language at an early age, they tend to develop a more native-like accent.

However, the research mentioned above doesn't suggest that early exposure to an L2 is harmful. Starting language learning early allows for a longer period of instruction, increasing the chances of achieving communicative proficiency. It also helps children see language learning and cultural insights as a normal and integral part of their education.

Teachers should maintain realistic expectations for their ESL students. Research indicates that older students may progress more quickly in language learning, although younger children might have an advantage when it comes to pronunciation. While starting language instruction in the first grade, for instance, gives children more exposure to the language compared to starting in the sixth grade, exposure alone doesn't guarantee language acquisition.

MYTH 3: THE MORE TIME STUDENTS SPEND IN A SECOND LANGUAGE ENVIRONMENT, THE FASTER THEY LEARN THE LANGUAGE

Many educators believe that children who come from non-English-speaking backgrounds will learn English better when they are fully immersed in English instruction, which includes ESL classes and lessons taught in English. These programs offer students more time using English than bilingual classes, which also include instruction in their native language. However, research shows that having more exposure to English does not necessarily lead to quicker English language acquisition. In the long run, children in bilingual classes, who are exposed to both their home language and English, end up acquiring English language skills similar to those of children who have only been in English-only programs (Cummins, 1981; Ramirez, Yuen, & Ramey, 1991). Teachers should understand that the amount of time spent learning a second language is not the sole factor influencing language acquisition.

MYTH 4: CHILDREN ARE PROFICIENT IN A SECOND LANGUAGE ONCE THEY CAN SPEAK IT

Some teachers believe that when children can speak a second language fluently, they have complete command of that language. However, for school-aged children, being proficient in everyday conversation does not necessarily mean they are proficient in the more complex academic language needed for various classroom tasks. Cummins (1980) points to evidence from a study involving 1,210 immigrant children in Canada, which showed that it took them much longer (around 5 to 7 years) to master the language required for the regular English curriculum compared to acquiring basic oral communication skills.

It's important for teachers to understand that placing children in mainstream classrooms solely based on their oral language skills is not appropriate. If children who aren't yet ready for an all-English classroom are included, it can hinder their academic success.

MYTH 5: ALL CHILDREN LEARN A SECOND LANGUAGE IN THE SAME WAY

Not all children approach second language learning in the same manner. Some kids are outgoing and sociable, which helps them pick up the second language quickly. They're not afraid of making mistakes and use their limited language skills to communicate with native speakers. On the other hand, there are children who are quiet and shy. They learn primarily by observing and listening, saying very little because they're worried about making errors. Surprisingly, research shows that both types of learners can be successful in acquiring a second language.

Learning styles can also be influenced by social class. In urban, educated, and technologically advanced societies, middle-class parents tend to teach their children using language. In contrast, in less technologically advanced, non-urbanized cultures, teaching often happens nonverbally through observation, supervised participation, and self-initiated repetition (Rogoff, 1990).

Furthermore, some children are more used to learning from their peers rather than adults. They grow up being cared for and taught by older siblings or cousins, which can make them less inclined to interact with adults. In school, they might pay more attention to what their classmates are doing than to what the teacher is saying.

If teachers aren't aware of these differences in learning styles, it can affect their expectations and interactions with children in the classroom.

Activity 9. Sort out characteristics of young and older learners. What consequences do they have for teaching and learning foreign languages?

Category of learners	Characteristics
Young learners	
Older learners	

1. Pronunciation and intonation can be acquired easier by these learners, due to neuromuscular mechanisms, which are still active.

2. Particularly when it comes to building their vocabulary and understanding the structure of language, these learners are, in fact, more proficient at acquiring language skills.

3. These learners benefit from having neural cells that are more advanced in handling advanced language skills, like comprehending how words relate in meaning and being sensitive to grammar.

4. They have increased capability for imitation.

5. They possess flexibility, spontaneity and tolerance to new experiences.

6. They possess a sense of curiosity and aren't afraid of making mistakes.

7. These learners have more advanced cognitive systems, allowing them to make higher-level connections and generalizations.

8. They rely on their long-term memory rather than relying on short-term memory for rote learning.

9. These learners can combine new language information with their existing wealth of learning experiences.

10. They effectively overcome challenges like a lack of vocabulary by using creative methods of communication, such as non-verbal cues and onomatopoeic words.

11. Qualities like an enhanced sense of time and a greater capacity for learning and memory are definite advantages for them.

12. These learners study a foreign language for specific reasons, like improving their professional effectiveness, preparing for potential foreign experiences, or other practical purposes.

13. They haven't yet formed a concept of foreign civilizations, and they may not be fully aware of ethnic and cultural differences.

14. They cannot acquire complex morphological and grammatical phenomena so easily.

15. These learners have already acquired effective learning strategies that have proven successful in different situations. They can apply these strategies to their advantage when it comes to language learning as well.

16. These students have short attention spans and are easily distracted.

17. These students may not remember material from one day to the next.

18. Abstract concepts are difficult to deal with.

Activity 10. Look how Present Continuous is introduced and practised in two coursebooks for elementary learners. Which coursebook is for young learners? Which one is for adults? What makes each way of introducing and practising grammar effective for the category of learners it is used with?

Coursebook 1

21

play
 read
 sleep
 hide
 water pistol
 come

I'm playing a game!

1 Sally, I'm doing my homework! I'm reading.

I'm writing.

Very good!

2 Look at Chatter. He's sleeping.

3 Ssh!

Oh, you're hiding!

Yes! I'm playing a game.

4 Tag has got a big water pistol! Run! He's coming!

1 Circle.

1 Patty has got a phone / pencil.

2 Trumpet has got a book / pen.

3 Tag has got a kite / water pistol.

4 The water pistol is small / big.

Learn with Tag

I am hiding. → I'm hiding.
 You are writing. → You're writing.
 He is playing. → He's playing.
 She is reading. → She's reading.
 It is sleeping. → It's sleeping.

2 Circle and write.

1 He / She is reading

2 He / She _____

3 He / She _____

4 He / She _____

3 Listen and stick. Then write.

1 I'm reading

2 He's _____

3 She's _____

4 Sing along with the **FlyHigh** band!

I'm playing.
 I'm playing with my friends.
 Hey ho, away we go.
 I'm playing with my friends.
 She's hiding from her friends.
 She's hiding from her friends.
 Hey ho, away we go.
 She's hiding from her friends.

eighty-eight

Fly High 2 SB p. 88-89

Coursebook 2

Present Continuous

Look at these sentences from the texts.

I'm looking for a job at the moment.

We're having a sale because we're closing the shop.

The store opened last year and it's doing very well.

The present continuous uses a form of *be* + *-ing*. We use the present continuous to talk about present actions or situations that are temporary and not finished.

7 Complete the sentences with **am / are / is**.

- 1 The shops in town _____ having sales at the moment.
- 2 I _____ working very hard at the moment.
- 3 My mother's not here. She _____ doing the shopping.
- 4 The economy _____ growing fast at the moment.
- 5 My football team _____ doing really well now.
- 6 You _____ really improving. You didn't know much English when we first met.
- 7 Some friends _____ staying with me at the moment.
- 8 My brother _____ studying at university.

PRONUNCIATION

- 8 Listen to the present continuous sentences from Exercise 7. Notice how they use the short forms of *am / are / is*. Listen again and repeat the sentences.
- 9 Look again at sentences in Exercise 7.
 - 1 What phrase shows the present actions or situations that are temporary and not finished?
 - 2 Make a question and a negative from each sentence.

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Self-check questions

1. What is cognition? What cognitive factors affect language learning? In what way?
2. What is the difference between voluntary and involuntary attention?
3. How can the teacher stimulate students' involuntary attention?
4. What is post-voluntary attention? How can it be facilitated at the lesson?
5. What is inductive reasoning?
6. Which type of reasoning is used when a learner analyses the rule first and then makes up some sentences to illustrate the rule?
7. What are the types of memory? What are their functions?
8. Critically evaluate the role of short-term and long-term memory in language learning. How might an overemphasis on short-term retention impede overall proficiency?
9. Can rote memorization be effective in language learning? Why?
10. Explain the difference between an awareness-raising learning environment and a non-awareness learning environment.
11. Are there situations where a non-awareness learning environment might be more suitable? If yes, provide at least 2 examples.
12. Describe at least four techniques which exemplify a non-awareness learning environment and four techniques which can be used to create an awareness-raising learning environment. Which of these techniques did you observe in senior school?
13. What is language learning aptitude? What components does it consist of?
14. Provide an example of an activity for developing each component of language learning aptitude.
15. What myths are there about children and SLA? Disprove one of the myths.
16. What are the characteristics of young learners? How do these characteristics influence their language learning? How can they be taken into account while creating teaching materials?
17. What are the characteristics of older learners? How do these characteristics influence their language learning? How can they be taken into account while creating adult-oriented textbooks?

SESSION 4

LEARNER TYPES LEARNING STYLES MULTIPLE INTELLIGENCES

Activity 1. Read the quotation and comment what consequences it may have for teaching:

Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid (*Albert Einstein*).

Learner types

Activity 2. Step 1. Match learner types to their descriptions. Work in pairs and compare your answers.

As to dealing with other people:

1.	Extroverted	a.	<ul style="list-style-type: none"> • self-reliant and have methodical learning style • favor working independently or with a familiar partner.
2.	Introverted	b.	<ul style="list-style-type: none"> • are open to engaging in various social activities, discussions, and role-playing. • willing to take risks

As to handling possibilities:

3.	Intuitive-random	c.	<ul style="list-style-type: none"> • present-oriented • prefer step-by-step activity • need clarity of direction
4.	Concrete-sequential	d.	<ul style="list-style-type: none"> • oriented towards the future • value speculations about possibilities • enjoy abstract thinking • do not like step-by-step instruction

As to approach to tasks:

5.	Closure oriented	e.	<ul style="list-style-type: none"> • organised • meet deadlines • prefer neatness • prefer structure • prefer clear and explicit instructions, rules, and guidelines
6.	Open learners	f.	<ul style="list-style-type: none"> • prefer discovery learning • demonstrate the ability to absorb information even in unstructured situations • prefer to learn without deadlines • do not like rules • tolerate confusing situations

As to dealing with ideas:			
7.	Global	g.	prefer: <ul style="list-style-type: none"> • paying close attention to specifics and particulars • being engaged in logical data analysis • approaching problem-solving in a systematic manner • working autonomously • using contrastive analysis techniques • learning different rules • dissecting words and phrases
8.	Analytic	h.	<ul style="list-style-type: none"> • prepared to guess meanings • predict outcomes • communicate even if lacking relevant vocabulary or concepts (e.g. by paraphrasing, gesturing) • spontaneous
As to preferred way of learning:			
9.	Authority-oriented	i.	prefer to learn by: <ul style="list-style-type: none"> • participating in communicative situations • using materials from the target language culture
10.	Communicative	j.	<ul style="list-style-type: none"> • autonomously orientated • prefer analysis of language in terms of rules
11.	Autonomous	k.	prefer: <ul style="list-style-type: none"> • the traditional teacher-focused classroom • rule learning etc.
As to the attitude to the structured training:			
12.	Formal	l.	<ul style="list-style-type: none"> • pick up information from TV, the internet, films • like direct interaction with individuals • learn without realizing the learning process
13.	Informal	m.	<ul style="list-style-type: none"> • like having rigid curriculum • organized in terms of time, objectives and resources

Step 2. Which learner type are you according to each criterion? Discuss that with your partner.

Learning styles

Activity 3. Step 1. Complete Learning Style Questionnaire.

Never applies to me – 1 point

Sometimes applies to me – 2 points

Often applies to me – 3 points

SECTION ONE

1. _____ I enjoy sketching and my notes often contain numerous drawings and arrows.
2. _____ I have better recall when I put information in writing.
3. _____ I tend to lose my way or run late if I receive verbal directions to a new location without noting them down.
4. _____ When trying to remember a phone number or something new, it's helpful for me to create a mental image of it.
5. _____ During a test, I can mentally visualize the relevant textbook page with the answer.
6. _____ Maintaining eye contact while listening helps me stay focused.
7. _____ Using flashcards aids in retaining material for exams.
8. _____ It's challenging for me to understand someone when there's background noise or music playing.
9. _____ I struggle to grasp jokes when they are told to me.
10. _____ I work more effectively in a quiet environment.

SECTION TWO:

1. _____ My handwriting doesn't appear neat to me.
2. _____ Using my finger as a guide while reading helps me stay on track.
3. _____ I find it difficult to read very small print or poor-quality copies.
4. _____ I grasp instructions better when they are explained verbally rather than reading them silently.
5. _____ I remember information better when I hear it rather than when I see or read it.
6. _____ I exert excessive pressure while writing, leading to fatigue.
7. _____ My eyes become fatigued quickly, despite being deemed healthy by the eye doctor.
8. _____ When reading, I often confuse similar-looking words, such as "them" and "then," or "bad" and "dad."
9. _____ I struggle to decipher other people's handwriting.
10. _____ If given the choice between learning new information through a lecture or a textbook, I would opt for listening rather than reading.

SECTION THREE:

1. _____ I prefer not to read instructions and would rather start a task directly.
2. _____ I learn most effectively when I receive a demonstration followed by hands-on practice.
3. _____ Studying at a desk isn't my preferred approach.
4. _____ I tend to solve problems through trial and error.
5. _____ Before following instructions, it helps me to observe someone else perform the task first.
6. _____ I find myself needing frequent breaks during study sessions.
7. _____ I am not skilled at providing verbal explanations or directions.
8. _____ I rarely get lost, even in unfamiliar surroundings.
9. _____ I think more effectively when I have the freedom to move around.

10. _____ When I can't recall a specific word, I often use hand gestures and describe it as a "what-cha-ma-call-it" or a "thing-a-ma-jig."

SCORING. Now, sum up the scores for each of the three sections and write down the total below.

Section One score: _____ (Visual)

Section Two score: _____ (Auditory)

Section Three score: _____ (Kinesthetic)

SCORE ANALYSIS: The section with the highest score reflects your primary learning channel preference. The higher the score, the stronger the preference. If you have relatively high scores in two or more sections, it suggests you possess multiple strengths in learning. If the scores in the sections are approximately equal, you may not have a dominant learning channel preference; you are a multi-sensory learner.

Step 2. Work in pairs. Tell your partner whether you agree or disagree with the results of the questionnaire and why.

Activity 4. Step 1. Ascribe characteristics to visual (V), auditory (A) or kinesthetic (K) learners. Compare your answers with those of a partner.

1. Learning Style Preference:

_____ Prefers verbal instructions from self or others.

_____ Thrives on hands-on learning and direct participation.

_____ Learns best through visual observation and demonstrations.

2. Spelling:

_____ Recognizes words visually; relies on word patterns and configurations.

_____ Often struggles with spelling; relies on writing words to gauge correctness.

_____ Uses phonics-based methods and possesses strong auditory word analysis skills.

3. Handwriting:

_____ Initially faces challenges in learning; tends to write with light pressure.

_____ Typically excels, especially at a young age; maintains good spacing and legibility; values appearance.

_____ Initially writes well but deteriorates with smaller spaces; applies more pressure while writing.

4. Reading:

_____ Prefers action-packed stories and may fidget while reading.

_____ Enjoys descriptive passages, occasionally pauses to daydream and visualize scenes with intense concentration.

_____ Enjoys dialogues and plays, avoids lengthy descriptions, may not pay much attention to illustrations, and may silently mouth words while reading.

5. Memory:

_____ Easily remembers names but often forgets faces, relying on auditory repetition for memory.

_____ Recalls activities effectively but may struggle with remembering visual or verbal information.

_____ Remembers faces but may forget names, compensating by writing things down and taking notes.

6. Imagery:

_____ Possesses a vivid imagination, thinking in detailed mental images.

_____ Doesn't place high importance on mental imagery; if images do arise, they often involve movement.

_____ Sub-vocalizes and imagines things in sounds; less focused on visual details.

7. Problem Solving:

_____ Approaches problems with physical actions, often choosing solutions that involve a high level of activity; tends to be impulsive.

_____ Deliberate problem solver who plans ahead, organizes thoughts through writing, and creates lists of problems.

_____ Talks through problems, either verbally or sub-vocally, using self-talk to arrive at solutions.

8. Response to New Situations:

_____ Discusses new situations, weighing the pros and cons of potential actions.

_____ Prefers a hands-on approach, trying things out, touching, feeling, or manipulating objects.

_____ Examines the surroundings or structure of new situations.

9. Distractibility:

_____ Easily distracted by auditory stimuli, such as sounds.

_____ May not appear attentive to visual or auditory presentations and can seem distracted.

_____ Unaffected by sounds but distracted by movement.

10. Response to Periods of Inactivity:

_____ Engages in activities like humming, talking to oneself, or chatting with others.

_____ Tends to fidget or finds reasons to move during periods of inactivity.

_____ Stares or doodles; finds something.

Step 2. Work in 4 groups. Surf the Internet or use your English coursebook to discover and compile a list of 3 activities suitable for visual learners (Group 1), 3 activities catering to auditory learners (Group 2), 3 activities tailored to kinesthetic learners (Group 3), and 3 activities designed for multisensory learners (Group 4). Share your activities with other students and explain why you think they are appropriate for a given learner type.

Multiple intelligences

Activity 5. Search online for the information on the Theory of Multiple Intelligences. Answer the questions.

1. Who proposed the Theory of Multiple Intelligences?
2. How many intelligences are distinguished now? What are they?
3. What abilities do people with each type of intelligence demonstrate?
4. Which intelligence(s) do you think you have developed most?
5. Which intelligence would you like to have to be more successful in life?
6. How important is it for the teacher to know the theory of multiple intelligences?
7. Should learners be aware of the existence of different intelligences? Why?

Activity 6. Step 1. Using the statements from the banks below, fill in the last two columns in the table.

Learns best through:

1. Working alone, having space, reflecting, doing self-paced projects
2. Engaging in tasks involving connections and structures, organizing and grouping, dealing with conceptual ideas.
3. Touching, moving, knowledge through bodily sensations, processing body language
4. Comparing, relating, sharing, interviewing, cooperating
5. Processing information through auditory and visual means, encompassing speaking, reading, writing, as well as engaging in discussions and debates.
6. Rhythm, singing, melody, listening to music and melodies
7. Immersing oneself in the natural world, investigating living organisms, gaining knowledge about flora and natural phenomena.
8. Employing visual elements and hues, using the power of imagination, mental imagery, and expressing ideas through drawing.

Needs:

1. Building materials like LEGOs, visual media such as videos and movies, slideshows, art supplies, imaginative games, intricate puzzles, beautifully illustrated books, visits to art museums, and similar resources.
2. Opportunities for musical engagement like sing-alongs, attendance at concerts, availability of musical instruments at home and school, and the presence of music in the learning environment.
3. Order, connections to real life and science issues, same/different patterns
4. Things to think about and explore, science materials, trips to the planetarium and science museum, etc.
5. Personal space, solitary time, projects with self-pacing flexibility, and choices in activities and tasks.
6. Interactive experiences like role-playing, constructive materials, physical movement, sports, hands-on learning, tactile engagement, and kinesthetic learning opportunities.
7. Books, audio records, paper diaries, writing tools, dialogue, discussion, debates, stories, etc.
8. Social interactions, group-based games, participation in community events,

involvement in clubs, and access to mentors or apprenticeships for social development and learning.

Intelligence	Strengths	Preferences	Learns best through	Needs
Verbal / Linguistic	Writing, reading, memorizing dates, thinking in words, telling stories	Write, read, tell stories, talk, memorize, work at solving puzzles		
Mathematical/ Logical	Math, logic, problem solving, reasoning, manipulative patterns	Question, work with numbers, experiment, solve problems		
Visual / Spatial	Maps, reading charts, drawing, mazes, puzzles, imagining things, visualization	Draw, build, design, create, daydream, look at pictures		
Bodily / Kinesthetic	Athletics, dancing, crafts, using tools, acting	Move around, touch and talk		
Musical	Picking up sounds, remembering melodies, rhythms, singing	Sing, play an instrument, listen to music, hum		
Interpersonal	Leading, organizing, understanding people, communicating, resolving conflicts, selling	Talk to people, have friends, join groups		
Intrapersonal	Recognizing strengths and weaknesses, setting goals, understanding self	Work alone, reflect, pursue interests		
Naturalistic	Understanding nature, making distinctions, identifying flora and fauna	Be involved with nature, make distinctions		

Step 2. Ask your partner what his/her dominant intelligence is. Create an infographic including the information about:

- the type of intelligence your partner has
- its main characteristics
- tips on how to take advantage of this type of intelligence while teaching and learning English.

Present your infographic to your partner.

Step 3. Look at the infographic your partner created for you. Do you find the tips in it useful? Why?

Self-check questions

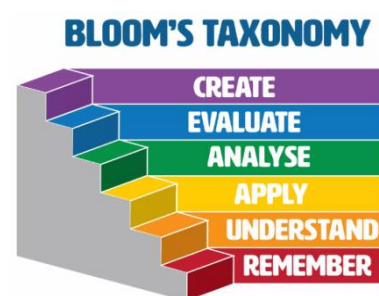
1. What learner types do you know?
2. Consider your own learning preferences. Do you find that you align more with extroverted or introverted characteristics in dealing with others?
3. Reflect on a recent task. Were you closure-oriented or open-oriented in your approach to it?
4. Think of your attitude to the structured training. Are you a formal or an informal learner? Provide arguments.
5. How might your learning preferences impact your study habits and academic performance?
6. What characteristics of different learner types do you think you lack? How would they facilitate your language learning?
7. In what ways can understanding diverse learner types help educators avoid the ‘fish climbing a tree’ scenario?
8. List the typical characteristics of visual learners. Do you have any of them? If so, provide examples.
9. List the typical characteristics of auditory learners. Do you have any of them? If so, provide examples.
10. List the typical characteristics of kinesthetic learners. Do you have any of them? If so, provide examples.
11. How can learning styles influence classroom dynamics and teaching methods?
12. Provide an example of an activity for each learning style.
13. What is the essence of the Theory of Multiple Intelligences? How many intelligences are distinguished nowadays? What are they?
14. Why is it important for educators to be aware of the Theory of Multiple Intelligences?
15. Reflect on your own strengths in different intelligences. How can you use these strengths in your language learning journey?
16. Consider a recent learning experience. How do you think a different intelligence might have enhanced or altered your understanding of the material?
17. How can knowledge of learner types, learning styles, and multiple intelligences inform your future teaching practices?

SESSION 5

BLOOM'S TAXONOMY

Activity 1. Read the introduction to Bloom's taxonomy and match the levels to their descriptions.

In 1956, Benjamin Bloom introduced a framework for classifying educational objectives known as the "Taxonomy of Educational Objectives." This framework encompassed six distinct categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories beyond Knowledge were described as 'skills and abilities,' with Knowledge serving as the foundational prerequisite for applying these skills and abilities.



In 2001, a team of scholars presented a revised version of Bloom's Taxonomy under the title "A Taxonomy for Teaching, Learning, and Assessment." Within this revised taxonomy, they identified six levels of cognitive skills: remembering, understanding, applying, analyzing, evaluating, and creating. These cognitive skills can be reorganized into two primary categories: lower-order thinking skills and higher-order thinking skills.

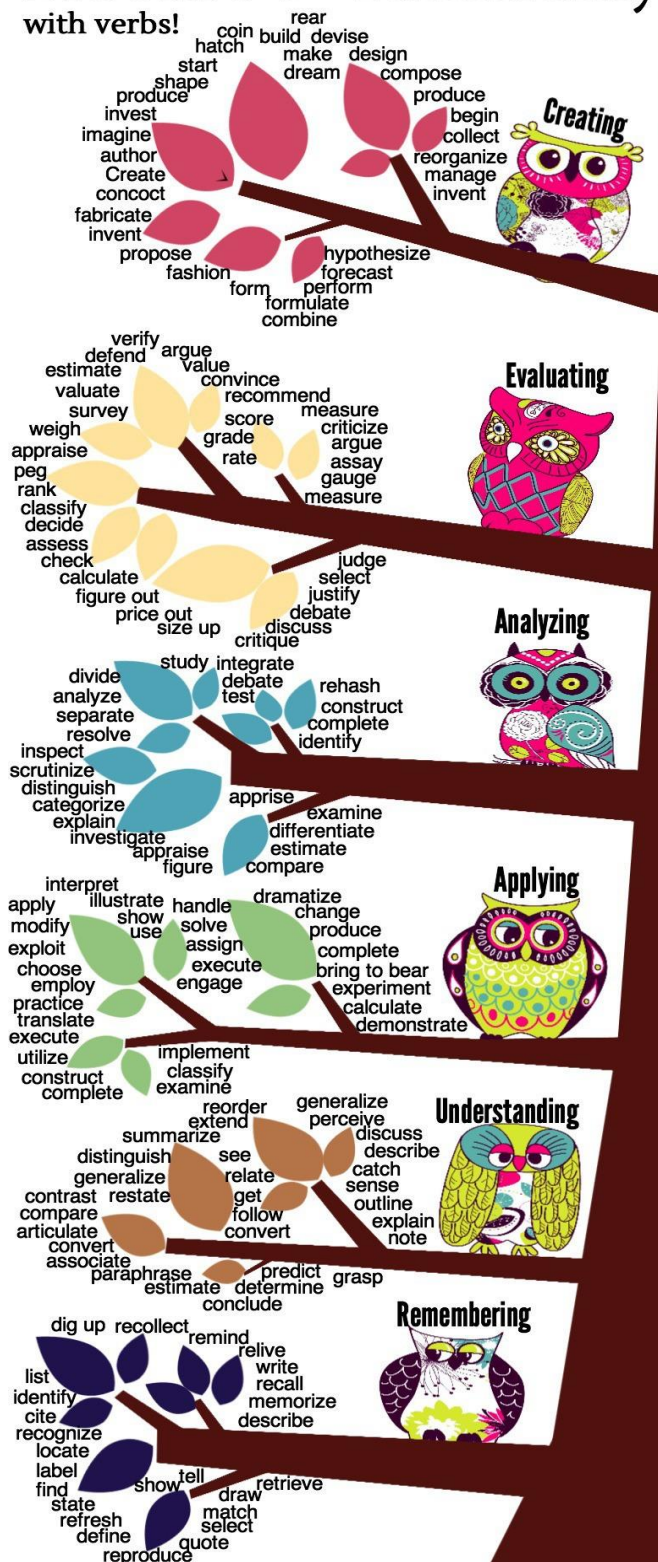
Lower-Order Thinking Skills (LOTS) involve basic mental operations and are generally associated with the recall or reproduction of information. Examples of LOTs include remembering facts, defining terms, summarizing information, and answering straightforward questions. These skills are essential for building foundational knowledge and understanding. **Higher-Order Thinking Skills (HOTS)** involve more complex mental processes and go beyond simple recall. HOTs require deeper analysis, critical thinking, and problem-solving abilities. Examples of HOTs include evaluating information, synthesizing ideas, and making informed judgments. Developing HOTs is crucial for fostering higher-level cognitive abilities and preparing students for more advanced thinking tasks.

	Level	Description
LOTS	1. Remembering	a) Create and support opinions by evaluating information, ideas, or the quality of work using certain criteria.
	2. Understanding	b) Reorganize information by putting things together in a new way or proposing different solutions.
	3. Applying	c) Examine things or ideas by breaking them down, figuring out how they connect, and understanding their role in a bigger picture, sometimes by finding out the reasons behind them.
HOTS	4. Analyzing	d) Express understanding of facts and concepts by arranging, translating, interpreting, describing, or summarizing them.
	5. Evaluating	e) Show that you remember things you've learned by recalling facts, terms, basic ideas, and answers.
	6. Creating	f) Carry out a task by using what you've learned to make something or complete an activity, like creating models, giving presentations, conducting interviews, or running simulations.

Activity 2. Work in groups. Analyse Mia MacMeekin's infographic on Bloom's taxonomy in verbs. Select and write down the verbs which are typically used in teaching a foreign language. Share your ideas with others.

Bloom's Taxonomy

with verbs!



Creating:

- e.g. make.
- ...
- ...

Evaluating:

- ...
- ...
- ...

Analyzing:

- ...
- ...
- ...

Applying:

- ...
- ...
- ...

Understanding:

- ...
- ...
- ...

Remembering:

- ...
- ...
- ...



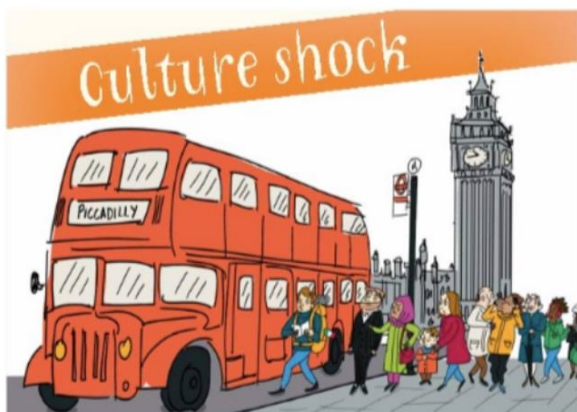
By: Mia MacMeekin
of Epigogy, Inc and
anethicalisland

Activity 3. Analyze the activities and identify the Bloom's taxonomy levels they target.

1

3.13 Check you understand the phrases below. Read paragraph A of the text. Which country has the most surprising rule?

accept a present jump the queue wait in a queue



A When you travel, you have to know about the cultural rules in the countries you visit. For example, in China you have to take a present with two hands, but in the USA you don't have to use two hands to accept a present – one is fine. In Spain, in the summer, you mustn't be noisy after lunch. You don't have to sleep a siesta, but you have to be quiet. And in Britain you have to wait in a queue for everything and you mustn't jump the queue.

B In Japan you ¹have to / *mustn't* take off your shoes when you visit someone's home. But in France you ²have to / *don't have to* take off your shoes – you can keep them on. Austrians are very punctual, so you ³don't have to / *mustn't* be late for a meeting in Vienna. In Germany you ⁴have to / *don't have to* wait for the green light to walk across the street, but in Egypt you ⁵have to / *don't have to* wait – you can cross any time! And in Singapore you ⁶have to / *mustn't* chew gum in public.

Wider World 1. SB p. 96

2

Developing independence

1 Read each sentence and choose a number from 1–5 (1 = I strongly agree, 5 = I strongly disagree.)

- 1 Teenagers should set their own bedtimes. 1 2 3 4 5
- 2 Teenagers should have a part-time job to earn their own pocket money. 1 2 3 4 5
- 3 Teenagers should choose what they eat. 1 2 3 4 5
- 4 Teenagers should spend weekends with parents / family. 1 2 3 4 5
- 5 Teenagers should help around the house. 1 2 3 4 5

2 **SPEAKING** Discuss your answers in small groups. Which question(s) do almost all of you agree on? And which one(s) do almost all of you disagree on? Why?

Think 4 SB p. 99

3

I KNOW! Study the Vocabulary A box. In pairs, find four classroom objects in the text and add them to the list. How many more words can you think of in two minutes?

Vocabulary A Classroom objects

calculator pencil case poster projector ruler sports bag
textbook whiteboard

Wider World 1. SB p. 46

4

a VIDEO 1 CD1 26 Watch or listen to Paul's conversation. Tick (✓) the sentences in **5** when you hear them.

b Watch or listen again. Complete the form.

Car Hire Form
Customer ref: 00349

SBP Car Rentals

surname _____
first name Paul
nationality _____
address _____ Road
Bristol
mobile number 07969
home number _____
email address paul99@webmail.com

9 Work in pairs. Interview your partner and fill in the form. Use the questions in **5**.

Car Hire Form
Customer ref: 00350

SBP Car Rentals

surname _____
first name _____
nationality _____
address _____
mobile number _____
home number _____
email address _____

Face2Face. Elementary SB p.13

5

Make a short video (3-5 min.) about the busiest day of your week. Include:

- activities you did;
- how long it took to do them;
- comment on how you felt about them (enjoyed, excited, bored, tired, worried etc.)

Upload your video to your group chat.

Vote for the nomination: *the Busiest Student of this Week.*

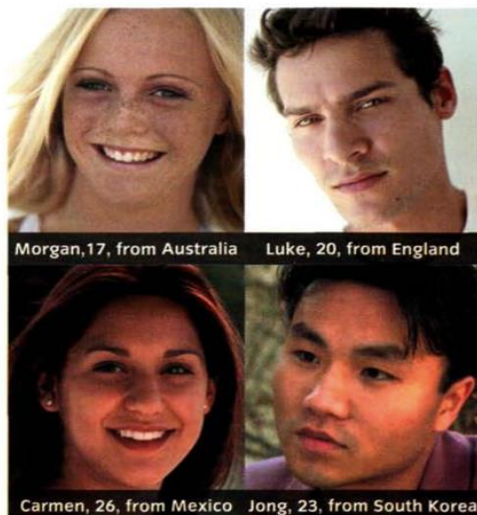


6

Task: Choose the right job

Preparation: listening

T3.5 Listen to the four people below talking about themselves and complete the column about interests in the table below.



1 a Look at the jobs on page 28 and think of ideas of your own. Suggest two or three possible jobs for each person. Complete the Possible Jobs and Reasons columns in the table below.

b Compare your answers in groups. Do you agree on the best job for each person?

► Useful language a and b

2 Present your ideas to the class. Do other groups agree?

Person	Interests	Possible Jobs	Reasons
Morgan			
Luke			
Carmen			
Jong			

New Cutting Edge. UI SB p.29

7

Writing Writing texts and tweets

To make texts and tweets short, you can:

- eliminate some words, e.g. *I, you, there, a/an, the, some, be, do, have*
- use symbols, abbreviations and acronyms, e.g.
 - @ = at; 2 = to/too; 4 = for
 - b = be; c = see; u = you; r = are; y = why
 - bfn = bye for now; lol = laughing out loud; plz = please; 2nite = tonight; 2moro = tomorrow
 - use emojis

1 😊 2 🙄 3 😍 4 😞 5 😱

Writing Time

7 In groups, write texts or tweets to other groups about the ideas below. Use the Writing box to help you make the texts and tweets shorter. Reply to the messages you receive.

- school and homework
- plans with friends (TV, sport, shopping, music, cinema)

Maths homework difficult!
Want 2 study 2gether 2nite?



Wider World 1. SB p. 65

8

4 Listen and read. Then answer the questions.

- What is Tara like?
- What is Emma like?
- What is your best friend like? How do you know?



Emma: Hi, it's me, Emma. How are things?

Tara: I'm bored!

Emma: Do you want to come round to my place? I've got new Sims.

Tara: Cool!

Emma: Yes, I'm designing a new character.

Tara: What does she look like?

Emma: It's a he. He's tall, a bit on the plump side. He's got shoulder-length straight hair. He's nice and understanding. He likes music, plays the guitar, is good at acting and...

Tara: Emma!!!

Emma: ...and he is madly in love with a pretty girl called Tara...

Tara: Get lost, Emma! That's Luke. I'll never tell you any of my secrets again!

Emma: Sorry, Tara. I'm just teasing you.



9

Karpiuk O. English. 8th form SB p. 22

My Project

Draw a house. Describe it.



The house is big and yellow. The door is red and the windows are green. There is a bathroom, a bedroom, a kitchen and a living room.

Now go to
My Picture
Dictionary

Fly High 2 SB p. 99

10

Read the text again. Match the questions below with paragraphs A–E of the text. There are two extra questions.

In which paragraph does the writer tell us ...

- 1 when doctors realised Ashlyn had a medical problem? ____
- 2 what causes her condition? ____
- 3 what happened when she burned her hands? ____
- 4 what scientists are doing to find a cure? ____
- 5 why some people die from this condition? ____
- 6 what treatment Ashlyn receives every day for her problem? ____
- 7 how school life for Ashlyn was unusual? ____

A All children hurt themselves from time to time. But when thirteen-year-old Ashlyn Blocker was younger, she had more accidents and injuries than her friends. For example, she once put her hands on a very hot engine and got a serious burn. She only knew about it when she looked at her skin. She showed her parents and they took her straight to hospital. Ashlyn simply did not know when she injured herself.

B When Ashlyn was a baby, her parents knew she was different. She didn't cry. Then, when she was eight months old, they noticed there was some blood in her eye, so they took her to see a doctor. The doctor was shocked and confused when he looked at Ashlyn's eye: there was a serious cut. So why wasn't the baby girl upset? Why didn't she cry? The eye injury soon got better, but doctors realised that Ashlyn had a very unusual medical condition: she couldn't feel any pain.

C This condition is very rare: only about a hundred people a year in the USA are born with it, and many of them die because of it. Pain is a natural warning: when you're ill or injured, your body hurts and this tells you there's a problem. People who can't feel pain often die young because when they break a bone or have a problem with their heart, they just don't realise.

D The first few years of Ashlyn's life were very difficult. She often tripped and injured herself. Once, she broke her ankle and didn't know, so she didn't stop running. At school, Ashlyn needed a lot of attention to keep her safe. For example, in the playground, one teacher watched Ashlyn all the time. When other children fell over, the teachers could ask, 'Does it hurt?' But of course, with Ashlyn, it was not so simple, and the teachers had to search for cuts, bruises or other injuries.

E When she was five, Ashlyn's story appeared in newspapers. Then she had invitations to appear on TV shows and became well known. Scientists studied the causes of her condition and found it was a genetic disorder. For some reason, pain signals do not reach her brain. Unfortunately, at the moment, there is no hope of a cure. And as Ashlyn knows, a life without pain is both difficult and dangerous.



Solutions Pl. 3rd edition SB p. 15

Activity 4. Step 1. Read the activities designed by a teacher for the topic “Domesticated animals”. Work in pairs and add at least 1 activity of your own related to each level of the taxonomy. You may use the verbs from Activity 2.

Domesticated Animals

Level I: Remembering

1. Make a list of the animals that live in your neighborhood.
2. Recognize the various kinds of dog breeds in your local area.
3. ...

Level II: Understanding

1. Watch a dog during its active and resting moments. Describe the various ways dogs sit and lie down.
2. ...

Level III: Applying

1. Interview people who own dogs. Make a survey about dog care and grooming.
2. ...

Level IV: Analyzing

1. Compare the physical and social traits of dogs and cats.
2. Create a survey that compares the various food options for dogs.
3. ...

Level V: Evaluating

1. Organize a panel discussion on the benefits of having pets.
2. Craft (write) an editorial discussing the pros and cons of owning a pet animal.
3. ...

Level VI: Creating

1. Invent a toy or machine that would help dogs live a healthier and happier life.
2. Create a TV game show about domesticated animals.
3. ...

Step 2. Work with another pair of students and discuss your ideas.

Activity 5. Step 1. Look at the photo and read the information about it. Ask questions related to at least 3 levels of Bloom’s taxonomy.



Jane Goodall by Michael “Nick” Nickols / National Geographic
A chimpanzee extends its hand toward Jane Goodall, creating a poignant moment for her. This touching encounter happened when an unfamiliar chimpanzee, who had endured years of isolation in Brazzaville zoo, reached out to her. The chimp is longing for connection with other living creatures, making it a moving experience for both the chimp and Jane.

Level 1. Remembering

-

Level 2. Understanding

- ...

Level 3. Applying

- ...

Level 4. Analyzing

- ...

Level 5. Evaluating

- ...

Level 6. Creating

- ...

Step 2. Work as a whole group and share your ideas.

Activity 6. Step 1. Work in small groups. Analyze the activities on the first 15 pages of any school English textbook for Grade 9. Answer the questions:

1. Is there a balance between activities which develop students' LOTS and HOTS?
2. How important is it to develop learners' HOTS?
3. What activities would you add to achieve more balance between LOTS and HOTS? Provide at least 2 examples.

Step 2. Share the results of your work with other students.

Self-check questions

1. What are the six levels of cognitive skills in Bloom's taxonomy?
2. What is a person supposed to be able to do at each level?
3. What do LOTS involve?
4. What do HOTS involve?
5. How can a high level of students' LOTS enhance language learning?
6. Do you think it is important to develop students' HOTS? Why?
7. Provide at least three examples of verbs which can be used to formulate instructions for the activities aiming to develop students' cognitive skills at each level of Bloom's taxonomy?
8. For each level of Bloom's Taxonomy, suggest an original activity related to the topic "Technological advances".
9. Evaluate the balance between the activities which aim to develop LOTS and HOTS in your current English textbook. Is one aspect emphasized more than the other?
10. Why is it important for teaching materials to strike a balance between developing LOTS and HOTS?

SESSION 6

LEARNING STRATEGIES

Activity 1. Step 1. What is a strategy? What is a learning strategy? What learning strategies do you know?

Step 2. Read the definitions of a learning strategy. What aspects of learning strategies did you not mention in your definition?

1. “A learning strategy is an individual’s approach to a task. It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes” (Schumaker and Deshler, 2006).

2. “By learning strategies I mean any action which you may have to take to solve a problem in learning, to help you make the most of your learning process, to speed up and optimize your cognitive, affective or social behaviour” (Mariani, 2002).

3. “In education, we define learning strategies as techniques used by students to become familiar with information. Language learning strategies are the techniques or devices that learners use to acquire the second language knowledge” (Rubin, 1975).

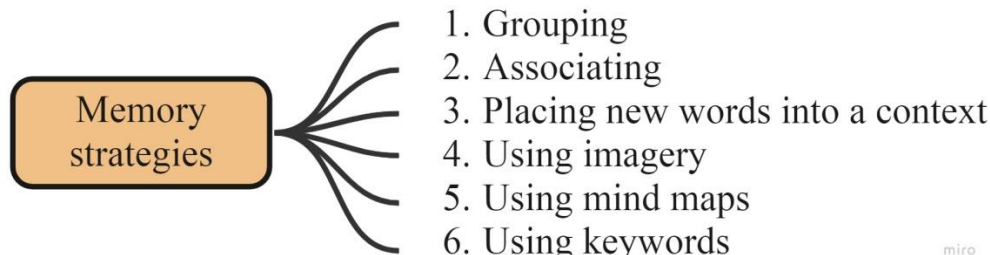
4. “Language learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to a new situation” (Oxford, 1990).

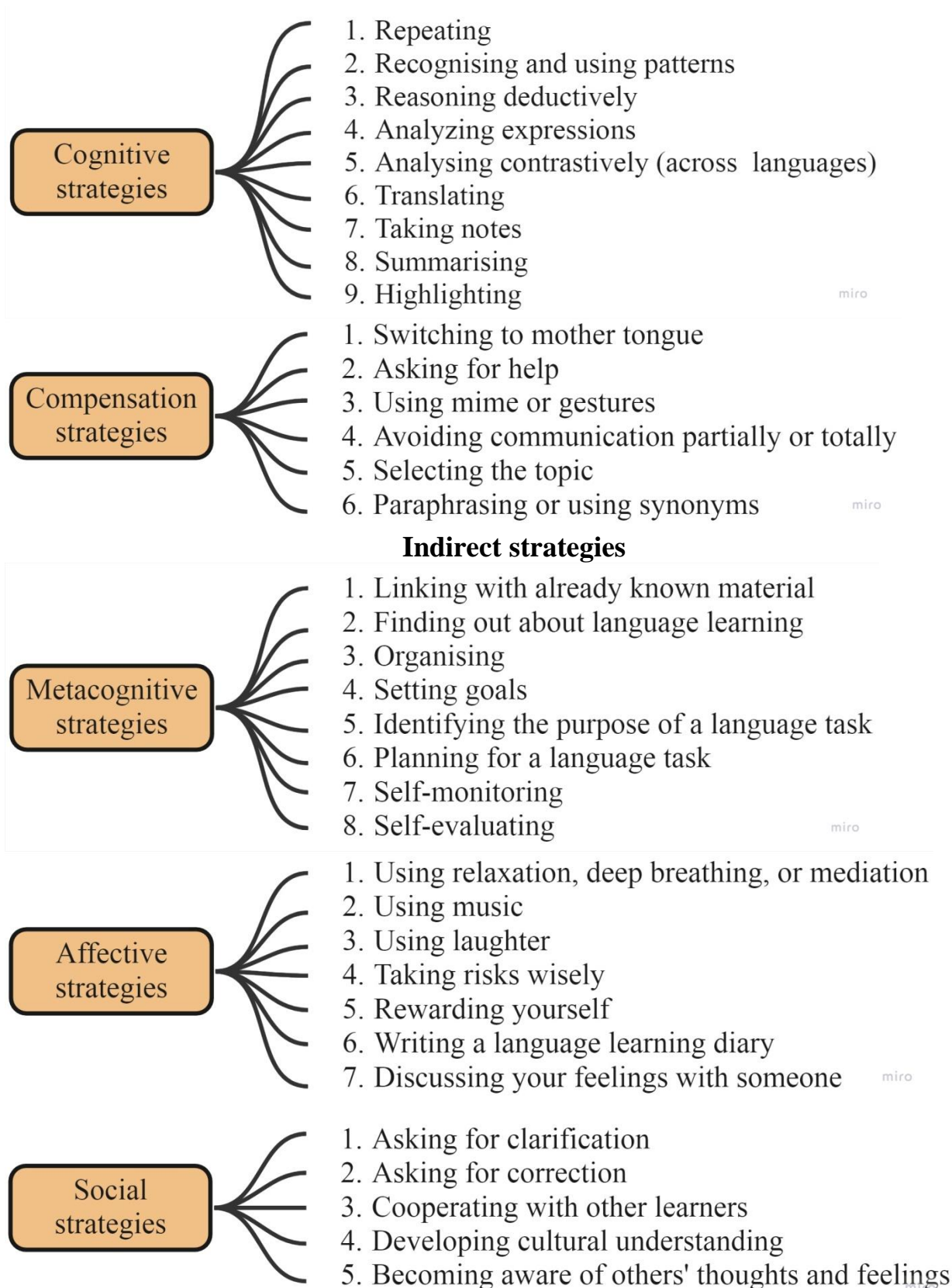
Activity 2. Analyse the taxonomy of learning strategies below. Which strategies do you normally use? Which would you like to try?

Direct strategies refer to techniques where the target language is actively used to enhance memory, employ cognitive processes, and compensate for language gaps. These strategies include memory, cognitive, and compensation methods. Memory strategies help with storing and recalling new information, cognitive strategies facilitate comprehension and language production, and compensation strategies address limitations in language proficiency.

In contrast, **indirect strategies** are not directly linked to the target language but serve to organize, oversee, and assess the learning process. These encompass metacognitive strategies (for coordinating learning activities), affective strategies (for managing emotions and attitudes), and social strategies (for collaborative learning and interaction with others).

Direct strategies



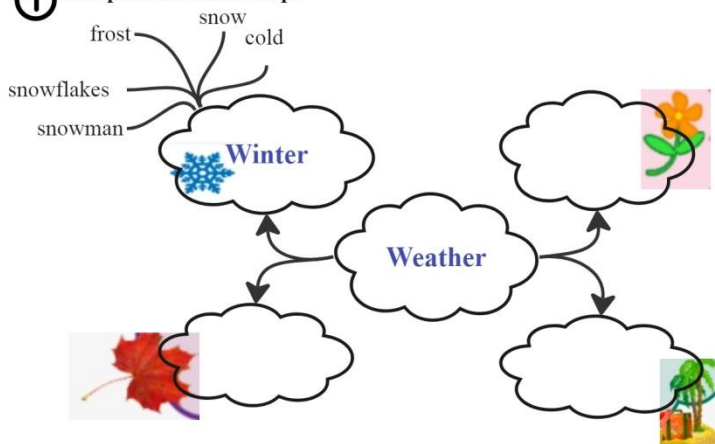


(Adapted from: Oxford, Rebecca L. (1990). Language Learning Strategies – What Every Teacher Should Know, Heinle&Heinle, Boston, USA, p. 17)

! To find more examples of strategies, see the original taxonomy suggested by
● Oxford in Appendix B.

Activity 3. Analyze the activities below and identify the strategies they focus on.

① Complete the mind map.



② Complete the phrases with the words in the box.

do eat go join keep move sit stand
stay walk (x2)

- 1 _____ **well**. Don't have a lot of unhealthy food.
- 2 To _____ **healthy**, we shouldn't eat a lot of sugar.
- 3 It's important to _____ **fit**, too.
- 4 You don't need to _____ **a gym** but you should
_____ some **exercise**
- 5 _____ **up** the stairs at work.
- 6 Don't _____ **down** all day.
- 7 _____ **up** and _____ **around** the office.
- 8 The app also tells you to _____ **around** every hour.
- 9 Relax before you _____ **to sleep**.

Roadmap A2 SB p.70

③ **STUDY SKILLS** On Screen 1. SB p.72

Read the texts to get to know what each is about. Think where you can see each/what the purpose is. Read the sentences (A-E) and underline the key words. They will help you do the task.

- 2 Read the texts below. For each text (1-4), choose the right sentence and write the appropriate letter (A, B, C or D) in the table. One sentence is extra.

1
Open daily 9 am to 3 pm.
Tickets: Adults \$5 Children \$3.50

2
NEW BOOK CLUB FOR STUDENTS.
Room 12, 1st floor (next to staffroom)
Join Now

3
Visit Oxford for a day
Saturday 14th May.
Bus departs 12:30 pm
Tickets £15

4
**PLEASE WAIT
UNTIL DOORS
ARE FULLY OPEN
BEFORE
GETTING OFF**

- A You can find this sign in a shop.
B You can see this sign on a bus.
C You can see this notice in a college.
D This text invites people on a trip.
E You can see this sign at a museum.

1	2	3	4

- ④ d ① 17, 18, 19, 20))) Listen to an expert in graphology talking about how to interpret somebody's personality from their signature. Complete the notes on the right.

Taking notes

We often need to take notes when we are listening, for example to somebody giving a lecture. If you need to take notes when you are listening to someone speaking in English, try to write down key words or phrases because you won't have time to write complete sentences. Afterwards you could expand your notes into full sentences.

English File. 3rd edition UI. SB p.18

⑤ **Reflect**

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can discuss and compare lifestyles.
- I can express preferences about brands.
- I can describe the plot of a film.
- I can ask for and give opinions.

Roadmap B1 WB p. 37

⑥ **List-Group-Label**

1. List

skate
scarf
hat
snow
cold
jacket
sled
Snow
balls
wind
ski
boots
ice
cocoa

2. Group

Winter Activities		
skate	sled	ski
snowballs	drink cocoa	

Winter Clothes		
jacket	scarf	hat
boots		

Winter Weather		
snow	ice	wind
cold		

3. Go Back and Label Groups

<https://sniderreadingincontentarea.weebly.com/list-group-label.html>

⑦ **Prepare**

- 5 a You're going to write a description of a person who is special to you. First, decide who you're going to write about.
- b Make notes on what to include in each paragraph. Use the following ideas to help you.
- Paragraph 1: a description of the person (their name, age, appearance, job, nationality)
 - Paragraph 2: what they do in the day and in their free time
 - Paragraph 3: why they are special to you

Write

- 6 Write your description. Use your notes in Exercise 5 to help you.

Roadmap A2 SB p.98

⑧ **3C Prepositions of place**

- 1 a Match directions 1–3 with pictures A–C. Where are the people going in each picture?

- 1 Cross the road, then go **through** the square with the fountain **on your right**. It's **next** to the post office
- 2 Go **over** the bridge, then cross the road. Go **around** the lake, and it's **on the right**.
- 3 Walk **along** this road for about 50 metres. After the supermarket, turn left and walk **across** the car park. It's on the other side of the road, **between** the bank and the cinema.



Activity 4. Work in pairs. Make changes to any three activities from a school English textbook so that they contain the information about strategies students can use while performing the task. Share your ideas with others.

Activity 5. Depth of study.

Read the information about the nature of surface learning, deep learning and strategic learning. Which type of learning do you prefer?

One of the most basic characteristics of any learning process is the depth of study that it involves, i.e. surface learning, deep learning, and strategic learning.

Surface learning (as its name implies) involves simply ‘scraping the surface’ of the material being studied, without carrying out any deep processing of the material. Surface learning is very much about the idea, the content, the knowledge and the information. As you’re starting to learn something for the first time, surface learning is appropriate.

Deep learning is when you relate or extend or transfer that knowledge. Students who adopt a deep approach make a serious attempt to turn other people’s ideas into their own personalised structure of knowledge.

A **strategic approach to learning** involves deliberate planning, organization, and purposeful participation in the learning process to achieve specific goals effectively. It goes beyond simply understanding information and focuses on developing skills, deep understanding, and the ability to apply knowledge in various contexts. Strategic learners reflect on their learning strategies, identify what works best for them, and adjust their approach accordingly. Strategic learners are not afraid to ask for help or feedback from teachers and peers. They use feedback constructively to improve their understanding and performance. A strategic learner takes an active and intentional role in their learning journey and can maximize their potential.

Activity 6. Step 1. Mark the key differences between surface learning and deep learning with ‘S’ (surface learning) and ‘D’ (deep learning).

1. Focus on Understanding:

_____: The primary focus is on memorizing facts, concepts, or information without necessarily understanding the underlying meaning or connections between them. The goal is often to recall information for short-term purposes, such as passing a test.

_____: Students aim to comprehend the underlying principles, relationships, and consequences of what they are learning. They connect new information to their existing knowledge and try to apply it in various contexts.

2. Learning Strategies:

_____: such learners use active learning strategies, such as critical thinking, problem-solving, and reflection. They ask questions, seek explanations, and try to relate the material to real-life situations to deepen their understanding.

_____: these learners often rely on rote memorization, repetition, and passive learning approaches. They may use memorization techniques without critically analyzing the material.

3. Motivation:

_____ : these learners are intrinsically motivated to understand the subject matter for the sake of knowledge itself. They find value in gaining a comprehensive understanding and are more likely to be engaged in long-term learning.

_____ : such learners may be motivated by short-term goals, such as obtaining a good grade or meeting minimum requirements. Their motivation often decreases after achieving these immediate objectives.

4. Knowledge Retention:

_____ : The retention of information may be limited and quickly forgotten after the learning task is completed, as it is primarily focused on short-term memory.

_____ : as these learners seek meaningful connections and understanding, their retention of knowledge is typically more vivid and has long-term durability.

5. Learning Outcomes:

_____ : these learners demonstrate a higher level of understanding and are better equipped to apply their knowledge in problem-solving, critical analysis, and real-world situations.

_____ : such learners may perform adequately in tests that focus on recalling facts or recognizing patterns without necessarily understanding the material.

Step 2. Work in pairs and compare your answers.

Activity 7. Agree or disagree with the following statements. Give your reasons:

1. Some strategies are better than others.
2. Strategies should be learned as effective ways of doing certain tasks.
3. Good strategy instruction helps learners realize that their failures are mostly connected with ineffective strategies.
4. Surface learning is as important as deep learning.
5. Only advanced learners can use strategic approach to learning.
6. Practically all course-books help learners become more aware of the possible strategies for doing a particular task.

Self-check questions

1. What is a learning strategy?
2. What do direct strategies involve?
3. List the types of direct strategies and provide at least two examples for each type.
4. What do indirect strategies involve?
5. List the types of indirect strategies and provide at least two examples for each type.
6. Analyze the taxonomy of learning strategies. Which direct and indirect strategies do you find most effective for your learning style?

7. Which learning strategies would you like to try? How do you think these strategies could enhance your learning experience?
8. Analyze the first 30 activities in your current English textbook. What strategies are they focused on?
9. What are the key differences between surface learning and deep learning? Which of these characteristics do you recognize in your own learning practices?
10. Is surface learning as important as deep learning? Provide arguments.
11. How can teaching materials enhance students' deep learning?
12. What are the characteristics of a strategic approach to learning? Can you say that you are a strategic learner? If so, why?
13. How can a strategic approach to learning positively impact students' overall academic performance and personal development?

UNIT 1.2

CRACKING THE CODE: SECOND LANGUAGE MASTERY

SESSION 7

DISTINCTION BETWEEN ACQUISITION AND LEARNING

FACTORS AFFECTING SLA

Activity 1. List the languages that you use and describe the ways you learned them. Share your experience with a partner.

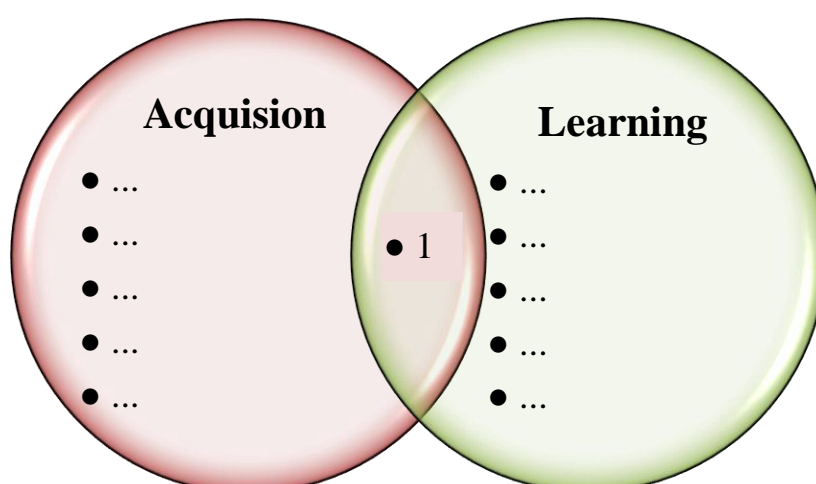
Languages I can use	Ways I learned them

Activity 2. Step 1. Analyse the definitions of language acquisition and language learning. Answer the questions:

Acquisition is learning languages subconsciously, by ‘picking it up’ in natural situations. **Learning** involves a conscious effort to grasp language rules and self-monitor language usage.

- Which language – L1 or L2 – is typically acquired?
- Which language – L1 or L2 – is typically learnt?
- Can a person acquire L2? If yes, under what conditions?
- Can a person learn L1? If yes, under what conditions?

Step 2. Consider the definitions and your experience of language acquisition and language learning. Complete the Venn diagram with the characteristics below:



1. Involve developing the ability to use a language
2. An unconscious process
3. A conscious process
4. Occurs in formal situations (school, university)
5. Occurs in an informal environment (watching films, reading books, interaction with foreigners and native speakers)
6. Implicit knowledge
7. Explicit knowledge
8. Does not focus on rules
9. Focuses on rules
10. Takes a comparatively longer period of time
11. Takes a comparatively shorter period of time

Activity 3. Study the definitions of the term “second language acquisition” (SLA). Is the term used only in relation to acquiring a foreign language or as an umbrella term which involves both learning and acquisition?

Second language acquisition (SLA) is about learning a new language after you already know your first language. It can also mean learning even more languages beyond the second one. The main thing is that SLA is when you pick up a language that isn't your native one (Gass and Selinker, 2008).

SLA is how anyone, young or old, learns a second or foreign language. You can learn it with a teacher's help or on your own, and it can be either your second language or a foreign one (Nunan, 2001).

Activity 4. Decide whether the activities below engage learning, acquisition or both. Tick (✓) the relevant box.

Activity	Learning	Acquisition	Both
Listening to an English song			
Reading a poem			
Writing a blog			
Reading/Writing an e-mail			
Communicating with a native speaker			
Doing some grammar exercises			
Review your peer's essay			
Interacting with your peers in a group activity			
Playing a language game			
Watching an English film			
Learning English words from a list			
Taking part in a role play in pairs in class			

Activity 5. Agree or disagree with the following statements or express doubts.

1. The longer students immerse themselves in an English-speaking environment, the speedier their language acquisition becomes.
2. Children who can easily memorize grammar rules and breeze through grammar exercises will pick up English speaking and writing skills at a faster pace.
3. Kids master a second language more swiftly and effortlessly than teenagers and adults.
4. The learner's emotional state doesn't hinder their ability to learn a new language. As long as English language learners are taught by classroom teachers, they will make progress in learning English.
5. From day one, students should be empowered and inspired to talk in English confidently.

Activity 6. Step 1. Divide factors which affect SLA into three groups: internal (individual), external (connected with the language learning situation) and affective (see Session 2) and complete the table.

Factors affecting SLA		
Individual	External	Affective
age	the way of teaching	experiences
inhibition	cognition	anxiety
curriculum	self-esteem	access to native
motivation	personality	speakers
empathy	risk taking	
native language	culture and status	

Step 2. Work as a whole group and compare your answers.

Activity 7. Step 1. Imagine you are meeting experts in educational psychology. Work in 2 groups. Group A – brainstorm questions you would like to ask them about external factors. Group B - brainstorm questions you would like to ask them about individual factors. Then swap the questions.

Step 2. Group A – read TEXT A and get ready to answer questions of Group B. Group B – read TEXT B and get ready to answer questions of Group A. If you cannot find the answers in the text, surf the Net.

Step 3. Share the information with the other group.

TEXT A

Individual Factors

Personality: Some people are more introverted, which means they might learn a bit slower when it comes to speaking in a new language. They might not speak up as much or look for chances to practice. On the other hand, extroverted students tend to speak more and practice more, even if they make mistakes. But here's the interesting part: introverts can be really focused and independent when it comes to learning languages. They can do well when they're in a quiet and comfortable environment. Extroverts, on the other hand, might rely too much on talking to others and need lots of interaction to learn. So, it's not about being introverted or extroverted; it's about finding what works best for you when learning a language.

Experiences: If you've already had lots of different experiences and learned about different things, it can actually help you learn a new language better. Imagine you're a student who has lived in three different countries and learned about different languages and cultures. Well, you've got a head start when it comes to learning another language compared to a student who hasn't had those experiences. So, the more you've seen and done, the easier it can be to pick up a new language!

Cognition: Some students might learn a new language faster because they're really smart. Some experts even think that some people are born with a special talent for learning languages. So, if you're really good at thinking and learning, you might pick up a new language more quickly.

Native language: Your first language and the new language you're trying to learn can make a big difference. If your first language is kind of similar to the new one, like if you speak Dutch and want to learn English, it's usually easier than if your first language is very different, like Japanese. Also, if you're really good at your first language, it can help you learn a second one more easily. So, being smart and having a similar first language can make learning a new language a bit easier!

TEXT B

External Factors

Curriculum: It's super important that the stuff you learn in school is just right for you, especially if you're learning English. If it's not a good fit, you might not learn as well.

Teaching style: Some teachers are awesome at helping you learn, while others might not be as good. If you have a great teacher, you'll probably learn faster and better. So, having the right stuff to learn and a great teacher can make a big difference in your learning journey!

Culture and status: The way people think about languages, like if they're cool or not, can affect how well you learn a new language. It's important for teachers and students to think about these attitudes.

Native speakers: Talking to people who speak the language perfectly can really help you learn. They can show you the right way to say things and give you tips. If you don't get to talk to native speakers much, it might take longer to get good at speaking the language.

Activity 8. Step 1. Work in groups. Read the descriptions of 2 students made by a fellow teacher. Discuss which student will be more successful in learning English.

Olivia, a university student from Argentina, lacks confidence in her English skills and feels self-conscious when speaking the language. She prefers conversing in English with individuals from Britain or America because she believes they speak the language correctly, and she aspires to be mistaken for a native English speaker.

In contrast, **Jonas**, a manager in a multinational German company, is a confident and sociable individual who enjoys group activities and being in control. However, he and his friends in Germany have had negative encounters with some Americans and Brits, leading him to develop a dislike for American and British cultures.

Step 2. Read some teachers' opinions. Choose the one that is closer to your idea.

1. Olivia's deep admiration for British or English culture and native speakers would motivate her to actively pursue opportunities to practice the language with them. On the other hand, Jonas's position of authority within his company might make him less inclined to relinquish control, leading to potential resistance to correction and reluctance to explore language in a more adventurous manner. Furthermore, Jonas's aversion to American and British culture could have a detrimental impact on his overall motivation.

2. Jonas's self-assured nature makes him open to taking risks, indicating a willingness to explore language and embrace the possibility of making mistakes without fear. His talkative disposition ensures he gets ample opportunities for speaking practice, further boosting his language skills. Additionally, his motivation is fueled by the clear workplace utility of English. In contrast, Olivia's shyness might discourage her from actively engaging in speaking and using the language for practice.

3. It wouldn't be fair or accurate to make decisions solely based on the descriptions provided above. Doing so would involve stereotyping and overly simplifying individuals. People's personalities and behaviors can adapt and change depending on their circumstances. For instance, Jonas's confidence in his professional role doesn't necessarily translate to confidence in language learning, and Olivia might exhibit shyness in a classroom setting but not when she's with her friends.

Activity 9. Step 1. How do factors in Activity 6 impact your second language acquisition? Complete the table and share your ideas with a partner.

Factors	Impact	
	Positive	Negative
Individual	e.g. I'm a people person, so communication is not a problem for me. • ... • ...	e.g. I've never been abroad yet. • ... • ...
External	• ... • ...	• ... • ...
Affective	• ... • ...	• ... • ...

Step 2. Give advice to your partner on how to deal with the negative impact he/she mentioned.

Self-check questions

1. Define the notions of language acquisition and language learning.
2. What are the key differences between language acquisition and language learning?
3. What do language acquisition and language learning have in common?
4. Can a person acquire a second language, and if so, under what conditions?
5. Can you recall instances in your life where you acquired a language and others where you consciously learned it?
6. What is SLA? Does this term involve learning?
7. Provide 2 examples of activities that engage learning an L2, 2 examples of activities which engage its acquisition, and 2 examples of activities which involve both processes.
8. What are the groups of factors which impact SLA?
9. What individual factors may impact SLA? In what way?
10. What external factors may affect SLA? In what way?
11. What impact may affective factors have on SLA?
12. How do individual, external and affective factors affect your language learning?
13. How can you deal with the negative influence of individual, external and affective factors as a learner?
14. How would you deal with the negative influence of individual, external and affective factors as a teacher?

SESSION 8

HYPOTHESES ABOUT SLA

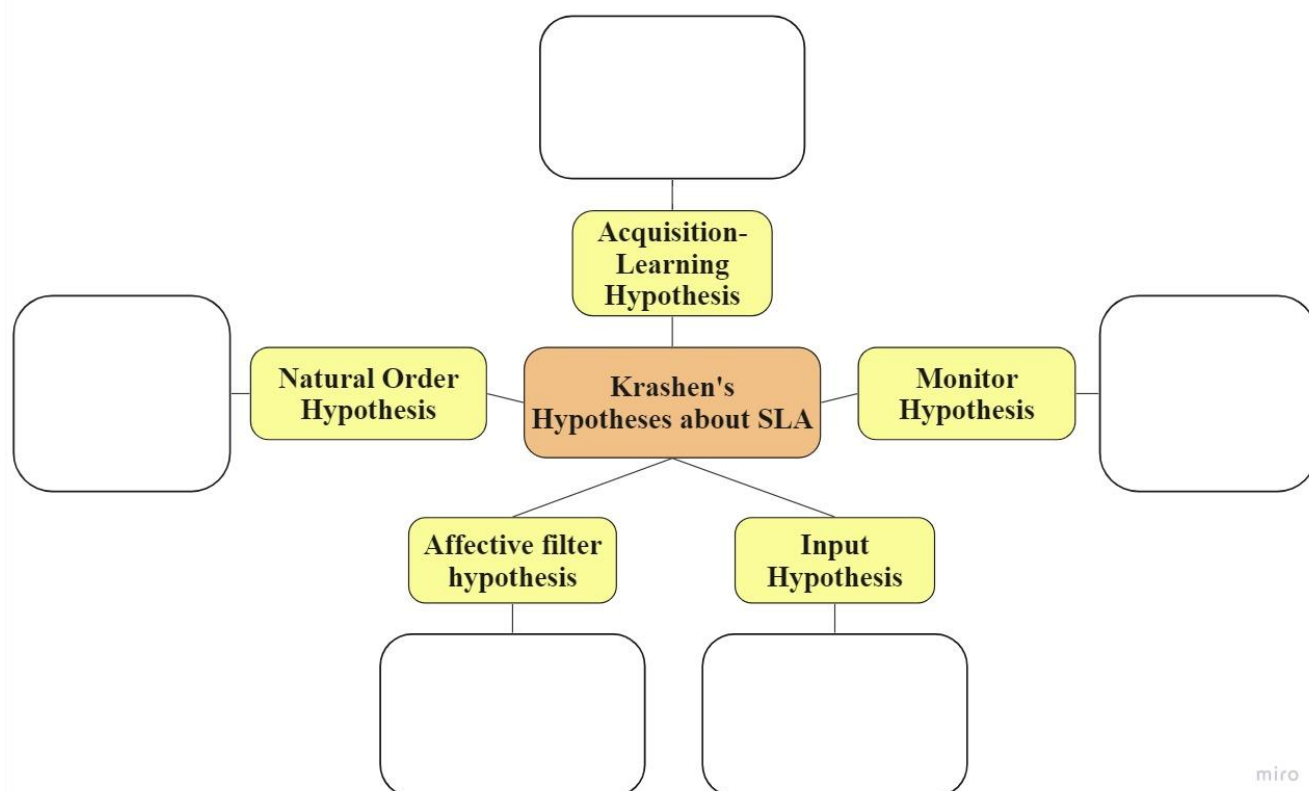
SLA MECHANISMS

Hypotheses about SLA

Activity 1. Work in pairs. Read the text. Make a guess what each hypothesis is about. Take notes.

Stephen Krashen holds the title of Emeritus Professor of Education at the University of Southern California. His expertise lies in linguistics, with a focus on theories related to language acquisition and development. Recently, his research has delved into the exploration of non-English and bilingual language acquisition.

Stephen Krashen has developed several hypotheses related to language acquisition and learning. These hypotheses are influential in the field of language education and have contributed to our understanding of how people acquire languages.



miro

Activity 2. Read the text below. Were your guesses in Activity 1 correct? Complete the mind-map in Activity 1 with a brief description of each hypothesis.

Acquisition-learning hypothesis

This hypothesis addresses the distinction between two ways of gaining proficiency in a second language: acquisition and learning. According to Krashen, language acquisition is the subconscious process by which individuals internalize language rules and patterns through exposure to comprehensible input. This process is similar to how children naturally acquire their first language. It occurs naturally when individuals are

exposed to language in meaningful contexts, such as during conversations or while engaging with media. In contrast, language learning involves the conscious process of understanding and memorizing explicit rules and forms of a language. This might occur through formal instruction, grammar lessons, and conscious analysis of language rules.

Monitor hypothesis

Krashen suggests that the conscious learning of grammar rules (the ‘monitor’) has a limited role in real-time communication. While learners can use their conscious knowledge of grammar to edit and correct their speech or writing, the use of the monitor is less effective for generating fluent and spontaneous language.

Input hypothesis

This hypothesis suggests that language is acquired most effectively when learners are exposed to language input that is slightly above their current level of proficiency. Krashen argues that comprehensible input, which contains some unfamiliar elements but is still understandable, helps learners gradually internalize language rules and structures.

Affective Filter hypothesis

Krashen suggests that emotional factors such as motivation, anxiety, and self-confidence play a significant role in language acquisition. According to this hypothesis, a ‘low affective filter’ (i.e. positive emotional state) allows learners to better process and acquire language input, while a ‘high affective filter’ (i.e. negative emotional state) can hinder language acquisition.

Natural Order hypothesis

This hypothesis proposes that there is a predictable sequence in which language learners acquire grammatical structures. Krashen argues that learners tend to acquire certain grammatical features in a specific order, regardless of their native language or instructional context.

Activity 3. The Natural Order Hypothesis.

Step 1. Arrange the grammatical items below in the order you think they are acquired by learners of English as a second language. Put the numbers (from 1 to 9).

- (...) POSSESSIVE -S
- (...) -ING (Progressive)
- (...) IRREGULAR PAST
- (...) ARTICLES
- (...) TO BE (auxiliary verb)
- (...) REGULAR PAST
- (...) 3^d PERSON SINGULAR -S
- (...) PLURAL
- (...) TO BE (link verb)

Step 2. Work in pairs. Compare your sequence with the one suggested by your partner.

Step 3. Compare your sequence with the one suggested by Stephen Krashen (see Appendix 6).

Step 4. Look through the school textbooks (Grades 1-4) by Karpiuk recommended by The Ministry of Education and Science of Ukraine. Compare your sequence with the one used there.

<https://pidruchnyk.com.ua>


Activity 4. The Monitor Hypothesis.

Step 1. Study the characteristics of learners with regard to ‘monitor’ use. Use the information from the table and ask your partner questions to identify his/her type of monitor user.

‘Monitor’ Use		
‘Monitor’ Over-Users	‘Monitor’ Under-Users	‘Monitor Optimal Users’
<ul style="list-style-type: none"> • think about mistakes in their speaking and writing all the time • may speak hesitantly, often self-correct • their concern with correctness prevents them from speaking fluently • introverts and perfectionists are typically over-users 	<ul style="list-style-type: none"> • not influenced by error-correction • can self-correct only using a ‘feel’ for correctness (e.g. “it sounds right”) • may be living in the country where L2 is spoken or may be exposed to frequent use of L2 in their own country • extroverts are typically under-users 	<ul style="list-style-type: none"> • use the ‘monitor’ when when it does not interfere with communication (e.g. they will not use the ‘monitor’ in an ordinary conversation, but they will make corrections in writing or planned speech to raise the accuracy of their output)

(Adapted from: Krashen, Stephen D. 1987. Principles and Practice in Second Language Acquisition. Prentice-Hall International)

Step 2. Mark your type of ‘monitor’ user. Think how your tutors / university teachers could use this information when teaching general English to you.



1 Are you a ‘monitor’

over-user? ☐

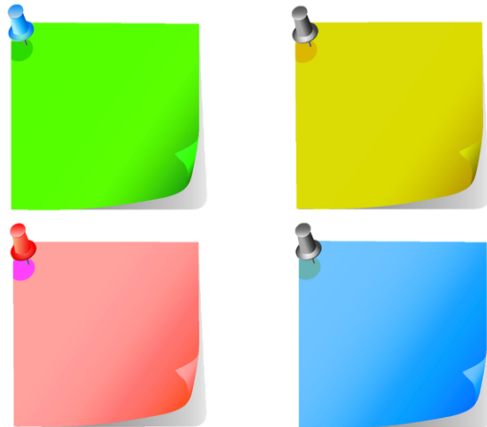
under-user? ☐

optimal user? ☐

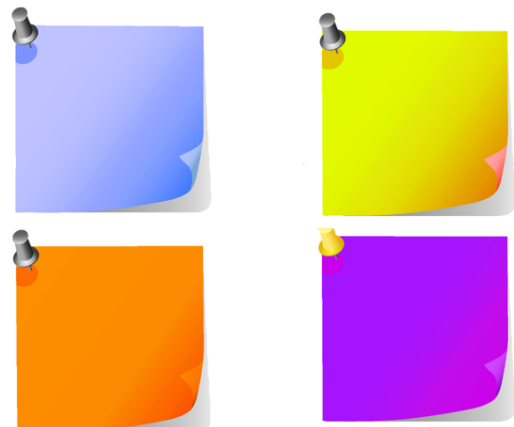
Activity 5. Provide 3-4 pieces of advice for monitor over-users and under-users and complete the poster.

Tips for

'monitor' under-users



'monitor' over-users



Activity 6. The Input Hypothesis.

Step 1. Work in pairs. Student A – read TEXT A and complete Infographic 1,
Student B – read TEXT B and complete Infographic 2.

TEXT A

First language acquisition in the childhood

When adults talk to young children, the way they change their words is called '*caretaker speech*'. This isn't to teach language on purpose, but to help the child understand. Caretakers speak more simply to be clear. Their speech matches the child's language level but becomes more complex as the child learns.

Caretakers don't exactly aim for the next step ($i+1$). They give children language that's already known (i), that's a bit ahead ($i+1$), as well as some that's not understood yet ($i+2$, $i+3$, etc.). This isn't a structured lesson plan.

Caretaker speech follows the 'here and now' principle. Caretakers talk about what the child can see and hear around them. They're more likely to discuss what's happening right now ("Look at the ball!") than things that aren't in the room or future events ("What will we do upstairs tomorrow?").

(Adapted from: Krashen, Stephen D. 1987. Principles and Practice in Second Language Acquisition. Prentice-Hall International)

TEXT B

Second language acquisition

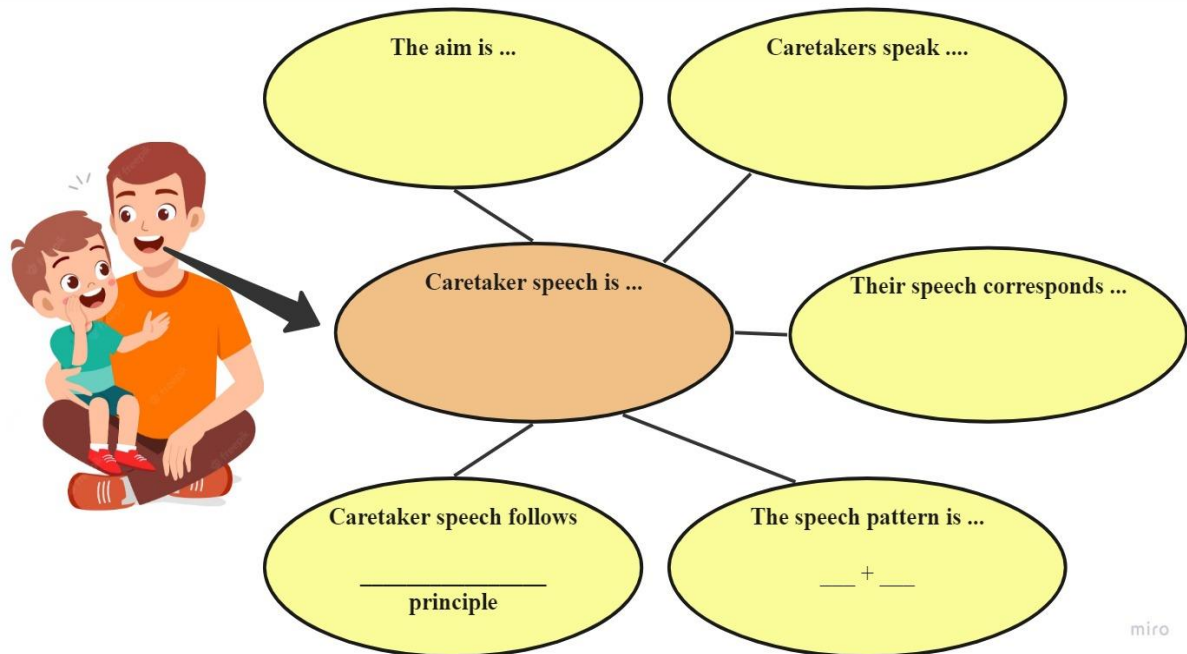
People learning a second language get adjusted input in three ways. 'Foreigner-talk' is when native speakers modify their speech for learners who aren't fully fluent. In classrooms, 'teacher-talk' is like foreigner-talk, used for teaching and managing, in the second language. Another type is 'interlanguage talk', used by other learners.

Changes in foreigner-talk and teacher-talk aren't to teach language; they're to help learners understand. Research shows they match the learner's level but not perfectly.

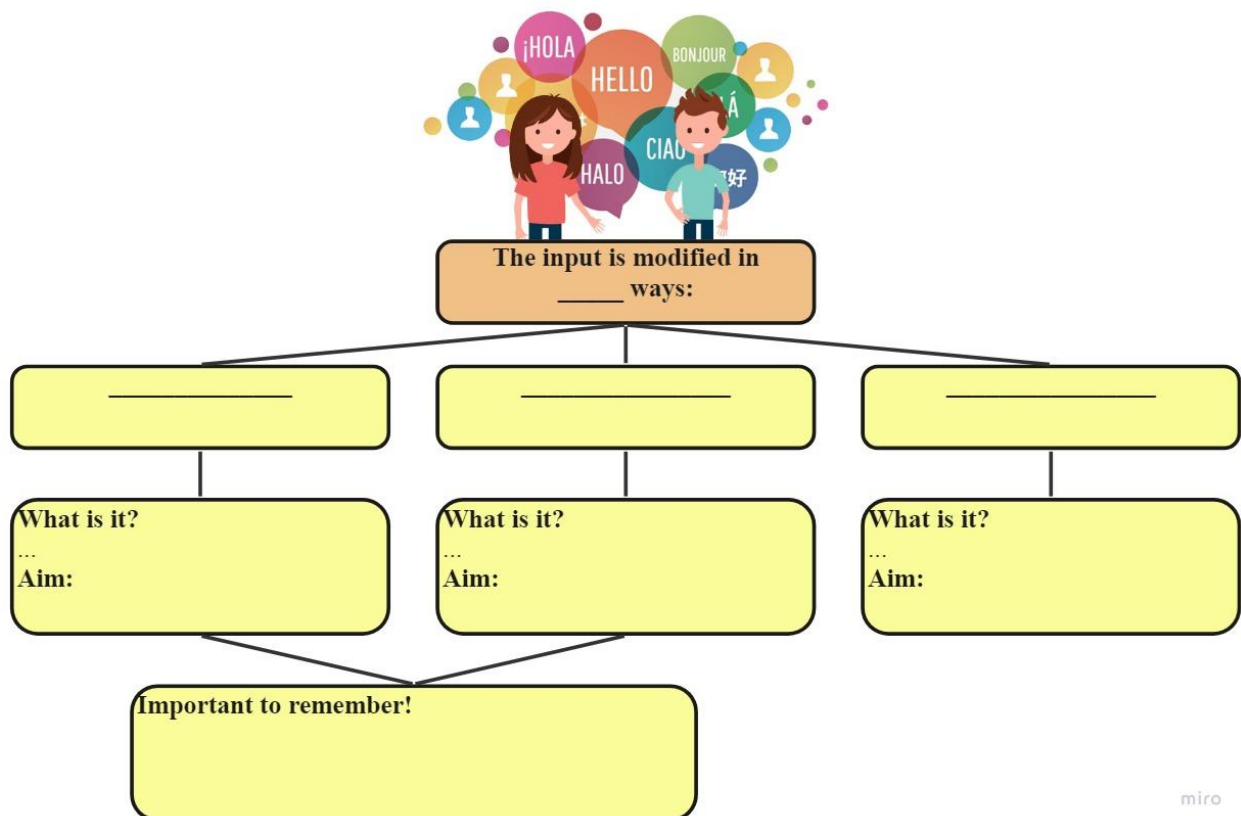
If a learner struggles to understand something, helpful teachers find some ways to make things clear. For example, they use what the learner already knows or tools like pictures to help.

(Adapted from: Krashen, Stephen D. 1987. Principles and Practice in Second Language Acquisition. Prentice-Hall International)

Infographic 1 First language acquisition



Infographic 2 Second language acquisition



Step 2. Using the infographics explain to your partner what the term you have read about involves.

SLA Mechanisms

Activity 7. Read the text, underline key words and define the terms input, intake and output.

Input is like the information and knowledge you get when you're learning a new language. It includes all the stuff you come across while learning. However, not everything you see or hear sticks in your memory forever. Some factors, like your feelings, the way you're taught, and how interested you are, can affect how well you remember things. The part of the input that really stays in your long-term memory is called '**intake**'. Think of intake as the bits of language that you actually remember and keep in your brain. It's like the important stuff that sticks with you from what you've learned. Even though input and intake are connected, experts treat them differently because learning a new language is quite complex.

Now, '**output**' is like using the language you've learned to say or write things. It's a crucial part of getting better at a language because it helps you notice where you might be struggling or where you have gaps in your knowledge. When you speak or write, you might realize, "Oh, I need to work on this part." It's like a way to experiment and improve.

Sometimes, people can do well on tests, but when it comes to real, everyday conversations, they feel a bit lost. This shows that there are some challenges in turning what you know into practical language use.

Activity 8. Watch the video and answer the questions.

<https://youtu.be/lX05JsVnMWw>

1. What input is provided at the lesson?
2. What output do students produce?
3. Do students have any difficulty in doing the activities?

Self-check questions

1. What are Stephen Krashen's hypotheses about language learning and acquisition?
2. What does Affective Filter hypothesis involve?
3. What is the essence of Acquisition-learning hypothesis?
4. What does Natural Order hypothesis propose?
5. According to Stephen Krashen, in what order do learners acquire grammatical items?
6. How might understanding the natural order hypothesis influence language teaching methods?
7. How do you understand Monitor hypothesis?
8. What are the types of monitor users? What are their characteristics?

9. Which type of monitor user are you? Provide arguments.
10. Reflect on a situation where you overused or underused the ‘monitor’. What did you learn from that experience?
11. What advice would you give to ‘monitor’ over-users and ‘monitor’ under-users? How might these pieces of advice enhance their language learning experience?
12. What does Input hypothesis suggest?
13. What is ‘caretaker speech’? What principle does it follow?
14. What is ‘foreigner-talk’? How can native speakers modify their speech to make it clear for non-native speakers?
15. What is ‘teacher-talk’? How does a teacher modify his/her speech in the classroom?
16. Define the terms ‘input’, ‘intake’, and ‘output’ in language learning.
17. Does intake equal input? Why?
18. Does output equal intake? Why?
19. Reflect on your language learning experiences. Can you recall instances where output helped you identify gaps in your knowledge?

SESSION 9

INTERLANGUAGE AND SLA

Activity 1. Work in pairs and discuss the meaning of the given quotation.

Language teachers are responsible for a minimum of 3 languages in the classroom: L1, L2 and interlanguage.

(John De Mado. The Principled Approach (TPA) URL: http://www.demado-seminars.com/archive/the_principled_approach.html)

Activity 2. Study the information below and underline the key words. Explain how you understand the terms in bold to your partner.

Interlanguage refers to the linguistic system that language learners create as they progress toward full proficiency in a second language. It is an intermediate stage of language development that emerges as learners attempt to use their knowledge of the target language to communicate, even though they may not have mastered all its aspects.

Interlanguage is characterized by a mixture of features from both the learner's native language and the target language. It is neither a perfect replica of the native language nor the target language, but rather a dynamic and evolving linguistic system that learners create based on their exposure to the target language and their efforts to communicate in it.

Imagine 'interlanguage' like a language superhero costume you wear while you're getting better at a new language. It's not your native language costume, and it's not the full superhero outfit of the new language yet. It's this cool mix that you put together as you're learning.

Transfer is a general term that refers to applying previous knowledge when approaching a new problem. Language learners draw on their experience of their native language or a foreign language they already know as they are trying to master a new one. So, 'transfer' is like using your superpowers from your native language or another language you know to tackle the challenges of the new language. It can be helpful (positive transfer) or a bit tricky (negative transfer) if you mix things up. Negative transfer from one language into another is also called **interference**.

Overgeneralization is generalizing a particular rule in the second language beyond legitimate bounds. So, 'overgeneralization' is like using your superhero powers a bit too much. Sometimes you might apply a rule you already know in the new context, but it doesn't quite fit. It's all part of the superhero language adventure!

Activity 3. Step 1. Arrange the following practices into the grid below according to the process they can be attributed to:

- 1) Using regular past tense endings with irregular verbs, e.g. goed, flied;

- 2) Using the wrong word order (under the influence of the native language);
- 3) Using question word order in reported questions;
- 4) Using the wrong preposition, e.g. in Friday, to congratulate with;
- 5) Using words that have the same origin and meaning in two languages, e.g. bar, class, sandals;
- 6) Replacing English sounds with native ones;
- 7) Using the auxiliary 'do' with modal verbs;
- 8) Using words that look alike but do not have the same meaning in two languages, e.g. intelligent – інтелігентний, biscuit – бісквіт.

Overgeneralization	Positive transfer	Negative transfer (Interference)

Step 2. Work in groups. Provide 3 more examples for each process. Share your ideas with others.

Step 3. Reflect on your experience as a language user. Think of examples of interlanguage in your speech and share them with the group.

Activity 4. Step 1. Read the text about fossilization and answer the questions.

1. What is fossilization?
2. How is fossilization related to interlanguage?
3. What can fossilization be compared with? Think of any other associations (not mentioned in the text) and share your ideas with other students.
4. What can cause fossilization?

Fossilization occurs when certain linguistic features or errors become 'frozen' in a learner's interlanguage, even after extended exposure to the target language. In other words, it's the point where certain aspects of a learner's language proficiency stop progressing and remain at a consistent, albeit incorrect or non-standard, level. These features are considered 'fossilized' because they don't naturally progress towards native-like usage, even though other aspects of the learner's language may continue to improve.

Fossilization is like getting stuck on a certain floor while climbing the language-building stairs. Even after spending a lot of time with the new language, some parts of your language skills just freeze—they become 'fossilized'. It's like reaching the 70th floor but not being able to go higher.

Imagine you're in the Empire State Building, and instead of smoothly going up the stairs from the bottom to the top, you move between two stairways. Now, if you get stuck on a floor, like the 5th or 70th, you can't reach the next one. Fossilization is when your language progress stops, and you're kind of frozen at a certain level.

Now, there are different ideas about why some people fossilize and others don't. It could be because of things like interference from your first language, not feeling connected to the new language's environment or culture, or not getting enough helpful language input. These factors are all mixed together and affect how well you learn a language.

Activity 5. Step 1. Work in 2 groups. Make a list of fossilized mistakes which the members of your group make. Complete the table below. Identify the mistakes which are more typical among learners and those which are made by few students.

Group 1

Mistake	Student(s) who make(s) it
e.g. stressing 'hotel' on the first syllable	e.g. Olha, Denys

Group 2

Mistake	Student(s) who make(s) it

Step 2. Work with the other group and share the results. Are there any mistakes that are typical in both groups?

Activity 6. Step 1. Work in 3 groups. Ask your university teachers (Group 1 – your teacher(s) of English grammar, Group 2 – your teacher(s) of English phonetics, Group 2 – your teacher(s) of General English) what they do to deal with students' fossilized mistakes. Take notes and be ready to present your findings to other students in any format you find appropriate.

Self-check questions

1. Explain the concept of 'interlanguage'.

2. In what ways does acknowledging the existence of interlanguage affect teaching an L2?
3. Define the term 'transfer'.
4. Describe instances where you've observed or experienced positive transfer in language learning.
5. What is a synonym of negative transfer? Describe instances where you've observed or experienced negative transfer in language learning.
6. Define the term 'overgeneralization'. Provide at least three examples of this process.
7. Define the term 'fossilization'.
8. What can cause fossilization?
9. Provide at least three examples of fossilized mistakes you make.
10. How can you deal with fossilized mistakes as a learner?
11. How would you deal with fossilized mistakes as a teacher?

SESSION 10

WAYS OF ENCOURAGING SLA IN CLASS

Activity 1. Step 1. Match the stages of second language acquisition with their descriptions.

Stage	Description
1. Preproduction	a) The person starts speaking with brief words and sentences, with a primary focus on listening and absorbing the new language. This phase is characterized by numerous errors in early production.
2. Early production	b) The person is fairly fluent in social settings with few errors. However, challenges arise in new contexts and academic language, leading to difficulties in expressing oneself due to gaps in vocabulary and suitable phrases.
3. Speech emergency	c) Proficiency in the second language is high, particularly in social language scenarios. The person can communicate almost fluently in new or academic settings, though there may be gaps in vocabulary and unfamiliar expressions. Errors are minimal, and the individual can showcase higher order thinking skills in the second language, such as expressing opinions or analyzing problems.
4. Beginning fluency	d) The frequency of speech increases, with longer words and sentences, yet reliance on context clues and familiar topics persists. Vocabulary expands, and errors decrease, particularly in common or repeated interactions.
5. Intermediate fluency	e) The person communicates fluently in various contexts and navigates successfully in new situations and when exposed to fresh academic information. While there might still be traces of an accent and occasional misuse of idiomatic expressions, the person is essentially fluent and at ease in communicating in the second language.
6. Advanced fluency	f) This phase is referred to as “the silent period”, during which the student absorbs the new language without actively speaking it. The duration of this period can vary, often lasting six weeks or longer, depending on the individual.

(Adapted from: Robertson, K., & Ford, K. Language Acquisition: An Overview. URL: <https://www.colorincolorado.org/article/language-acquisition-overview>)

Step 2. Which stage do you think you are at? Discuss your views with a partner.

Activity 2. Look at the recommendations below and decide at which stage of SLA learners are likely to benefit from them.

Stage _____

- Present engaging tasks to enhance the student's vocabulary, including exercises on identifying antonyms, synonyms, and utilizing a thesaurus and dictionary.
- Illustrate effective note-taking techniques and supply a template for notes and planning.
- Develop speaking exercises that prompt learners to participate in intricate discussions and debates.

Stage _____

- Focus on getting information through active listening.
- Use visuals and encourage students to point to pictures or enact vocabulary.
- Speak slowly with shorter words, maintaining proper English phrasing.
- Incorporate gestures to convey meaning, like saying "Open your book" while demonstrating the action.

Stage _____

- Encourage students to identify pictures and articulate the corresponding new word.
- Pose yes/no and either/or questions for engagement.
- Demonstrate a phrase, and have students repeat it with modifications. For instance, the teacher says, "This book is very interesting," and the student responds, "This book is very boring." Repeat with various modifications.

Stage _____

- Incorporate a "Think, pair, share" activity during lessons to allow students to absorb the new language and concepts.
- Pose questions that demand comprehensive responses and explanations.
- Re-phrase incorrect statements in proper English, or prompt students to express the idea differently.
- Encourage students to deliver brief presentations, supplying them with relevant presentation vocabulary.

Stage _____

- Use graphic organizers and thinking maps, ensuring students fill in details and encouraging them to add more.
- Enhance academic skills like brainstorming, prioritizing, categorization, summarizing, and comparison.
- Introduce idioms with examples to demonstrate their proper use.

Stage _____

- Introduce academic vocabulary and demonstrate its use in sentences.
- Connect with the student's background knowledge whenever possible.
- Ask questions that demand short, straightforward answers.

- Encourage learners to retell stories or experiences, with another learner writing them down.
- In writing tasks, provide the student with a version of the sample text containing blank spaces, and include the necessary vocabulary on the same page.

(Adapted from: Robertson, K., & Ford, K. Language Acquisition: An Overview. URL: <https://www.colorincolorado.org/article/language-acquisition-overview>)

Activity 3. Read the text. Name the main characteristics of TBL and its advantages for SLA.

What is task-based learning (TBL)?

How frequently do we, as teachers, encourage our students to engage in activities in the classroom that mirror their everyday language use? Perhaps not often enough. Making language meaningful in the classroom, and consequently memorable, allows students to naturally process the language they are learning or revisiting.

Task-Based Language (TBL) learning offers students precisely this opportunity. The central focus of classroom activities is the task itself, with language serving as the tool that students employ to accomplish it. The task is an activity where students utilize language to achieve a specific outcome. These activities mirror real-life scenarios, and learners concentrate on conveying meaning, free to use any language that suits the purpose. Games, problem-solving, information sharing, or role-playing, such as acting as company directors negotiating an agreement within a given time limit, are all considered authentic tasks in TBL.

Students should have the chance to use English in the classroom as they naturally use their own languages in daily life. In task-based lessons, the goal is to create a necessity for learning and using language. Tasks generate their own language, providing an opportunity for language acquisition. While teachers shift the focus away from form and structures, it doesn't mean there's no attention to accuracy. Language work is still embedded in each task, with feedback and language focus having their places in lesson plans.

The primary advantages of TBL lie in using language for genuine purposes, fostering real communication. During the preparation stage for presenting their findings to the whole class, learners are compelled to consider language form in general rather than focusing solely on a single structure. TBL aims to integrate all four language skills, transitioning from fluency to a combination of accuracy and fluency. The variety of tasks available (reading texts, listening exercises, problem-solving, role-plays, questionnaires, etc.) offers flexibility in this model, leading to more engaging activities for the learners.

(Adapted from: Bowen, Tim. Teaching Approaches: Task-Based Learning. URL: <https://www.onestopenglish.com/methodology-the-world-of-elt/teaching-approaches-task-based-learning/146502.article>)

Activity 4. Look through the characteristics of a task and the descriptions of the main types of tasks. Sort out examples of tasks according to the types.

According to Rod Ellis, a task has four main characteristics:

1. A task involves a primary focus on (pragmatic) meaning.
2. A task has some kind of ‘gap’ (e.g. information gap, reasoning gap, opinion gap).
3. The participants choose the linguistic resources needed to complete the task.
4. A task has a clearly defined, non-linguistic outcome.

Task type	What it involves	Example
Information-gap activity	a transfer of information from one individual to another or its transformation from one format to another	<ul style="list-style-type: none">• ...• ...
Reasoning gap activity	extracting fresh information from provided data	<ul style="list-style-type: none">• ...• ...
Opinion gap activity	expressing one’s personal preference, emotion, or attitude in reaction to a given situation	<ul style="list-style-type: none">• ...• ...

Examples:

1. Scheduling a teacher’s timetable using provided class schedules.
2. Finishing a story.
3. Filling in a table with details found in a given text.
4. Participating in a conversation about a social issue.
5. Collaborative activity where each pair member possesses part of the overall information (like an incomplete picture) and shares it with the other.
6. Choosing the optimal course of action (such as the most cost-effective or fastest) for a specific goal.

Activity 5. Step 1. Another way of encouraging SLA is having students use L2 outside classroom. It can be done, for instance, by interacting with native speakers or other foreigners. Working in groups, read the description of the situation and decide which person is likely to be more successful in SLA.

Imagine two individuals who aren’t native English speakers sharing a meal with a gathering of American friends.

Speaker A: Hans, an intermediate English learner, appears to grasp much of the conversation and can express himself quite smoothly. Communication flows reasonably well, and Hans is content with understanding others and being understood – achieving the necessary communication, so to speak.

Speaker B: Mario is also quite fluent and possesses strong comprehension skills. However, throughout the conversation, he tends to observe certain things like: “What’s this *so far* they use all the time?” “*You might’ve done this* ... Hmm... I thought it was *You should have done this*...” “*Nevertheless?* What’s that?” “*Shoulda?* What?” “Oh, the

man used one of those intricate conditional sentences we studied in class.” “Weird... develop? I thought it was develop.”

Step 2. Do you notice any new words/structures when you listen to somebody, watch a film or read? If yes, what was the last thing you noticed? Share your experience with a partner.

Activity 6. Work in small groups. Create an infographic illustrating all the possible ways of surrounding yourself with English you can think of. Present the results of your work to other students.

Self-check questions

1. What are the stages of SLA? Describe the key characteristics of each stage.
2. Reflect on your language learning journey. Which stage do you believe you are currently at, and why?
3. Suggest at least three recommendations for teaching learners at each stage of SLA. Provide examples from your learning experience where you found specific recommendations helpful or not applicable.
4. What is TBL? Summarise its main characteristics.
5. List the advantages of TBL for SLA.
6. List the characteristics of a task according to Rod Ellis.
7. What types of tasks can be used in language learning? What does each type involve?
8. Reflect on your own experience. How has exposure to native speakers or other foreigners outside the classroom contributed to the development of your language proficiency?
9. Do you often pick up new words or structures when listening, watching films, or reading? Provide examples.
10. How can consciously noticing language elements contribute to language acquisition?
11. Summarise the ways learners can surround themselves with English.

UNIT 1.3

EMPOWERING LEARNERS: FOSTERING AUTONOMY

SESSION 11

LEARNER AUTONOMY: NOTION, ELEMENTS, LEVELS

Activity 1. Read the descriptions of five English language learners and think what helps them to be successful (or prevents them from being successful) in learning English. Take notes.

Description	Notes
Artemiy enjoys listening to English songs and has a vast vocabulary, but he isn't keen on learning new words in a classroom setting. While his speech is fluent, he frequently makes mistakes, making it challenging to understand him.	
Julia is good at knowing all grammar rules and enjoys engaging in gap-filling exercises and learning new words, often looking them up in the dictionary. She appreciates her teacher explaining concepts thoroughly, and memorization comes easily to her. While she excels at writing stories, she faces challenges in spontaneous speaking, often appearing to forget what she has learned.	
Olha likes English and wants to master it. She actively participates in class, enjoying pair and group activities; however, consistent completion of homework is not her strong suit. Reading and writing are activities she dislikes, and using dictionaries poses a challenge for her. On the bright side, she has a keen interest in movies.	
Dariia may struggle with grammar, but she faces speaking challenges without fear. Since she makes mistakes, her teacher often rates her performance low. She endeavors to watch English movies and finds joy in moments of comprehension.	
Taras is a capable student who recognizes the importance of English for securing a good job. However, he tends to focus solely on in-class activities, dedicating minimal time to homework. His extensive social network engagement, particularly chatting, occupies a significant portion of his time.	

Activity 2. Step 1. Describe yourself as an English language learner. What helps you to be successful (or prevents you from being successful) in learning English? Discuss your version with your partner and find at least one similar feature and one different feature.

My name is ...

Activity 3. Read the questions and tick (✓) the answer which best describes you.

No	Question	Yes	Sometimes	No
1.	Do you set personal learning goals for yourself?			
2.	Do you prefer choosing your own topics for assignments when possible?			
3.	Are you proactive in participating and speaking in English classes?			
4.	Do you take initiatives to enhance your English skills?			
5.	Do you seek assistance from your teacher when needed?			
6.	Do you actively monitor your progress in learning English?			
7.	Do you consider yourself proficient in English?			
8.	Do you engage in self-assessment?			
9.	Do you appreciate when your teacher explains everything to you?			
10.	Do you track your progress by keeping a language portfolio?			
11.	Do you provide feedback to your peers?			
12.	Do you independently choose your study materials?			
13.	Are you involved in choosing what homework tasks to get?			
14.	Do you find enough English for your learning in the classroom?			
15.	Do you voluntarily do extra homework beyond teacher assignments?			
16.	Do you share your learning experience with your peers?			
17.	Do you actively pursue opportunities to learn and practise English outside the classroom?			
18.	Do you use the university's resource center for your English studies?			

19.	Do you use internet resources, such as dictionaries, podcasts, websites, etc., for learning English?			
20.	Do you regularly reflect on your progress in learning English?			

Step 2. If you do most of these things, you try to become an autonomous learner. Learner autonomy means that a learner knows how to learn and takes responsibility of their learning. Autonomous learners are capable of self-reflection, decision-making and independent action. Explain in your own words how you understand this definition.

Activity 4. Step 1. Read the profiles of three learners and decide what each of them exemplifies: self-reflection, independent action or decision-making.

1) **Alex** is determined to improve his English language skills. Instead of relying only on classroom materials, he seeks out English books, articles, and online resources that he likes. He reads these materials regularly, meeting new vocabulary and sentence structures. He notes the new words down and later researches the definitions. Apart from that, he uses online language exchange platform Reddit where he regularly posts his language learning goals and finds different partners to practise English with. Alex also listens to podcasts, news broadcasts, and watches movies in English. He challenges himself by choosing content with different accents and speech speeds.

2) **Maria** monitors her experiences and progress. After each lesson, she takes a few minutes to write down what went well and what she struggled with. Maria realizes that she's more confident in reading and writing English but struggles with speaking fluently. After a particularly challenging speaking activity in her English class, she reflects on her performance and sets a goal to join an online speaking club. Maria observes that she's more comfortable with written communication, so she decides to do more listening and speaking exercises. During an especially difficult grammar lesson, she thinks about the emotions of irritation she's experienced and reminds herself that language learning is a journey with ups and downs.

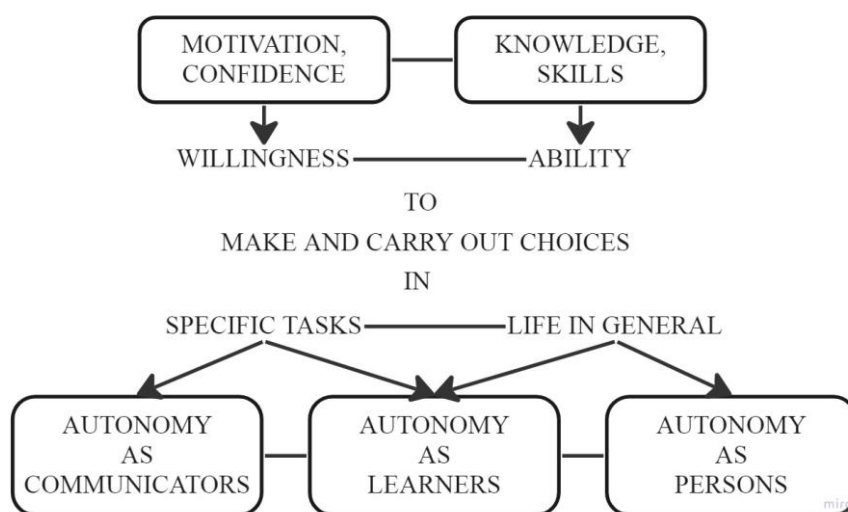
3) **John** is given the choice to select his own reading materials for an assignment in his English class. Instead of going with the recommended textbook, he decides to choose a novel by his favorite English author. When it comes to practicing speaking skills, he decides to join an English conversation club on campus and also records himself speaking English and listens for areas where he can improve. During a particularly busy week, John decides to devote more time to English during the weekend. John discovers various language learning apps and online platforms. After researching their features and user reviews, he decides to use a vocabulary-building app that provides daily quizzes and flashcards.

Step 2. Tick the features of learning autonomy which the learners exhibit.

Features of learner autonomy	Alex	Maria	John
1. Setting improvement goals			
2. Adjusting learning pace			
3. Adjusting learning strategies			
4. Online language communities			
5. Resource exploration			
6. Managing frustration			
7. Identifying strengths and weaknesses			
8. Choosing study methods			
9. Selecting learning materials			

Elements of autonomy

Activity 5. Analyze the diagram by Littlewood (1996) and explain what, in your opinion, the key components of learner autonomy are associated with.



Activity 6. Look at some qualities of learners. Decide whether they characterize autonomous learners or not. Explain your reasons.

- have the desire to learn
- pay attention to both form and content when they use the language
- ignore the teacher's instructions
- can reflect on the task and its usefulness
- follow their own curriculum
- can choose the best ways to do the task at hand
- like to interact with others
- realize their own needs
- always study alone, without anybody's help
- transfer the skills they have learned to the target language learning



Some more qualities of an autonomous learner can be found in Appendix D.

Step 2. Work with another pair of students and discuss your ideas.

Levels of autonomy

Activity 7. Providing students with choice stimulates natural curiosity and motivation to learn. Read the descriptions of different levels of autonomy singled out by Littlewood and decide which level of autonomy you think you are at now. Discuss it with a partner illustrating your ideas with examples from your learning experience.

LEVEL OF AUTONOMY	LEVEL OF CHOICE
1	Students independently decide on grammar and vocabulary usage, particularly in activities like role-plays.
2	Learners select meanings and communication strategies to convey these meanings based on their preferences.
3	Students actively participate in decision-making processes related to goals, meanings, and strategies.
4	Students begin to shape their own learning context (e.g. in projects).
5	Traditionally teacher-assigned responsibilities, such as selecting materials and learning tasks, become decisions made by the learners themselves.
6	Students take part in shaping the syllabus and have control over the progression of their learning.
7	Students gain the ability to use the language independently for communication beyond the classroom.

(Adapted from: Sella, L. (2014). A Study of Autonomy and its Influencing Factors in Adult Language Learners. Venezia, 100 p.).

Activity 8. Read the description of Nunan's model of implementing autonomy and fill in the table below.

Nunan's influential autonomy implementation model, proposed in 1997, consists of five levels intended to cultivate autonomy in learners who are not initially self-directed. The model is grounded in five fundamental assumptions:

1. Most learners lack autonomy initially.
2. Attaining a certain level of autonomy is crucial for successful L2 learning.
3. Pedagogical intervention can foster autonomy.
4. Autonomy exists in varying degrees.
5. Not everyone can achieve the same level of autonomy.

In light of these principles, Nunan describes his five levels of implementation as follows:

Level 1 – Awareness.

While the initial step might appear straightforward, its aim is to heighten learner's awareness of task goals, program content, and learning strategies. Additionally, students will reflect on the learning strategies they employ and those they find preferable.

Level 2 – Involvement.

This marks a middle stage between basic awareness and actively modifying materials. At this level, learners are encouraged to select from various options, such as different tasks, with the emphasis on the act of choosing rather than the specific task itself (ibid.:198).

Level 3 – Intervention.

In the third level, learners actively engage in adapting materials to suit their needs. This may involve modifying materials from a book or adding tasks to existing exercises in the textbook.

Level 4 – Creation.

At this stage, students are prompted to pinpoint their goals, contents, and tasks. Due to the complexity of this level, it can be subdivided into smaller steps. Nunan proposes offering learners some materials and having them generate exercises related to it, potentially in groups. These groups can then swap the tasks they devised with other groups and collaboratively tackle the assignments.

Level 5 – Transcendence.

At this point, students extend beyond the confines of the classroom. They can connect real-life language usage to what they've learned in class and, eventually, apply their school-acquired knowledge in the real world.

Nunan explains that students often move back and forth between these five levels because being independent in learning is like a journey that changes over time. And for each level, he talks about two things: what you're learning and how you're learning it.

Content:

1. Students set their own goals and objectives.
2. Students understand the educational goals and content of the materials they use.
3. Students connect what they learn in the classroom with the world outside.
4. Students change and adjust the goals and content of the learning program.
5. Students choose their own goals from a variety of options available.

Process:

1. Students choose from various options.
2. Students design their own tasks.
3. Students explore their interests and engage in real-world tasks that involve creating new knowledge and assisting others in learning.
4. Students recognize the strategic aspects of educational tasks and determine their

preferred learning styles and strategies.
5. Students adjust or change tasks.

Level	Content	Process
1. Awareness		
2. Involvement		
3. Intervention		
4. Creation		
5. Transcendence		

Activity 9. Decide which level in Nunan's model these actions exemplify.

1. Instead of going straight to making a mind-map after reading a text, a learner decides to take notes first.
2. A learner finds a tandem-learning partner to improve their speaking skills.
3. A learner suggests to the teacher and their classmates that they should plan a speaking activity centered around Ted Talks instead of TV programs.
4. A learner reflects on the task and understands how it will help them to master such social talk skills as offering compliments and positive feedback.
5. A group of learners considers all the alternatives offered by the teacher and chooses to present their project as a video clip.
6. Learners make up a list of questions to be discussed at the next lesson.
7. A learner comprehends in what way they will learn the new words better.
8. A learner makes up a template to help their classmates to conduct an out-of-class survey on the suggested issue.
9. A learner selects the idioms from the active vocabulary box to use in their essay.
10. A learner makes a decision to listen to BBC news for at least 10 minutes a day and after two months tries to find out if their listening comprehension improves.
11. Learners choose if they perform the next activity individually or in pairs.
12. A learner prefers to highlight texts when reading them first and come back to the highlighted places later to find out if they can understand them then.

Activity 10. Step 1. Ascribe the roles a learner performs at each level of autonomy implementation.

- ___ Adaptor
- ___ Researcher, teacher
- ___ Recipient of information
- ___ Reviewer, selector among the given options
- ___ Inventor, originator, creator

Step 2. Which level of Nunan's model do you think you are at? Which role do you think you perform? Share your view with a partner. Provide reasons for your opinion.

Self-check questions

1. What is learner autonomy? What are autonomous learners capable of?
2. What are the features of learner autonomy? Which of them do you exhibit?
3. List the key elements of learner autonomy.
4. What qualities characterize autonomous learners? Which of these qualities would you like to have?
5. Describe the levels of learner autonomy singled out by Littlewood. Which level do you think you are currently at?
6. How does your level of autonomy impact your language learning journey?
7. What are Nunan's five levels of autonomy implementation? What is the aim of each level?
8. Can learners move back and forth between the levels of language autonomy? If so, why does that happen?
9. Provide at least two examples of learner's actions at each level of autonomy implementation.
10. What roles can a learner perform at each level of autonomy implementation? How do you understand these roles?
11. Explain how the roles learners can perform at each level of autonomy implementation contribute to their autonomy development.

SESSION 12

CONDITIONS FOR DEVELOPING AUTONOMY

Activity 1. Encouraging learner independence seems to be a crucial aspect of effective learning. However, autonomy alone doesn't ensure successful learning outcomes. Study the following case and say: a) if a learner is autonomous; b) if he/she is successful and why.

A learner decided to memorize a dictionary. After three years, he got to the middle of "C".

Activity 2. Work in small groups. Discuss how the factors below can influence learners' readiness for autonomy.

- clarity of learning goals
- prior language learning experience
- intelligence
- perception of need
- aptitude
- class size
- scope for teacher development and support
- access to the target language
- views on language learning
- linguistic and cultural proximity (closeness) of the target language
- self-reliance
- level of education
- entrance level of competence
- roles of teachers and learners

Activity 3. Select 3 factors from Step 1 and think how they influence your readiness for being more autonomous in language learning. Compare your experiences with your partner.

Activity 4. Work in groups of 3. Read the texts (Student A – text 1, Student B – text 2, Student C – text 3) and identify conditions that are needed for developing learner autonomy. Take notes. Share your findings with your partners and complete the mind map about conditions for learner autonomy.

Text 1

Teaching students to be independent learners is a challenging task, especially when they are used to traditional teacher-centered methods. Autonomous learners need to actively engage in the language learning process and take charge of their own learning journey. For true autonomy, students must shift their ideas about learning, their attitudes, and their behaviors in the educational setting.

Creating a social learning environment that is supportive, accepting, and caring is crucial. In such an environment, students feel free to try out new behaviors, adopt different attitudes, and explore various approaches to learning. It's important that autonomy in learning extends beyond the classroom; otherwise, efforts to cultivate autonomy may be ineffective. A well-designed course should facilitate the transfer of autonomy from the classroom to real-life situations outside of it.

Text 2

Empowering learners to be independent in the classroom poses a significant challenge, particularly when they are accustomed to traditional teaching methods where teachers take the lead. To foster autonomy, the course needs thoughtful design, helping students understand pedagogical goals, diverse content, strategies, language learning theories, and their roles as learners.

Motivation is key—students should be inspired to modify and adapt goals, styles, and strategies, even creating their own plans for self-directed learning. The course must consider each learner's unique goals, acknowledging their individual history, culture, and educational needs instead of solely relying on a textbook.

Promoting collaboration is essential for autonomy. The course should create an environment where learners can collaboratively construct their shared learning space. It should also offer freedom of choice, allowing individuals and groups to decide the direction of their learning process.

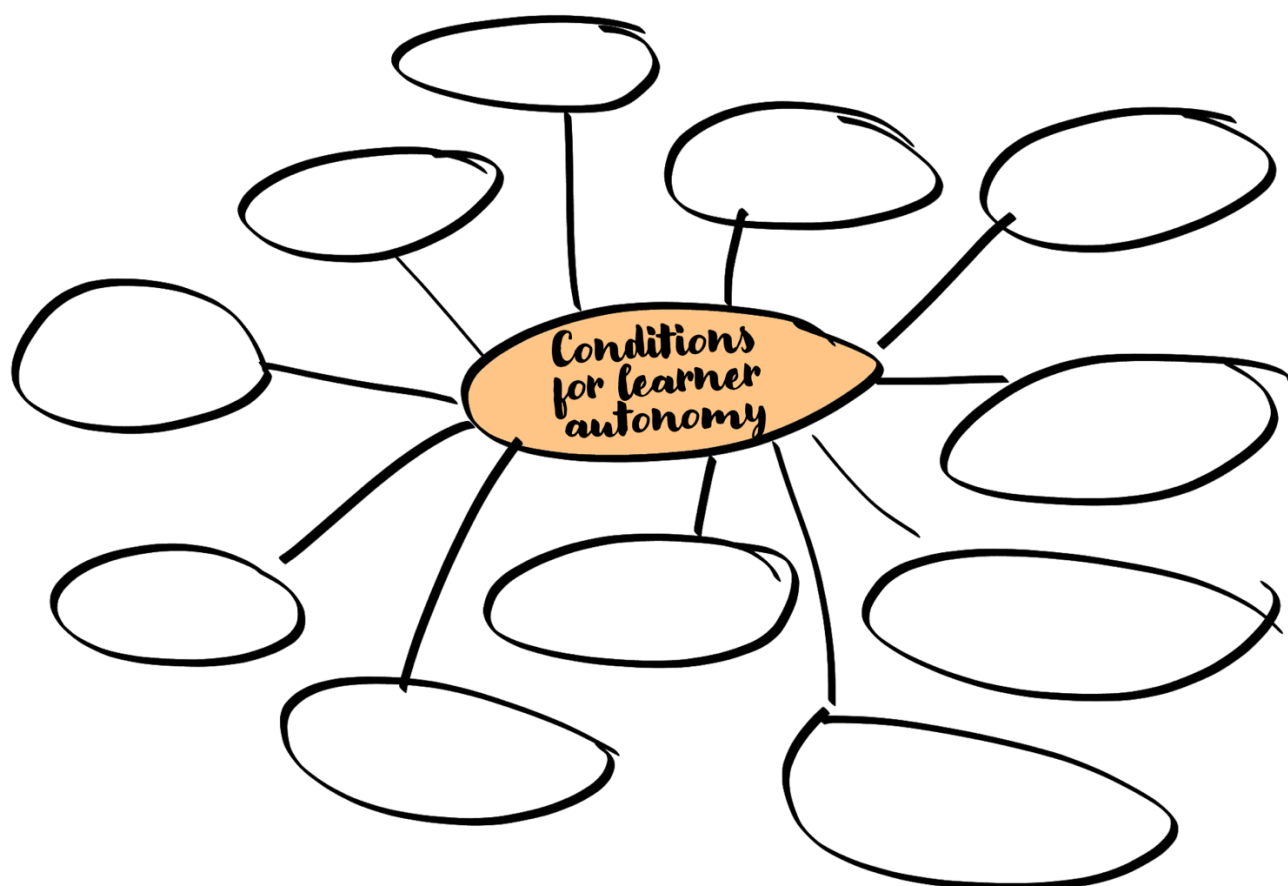
Text 3

Teachers need to create an environment that fosters autonomy in students, where elements like choice, flexibility, adaptability, modifiability, reflectivity, and shareability are essential. Learners should have the opportunity to select both the content and methodology for their learning. They should also share responsibility for planning and conducting teaching-learning activities.

Flexibility allows students to make self-repairs and change options during activities. Adaptability ensures that learning materials are accessible to students, and modifiability enables them to alter existing materials. Reflectivity is about providing conditions for students to reflect on their learning, evaluate outcomes, draw conclusions, and plan for the future. Lastly, shareability emphasizes the ability to share activities and problems with others.

(Adapted from Yuonesi, M. (2001). Autonomy in Language Education. URL: <http://www.hltmag.co.uk/aug12/mart04.htm>)

Mind map



Activity 5. Step 1. Reflect on the course of methodology so far and point out conditions you experienced. Tick (✓) the relevant box.

Conditions for developing learner autonomy	Yes	No
learner-centred approach		
social and supportive learning environment		
transfer of autonomy beyond the classroom		
awareness of the learning process		
Motivation		
collaboration		
Choice		
Flexibility		
Adaptability		
Modifiability		
Reflectivity		
Shareability		

Activity 6. Step 1. Work in pairs. Think of the conditions for developing autonomy you would like to experience in the course of methodology, grammar or General English and suggest possible ways of their implementation. Complete the table.

Condition	Implementation
1.	<ul style="list-style-type: none"> • ... • ...
2.	<ul style="list-style-type: none"> • ... • ...
3.	<ul style="list-style-type: none"> • ... • ...

Step 2. Discuss your suggestions with the teacher and other students.

Self-check questions

1. What factors can influence learners' readiness for autonomy?
2. Explain how clarity of learning goals, prior language learning experience, and self-reliance influence learners' readiness for autonomy.
3. In what way can the size of the class impact the development of autonomy?
4. Do you agree that the proximity of an L2 enhances learners' autonomy? Why?
5. How does access to the target language influence your readiness for learner autonomy?
6. What are the key conditions needed for developing learner autonomy?
7. Explain why choice, flexibility, adaptability, modifiability, reflectivity, and shareability are essential for fostering autonomy in students.
8. What is the impact of the key conditions for developing autonomy on your learning experience?
9. Suggest at least four ways the conditions for developing learner autonomy can be implemented.

SESSION 13

FACTORS INFLUENCING LEARNER AUTONOMY

Activity 1. Recollect the factors that influence the process of second language acquisition (see Session 7 Activity 6) . What impact do you think they can have on developing learner autonomy? Can you add any other factors (e.g. learners' relationships with other people)? Share your ideas with others.

Activity 2. How much do you agree with the statements below (totally/partially/disagree)? Provide arguments.

1. The main teacher's role is to transmit knowledge to her students rather than encourage them to become autonomous in their learning.
2. It is demotivating for learners to find that even after studying English for 6-8 years, they fail to study on their own without depending on teacher's support.
3. Motivated learners have a clear idea about the purpose of learning the language.
4. Learners having good feelings about themselves are sure to succeed.
5. Intrinsic motivation for English is usually strong in average learners.
6. Learners' perceptions of their competence in learning English are vital to their willingness to take full control of their learning.
7. There are some basic differences between successful and less successful autonomous learners in their past language learning experiences.
8. Age, level of education and level of English do not appear to have a significant influence on the level of autonomy.

Activity 3. Read the extract about attribution theory, goal-setting theory and self-efficacy theory and explain how they are connected with fostering autonomy.

Attribution theory, introduced by Heider in 1958 in the realm of social psychology, aims to elucidate how individuals interpret the causes of events. Weiner (1986) delineates four types of attributions people employ to make sense of everyday occurrences:

- Task difficulty
- Luck
- Effort
- Ability

Task difficulty and luck are external factors beyond one's control, often judged against social norms. The perception of task difficulty may arise from observing others' failures. Luck comes into play when individuals lack control over the outcome. On the other hand, effort and ability are internal factors. Success fosters belief in one's abilities, while past failures diminish confidence. Effort is evaluated based on factors like time and physical exertion, with successful outcomes leading to a perception of greater effort.

Attribution theory holds significance in language education as it seeks to explain learner motivation and effort by examining how learners perceive themselves. Proficient

language learners stay motivated by attributing failures to external factors, like the teacher, and crediting success to their own hard work. Conversely, unmotivated students may link their lack of success to internal factors, such as personal ability, while attributing success to external factors like luck.

Locke and Latham (1990) formulated **goal-setting theory** to explore how individuals establish goals for themselves. From a motivational standpoint, having goals serves as a source of motivation and a catalyst for increased productivity. This concept is intricately tied to autonomy, as autonomous learners are tasked with setting their own goals.

Bandura (1977) introduced the notion of **self-efficacy**, defined as an individual's judgment of their own abilities to attain a specific goal. Progress is more rapid when the goal is perceived as achievable, believable, and desirable. Individuals with a strong sense of self-efficacy, who believe the goal is within reach, exhibit heightened effort and determination to accomplish it.

(Adapted from Sella, L. (2014). A Study of Autonomy and its Influencing Factors in Adult Language Learners. Venezia, pp.27-28).

Activity 4. Work in pairs. Answer the questions:

- Think of a time when you failed a test/an exam. How did you explain your failure (by external or internal factors)? Did it motivate you to start working harder?
- Think of a time when you passed a test/an exam well. Did you attribute your success to pure luck, effort or ability?
 - Do you set goals in language learning? Why?
 - What do you think will happen if a learner sets unrealistic goals in learning a language?
 - What do you think will happen if a learner sets goals which are too modest and can be easily achieved?
 - Do you usually believe that you are able to do an assignment? What does your belief in yourself depend on and how does it affect your learning?

Activity 5. Step 1. An important role in language learning is played by motivation. But the appropriate question no longer seems to be “How can teachers motivate learners?”, but “How can learners motivate themselves?” In the list below, tick the strategies you use to motivate yourself to learn English. Add any other strategies you use.

Strategies I use to motivate myself to learn English:

1. Reward myself with some sweets for good grades and passing tests/exams.
2. Give myself regular self-reminders of the deadline.
3. Use starter rituals to get into focus (e.g. clean my desk before starting my work).
4. Think of the consequences of my failure.
5. Start thinking how English will increase my chances of success in the future.

6. Promise my friends/family/teacher that I will do the task/achieve the goal.
7. Speak to myself saying that I will manage the task/achieve the goal.
8. Create a pleasant learning environment (e.g. turn on my favourite music).
9. Close the door in my room and/or turn off my smartphone not to be disturbed.
10. Find some interesting books/films/blogs in English.
11. ...
12. ...
13. ...

Step 2. Work in small groups and share your ideas. Which strategies your partners added do you find useful?

Activity 6. Step 1. Work in pairs. Role-play a conversation.

Student A – a learner who thinks he/she is losing motivation for learning English and asks his/her teacher for help.

Student B – a teacher giving advice to his/her learner on how to become more motivated in language learning (use the information from Activity 5).

Step 2. Change roles.

Self-check questions

1. In what way do factors which influence SLA can impact the development of learner autonomy?
2. What is the essence of Attribution theory?
3. What are the four types of attributions individuals make to interpret the causes of events? How do these attributions relate to motivation in language learning, especially in terms of success and failure?
4. What do you typically attribute your success and failures in language learning to?
5. How does goal-setting theory, as discussed by Locke and Latham, connect to autonomy in language learning? Why is the concept of setting goals considered intricately tied to fostering autonomy in learners?
6. What are the consequences of setting unrealistic goals or overly modest goals?
7. How does a strong sense of self-efficacy impact a learner's effort and determination in language learning?
8. How can learners motivate themselves to learn an L2?

SESSION 14

AUTONOMY IN THE CLASSROOM

Activity 1. Work in small groups. Discuss how you understand the quotation.

Control leads to compliance; autonomy leads to engagement.

Daniel H. Pink

Activity 2. Step 1. Read the text and complete the table.

Reeve et al. (1999) successfully classified teachers into categories of high or low autonomy support and made noteworthy observations. Teachers characterized as high in autonomy support exhibit behaviors such as actively listening to students, allowing them to manipulate teaching materials, and encouraging their input more frequently than those categorized as low autonomy-supportive. Additionally, autonomy-supportive teachers are more likely to inquire about student preferences, respond to student-generated questions, and demonstrate an understanding of the students' emotional states. They tend to refrain from giving solutions or using directives.

Reeve et al. identified distinctions in how high and low autonomy-supportive teachers motivate disengaged learners. Autonomy-supportive teachers foster intrinsic motivation by creating a student-centered atmosphere, encouraging student initiative, explaining the value of tasks, and involving students in decision-making. Conversely, teachers with low autonomy support create a teacher-centered environment, expecting students to passively receive information.

(Adapted from: Stefanou, C., Perencevich, K., DiCintio, M., Turner, J. (2004). Supporting Autonomy in the Classroom: Ways Teachers Encourage Student Decision Making and Ownership. Educational Psychologist - EDUC PSYCHOL. 39. 97-110).

High autonomy support	Low autonomy support
<ul style="list-style-type: none"> • ... • ... • ... 	<ul style="list-style-type: none"> • ... • ... • ...

Step 2. Work in pairs. Discuss what kind of autonomy support your school teachers provided and what impact that had on your learning.

Activity 3. Step 1. Work in small groups. Look through teacher's practices to foster learner autonomy in the classroom, work out headings for grouping these practices and organize them. Present the results of your work to other students.

1. I ask my students to go online and look up the meaning of a new word.
2. I like my students to check their answers in pairs before discussing them in class.
3. I like when my students learn from their mistakes and are not afraid to make them.

4. I provide my students with choices of what to do and how to do it and in this way encourage them to be more responsible in their learning.

5. I actively encourage learner autonomy in my lessons by providing diverse worksheets for both fast-finishers and slower learners.

6. I engage students by asking them to specify the grade they aim to achieve in their presentations and outline the steps they can take to reach that goal.

7. I collaborate with students to establish deadlines for assignments, select topics for speaking activities, and more.

8. I educate my students on the advantages of autonomy and various strategies to develop it.

9. I teach my students how to use online resources to find the necessary information for their projects.

10. I tell them that knowledge is under their finger-tips, but what really matters is how you apply it.

11. I encourage my students to ask questions to be active partners in the learning process.

12. I foster autonomy by occasionally refraining from answering their questions and encouraging them to seek answers independently.

13. I frequently prompt students to reflect on their learning, asking them to share what they have learned, identify easy and challenging aspects, and suggest ways to enhance their performance.

Step 2. Tick the practices from Step 1 you would like your university teachers to use. Share your ideas with the rest of the group.

Activity 4. Step 1. One more way to encourage learner autonomy is to implement classroom policies or rules. Read a part of the blog below. What rule does the teacher use for boosting learner autonomy in class?

How can we establish an autonomous classroom? One effective strategy involves implementing classroom policies. For instance, a policy could be set where students are required to consult a table buddy for assistance before seeking help from the teacher. Policies that encourage students to pause and consider, “Can I easily find this information in my notes or handout? Can someone in my table group assist me?” empower students to address issues independently. By enabling students to handle simple tasks on their own, the teacher can allocate more time to assist other students with more challenging problems that genuinely demand teacher guidance.

(Adapted from: Building autonomy in the classroom. 2019. URL: <https://www.stemminds.com/building-autonomy-in-the-classroom/>)

Step 2. Come up with at least 2 examples of classroom policies/rules which can foster learner autonomy. Share your ideas with other students. Listen to other students and take notes of the most useful ideas.

Classroom rules that foster learner autonomy

- ...
 - ...
 - ...
 - ...
 - ...
- ...
 - ...
 - ...
 - ...
 - ...

Activity 5. Step 1. Some scholars recommend teachers to move from being Sages on the Stage to becoming Guide on the Side (King, 1993). Work in pairs and discuss the difference between these two roles. Which role do you think fosters autonomy?

Step 2. Read the text and check your answers to Step 1.

A ‘sage on stage’ is an instructor who primarily delivers lectures, believing they possess knowledge to impart to learners. On the flip side, a ‘guide on the side’ is a facilitator who assists learners in discovering knowledge and directs them in beneficial ways.

(Adapted from *How do you change from being a sage-on-the –stage to a guide-on-the-side?* URL: <https://dynamind-elearning.com/change-sage-stage-guide-side/>).

To foster autonomy in our students, it’s crucial for us, as teachers, to be willing to entrust them with responsibility. While this may pose a challenge, it’s a fundamental aspect of the process. Creating conditions for autonomy starts with adjusting our teaching approach, shifting from a deductive to a more inductive method when teaching grammar, vocabulary, and writing. Instead of presenting a comprehensive grammar lecture, consider letting students deduce rules and usage from example sentences. For instance, provide a list of *if* sentences and encourage them to collaborate, discuss, and deduce the rules. Alternatively, take a guided discovery approach by offering a few example sentences and prompting them with questions to figure out the rules on their own. Empowering students in this way, as Scott Thornbury notes, not only fosters autonomy but also enhances their capacity for independent learning through the mental effort invested in figuring out rules themselves.

(Adapted from Warren, A. (2019). Encouraging learner autonomy. URL: <https://infocus.eltngl.com/2019/11/21/enouraging-learner-autonomy/>)

Step 3. Can the role of a Sage-on-the-stage be effective? If yes, in what teaching situations? Share your ideas with other students.

Activity 6. Step 1. Setting goals can assist in monitoring progress, provide a sense of purpose, and boost motivation—qualities that contribute to fostering autonomy. Teachers should encourage learners to create their own *measurable* goals. In the list below, tick the goals which you think are measurable.

Learners' goals:

- *"I plan to enhance my grammar skills through daily 20-minute online exercises."*
- *"I aim to enhance my listening abilities by tuning in to 5 podcasts weekly."*
- *"I want to improve my speaking skills."*
- *"I will boost my reading comprehension by reading an article daily from the BBC website and then discussing it with someone."*
- *"I'll post on Twitter every day to practice my writing."*
- *"I'm going to improve my speaking skills by next term."*
- *"I'll record myself reading articles on my phone twice a week to practice fluency and pronunciation."*

Step 2. Change the goals which you did not tick to make them measurable. Share your ideas with other students.

Step 3. Write down 2 goals for yourself in learning English. Work in pairs and look through each other's goals. Are they measurable? If no, help your partner to make his/her goals measurable.

Activity 7. Watch the video and single out the practices the teacher uses to foster learner autonomy. Share your observations and give feedback to the whole group.

https://www.youtube.com/watch?v=uUk7Lm_JxuY

Activity 8. Work in groups. Create a 'bank' of teacher practices which support learner autonomy in the classroom. Present the results of your work to the rest of the group in any format you find appropriate.

Self-check questions

1. What behaviors characterise teachers with high autonomy support? How do these behaviors differ from those of low autonomy-supportive teachers? What impact do these behaviours have on student engagement?
2. How did the level of autonomy support from your teachers in senior school impact your learning? Can you identify instances where autonomy support positively or negatively influenced your engagement in the learning process?
3. What teacher practices foster learner autonomy in the classroom? Which of them do you personally find effective? Why?
4. What classroom policies/rules can empower students' to address issues independently?
5. Describe the difference between a 'sage-on-the-stage' and a 'guide-on-the-side' in the context of teaching. Which role do you think is more conducive to fostering learner autonomy, and why?
6. In what situation is the role of a 'sage-on-the-stage' more effective?

7. How does the deductive teaching approach contribute to fostering autonomy? Can you think of other examples where deductive teaching empowers students in their learning process?

8. Why is it important for learners to set measurable goals? How does having measurable goals contribute to monitoring progress and fostering autonomy?

SESSION 15

AUTONOMY BEYOND THE CLASSROOM

Activity 1. Agree or disagree with the following statements.

1. In the realm of learning, the classroom and the world outside often feel like distant relatives.
2. High levels of foreign language proficiency are always achieved in the classroom alone.
3. English learners cannot become autonomous without being engaged in classroom learning.
4. Engagement with the target language beyond the classroom makes the greater contribution to the development of autonomy.
5. For every learner, the classroom dance and the solo act of learning outside share an intriguing tango.
6. Masters of language proficiency didn't just dance in the classroom; they waltzed through the world beyond, claiming success.

Activity 2. Step 1. Work in small groups. Make a list of things a learner can do to develop his/her skills in English out of class.

Ways to learn English out of class

1. e.g. Interact with foreigners online.
2. e.g. Build up a language portfolio.
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
9. ...
10. ...

Step 2. Work as a whole group and compare your lists. Take notes of the things you have not mentioned.

Step 3. Work in pairs. Discuss what you usually do to learn English out of class and what you would like to try.

Activity 3. Study the following terms for learning beyond the classroom and mark which aspect they emphasize: setting (S) or the mode of practice (M).

Note:

Settings (When? Where? Who?): the way learning is organized—when it happens, where it takes place, and who's involved. It's like the special plan for your learning

adventure, with certain people and a specific spot.

Mode of practice (How?): This is about the usual steps or interactions that make certain learning settings unique. It's like the special way things are done in that learning adventure.

- out-of-class learning (S)
- out-of-school learning
- informal learning
- non-instructed learning
- naturalistic learning
- self-access language learning
- CALL (computer assisted language learning)
- distance learning
- study abroad
- after-school
- extracurricular
- extramural

Activity 4. Step 1. Work in two groups. Read the descriptions of ways of learning beyond the classroom and match them to the names. Then compare your findings with representatives of the other group.

Self-access centers
Distance learning
CALL
Tandem learning

Out-of-class learning
Study abroad
Self-instruction

1. _____

These are places made for students to learn, offering everything from practice sheets to language learning computer programs. If used right, they can lead to better learning, but figuring out the best way to use them can be tricky. These centres can be set up in different ways, from letting students take charge with lots of classroom time to having tutors or instructors guide their work.

2. _____

This involves educating students who aren't physically in a school setting. Massive open online courses (MOOCs) are recent examples, allowing large-scale interactive participation and open access. Other terms like e-learning or online learning are often used interchangeably with this concept.

3. _____

This term is commonly used to describe how learners in traditional language classes seek opportunities for language learning outside the classroom. Many students often

participate in learning activities beyond class, showcasing creativity that teachers might not always be aware of.

4. _____

In a specific sense, it points to using self-study materials in print or broadcast form. In a broader sense, it involves learners independently studying language, mostly or entirely without the assistance of teachers.

5. _____

This type of language learning involves a broad range of information and communication technology applications and teaching approaches for learning foreign languages. The current philosophy emphasizes student-centered materials that enable learners to work independently. These materials, whether structured or unstructured, typically embody two important features: interactive learning and individualized learning. It can be used to reinforce what has been learned in the classroom or as a tool to assist learners who need extra support.

6. _____

This is a language learning method based on mutual language exchange between partners; ideally where each learner is a native speaker in the language the other learner wants to learn. Many language schools and universities implement this approach, where two people learning each other's language work together to help each other.

7. _____

Language learning programs now often include periods where students spend time in target language communities. This can involve visits to North American modern language education institutions, 'immersion' experiences in many Asian English Language Teaching (ELT) courses, and longer periods of 'residence abroad,' more typical of UK and European university settings. While some of these programs include classroom instruction, their main purpose is usually for students to learn independently through interaction with native speakers.

Step 2. Work in pairs. Answer the questions:

- Which way(s) of learning have you experienced? What impact did it have on your language learning?
- Which way(s) of learning would you like to try? How would it contribute to developing your autonomy in language learning?

Activity 5. Step 1. Choose the skill (reading, writing, speaking, or listening) you think you need to work on harder. Share your ideas with a partner mentioning the skill and the reasons why you need to develop it.

Step 2. Make a list of recommendations for your partner to develop this skill beyond the classroom. Explain why you think your recommendations are helpful.

E.g. To develop your writing skills, you can comment on YouTube videos in English. When you know that somebody will read what you have written, it makes the task meaningful and you become more motivated. You also feel more responsible and try to write without mistakes.

Step 3. Work in pairs and discuss each other's recommendations. Select the most effective ones you would definitely implement.

Activity 6. Work in groups. Create a 'bank' of teacher practices which foster learner autonomy beyond the classroom. Present the results of your work to the rest of the group in any format you find appropriate.

Self-check questions

1. Think of the relationship between classroom learning and autonomy. Can autonomy be achieved solely through classroom activities?
2. Provide examples where external engagement might significantly contribute to a student's autonomy in language learning.
3. What terms for learning beyond the classroom do you know?
4. What ways of learning beyond the classroom do you know?
5. What type of learning involves places specifically designed for students, offering various resources from practice sheets to language learning computer programs?
6. Which term is associated with educating students who are not physically present in a school setting, with examples like MOOCs?
7. Which term is commonly used to describe how learners seek opportunities for language learning outside the classroom, showcasing creativity?
8. Which way(s) of learning beyond the classroom do you find especially useful?
9. What advice would you give to a person who would like to develop their listening skills beyond the classroom?
10. If you wanted to develop your writing skills, how would you do that beyond the classroom?

GLOSSARY

Adaptability is the capability of learning materials to be accessible and modifiable by students, promoting autonomy.

Aptitude is the capacity to become competent or skilled through training.

Assessment involves gathering data or shaping a judgment regarding learners' accomplishments, skills, or advancement, either through formal means (assigning grades) or informal methods.

Attention is the state of focusing mental effort and concentration on a particular stimulus, task, or aspect of the environment.

Attribution theory, introduced by Heider in 1958, explains how individuals interpret the causes of events. In language education, it examines how learners attribute success and failure, impacting their motivation and effort. External factors like task difficulty and luck, and internal factors like effort and ability, are key components.

Awareness is perception, recognition, or knowledge of something.

Bloom's Taxonomy is hierarchical framework for classifying educational objectives, introduced by Benjamin Bloom in 1956. It categorizes cognitive skills into six levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

Case study refers to an in-depth, detailed examination of a specific teaching and learning situation or scenario within the context of English language education.

Cognition is the mental process of acquiring knowledge and understanding through thoughts, experiences, and senses.

Deductive Reasoning involves moving from a generalization to specific instances in which new facts are inferred from a general principle.

Deep Learning involves relating, extending, or transferring knowledge, aiming for a comprehensive understanding of the material. Students adopting a deep approach seek to connect new information to existing knowledge.

Direct Strategies involve techniques where the target language is actively used to enhance memory, employ cognitive processes, and compensate for language gaps. These strategies include memory, cognitive, and compensation methods.

Empathy is the ability to understand and share the feelings of others.

Factor is an element or circumstance influencing a situation or outcome.

Flexibility is the ability of the learning environment to accommodate changes, allowing learners to make self-repairs and adjustments during activities.

Fossilization occurs when certain linguistic features or errors become ‘frozen’ in a learner’s interlanguage, even after extended exposure to the target language.

Goal-setting theory, formulated by Locke and Latham in 1990, explores how individuals establish goals for themselves. Having goals serves as a source of motivation and is connected to autonomy, as autonomous learners are tasked with setting their own goals.

Guided discovery approach involves offering examples and prompting students with questions to deduce rules on their own.

Higher-Order Thinking Skills (HOTS) refer to more advanced mental processes that go beyond simple recall and involve deeper analysis, critical thinking, and problem-solving abilities. These skills require learners to engage in complex cognitive operations such as evaluating information, synthesizing ideas, making informed judgments, and creating new knowledge.

Indirect Strategies are not directly linked to the target language but serve to organize, oversee, and assess the learning process. These involve metacognitive strategies for coordinating learning activities, affective strategies for managing emotions and attitudes, and social strategies for collaborative learning and interaction with others.

Inductive Reasoning refers to recalling a number of specific instances to draw a general law or rule or conclusion.

Information-gap activity involves the transfer of information from one individual to another or its transformation from one format to another. Participants choose the linguistic resources needed to complete the task, and it has a clearly defined, non-linguistic outcome.

Inhibition is holding back or avoiding actions due to fear of negative judgment or outcomes.

Input refers to the information and knowledge learners receive when learning a new language. It includes all the material encountered during the learning process.

Intake represents the portion of input that is retained in long-term memory. It includes the bits of language that learners actually remember and keep in their brains.

Intelligence is the cognitive ability and intellectual capacity of learners, which can affect their readiness for autonomy in language learning.

Interlanguage refers to the linguistic system that language learners create as they progress toward full proficiency in a second language. It is an intermediate stage of

language development characterized by a mixture of features from both the learner's native language and the target language.

Intrinsic Motivation is the inherent drive and interest that comes from within the learner.

Language Acquisition is the natural, unconscious process through which individuals acquire and learn a language.

Language Learning involves a conscious effort to grasp language rules and self-monitor language usage. It is typically associated with a second language.

Learner Autonomy is the learner's capacity to independently lead and guide their own language learning, rather than solely depend on the teacher.

Learning Outcomes are statements outlining what a learner should comprehend or achieve by the end of a lesson or course.

Learning Strategy is an individual's approach to a learning task. It involves how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes.

Learning Styles are individual preferences and tendencies in how learners absorb, process, and retain information, often categorized into visual, auditory, and kinesthetic styles.

Linguistic and Cultural Proximity is the closeness or similarity of the target language and culture to the learner's native language and culture, which can impact their readiness for autonomy.

Lower-Order Thinking Skills (LOTS) refer to basic cognitive operations and activities that involve the recall or reproduction of information. These skills are fundamental and are often associated with simpler mental processes, such as remembering facts, defining terms, summarizing information, and answering straightforward questions.

Memory is the mental capacity to retain, store, and recall information and experiences across some interval of time.

Microteaching is a method employed in teacher training where educators test brief sets of activities in front of their colleagues, with some of them playing the role of students.

Modifiability is the option for learners to alter existing materials according to their needs, contributing to autonomy development.

Motivation is a person's eagerness and determination to achieve a goal.

Multiple Intelligences is a theory proposed by Howard Gardner suggesting that individuals possess varied types of intelligence, extending beyond the traditional concept of IQ. It includes linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences.

Opinion Gap Activity involves expressing one's personal preference, emotion, or attitude in reaction to a given situation. Participants choose the linguistic resources needed to complete the task, and it has a clearly defined, non-linguistic outcome.

Output is the practical use of the language learned to produce speech or writing.

Overgeneralization involves generalizing a particular rule in the second language beyond legitimate bounds.

Portfolio is a collection of assignments created within or outside the classroom and documents that a student has chosen and gathered to demonstrate their development and accomplishments over a period.

Productive Skills are skills which involve speaking and writing (producing language orally or in writing).

Reasoning is thinking and drawing conclusions from facts, situations, etc.

Reasoning Gap Activity involves extracting fresh information from provided data. Participants choose the linguistic resources needed to complete the task, and it has a clearly defined, non-linguistic outcome.

Receptive Skills are skills which involve listening and reading (receiving information, understanding oral or written language).

Reflection is a way of professional and personal growth achieved through deliberate and systematic thinking over and analysis of learning and/or teaching experiences.

Second Language Acquisition (SLA) refers to the process of learning a new language after acquiring the first language (L1). It can involve learning additional languages beyond the second one.

Self-Efficacy Theory, introduced by Bandura in 1977, is an individual's judgment of their own abilities to attain a specific goal. The theory suggests that progress is more rapid when the goal is perceived as achievable, believable, and desirable. Self-efficacy is crucial for motivation and determination in language learning.

Self-Reliance is the ability of learners to depend on themselves and take initiative in their learning process, a key aspect of autonomy.

Special Educational Need (SEN) is a condition that creates additional challenges for a child in terms of learning or accessing education compared to their peers.

Strategic Learning involves deliberate planning, organization, and purposeful participation in the learning process to achieve specific goals effectively. It goes beyond simple understanding, focusing on developing skills, deep understanding, and the ability to apply knowledge in various contexts.

Surface Learning involves superficial engagement with the material, focusing on memorizing facts without deep processing. It is appropriate for initial exposure to new information.

Task-Based Learning (TBL) is an approach to language teaching where the central focus of classroom activities is the task itself, with language serving as the tool that students employ to accomplish it. Tasks are activities where students utilize language to achieve specific outcomes, mirroring real-life scenarios.

Transfer is a general term that refers to applying previous knowledge when approaching a new problem. In language learning, learners draw on their experience of the native language or another foreign language they know while trying to master a new one. Transfer can be either positive or negative, with negative transfer also known as interference.

Workshop is an educational event centered around a specific subject, where participants engage in discussions, share knowledge and experiences, and perform practical tasks related to the subject.

APPENDICES

Appendix A

Motivational teaching practice (suggested by Zoltán Dörnyei, 2001)

I Creating the basic motivational conditions:

- 1) Appropriate teacher behavior:
 - show enthusiasm;
 - display commitment to and express expectations for the students learning;
 - establish and maintain good relationships with the students;
 - establish and maintain good relationships with the students' parents;
- 2) A pleasant and supportive atmosphere in the classroom:
 - show tolerance;
 - encourage risk-taking, accept mistakes as a natural way to learn;
 - use humor;
- 3) A cohesive learner group with appropriate group norms:
 - promote interaction and cooperation;
 - use ice-breakers;
 - use small group tasks;
 - provide extracurricular activities and organise outings;
 - prevent the emergence of rigid sitting patterns;
 - use whole-group tasks;
 - discuss group rules and put them on display.

II Generating initial motivation:

- 1) Enhancing the learners' L2-related values and attitudes:
 - present peer role models;
 - highlight the aspect of L2-learning that students enjoy doing;
 - make the first encounter with the language positive;
 - include a sociocultural component in language learning;
 - encourage learners to conduct their own exploration of L2 community;
 - encourage learners to apply L2 in real-life situations;
- 2) Increasing the learners' expectancy of success:
 - offer assistance;
 - provide sufficient preparation;
 - let students help each other;
 - make the success criteria as clear as possible;
 - consider and remove potential obstacles to learning;
- 3) Increasing the learners' goal-orientedness:
 - let students negotiate individual goals and formulate a common purpose;
 - specify how particular activities can help achieve the goal;
- 4) Making the teaching materials relevant for the learners:

- use needs analysis techniques;
 - relate the subject matter to students' everyday experience;
 - involve students in designing and running the course;
- 5) Creating realistic learner beliefs:
- positively confront students' erroneous beliefs about language learning;
 - raise students' awareness that language is learnt in different ways and number the factors that can contribute to success.

III Maintaining and protecting motivation:

- 1) Making learning stimulating and enjoyable:
- vary the learning tasks as much as you can;
 - occasionally do the unexpected;
 - make tasks challenging;
 - include novel, intriguing, exotic, controversial, competitive, humorous elements in tasks;
 - personalize learning tasks;
 - use tasks with finished tangible product;
 - use tasks which require mental/bodily involvement of every student;
 - create specific roles for every student;
- 2) Presenting tasks in a motivating way:
- explain the purpose and utility of a task;
 - whet students' appetite about the content of a task;
 - provide strategies to carry out a task;
- 3) Setting specific learner goals:
- encourage learners to select specific, short-term goals for themselves;
 - emphasize goal completion deadlines and offer ongoing feedback;
- 4) Protecting the learners' self-esteem and increasing their self-confidence:
- provide multiple opportunities for success;
 - adjust the difficulty of the task to students' ability;
 - draw students' attention to their strengths rather than weaknesses;
 - show your belief in them;
 - avoid social comparison;
 - promote cooperation instead of competition;
 - make tests transparent;
 - emphasize that mistakes are a part of learning;
 - teach students learning and communication strategies;
- 5) Allowing students to maintain a positive social image:
- avoid humiliation, criticism;
 - avoid putting students in the spotlight unexpectedly without their consent;
- 6) Promoting cooperation:
- use tasks in which teams work towards the same common goal;
- 7) Creating learner autonomy:

- allow students real choices about as many aspects of their learning as possible;
- adopt the role of a facilitator;
- hand over responsibility.

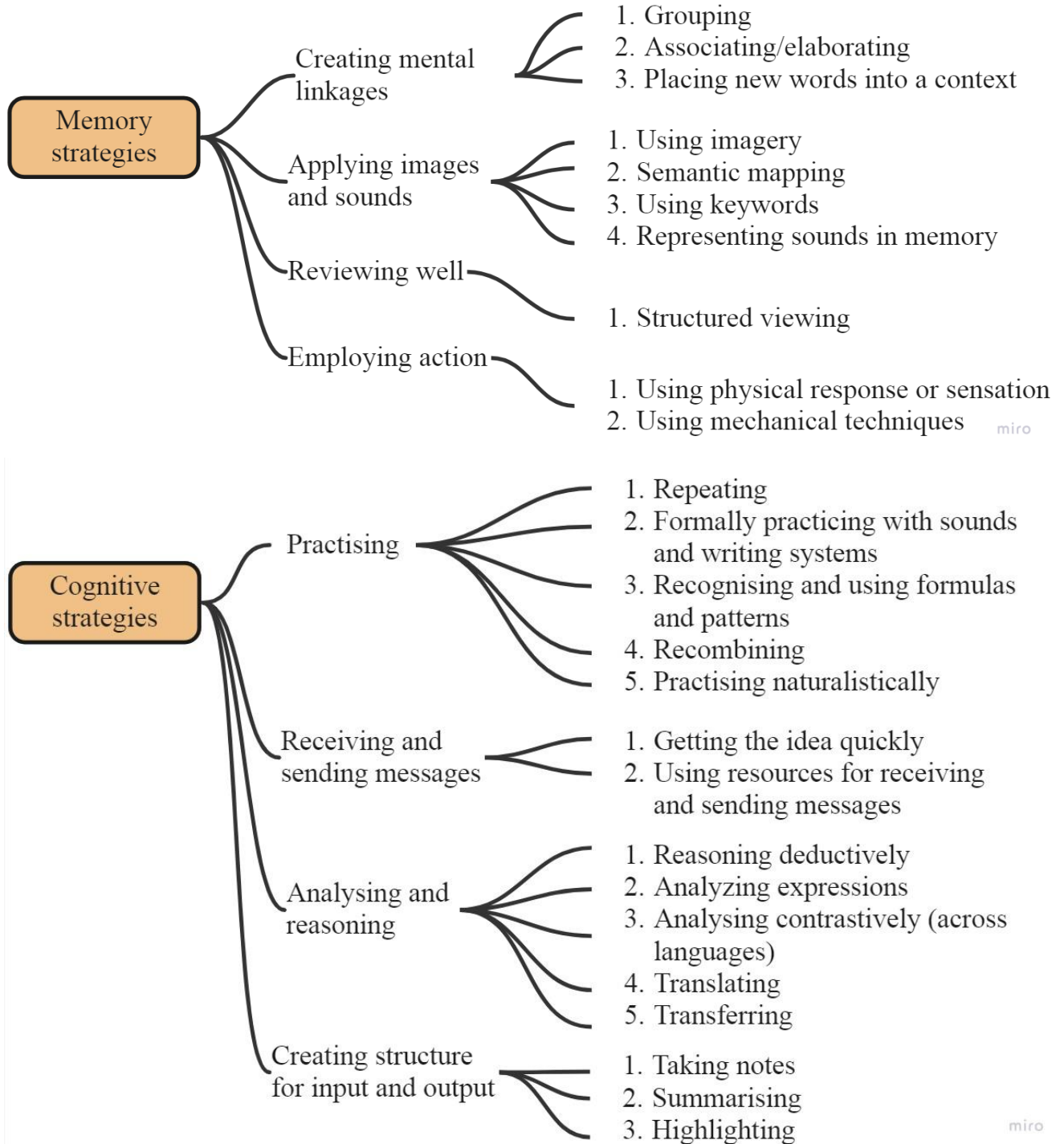
IV Encouraging positive self-evaluation:

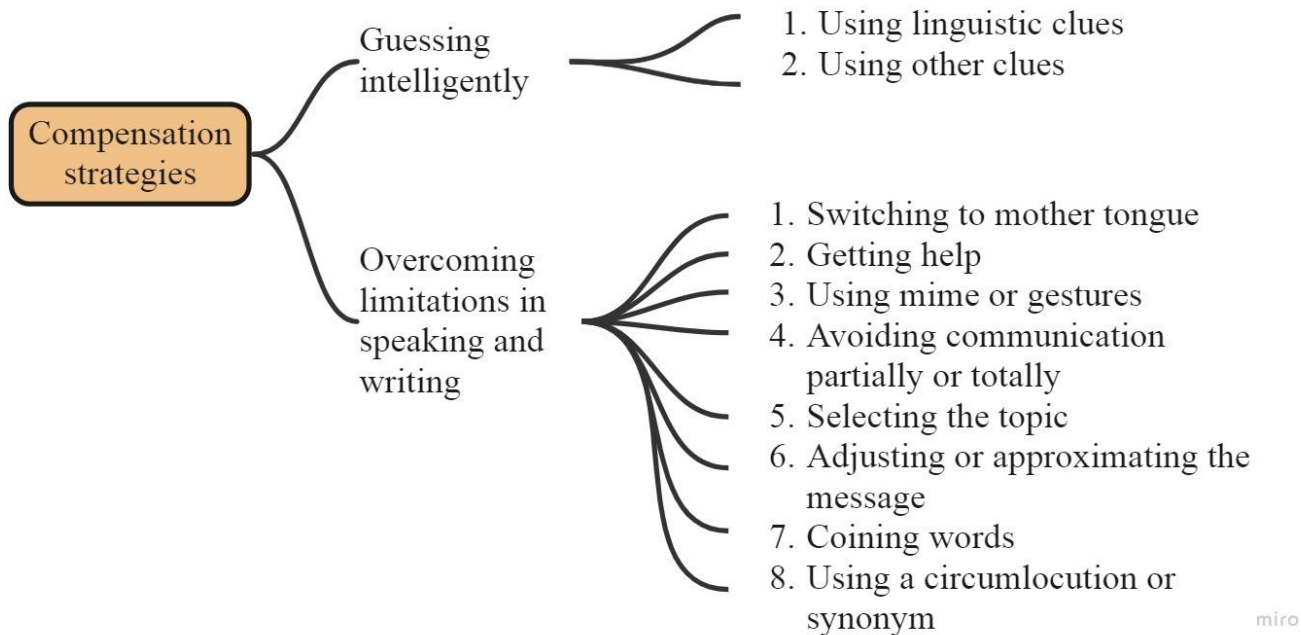
- 1) Promoting motivational attributions:
 - provide effort feedback;
 - avoid ability attribution;
- 2) Providing motivational feedback:
 - notice and react to any positive contributions students make;
 - provide regular feedback about students' progress and areas they should concentrate on;
- 3) Increasing learner satisfaction:
 - monitor students' accomplishments and progress, take time to celebrate;
 - include tasks with public display of results;
 - make progress tangible;
- 4) Offering rewards and grades in a motivating manner:
 - give rewards for challenging tasks;
 - avoid overusing rewards;
 - make rewards visible;
 - avoid taking rewards too seriously;
 - use transparent assessment system;
 - encourage students express their views;
 - encourage self-assessment.

Appendix B

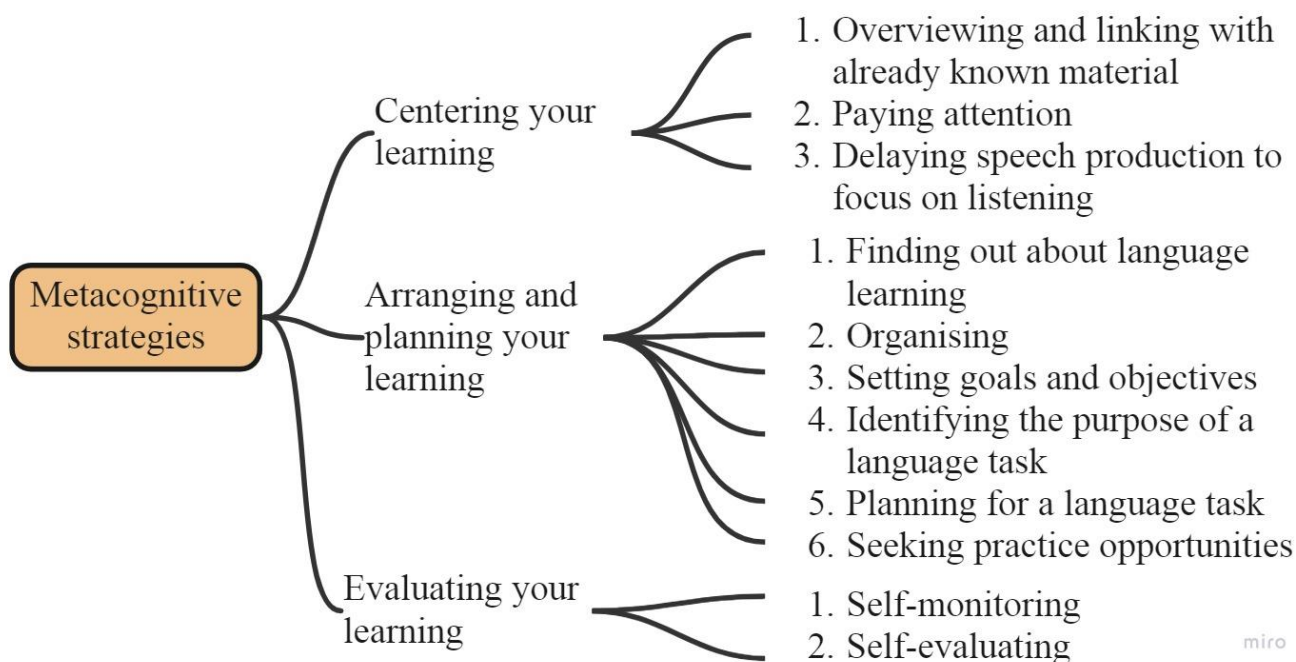
Oxford's taxonomy of learning strategies

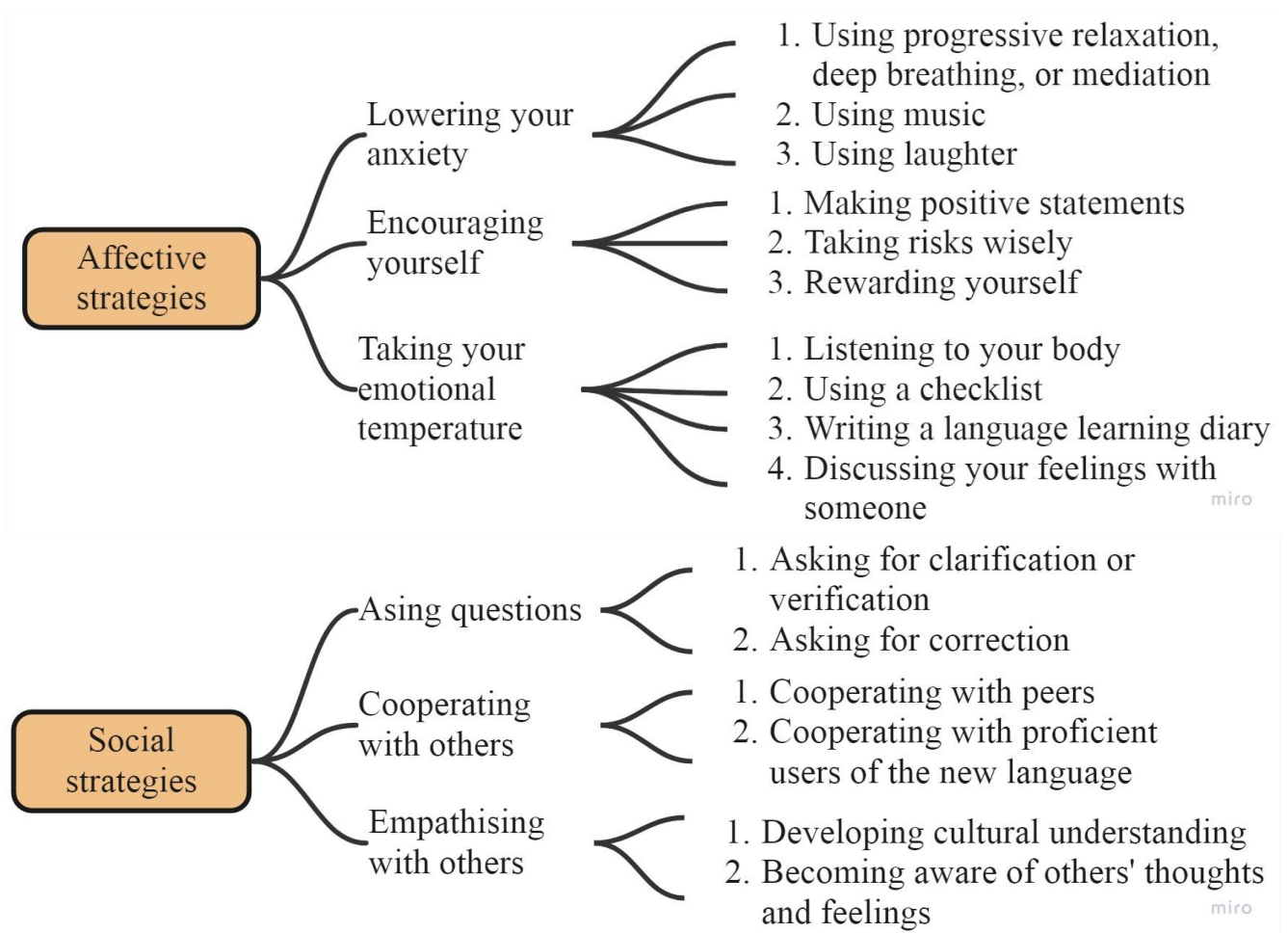
Direct strategies





Indirect strategies

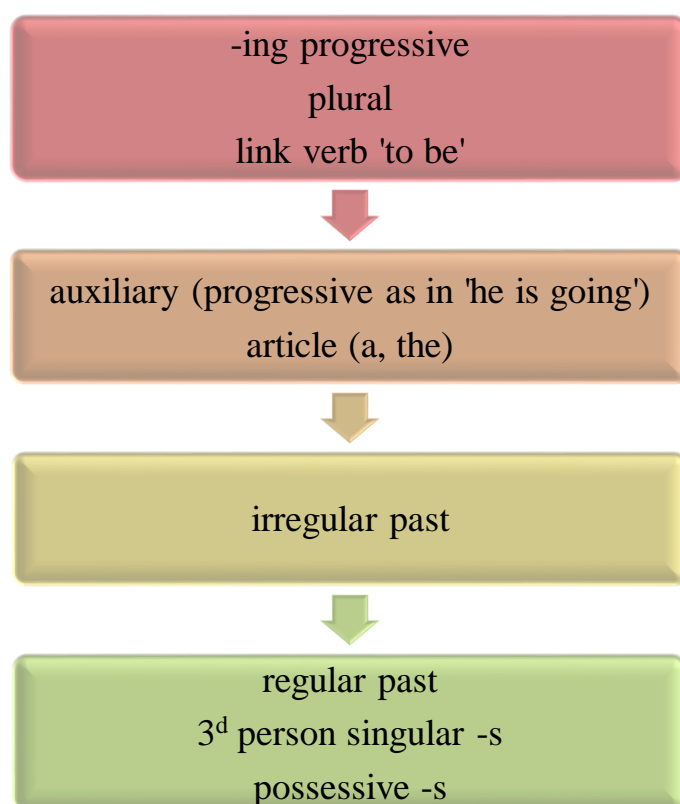




(Adapted from: Oxford, Rebecca L. (1990). *Language Learning Strategies – What Every Teacher Should Know*, Heinle&Heinle, Boston, USA, p. 17)

Appendix C

‘Average’ order of acquisition of grammatical items for English as a second language (children and adults)



(Adapted from: Krashen, S. (1982). Principles and Practice in second language acquisition. Los Angeles: Pregmon Press. P. 13)

Appendix D

Qualities of an autonomous learner

Little (2003) states that learner autonomy requires:

- ✓ insight
- ✓ a positive attitude
- ✓ a capacity for reflection
- ✓ a readiness to be proactive in self-management and in interaction with others.

According to **Omaggio** (2010), the autonomous learner:

- ✓ has insight into his learning style and strategies
- ✓ takes an active approach
- ✓ is willing to take risks
- ✓ is a good guesser
- ✓ pays attention to both form and content when he/she uses the language
- ✓ has an outgoing approach to the target language.

Breen and Mann (1997) propose such qualities that characterize the autonomous learner as:

- ✓ the learner's stance (the relationship with the contents the learner has to learn, with the resources available)
- ✓ the desire to learn that specific language (it does not matter if the motivation is intrinsic or extrinsic, as long as there is a desire to learn)
- ✓ a strong sense of self (self-confidence is not undermined by a negative assessment given by any significant person)
- ✓ metacognitive capacity (the learner can step back from the task at hand and reflect on it and its usefulness)
- ✓ management of change (the autonomous learner is alert to change and able to change in an adaptable, resourceful and opportunistic way)
- ✓ independence from the educational framework of the classroom
- ✓ a strategic engagement with learning (the learners can choose the right thing at the right time for the right reasons, meaning that they can construct their own personalized curriculum);
- ✓ a capacity to negotiate with the other actors involved in his learning process.

Macaro (1997) divides autonomy into three branches:

- ✓ Autonomy of language competence. This implies developing communicative skills in the learner. He is autonomous in that he knows enough about the FL that he can use the language without the help of someone else, the teacher for instance.
- ✓ Autonomy of language learning competence. The learner develops his ability to learn the language and can transfer the skills he has learned to learn a FL.
- ✓ Autonomy of choice and action. The learner should have decision-making powers and be given the possibility to develop autonomy in choosing what is best for their learning.

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