

Міністерство освіти і науки України
Харківський національний педагогічний університет імені Г.С. Сковороди

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**Методичні рекомендації та завдання
з курсу методики навчання англійської мови
для студентів 3-ого курсу факультету іноземної філології
(Частина 2)**

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CONTENTS

INTRODUCTION	2
MODULE 4 SPECIFICATIONS	4
UNIT 4.1 WORKING WITH MATERIALS	7
<i>Indicative Bibliography</i>	7
SESSION 1 Materials evaluation and selection	7
SESSION 2 Authenticity of materials and authenticity of tasks	12
SESSION 3 Adaptation and supplementation of materials	16
SESSION 4 Ways of making materials more context appropriate and more communicative	18
SESSION 5 Teachers as mediators between learners and materials	29
UNIT 4.2 PLANNING LEARNING AND TEACHING	32
<i>Indicative Bibliography</i>	32
SESSION 1 Planning lessons: principles and functions	32
SESSION 2 Types of plans: curriculum, syllabus, lesson plan. Contemporary approaches to planning	38
SESSION 3 Aims, objectives and learning outcomes	44
SESSION 4 Components of a lesson plan. Stages of a lesson	50
SESSION 5 Types of lessons. Problems in planning lessons and in implementing lesson plans	53
SESSION 6 Evaluating lesson plans and analyzing lessons	55
UNIT 4.3 ERROR ANALYSIS AND DEALING WITH ERRORS	64
<i>Indicative Bibliography</i>	64
SESSION 1 Types of errors. Sources for making errors	65
SESSION 2 Classification of errors. Factors that influence the decision to correct	67
SESSION 3 Ways of correcting. Correction techniques. Correction and feedback	69
SESSION 4 Correcting spoken errors	73
SESSION 5 Correcting written errors	77
UNIT 4.4 TESTING AND ASSESSMENT	79
<i>Indicative Bibliography</i>	79
SESSION 1 Evaluation, assessment and testing. European standards. Types of assessment and principles of assessment	79
SESSION 2 Types of tests and test characteristics	84
SESSION 3 Test specifications. Different formats/test tasks	87
SESSION 4 Testing receptive skills	90
SESSION 5 Testing productive skills	98

INTRODUCTION

Ukraine's move towards Europe and the wider world has brought into focus the need for higher standards of English among the country's citizens. The improvement that is needed can only be achieved if standards of English teaching are raised at every level of the education system.

Ukraine has begun to set desirable exit levels of English for school leavers and university graduates. However, there is a gap between what is now recommended and what is actually happening. Bridging this gap is the primary objective of the new Pre-Service Teacher Training (PRESETT) curriculum at Bachelor's level for trainee teachers of English that appeared as a result of joint efforts of New Generation School Teacher Project team members representing eight Ukrainian universities, Ministry of Education and science of Ukraine and the British Council.

It is agreed that the new methodology programme should be at the core of language teacher education, and that it should provide a bridge between principles and practice. Methodology in this programme is concerned with the application of knowledge in real situations rather than about knowledge itself. Future teachers need to be equipped to deal with the changing world. While the new Curriculum intends to provide students with important professional skills related to methodology, it also gives scope for developing essential life skills that transcend subject boundaries: intercultural awareness, communication skills, teamwork skills, time management skills, critical thinking skills, problem solving skills, information literacy skills.

It is now widely recognized that lecturing is not an efficient way of delivering content on a practical course. Accordingly, we recommend a range of teaching approaches, including task-based learning, the use of case studies, simulations, group projects and problem solving. All of these approaches are intended to promote high levels of interaction and student involvement in their own learning processes.

Students are engaged in active learning by using a range of **modes**:

- **group work** – any learning activity which is done by small groups of learners working together to complete a task;
- **guided reading** – an activity in which students are encouraged to read specific articles or sections of books with a particular purpose in mind;
- **jigsaw learning** – a method of organising activity in which different students cover different areas of a topic; they later exchange their learning;
- **microteaching** – a practice used in the training of teachers which consists of teachers trying out short lesson sequences for an audience of their peers, some of whom adopt the roles of learners;
- **project work** – a purposeful, task-based activity through which students address authentic problems/questions and create some kind of product which they present at the end of the allocated time; it usually involves an extended amount of independent work, either by an individual student or by a group of students in and beyond the classroom;
- **task-based learning** – an approach in which the learners use language to fulfill a specified task. Their focus is on the task rather than on the language they are using, e.g. case study;

- **workshop** – a way of organising student-centred learning in which the teacher plays the role of facilitator. It usually involves hands-on activity by students.

The key **principles** underlying the Methodology course are:

- student-centredness,
- integration of theory and practice,
- appropriate balance and variety of learning and teaching modes,
- dominance of challenging and feasible tasks and activities,
- ample use of reflection: in/on action, on learning experience (both at school and university),
- use of data from school-based practice.

The course reflects the pathway that students embark on from being language learners to becoming language teachers.

The authors of the booklet are grateful to all the members of the New Generation School Teacher Project team and the experts from the UK, particularly Rod Bolitho, for their invaluable contribution in creating and revising the materials. We are also deeply grateful to all the university and school teachers and students who have been engaged in piloting the new methodology course.

MODULE 4 SPECIFICATIONS

Module Map

No	Unit
4.1	Working with Materials
4.2	Planning Teaching
4.3	Error Analysis and Dealing with Errors
4.4	Testing and Assessment

Aims

to enable students to:

- plan lessons in accordance with the curriculum requirements and contemporary approaches to learning and teaching
- evaluate, select, adapt and supplement teaching materials that suit their future teaching and learning context

and to raise students' awareness of:

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

Learning Outcomes

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

- design lesson plans for use with a specific group of learners;
- evaluate course books for a specific learning/teaching context;
- select existing tests and design new ones for assessing learners' progress and achievement;
- assess and evaluate learners' reading, listening, speaking and writing skills using set criteria;
- identify different types of errors in learners' spoken and written language and deal with them appropriately.

Sample Assessment Specifications

Assessment in this module consists of one assignment:

1. Portfolio containing five items (100% of total for the module). The portfolio tasks are submitted in an agreed format.

Assignment 1

Individually, create a portfolio containing the following items:

Portfolio items	Weighting	
1	materials evaluation task	20%
2	two fully worked out lesson plans at different levels	20%
3	a corrected and graded piece of learner writing with a rationale for	20%

	the approach to correction taken	
4	test design task	20%
5	reflection on learning on the module	20%
Total		100%

Item 1

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

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

Item 2

Individually, design two lesson plans for your school experience context using a suggested model. Make sure your lesson plans meet the following requirements:

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

Submit your lesson plans with accompanying materials if any. Only one will be assessed.

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

Item 3

Individually correct and grade a given piece of learner writing using agreed criteria. Submit the corrected paper and write a rationale (250-300 words) behind your approach to the correction taken.

Assessment criteria	Weighting
Task fulfillment (relevance, all components presented, number of words)	5%
Evidence of the ability to identify errors	5%

Evidence of principles underlying your approach to error correction	10%
Total	20%

Item 4

In groups of 4-5, design a progress reading or listening test for a unit/topic that can be used in a particular learning context.

As a group, submit the following:

- the test,
- the original source of the text,
- the photocopied relevant part of the coursebook.

Individually submit:

- a reflective account (50-100 words) of your own contribution to the assignment.

Assessment criteria	Weighting
Task fulfillment (relevance, materials submitted, deadline met)	5%
Evidence of the ability to design a quality progress test	10%
Evidence of participation and contribution to the task completion	5%
Total	20%

Item 5

Write a reflective account (450-500 words) with evidence of your progress throughout this module and your development as a future teacher.

Account for your ability to:

- design a lesson plan for use with a specific group of learners;
- apply a set of criteria for evaluating coursebooks and materials for a specific learning/teaching context;
- apply principles of task/test selection and design;
- assess and evaluate learner's listening, speaking, reading and writing skills using set criteria;
- identify different types of errors in learners' spoken and written language and deal with them appropriately.

Assessment criteria	Weighting
Task fulfillment (relevance, all points covered, number of words)	5%
Evidence of the ability to reflect critically on learning in the module	15%
Total	20%

UNIT 4.1 WORKING WITH MATERIALS

Indicative Bibliography

Ніколаєва, С.Ю. (2002) Методика викладання іноземних мов у середніх навчальних закладах. К.: Ленвіт. 2-ге видання.

Grant, N. (1988) Making the Most of Your Textbook. New York: Longman.

Harwood, N. (ed.) (2013) English Language Teaching Textbooks: Content, Consumption, Production. Basingstoke: Palgrave Macmillan.

Harwood, N. (ed.) (2010) Materials in ELT: Theory and Practice. Cambridge: Cambridge University Press.

McGrath, I. (2002) Materials Evaluation and Design for Language Teaching. Edinburgh: Edinburgh University Press.

Tomlinson, B. (ed.) (2011) Materials Development in Language Teaching. Cambridge: Cambridge University Press. 2nd edition.

SESSION 1 Materials evaluation and selection

Activity 1. Brainstorm what the term ‘materials’ means in teaching foreign languages. What roles can materials play in education?

Activity 2. Analyze the classification of teaching materials and give examples from the list below.

Teaching Materials		
main and additional (supplementary)	technical and non-technical	for the teacher and for students
<ul style="list-style-type: none">• Teacher’s book• Students’ book• Dictionaries• Slides• (Interactive) whiteboard• Recorder• Projector• Computer• Apps• Records• Tables• Home reading materials• Flashcards		<ul style="list-style-type: none">• Toys• Maps• Models• Realia• Video fragments• TV programs• Textbook• Teacher guide• Cards• Games• Reference books• Syllabus• Book for individual work, etc.

Activity 3. Explain the functions of teaching materials:

Functions of Teaching Materials	
<i>main</i>	<i>additional</i>
modelling teaching managing	informative motivating controlling compensatory individualizing organising and planning adaptive and optimizing diagnostic professionalizing

Activity 4. Agree or disagree with the following statements.

1. A course-book is the most important element within English language materials.
2. Many ELT materials are designed for teaching English rather than for learning it.
3. Materials represent the visible heart of any ELT program.
4. Materials represent the first stage in which principles are turned into practice.
5. The teacher’s purpose is not to teach materials at all: the purpose is to teach the learners and the materials are there to serve that purpose.
6. Materials should be a teacher’s servant, not their master.
7. Materials are often underestimating learners both in terms of language level and cognitive ability. In particular, they are treating linguistically low level learners as intellectually low level learners.
8. No course book will be totally suited to a particular teaching situation... So we should not be looking for the perfect coursebook which meets all our requirements, but rather for the best possible fit between what the coursebook offers and what we as teachers and students need.
9. The introduction of new coursebooks alone may not lead to changes in practice. Although coursebooks may represent the new curriculum and provide some basic support, the teachers may not understand the underlying principles and may need training to use the new books.

Activity 5. Interpret some metaphors used by teachers to describe coursebooks. What attitude do they demonstrate? What groups can you categorise them into?

- compass
- petrol
- menu
- anchor
- millstone
- map
- convenience store
- straightjacket
- springboard
- minefield
- flesh on the bones of course content

Activity 6. Controversies in attitudes to course-books are connected with the fact that using course-books has both advantages and disadvantages. Read the statements made by different methodologists and say if they mention positive or negative aspects and to which degree you recognize their importance. Can you add anything else to the list?

- Both teachers and learners have clear framework to follow. They know what is happening next or what the next stage is, so there is a sense of structure and progress.
- Every learner has different learning needs which cannot be adequately provided by a course book, in other words, no particular book can meet all the requirements of a specific learning situation.
- The credibility of printed course-books makes them more reliable than teacher-generated or in-house materials.
- They are time saving since they have readymade texts accompanying with proper tasks and exercises that can be used in classroom or at home.
- Course-books give learners a sense of security since they are aware of what is coming next and it may reduce their anxiety as a debilitating factor in learning.
- Best course-books are efficient in terms of time and money. They yield respectable return on investment.
- Topics presented in the book may not be interesting for a group of learners according to their culture, gender, age or etc.
- Course-books give learners some sense of autonomy in that they can give learners an opportunity to learn more independently.
- Course-books can be used as a useful guide for new and inexperienced teachers.
- Teachers can follow a course book too easily without initiative. It may inhibit the teacher's creativity or autonomy.
- Course-books are too inflexible and their authors subconsciously reveal their own pedagogic, psychological, and linguistic preferences and biases, e.g. gender bias, sexism, stereotyping etc.
- The occupational overload of material preparation is decreased and teachers can be engaged in their academic and pedagogic pursuit.
- They introduce novel educational practices and untried methodological approaches. They act as a scaffolding upon which teacher can construct their own methodology.
- The needs of the learners are often subjugated to the limitations and framework of the textbook.
- The topics are generally banal and there is a focus on politeness rather than conflict and competition.

Activity 7. Working in groups, make up lists of strengths and weaknesses of global and local coursebooks. Share your ideas with the whole class.

Activity 8. Choosing a coursebook can be extremely difficult. The teacher's responsibility involves not only students' assessment but also the evaluation of the teaching and learning process itself. This means that the materials must be

evaluated as well. Read the text about the role of materials evaluation and enumerate the key points.

Materials evaluation can develop awareness in a number of ways:

1. It obliges teachers to analyse their own presuppositions as to the nature of language and learning. In carrying out an in-depth analysis, teachers must question the assumptions behind their normal practices and observe their own and their learners, behaviour in the classroom more closely. In this way they might become more aware of what actually happens in their classrooms. They might equally find that some of their habits and established patterns are in conflict with what they actually know about language learning. Materials evaluation can thus help teachers to get a better concordance between their theoretical knowledge and their practice.

2. Materials evaluation forces teachers to establish their priorities. It is almost certain that there will be a conflict between the various textbooks that are evaluated. It is unlikely that one book will meet all the requirements of the teaching/ learning situation: one textbook might be preferable in terms of content and language areas; another might have exercises that fit better with the methodological criteria. Teachers need to decide which criteria are more important. This will help further to focus their views on language learning. It may also make them more aware of the needs and expectations of other people involved in the teaching/learning situation: other teachers who have to use the book, inspectorates, students and, in an ESP situation, probably sponsors, too. These people may have differing views as to the relative importance of criteria. These views need to be taken into account.

3. Materials evaluation can help teachers to see materials as an integral part of the whole teaching/learning situation. In establishing priorities between the various criteria, teachers must consider not just which features of a given textbook are better, but also which unsatisfactory features are easier to remedy. Is it, for example, easier to change poor texts or to change the exercises based on the texts? If no grammar explanations are given and you feel they are necessary, how well can you supply them? The methodology may assume learners working as individuals, but, if you want them to work in groups, you need to consider how easy it is to adapt the given exercises for groupwork. In this approach to materials evaluation, rather than looking at materials in terms of what they bring to the teaching/learning situation, teachers can take a more positive view and analyse the existing potential of the teaching/learning situation in order to see what that situation can contribute to the materials. They can look, in other words, not just at what materials do, but what they make possible. In this way teachers can construct a more coherent teaching programme that exploits the full potential both of the materials and the teaching/learning situation.

Materials evaluation also needs to be approached as a matching process, in which the values and assumptions of the teaching/learning situation are matched to the values and assumptions of the available materials. Carried out as an interactive process, materials evaluation not only helps to put the choice of materials on a sounder basis, but can also play a valuable role in in-service teacher training, by forcing teachers to examine in a positive light the views of language learning which inform their teaching.

(Taken from *Hutchinson, T. (1987). What's underneath?: an interactive view of materials evaluation. In L.E.Sheldon, (Ed.), ELT textbooks and materials: problems in evaluation and development. ELT Documents 126, 37-44. London: Modern English Publications.*)

Activity 9. There may be different criteria that help to evaluate and select a coursebook. Group the questions (criteria) under the relevant category. Write numbers only.

Category	Questions (criteria)
Content	
Skills and strategies	
Activities	
Language	
Layout	
User-friendliness	

1. Is it engaging?
2. Is the language recycled?
3. Are the assessment tasks varied?
4. Are the pictures informative?
5. Are the test formats familiar to students?
6. Does it correspond to the curriculum?
7. Is there a balance between skills?
8. Are the interaction patterns varied?
9. Are any study tips given?
10. Is it age-appropriate?
11. Are different kinds of listening/speaking/reading/writing practiced?
12. Are the activities logically sequenced?
13. Is it culturally appropriate?
14. Is there a balance between accuracy and fluency?
15. Is it meaningful?
16. Are audio/video materials provided?
17. Is it visually attractive?
18. Is it accurate?
19. Does it care for different learning styles?
20. Is it clearly set out?
21. Are instructions clear?
22. Is it up-to-date?

Activity 10. Select a coursebook (the same per two-three students) and evaluate it individually. Get together with the student/s who evaluated the same book and compare your answers. Share your opinion with the whole class.

SESSION 2 Authenticity of materials and authenticity of tasks

Activity 1. Working in groups, recall what information about authentic materials was given in the previous units (Communicative Language Teaching; Teaching Listening; Teaching Reading). Suggest your definition of authentic materials.

Activity 2. Agree, disagree, or partially agree. Give your reasons.

1. Methodologists got interested in using authentic materials in the second half of the XXth century in connection with the launch of communicative language teaching.

2. For material developers and syllabus designers authenticity has played a focal role.

3. Using authentic materials gives learners a sense of achievement and encourages them for further reading.

4. Authentic materials are related only to advanced learners.

5. Specially constructed 'pedagogical' materials may be advantageous because they use more familiar structures and words. These are more appropriate when a new grammatical structure is to be introduced or reinforced.

6. When there is an aim of intensive reading, both authentic and constructed materials are advised to be used while for extensive reading authentic materials are preferred.

7. Authentic materials satisfy the need for contextualized communication.

8. Authentic materials may provide biased cultural information.

9. Authentic materials should correspond to the level of learners' competence.

Activity 3. Compare the materials, define which of them are authentic and why. What are benefits of using authentic materials? What are the challenges? Make a list.

1	NAME OF AIRLINE	American Airlines
2	DATE	25/10/
3	ORIGIN	JFK, New York
4	DESTINATION	Paris Orly
5	DEPARTURE TIME	14.30
6	ARRIVAL TIME	01.45

1

		BOARDING PASS ELECTRONIC TICKET 2 012 1349658783 2 QHSLJX		BOARDING PASS ***** ET ***** SOLLE/JOSUHUA	
FLIGHT NW9030	DATE 06JAN	CLASS B	ORIGIN ATLANTA	DEPARTS 451P	SEAT 28C
OPERATED BY DELTA AIR LINES INC	COACH	DESTINATION MEMPHIS	ZONE 6	FLIGHT NW9030	DATE 06JAN
DEPARTURE GATE B26	**SUBJECT TO CHANGE**	ORIGIN ATLANTA	DESTINATION MEMPHIS	OPERATED BY DELTA AIR LINES INC	SEAT 28C
ATL0254/06JAN/ATL-MEM			ZONE 6		

2

SANDWICHES	
PORK.....	\$4.25
BEEF.....	\$4.25
HOT LINKS.....	\$4.25
BBQ WRAP.....	\$5.95
<i>(Pork, Beef, or Sausage)</i>	
PLATES	
<i>(Choice of 2 sides & corn bread or Dinner roll)</i>	
BBQ CHICKEN PLATE.....	\$7.50
BBQ PORK PLATE.....	\$7.50
BBQ BEEF PLATE.....	\$7.50
BBQ HOT LINKS PLATE.....	\$7.50
BBQ PORK RIB PLATE.....	\$10.25
COMBINATION PLATE.....	\$12.50
<i>(Choice of 3 Meats)</i>	
PORK RIB (SLAB).....	\$22.00
<i>(Spicy Rib)</i>	
BEEF SHORT RIBS.....	\$8.50/LB
HOT WINGS.....	\$6.95/LB
<i>(Brother Mel's smoked hot wings or B.B.Q wings)</i>	
KIDS MEAL	
SMOKED DOG, CHICKEN LEG, 1 RIB OR 2oz BEEF OR PORK.....	\$3.95
<i>(1 side and corn bread or roll)</i>	
MEAT ONLY	
PORK, BEEF OR HOT LINKS.....	\$12.00/LB
1/4 CHICKEN.....	\$3.00
<i>(Pork Rib)</i>	

SIDE DISHES		
<i>traditional</i>		
BAKED BEANS.....	\$1.50	\$4.00
POTATO SALAD.....	\$1.50	\$4.00
COLESLAW.....	\$1.50	\$4.00
MASHED POTATO.....	\$1.50	\$4.00
<i>southern style</i>		
BLACK EYED PEAS.....	\$2.00	\$5.00
CANDIED YAMS.....	\$2.00	\$5.00
GREEN BEANS.....	\$2.00	\$5.00
TURNIP GREENS.....	\$2.00	\$5.00
OKRA.....	\$2.00	\$5.00
DESSERTS		
SLICE APPLE PIE.....	\$2.75	
PEACH COBBLER.....	\$2.75	
SLICE SWEET POTATO.....	\$2.75	
SLICE PECAN PIE.....	\$3.00	
<i>Whole Pies.....</i>		
SWEET POTATO.....	\$9.00	
APPLE.....	\$9.00	
PECAN.....	\$11.00	
COBBLER.....	\$18.00	
BEVERAGES		
SOUTHERN STYLE SWEET TEA OR LEMONADE.....\$2.00		
FOUNTAIN DRINK.....\$1.50		
<i>(Pepsi, Diet Pepsi, Dr. Pepper, Mountain Dew, Lemonade and Tea)</i>		

THE END OF YOUR SEARCH FOR GREAT B.B.Q	
	
TUESDAY NIGHT	
BROTHER MEL'S WING NIGHT ALL-YOU-CAN EAT.....\$12.50	
<i>(Brother Mel's smoked hot wings, B.B.Q wings and oven baked wings.) DOES NOT INCLUDE DRINKS OR DESSERT 9:00 CLOSING</i>	
FRIDAY NIGHT	
SOUTHERN FOOD BUFFET ALL-YOU-CAN EAT.....\$12.50	
<i>(Chef's choice, ask for details) DOES NOT INCLUDE DRINKS OR DESSERT 9:00 CLOSING</i>	
DAILY LUNCH SPECIAL \$5.95	
<i>HOME COOKED COMFORT FOODS</i>	
MONDAY.....	MEATLOAF
TUESDAY.....	SMOTHERED PORK CHOPS
WEDNESDAY.....	SOUTHERN FRIED CHICKEN
THURSDAY.....	ROAST BEEF
FRIDAY.....	SOUTHERN FRIED CHICKEN
SPECIALS MAY VARY	

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3 courses **£22.50**

1

Onion **soup**
Mozzarella and tomato salad

2

Grilled chicken breast
with vegetables
Mushroom ravioli
Seafood risotto

3

Home-made vanilla ice cream with
hot chocolate **sauce**
Fresh fruit salad
Tiramisu

3

4

Activity 4. To be used effectively, authentic materials cannot be selected at random. Read different selection criteria suggested by different scholars. Which ones do you consider most useful? Why? Can you add any other criteria that you believe important?

Oguz and Bahar (2008:331) do not encourage random selection of authentic materials. To be used effectively they mention that when choosing materials there should always “be an aim in using them and chosen materials should meet the objectives of the lesson”. Further, they point out that criteria such as learners’ age, level, interests, needs, goals, and expectations must always be met. Considering the level as Spelleri (2002) mentions the complexity level of the materials must be slightly beyond learners’ level if there is an aim in increasing motivation, awareness, and curiosity.

In choosing authentic materials three other factors have been introduced by Nuttal (in Berardo, 2006:62) as suitability, exploitability, and readability. The most important criterion, suitability, refers to the idea that texts must be chosen based on learners’ interest and they should be relevant to their needs. By exploitability he means the way through which learners’ competence as readers may be developed. Readability means choosing texts’ difficulty based on learners’ language level.

Considering the early stages of learning and for low proficiency learners, it is still possible to use such materials if they are chosen from the learners’ own subject area (Jordan, 1997) and if they are used according to the learners’ ability by designing appropriate tasks modified to their understanding level. (Guariento & Morley, 2001). They also state that for lower-level learners authentic texts which are going to be selected must be studied carefully for the issues of “lexical and syntactic simplicity” and also “content familiarity or predictability” because as far as these criteria are not met using authentic texts even with simple tasks may not only be frustrating but also demotivating for learners.

Karpova (1999) provides a list of the criteria which need to be considered when using authentic materials as follows:

1. Content: the content of authentic materials has to be appropriate for learners' age, interest, needs and goals.

2. Tasks: tasks must be "sequenced and differentiated" and must include "communicative and cognitive procedures" so that the learners' background and new knowledge can be integrated.

3. Teacher-learner relationship: the materials must be structured in a way that a "reciprocal interaction between the instructor and the learner takes place.

4. Learning strategies: cognitive abilities of the learners must be improved by paying attention to learning strategies.

5. Learning environment: the environment provided must in a way encourage "risk taking and idea sharing".

6. Social Values and Attitudes: authentic materials must be a reflection of social values and attitudes.

7. Culture issue: authentic materials must further learners' "cultural, sociolinguistic, and paralinguistic awareness"

Activity 5. A) Choose for what actions you would use the following authentic materials:

an article a poem a page from a Website a recipe a greeting card

- promoting a product or a service,
- using as a source of information for cooking dishes,
- reading to analyze the structure and vocabulary of headings,
- quoting to express feelings and emotions,
- learning the structure of a greeting card in the target language,
- using it as a reference while writing a research,
- wishing somebody a happy birthday,
- reading to underline Past forms,
- drilling in order to form the sense of rhythm,
- reading to analyze using Imperative for instructions.

B) Which of those can be referred to as authentic tasks? Prove your opinion.

Activity 6. Read the excerpt from the adapted article "Authentic Task" and match headings to the paragraphs. The first is done for you. There are more headings that you need.

- Teacher-structured to Student-structured
- Contrived to Real-life
- Authentic Task
- Indirect Evidence to Direct Evidence
- Culturally Biased to Culturally Appropriate
- Recall/Recognition of Knowledge to Construction/Application of Knowledge

Authentic task is an assignment given to students designed to assess their ability to apply standard-driven knowledge and skills to real-world challenges. In other words, a task we ask students to perform is considered authentic when 1) students are asked to construct their own responses rather than select from ones presented and 2) the task replicates challenges faced in the real world. If I were teaching you how to play golf, I would not determine whether you had met my standards by giving you a multiple-choice test. I would put you out on the golf course to "construct your own responses" in the face of real-world challenges. Similarly, in school we are ultimately less interested in how much information students can acquire than how well they can use it. Thus, our most meaningful assessments ask students to perform authentic tasks.

On traditional assessments, students are typically given several choices (e.g., a,b,c or d; true or false; which of these match with those) and asked to select the right answer. In contrast, authentic tasks ask students to demonstrate understanding by performing a more complex task usually representative of more meaningful application. It is not very often in life outside of school that we are asked to select from four alternatives to indicate our proficiency at something. More commonly in life, as in doing authentic tasks, we are asked to demonstrate proficiency by doing something.

Well-designed traditional assessments (i.e., tests and quizzes) can effectively determine whether or not students have acquired a body of knowledge. Thus, as mentioned above, tests can serve as a nice complement to authentic tasks in a teacher's assessment portfolio. Furthermore, we are often asked to recall or recognize facts and ideas and propositions in life, so tests are somewhat authentic in that sense. However, the demonstration of recall and recognition on tests is typically much less revealing about what we really know and can do than when we are asked to construct a product or performance out of facts, ideas and propositions. Authentic tasks often ask students to analyze, synthesize and apply what they have learned in a substantial manner, and students create new meaning in the process as well.

When completing a traditional assessment, what a student can and will demonstrate has been carefully structured by the person(s) who developed the test. A student's attention will understandably be focused on and limited to what is on the test. In contrast, authentic tasks allow more student choice and construction in determining what is presented as evidence of proficiency. Even when students cannot choose their own topics or formats, there are usually multiple acceptable routes towards constructing a product or performance. Obviously, assessments more carefully controlled by the teachers offer advantages and disadvantages. Similarly, more student-structured tasks have strengths and weaknesses that must be considered when choosing them.

Even if a multiple-choice question asks a student to analyze or apply facts to a new situation rather than just recall the facts, and the student selects the correct answer, what do you now know about that student? Did that student get lucky and pick the right answer? What thinking led the student to pick that answer? We really do not know. At best, we can make some inferences about what that student might know and might be able to do with that knowledge. The evidence is very indirect, particularly for claims of meaningful application in complex, real-world situations. Authentic tasks, on the other hand, offer more direct evidence of application and construction of knowledge. As in the golf example above, putting a golf student on the golf course to play provides much more direct evidence of proficiency than giving the student a written test. Can a student effectively critique the arguments someone else has presented (an important skill often required in the real world)? Asking a student to write a critique should provide more direct evidence of that skill than asking the student a series of multiple-choice, analytical questions about a passage, although both activities may be useful. (Adapted from <http://jfmuller.faculty.noctrl.edu/toolbox/tasks.htm>)

SESSION 3 Adaptation and supplementation of materials

Activity 1. Think about the terms *adoption*, *adaptation* and *supplementation* of materials and explain the difference between the processes denoted by them.

Activity 2. Read the statements and say to what extent you agree or disagree with them.

1. However careful the design of the materials and the evaluation process, some changes will have to be made at some level in most teaching contexts.
2. Whereas adoption is concerned with whole course-book, adaptation concerns the parts that make up that whole.
3. Supplementation begins with students' needs analysis while adaptation may not.
4. Supplementation aims at bridging the gap between a course-book and an official syllabus.
5. Adaptation is needed only when teaching materials show signs of inconsistent organization.
6. The task of adapting is not an entirely new skill that teachers must learn.
7. Adaptation can only be carried out effectively if it develops from an understanding of the possible design features of syllabuses and materials.
8. A good teacher is constantly adapting. While authors try to anticipate questions that may be raised by their readers, teachers can respond not merely to verbal questions but even to raised eyebrows of their students.

Activity 3. Read the list of processes and say which ones are associated with adaptation, which ones with supplementation or with both of them.

- needs analysis
- transformation
- addition
- conversion

- complement
- modification
- simplification
- omission
- reduction

Activity 4. Match the kinds of needs analysis with their descriptions.

	Needs		Focus and starting points of analysis
1	Students' needs analysis	a	age, sex, cultural background, interests, educational background, curriculum requirements, language proficiency, preferred teaching styles, teaching experience
2	Teachers' needs analysis	b	sociopolitical needs, market forces, educational policy, public exams, constraints (e.g. time, budget, resources)
3	Administrators' needs analysis	c	age, sex, cultural background, interests, educational background, learning styles, previous language learning experience, gap between the target level and the present level of proficiency in various competence areas, learning goals and expectations

Activity 5. A) Put the adaptation stages into a logical order. Give your grounds.

- Correlation of the needs and the characteristics of the course book
- Administrators' needs analysis
- Defining the reasons for adaptation
- Learners' needs analysis
- Analysis of the available course book
- Deciding on techniques of adaptation
- Teachers' needs analysis
- Establishing discrepancies between the needs and the characteristics of the course-book

B) Do you think they differ much from the stages of supplementation of materials? What stage should we add when we speak about supplementation of materials? What type of supplementary materials can we use?

Activity 6. Working in groups, make up a list of reasons for adaptation. Some examples are provided.

- ✓ A language point is clear for learners.
- ✓ The topic is not appropriate for learners.
- ✓ No follow up is provided.
- ✓ Materials may be confusing (misleading).
- ✓ Areas are not sufficiently covered.
- ✓ ...
- ✓ ...
- ✓ ...
- ✓ ...
- ✓ ...

Activity 7. Match the adaptation techniques with teacher’s actions.

	Technique		The teacher ...
1	omission	a	rewrites the activity
2	addition	b	rewrites the activity making it easier
3	reduction	c	adds an instruction, a visual or verbal support, or a text material
4	simplification	d	changes the order of activities
5	modification	e	uses one activity instead of the other
6	replacement	f	is not going to use the activity
7	re-ordering	g	makes the activity shorter

Activity 8. A) Working in groups, study the materials from one of the course-books by Ukrainian authors and define to what extent they can satisfy learners’ needs (the group of learners you observed during your teaching practice). Define the reasons for adaptation and possible adaptation techniques.

B) Working individually, adapt an activity from the course-book.

SESSION 4 Ways of making materials more context appropriate and more communicative

Activity 1. In language teaching, the word “context” is actually used in different contexts and with different applications. Working in groups, discuss the following issues.

a) Recall different types of contexts mentioned in the course. If necessary, refer to the unit “Teaching Grammar in Context”. What does each type mean? Do you know any other types of contexts?

b) What does the notion “educational context” (“classroom context”) mean? What elements does it comprise?

c) How can you interpret the phrase “making materials more context appropriate”?

Activity 2. Read an extract from a blog about contextualization, underline key words and define what kind of contexts the author mentions.

What exactly is “context”?

Looking at the word’s origin gives us a lovely image. It’s from the Latin *contextus*, which means a weaving or putting together. Context is the weaving together of the many pieces that make up language, the braiding together of sounds, words, expressions, utterances, situations, people and their personal experiences, the environment and the many themes we love to talk about.

Some examples include:

- where you are teaching language;
- the social demand for the language you are teaching;

- the students likely to be found in your class.

In this post, we will be looking at what meaningful context is and how you can build upon it in your language classroom.

This context will naturally be found in the language you are teaching. However, it will also arise from the circumstances in which you are teaching that language.

You weave together the vocabulary, grammar, pronunciation, culture and usage of the language you are teaching. This combined context has to make sense to your students, encourage and excite them to reach beyond irregular verb memorization and grammar rules. You should strive to present language as a living device for communication, and understanding context can help you do that.

You also need to be sensitive to what your students bring into the classroom from the outside world. Language learners have different needs and objectives in each learning context, and you should take those into consideration in both language study and classroom management.

An important advantage of teacher-produced materials is contextualization. Commercial materials are necessarily generic and not aimed at any specific group of learners or any particular cultural or educational context. “Our modern course-books are full of speech-acts and functions which most foreign-language students will never encounter...” (Altan, 1995, p. 56). Another aspect of context is the resources available. A lack of commercial materials may lead teachers to fall back on their own resources.

English language teaching materials need to be contextualized: 1) to the curriculum they are intended to address; 2) to the experiences, realities and the first language of the learners (materials should link explicitly to what the learners already know, to their first languages and cultures, and, very importantly, should alert learners to any areas of significant cultural difference); 3) to topics and themes that provide meaningful, purposeful uses for the target language (whenever possible, these should be chosen on the basis of their relevance and appropriateness for the intended learners, to ensure personal engagement and to provide motivation for dipping further into the materials).

One more context which affects published materials in particular is time. If you are using a course book which is over five years old, for example, you may notice that photographs of technology look old-fashioned, reading texts are out-of-date, or perhaps some so-called famous people are no longer famous. So if you want your materials to have longevity, then topics such as technology and popular culture are often worth treating in a way that will mean they don't outdate too quickly.

By making context evident to your students, you help them situate their new language in that larger Universe of Discourse where what is said, heard, listened to and replied to begins to take shape and make sense.

You give life to language, lift it from the verb lists and structural exercises and make it the gift of communication we created it to be.

Activity 3. Comment upon the quotation and its significance for language teaching. What should language material be connected with?

‘Language needs to be firmly context embedded. Story lines, familiar situations and characters, real-life conversations, meaningful purposes in using language—these will

establish a context within which language can be received and sent and thereby improve attention and retention. Context-reduced language in abstract, isolated, unconnected sentences will be much less readily tolerated by children's minds'.

(from H.D. Brown 'Teaching by Principles')

Activity 4. One of the ways of contextualization is encouraging learners not just manipulate isolated sentences but perform some function at the same time. Study the following activities. Pick up those where at least one communicative function is realized by the learners when performing the instruction.

Activity 1 Put the words in the correct order to make questions.

- a. at the concert / be / tomorrow night / Will / you ?
- b. Cristina / Does / like / skateboarding?
- c. Can / football / play / tomorrow night / you ?
- d. late / the train / this morning / was / Why ?
- e. did / have lunch / today / Where / you ?
- f. at home/Is/today/your brother?

Activity 2 1) Look at the sentences below. Which ones are true?

- a. I started learning English six months ago.
- b. The weather was hot last weekend.
- c. I had an English lesson on Monday morning.
- d. I began school in the 1990s.
- e. My birthday was in November last year.
- f. I was at home two hours ago.
- g. I was in bed at eight o'clock this morning.
- h. I played football yesterday afternoon.
- i. I was born in 1985.
- j. I went to a party on January 1st this year.
- k. People started using mobile phones 100 years ago.
- l. Our teacher was born in the nineteenth century.

2) Number the phrases 1-12, starting with the most recent.

3) Rewrite the sentences so they are true for you.

Activity 3 Read about the situations below. Discuss what each person should/ shouldn't do.

Carla is a student and she's very bad with money. She spends everything on clothes and going out and doesn't have any money to buy books, etc. Her parents are annoyed with her and don't give her any extra money, but Carla's grandmother gives her extra money every time she sees her.

Examples:

Carla should try to spend less money.

Carla's grandmother shouldn't give her more money.

Chris recently started a new job in the advertising industry. The money is good, but he has to work very long hours. He never goes out with his girlfriend in the evening anymore, saying he is too tired and all he wants to do is stay at home and watch videos. Chris' girlfriend says he must choose between her and the job.

Oliver dreams of becoming a professional footballer. He spends all his time training and playing for his local amateur team. He is now eighteen years old, and he wants to leave school and become a professional footballer. His parents want Oliver to go to university and study to be a doctor.

Activity 4 Practise Present simple

1. Put the following sentences into the negative form.

- a. I like wet days.
- b. My brother lives in the town centre.

2. Put the following sentences into the question form.

- a. You know my cousin.
- b. Your friend likes snowboarding.

3. Change the sentences to She ...

- a. I speak perfect Spanish.
- b. I fly home once a year.
- c. I have lunch at home.
- d. I catch the early train to work.

Activity 5 Put the words in brackets into the correct place.

- a. We go to our holiday home a month, (once)
- b. I go for a walk before going to bed. (always)
- c. I am tired when I get home, (usually)
- d. We go to the beach day in summer, (every)
- e. Juana is late for class, (never)
- f. We go swimming before breakfast, (often)

Activity 6 Think of a job but do not say what it is. Describe the job by saying what you can/can't or have to do. Can other students guess what job you are describing?
(taken from *New Cutting Edge pre-intermediate*)

Activity 5. Working in 3 groups, analyse the suggested materials using W. Littlewood's continuum and categorizing the activities as non-communicative learning, pre-communicative language practice, communicative language practice, structured communication, and authentic communication. Which category of W. Littlewood's non-communicative – communicative continuum figured most prominently among the suggested activities? Report your findings to the whole class.

W. Littlewood's non-communicative – communicative continuum

Focus on forms	Non-communicative learning Focusing on the structures of language, how they are formed and what they mean
	Pre-communicative language practice Practising language with some attention to meaning but not communicating new messages to others
	Communicative language practice Practising new language in a context where it communicates new information
	Structured communication Using language to communicate in situations which elicit pre-learned language but with some unpredictability
Focus on meaning	Authentic communication Using language to communicate in situations where the meanings and language forms are unpredictable

Oksana Karpyuk. English (Year 8). 2016. Pp. 84–87.

GRAMMAR

1 Read paying attention to the words in bold.

Mother: What **was** the teacher **doing** while you **were exchanging** text messages with your friend?

Jill: She **was reading** something. She didn't see us.

- 1 While Jill **was exchanging** text messages with her friend yesterday, the other girls **were giggling**.
- 2 At the same time, some boys **were playing** with their mobile phones under their desks and some **were doing** their maths homework.
- 3 The teacher **was sitting** at her desk.
- 4 She **wasn't looking** at the pupils.

REMEMBER!

The **Past Continuous Tense** is used to describe past actions that lasted for some time.

Use the **Past Continuous** to describe:

- an action that was taking place at a specific time in the past
*At 10 pm last night Jill **was telling** her mother about her day at school.*
*Around 11 pm she **was getting** ready for bed. At 12 pm she **was sleeping**.*
- a background scene to a story
*It **was snowing** outside and everyone in the house **was sleeping**.*
*The sun **was shining**, but the wind **was blowing**. The kids **were listening** to the teacher. Suddenly...*
- actions that were taking place at the same time in the past
*While the teacher **was reading**, the students **were sending** text messages to each other.*
*While I **was talking**, the others **were listening**.*
*While dad **was driving**, the children **were sleeping** in the back seat.*

We form Past Continuous Tense with the **Past Simple of the verb 'to be' (was / were) + ing-form of the verb.**

2 Write these verbs in the Past Continuous form.

- | | |
|--|---------------|
| 1 (we) shop — <i>We were shopping.</i> | 5 (you) phone |
| 2 (I) play | 6 (it) rain |
| 3 (they) listen | 7 (we) eat |
| 4 (he) swim | 8 (she) wait |

3 Change these sentences from the Past Simple Tense to the Past Continuous Tense.

- | | |
|--------------------------|-----------------------|
| 1 They played yesterday. | 4 I baked some bread. |
| 2 We shopped all day. | 5 She slept. |
| 3 It snowed in Hawaii. | |

REMEMBER!

Adverbs used with the Past Continuous:

- at / around 6 am / noon / midnight / dinner time
- from 5 to 6 pm
- from Monday to / till Friday
- from morning till evening
- between 5 and 7 pm
- all morning / day / night / last week
- while

Examples: *At 5 am I was sleeping.*

From 5 to 7 pm we were watching a football game.

*They were working hard **between** Monday **and** Friday.*

*I was cleaning my room **all morning yesterday**.*

***While** I was doing my homework, my brothers were playing football.*

*What were you doing **around 6 am**?*

4 Complete with *was* or *were*.

It was Sunday yesterday. All afternoon...

...Harry ... helping his friend with homework.

...Harry's brothers ... playing football in the garden.

...his mother ... reading a book.

...his father and grandfather ... repairing the car.

...his grandmother ... watching TV.

...his dog and cat ... sleeping in their baskets.

5 Complete with the Past Continuous of the verbs in brackets.

Around 9 pm last Saturday...

... Jill's friend ... (*cut*) her hair in a bathroom.

... Jill's mum ... (*put*) stamps on a lot of letters.

... Jill's dad ... (*study*) some brochures about computers.

... Jill's cousin ... (*write*) a book report.

... Jill's grandparents ... (*fly*) to Paris.

... their next-door neighbours ... (*jog*) in the park.

Lesson 2

6 Make sentences with while.

Last night

- a While / Harry / do homework / his brother / watch TV
- b While / Bob / brush his teeth / his father / listen to music
- c While / Mary / read a book / her friends / walk around the shopping centre
- d While Veronica and Pat / exchange text messages / their parents / play cards
- e While / I / talk on the phone / my pets / fight in the garden
- f While / the teacher / wait for the bus / the traffic / move slowly

LISTENING

1 a) Read the letter and answer the questions below.

It's so hard to be a good teacher. I have to teach my subject well and take a good care of my pupils. I mean, I should help them become good and responsible people.

Still I like it very much. Most children are so warm, smart and interesting.

Well, I have some problems from time to time. Mostly with those kids who are aggressive or who aren't interested in anything. The best way to solve the problem is to keep them busy. It always works.
Mrs Rolland



- 1 Why does Mrs Rolland think that it is hard to be a good teacher?
- 2 How does Mrs Rolland feel about her job?
- 3 Why does she like her job?
- 4 Who is hard to teach?
- 5 How does she solve the problem?

I can use the present simple to talk about facts and routines.

Present simple: affirmative

1 Compare the sentences. Then match a–d with spelling rules 1–4.

- a I study a lot. / Her older daughter studies.
- b We have breakfast at 7.30 a.m. / He has breakfast.
- c My brother and I go to school. / He goes to work.
- d I get up at 7 a.m. / Noel gets up at 4.45 a.m.

We use the present simple when we talk about facts and routines. The *he, she* and *it* forms end with -s:

- 1 Add -s to most verbs: *play* → *plays*.
- 2 Add -es when a verb ends with -o, -sh, -ch or -x.
- 3 Minus -y and add -ies when a verb ends with a consonant + y.
- 4 The third person of *have* is *has*.

2 Choose the correct verbs.

- 1 You go / goes to bed at 9.30 p.m.
- 2 My parents relaxes / relax in the evening.
- 3 My teacher speaks / speak four languages.
- 4 Our English class finish / finishes at 3 p.m.
- 5 I has / have lunch at home.
- 6 My sister studies / study at the weekend.

3  1.24 PRONUNCIATION: Third person -s Listen to the third person form of the verbs and repeat. Which verbs end with an /ɪz/ sound?

- 1 relaxes

Present simple: negative

4 Complete the examples from the text on page 24. Then choose the correct words in rules 1–3.

- 1 When he has a break, he
- 2 The younger children
- 3 Sue TV a lot.
- 4 The Radfords usually to restaurants.

RULES

- 1 We use *don't / doesn't* after *he, she* and *it* to make negative sentences.
- 2 We use *don't / doesn't* after *I, you, we* and *they* to make negative sentences.
- 3 In negative sentences the main verb sometimes / never ends with an -s.

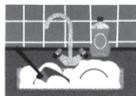


5 Complete the sentences with the verbs in brackets.

- I *don't play* football. (not play)
- 1 My dad to work by car. (not go)
 - 2 My parents on Saturdays. (not work)
 - 3 I cooking. (not like)
 - 4 We early on Saturdays. (not get up)
 - 5 My sister video games. (not play)
 - 6 You TV a lot. (not watch)

6 Look at the information in the table. Write affirmative and negative sentences about the people.

Tom and Mina wash the dishes.
Vicky doesn't wash the car.

wash the dishes 	✓	✗	✓
wash the car 	✓	✗	✓
sit on the sofa a lot 	✓	✓	✗
make breakfast 	✗	✗	✓
watch TV a lot 	✗	✓	✗

7  USE IT! Work in pairs. What does each person in your family do at home? Tell your partner. Use verbs from pages 22–23 and exercise 6 with adverbs of frequency.

My brother often gets up late. He doesn't help with the housework a lot, but he sometimes washes the dishes.

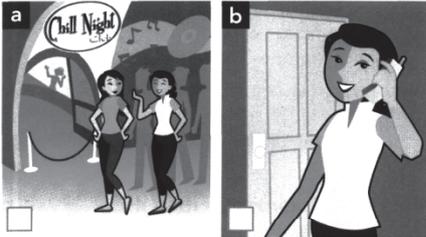
Finished?

Write five true sentences about your partner.

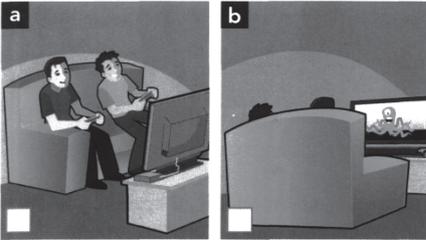
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Listening  **Grammar in context**

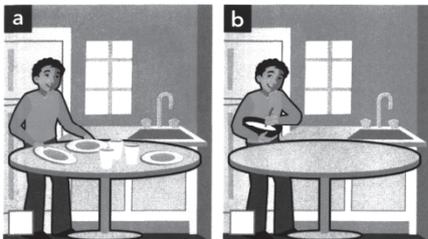
- 1 Work with a partner. Describe the pictures.
- 2 **LISTENING**  26 Listen to four dialogues and answer the questions. Tick (✓) the correct picture for each dialogue.
- 3  26 Listen again and write more details for each dialogue.



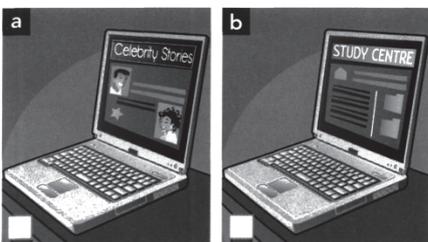
1 Where is Sarah when James calls?



2 Why is Danny's mum not happy at first?



3 What do you know about Matt's cooking skills?



4 What does Olivia's brother want to do and why?

Present continuous

1 Read the sentences and choose the correct alternative to complete the rules in 1 and 2.

- a I'm cooking pasta with tomatoes.
- b You're reading about your favourite actor.
- c We aren't playing computer games.
- d Are you using the computer?
- e Yes, I am./No, I'm not.

- 1 We make the present continuous with the verb *be/have* and the *-ing* form of the main verb.
- 2 We use the present continuous to talk about *routines/things that are happening now*.

GRAMMAR REFERENCE ► PAGE 36

2 Look at the spelling rules for the *-ing* form of the verb.

1) most verbs: add <i>-ing</i>	2) verbs ending in consonant + e: take away e and add <i>-ing</i>	3) verbs ending in one vowel + one consonant: double the consonant and add <i>-ing</i>
<i>play – playing</i> <i>cook – cooking</i>	<i>write – writing</i> <i>make – making</i>	<i>run – running</i> <i>swim – swimming</i>

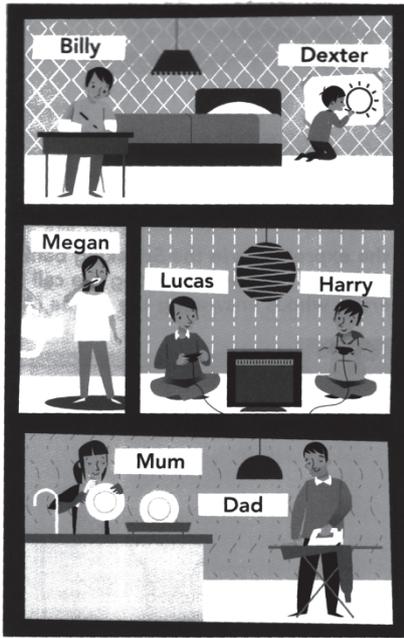
Now put the *-ing* form of these verbs in the correct place in the table.

chat • dance • do • eat • have • put • sit • study
take • tidy • wash

3a **PRONUNCIATION**  27 Listen to the pronunciation of the *-ing* form of the verbs in the table. Do we say *play^{ing}* or *playi^{ng}*?

3b  27 Listen again and repeat the verbs with the correct stress.

4a Look at the picture. What are the people doing? Use these verbs in the present continuous.



do homework • do the ironing • draw • eat
play computer games • brush teeth
take the rubbish out • wash the dishes

- 1 Dexter
- 2 Mum
- 3 Lucas and Harry
- 4 Dad
- 5 Megan
- 6 Billy

4b Put the words in order to make questions.

- 1 doing is What Billy?
- 2 drawing What is Dexter?
- 3 Lucas Harry golf Are playing and?
- 4 Mum Is the rubbish out taking?
- 5 is Megan doing What?
- 6 doing is Who the ironing?

5 SPEAKING Work in small groups. One person asks the questions in 4b. The others answer but do not look at the picture.

What is Billy doing?

I think he's drawing.

No, I think he's doing his homework.

Present simple and present continuous

6 Read the sentences and answer the question

- a We usually watch films on Saturday afternoon
- b He's reading a magazine.
- c What are you cooking?
- d I make dinner every Friday.

- 1 Which sentences are in the present simple and which are in the present continuous?
- 2 Which sentences describe routine actions and which describe actions that are happening now?

GRAMMAR REFERENCE > PAGE 10

7 Complete the dialogue with the correct form of the verbs given.



Tina: Hey, Katie! What (a) you (do)?

Katie: I (b) (cook) dinner for my family!

Tina: (c) you usually (cook) dinner?

Katie: No, I usually (d) (wash) the dishes but today I (e) (help) my mum. She usually (f) (make) our dinner, but today she (g) (work) late.

Tina: What (h) your mum (do)?

Katie: She's a chef!

8 SPEAKING Work with a partner. Take it in turns to ask and answer the questions.

- 1 Do you usually listen to music when you do your homework?
- 2 Are you listening to music now?
- 3 Do your parents work?
- 4 Are they working now?
- 5 Do you write a lot in English lessons?
- 6 Are you writing now?

Activity 6. Working in the same groups, suggest 2-3 changes to the analysed materials to promote communicative language use. Refer to the following guidelines.

WAYS OF MAKING MATERIALS COMMUNICATIVE

- engaging Ls on a personal level;
- creating information/opinion gaps;
- creating communicative situations;
- offering opportunities for collaborative learning;
- using authentic (adapted authentic) texts and visuals;
- providing opportunities for skills integration.

SESSION 5 Teachers as mediators between learners and materials

Activity 1. Read the extract and do the tasks at the end of it.

‘What does a teacher do?’ The obvious and simple response is ‘a teacher teaches’, but what do we mean by this? What does teaching involve? The answer to this is bound up with the idea of how people learn. As we saw in the previous chapter, there is not a one to one relationship between teaching and learning. Although teachers can tell learners about language - tell them what words mean, give grammar rules and so on - this does not seem to lead automatically to learners being able to use the language that they are ‘given’. Learners may learn things from the teacher, or from each other, or from watching a film, or hearing a song, reading something, or perhaps by reflecting on things that they have been ‘taught’ in previous lessons. Sometimes learners will seem to make quite rapid progress, and at other times progress will be slow. Sometimes learners will need a significant amount of time (days, weeks, or months) before something they have been ‘taught’ really makes sense to them and they feel able to use it. Although teachers try to make teaching an orderly and organised business, learning remains apparently chaotic. Teachers of languages have to accept this and set about helping people to learn at their own pace and in their own ways.

We will look at some of the roles teachers adopt to try to facilitate learning. Although teaching strategies may vary according to the subject matter, the group being taught and so on, we can see certain patterns emerging in all teaching, and quite clear patterns when we look at language teaching. Try to picture a lesson that you have experienced, possible as a language learner (or teacher). Write down as many actions that the teacher performed as you can. For example, the teacher gave instructions to the class. Are there any other actions you associate with teaching?

Activity 2. Study the descriptions of teacher’s roles and match the role labels to the descriptions.

language guide	expert resource	performer	administrator
reflector	observer	assessor	organiser
prompter	provider of input	listener	controller

Teacher's roles	Description of teacher's roles
	a. The teacher gave instructions to the class.
	b. The teacher encouraged students to speak and participate.
	c. The teacher listened to what students said.
	d. The teacher mimed a series of actions.
	e. The teacher spoke in the target language and found the material for the class to use
	f. When students spoke their own language the teacher told them to use the target language.
	g. The teacher answered the students' questions.
	h. The teacher helped the students to work out grammar patterns for themselves.
	i. The teacher checked that all the students were present and ticked a register.
	j. The teacher watched the students work in pairs or groups.
	k. At the end of the course, the teacher set a test.
	l. After each lesson the teacher thought about what was successful and what was less successful and tried to decide why.

Activity 3. Scholars Lee and Tan (2018) propose that because of the contextual change of learning, the teacher's role has gradually changed from "Sage-on-the-Stage" to "Guide-on-the-Side" and "Meddler-in-the-Middle." Explain how you understand that.

Activity 4. Read the statements of various methodologists and summarize their views on the relationship between teacher, learner and materials. To what extent do you agree with them?

1. Cunningsworth (1984) states that the textbook should "be seen as that of an 'ideas bank' which stimulates the teacher's own creative potential".

2. Bell & Gower (1998) maintain that "course-books are tools which only have life and meaning when there is a teacher present".

3. McGrath (2002) indicates that the fact that teachers are the mediators between published material and learners, and can choose to work with its intentions or undermine them, is a good reason for not only listening to what learners have to say, if they choose to voice their views, but also for actively researching those views .

4. Graves (2001) acknowledges that flexibility in the teacher and that in the course-book have a mutual relationship bound by shared responsibility. On the one hand, if the teacher is not creative enough to transfer materials to the learners and help them learn, the material will be of little use. On the other hand, if the course-book is not creative enough to provide inspiring options, the teacher might struggle with it and become less pedagogically effective.

5. Dougill (1987) claims that teaching is all about choice, and flexibility is the impetus that promotes this process.

6. Dat Bao (2015) writes that course-books are important artifacts in the educational landscape, a key element in determining learning outcomes in combination with other factors, such as the participants (learners and teachers), the processes (the actions or activities that occur within the learning/ teaching space) and the structures (institutions, curricula, power-holders); working together this non-exclusive list of factors shapes what has been called “the classroom ecology”.

Activity 5. Some teachers forget that they are teaching English, not a course-book. Brainstorm possible reasons for that.

Activity 6. Tick the actions that the teacher does when he /she is ‘a slave of the course book’. What consequences may occur in teaching and learning?

- The teacher regularly introduces changes into the teaching and learning process in response to the learners’ needs.
- The teacher uses materials to promote communicative language use.
- The teacher keeps to the syllabus strictly regardless learners’ results.
- The teacher plans lessons considering learners’ achievements.
- The teacher constantly avoids adaptation.
- The teacher decides on the amount of time to spend on this or that topic.
- The teacher does not use supplementary materials.
- The teacher’s priority is to get students to do the activities from the course book.
- The teacher keeps to the syllabus strictly regardless learners’ results.
- The teacher constantly avoids adaptation.
- The teacher does not use supplementary materials.
- The teacher’s priority is to get students to do the activities from the course book.

Activity 7. Foreign language teachers are not just mediators between learners and materials. They are also mediators between learners and what else? To answer the question, make a mind-map.

UNIT 4.2 PLANNING LEARNING AND TEACHING

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SESSION 1 Planning lessons: principles and functions

Activity 1. Read the quotations of different methodologists and make a list of the functions of a lesson plan. Can you add any other functions to those mentioned?

1. A plan is typically any diagram or list of steps with details of timing and resources, used to achieve an objective to do something. It is commonly understood as a temporal set of intended actions through which one expects to achieve a goal (Wikipedia)

2. A lesson plan ... is an important tool that can help teachers make decisions, solve instructional problems, deal with classroom management, record progress, and be accountable (Celce-Murcia, M., Brinton, D., & M. Snow (2014) *Teaching English as a Second or Foreign Language*).

3. Good lesson planning is an art of mixing techniques, activities and materials in such a way that an ideal balance is created for the class (Harmer, J. (2007) *The Practice of English Language Teaching*).

4. A lesson plan is an extremely useful tool that serves as a combination of a guide, resource and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly, our goals for our students (Jensen, L. (2014) *Planning a Lesson*. Celce-Murcia, M. (ed.) *Teaching English as a Second or Foreign Language*)

5. Lesson planning communicates to learners what they will learn and how their goals will be assessed, and it helps instructors organize content, materials, time, instructional strategies, and assistance in the classroom (TEAL Center Fact Sheet # 8: *Effective Lesson Planning*. 2010)

6. Entering the class without having a lesson plan is like a surgeon who begins an operation without having studied tests or x-rays, or a construction superintendent who builds a bridge without blueprints, or a pilot who goes into the air without consulting weather reports, charts and maps. The result would be at least inefficient, and, at most, disastrous (Sheir, A. (1990) Methods and Materials of Teaching English as a Foreign Language)

A lesson plan:

aims at _____
acts as _____
reflects _____
ensures _____
communicates _____
helps _____

Activity 2. Brainstorm possible consequences of a teacher coming into a classroom without a lesson plan. Make up a list of anticipated problems.

Activity 3. A lesson plan is essential for novice teachers and convenient for experienced teachers. Read the statements and define possible reasons and needs for lesson planning. Add any other reasons you can think of.

1. Planning provides a framework for instruction, and it guides implementation of standards-based education.
2. Lesson planning establishes a road map for instructors of what has been taught and what needs to be taught.
3. It allows them to focus on one objective at a time and communicate to learners what they will learn in each lesson.
4. Learners want to know what they will be able to do when the class ends and how it applies to their lives beyond the classroom.
5. Just as teachers expect their learners come to class prepared to learn, students come to class expecting their teachers to be prepared to teach.
6. When we teach the same course again, it is useful to have an account what we did the year before not to reinvent the wheel.
7. Lesson plans serve as an invaluable resource for planning summative and formative assessment.

Activity 4. A good lesson plan is not of ‘fits-all-size’. Make up a list of factors influencing lesson planning. Share it with the whole class and explain how each factor is taken into account. E.g. level of learners’ competence: for beginners activities are shorter but more numerous, for intermediate students there fewer activities but each one is longer etc.

Activity 5. Read the texts about basic planning principles and fill in the table.

The two overriding principles behind good lesson planning are flexibility and variety. Variety means involving students in a number of different types of activity and

where possible introducing them to a wide selection of materials; it means planning so that learning is interesting and never monotonous for the students. Flexibility comes into play when dealing with the plan in the classroom; for any number of reasons what the teacher has planned may not be appropriate for that class on that particular day. The flexible teacher will be able to change the plan in such a situation. Flexibility is the characteristic we would expect from the genuinely adaptable teacher.

We have already commented on the danger of routine and monotony and how students may become de-motivated if they are always faced with the same type of class. This danger can only be avoided if the teacher believes that the learning experience should be permanently stimulating and interesting. This is difficult to achieve, but at least if the suggested activities are varied there will be the interest of doing different things. If new language is always introduced in the same way (e.g. if it is always introduced in a dialogue), then the introduction stages of the class will become gradually less and less challenging. If all reading activities always concentrate on extracting specific information and never ask the students to do anything else, reading will become less interesting.

Our aim must be to provide a variety of different learning activities which will help individual students to get to grips with the language. And this means giving the students a purpose and telling them what they need to know, why they are doing something and what they are supposed to achieve. We have stressed the need for a purpose particularly with communicative activities and receptive skills: but teachers must have a purpose for all the activities they organize in a class and they should communicate that purpose to their students.

In any one class there will be a number of different personalities with different ways of looking at the world. The activity that is particularly appropriate for one student may not be ideal for another. But teachers who vary their teaching approach may be able to satisfy most of their students at different times. The teacher who believes in variety will have to be flexible since the only way to provide variety is to use a number of different techniques, activities and materials in such a way that an ideal balance is created for the class.

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

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

A well-designed language lesson is comprised of **logically sequenced activities**, one activity leading to the next. Brinton & Holten (1997) propose an Into-Through-Beyond model of lesson planning that does just that. The Into-Through-Beyond model provides an approach to language lesson planning that is easy to follow and that can aid in creation of any foreign or second language lesson. During the first stage of the lesson

(Into), students' background knowledge is activated, so that they can create stronger links between old and new information. It is during this stage that the teacher should make students curious about the content of the new lesson as well as state the objectives. The goal of the next stage (Through) is to present and practice new language and content, including activities with a new text or texts, and grammar and vocabulary practice. Finally, in the last stage (Beyond), students apply newly learned language skills and content knowledge in new contexts, for example by doing a project. This last stage best reflects whether the students have learned the new language to a degree which allows them to use it in communicative situations.

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

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

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

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

(Abridged from Krulatz, A. *Teaching Norwegian to Beginners: Six Principles to Guide Lesson Planning*)

Planning principles	What?	Why?	How?
Flexibility			

Variety			
Balance			
Logical sequence			
Communicative practice			
Scaffolding			

Activity 6. Read the sample lesson plan and decide what basic planning principles it incorporates.

Teaching Grammar

Aim: to develop grammatical competence in using the model verb can on a sentence level.

1. Listen to the Teddy-Bear's story.

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

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

I can play a ball (The bear plays a ball)

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

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

I can draw...

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

Teddy: I can dance.

P1: I can dance too.

Teddy: I can jump.

P2: I can jump too.

Teddy: I can play.

P3: I can play too.

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

Can you dance? Can you play?

Let’s ask Teddy together.

T: Teddy, can you jump?

Teddy: Yes, I can.

T: Teddy, can you sing?

Teddy: Yes, I can.

4. Now listen to Teddy’s poem and clap your hands when you hear the word “can”.

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

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

6. Ask Teddy about the things he can do.

Example: Can you swim like a fish?

I can swim like a fish.

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

sing	dance	draw	write	play
read	jump	skate	speak	wash

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

9. Ask your friend what he/she can do and then tell the class about this.

Example: Peter can walk.

He can talk.

He can paint.

Adapted from: Професійно-методична підготовка студентів-філологів у вищому навчальному закладі: монографія / Н. В. Зінуківа, Л. В. Калініна, І. В. Самойлюкевич та ін. 2009.

SESSION 2 Types of plans: curriculum, syllabus, lesson plan. Contemporary approaches to planning

Activity 1. Define what the three main guiding documents in teaching (curriculum, syllabus and a lesson plan) mean. Compare their similarities and differences and fill in the table.

Feature	Curriculum	Syllabus	Lesson plan
Author(s)			
Reflects teaching and learning philosophy			
Corresponds to CEFR			
Corresponds to a certain course-book			
States aims, objectives, learning outcomes, topics, and language materials			
Embraces a definite period of time			
Ensures a logical sequence			
Specifies certain materials and equipment			
Specifies activities to be done and timing per each			
Specifies home assignment			
Specifies forms and terms of assessment			
Specifies the grading system			

Activity 2. Listen to the teacher’s input and note what types of curricula for studying foreign languages there are in Ukraine.

Activity 3. When we plan a lesson, we are supposed to arrange Input, Process and Output in a justified order. Working in pairs, specify what each notion means and what kind of order is justified. Share your ideas with the whole class.

Activity 4. Read the excerpt of the article “Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design” and define the type of design according to which you have just sequenced Input, Process and Output.

The development and implementation of language teaching programs can be approached in several different ways, each of which has different implications for curriculum design.

Forward Design

Forward design starts with syllabus planning, moves to methodology, and is followed by assessment of learning outcomes. Resolving issues of syllabus content and sequencing are essential starting points with forward design, which has been the major tradition in language curriculum development. Forward design is based on the assumption that input, process, and output are related in a linear fashion. In other words, before decisions about methodology and output are determined, issues related to the content of instruction need to be resolved. Curriculum design is seen to constitute a sequence of stages that occur in a fixed order – an approach that has been referred to as a ‘waterfall’ model where the output from one stage serves as the input to the stage that follows.

This is the traditional approach to developing a syllabus which involves using one’s understanding of subject matter as the basis for syllabus planning. One starts with the field of knowledge that one is going to teach and then selects concepts, knowledge, and skills that constitute that field of knowledge. A syllabus and the course content are then developed around the subject. Objectives may also be specified, but these usually have little role in teaching or assessing of learning outcomes.

The point here is simply that with forward design, decisions about how to teach follow from decisions about the content of a course and decisions about output or learning outcomes follow from decisions about methodology.

Central design

Central design begins with classroom processes and methodology. Issues of syllabus and learning outcomes are not specified in detail in advance and are addressed as the curriculum is implemented. Many of the ‘innovative methods’ of the 1980s and 90s reflect central design. With central design, curriculum development starts with the selection of teaching activities, techniques and methods rather than with the elaboration of a detailed language syllabus or specification of learning outcomes. Issues related to input and output are dealt with after a methodology has been chosen or developed or during the process of teaching itself.

In general education this approach was advocated by Bruner (1966) and Teahouse (1975) who argued that curriculum development should start by identifying the processes of inquiry and deliberation that drive teaching and learning – processes such as investigation, decision-making reflection, discussion, interpretation, critical thinking, making choices, co-operating with others and so on. Content is chosen on the basis of how it promotes the use of these processes and outcomes do not need to be specified in any degree of detail, if at all. Central design can thus be understood as a ‘learner-focused and learning-oriented perspective’ (Leung, 2012). Graves alludes to this approach when she refers to ‘curriculum enactment’ as the essence of a curriculum. The processes of planning, enacting and evaluating are interrelated and dynamic, not sequential. They move back and forth to inform and influence each other. Classroom enactment shapes planning and vice versa. Planning shapes evaluation and vice versa.

The aim of evaluation is to improve teaching and learning, not just to measure it. Central design means starting with process and deriving input and output from classroom methodology.

Backward design

Backward design starts from a specification of learning outcomes and decisions on methodology and syllabus are developed from the learning outcomes. Backward design starts with a careful statement of the desired results or outcomes: appropriate teaching activities and content are derived from the results of learning.

The process consists of:

Step 1: diagnosis of needs

Step 2: formulation of objectives

Step 3: selection of content

Step 4: organization of content

Step 5: selection of learning experiences

Step 6: organization of learning experiences

Step 7: determination of what to evaluate and of the ways of doing it.

The role of methodology was to determine which teaching methods were most effective in attaining the objectives and a criterion-referenced approach would be used for assessment. There is no place for individually-determined learning outcomes: the outcomes are determined by the curriculum designer.

The planning process begins with a clear understanding of the ends in mind. It explicitly rejects as a starting point the process or activity-oriented curriculum in which participation in activities and processes is primary. It does not imply any particular pedagogical approach or instructional theory or philosophy. A variety of teaching strategies can be employed to achieve the desired goals but teaching methods cannot be chosen until the desired outcomes have been specified.

In conclusion, any language teaching curriculum contains the elements of content, process, and output. Historically these have received a different emphasis at different times. Curriculum approaches differ in how they visualize the relationship between these elements, how they are prioritized and arrived at, and the role that syllabuses, materials, teachers and learners play in the process of curriculum development and enactment. The notion of forward, central and backward design provides a useful metaphor for understanding the different assumptions underlying each approach to curriculum design as well as for recognizing the different practices that result from them.

(Adapted from Richards, J.C. (2013) *Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design*. Singapore: RELC Journal 44(1), p. 5 –33)

Activity 5. Fill in the table with characteristic features of each approach to planning.

Forward design	Central design	Backward design

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Activity 6. Look through the samples of lesson plans, identify the approach which underlies them. Justify your opinion.

1. Daily Lesson Plan Template

Teacher Jenny Brown Grade level 10

Lesson title Literature Circles

Step 1—Desired Results
<p><i>What should students know, understand, and be able to do as a result of the lesson? Standards, benchmarks, other objectives as needed</i></p> <ul style="list-style-type: none"> • <i>General Learner Outcome:</i> Students will be able to summarize the assigned text. <p>Students will be able to analyze the text through the lens of an assigned role.</p> <p>Students will be able to work collaboratively to gain additional understanding and alternate perspective of the text.</p> <ul style="list-style-type: none"> • <i>Content Standards:</i> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <ul style="list-style-type: none"> • <i>Teacher Performance Standard-Engaging Students in Learning</i> ○ <i>Promoting self-directed, reflective learning for all students.</i>

- *Using a variety of instructional strategies and resources to respond to students' diverse needs.*
- *Facilitating learning experiences that promote autonomy, interaction and choice.*
- *Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.*
- *Essential Question for Enduring Understanding: What are the challenges and benefits of group work?*

Step 2—Assessment Evidence

Performance task—What will students do to show what they have learned?

Circle Presentations:

Visual metaphor (explanation/labels)

Groups will present to a partner group, due to time

Step 3—Learning Plan

Learning activities (step by step from start to finish, detailed enough for another teacher to follow):

1. Set context-explain purpose (demonstrate different roles students can have working in groups, the role of teacher as facilitator rather than direct instructor, experience structures of group work, an introduction to differentiation), explain essential question. (3 minutes)
 2. Directions-1) go over roles (a symbol and 3-5 words to describe the role) 2) check up understanding of the role (5 minutes) 3) find the group according to the role (7-8 minutes)
 3. Activity prep-review reading through lens of assigned role and send off to groups (3 minutes)
 4. Activity-Literature Circles (25minutes)
- Discussion 15 minutes

Creation of Final Product 10 minutes

*pass out sticky notes

5. Presentations (10 minutes)
6. Meta-debrief (5 minutes)

Sticky note questions:

EQ: what are the challenges and celebrations of group work?

-How do you feel this process worked?

-How might you use this process in your every day life?

Step 4—Preparation

<p>Assign groups and roles (pass out on note card when they come in door)</p> <p>Draw samples of each final product option</p> <p>Draw sample of seating chart on board with role assignments</p> <p>Make copies of the assigned reading</p> <p>Markers and poster paper</p> <p>Handouts of roles, reading and resources (need to upload to Edmodo too)</p> <p>Class norms from Zoltan</p> <p>Sticky notes</p>
Step 5—Reflection
<p><i>What happened during my lesson? What did my students learn? How do I know?</i></p> <p><i>What did I learn? How will I improve my lesson next time?</i></p>

(Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD, 2006)

2. Lesson overview

Name of lesson plan activity: **Let's talk**

Skill focus: **Integrated skills**

Target students: 11-year-olds where the classroom is the only place where they are exposed to the target language

Materials used in class: Lots of pictures

Lesson plan

1. Objective of the lesson:

- The learners begin to use the target language to compare things/objects/living beings
- Learners will be able to describe a place/thing in the target language

2. Instructions for teaching the lesson:

- Use first language and English if the learners are not comfortable with English-
- Farms and animals are used for context, which can be replaced with another context
- The focus is on the oral work — don't ask the learners to write in their books

3. Stages and timings:

Stage 1 (5 mins)

Warm up activity: the recitation of the rhyme: 'Old MacDonald had a farm'. Later MacDonald will be replaced by 'Laxmanchacha had a farm, EE — I — EE — I — O', and the poem will have animals and birds like cows, dogs, buffalo, parrots, oxen etc.

Then the learners will be asked to say which common animals or birds are on their farm and Laxmanchacha's farm.

Stage 2 (8 mins)

The teacher will show the picture of two cows (one is the learners' cow and other is Laxmanchacha's cow and form the sentence: my cow is taller than Laxmanchacha's cow. The same is done with all the common animals and birds found in both the farms like dogs, buffalo, parrots, etc.

Stage 3 (10 mins)

Classroom situation: Two learners will volunteer to come forward, for example Mohan and Smita. Sentences are framed by the teacher to expose the learners to the target language: 'Mohan is older than Smita', 'Smita is taller than Mohan', 'Mohan runs faster than Smita', 'Smita is healthier than Mohan' etc. This will be done five times or more as needed.

Another pair of volunteers will be on the stage and the teacher will ask some questions to the class: 'Who is shorter between Anil and Sunil?', 'Who is older between Anil and Sunil?', 'Who is more active between Anil and Sunil?', 'Who is lazier between Anil and Sunil?'

Try to get answers from the class by helping them.

Stage 4 (12 mins)

The class is divided into pairs and each pair has to come up with two sentences comparing each other and each pair comes forward and shares their set of sentences so each learner will say a sentence.

Stage 5 (10 mins)

Some cards will be shown with the picture of two objects on it, so that the learners can compare the two objects and form the sentence on their own and say it to the class. For example, dog A is more beautiful than dog B, house A is cleaner than house B, etc.

Stage 6 (5 mins)

The teacher will display five pictures in front of the class and she or he will speak for one minute about any picture and the learners will identify the picture after listening to a description from the teacher. This can be done in groups as well.

Stage 7 (5 mins)

The class will form groups of four and each group will have a picture to talk about. They will discuss within the groups and present to the whole class at the end. They will hold the picture and describe it to the class

SESSION 3 Aims, objectives and learning outcomes.

Activity 1. Look at the template of a lesson plan and name those sections that describe who, what, when, how and why.

	Grade:
	Level:
	Date:
	Time:

	Topic:			
	Aims:			
	Objectives:			
	Outcomes:			
	Procedure:			
	Timing	Activities	Materials	Grouping

Activity 2. A) Complete the collocations with either *aim* or *objective* and explain your reasons.

general _____, narrow _____, long-term _____,
 basic _____, specific _____, fundamental _____, short-term _____, ambitious _____, overall _____.

B) What do the statements refer to: aims or objectives?

1. They are not intended to be statements of what learners will learn or do, but rather over-arching intentions of the teacher.
2. They include learners' abilities and awareness the teacher intends to form or develop.
3. They spring directly from the overall goal and are statements of the specific things which the teachers of the course intend to achieve during the course.
4. They serve as broad purposes or goals.
5. They are like strategy.
6. They are like tactics.

C) Summarize the difference between aims and objectives.

Activity 3. Look at the following aims (A– E). Match them to the appropriate category (1–5).

- A to improve the clarity of spoken instructions
- B to enable students to acquire communicative skills in the foreign language
- C to practise speaking in semi-controlled situations
- D to construct short answers correctly; to use intonation appropriately
- E to raise students' awareness of different reading strategies

1. relates to the main aim of the lesson
2. relates to the procedures used to achieve the aim
3. relates to the aim of the whole course book
4. relates to the teacher's personal aims
5. relates to the quality of students' knowledge and actions

Activity 4. What components in competence development are the following learning objectives aimed at?

- Students will be aware of the difference between the singular and plural forms of English nouns.
- Students will be aware of the functions of the structure *to be going to*.

- Students will be able to greet in English.
- Students will be able to describe the weather in English.
- Students will be able to choose appropriate reading strategies.
- Students will be able to identify forms of the Infinitive.
- Students will understand the structure of an argumentative essay.
- Students will be aware of the ways of summarizing different texts.
- Students will be able to speak about their daily routine.

Activity 5. Read the following requirements, underline key words and summarize what functions objectives should perform.

1. Define specific results or competencies to be achieved in terms of skills, content mastery, attitudes or values.

2. Form the basis upon which to select or design instruction materials, content or techniques.

3. Provide the basis for determining or assessing when the instruction purpose has been accomplished.

4. Provide a framework within which learners can organize their efforts to complete the learning tasks.

Activity 6. Read the statements and explain what learning outcomes are.

1. They are the skills and knowledge which the students should be able to demonstrate by the time the lesson has been completed.

2. A less useful outcome would describe the understanding that students are expected to have developed, whereas a more useful one would outline how they can articulate, or demonstrate this.

3. Outcomes are knowledge, application and skill-based.

4. They are likely to be very narrow and specific.

5. They let the teacher know if the students reached the objective.

6. They give students and teacher clearer guidance on what skills will be assessed during or after the course.

Activity 7. Match the criteria of formulating learning outcomes with their descriptions.

	Criteria		Descriptions
1	Specific	a	closely related to the lesson and addresses a learning need of the participants
2	Measurable	b	clear when the outcome is to be demonstrated
3	Achievable	c	can be assessed in a numerical form or as yes-no check
4	Relevant	d	well-defined, expressed in positive terms, what should be covered and accomplished by participants is clear to everyone involved
5	Time-based	e	according to time and resources available, set with enough challenge but not out of reach

Activity 8. Evaluate the outcomes according to the above-described criteria. Say how SMART they are.

1. To present and practise vocabulary to talk about personality characteristics
2. Students will be better able to recognize and understand vocabulary on the topic “Halloween”.
3. Students will be able to produce the vocabulary on the topic both individually and in groups.
4. To read the text about gender differences and to discuss the difference between male and female brains.
5. Students will be able to compare the use of Present Simple and Present Continuous in communicative situations.

Activity 9. Match language material in focus and learning outcomes.

1	How old are you? – I am <i>eight</i> years old. <i>eleven / twelve / thirteen / fourteen</i>	a) By the end of the lesson the learners will ask and tell what they ate yesterday for dinner
2	– May I go to the library? <i>office / toilet / canteen</i>	b) By the end of the lesson the learners will ask and tell what sporting abilities they practise
3	– I’ve got a dog <i>cat / hen / fish / goat</i>	c) By the end of the lesson the learners will say the price of things
4	– What did you eat for dinner yesterday? – I ate <i>rice and curry</i> <i>bread / fish</i>	d) By the end of the lesson the learners will talk about their possessions
5	– What does your mother/ father do? – S/he is a <i>farmer</i> <i>housewife / driver / trader</i>	e) By the end of the lesson the learners will ask for permission to go to a specific place
6	– My house is big <i>small / white / brown</i>	f) By the end of the lesson the learners will ask and tell their age
7	– What’s the time now? – It’s <i>one</i> o’clock <i>two / three / four</i>	g) By the end of the lesson the learners will describe their house
8	– His/her hair is short <i>long / curly / black / grey</i>	h) By the end of the lesson the learners will ask and tell what their parents’ jobs are
9	– How much is this? – It’s <i>5 hryvnyas</i> <i>20 hryvnyas / 150 hryvnyas / 580 hryvnyas</i>	i) By the end of the lesson the learners will talk about the things they do every day and when they do them
10	– I get up at 6:00 – I have breakfast at 6:30	j) By the end of the lesson the learners will ask and tell the time

	<p>– I go to school at 7:30</p> <p>– I leave school at 14:00</p>	
11	<p>– Can you <i>play tennis?</i></p> <p><i>play badminton? swim? do karate?</i></p> <p><i>do the high jump?</i></p>	k) By the end of the lesson the learners will describe someone's hair

(Based on: Adrian Doff. (1988) *Teach English*, pp. 34–35)

Activity 10. Bloom's taxonomy of cognitive levels can be helpful in formulating learning outcomes that can be assessed. Use at least 3 examples of learning outcomes that presuppose each cognitive level.

	Level	Meaning	Learning outcome: students will...
1	Knowledge	Can students RECALL information?	
2	Comprehension	Can students EXPLAIN ideas?	
3	Application	Can students USE ideas?	
4	Analysis	Can students SEE relationships?	
5	Evaluation	Can students make JUDGEMENTS and support them?	
6	Creation	Can students combine ideas and CREATE a new entity?	

Activity 11. Formulate the aim, objectives and outcomes of the lesson below:

All about Me

1. Listen and read the new words and their definitions. Make some sentences with these words.

- | | |
|-------------------------------------|--|
| 1. elderly ['eldəli] <i>adj</i> | it is used as a polite word for "old" |
| 2. grizzled ['grɪzld] <i>adj</i> | it is used for "hair" that is grey or partly grey |
| 3. ruddy ['rʌdi] <i>adj</i> | red in colour, looking red and healthy (a person's face) |
| 4. slender ['slendə(r)] <i>adj</i> | slim |
| 5. chubby ['tʃʌbi] <i>adj</i> | slightly fat |
| 6. to resemble [rɪ'zembəl] <i>v</i> | to be similar to another person or thing |

2. Read the words and complete the table.

age	eyes	eyebrows	eyelashes	hair	nose	build	face	cheeks

These words can help you:

almond-shaped, angular, arched, big, blue, round, bushy, square, long, athletic, average, blonde, curly, dark, fair, rosy, grizzled, muscular, pale, ruddy, shining, short, slender, slim, strong, thin, wavy, short, broad-shouldered, thick, straight, oval, chubby, tall, snub, middle-aged, elderly, square-built, young, fly-away, green, grey, crooked

Speaking

3. Look at the pictures and describe these people. Use the adjectives from Ex. 2.



4. Work in pairs. Describe one of your classmates. Ask your partner to guess who this person is.

5. Work in groups. Look at the photos. Find the masters of the dogs. Give your reasons why you think so.



6. Work in pairs. Use the table from Ex. 2 and describe the people in the photos.

(Taken from *Burenko, V. English (Year 9): a textbook for the ninth form of secondary schools. Kharkiv: PH «Ranok», 2017. pp 92-93.*)

SESSION 4 Components of a lesson plan. Stages of a lesson

Activity 1. Sort out the components of the lesson as those that belong to heading and to procedure of the lesson. Comment on what each component means.

- location and time
- mode of interaction
- description of learners
- activity (type and instructions, keys)
- learning outcomes
- context
- aims
- materials
- warm-up
- objectives
- setting home assignment
- duration
- lead-in
- round up
- getting acquainted with the topic

Activity 2. Working in groups, define the purposes of each of the stages. Share your ideas with the whole class.

- warm-up
- getting acquainted with the topic
- lead in
- setting home assignment
- round up

Activity 3. Read the extract and underline the key words. Which tips do you find most useful? Why? Which pieces of advice are most difficult to follow in practice?

How should teachers mark the stages of a lesson?

If the teacher needs to provide variety, then clearly he or she will have to include different stages in his or her lessons.

When he or she arrives in the classroom, the teacher needs to start the lesson off. Where possible and appropriate, he or she needs to tell the students what they will be doing or, in a different kind of lesson, needs to discuss with them what they are hoping to achieve.

Teachers do not always explain exactly what they are going to do, however, since they sometimes want to maintain an element of surprise. But even in such cases, a clear start to the lesson is necessary just as a play often starts with the rise of a curtain, or a visit to the doctor starts when he or she asks you, ‘Now then, what seems to be the problem?’ or ‘How can I help you?’

When an activity has finished and/or another one is about to start, it helps if teachers make this clear through the way they behave and the things they say. It helps students if they are made clearly aware of the end of something and the beginning of what is coming next. Frequently, teachers need to re-focus the students’ attention, or point it in some new direction.

In order for such changes of direction to be effective, the teacher first needs to get the students’ attention. This can sometimes be difficult, especially when teachers try to

draw a speaking activity to a conclusion, or when students are working in groups. Some teachers clap their hands to get students' attention. Some speak loudly, saying things like, 'Thank you ... now can I have your attention please?' or 'OK ... thanks ... let's all face the front shall we?' Another method is for the teacher to raise his or her hand. When individual students see this, they raise their hands briefly in reply to indicate that they are now going to be quiet and wait for the next stage.

Finally, when an activity or a lesson has finished, it helps if the teacher is able to provide some kind of closure - a summary of what has happened, perhaps, or a prediction of what will take place in the next lesson. Sometimes, teachers find themselves in the middle of something when the bell goes, but this is unfortunate, because it leaves unfinished business behind, and a sense of incompleteness. It is much better to round the lesson off successfully.

(Adapted from *How to Teach English* by J.Harmer, 1998)

Activity 4. A) Explain the division of activities into:

- receptive, reproductive, productive, receptive-reproductive, receptive-productive
- skill-building and skill-developing
- drills (totally controlled activities), semi-controlled activities (guided practice) and communicative tasks

B) Could all types of activities be included into one lesson plan? Should they?

C) How can the teacher increase the communicative value of activities?

D) What do you think is meant by the term a communicative outcome activity?

Activity 5. One of the models for lesson planning is to ensure the presence of the steps according to the formula PIE-RRR (Prepare-Input-Explore-Recall-Retain-Reflect). Match the steps with the comments and give your opinion as to how useful that sequence will be for you.

	Steps		Comments
1	Prepare	a	Learning retention is significantly increased when students personalize and emotionalize the material.
2	Input	b	Teach self-testing – the best students know the value of reviewing early and often and self-testing their knowledge and skill acquisitions.
3	Explore	c	Both instructor and learner must constantly gather performance observations, and then reflect on improvement action steps.
4	Recall	d	Begin lesson planning with the end in mind, and devote time to learning warm-ups – this will save your and your students' time.
5	Retain	e	Present the content in visual, auditory, and hands-on learning experiences; reduce the complex to a simple yet accurate expression of the same knowledge.
6	Reflect	f	Your students learn the most in the least time when they are encouraged to explore the material using <i>their</i> preferred learning styles, intelligence sets, and modes of expression.

Activity 6. A good lesson plan involves consideration of more than just what is going to be taught and how it will be taught. Read the list of elements that also need to be thought about and group them under the categories below.

Sequencing	
Pacing	
Gauging difficulty	
Accounting for individual differences	
Monitoring learner versus teacher talk	
Timing	

1. Are activities the right length so that learners remain engaged and enthused?
2. Are all students actively involved?
3. Does the lesson allow a time for learners to interact, producing and initiating language?
4. If the lesson wasn't completed as planned, how can the next class be adjusted to finish the material?
5. Do the activities allow for learners of varying proficiency levels to receive extra attention they might need?
6. Are the instructions clear?
7. Are activities sufficiently varied so that learners remain engaged and enthused?
8. Do the activities move logically so learners are progressively building on what they already know?
9. Do the learners have enough skill and knowledge to do the planned activities?
10. If the planned lesson finishes early, is there a backup activity ready?
11. What is the balance between learner talk and teacher talk?
12. Are transitions between activities smooth?
13. Are different learner types taken into account?
14. Is the amount of time allotted for each part of the lesson sufficient?

Activity 7. Match the stages of a lesson with what happens at each stage. Mind that some actions can take place at several stages.

Beginning	
Middle	
End	

- Summing up
- Tuning-in
- Giving and receiving feedback
- Greeting
- Providing opportunities to form and develop communicative competence
- Setting and explaining home assignment
- Warming-up

Activity 8. Re-order the stages of a jumbled lesson plan. Suggest what the next lesson might be. Are all the stages named appropriately?

- Listening to the recording, answering questions and checking learners' answers.
 - Revision. Do you have Maths on Thursdays? English on Fridays?
 - Materials: Fountain Beginners, Unit 8; a tape-recorder
 - Telling learners what I do on Sundays. Asking some learners What do you do on Sundays?
 - Asking learners about each cartoon picture (avoiding present continuous) E.g. Where's Dan? Is Joe in bed?
 - Intro task. Match Joe and Dan to sentences a-p in the book. Do an example with a class picture: Dan –i and Joe – h.
 - Objectives: learners revise names of school subjects; learners practice intensive listening; learners revise present simple for everyday actions.
 - P.50 Class book. Introduce Joe (artist, glasses) and Dan (student) King. Cartoon shows what Joe and Dan do on Sundays (every Sunday).
- (Based on Green, C. and Tanner, R. (2004). Tasks for teacher education)

SESSION 5 Types of lessons. Problems in planning lessons and in implementing lesson plans

Activity 1. Methodologists distinguish three types of lessons: combined, integrated and testing. Brainstorm what each type is like and what the difference between them is.

Activity 2. Study the following examples and trace their integrative character. Define the skills that are integrated.

Example 1. Combine the following sentences with the description you have made in the previous activity so as to write a paragraph which is a continuation of a reading passage.

Example 2. Write out the following as complete sentences and then put them in an order which shows the correct sequence of directions for carrying out the experiment described in a reading passage

- Place two pieces metal in vessel*
- Connect two pieces metal – battery*
-

(taken from *Teaching Language as Communication* by H.G.Widdowson. OUP, 2008)

Activity 3. Analyse the following activities and say what opportunities for skills integration they offer.

- Listing
- Ordering and sorting
- Comparing
- Problem solving
- Sharing personal experience
- Projects
- Role-plays

Activity 4. Choose the activity type that you think has the biggest potential for an integrated activity, and formulate the instruction of this activity. Be ready to prove its integrated character. While formulating the instruction consider the following:

- The instruction includes a verb that denotes a visible action (~~recall~~, ~~think~~).
- The Imperative mood is used. (~~You should read...~~)
- The instruction is laconic.

Activity 5. Sort out the statements into benefits of integrated skills and challenges for the teacher in practicing integration.

- Learners are exposed to authentic language and are involved in meaningful activities.

- The language becomes not just an object of academic interest but a real means of interaction among people.

- It is difficult to refer a definite failure to a certain skill development problem.

- The learning of authentic content through language is highly motivating to learners of all ages and backgrounds.

- Indiscriminate use of skill integration may lead, for example, to learners writing in a manner more appropriate to spoken communication.

- Teachers are given the opportunity to track learners' progress in many skills at the same time.

- The reading text provides an example (a model) of the type of the text learners themselves should produce.

- The four skills integration requires a good understanding of discourse and the skills of using textbook flexibly.

- Skills integration provides continuity in teaching-learning/program because in this approach tasks are closely related to each other.

- Skills integration provides chances to know and redeploy the language learned by students in different contexts and modes.

- Skills integration requires readiness to implement the student-centered learning approach.

- Skills integration brings variety into the classroom, which enables teachers to enrich classroom instruction.

- Skills integration can also be time-consuming for it requires a lot of preparation to choose materials and design activities.

Activity 6. Identify problems in the following lessons:

a) The teacher explains at length, and at random, a number of different grammar points until the bell rings.

b) The teacher hasn't planned the lesson beforehand, so she opens the book and says: "Do exercise 1, 2, 3" etc.

c) The teacher wants to make the lesson fun, so does a whole series of lively, communicative activities, one after the other, then sets an essay.

(Adapted from TKT, Module 2)

Activity 7. Read the list of common mistakes in lesson planning and describe what their consequences might be.

1. The learning outcome does not specify what the student will actually do that can be observed (measured).

2. The preplanned lesson assessment is disconnected from the indicated objective.

3. The objective addresses not learning but the procedure.

4. The prerequisites (learners' competence needed to achieve the objectives) are not specified or are inconsistent with what is actually required to succeed with the lesson.

5. The materials specified in the lesson are irrelevant to the actual described learning activities.

6. The teacher's instruction is not efficient for the level of intended student learning.

7. The student activities described in the lesson plan do not contribute in a direct and effective way to the lesson objective and learning outcomes.

8. The activities do not build upon each other and there's neither explicit nor implicit bridging between them.

9. Activities are not developmentally appropriate for a given group of learners.

10. Procedure does not reflect appropriate pacing.

11. Timing is unrealistic.

12. Opportunities for organizing learners' reflection are neglected.

(Adapted from Bob Kizlik: www.philselfsupport.com/lesson_planning.htm)

SESSION 6 Evaluating lesson plans and analyzing lessons

Activity 1. Get acquainted with a guide for lesson plan evaluation. Make up a list of questions a teacher may ask herself/himself when evaluating a plan of hers/his.

A Guide for Evaluating Lesson Plans

- Objectives are clearly stated and realistic.
- Lesson content relates directly to the stated objectives.
- Learning outcomes are SMART.
- At the end of the lesson, the teacher will be able to determine if the objectives and learning outcomes were achieved.
- Learners are warmed up and led into the lesson.

- Connections are made between this lesson and previous lessons and prior knowledge.
- Lesson stages are logically sequenced.
- The material and the activities correspond to the learners' level of communicative competence and intellectual development.
- Necessary background information is elicited from learners or reviewed by the teacher.
- The unknown is explained by means of the known.
- Context is provided for introducing and practicing new language material.
- Learners are discoverers rather than receivers of information.
- Questioning and problem solving are used to guide the discovery process.
- Learners are given opportunities to do something with the new material: to rewrite, rethink or apply the information learned.
- Outcome activity/-ies is/are included.
- Home assignment is thoroughly explained. Examples are supplied, if necessary.
- Round-up includes summarizing, reflecting, giving and receiving feedback.
- The plan includes a means to review this lesson in the future.

Activity 2. Analyse a lesson plan designed by your peer then discuss it with the author. Be sure to give constructive feedback!

Activity 3. Here are some tips methodologists share with teachers as to implementing lesson plans and managing the learning process. Read them, explain in what way you understand them. Which one/ones do you find most useful?

1. Teacher must know what they would teach but start not where they are but where their learners are.

2. Teachers do not assume what learners know, but have some means for determining it.

3. Learners' interest must be aroused by what they might be interested in, not by what teachers themselves find interesting.

4. The language used as a medium between the teacher and learner must be common to both. The teacher should not speak above learners' heads.

5. Teachers should plan the ways to assess learners' understanding. The questions "Do you understand that?" and "Is everything clear?" are hardly ever useful for the purpose.

6. The test and proof of teaching done must be a reviewing, rethinking, re-knowing, reproducing and applying of the material that has been taught.

7. Learners should be given sufficient amount of time to reflect and to discuss.

8. Learners should be given help making real-world connections with the lesson.

Activity 4. Read the list of problems in implementing lesson plans and comment what consequences they can cause. Suggest how the situations could be avoided.

- instructions are not followed the way they were planned;

- instructions are followed but with poor results;
- activities take more time than planned;
- activities take less time than planned;
- students touch upon a question that was not anticipated or the teacher is not competent to answer;
- students point out to a teacher's mistake;
- there are reluctant students;
- there are problems with discipline;
- equipment necessary for an activity is absent.

Activity 5. There can be distinguished several objects of observation and analysis of the lessons. Match the name of the object with its most probable contents.

	Object of observation/analysis		Probable contents
1	purposefulness (orientation) of the lesson	a	types of interaction, their correspondence to the stages of the lesson and activities performed, learners' talking time compared to the teacher's talking time, motivating techniques etc.
2	lesson structure and content	b	classroom management skills, speech correctness and adaptive skills, use of authentic classroom English, quality of instructions, effectiveness of mother tongue use, ratio of TTT vs LTT etc.
3	level of the learners' active involvement	c	correspondence of the skill development level to the objectives, objectivity of assessment and motivating potential of the marks etc.
4	the teacher's behavior	d	topic, the place in the series of lessons, lesson type, objectives, outcomes and their appropriateness
5	lesson outcomes	e	stages of the lesson, their logical sequence, their correspondence to the objectives of the lesson; use of teaching techniques at each stage and their cost-effectiveness; ratio of drills, semi-controlled activities and communicative tasks; use of teaching aids and their cost-effectiveness; the value of materials and their correspondence to the learners' age, interests etc.

Activity 6. Watch a video of a lesson (or use one from your observation practice) and analyse it according to the suggested guidelines. Fill in the table.

Components of lesson design	Very effective	Effective	Not effective
Objectives and learning outcomes - Stated in terms of learners'			

<p>behaviour/learning</p> <ul style="list-style-type: none"> - Address the learning, not the activities 			
<p>Warm-up and lead-in</p> <ul style="list-style-type: none"> - Are relevant to the objective - May activate or build upon prior knowledge - Are creative and motivating 			
<p>Procedure</p> <ul style="list-style-type: none"> - Activities contribute to achieving the objectives - Activities build upon each other - Activities are bridged - Procedure is appropriately paced - Developmentally appropriate amount of time is allocated to each activity - Activities care for diverse types of learners 			
<p>Round up</p> <ul style="list-style-type: none"> - Is relevant to the objective - Learners are active participants - Evaluation is based on the evidence that objectives have been achieved. 			
<p>Materials</p> <ul style="list-style-type: none"> - Are appropriate to the learners' level and for the lesson objectives - Are sufficient to complete the activities - Are in learner-friendly form 			
<p>Learner interactions and reactions</p> <ul style="list-style-type: none"> - Grouping was varied and appropriate for the kind of activity - Learning was monitored and managed in all modes - Learners' talking time prevailed over 			

teacher's talking time - All learners were engaged in the lesson			
Teacher behavior and classroom language - Classroom management skills were appropriate to the stage of learning and age of learners - Teacher used little time on organizational matters - Sufficient scaffolding was provided. - Teacher's instructions were short and clear. - Teacher's talk was adapted to the learners' age and level of competence development - Teacher corrected learners' production according to the kind of errors and activity orientation.			
General impression			

(Adapted from: R. Chapel. Lesson planning and analysis, 2002)

A Sample of a Combined Lesson

Date:

Time:

Form:

Topic: Leisure

Subtopic: British teenagers' hobbies

Type of the lesson: combined (sub skill: vocabulary; skill: reading)

Aims: to introduce and practice vocabulary to the topic "..."

to improve the learners' abilities of scanning and contextual guessing

Objectives:

By the end of the lesson the learners

- will be aware of the favourite pastime activities of British teenagers;
- will be able to speak about different hobbies;
- will be able to understand the meaning of words connected with the topic while reading a text.

Learning outcomes:

By the end of the lesson the learners will

- demonstrate their ability to scan a text and find some specific information
- demonstrate their ability to guess the meaning of unfamiliar words from context

- make up short utterances using the words connected with the topic.

Equipment: "... Student's book" p 77; "... Workbook" p 51; whiteboard, a felt-pen, box, cards, tables.

Procedure:

Task	Time	Mode	Description	Materials
1. The beginning of the lesson				
Greeting	1 min	The whole class	Good morning, pupils! How are you today?	
Warm-up	4 min	The whole class	We are all very busy but we have some free time. What do you like to do then? For instance, I like knitting, and what about you? ...It's very interesting. I think we have learnt a lot about each other.	
Introducing the topic	1 min	B	Well, guys, today we are going to learn more about pastime activities. Besides, you'll have a chance to get to know some interesting facts about British teenagers' hobbies. But first, let's revise some vocabulary and practice some new units.	
2. The main part				
2.1 Vocabulary				
Revision and presentation	10 min	The whole class, individual	Look at the pictures and say what hobbies they depict. Great. Now let's have a look at some cards and try to guess new words. If necessary, I'll explain their meaning.	Pictures
Practice	5 min	In pairs	It was great! Now look at the card and match the new vocabulary units with their definitions. Work in pairs.	Cards
Production	8 min	In pairs	Can you think of situations where some of these words can be used? OK, in pairs make up mini-dialogues with the new vocabulary. Say at least two remarks each.	
2.2 Reading				

Pre-reading stage	3 min	The whole class	Remember I promised some information about British teenagers? It's time to read a text about their favourite pastimes. Scan the text on page 77 and find out what pastimes are mentioned and why they are favourites.	textbook
While-reading stage	5 min	The whole class	Now read the text again and guess the meaning of highlighted words. Explain it in your own words.	textbook
Post-reading stage	3 min	The whole class	Now answer the questions on page 78.	
Extra activity				
	5 min	The whole class	Compare the hobbies of British teenagers with the ones you enjoy. Are they similar? What are the differences?	
3. The end of the lesson				
Conclusion	1 min	The whole class	Well done! We have done a great job today. We have learnt some new words and now you may use them in your speech. Moreover, you have learnt a lot about different pastimes.	
HW	2 min	The whole class	At home you should work with the text at page 75 and ex. 1, 2 and 4. Besides, revise your vocabulary list for the whole unit.	
Giving marks	2 min	The whole class	You have worked very well today that's why your marks are ... Well, guys, thank you for your work! Good luck!	

A Sample of Integrated Skills Lesson

Date: 15.02.16

Time: 12.35-13.20

Form: 9

Topic: Technology

Subtopic: Crime on the Internet

Type of the lesson: integrated skills lesson (skills: listening, speaking, writing)

Aims:

- to form the learners' ability to speak about the role of the Internet, its negative and positive influence on people's lives;
- to extend the learners' knowledge of crimes committed using the computers;
- to develop the learners' ability to identify specific details while listening

Objectives:

By the end of the lesson the learners

- Net will be aware of benefits and drawbacks of the
- will be able to take part in the discussion about positive and negative things connected with the Internet
- will be able to infer information from the text for listening and use it in speaking

Learning outcomes:

By the end of the lesson the learners will

- demonstrate the ability to supply arguments pro and contra the influence of the Internet on people's lives
- speak about starting an Internet business and enumerate dangers of it
- write an advertisement for a new Internet business

Equipment: "Access 4 Student's book" p. 74, 76; "Timesaver intermediate listening" p. 42; "Timesaver Storyboard" p. 48, 49; blackboard; chalk; cards

Procedure:

Task	Time	Mode	Description	Materials
4. The beginning of the lesson				
Greeting	1 min	The whole class	Good morning, pupils! How are you today?	
Lead-in	4 min	Individual	Nowadays there are some countries where there is no Internet access. Can you imagine your life without the Net? Why?	A textbook "Access 4 Student's book"
Introducing the topic	1 min	The whole class	Do you know something about crime, which is committed using computers? And do you think that the Internet has only advantages? Today we are going to put everything right!	
5. The main part				
2.1 Listening				

Pre-listening	8 min	In pairs	<p>Well, guys, you will get a card with some questions. You will have a minute to discuss them in pairs. Remember the answers of your partners!</p> <p>Now we will check how attentive you are. Tell about your partner and the attitude to the Net revealed in answering your questions.</p>	A textbook “Timesaver intermediate listening”
While-listening	12 min	The whole class	<p>Now, you are going to listen to the dialogue between two people talking about starting an Internet business. Tick the statements that are true and try to correct the false ones. You have a minute to look through the sentences.</p> <p>You will listen to the recording one more time. While listening complete the sentences from the card.</p>	Ex. 2 p. 42, cards
Post-listening	5 min	In pairs	<p>OK, guys. Do you remember how Duncan and Kate got the money to start the internet company?</p> <p>Yes, Duncan decided to borrow it and Kate’s Dad could lend him some money. And do you know the difference between the words “to borrow” and “to lend”? Let’s look at the example and try to find out.</p> <p>Now, work in pairs. Think of a name for Duncan’s new company. Write a short advert giving customers information about it.</p>	Ex. 3 p. 42
Checking HW	1 min	The whole class	<p>By the way, do you remember that at home you had to write an essay about some pros and cons of using the Net? Now you may hand in your works. I will check them for the next lesson.</p>	

2.2 Speaking (dialogue)

Preparatory stage	5 min	The whole class	Guys, do you know that today there are a lot of crime on the Net? As you use it every day, you should be careful. To know more about it, look at the scrambled newspaper headlines A and B in ex. 2 p.76. Try to unscramble them (change the word order). Now think what each headline may mean (paraphrase).	A textbook “Access 4 Student’s book” Ex. 2 p.76
Mastering dialogue unities	3 min	In pairs	It was great! Now look at ex. 4. Let us read the dialogue in pairs. Choose the best headline for this dialogue.	Ex. 4 p.76
Mastering mini-dialogues	3 min	In pairs	Now imagine that you are hackers. Read the sentences in ex. 3 and create some responds to them connected with the crime. Act out mini-dialogues (not less than 2 remarks). You may use your vocabulary list to help you.	Ex. 3 p.76
Extra task				
Speaking	2-10 min	The whole class, individual	It is a well-known fact that computers have changed our lives greatly. With a help of a microchip we can communicate and use some information. Now, look at the pictures and make up a story. Each of you should tell a few sentences for each picture.	A textbook “Timesaver Storyboard” p. 48, 49
6. The end of the lesson				
Conclusion	1 min	The whole class	Well done! We have done a great job today. We have learnt about crime committed using computers. You have learnt how to make dialogues connected with breaking the law. And I’m sure that you are ready for creating your own dialogues.	

HW	1 min	The whole class	At home, you should make up a similar dialogue as we have read for the other headlines in ex. 2. Use the phrases from ex. 3 to help you. Moreover, remember to complete ex. 4, p.42.	
Giving marks	1 min	The whole class	You worked very well today that is why each of you will get a good mark. Well, guys, thank you for your work! Good luck!	

UNIT 4.3 ERROR ANALYSIS AND DEALING WITH ERRORS

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SESSION 1 Types of errors. Sources for making errors

Activity 1. Read the quotes and choose the one that is closer to your view of mistakes. Share your opinion with the class.

- Life discoveries are led by an acceptance of mistakes and efforts to correct them.
- A man's true education is achieved by learning from his own error.
- Success sits on a mountain of mistakes
- Making a mistake is the only way that you can grow.
- Error is human, perfection is divine! You are not God! Your mistake is normal.

So forgive yourself.

• Failure is your inability to recognize that you have made the same mistakes again. Making a mistake is normal; it turns abnormal when it's not recognized!

Activity 2. Mistake and error mean something that is done incorrectly or wrong. But are they synonyms? Discuss the issue in groups and give your opinion.

Activity 3. Sort out the characteristics that belong to errors and mistakes and define both notions.

- performance-based
- caused by the lack of knowledge
- may be repeated
- cannot be corrected by the learner
- accidental
- caused by tiredness
- can be self-corrected
- caused by lack of attentiveness

Activity 4. Make up a list of errors and mistakes you have recently made. Make a class survey and find out if there were any common ones. Define possible reasons for them.

Activity 5. Read four short texts that explain why language learners make errors and match reasons of errors (A-D) with their descriptions (1-4).

A.OVERGENERALISATION

B.MISLEARNING

C.INTERFERENCE

D.FOSSILISATION

1 _____ This is where faulty rules and forms, etc. become permanent fixtures in learners' language use, i.e., they keep repeating the same mistake and seem unable/unwilling to learn the correct version. A common example of this error is the omission of '-s' in the third person singular verb forms.

2 _____ These are similar to mistakes made by children learning their first language where knowledge or understanding is incomplete. For example, overgeneralising errors occur where learners learn a grammar rule and then apply it to more situations than it is appropriate in - e.g. using the -ed ending for irregular past tense verbs such as 'go' and 'see' (goed, seed).

3 _____ Language is complex and students may only partly learn new rules, forms, pronunciation, etc. Of course, misteaching also plays a part here - e.g. if a teacher does not present new language clearly and concisely, then it is more likely that learners will learn only partially.

4 _____ This is where learners transfer features of their mother tongue (L1) to the language they are learning (L2). For example, Ukrainian learners tend to drop an article before a countable noun in the singular, which is perfectly acceptable in Ukrainian, but wrong in English e.g. 'I've got pen' instead of 'I've got a pen'.

Activity 6. Refer to you list from Activity 4 and sort out the errors under the abovementioned categories.

Activity 7. A) Read the statement you can hear from some methodologists and comment on it.

Mistakes come from within a student, and it is not particularly the teacher's fault. Errors may be the teacher's fault.

B) Brainstorm what kind of fault is meant, e.g. insufficient practice.

C) Can you think of a case when a learner's error is not a fault of the teacher? Supply examples.

Activity 8. Working in small groups, make a poster explaining why a teacher should make an error analysis. Present it in a form of an action plan of how to make errors work for learners and not against them.

SESSION 2 Classification of errors. Factors that influence the decision to correct

Activity 1. Brainstorm of what kind of nature mistakes can be. Recall what it means to know a word or a grammar structure.

Activity 2. Study the following samples and define what is wrong with each of them.

1. How many years do you work in this office?
2. How long did you wait for me?
3. Where were you hurry?
4. I remember that I hadn't been eaten since morning.
5. practice [præk'tais]
6. comment [kə'ment]
7. furniture, demaged

8. He is read.
9. I want eat.
10. The dog was shake its head.
11. I did worked in the office yesterday.
12. He was more cleverer.
13. He don't have to wear a uniform.
14. She had its book with her.
15. What was doing your son?
16. I can borrow you my umbrella.
17. You mustn't do the homework for tomorrow as you are going to the museum with your class.
18. We helmet you our wishes.
19. Your time has come. (instead of *It's time to wake up.*)
20. Hall of expectation (instead of *waiting room*)
21. How do you do? – I am fine.
22. When I was meeting them in the yard they laughed.
23. Go to your office, please. (a secretary says to her boss)

Activity 3. Working in pairs, arrange the errors according to the scheme below.

Errors in meaning (wrong word or wrong grammar structure)	Errors in use (inappropriate in register, inappropriate contextually)	Errors in form		
		Pronunciation	Spelling	Grammar

Activity 4. Work with errors in form and supply examples to each sub-type.

Spelling errors

- missing letters
- writing extra letters
- breaking order of letters
- substituting letters

Phonological errors

- unclear pronunciation because of bad articulation
- mispronunciation because a wrong sound image is formed
- mispronunciation because of absence of sound-spelling correlation
- incorrect identification of sounds and / or sound sequences

Grammatical errors

- missing elements of a grammar structure
- using extra elements
- substitution of one grammar element by another

- wrong word order

Activity 5. Read the list of the main principles of managing learners' mistakes and explain what correction should look like nowadays.

- Correction is a guiding tool.
- Correction should be done positively.
- Correction should have a purpose.
- Correction should be done at the appropriate time.
- Correction should not necessarily be teacher-dominated.

Activity 6. A teacher who corrects all the time can possibly be described as an over-corrector. A teacher who corrects very infrequently can be described as an under-corrector. Although these are two extreme positions, they can be found in the classroom. What impact can they have on classroom practice? Sort out the possible consequences.

- teacher dominates the classroom and intimidates learners
- some learners may feel more relaxed, not afraid to express themselves freely
- some learners would like all their mistakes be corrected
- some learners who are risk-avoiders prefer the "security"
- knock-on effect with parents and administration may be positive
- correction strategy is influencing the accuracy of learners' speech
- for learners who are risk-takers, atmosphere is too rigid, straitjacket, demoralizing and demotivating
- a teacher may be viewed as incompetent and not doing the job properly
- for developing learners' fluency it is impeding as learners may feel inhibited by fear of making mistakes
- teacher talking time prevails over learners' talking time

Activity 7. To correct or not to correct? Get acquainted with some factors and explain how they may influence the teacher's decision.

- the type of activity (accuracy or fluency oriented, e.g. drilling a new structure or a role-play)
- the stage of the lesson (practicing or producing, doing communicative task)
- the kind of mistake – error or mistake (slip)
- the level of the learners' competence
- the stage of learning
- the number of learners making the mistake
- the frequency of the mistake
- the timing of the lesson
- external factors (e.g. the weather, the teacher's mood, etc.).

SESSION 3 Ways of correcting. Correction techniques. Correction and feedback

Activity 1. Working in pairs, describe your feelings when somebody corrects your performance. Do you like being corrected? What correction techniques do English teachers usually use while correcting your performance?

Activity 2. Match the descriptions of teachers' reactions with the metaphoric perceptions of their roles in each case.

1	L: My sister went on holiday with your husband. T: Not your, but her. L: Yes.	a	Reference book
2	L: My sister went on holiday with your husband. T: That's wrong. We've been practicing possessive adjectives for a year and you continue making the same mistake. Shame on you.	b	Partner
3	L: My sister went on holiday with your husband. T: What possessive adjective should be used? L: What? T: 'My sister' is the third person singular, feminine, so the possessive adjective to be used with the word 'husband' is 'her'.	c	Helper
4	L: My sister went on holiday with your husband. T: Good, but let's think about the word combination 'your husband'. Is it right? L: No... Her? T: That's OK.	d	Enemy
5	L: My sister went on holiday with your husband. T (in mocking horror): My husband? L (laughing): No, no, her husband.	e	Authority figure

Activity 3. Predict the learners' reaction in each case described in Activity 2. What signals does each way of correcting send? Is corrective feedback constructive or destructive?

Activity 4. Read the text about "Dos and Don'ts" in error correction and underline the key words. Then summarize the tips and describe the recommended code of behavior while correcting learners' errors. What piece/s of advice do you find most important?

Dos

- Be sensitive to your learners' needs and preferences. Ask the learners at the beginning of your course which kind of error correction they prefer. Many of them like being corrected immediately because they can still remember their mistake and learn from it, while others only want to focus on fluency.

- Be kind and patient in the way you correct. Always encourage learners to keep trying new language they've learned and assure them that making mistakes is okay. Promote a culture of learning from their mistakes as a positive thing.

- Give learners a chance to self-correct, or apply peer-correction in your classroom. The ability to correct themselves when they make a mistake is an important one for learners to develop. Encourage it and give them time to correct themselves – don't jump in immediately to correct them. Teachers can correct the learners endlessly but how will that help the latter when they go out into the big wide world – who will be there to correct them then?

- Be informative. Make sure that what you are correcting is genuinely useful. If a learner has accidentally mispronounced Mitsubishi while speaking about his holiday, let it pass, if it is not a lesson about car-makes. After all, there are only a limited number of vocabulary units people can learn in a day.

- Use visual cues. Sometimes, simply raising your eyebrow can help your learners realize that they've made a mistake and it gives them a chance to correct themselves. Establish your own gestures for common mistakes in tense, vocabulary, or sentence structure, such as pointing behind you to indicate a learner needs to use past tense.

Don'ts

- Don't over-correct every single mistake your learners make. Keep error correction relevant and make sure that learners benefit and learn from it. As they say, "Don't stop and throw stones at every dog barking at you. Be selective in your battles; do not make each problem a war".

- Avoid interrupting learners when they're making an effort to speak fluently. This can be very counter-productive and your students might lose their motivation or become hesitant to use the new language they've learned. Even on-the-spot correction doesn't mean that general social constructs cease to exist.

- Never scold learners, become loud, or show your impatience with angry facial expressions. There are no silly mistakes in the EFL classroom! This is especially important if you're teaching young learners, who easily pick up on moods and emotions.

- Don't make it about a person, make it about an error! As far as possible correct errors anonymously. Doctor them before writing the errors on the board. Involve the whole class in remedy work. It isn't important who made the mistake originally, the point is – can all learners correct it and learn from it?

Activity 5. Read the descriptions of situations and decide whether immediate (on-the-spot) correction or delayed correction of errors is more appropriate in them. Give your reasons.

1) Learners are trying to complete the activity together and are using the target language to communicate.

2) Learners are practicing the form of a particular grammar structure.

3) The learner is speaking but is not making sense.

4) The activity is a 'freer' practice of freshly learnt vocabulary or grammar, and the aim is to build fluency.

5) The learners are having a conversation together in the target language.

6) The learner requests a correction.

7) A learner is having a conversation with you or another student outside the lesson or outside of an activity.

8) The learner incorrectly uses a piece of the target language when giving a response.

Activity 6. 1) Jigsaw reading. Students A will read some materials from the Internet about the procedure of making on-the-spot correction. Students B will read some other materials from the Internet about the procedure of the delayed correction.

2) Students A and Students B will get into two groups. Each group is supposed to work out its recommendations and to present them to the whole class.

On-the-Spot Correction

How do we correct effectively 'on the spot?' Contrary to how I've seen some teachers behave (often in my own experiences as a student in high school), it is not about simply stopping the learner and preventing them from continuing until they fix the error. When a learner makes an error that requires 'on the spot' correction, it's important to try and follow the below process.

Wait for the learner to finish their sentence. Do not interrupt! Let the student finish their sentence before speaking up.

Respond to their sentence, or praise them in some way for their attempt. Some kind of response to the learner is crucial here, before you correct anything. Assuming they have made themselves understood, respond to them. If they've given you an opinion or information about themselves, answer in a way that you would when speaking naturally with a native speaker. This keeps learners motivated because they are making real, practical conversation and they understand that they have successfully got their information across in their L2.

Clearly and respectfully draw their attention to the error. There are many ways of verbal and non-verbal highlighting of errors. Generally speaking, a non-verbal indication is better to avoid repeating the error as this can lead to confusion. Using the example of a mispronounced word, you could choose to write the word on the board. Another method is to simply repeat up to the mistake, then gesture for the rest of the sentence. Whichever way you prefer, be sure to be clear and efficient at highlighting exactly where the mistake was.

Offer the learner the first opportunity to make the correction. As tempting as it often can be, the only time you should really be giving the learner the correct answer straight away is when the word or grammar structure is somewhat above their level or a little irrelevant to the current subject and you don't want to open a proverbial 'can of worms'.

Open the correction up to the class. If the learner can't correct themselves, offer the question to the rest of the class. As well as turning a mistake into a learning opportunity for everyone, if you regularly follow this method of correction the class will always be

listening to other learners when they speak, aware that they may be called upon to help with the corrections. This is invaluable for creating the right atmosphere in your classroom and is useful for maintaining concentration among larger groups.

Prompt them or give it to them. If they still can't give you the answer, there are two options. If you're certain that they should know the answer at this stage of the course, help them by giving them a prompt. This could be the first letter or syllable of a piece of vocabulary, or it could be a quick gap fill on the board. If, however, you're not convinced that they have ever come across the phrase before, you can now provide the answer.

Cover the meaning, pronunciation and form of the answer. Don't just think that giving them the answer is the end of it, however. Even if you managed to elicit the answer from the learner or a classmate, you have identified a gap in their knowledge that you should look to fill. With the class, clarify the meaning of the new language and drill the pronunciation. Make a note of the word on the board and include it in your vocabulary recycling later in the lesson.

In practice, these seven steps will probably take just thirty seconds or so, even if you have to cover them all.

Delayed Error Correction

What is delayed correction? In short, it's one of the best tools for nurturing fluency and confidence in your classroom. It is correcting mistakes without shyness or shame, and it can be a fun, engaging activity for the whole class to take part in.

Delayed Error Correction (DEC for short) is about making discreet notes when mistakes are made and returning to them later in the lesson to be corrected together. It should be a regular part of every language teacher's lesson structure, and should be used frequently to nurture fluency and allow learners to 'get on with it'.

So how do we do it?

Monitor the learners quietly throughout the activity. Delayed correction requires the teacher to carefully listen to the learners while they complete their pair and group tasks. Monitor closely enough to hear, but not so close that you become a distraction or a resource to ask for information. This is their moment to speak, and they should be free to train their fluency without fear of making mistakes.

Make notes of any relevant information. I hesitate to use the word 'mistakes' here. DEC isn't just about highlighting errors, although you should certainly be making notes of common issues or problems with target language from the lesson. DEC is about highlighting anything that may be useful or encouraging for the learners.

Choose the most interesting, relevant and important for your DEC stage. Using your list, at the end of the activity or lesson you should have a handful of different examples of good language use, areas that need to be worked on and hopefully some interesting new language.

Praise everyone, focusing on the examples of strong language use. Repeating and highlighting strong language use from a couple of learners reinforces to the class that the teacher is listening to them, and builds confidence in you as a both an educator and as a person. Make sure to be generous but sincere with your praise, and to spread it evenly amongst all the learners throughout the course.

Get feedback from a few learners who had interesting language to share. Use this opportunity to naturally focus on some of that interesting language you noted. For example, if one of the learners was using some vocabulary for local holiday traditions that you found interesting, or perhaps used an archaic turn of phrase where you'd like to offer a more colloquial or fun expression, elicit it from them and use the opportunity to start a quick class discussion about it.

Finally, look at the issues. By completing the previous two stages you have succeeded in treating your learners as individuals, praised and encouraged for their language use. Now, only after these stages, it is time to offer some correction. This should be done collaboratively; you should try and turn the mistakes into gap fills or write the sentences incorrectly and get the class to solve them in pairs. Giving learners the chance to solve their own mistakes promotes autonomy and self-correction, two things often lacking in many adult students due to their own experiences at school.

It's important here that you change any information in the answers that would identify the learner who made the mistake, even to themselves. It's discouraging to be singled out, so if someone used the wrong tense when talking about their sister, change 'sister' to 'brother' to suggest that perhaps it wasn't 'their' mistake.

SESSION 4 Correcting spoken errors

Activity 1. 1) The time and the way of correcting learners' errors depend on the type of activity. Sort out the following activities into accuracy oriented and fluency oriented and explain your classification.

- Describe your favourite food.
- Reproduce the text by heart.
- Read the text aloud.
- Discuss advantages and disadvantages of dieting.
- Listen and repeat.
- Look at the picture and guess what we are going to speak about today.

2) In what way will teachers' correction techniques differ in those activities?

Activity 2. Different gestures may be applied as correction techniques for spoken errors. The main point is that learners should know what those gestures mean and get accustomed to their teacher using them. Read the description of some gestures and guess their meaning. Add any other descriptions to the list if your teachers have used them.

- Pressing together index finger and thumb
- Pointing forwards
- Pointing backwards
- Making a cutting motion with index and third finger
- Hand circling
- Counting/wiggling the fingers on one hand

- Making a t-shape with fingers
- _____
- _____

Activity 3. In their research on oral corrective feedback in language classrooms, Lyster and Ranta (1997) have identified six types of oral corrective feedback. Match the type to its definition.

	Type of corrective feedback		Definition of the type of corrective feedback
1	recast	a	repeating incorrect phrase with emphasis on the error and rising intonation
2	clarification request	b	asking questions or making comments about the utterance
3	explicit correction	c	prompting the learner to self-correct by restating up to the point of error
4	metalinguistic feedback	d	saying something like “Huh?” or “I beg your pardon?”
5	echoing	e	restating what the learner said with the correct form
6	elicitation	f	telling the learner directly what was incorrect and giving them the correct form

Activity 4. Brainstorm any other ways a teacher may use. Think about some visual support and delegating responsibilities.

Activity 5. Read the following dialogues and define the correction techniques the teacher uses in each case.

1.T: Valia, who is a penniless man?
 L: A man which not has any money.
 T: No, no, a man who doesn't have any money.

2.T: Valia, who is a penniless man?
 L: A man which not has any money.
 T: Not 'which not has, but 'who doesn't have'. Repeat, please.

3.T: Valia, who is a penniless man?
 L₁: A man which not has any money.
 T: No, that's wrong... Vera?
 L₂: A man who doesn't have any money.
 T: Yes, that's right.

4.T: Valia, who is a penniless man?
 L: A man which not has any money.
 T: Oh, yes, a man who doesn't have any money. And who is a rich man?
 L: A man who has a lot of money.
 T: That's right.

5.T: Valia, who is a penniless man?
 L₁: A man which not has any money.
 T: (with rising intonation) Which?
 L₁: Who.
 T: That's right. Why not which?
 L₁: Because we are speaking about a person.
 T: Good. Anything else?
 L₁: (Silence)
 T: Can anybody help?
 L₂: Doesn't have.
 T: Good. Valia, repeat, please.

6.T: Valia, who is a penniless man?
 L₁: A man which not has any money.
 T: (indicates mistake by facial expression or gesture).
 L₁: A man which not has any money.
 T: Can anybody help?
 L₂: A man who...
 T: That's right. Anything else?
 L₂:...don't have...
 T: Not exactly. Anybody else?
 S₃: ...doesn't have....
 T: That's right. Everybody:...who doesn't have..
 Cl: ...who doesn't have...
 T: Again.
 Cl: ...who doesn't have...
 T: So, Valia, who is a penniless man?
 L₁: A man who doesn't have any money..

Activity 6. Working in groups, rank the correction techniques from most effective to least effective and give your reasons. You may think along the following lines: time spent (time-saving or time-consuming), physical involvement (teacher correction in communicating with one learner or involving the whole class), psychological involvement (in case of teacher correction/self-correction/peer-correction), attitude (more intimidating – less intimidating, feeling resentment, feeling good as they at last succeeded, etc.) or choose some other criteria.

Activity 7. Read the extract from the article about different researches into efficiency of correction techniques and highlight arguments the scholars give for and against some corrective feedback. Summarize them and outline some guidelines for correcting spoken errors.

In Lyster and Ranta' study (1997), recasts were both the most used error correction strategy and the least effective in leading to student uptake. Student uptake is the idea

that feedback leads to the student recognizing the presence of an error and attempting to make a repair. In fact, recasts (a correct restatement of the student's utterance) led to no uptake 69% of the time.

The other 31% of recasts led to an attempt of a repair, but none of these repairs were student generated since the teacher provided the correct form. Conversely, feedback identified as elicitation led to student uptake 100% of the time, which means the student always realized he made an error and possibly attempted to correct it.

Recasts and other types of feedback should not be abandoned as they can be useful. In a more recent study by Lyster, Saito, and Sato (2013), the researchers concluded that the most effective teachers use a variety of feedback techniques considering factors such as targets, context, student age, proficiency, etc. However, since elicitation is a less common yet effective strategy, we will focus today on how to use it in the classroom.

Elicitation is an oral corrective feedback strategy that:

- clearly communicates that an error has been made.
- helps the student locate the error.
- usually leads to an attempt at a repair.

How often should teachers give oral corrective feedback?

Generally, if a speaking activity is focused on communication, it stands to reason that errors which do not interfere with communication do not need to be corrected, while **errors that cause miscommunication should be corrected**. A teacher would not want to transform a speaking activity into a grammar activity by attempting to correct every error, which would be discouraging to students and probably impossible to accomplish.

Listen to the students. Are they all making the same error? If so, they need more modeling and input rather than corrective feedback. Is the error in a structure (or pronunciation, vocabulary, etc.) that has been practiced extensively? Maybe the students need more explicit forms of feedback.

So, the next time you hear a student makes an oral error that interferes with communication, and you're tempted simply to repeat the sentence with the correct form, try elicitation or another feedback strategy instead. A teacher can't have too many tools for giving feedback!

SESSION 5 Correcting written errors

Activity 1. Recall the factors influencing the choice of corrective techniques for spoken errors and brainstorm whether they would be mainly the same in correcting written errors. Are there any differences? Explain why.

Activity 2. Scholars single out two types of learners: those who like their written work to be as correct as possible and welcome all teacher corrections and those who use their written work "to test the boundaries" of the language and feel disappointed that the teacher has not appreciated it concentrating on the learner's errors. Find out what type you and your partner belong to. Working in pairs, discuss how a teacher can help both types of learners.

Activity 3. Modern scholars adhere to cognitive approach to error correction. Read the text about the principles of the approach and the tips the scholars give us to correcting written errors. Highlight the key points. Choose two or three key points that seem most important to you and explain why.

The focus initiated by the cognitivists is on intellectual analyses of the causes of errors and ways of dealing with them.

Principles of using cognitive approach to error correction are mainly as follows:

- the techniques involved in error correction would be able to enhance the students' accuracy in expression;
- the students' affective factors should be taken into consideration and the correction should not be face-threatening to the students;
- some scholars believe that teachers' indirect correction is highly appreciated.

So, how to use cognitive approach to correct written errors?

1. You should prioritize what you are correcting and grading. Do not focus only on grammar because students start to think that grammar is the only thing that counts in writing.

2. Don't forget to ask the student to edit it before you check the assignment in case they may have presentation, obvious spelling, punctuation, and capitalization mistakes because the student does not bother to edit and proofread his / her own paper.

3. Lower level learners in particular will have trouble finding the appropriate word and they need more modeling. Provide correct vocabulary choices.

4. Teachers should use consistent and standardized methods to indicate to their students the type and place of errors. Correction legends and lists of symbols often prove useful if the teacher first trains her students on their meaning and what is expected from the students when a certain symbol is used.

5. Written comments on content should be consistent. Teachers must use a set of clear and direct comments and questions, and also should familiarize students with these comments. These comments must address the strategies required to improve the essay and not just indicate what the teacher has found lacking or interesting.

6. When the learners make so many mistakes, it may be futile for the teacher to try to correct every error on the paper: it will be a waste of both time and effort for the teacher and very discouraging and unmanageable for the student. Sometimes the teacher should wait for the students to reach some level of fluency, then stress correctness.

7. It has been found that students who receive feedback and self-correct their mistakes during revision are more likely to develop their linguistic competence than those who receive no feedback and those who are not asked to do re-writes.

8. Conferencing is a particularly useful technique to show the learners the errors in their papers. Students can directly ask the teacher questions on the issues they have trouble with. At the same time, the teacher may check the students' meaning and understanding.

Activity4. Most teachers use correction codes, which can be written either above the mistake or in the margins. Working in pairs, discuss advantages and

disadvantages of this correction techniques. Share your opinion with the whole class.

Activity 5. Decipher what the signs mean and use the appropriate one in correcting the sentences below.

- | W | WF | VF | SP | P | WO | \?/ |
|-------------------------------|----|----|----|---|----|-----|
| 1. My speling is really bad. | | | | | | |
| 2. It's a house beautiful. | | | | | | |
| 3. The film was very bored. | | | | | | |
| 4. However we stayed home. | | | | | | |
| 5. He went to pub. | | | | | | |
| 6. It depends of the weather. | | | | | | |
| 7. She play the piano. | | | | | | |

Activity 6. A teacher can use various techniques to correct a piece of writing. Analyse the techniques written below finding their pros and contras and deciding what the teacher's choice may depend on. Which way do you prefer as a learner? Which one, if any, would you use in your teaching? Why?

- Underline mistakes in red and ask learner to do corrections.
- Underline mistakes and write correct versions.
- Use correction symbols and ask learners to try to correct themselves.
- Write notes and questions to guide learners to making corrections for themselves.

Activity 7. Read the extract from the article by Marek Kiczowski about scaffolding self-correction. Do you agree with the author that it is important? Why? Can you suggest some other ways for developing learners' skills of self-correction?

Ideally, we'd like our students to spot and correct the mistakes themselves. But this takes time and scaffolding. I usually first start with the symbols above the errors. This gives students quite a lot of guidance, as they know which word is wrong and what's wrong with it, i.e. that the verb is in the incorrect form. Once they get better and are able to correct, I underline the mistakes, but write the symbols on the margin next to the line rather than above the words. The next step is to remove the symbols all together and only underline errors. Then, you only indicate which lines contain errors, and perhaps how many there are. Finally, you can ask your students to find, for example 5 grammar mistakes and X number of misspelled words, etc. Of course, you don't always need to follow all the steps with all students. You'll see how quickly they're getting better at correcting and limit scaffolding accordingly.

Activity 8. Popular wisdom says that the main teacher's responsibility is their response-ability. How does it apply to correcting learners' written works? Make up a list of dos and don'ts.

UNIT 4.4 TESTING AND ASSESSMENT

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SESSION 1 Evaluation, assessment and testing. European standards. Types of assessment and principles of assessment

Activity 1. Working in groups, suggest your definitions of the notions “evaluation”, “assessment” and “testing”. Reconstruct their hierarchy. What can be evaluated and what can be assessed?

Activity 2. Comment on the functions of assessment explaining their meaning.

- Eliciting feedback
- Diagnostic function
- Correcting function
- Testing function
- Educational function
- Developmental function

Activity 3. Read the text and highlight the key points. Express your attitude to the author’s opinion.

Testing as a check on learning is essential. Teaching implies giving input and guidance, testing implies absence of teacher’s support and some kind of evaluation. One of absolutely necessary features of testing is **accountability**. As professionals, teachers should be able to provide learners, parents, institutions and society in general, with clear indications of what progress has been made and if it has not, why that is so. We should

be able to explain the rationale behind the way assessment takes place and how conclusions are drawn, rather than hiding behind a smoke screen of professional secrecy.

Assessment should be aimed at giving students a chance to show what they have learnt rather than to reveal what they have not learnt. Unfortunately, it is not always like that. Tests try to catch students out, and students feel alienated by the assessment because they have no other role in it but that of passive participants. For many learners in this situation, especially when task formats and criteria for grading the works are not informed beforehand, assessment may seem arbitrary and at times even unfair. Sometimes they get on with their teacher, sometimes they do not. Sometimes they are lucky and revise the right material for a test, sometimes they are unlucky.

To change this gloomy picture, we are to analyse tests that are used at schools and at universities, to speak about different test formats, to find out how to test effectively and integrate testing into teaching process, and last, but not least, - how to enlist the help and participation of both teachers and learners and use a co-operative approach. Rather than being motivated by the threat of examinations, students should start feel more responsible for their own progress.

Activity 4. Compare different types of assessment distinguished by who does it. Supply examples of each type and say when and what for it is used.

- Out of school authorities assessment
- Teacher assessment
- Peer assessment
- Self-assessment

Activity 5. No matter who does the assessment, it is conducted according to certain standards that are formulated in the Common European Framework of Reference for Languages (CEFR), the National Curriculum, Ministry recommendations etc. Recall what you learned about those official documents during the previous years of studies. Speak on the following points:

- when, why and by whom was the Common European Framework of Reference for Languages adopted;
- what levels of communicative competence development are defined in the document and how they are described;
- what is the correlation between the National Curriculum and the CEFR.

Activity 6. Read the extract from the article by Shannon Kennedy about CEFR levels and their significance. What possible uses of the scale does the author suggest? Do you share her opinion in all the points?

CEFR Levels: What They Are, Why They Matter, and How to Test Yourself

CEFR levels: what are they? And do they matter? In the language-learning community, we often hear other learners throw around certain terms when they're talking about their level in a language. "I speak German at a B1 level" or "I'm an A2 in

Russian.” But what do B1 and A2 mean? These descriptors are skill levels in the CEFR system and they’re used by language learners to measure their ability in a language.

What are the Different CEFR Levels?

The Common European Framework of Reference for Languages, often referred to as CEFR or CEFRL, is an international standard for working out your ability within a language. It was established by the Council of Europe and aims to validate language ability.

The six levels within the CEFR are A1, A2, B1, B2, C1 and C2. With these levels, you can easily work out your ability in around 40 different languages. The levels are often used casually by language learners to explain their ability at speaking, reading, writing and understanding a language. But there are also exams and certificates available to those who want to make their level official. Let’s first take a look at what the different levels are and what’s possible for you at each level.

The “A” Levels: Basic User

A1 | Beginner

At the A1 CEFR level, a language learner can:

- Understand and use very basic expressions to satisfy concrete needs.
- Introduce themselves and ask others questions about personal details.
- Interact simply as long as the other person speaks slowly and clearly.

A2 | Elementary

At the A2 CEFR level, a language learner can:

- Understand frequently used expressions in most intermediate areas such as shopping, family, employment, etc.
- Complete tasks that are routine and involve a direct exchange of information.
- Describe matters of immediate need in simple terms.

The “B” Levels: Independent User

B1 | Intermediate

At the B1 CEFR level, a language learner can:

- Understand points regarding family, work, school or leisure-related topics.
- Deal with most travel situations in areas where the language is spoken.
- Create simple texts on topics of personal interest.
- Describe experiences, events, dreams, and ambitions, as well as opinions or plans in brief.

B2 | Upper Intermediate

At the B2 CEFR level, a language learner can:

- Understand the main ideas of a complex text such as a technical piece related to their field.
- Spontaneously interact without too much strain for either the learner or the native speaker.
- Produce a detailed text on a wide range of subjects.

The “C” Levels: Proficient User

C1 | Advanced

At the C1 CEFR level, a language learner can:

- Understand a wide range of longer and more demanding texts or conversations.

- Express ideas without too much searching.
- Effectively use the language for social, academic or professional situations.
- Create well-structured and detailed texts on complex topics.

C2 | Proficiency

At the C2 CEFR level, a language learner can:

- Understand almost everything read or heard with ease.
- Summarize information from a variety of sources into a coherent presentation.
- Express themselves using precise meaning in complex scenarios.

When do the Different CEFR Levels Matter?

The CEFR is often used by employers and in academic settings.

You may need a CEFR certificate for:

- School admissions
- University course requirements
- Employment

A CEFR certificate is very handy for your CV or résumé, and they often don't expire.

That said, many language learners use CEFR levels for self-assessment so that they can more clearly define what they need to work on, and work out what they would like to achieve in their target language.

Aiming for higher CEFR levels are also a great way to make the transition from an intermediate learner to an advanced learner, and *Fluent in 3 Months* founder Benny Lewis has used exams in the past to force himself to improve and refine his language skills. If you're looking for an extra push or for a way to break through a plateau, a language exam could be an effective way to do it. Motivation in language learning *always* matters.

When do CEFR Levels not Matter?

Outside of the professional or academic realm, CEFR levels are not as important. They're really only necessary if you want to define where you're at with your target language. In a more casual language-learning environment, or when you're just learning languages because you enjoy them, then CEFR levels are just another tool to help with your language learning.

Sitting an exam requires a lot of study. If your goal is speaking a language, that time you spend reading, listening and writing to meet the exam requirements will be time you could have used to improve your speaking skills.

In the past I've done exams for German, French and Italian as well as the HSK exam for Mandarin Chinese. In preparation for all these exams, I had to study materials that were completely unrelated to my end goals for the languages.

So, if your language-learning goals do not align with the CEFR scale, and you don't need a professional qualification, then you can safely ignore it.

How do You Work Out Your CEFR Level?

There are a few ways you can work out your CEFR level. Many learners opt for self-assessment, using the descriptions I shared above to gauge where they're at. For those looking for something a little more formal, you have the option of taking an official examination or a free online examination.

It's worth noting that CEFR levels cover a variety of skills. A full CEFR exam typically measures skills in listening, reading abilities, speaking, writing, translating and interpreting. That's why some learners segment their abilities, for example stating that their listening in a language is at a B2 level but their speaking is only at a B1 level. Others just average out their abilities and say that they're at a B1 level overall.

Regardless of the exam you sit, language exams demand intensive study and are a great way to push your ability in a language to that next level.

(from <https://www.fluentin3months.com/cefr-levels/>)

Activity 7. There are certain requirements to assessment. Get acquainted with them and explain how you understand them.

- purposefulness
- representativeness
- objectivity
- regularity
- differentiation
- clarity of instructions

Activity 8. Match the types of assessment with their descriptions. Supply Ukrainian equivalents to them.

	Types of assessment		Descriptions
1	diagnostic	a	measures students' performance at the end of a certain period of study
2	formative	b	is aimed at finding out students problematic areas with the language and is given at the beginning of a course or when a new teacher starts conducting a course and wants to know where students and s/he stands
3	summative	c	feeds back into learning, gives learners information of their progress throughout a course, helps them to become more efficient learners

Activity 9. Brainstorm the objects of assessment in teaching English and the ways of assessing them. Then split into groups and make a poster with your ideas.

SESSION 2 Types of tests and test characteristics

Activity 1. There are several types of tests used with students of tertiary and secondary levels and described in pedagogical literature. Read the text and complete the table below.

Progress tests are used for continuous classroom assessment (formative assessment, formal assessment). They are aimed at finding out how well the students have grasped the material covered and achieved learning objectives. Quite naturally they must be short (not take much time from teaching and learning), they must be based on samples

from material covered (to be fair). They must check both knowledge and skills. If they were concentrated on knowledge only, some learners may think that this is the main aim in learning a foreign language (to know certain words and master grammar rules), while practice and production stages are not very important.

Diagnostic tests are used at the beginning of a new course or from time to time to find out problem areas and work out remedial activities. The content includes knowledge and skills but some sub-skills can be in focus as well, e.g. writing letters of complaint or skimming of leaflets. These tests are rather difficult to design since they are based on eliciting errors rather than correct answers or correct language.

Achievement tests are used for formal assessment at the end of the term or a year. The aim of them is to see whether the students have achieved the objectives set out in the syllabus and if they could be moved to a higher level (next form, next term, year etc). They are backward oriented. The tests are centered about skills and knowledge, the material covered within the period of study. Usually they are difficult to design and they put a lot of stress on both teachers and students. Besides, achievement tests must necessarily contain both easy and difficult tasks selected from the material learned.

Proficiency/qualification tests are used for summative and final assessment. They are designed to find out what students are capable of doing in a foreign language. Some international tests (Cambridge tests, TOEFL, GRE etc.) are of this kind. They are mainly forward-oriented. They are irrespective of any syllabus (or at least of any course-book like 'ZNO' – External Independent Evaluation) and include the material needed for professional work (University) or survival in all spheres of life (personal, educational and social). They are centered about knowledge and skills, sub-skills, functions, notions, behaviour. The tests must be communicative and reflect real life situations. It is usually very difficult to select material, to put in and to leave out. Proficiency or qualification tests put a lot of stress on students.

Entry/placement tests are conducted at some universities or language schools where streaming is practiced. They used to be conducted at all institutions of tertiary level. The purpose of the test is to select, to filter out the applicants and to place students into groups according to the language ability. It should be based on secondary school syllabus, test both knowledge and skills. Since it is to discriminate, entry or placement test must be difficult.

	Type of test	Aim	Type of assessment	Orientation	Focus	Level of difficulty
1	placement/ entry					
2	progress					

3	achievement					
4	proficiency					
5	diagnostic					

Activity 2. There are other classifications of tests: direct tests are opposed to indirect, discrete item tests to integrative ones, criterion-referenced tests to norm-referenced ones, and objective tests to subjective tests. Brainstorm what notions the terms denote.

Activity 3. What makes a good test good? Match test characteristics to their descriptions.

	Test characteristic		Description
1	practicality	a	consistent, under the same conditions and with the same students it should give similar results
2	reliability	b	positive or negative impact of testing on teaching
3	validity	c	not time-consuming to administer and check, practical in terms of physical resources, and not demanding too much of money
4	backwash (washback) effect	d	assessing what it claims to assess and not anything else

Activity 4. There are several ways to make tests more reliable. Comment on them and explain how they help to increase test reliability.

- uniform conditions of administration
- size of the sample
- convenient layout and legibility
- clear, concise and explicit instructions
- familiarity of tasks
- appropriate criteria of scoring known to learners

Activity 5. Read the extract and comment on the suggestions. Which of them do you consider most important?

Ways of achieving beneficial washback effect:

- Test the abilities whose development you want to encourage;
- Sample widely and unpredictably;
- Use direct testing (authentic tasks, the skills we are interested in fostering);
- Make testing criterion-referenced (Norm referencing is often used in public examinations but is not suitable for classroom testing).
 - Base achievement tests on the objectives of the course.
 - Always go over tests and their results with students (students should realize where they went wrong, what their strong and weak points are, and can think about what they need to do to get better results the next time).

In these ways results from formal tests can feed into learning and give students, as well as the teacher, vital information about both performance and progress.

Activity 6. Agree or disagree with the following statements.

- 1) Reliability and validity are constantly in conflict: the greater reliability of a test is, the less validity it has.
- 2) Proficiency tests are based on what has been taught.
- 3) Cramming for half a year before the exam makes our teaching exam-oriented.
- 4) Accurate information does not come cheaply, the more important the decisions based on a test are, the longer the test should be.
- 5) Placement tests are obligatory at tertiary level institutions.
- 6) Integrative tests are usually more difficult to mark than discreet point tests.
- 7) If it is possible on some occasion to misinterpret instructions, some candidates will certainly do that.
- 8) Progress tests measure students' ability on a language.
- 9) Objective tests are much better than subjective.
- 10) The influence of tests on teaching and learning is called their validity.
- 11) In criterion-referenced tests each candidate's performance is judged irrespective of the rest of the candidates.

Activity 7. Reflect on your experience of being tested as a learner. What types of assessment have you been subjected to? Who did the assessment? Did the tests always have all the characteristics of a good test? What were your feelings at the time?

SESSION 3 Test specifications. Different formats/test tasks

Activity 1. When a test is constructed, test designers have to write specifications that describe the test and make it possible for teachers to choose the appropriate test for their educational context. Match each section of specifications with its contents.

	Test section		Contents
1	test purpose	a	theoretical framework for the test
2	target audience	b	the time allocated to each section

3	test level	c	the number of words/ characters in the texts
4	construct	d	communicative skills and sub-skills to be tested (e.g. scanning or listening for gist)
5	recommended teaching materials (optional)	e	ways of scoring explained in detail, quantitative indicators and qualitative descriptors
6	papers	f	samples of written products and their grading, characteristics of oral production in each band
7	timing	g	what grammar/ vocabulary is tested
8	weighting	h	the degree of difficulty, the targeted level of competence
9	text-types	i	formats used in each section (e.g. multiple choice, matching, gap-filling etc)
10	text length	j	the type of test (progress, achievement, proficiency)
11	skills in focus	k	the kind of test takers (young adult, small children, students of the mathematical department, applicants, etc)
12	language elements in focus	l	instructions to test tasks
13	test tasks (techniques)	m	information about the input material, what texts are used (e.g. publicist, fiction, advertisements, menus etc)
14	item		the number of points that can be given per each task and section
15	rubrics	n	the number of sections
16	criteria for marking	o	suitable language course-books
17	descriptions of typical performance at each level	p	an individual question in a test that requires the candidate to produce an answer

Activity 2. Analyse a handbook of any internationally recognized test and find the corresponding sections of specifications. Are all the above-mentioned sections found in the handbook you have selected for the analysis? What else is included in the handbook? Why?

Activity 3. One of the most widely used test techniques is true/false. Sometimes the option “Not Stated” is added. What is it done for? Brainstorm if it makes learners’ life easier or more difficult.

Activity 4. Agree or disagree with the following statements.

1. Statements in the true/false activity shouldn’t be more difficult than in the original text.
2. The instruction may help students to find the number of the right answers.
3. All even numbers can be true and all odd ones false.

4. It is recommended that the same wording as in the text should be used.
5. The statements should not be ambiguous.
6. The chronology of the statements to the test in scanning or skimming can be broken.
7. The statements shouldn't be understood without understanding the text.
8. The task format can test not only receptive skills.
9. Scoring is reliable, economical and rapid.
10. Specially trained people can administer such tests.

Activity 5. Multiple-choice technique is one of the best known and seemingly simple in structure. Each item consists of a stem (a stimulus in form of a question or an incomplete sentence) and options (response alternatives). Wrong options are called distractors. However, multiple choice is also one of the most difficult to design correctly.

A) Reflect on your learning experience, share your ideas with your partner and suggest what can go wrong.

B) Read a list of recommendations for designing multiple-choice tests and comment upon them.

1. Each distractor must be plausible and attractive to learners, avoid absurd distractors.

2. Remember that your distractors should appear correct to any learners who are not sure of the answer.

3. Use distractors which will make learners infer the information from the text.

4. All the distractors should be written within the learners' range of proficiency and at the same level as the correct option.

5. Always make sure that each multiple-choice item has only one correct answer.

6. There should be enough context to understand the meaning of the sentence.

7. Avoid questions which can be based only on the learners' background knowledge.

8. Avoid items which only require learners to match words in the text.

9. Avoid distractors which do not relate to anything in the paragraph.

10. Make all the options grammatically correct if you use incomplete sentences in a multiple-choice item.

11. Avoid grammatical cues in any item.

12. Make your options approximately equal in length in the same multiple-choice item. Avoid making your right answer longer even if you want to make absolutely sure that it is correct.

13. Minimize the number of negatively stated items.

14. Avoid generalizing the correct option so that it has wider application than the distractors.

15. Avoid correct options that contain familiar or stereotyped phraseology.

16. Vary the position of the key for each item.

17. Avoid the options *all of the above* and *none of the above*.

18. Ensure each option independent of each other.

19. Avoid incorrect options which contain language or technical terms with which candidate may be unfamiliar.

20. If the stem is testing the definition of a word, put the word to be defined in the stem and make the options alternative definitions or meanings.

Activity 6. Analyse the items and say what is wrong with them. Use the recommendations above as guidelines.

1. We must do it to some foods before we eat them.
a. cook b. fry c. bake d. boil
2. According to the text, Kyiv is the capital of Ukraine and stands on the river _____.
a. Nile b. Amazon c. Dnieper d. Mississippi
3. If you make _____ with cheese, it will be pasta.
a. meat b. potato c. pancakes d. macaroni
4. Police are losing the fight against street crime. Violence, mugging and gun offences are all up and things could get worse. Shocking new police figures show robberies soared by 11 per cent between July and September last year, and muggings increased dramatically, during the same period, from 650 to 997.
a. The article states that police are losing the fight against street crime.
b. The article states that violent crime is gradually decreasing.
c. The article states that robberies increased by over 10 % last year.
d. The article states that the number of muggings has gone down.
5. *The Eat Right Programme* provides daily meal plans based on sound nutritional principles, personalised shopping lists, and professional advice, tools and support.
a. personalised support c. personal shopping lists
b. daily meals plans d. professional advice

Activity 7. Sort out the statements below into advantages and drawbacks of multiple-choice tasks.

- can test use of grammar and vocabulary
- cannot test speaking and writing
- there may be a gap between knowledge and use
- may include more guesswork than competence
- are cost-effective at a lesson
- do not require special skills to administer
- cheating is easy
- may be psychologically far from real-life situations
- can test reading and listening
- helps learners and teacher identify areas of difficulty
- can be used for graded learning

SESSION 4 Testing receptive skills

Activity 1. Working in small groups, brainstorm the test techniques that have been used to check reading and listening skills. Make up a list of formats.

Activity 2. A) Match the definitions with a correct word from the box. Use each word ONCE only. There are more words than you need.

paraphrasing	sequencing	multiple choice	gap-filling
limited production response		word attack	cloze
information transfer	problem solving	rubric	listing
multiple matching	text completion	item	finding references
topic identification	finding discrepancies		

1	Another term for ‘short or restricted answer’ task	
2	A task in which candidates are asked to re-write sentences so that the second sentence remains faithful in meaning to the original.	
3	A task in which the candidates may be asked to transfer information from a text to graphic form (chart, table, drawing, map etc).	
4	A task in which the candidate is expected to restore every nth word in a text	
5	A task in which candidates read the text, then listen to another version of it and list the differences	
6	A task in which candidates match the most appropriate title with the text	
7	A task in which candidates identify the meaning of linking words in the text (e.g. pronouns)	
8	An objective technique in which two sets of stimuli have to be matched against each other, e.g. matching paragraph headings to their corresponding paragraphs.	
9	A task format in which the candidate must choose the correct answer from a number of options only one of which is correct.	
10	A task in which candidates read the text, then listen to another version of it and complete the information.	
11	A task which requires putting parts of a text/ pictures into the correct order.	
12	Any type of item which requires the candidate to insert some words into spaces in a text. The response may be supplied by the candidate or selected from a set of options.	
13	A task in which candidates are to work out some solution inferring the information from the text	
14	A task in which candidates are asked to work out the meanings of a selection of highlighted or boxed words within the context of a text.	

15	A task in which candidates are asked to make lists of some group of words mentioned in the text (e.g. all the words referring to the topic “Weather”)	
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B) Illustrate at least 5 task types with examples from your course-books or school course-books.

Activity 3. Analyse some test tasks from the books used in the teaching and learning process in Ukraine. Use the following guidelines:

- the target audience and their competence level
- skills or language elements in focus (specify, please)
- task type
- advantages and disadvantages (refer to the previous sessions to revise those)

1 Reading (test) Time 30 minutes

A (2)	B (6)	C (4)	Total points (12)

Read two texts.

Summer Holidays

I always enjoy summer. Do you? In summer, I like to rest and forget about school. I don't have to get up early and I can see my friends any time I want. My holidays are usually with my parents. We go to different places in Britain and sometimes abroad. In Britain, I like to go to Devon, Somerset and Scotland – but my favourite place is Yorkshire. It has lovely countryside and fantastic old buildings. The only problem is the weather!

Last summer, I had two holidays. One was in Somerset, in a little village by the sea, and another one was in Naples, Italy. I went with my mother to Italy – by train! The journey took twenty-eight hours.

Patrick, 12, Britain

It's hot in the United States in summer. In Washington State, it doesn't rain very much but it still stays very green.

During summer we like to swim, lie in the sun, go camping, and spend nights at our friends' houses. We usually go somewhere with our parents. Last year we went to California for the first part of summer and then to Disneyland. We also looked at stars in Los Angeles. We met Nelly Furtado! After a rest, we went to Maine and Massachusetts with our mom, sister, and a friend. We stayed with our grandfather in Massachusetts, and then we went camping in Maine. We played on the beaches and went fishing.

Kate, 12, and Jane, 14, USA

(From: [https:// busyteacher.org/21001-summer-holidays.html](https://busyteacher.org/21001-summer-holidays.html))

A. Mark true (T) or false (F). Correct the false ones.

1. During summer Kate and Jane do different activities.

2. Patrick has a relaxing timetable in summer.
3. Last summer Kate and Jane travelled with their family and with a friend.
4. Patrick hates summer.

(2 points)

B. Answer these questions about Patrick. Write complete answers.

1. Why does Patrick like summer?
2. Who does he spend his holiday with?
3. What does he like and dislike about his favourite place?

(6 points)

C. Complete the sentences about Kate and Jane.

1. Kate and Jane like
2. They usually ...
3. In Los Angeles they...
4. Last year they ...

(4 points)

2 A Progress Reading Test Unit 1, pp.25-26

Topic: Family

Resources: 5th grade book by L. Kalinina and I. Samoylukevich

Instruction: Read the text and find if the statements are true or false.

Scoring method: 7 scores

Part 1: Describing Family Members

We are all individual in appearance, aren't we? We have different hair, eyes, noses, and lips. But young or old, we are all good-looking. Helen thinks so, too. That's what she writes about it in her letter.

Dear Mum and Dad,

How are you? I'm fine. Yesterday my English family had guests: Jennifer's parents came to see them. The whole family got together and we had a wonderful time.

Everyone looked so beautiful. Jennifer was in her nice black dress. Her husband, David, is very handsome. I like his beard and moustache.

Jennifer's parents are not old: though grandpa is bald, grandma is grey-haired, their faces are not wrinkled. I think they are young at heart.

The Collinses' elder child, Mike, is a teenager, he is thirteen. He is very good-looking with his slender figure, long legs and straggly hair. The younger child, Rosy, is only four. She is a sweet, plump girl with curly hair, rosy cheeks and a tiny little nose. She is everybody's pet.

I am sending you a funny picture of the Collinses. When we went for a walk in the evening, a street artist drew it for us.

I hope you will see who is who.

Write to me soon.

Love,

Helen

1. Yesterday Jennifer's parents visited Helen's English family.

2. Jennifer was in her blue dress.
3. The Collinses' elder child, Mike, is a teenager, he is thirteen.
4. Jennifer's parents are not old: grandpa is hairless, grandma is silver-haired, their faces are not wrinkled.
5. Helen thinks that Jennifer's parents are young at heart.
6. She refuses to send a picture of the Collinses.
7. She hopes that her parents distinguish who is depicted in the picture.

Keys: 1 – T, 2 – F, 3 – T, 4 – T, 5 – T, 6 – F, 7 – T.

Part 2.

Scoring method: 5 scores

Instruction: Answer the questions.

1. Who is the oldest member of the Collinses' family?
2. Who has a younger sister?
3. Who is the Collinses' elder child?
4. Who is young at heart?
5. How many years is Mike older than Rosy?

Keys:

1. Grandparents are the oldest members of the family.
2. Mike has a younger sister.
3. The Collinses' elder child, Mike, is a teenager, he is thirteen.
4. Jennifer's parents are not old: though grandpa is bald, grandma is grey-haired, their faces are not wrinkled. I think they are young at heart.
5. Mike is older than Rosy on 9 years.

3.

Age group: 10-11 y.o.

Level of language: A2

Purpose: to practice and improve learners' reading skills, to define knowledge gaps

Type of the test: diagnostic

Test

Preparation:

Match the definitions (a-h) with the vocabulary (1-8):

- | | |
|-------------------|---------------------------------|
| 1. a barbecue | a. has all the things you need |
| 2. countryside | b. big |
| 3. large | c. a higher floor |
| 4. fully equipped | d. opposite of city and town |
| 5. to escape | e. has a door from the bedroom |
| 6. en-suite | f. very expensive and nice |
| 7. luxury | g. a thing to cook food outside |
| 8. upstairs | h. to leave |

Reading text: Holiday home adverts

City flat

Beautiful two-bedroom city flat five minutes' walk from the cathedral. Fully equipped kitchen, living room with a large sofa and chairs, big TV and balcony. The balcony has space for four people to sit and gets the sun in the mornings, and the flat is light and warm. It has Wi-Fi and fast internet. The upstairs bedroom sleeps four people, with two double beds; the downstairs bedroom sleeps two in single beds. The flat is perfect for families and is near shops, bars and restaurants.

Farmhouse

Four-bedroom farmhouse in the countryside. All of the four double bedrooms are en suite with luxury shower and bath. Farm kitchen with barbecue, tables and chairs outside. Great for groups of friends. The supermarket is half an hour by car and you can take a train from the village into the city. Escape from normal life for a few days as we have NO INTERNET and you can only use mobile phones at the bottom of the garden!

Task 1

Complete the sentences using the words in the box.

GARDEN DOWNSTAIRS TRAIN KITCHEN
BALCONY FAMILIES OUTSIDE THIRTY

1. The _____ in the flat has everything you need.
2. Four people can sit on the _____ at the flat.
3. The single beds are in the bedroom _____.
4. _____ will love the flat.
5. At the farmhouse, you can have a barbecue _____.
6. It takes THIRTY minutes to drive to the supermarket.
7. If you want to go to the city, you can take a _____.
8. You can only use mobile phones in the _____.

Task 2

Put the words and phrases in the correct group.

HAS INTERNET	HAS FOUR BEDROOMS	IN THE CITY
FOR EIGHT PEOPLE	YOU CAN SIT OUTSIDE	NEAR THE SHOPS
	FAR FROM THE SHOPS	

1. The flat:
2. The farmhouse:
3. Both places:

Activity 4. Read the information that is delivered to the candidates sitting IELTS listening text. Comment on the composition of that (you may consult specifications in Session 3) and the reason the information is included.

Listening

30 Minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 10 minutes at the end of the test to copy your answers onto the separate answer sheet.

Use a pencil.

At the end of the test, hand in this question paper.

INFORMATION FOR CANDIDATES

There are four parts to the test.

You will hear each part once only.

There are 40 questions.

Each question carries one mark.

For each part of the test, there will be time for you to look through the questions and time for you to check your answers

Activity 5. Read the rubrics below and decide which listening skills are targeted in each test task.

1) *Listen to the conversation of the customer discussing hotels with the travel agent. For questions 1-4, write the name of the hotel next to the picture which matches the description you hear.*

2) *You are going to hear a short radio programme which gives information about suitcases. Before you listen, look at the questions below very carefully. For questions 1-5, fill in the missing information in the spaces.*

1. The main disadvantages of leather suitcases are that they are both _____ and _____.

3) *You are going to hear a runner describing the route he took round the city of Bristol. As you listen, mark the route which the runner took.*

4) *You are going to hear part of a local radio programme which deals with crime in the area. As you listen, tick any of the objects below which have been stolen.*

5) *Listen and answer the questions.*

1. How does Alan feel about having to leave his native country?

6) *Listen and answer the questions (1-5).*

1 Jonathan implies that e-book availability

- A is limited compared to printed books.
- B is determined by unknown factors.
- C is too dependent on technology.
- D is not influenced by individual publishers.

7) Listen to the interview. For questions (1-4) choose the correct answer (A, B, C, or D).

- 1 According to Carry, a good gift is likely to be
- A a music CD
 - B a book
 - C a cup
 - D a picture

Activity 6. Analyse the excerpt from the test in listening. Use the guidelines from Activity 3 and then fill in the table below the test.

Level B1

Listen to the text about a famous British museum. Complete the sentences below in a maximum of FOUR words as it is shown in the example (0).

The Jorvik Viking Centre

0. The text is about a famous British museum.

1. A visitor to York, England, will never forget _____.
2. Your adventure begins the moment you arrive _____.
3. Children travel in time in _____.
4. The traveler finally stops in York _____.
5. The Viking sailors are busy with _____.
6. The Viking family was cooking _____.
7. Near the river you can see _____.
8. After a day in the ancient city, you will have a thrilling _____.
9. You can enter the museum _____.
10. The ticket costs _____.

Score: 10 points

Tapescript

You are going to hear an advertisement for a famous British museum. First you will have 30 seconds to study the questions (0-5) below. Then you will hear the text twice. While listening, complete the sentences (1-5) in a maximum of four words. There is one example (0) at the beginning. After the second listening, you will have 30 seconds to finalise your answers. Start studying the sentences now.

The Jorvik Viking Centre

A visit to the Jorvik Viking Centre in York, England, is an experience you'll never forget.

Your adventure begins the moment you arrive at the museum door. Children can put on costumes for their journey into the past before getting into the magic timecar that takes you back in time!

As you travel in time, you'll see characters from the past showing you what life was like all those years ago. Finally, you arrive in the year of 948 AD, a time when Vikings lived in the city of York. Experience the sights, sounds and smells of York a thousand years ago!

You can ride around the busy market and along the narrow streets. On your way down to the river, you can look inside a small, dark house. A Viking family are preparing their evening meal. You can even smell what's cooking! Then, go down to the river to take a close look at a Viking boat. You can watch the fishermen bringing in their fish and listen to the Viking sailors singing their songs!

After a day at the museum, you will feel as though you really did travel back in time! It's a thrilling experience that you should not miss if you ever visit York.

The museum is open daily, except Sundays, from 9 a.m. until 5 p.m. The entrance fee, for adults only, is five pounds.

Test component	Fault	Recommended improvement
Rubric		
Text title		
Items		
Keys		

Other comments: _____

SESSION 5 Testing productive skills

Activity 1. Working in groups, recall the test techniques used for testing listening and reading. Can any of those be employed for testing writing and speaking? Why? Do any tests done on paper test writing as a communicative skill? And do any tests conducted orally test speaking as a communicative skill?

Activity 2. Writing tests can be divided into three groups according to the stage of writing. Match each type (1-15) to the group.

	Groups	Types of tests
A.	PRE-WRITING	
B.	GUIDED WRITING	
C.	FREE WRITING	

1. Testing micro-skills (spelling, punctuation, capitalization)
2. Sentence expansion (adding adjectives, adverbs, phrases and clauses)
3. Writing notes
4. Dictocomp
5. Writing summaries
6. Coping (e.g. making sentences with the help of the substitution table)
7. Building a paragraph from its outline (topical sentence)
8. Sentence combining (e.g. indicate cause, result, addition. Use but, therefore, and etc.)
9. Writing advertisements
10. Gap filling
11. Writing letters (different kinds)
12. Writing after some cues (pictures, notes, diagrams)
13. Sentence reduction (cue words used)
14. Follow up writing (e.g. Read the letter and write a reply or Read the beginning of the story and write its possible continuation)
15. Writing essays

Activity 3. Read an extract from “Assessing writing for Cambridge English qualification: A guide for teachers” and answer the following questions:

- 1) What writing formats are used in A2 Key for School exam?
- 2) What advice is provided as to the process of preparation for the test?
- 3) What should the learners get aware of while preparing for the test?
- 4) What kind of assessment is recommended?

It takes time and practice to develop good writing skills, and part of this development is regular formative assessment. Teachers can do this assessment, but learners can also assess their performance for themselves.

To prepare for the A2 Key for Schools exam, learners should:

- have plenty of practice reading and writing the kinds of texts they will see in the exam – for the writing tasks, this means emails, short notes and short stories;
- have chances to practise exam tasks with clear time limits and word limits, just like in the real exam;
- make sure they can write clearly so that examiners can read their answers easily.

They must also understand:

- what the examiner wants to see in their writing;
- their own strengths and weaknesses;
- how they can improve any areas of weakness.

The key to this understanding is regular, effective assessment. It's a good idea to combine teacher assessment, peer assessment and self-assessment during an exam preparation course. This makes lessons more interesting. It's useful for learners to write for, and get feedback from, different readers, for example, their teacher and their classmates. A different reader will notice and give feedback on different things.

Activity 4. A) Match the points Cambridge English examiners consider when marking a piece of work to statements expressing positive or negative evaluation on each point.

Content	+	
	-	
Organisation	+	
	-	
Language	+	
	-	

- The structure of the writing is clear. The order of the ideas is logical.
- The mistakes make it difficult for the reader to understand the work.
- The candidate did not include everything they were asked to. They have written something irrelevant.
- It is difficult for the reader to follow. It is organised in a way which is not suitable for the task, like beginning an email with a title.
- The candidate answered the question. They have done what they were asked to do.
- There is a good range of vocabulary and grammar. Language is used accurately.

B) Read the explanation the guide supplies as to using the points in question. What is the consequence for assessors?

Some learners are stronger in one area and weaker in another area. For example, maybe they include all the points in the question (Content) but they also make frequent grammar and vocabulary mistakes (Language). In the exam, they will receive a separate mark (or band) for each subscale, from 0 to 5. That way, learners can see their areas of strength and weakness in all three of the assessment categories.

Descriptors are detailed notes to help examiners and teachers use the assessment subscales effectively to evaluate and grade a learner's writing. Descriptors for Bands 1, 3 and 5 indicate what a candidate is expected to demonstrate at lower, average and higher levels of ability.

For example, if a candidate scores Band 5 for Content and Band 2 for Language, this means that they answered the question well, but that the grammar or vocabulary was not very accurate. If a candidate's overall band score is 3 or higher in the A2 Key

for Schools exam, this shows that their ability is at least CEFR A2 level. Bands 1 and 2 show that the learner's ability is below A2 level.

Activity 5. The Guide provides some tables that help the teacher to interpret the bands. The table below describes bands within the area "Content". Match the descriptions to their interpretation.

Content

Band	Content	Band	What does it mean?
5	All content is relevant to the task. Target reader is fully informed.		The writer included something that wasn't necessary or related to the task. The writer clearly didn't understand something in the task. (For example: a Part 7 task asks the candidate to 'write the story shown in the pictures', but instead they wrote a different story.)
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed .		The writer wrote about a different topic. The writer did not provide information on all of the points.
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.		The writer included everything that the task required them to include.
0	Content is totally irrelevant. Target reader is not informed.		The writer included practically all the information required by the task.

Activity 6. Get acquainted with the criteria to assess writing in ZNO. Working in pairs, assess a learner's piece of writing according to these criteria.

КРИТЕРІЇ ОЦІНЮВАННЯ ЗАВДАННЯ ВІДКРИТОЇ ФОРМИ З РОЗГОРНУТОЮ ВІДПОВІДДЮ (ВЛАСНОГО ВИСЛОВЛЕННЯ) З АНГЛІЙСЬКОЇ МОВИ СЕРТИФІКАЦІЙНОЇ РОБОТИ З АНГЛІЙСЬКОЇ МОВИ ЗОВНІШНЬОГО НЕЗАЛЕЖНОГО ОЦІНЮВАННЯ 2020 РОКУ

Зміст і мовне оформлення власного висловлення оцінюють за сімома критеріями (a1, a2, a3, b1, b2, c та d), як викладено в таблиці 1.

Таблиця 1

Критерії	Змістовий вияв і композиційне оформлення критерію	Бали
Змістове наповнення (опрацювання умов, зазначених у ситуації)	a1 – перша умова	
	Умову опрацьовано повністю, надано розгорнуту відповідь (щонайменше два поширені речення)	2
	Умову лише згадано, надано коротку відповідь	1
	Умову не опрацьовано й не згадано або переписано текст з умови	0

	зошита сертифікаційної роботи	
	a2 – друга умова	
	Умову опрацьовано повністю, надано розгорнуту відповідь (щонайменше два поширені речення)	2
	Умову лише згадано, надано коротку відповідь	1
	Умову не опрацьовано й не згадано або переписано текст з умови зошита сертифікаційної роботи	0
	a3 – третя умова	
	Умову опрацьовано повністю, надано розгорнуту відповідь (щонайменше два поширені речення)	2
	Умову лише згадано, надано коротку відповідь	1
	Умову не опрацьовано й не згадано або переписано текст з умови зошита сертифікаційної роботи	0
b.	b1 – логіка викладу та зв'язність тексту (наявність з'єднувальних елементів у тексті)	
Структура тексту та зв'язність:	Текст укладено логічно й послідовно. З'єднувальні елементи забезпечують зв'язок між частинами тексту на рівні змістових абзаців, а також окремих речень в абзацах.	2
b1 – логіка викладу та зв'язність тексту (наявність з'єднувальних елементів у тексті);	У тексті є сполучники сурядності та підрядності, слова-зв'язки, вставні слова тощо, ужиті доречно	
b2 – відповідність письмового висловлення заданому формату (приватний чи офіційний лист)	Логіку викладу частково порушено. З'єднувальні елементи між частинами тексту на рівні змістових абзаців та окремих речень в абзацах є частково або вжиті недоречно	1
	З'єднувальних елементів немає, робота складається з набору речень	0
	b2 – відповідність письмового висловлення заданому формату (приватний чи офіційний лист)	
	Стиль письма повністю відповідає вимогам до висловлень заданого формату. У письмовому висловленні використано відповідні лексичні та граматичні одиниці. Письмове висловлення оформлено відповідно до правил написання та оформлення, прийнятих у країнах, мова яких вивчалася. Наприклад, у приватному листі використано неформальний стиль, для якого є характерним приватний тон, а також уживання прямого звернення до адресата; використання імені, а не прізвища; скорочень і відповідних форм привітання та прощання тощо. У листі є:	2
	<ul style="list-style-type: none"> • привітання (greeting) – відповідно до вимог оформлення приватного листа; • вступ (opening remarks) 	

Увага! 102

Увага!

Якщо у вступі дослівно переписано умову письмового завдання, оцінка за цей критерій – 1 бал.

• **основна частина (main body)** обов'язково структурована за

	Стиль висловлення, ознаки відповідно до формату тексту частково відповідають меті написання, є порушення основних вимог	1
	Ознаки відповідно до формату тексту не відповідають меті написання висловлення або їх немає.	0
с. Використання лексики: – лексична наповнюваність; – правильність уживання лексичних засобів	Продемонстровано достатній словниковий запас (використано різноманітні лексичні одиниці) для вирішення заданої комунікативної ситуації. Можливі лексичні помилки (максимум три), що не впливають на розуміння написаного	2
	Продемонстровано недостатній словниковий запас (використано одноманітні лексичні одиниці) для вирішення заданої комунікативної ситуації. У роботі є лексичні помилки (більше ніж одна), що спотворюють зміст висловлення, або лексичних помилок більше ніж три .	1
	Через велику кількість лексичних помилок зміст висловлення незрозумілий.	0
d. Використання граматики: правильність уживання граматичних засобів	Робота не містить помилок або є помилки (максимум вісім), що не заважають розумінню написаного, крім грубих помилок на: <ul style="list-style-type: none"> • уживання числа й особи в дієслівних часо-видових формах; • порушення порядку слів у реченні; • уживання інфінітива (у реченнях на зразок <i>he must come; I have to come; he wants to win</i> тощо); • уживання числа іменників. <i>Якщо серед восьми помилок є помилка, що відповідає хоч одному з перерахованих вище мовних явищ, оцінка за цей критерій – 1 бал</i>	2
	У роботі є помилки, що заважають розумінню написаного або значна кількість помилок (дев'ять і більше), у тому числі грубі, що не заважають розумінню написаного.	1
	У роботі велика кількість помилок, що унеможливають розуміння написаного	0

Увага!

1. Якщо учасник зовнішнього оцінювання отримує **0** балів за всі критерії **а. Змістове наповнення (a1, a2, a3)**, то всю роботу оцінюють у **0** балів.
2. Якщо учасник зовнішнього оцінювання отримує **0** балів за критерій **с. Використання лексики** або критерій **d. Використання граматики**, то всю роботу оцінюють у **0** балів.
3. Якщо учасник зовнішнього оцінювання отримує **0** балів за **один** із критеріїв **а. Змістове наповнення (a1, a2, a3)**, то за критерій **с. Використання лексики** роботу оцінюють в **1** бал.
4. Якщо учасник зовнішнього оцінювання не приступав до виконання завдання, власне висловлення вважають ненаписаним і всю роботу оцінюють у **0** балів.

A sample of a written work to assess

You've got a letter from your English pen-friend in which he/she wrote to you about his/her future plans. He/she wants to become an actor/actress and your friend is sure that this profession will give him/her an opportunity to become famous and make a lot of money. Write a letter to your pen-friend in which tell him/her

- about your thoughts regarding his/her career plans and what you are going to do after leaving school

- how you prepare yourself for your future profession
- what you think is necessary to be successful in your future job

Write a letter of at least 100 words. Do not use your real name or any other personal information. Start your letter in an appropriate way.

Dear Emily,

I am sorry I haven't written for such a long time but I was very busy with my exams. How are you? I like your choice to be an actress. And I know that you are very talented and you'll become a famous actress.

As for my plans I always wanted to be a singer. You know that I love singing. But unfortunately I often have a sore throat, and the doctor said that it was impossible. So I decided to be a teacher of English. I study English and German and this is what I like as much as singing.

To be ready for my future profession, firstly, I listen to English songs and watch English movies. Secondly, I learn words when I'm walking along the street or even cycling. But the most important thing is language practice. I try to speak native speakers if I have such an opportunity wherever I am.

If I want to be a successful teacher I have to be communicative. Moreover I must love children and love to work with them and, of course, I have to understand children's behavior.

Hope to hear from you soon. Drop me a line, please. And give my regards to your family.

Best wishes,

Anna

Activity 7. Analyse some test formats for assessing speaking. Working in groups, speak about their advantages and drawbacks. Possible formats:

- picture description
- interaction based on a jigsaw activity (different pictures, diagrams, tables, etc.)
- interviews
- live monologues (talks on the topic/ situation)
- collaborative tasks /discussions

Activity 8. Rank the following criteria employed to assess speaking from most important to least important and explain your reasons.

- Interactive communication
- Fluency
- Accuracy (pronunciation/ grammar/ vocabulary)
- Relevance to the topic(situation)/ problem-solving
- Discourse management

Навчальне видання

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