

TITLE OF THE COURSE

Методика навчання англійської мови

LECTURER

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DEPARTMENT

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| 4 ects | 40 / 80 auditorium hours (contact time) / self-study | Final Test assessment form |
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COURSE STATUS

compulsory for students of the EP «Secondary Education. English Language and Foreign Literature» (specialty 014.02 «Secondary Education. English Language and Foreign Literature»)

PREREQUISITES

To know, understand and be able to use in practice the basic concepts of English linguistics including phonetics, phonology, morphology, syntax, semantics and pragmatics as well as foreign language teaching methodology covering approaches, methods and techniques. The acquisition of these linguistic and methodological concepts is ensured by the successful completion of the educational disciplines «Practical English Language Course», which provides knowledge of the English sound system, word formation, sentence structure and language use; «General Linguistics», which introduces the fundamental concepts and analytical methods of linguistics; «Age and Pedagogical Psychology», which gives insights into theories of children development, learning and motivation: understanding psychology and how people acquire knowledge, skills and mental abilities is also important; and «Pedagogy», which focuses on both the theoretical and practical aspects of the teaching and learning process across different educational settings and learner populations, and enhance the quality and effectiveness of education. The methodology examines how to teach English in a way that aligns with other technological subjects. It also considers how speech and educational psychology can help shape lesson planning and activities. By connecting insights from various sciences to the actual learning process, the methodology aims to develop its own principles. These principles seek to explain how students learn English, what patterns emerge, and how knowledge can be effectively shared with learners. The goal is to provide clear guidance for instructors based on educational research findings. A solid grounding in these disciplines will prepare students (new pre-service teachers) for studying English Language Teaching Methodology and applying linguistic and methodological knowledge to the teaching of English as a foreign/second language.

ANNOTATION

English Language Teaching Methodology is the study of practical techniques and principles for teaching English as a second or foreign language. It draws from applied linguistics, language acquisition theory, education, and instructional design to develop effective methods and practices for English instruction. Areas of focus may include curriculum development, lesson planning, classroom management strategies, assessment approaches, the use of technology in language teaching, and evaluation of various teaching methods such as communicative language teaching, content-based instruction, task-based language teaching, and others. The goal of English Language Teaching Methodology is to understand how to

best facilitate the learning of English reading, writing, listening and speaking skills in diverse cultural and educational contexts.

The discipline is aimed at achieving program learning outcomes of the EP «Secondary Education. English Language and Foreign Literature»:

- PLO1 – put into practice knowledge of linguistic, psychological, didactic foundations of teaching English and foreign literature and ways of forming students' competencies;
- PLO2 – able to draw up lesson notes of various types, including those for distance learning;
- PLO3 – choose pedagogical technologies, teaching methods and techniques, as well as testing methods in accordance with the goals and tasks of training and control, taking into account the specific pedagogical context;
- PLO4 – evaluate the effectiveness of educational materials and know how to adapt them to a specific educational context;
- PLO5 – able to carry out intercultural communication and overcome intercultural barriers on the basis of knowledge of peculiarities, values inherent in the cultures of the countries of the languages being studied, as well as knowledge of worldview principles, mental characteristics and ontological characteristics of Ukrainian culture;
- PLO7 – demonstrate foreign language communicative competence in accordance with the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) (LLP B2/C1 in the target language) in all types of oral and written communication;
- PLO8 – prove with specific examples the connection between sections of linguistics and units of different levels of the language system, explain language and speech material, know how to use dictionaries of different types him-/herself and teach students;
- PLO9 – analyse, comment, summarize and translate texts of various styles and topics, demonstrating lexical, grammatical and stylistic competence;
- PLO10 – able to critically process sources and carry out independent scientific research, including using empirical methods;
- PLO11 – demonstrate the ability to critically evaluate domestic and foreign educational experience, own educational and professional research activities and build a strategy for self-development and professional self-improvement.

INTERDISCIPLINARY

English Language Teaching Methodology is highly interdisciplinary, drawing on and connecting to theories and knowledge from pedagogy, ethnopedagogy, general and age psychology, age physiology, school hygiene with the basics of medical knowledge, ethnopsychology, linguistics, psycholinguistics, history and culture of English-speaking countries, methods of educational work, methods of teaching foreign literature, etc.

GOALS OF THE COURSE

To help students learn how to teach English effectively in secondary schools, develop students' knowledge and skills in teaching English, as well as general skills like communication, learning new technology, self-reflection, and lifelong learning; focus on building relationships with others and promoting inclusion, health, and innovation, and teach how to organize one's work, evaluate lessons, and adapt teaching methods to achieve the goals of the New Ukrainian School system.

CONTENT OF THE COURSE

| MODULE 1. UNDERSTANDING LEARNERS AND LEARNING | |
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| <i>Aims</i> | <ul style="list-style-type: none"> • to raise students' awareness of psychologically favourable conditions for language learning and acquisition; • to develop students' understanding of second language acquisition and learner autonomy in language learning |
| <i>Learning outcomes</i> | <p><i>you should demonstrate the ability to:</i></p> <ul style="list-style-type: none"> • reflect on their own language learning process; • identify ways of encouraging acquisition in addition to learning in the classroom; • give recommendations to a group of learners on how to plan, organise and take control of their own learning; • reflect on their learning on the module. |
| Unit 1.1. Unlocking the Mind: Psychology in Language Learning | |
| <i>Objectives</i> | <p><i>by the end of the unit, you will be aware of:</i></p> <ul style="list-style-type: none"> • key issues and research findings in language learning psychology; • cognitive and affective factors facilitating students' second language learning; • different types of motivation and their role in the second language learning process; |

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| | <ul style="list-style-type: none"> individual language learner types, learning preferences, multiple intelligences and learning strategies; the correlation between age and second language learning; Bloom's Taxonomy of Learning Domains and its possible implications for language learning and teaching; <i>and will be able to:</i> relate theories in educational psychology to the practical issues of language learning and language teaching. |
| Multipurpose lecture (2 hrs) | Affective factors in language learning |
| Practical training (seminar) (2 hrs) | Discussion: <i>Cognitive and age factors in language learning</i> . Read the text and fill in the table. Work in pairs and compare your ideas. Presentations on Assigned Articles. Add to Teaching & Learning Journal. |
| Multipurpose lecture (2 hrs) | Learner types. Learning styles. Multiple intelligences. |
| Practical training (seminar) (2 hrs) | Group work (collaborative learning activities performed by small groups of students): <i>Bloom's Taxonomy</i> . Read the introduction to Bloom's taxonomy and match the levels to their descriptions. Work in groups: analyse Mia MacMeekin's infographic on Bloom's taxonomy in verbs : select and write down the verbs, which are typically used in teaching a foreign language; share your ideas with others. |
| Practical training (seminar) (4 hrs) | Jigsaw learning (covering different aspects of a topic; sharing your knowledge with peers): <i>Learning strategies</i> . Analyse the taxonomy of learning strategies . Depth of study: read the information about the nature of surface learning, deep learning and strategic learning; mark the key differences between surface learning and deep learning with 'S' (surface learning) and 'D' (deep learning); work in pairs and compare your answers. |
| Resources (course texts) | <p><i>*Item recommended for your reading:</i></p> <ol style="list-style-type: none"> Brown, H. D. (2000). Human Learning. Cognitive Variations in Language Learning. Personality Factors in Principles of Language Learning and Teaching. Longman. San Francisco State University. Gardner, R. (1985). Social Psychology and Second Language Learning: the role of attitudes and motivation. Edward Arnold Publishers. Krashen, S. D. (2002). Attitude and Aptitude in Second Language Acquisition and Learning in Principles and Practice in Second Language Acquisition. University of Southern California. Oxford, R. L. (1990). Language Learning Strategies: What Every Teacher Should Know. Heinle & Heinle Publishers. *Richardson, C. J., and Lockhart, C. (1997). Focus on the learner in reflective teaching in second language classroom. Cambridge: Cambridge University Press. *Williams, M., and Burden, R. (1998). Psychology for Language Teachers. Cambridge: Cambridge University Press. <p><i>Additional readings**.</i> We will upload additional selected articles or chapters into MOODLE (e-course page) or provide printed copies in class throughout the course. Some of these additional readings are assigned, and others will be optional or choice (resource, background) readings.</p> |
| <p>Informal education*</p> <p><i>*here and there are links to these courses according to the topic of the Module</i></p> | <ol style="list-style-type: none"> This online course, «Using Educational Technology in the English Language Classroom» is provided by Iowa State University, as part of the Online Professional English Network (OPEN) Programme. The U.S. Department of State and FHI 360 are in charge of administering this program, which receives funding from the American government. This online course, «Integrating Critical Thinking Skills into the Exploration of Culture in an EFL» is provided by World Learning, as part of the Online Professional English Network (OPEN) Program. This program is sponsored by the U.S. Department of State with funding from the U.S. government and administered by FHI 360. This one-hour online live professional development interactive session «AE Live 19.2 - Choices, Choices, Choices: Strategies for Student Choice in the Classroom», hosted by American English for Educators, is represented by Elena Andrei, who will share several practical, engaging ideas for effectively implementing student choice. |
| Unit 1.2. Cracking the Code: Second Language Mastery | |
| Objectives | <p><i>by the end of the unit, you will be aware of:</i></p> <ul style="list-style-type: none"> the notion of SLA, similarities and differences between L1 acquisition and L2 learning; SLA factors and their potential for second language learning and teaching; SLA hypotheses and their possible application to teaching and learning; |

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| | <ul style="list-style-type: none"> • SLA mechanisms (input, intake and output); • the ways of creating an environment for SLA in the classroom; <i>and will be able to:</i> • identify ways of encouraging SLA in the classroom. |
| <i>Multipurpose lecture (2 hrs)</i> | Distinction between acquisition and learning. Factors affecting SLA. |
| <i>Practical training (seminar) (4 hrs)</i> | Task-based learning (complete specific tasks, focusing more on the task itself than on the language used): <i>Hypotheses about SLA. SLA mechanisms.</i> Work in pairs: The Natural Order Hypothesis. Compare your sequence with the one suggested by your partner. Compare your sequence with the one suggested by Stephen Krashen's Five Hypotheses of Second Language Acquisition . Watch the video that comes with the excellent book «The Practice of English Language Teaching» by Jeremy Harmer, and answer the questions. |
| <i>Multipurpose lecture (4 hrs)</i> | Interlanguage and SLA. |
| <i>Practical training (seminar) (4 hrs)</i> | Project work: <i>Ways of encouraging SLA in class.</i> Create an infographic illustrating all the possible ways of surrounding yourself with English you can think of. Present the results of your work to other students. |
| <i>Resources (course texts)</i> | <p><i>*Item recommended for your reading:</i></p> <ol style="list-style-type: none"> 1. Bolitho, R. (1991) Place for Second Language Acquisition in Teacher Development and in Teacher Education Programmes. PUB DATE 91 NOTE 12 p.; In: Sadtono, Eugenius, Ed. Language Acquisition and the Second/Foreign Language Classroom. Anthology Series 28; see FL 021 883.PUB TYPE Reports Evaluative/Feasibility (142) Speeches /Conference Papers (150). 2. Bowen, Tim. Teaching Approaches: Task-Based Learning. Methodology: The World of ELT. One Stop English: Macmillan Education Limited. 3. Ellis, R. (1994). The Study of Second Language Acquisition. Oxford University Press. 4. *Gass, S. and Selinker, L. (2008). Second Language Acquisition: An Introductory Course. Taylor & Francis e-Library. 5. Herschensohn, J. and M. Young-Scholten (2013). The Cambridge Handbook of Second Language Acquisition. Cambridge University Press. 6. Krashen, S. (1982). Principles and Practice in Second Language Acquisition. University of Southern California. 7. Loewen, Sh. (2013). Introduction to Instructed Second Language Acquisition. Taylor & Francis. 8. Saville-Troike, M. (2006). Introducing Second Language Acquisition. Cambridge University Press. 9. Robertson, K., & Ford, K. Language Acquisition: An Overview |
| <i>Informal education*</i> | <i>*see Unit 1.1. (Informal education).</i> |
| Unit 1.3. Empowering Learners: Fostering Autonomy | |
| <i>Objectives</i> | <p><i>by the end of the unit, you will be aware of:</i></p> <ul style="list-style-type: none"> • the concept, principles and theories of autonomy; reasons for the development of learner autonomy; key elements and levels of learner autonomy; • psychological attributes of autonomous learners; • their own learning strategies and learning preferences, their strengths and areas to work on; <p><i>and will be able to:</i></p> <ul style="list-style-type: none"> • help learners to develop learning autonomy and autonomous learning strategies; • use methods and techniques for fostering learner autonomy (pair work, cooperative learning) in class and beyond the classroom. |
| <i>Multipurpose lecture (2 hrs)</i> | Learner autonomy: notion, elements, levels |
| <i>Practical training (seminar) (2 hrs)</i> | Discussion: <i>Conditions for developing autonomy.</i> Work in small groups: Discuss how the factors can influence learners' readiness for autonomy. Guided reading: Work in groups of 3. Read the texts (Student A - text 1, Student B - text 2, Student C - text 3) and identify conditions that are needed for developing learner autonomy. Take notes. Share your findings with your partners and complete the mind map about conditions for learner autonomy. Work in pairs: Think of the conditions for developing autonomy you would like to experience in the course of methodology, grammar or General English and suggest possible ways of their implementation. Discuss your suggestions with the teacher and other students. |
| <i>Multipurpose lecture (4 hrs)</i> | Factors influencing learner autonomy. |

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| <p><i>Practical training (seminar) (4 hrs)</i></p> | <p>Microteaching (practice short lesson sequences in front of your peers, with some peers acting as learners): <i>Autonomy beyond & in the classroom</i>. Presentation on critical perspectives: «What kind of autonomy support your schoolteachers provided and what impact that had on your learning». Watch the video «Learner Autonomy across the border from theory to practice» and single out the practices the teacher uses to foster learner autonomy. Share your observations and give feedback to the whole group. Work in groups: create a 'bank' of teacher practices, which support learner autonomy in the classroom. Present the results of your work to the rest of the group in any format you find appropriate. Work in small groups: look through teacher's practices to foster learner autonomy in the classroom, work out headings for grouping these practices and organize them. Present the results of your work to other students.</p> <p>Workshop (teacher-facilitated, student-centred learning involving hands-on activities). Work in small groups: make a list of things a learner can do to develop his/her skills in English out of class. Work as a whole group and compare your lists. Take notes of the things you have not mentioned. Work in pairs: discuss what you usually do to learn English out of class and what you would like to try. Work in pairs: choose the skill (reading, writing, speaking, or listening) you think you need to work on harder. Share your ideas with a partner mentioning the skill and the reasons why you need to develop it. Make a list of recommendations for your partner to develop this skill beyond the classroom. Explain why you think your recommendations are helpful. Work in pairs and discuss each other's recommendations. Select the most effective ones you would definitely implement. Work in groups: create a 'bank' of teacher practices, which foster learner autonomy beyond the classroom. Present the results of your work to the rest of the group in any format you find appropriate.</p> |
| <p><i>Practical training (seminar) (2 hrs)</i></p> | <p>Module control 1 (tests).</p> |
| <p><i>Resources (course texts)</i></p> | <p><i>*Item recommended for your reading:</i></p> <ol style="list-style-type: none"> 1. Benson, P. (2001). Teaching and Researching Autonomy in Language Learning. Pearson Education. 2. Burkert, A., Dam, L. and Ludwig, C. (2013). Language Learner Autonomy in Practice. In A. Burkert, L. Dam and C. Ludwig (Eds). The Answer is Learner Autonomy: Issues in Language Teaching and Learning. (pp. 96-169). Candlin & Mynard. 3. How do you change from being a sage-on-stage to a guide-on-the side? [Blog post]. DynaMind eLearning. 4. *Nunan, D. (2003). Nine steps to learner autonomy. 5. *Scharle, A. and Szabo, A. (2000). Learner Autonomy: a Guide to Developing Learner Responsibility. Cambridge: Cambridge University Press. 6. Warren, A. (2019). Encouraging learner autonomy. In Focus. Bringing the World to the Classroom and the Classroom to Life. National Geographic Learning. 7. Yuonesi, M. (2012). Autonomy in Language Education. Humanising Language Teaching, 4. |
| <p><i>Informal education*</i></p> | <p><i>*see Units 1.1.-1.2. (Informal education).</i></p> |
| <p><i>Self-study (80 hrs)</i></p> | <p><i>Create a portfolio (professional profile) containing the following items:</i></p> <ul style="list-style-type: none"> • a personal account of your own language learning experience; • a reflective report on key learning points. <p><i>Item 1.</i></p> <p>Compose a reflective narrative (between 250 and 300 words), detailing your personal language learning journey. In this account, address aspects such as motivation, self-esteem, learning preferences, learner strategies, and the various stages of interlanguage development. Additionally, reflect upon the extent to which your proficiency in English has been the product of structured learning versus natural acquisition.</p> <p>Your submission will be assessed based on the following <i>criteria</i>:</p> <ul style="list-style-type: none"> • meeting the task requirements (number of words, deadline met); • evidence of the ability to reflect on the learning experience; • coherence of writing. <p><i>Item 2.</i></p> <p>Compose a reflective narrative (up to 300 words) highlighting the three to five key takeaways from <i>Units 1.1-1.3</i>. Elaborate on their significance and</p> |

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| | <p>relevance to your prospective teaching role and your future students. Your submission will be assessed based on the following <i>criteria</i>:</p> <ul style="list-style-type: none"> • adequate coverage of key points; • appropriate word count; • adherence to the deadline, • Evidence of relevant reflection. |
| <i>Survey (questionnaire)</i> | Correspondence of the content of the discipline and teaching methods to the expectations and needs of higher education students |
| <i>Final assessment</i> | Final test on the Educational Portal of MSU (MOODLE) |

TEACHING METHODS

TBL, creative/critical thinking, project methods, work in pairs/groups, teamwork, working out discussion questions, presentations on critical perspectives, teaching & learning journal, portfolios, guided reading, jigsaw learning, microteaching, workshop

TYPES OF EDUCATIONAL ACTIVITIES

AUDITORY HOURS (contact time)

- 8 lectures (16 hours)
- 12 practical trainings (seminars) (24 hours)

TYPES OF EDUCATIONAL ACTIVITIES OF A STUDENT

- attendance and listening to 8 lectures, consolidation, application, repetition lecture materials and assessment (22 hours);
- discussion on critical perspectives and conditions for learning, classroom observation, and exploring TESOL resources during 12 practical classes (22–24 hours);
- activity design and delivery (8–10 hours)
- designing 1-2 article presentations/presentations on critical perspectives on individual topics and presenting them during practical activities (8–10 hours);
- collective project public protection during practical classes (2 hours);
- performing a written modular test during a practical class (2 hours);
- teaching & learning journaling during practical classes (2-4 hours);
- participation in workshop, practising short lesson sequences in front of peers, with some peers acting as learners (4-6 hours).

SELF-STUDY

- working out the issues submitted for self-study, as well as proposed informational and educational and methodological support in preparation for 12 seminar classes (volume 186 pages) (36 hours) (PLO1-PLO5, PLO7-PLO11);
- performance of 3 individual practical tasks (short lesson sequences design and delivery) (3x3=9 hrs) (PLO2-PLO4);
- teaching demonstrations.

Objective: To observe experienced English teachers conducting lessons and analyse their teaching techniques. This will help you develop your own teaching skills before leading your own classroom.

Tasks: Observe 3 teaching demonstrations at your school led by mentor teachers. The demonstrations should cover different subject areas and grade levels. Take detailed notes on the lesson plans, teaching methods, classroom management strategies, student engagement techniques, and other aspects of the lessons. After each observation, reflect on the strengths and areas for improvement you observed in the teacher's practice. Consider how you can incorporate effective strategies into your own teaching. Analyse how the teachers adapted their instruction for different student needs and maintained an inclusive classroom environment. Note any teaching approaches you want to avoid or would modify, and explain your reasoning. Compile your observations, reflections, and analysis into a written report. The report should summarize your key learnings from each demonstration. Meet with your cooperating teacher or university supervisor to discuss your report. Reflect on their feedback and suggestions. Present the results of your work to your group in any format you find appropriate (35 hrs) (PLO1-PLO5, PLO7-PLO11).

EDUCATIONAL POLICY

1. The higher education applicants' academic integrity is a crucial need for achieving the learning outcomes of the academic discipline and receiving a satisfactory grade in both the current and final assessments.

Applicants in the field of education are expected to adhere to academic integrity, which includes the following:

- completing educational tasks independently, including tasks for ongoing and final assessments;
- citing sources of information when using ideas, developments, statements, or information;
- following copyright and related rights laws;
- providing accurate information about one's own scientific or creative work, including research methods and sources of information used.

According to paragraph 3.4 of the [Code of Academic Integrity of Mariupol State University](#), applicants in higher education may face the following consequences for violating academic integrity:

- repeated assessment of their current, final control, assessment, exam, etc.;
- additional scrutiny of all works authored by the violator;
- loss of tuition fees provided by MSU;
- issuance of a reprimand with documentation in the offender's personal file;
- expulsion from MSU;
- other consequences as outlined by current legislation and local regulations of MSU.

2. The higher education student is entitled to challenge the process and outcomes of control measures as outlined in the [Regulations on the Organisation of Control and Evaluation of Study Success of Higher Education Applicants at MSU](#).

3. Survey participation. Upon the conclusion of the academic semester, individuals will be requested to complete an anonymous questionnaire pertaining to the calibre of instruction in the studied academic field. Completing the questionnaire is crucial for enhancing the educational process and the internal quality assurance system of MSU education. It will enable us to assess the effectiveness of the teaching methods used and consider the applicants' feedback on enhancing the content of educational disciplines.

Non-formal and/or informal education. An individual seeking recognition of their achievements in non-formal education applies to the dean's office of the faculty where the relevant academic discipline is taught. The application requests recognition of the results obtained in non-formal education for the entire academic discipline, including content modules and practical tasks, specifically for applicants of higher education. The enrolment process follows the Procedure for recognising learning outcomes achieved through non-formal and/or informal education.

REGULATIONS ON EVALUATION

Evaluation scale for academic discipline: up to **100 points**.

| Activity | Points (100) |
|--|--------------|
| Lectures (8*2) | 16 |
| Practical trainings (seminars) (12*4) | 48 |
| Self-study | 20 |
| Modular test (1*10) | 10 |
| Science (publications, conferences, participation in the research topic of the department) | 6 |

Additional points for current performance are awarded for learning results obtained in non-formal and/or informal education (certificate courses, participation in trainings, workshops on designing English language teaching, developing "hard & soft" students' skills, lesson planning & aims, methods and approaches in ELT, ELT methodology, skills and systems, English teacher development, etc.)—up to **10 points** together.

If the total sum of the points of the current performance exceeds **50 points** during the calculation of the integral performance, **50 points** are taken into account.

Combining the results from the current and final assessments yields the overall evaluation. It is determined using the ECTS assessment scale and the national assessment scale, as specified in Mariupol State University's Regulation on the [Organisation of the Educational Process](#) (para. 5.1). The evaluation system for higher education students, which includes credit enrolment, is standardized and formalized. It takes into account the specific criteria of the MSU (100-point scale), national standards («unsatisfactory», «satisfactory», «good», «excellent»), and the European Credit Transfer and Accumulation System (ECTS) grades (A, B, C, D, E, FX, and F):

Evaluating scale: national and ECTS

| Total points | ECTS evaluation | Evaluation on a national scale | |
|--------------|-----------------|---|--|
| | | exam | final test |
| 90 - 100 | A | excellent | passed |
| 82-89 | B | good | |
| 74-81 | C | | |
| 64-73 | D | satisfactory | |
| 60-63 | E | | |
| 35-59 | FX | unsatisfactory with the potential for reassembling | disapproved with the potential for reassembling |
| 0-34 | F | unsatisfactory with the compulsory need to review the subject | disapproved with the compulsory need to review the subject |

EVALUATION CRITERIA

The evaluation criteria for different educational activities are established based on the [Regulations governing the work programme of the educational discipline at MSU](#):

| Points | Evaluation criteria for the final knowledge assessment of higher education applicants (test/credit) |
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| 20-25 | Higher education applicant exhibits unique creative abilities, is capable of learning new information on his/her own, locates and processes information without assistance from instructor/teacher, knows how to apply newly acquired knowledge and skills to make decisions in unconventional contexts, can present arguments for their positions persuasively, and can independently identify his/her own talents and inclinations. |
| 15-20 | Under the direction of an instructor/teacher, the applicant may compare, generalize, and systematize material; generally applies it independently in practice; maintains control over their own actions; corrects errors, especially critical ones; and chooses arguments to support ideas. |
| 10-15 | With the assistance of the instructor/teacher, the applicant replicates a sizable portion of the theoretical content and exhibits knowledge and comprehension of the key points. He/she can also analyse the instructional material and fix mistakes—of which there are many important ones—by working through it. |
| 5-10 | A tiny portion of the educational content is in the applicant's possession at the level of individual fragments. |
| 1-5 | The content is in the applicant's possession at the basic level of factual identification and object replication. |
| 0 | - failing to show up for the test for whatever reason; - refusing to respond to questions/inquiries. |

EXPECTED LEARNING OUTCOMES

LO1: reflect on your own language learning process and learning on the module;

LO2: identify ways of encouraging acquisition in addition to learning in the classroom;

LO3: identify individual learning difficulties of students and take care of different categories of students with special educational needs during planning and teaching;

LO4: possess the knowledge to identify pupils' educational requirements, provide resources and activities to suit them, and give recommendations to a group of learners on how to efficiently plan, organise, oversee and take control of their own learning/study;

LO5: help students locate and make use of educational materials that support learning both within and outside the classroom;

LO6: considers social and psychological aspects that influence how students behave when organising and instructing;

LO7: be aware of the idea of student autonomy in learning and how it affects both teaching and learning.

INFORMATION, EDUCATIONAL AND METHODOLOGICAL SUPPORT

Link to the educational content of the discipline: <https://moodle.mu.edu.ua/course/view.php?id=11832>

Main literature:

1. [Gass, S. and Selinker, L. \(2008\). Second Language Acquisition: An Introductory Course. Taylor & Francis e-Library.](#)
2. [Richardson, C. J., and Lockhart, C. \(1997\). Focus on the learner in reflective teaching in second language classroom. Cambridge: Cambridge University Press.](#)
3. [Scharle, A. and Szabo, A. \(2000\). Learner Autonomy: a Guide to Developing Learner Responsibility. Cambridge: Cambridge University Press.](#)
4. [Williams, M., and Burden, R. \(1998\). Psychology for Language Teachers. Cambridge: Cambridge University Press.](#)

Internet sources

1. [English Learning Exchange](#) a space for educators worldwide to interact and exchange views.
2. [Oxford University Press](#)
3. [Cambridge University Press & Assessment](#)

4. [Macmillan Education](#)
 5. [National Geographic Learning](#)
 6. [Twinkl Teaching Resources](#)
 7. [Childhood Education International](#)
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IMPROVEMENT OF THE CONTENT OF THE EDUCATIONAL DISCIPLINE

- Students who have studied the academic discipline are asked to complete an anonymous questionnaire and take part in a discussion to ascertain whether the needs of the students are being met and whether it is feasible to update and enhance the academic discipline by changing the teaching and learning methods and content.
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Syllabus approved at the meeting of the department English Philology
protocol No. 1 from 28.08.2023