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ШКІЛЬНИЙ КУРС АНГЛІЙСЬКОЇ МОВИ ТА МЕТОДИКА ЇЇ НАВЧАННЯ: методичні рекомендації

ENGLISH SCHOOL COURSE AND METHODOLOGY OF ITS TEACHING: methodological guidelines

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Методичні рекомендації укладено відповідно до програми навчальної дисципліни «Шкільний курс англійської мови та методики її навчання», призначеної для підготовки фахівців першого бакалаврського рівня вищої освіти зі спеціальності 014 Середня освіта. (Мова і література (німецька)), освітньої програми Середня освіта (Мова і література (німецька, англійська)), затвердженої вченою радою Дрогобицького державного педагогічного університету імені Івана Франка.

Метою методичних рекомендацій є формування у студентів професійно-методичної компетентності, ознайомлення з основами методики навчання викладання англійської мови у ЗСО.

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ЗМІСТ

FOREWORD

The purpose of the methodological recommendations is to provide the fundamentals of methodological training of students to realize their professional functions as English language teachers.

Its main objectives are:

- to inform students of different approaches in English Language Teaching, the nature of communication, the role and functions of language and their implications for teaching;

- to understand current English Language Terminology and use it appropriately;

- to introduce some basic concepts of grammar, vocabulary, pronunciation;

- to describe the characteristic features of spoken language, approaches to the teaching of listening, reading and writing;

- to show how to use modern English coursebooks and new technology in the classroom;

- to develop students' ability to evaluate, adapt, and design teaching and testing materials appropriate to the learners' needs and teaching;

- to teach students to plan the practical classes;

- to encourage students' current and future professional development through reflection on their practices, self-evaluation and co-operative work.

The materials of the manual contains recommendations for students how to form and develop linguistic habits and communicative skills in all language activities. The manual contains the material for seven practical classes in methodology of teaching English. Each class outlines its objectives, main points of discussion a brief summary of the theoretical material for the topic, tasks for independent work on preparing lesson fragments, classroom expressions which can be used in each fragment of the lesson, a list of questions for discussing the theoretical material and the recommended coursebooks.

The materials of the manual can be used by students of pedagogical universities, colleges and teachers of the English language.

ПЕРЕДМОВА

Метою методичних рекомендацій є забезпечення основ методичної підготовки студентів до реалізації ними професійних функцій учителя англійської мови.

Його основні завдання:

- поінформувати студентів про різні підходи до викладання англійської мови, природу спілкування, роль і функції мови та їх значення у процесі навчання;

- ознайомити із категоріальним апаратом дисципліни та навчити студентів використовувати методичні поняття при обговоренні навчальних завдань;

- ознайомити студентів із основними підходами до навчання учнів граматичного, лексичного та фонетичного матеріалу;

- ознайомити студентів із основними шляхами навчання учнів усного і писемного мовлення, аудіювання та читання;

- розкрити технологію роботи з навчально-методичним комплексами з англійської мови для учнів 1–11 класів ЗСО;

- розвивати здатність студентів оцінювати, адаптувати і розробляти навчальні та тестові матеріали з англійської мови відповідно до потреб учнів;

- навчити студентів планувати уроки англійської мови;

- заохочувати професійний розвиток студентів через рефлексію та самооцінку власної навчальної діяльності.

Матеріал посібника містить рекомендації для студентів щодо формування та розвитку мовних навичок і комунікативних умінь у всіх видах мовленнєвої діяльності. Посібник охоплює матеріал до семи практичних занять з навчальної дисципліни «Шкільний курс англійської мови і методики її навчання». У змісті кожного практичного заняття зазначено його цілі та питання для обговорення. Теоретичний матеріал до тем представлено у формі тез. Студентам пропонуються завдання для самостійної роботи, слова класного вжитку, питання для самоконтролю та список літератури для ознайомлення.

Матеріали посібника можуть бути використані студентами педагогічних університетів, коледжів та викладачами англійської мови.

PRACTICAL CLASS 1
TEACHING PRONUNCIATION, GRAMMAR AND VOCABULARY

THE MAIN OBJECTIVES: to be aware of the nature of phonetic/lexical/ grammatical competences, different vocabulary presentation/practising techniques, the exercises for teaching pronunciation and grammar, to be able to evaluate grammar activities and adapt the tasks from course books, plan the fragments of the lesson.

THE MAIN POINTS for DISCUSSION:
1. The importance of teaching pronunciation, its content and difficulties.
2. Ways of teaching pronunciation/intonation at different stages of learning.
3. Exercises in teaching pronunciation/intonation.
4. The importance of teaching grammar, active and passive grammar minima.
5. Ways of presenting grammar structures.
6. Exercises for practicing grammar structures at different stages of learning.
7. Testing grammar. Learning strategies.
8. Active and passive vocabulary minima. Potential and real vocabularies. Criteria for selecting vocabulary.
9. Ways of presenting and practicing vocabulary at different stages of learning. Mind mapping. Quizlet
10. Testing vocabulary.

THEORETICAL MATERIAL

Pronunciation instruction in schools is often neglected. Teachers argue that students can naturally develop their pronunciation skills over time without explicit instruction. However, inadequate pronunciation can hinder oral communication for nonnative speakers. The aim of pronunciation instruction is to help students reach a functional level of proficiency where they can consistently communicate effectively.

The factors that impede the acquisition of a reasonable pronunciation are such as follows: *students' age, their innate abilities, native language, attitude, sense of identity, motivation, and exposure to the language* [5]. There are some difficulties in teaching pronunciation. Challenges may arise from *unfamiliar sounds* that are not present in the student's native language, *mixing up similar sounds*, *substituting simple vowels for diphthongs*, struggling with pronouncing *consonant clusters*, maintaining *equal stress on all syllables*, and displaying *a monotone intonation* [4]. That's why the phonic phenomena may be classified into the following groups: the phonic phenomena which do not require any explanation or special demonstration since there are similar phenomena in the mothertongue ([b], [k], [g], [m]), the phonic phenomena which require only corrections ([t], [d], [n] ,[l]) and the phonic phenomena which require explanation or special demonstration on the part of the teacher since they are quite strange for Ukrainian-speaking students ([w,v.h,r], a rising tone in the interrogative sentences) [1, p.196–197] According to the syllabus students must assimilate the sounds of the English language, some peculiarities of the English language in comparison with those of the Ukrainian language: quality and length of the English vowels, no palatal consonants, stress in a word or in a sentence, and melody (fall and rise). Modern methodologists suggest teaching pronunciation of sounds on the basis of exercises. They distinguish **receptive exercises** (to discriminate sounds and sound sequences and understand the meaning of the word) **and reproductive ones**. The **receptive** exercises are non-communicative and they are subdivided into: **recognition, discriminative and identification exercises. Reproductive exercises** (articulation of sounds in words, phrases and sentences). They are based on 'listen and imitate' technique. For this purpose the teacher can use:

tongue twisters, songs, poetry, dialogues, dramatization, role play [1, p. 206–211]**.**

Grammar is taught on the basis of patterns. *A grammatical pattern* is an arrangement of parts having linguistic significance beyond the sum of its parts. The parts of the pattern are expressed by words or classes of words. So, different sentences often express the same pattern. We distinguish active and passive minima.

Active grammar minimum includes grammar structures which are used in oral and written speech by the speakers (Present/Past/Future Simple, Present Progressive, Present Perfect, articles, numerals, adjectives, etc.). **Passive grammar** minimum includes grammar structures which are used in receptive language activities, namely in reading and listening comprehension (Passive Voice, Infinitive/ Participle/ Gerundial Constructions, etc) [1].

The aim of teaching grammar at secondary schools is to form reproductive and receptive habits [1].

Many methodologists have contrasted two approaches to teaching grammar: **deductive and inductive** [6].

In **a deductive approach** students receive explanations or grammar rules and then, based on these explanations or rules, they make phrases and sentences using the new language. In an **inductive approach** students observe examples of language and strive to deduce the underlying rules themselves [6, p. 29].

Each method offers its own benefits. The deductive approach provides a quick and easy way for teachers to convey information, particularly when dealing with complex grammar concepts or time constraints. This method is often favored by adult learners who seek a deeper understanding of language structure. However, some educators argue that the inductive approach may yield better results.

While presenting a grammar structure the teacher can use **model, schemes, geometric figures, rules (instructive and descriptive)**, **objects, the classroom, himself, the students themselves, pictures, charts, verbal or visual metaphors** [1].

Practising grammar structures is done on the basis of the **drill** (imitation, substitution, transformation, completion, answer the questions) and **creative exercise**s (making statements either on the picture or object, asking questions with a given grammar item, speaking about the situation/on a suggested topic, making dialogues, dramatizing the text read, commenting on a film-strip, a film, telling the story (read, heard), translating into English, participating in free conversation) [1, p. 247–252].

Tests in grammar may involve: multiple-choice test, error-recognition test, filling in the blanks, opening the brackets, transformation test.

Vocabulary is one of the aspects of the language to be taught in school. The number of words, students should acquire depends on the syllabus requirements. Some vocabulary will be more important to students than others. We distinguish two types of vocabulary: words which students will need to understand and also use themselves. We call this **active vocabulary**; words which we want students to understand when reading or listening, but which they will not need to use themselves. We call this **passive vocabulary** [1, p. 221–222].The process of learning a word means: (1) identification of concepts, i.e., learning what the word means; (2) student's activity for the purpose of retaining the word; (3) student's activity in using this word in the process of communication in different situations. There are two ways of conveying the meaning of words: **direct way** and **translation**. The direct way of presenting the words establishes links between a foreign word and the thing or the concept directly. The direct way of conveying the meaning of foreign words is usually used when the words denote things, objects, their qualities, sometimes gestures and movements, which can be shown to and seen by students, for example. The translation may be applied in its two variants:

1. Common (proper) translation: to sleep – спати, a flower – квітка, joy – радість. 2. Translation – interpretation: to go – їхати, йти, літати; to come – приїхати, прийти, прилетіти [1, p. 224].

The translation is economical from the point of view of time, it ensures the exact comprehension of the meaning of the words presented.

The teacher uses various techniques for this purpose. It is possible to group them into **(1) visual** and **(2) verbal**. **Visual aids** to convey the meaning of unfamiliar words are objects, or pictures showing objects or situations; besides, movements and gestures.

Verbal means for conveying the meaning of unfamiliar words are context, synonyms, antonyms, definitions, word-building elements, interpretation [1, p. 225]. The ways of conveying the meaning of unfamiliar words should be used as follows:

- visual presentation prevails in junior forms;

- verbal means prevail in intermediate and senior forms;

- translation in all the forms, especially in senior forms.

Determining how to convey the meaning of a word depends on the following factors. These include *psychological elements* such as the age and cognitive abilities of the students. *Pedagogical factors* such as the stage of teaching (beginner, intermediate, advanced), class size, time available for learning new vocabulary, and the qualifications of the teacher. Additionally, *linguistic factors* such as the abstractness or concreteness of the concepts and the degree of similarity to Ukrainian terms impact the decision-making process [7].

To attain the desired end students must first of all perform various exercises to fix the word in their memory. They are: imitation, give laconic answers to alternative questions, substitution, completion, extension, answer the questions, the use of words in sentences, the use of words in monologues and dialogues [1]. In testing vocabulary the teachers use the following tests: multiple choice tests, the cloze tests, the C-tests, the word formation tests, the rearrangement tests and the matching tests.

TASKS for independent work on preparing lesson fragments:

1**.** Select a group of new words/grammar structures/sounds from the course book to introduce.

2. Study the recommendations of the Teacher's Book on working with vocabulary / grammar structures / sounds and intonation patterns.

3. Carefully study the course book exercises with these words / grammar structures / sounds and intonation patterns, determine their tasks.

4. Think about the sequence of exercises. If they are not enough, add your own exercise for presenting and practicing new vocabulary/ grammar structures / sounds and intonation patterns.

5. Prepare a fragment of a lesson on teaching vocabulary / grammar / sounds and intonation patterns in one of the following options:

1. Formation of lexical / grammar skills / sounds and intonation patterns at the initial stage of general education school.

2. Improving lexical / grammar skills / sounds and intonation patterns at the intermediate stage of secondary school.

3. Development of receptive lexical / grammar skills based on a text.

5. Development of lexical / grammar skills / sounds and intonation patterns based on a song.

6. Development of lexical / grammar skills using ICT.

Use the following classroom expressions
Introducing New Words

• I want to make sure that you have understood the meaning of these words.

• Do these words have positive or negative meaning?

• Don't mix up these two words.

• Which of the words are possible in the sentence?

• Who remembers what is the Russian word for "…."?

When Translating…

• What's the meaning of this word?

• It's a word for word translation. Don't translate word for word. It means translating words, not sentences.

• When you translate think of the meaning of the whole sentence.

• Who has better translation? What's the better way of translating this?

• Are there any other suggestions?

• Can anyone help?

• Don't be afraid. Your version may be right, too.

• Has he guessed right?

• In what other way can we translate this phrase?

• How do you say that in Ukrainian?

• And now the same sentence in English.

• We'll begin with translation you did for homework.

• Have you all got the same?

• Who translated it differently?

• May we hear your version?

• I think we have practiced enough.

• When we have finished this, I`ll give you your translation back.

• It makes sense.

Songs

• The first / second verse.

• The first /l ast line.

• The chorus.

• Let's sing a song!

• Everybody join in.

 • Everybody together.

• Just the boys. Just the girls!

• Listen carefully.

• Listen first, then sing.

• Do the actions!

• Copy me!

Giving Examples

• For example ... Take ..., for example. To be more specific ...

• Let me give you an example ... For instance ...

FOLLOW-UP ACTIVITIES

1.   Identify the main pronunciation problems that the students have, build up a list focusing on *the most important problems.*

2.   Discuss the ways of showing intonation patterns in class.

3.   Why is students' pronunciation far from being satisfactory?

4.   What should a teacher do to improve students' pronunciation?

5.	Speak on the types of tests for checking up vocabulary habits.

6.	Grammar is very important in foreign language learning. Why?

7.	There are different viewpoints on grammar teaching. Analyze them and say which you consider justifiable in foreign language teaching in schools. Give your reasons.

8.	Give a contrastive analysis of one of the grammar items to determine the difficulties it presents to Ukrainian-speaking students.

9.	Speak on the principles of selecting vocabulary. What is the soundest criterion?

10.	Comment on the ways of conveying the meaning of the words.

11.	What are psychological factors which determine the process of teaching vocabulary?

12.	Speak on the system of exercises for practicing vocabulary.

13.	Speak on the types of tests for checking up vocabulary habits.

LITERATURE

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9**.www.learnenglish.british council.org/grammar-and-vocabulary**

10. **www.teachingenglish.org.uk/try/resources/pronunciation/vocabulary-recycling revision-phonetic-symbols**

PRACTICAL CLASS 2

TEACHING LISTENING COMPREHENSION

THE MAIN OBJECTIVES: to be aware of the process of listening, its problems and subskills, to be able to evaluate, adapt and design listening materials and design pre-listening, while listening and post listening activities, plan a fragment of the lesson.

THE MAIN POINTS for DISCUSSION:

1. General characteristics of listening comprehension as a language activity.

2. Aims and content of teaching listening comprehension.

3. Difficulties in teaching listening comprehension.

4. Materials for teaching listening comprehension. Criteria for their selection.

5. The system of exercises for teaching listening comprehension.

6. Listening tasks at different stages of teaching listening comprehension.

7. The role of podcasts, CDs, DVDs, audio books in teaching listening.

8. Testing listening comprehension. Learning strategies.

THEORETICAL MATERIAL

Understanding listening involves the capacity to recognize and comprehend spoken information. This encompasses both bottom-up and top-down processes. Listening necessitates the utilization of both non-verbal and verbal comprehension skills. It entails the interpretation of a speaker's accent, pronunciation, grammatical structures, and vocabulary, as well as the apprehension of his intended message. J. Harmer points out the following micro-skills of listening which enable listening skills: *predicting* what people are going to talk about; *guessing* of unknown words or phrases; *using one's own knowledge* of the subject to help one understand; *identifying*

relevant points; *rejecting* irrelevant information; *retaining* relevant points; *recognizing* discourse markers, cohesive devices; *understanding* different intonation patterns and uses of stress which give clues to meaning and social setting; *understanding* speakers' attitude or intentions [4].

Listening is one of the fundamental language skills. It's a medium through which students gain information, understanding of the world and of human affairs, ideals, sense of values, and appreciation.

Listening is a receptive skill which gives way to productive skills. The following factors ensure success in developing students' skills in listening: (1) linguistic material for listening; (2) the content of the material suggested for listening and comprehension; (3) conditions in which the material is presented [1, p. 283–286].

Students need practice in listening comprehension to overcome *three kinds of difficulties*: phonetic, lexical, and grammatical.

The content of the material also influences comprehension. Listening depends on *the topic of communication, the type of communication* (whether it is a description or a narration)**,** *the way the narrative progresses* (whether the passage is taken from the beginning of a story, the nucleus of the story, the progress of the action or, finally, the end of the story)**,** *the form of communication* (monologue or a dialogue)**.**

The conditions of presenting the material are of great importance for teaching listening comprehension. They are: *the speed of the speech, the number of times of presenting the material, the presence or the absence of the speaker, visual 'props', the voice of the speaker.*

A**t the beginner's level** the teacher uses the following activities to develop listening skills: '*Listen and do' activities* – instructions, listen and do some movements, put up your hand exercise, mime stories, draw a picture while listening to a story, perform hand or body movements as in songs and games such as 'Simon Says' or 'Hokey Pokey'; '*Listening for information activities':* listening for mistakes, putting things in order, listen and colour, listen and make up a picture [4].

At the intermediate and advanced level students can do the following activities:

'Listen and Perform Actions and Operations': draw a picture, figure, or design; locate routes of specific points on a map; select or identify a picture of a person, place, or thing from description; operate a piece of equipment, such as a camera, a recorder, a microwave oven, a pencil sharpener; carry out steps in a process, such as steps solving a math problems, a science experiment, a cooking sequence. *'Listen, Evaluate, and Manipulate Information':* write information received and review it in order to answer questions or to solve a problem; assess data to inform decision-making or strategic planning; analyze arguments to develop viewpoints for or against; assess causal relationships within information; extrapolate from data to make predictions; synthesize received information into concise summaries; integrate and refine information; arrange unstructured data into logical sequences based on time, space, causality, or problem-solving. *'Listen and Transfer Information':* listen and take a telephone or in-person message by either transcribing the entire message word-for-word or by writing down notes on the important items; listen and fill in blanks in a gapped story game; listen and complete a form or chart; listen and summarize the gist of a short story/ report/ talk; listen to a 'how to' talk and write an outline of the steps in a sequence (e.g.,how to cook something, how to run a piece of equipment, how to play a game); listen to a talk or lecture and take notes [4].

There exists three kinds of listening: *listening for gist/skimming listening, listening for partial comprehension/selective listening and listening for detailed comprehension.*

Listening for gist/skimming listening forsees understanding of the topic of communication and the most important details. For this purpose the students can comprehend 75% of its information. They must be able to predict the content of the text from its title, guess the meaning of unknown words, ignore some words.

Listening for partial comprehension presupposes understanding of the information they need to search for. It can focus on one or two points a time and can include attention to grammar, pronunciation, vocabulary or some dates, places, events, etc.

Listening for detailed comprehension is aimed at understanding the details in the text and answer difficult questions [1, p. 289].

The teacher uses authentic listening materials for teaching listening comprehension. Authentic listening materials are texts of native speakers, such as songs, weather reports, news clips, or videos from YouTube. With a news clip, a teacher can use computers, so that students can watch the news as well. This is one of the best ways to teach listening.

Listening is usually arranged in a form of a *listening comprehension lesson*. It is divided into three stages: pre -listening, while - listening and post – listening [6].

The goals of *the pre-listening stage* are: to review the students' knowledge on the subject of the text or to anticipate the text, to present new vocabulary and structures from the text, to set a task for listening.

Before presenting a text students are given a reason for listening. The following tasks may be proposed for this purpose: to answer two-three guiding questions, make up a plan of the story, write out of the text some dates, memorize a descripion of a person, place, etc., write out of the text key-words, key-sentences, key-expressions.

At the while-listening stage the teacher reads or retells the text. *At the post-listening stage* the teacher checks up the pre-listening task. The students do some more follow up activities, such as: to retell the text, make up dialogues, answer some more comprehension questions, match pictures with the sentences given below, true/false statements, fill in the gaps in the sentences or in the passage taken from the text [6].

The teacher also uses tests for checking up the students' understanding of the text . They are *multiple-choice tests, true-false tests, short-answer tests, information-transfer tests* (the information transmitted verbally is transferred to a non-verbal form), *listening recall* (a cloze test, a spot dictation, combined cloze and dictation).

TASKS for independent work on preparing lesson fragments:

1. Choose an audio script of a text from the course book to introduce.

2. Study the recommendations of the Teacher's Book on working with audio scripts of a text.

3. Carefully study the course book tasks/tests for checking students' understanding of an audio script of a text.

4. Think about the tasks/tests for checking students' understanding of an audio script of a text. If they are not enough, add your own test or task.

5. Prepare a fragment of a lesson on teaching listening comprehension in one of the following options:

1. Formation of listening skills based on a song/rhyme/poem.

2. Improving listening skills at the intermediate stage based on a monologue/ dialogue.

3. Development of listening skills for specific purpose/ gist/ detail.

Use the following classroom expressions

• Do you follow me?

• Have you all got that?

• You seem to have understood it very well.

• Got that?

• Did I get you right?

• You didn't get me.

FOLLOW-UP ACTIVITIES

1. What are the reasons for using listening in the classroom?

2. What determines the kind of listening the teacher uses?

3. What activities can the teacher use at the intermediate stage of teaching?

4. What tests are used in checking comprehension?

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PRACTICAL CLASS 3
TEACHING DIALOGUE AND MONOLOGUE

THE MAIN OBJECTIVES: to be aware of what is involved in speaking, what are the characteristics of speaking, the implication for practise, task types, and be able to evaluate a variety of speaking abilities, adapt speaking tasks and plan fragments of the lessons.

THE MAIN POINTS for DISCUSSION:

1. Linguistic and psychological characteristic features of dialogue and monologue.

2. Communicative situation and its structure.

3. The structure of dialogue and its types.

4. Stages and the system of exercises for teaching dialogue.

5. Types of monologue.

6. Stages and exercises for teaching monologue,

THEORETICAL MATERIAL

Verbal communication involves both listening and speaking. Speaking encompasses both dialogue and monologue. The use of oral speech serves various **purposes** in teaching and learning. It facilitates communication between (1) teachers and students in the classroom, (2) enables students to engage in supervised discussions on specific topics, (3) supports collaborative problem-solving activities based on text analysis, (4) encourages communication in the target language during extracurricular activities.

Furthermore, oral speech serves as *a crucial tool* for language instruction. It aids in (1) introducing new linguistic concepts, (2) reinforcing learning through drills and practice, (3) assessing students' comprehension.

The structure of oral language activity includes (1) the motives, i.e. what induces a person to speak; (2) an aim of communication - to inform somebody about something or to get information from somebody; (3) means – verbal means or verbal behaviour; (4) conditions – mutual action of speaker and hearer in certain situations [1].

Effective oral communication in educational settings should be dynamic, interactive, emotionally expressive, and contextually relevant. Both authentic and simulated scenarios can be utilized to create engaging learning environments. Compared to written language, oral communication offers greater flexibility and spontaneity, allowing for a more fluid expression of ideas with unique vocabulary and grammatical features.

Linguistic peculiarities of dialogue are as follows: the use of incomplete sentences (ellipses) in responses, contracted forms, conversational tags [1, p.304-307].

Linguistic peculiarities of monologue are as follows: the use of complete and extended sentences, conjunctions, adverbs, adverbials, articles, words which help **to** start a conversation, to join it, to confirm, to comment. Monological speech is characterized by a compex syntax [1, p. 304–307].

Teaching dialogue. A dialogue consists of lead-response units. The significant feature of a lead-response unit is that the response part may serve as a fresh inducement leading to further verbal exchanges. There is a great variety of lead-response units. Here are the principal four [1, p. 15]:

1. Question – response.

2. Question – question.

3. Statement – statement.

4. Statement – question.

In teaching dialogue we distinguish the following types:

- dialogue inquiry;

- dialogue-agreement;

- dialogue- exchange of opinions;

- dialogue discussion.

Dialogue can be taught in different ways.

In acquiring necessary habits in carrying on a conversation **pattern-dialogues** may be helpful. There are three stages in learning a dialogue: (1) receptive; (2) reproductive; (3) constructive (creative).

1. The students initially encounter the dialogue through auditory means. They listen to the recording or the presentation by the teacher. To enhance comprehension, the teacher employs visual aids, such as pictures, to illustrate the dialogue's content. A second listening session is conducted, followed by silent reading to deepen understanding and focus on intonation. Additional repetitions of listening and reading are encouraged, if needed, to reinforce comprehension.

2. Students act out the pattern dialogue. We may distinguish three kinds of reproduction:

*Immediate. S*tudents imitate the dialogue after the speaker or the teacher. The teacher checks the students' pronunciation and intonation in particular. The pupils are asked to learn the dialogue by heart for homework.

Delayed. After students have learned the dialogue at home, they act out the pattern dialogue in persons.

Modified. Students act out the dialogue with some modifications in its contents. They change some elements in it.

3. Students make up dialogues of their own. They are given a picture or a verbal situation to talk about. At the third stage the choice of stimuli is of great importance, because students cannot think what to say, though they know how to say this or that. Therefore audio-visual aids should be extensively utilized.

Dialogue can also be taught on the basis of exercises.

I group – **exercises for teaching to reply**. They are subdivided into exercises in **imitation, substitution and making up students' own lead-response units.** The students are taught to use only response units. Lead units are given by the teacher.

II group – **exercises for assimilating different kinds of lead-response units.** Students are taught to use both lead and response units. They work in pairs. The

teacher can use such techniques: moving lines, circles, crowds. Substitution tables, visual aids are also presented.

III group – **exercises for creating micro-dialogues.** For this purpose the teacher can present **structural (a gapped dialogue) or functional** (the presentation of the tasks and topics of communication).

IV group – **exercises for creating one's own dialogues of different functional types on the basis of a situation** [1, p.320].

Dialogue can be taught on the basis of a situation.

In developing this skill the teacher creates situations for speaking (real, close-to-real, imaginary), and favourable conditions for students to speak. He presents **a topic for communication and a communicative task on task sheets**.

To make the act of communication easier for the students the teacher helps them with **'props'.** Students need props of two kinds: props in content or what to speak about (**hints, plan, pictures**), what to say, and props in form or how to say (**key words, schemes, grammar structures**). Some students do not need to be helped. Some students need props in content, some – in form, and, finally, there are students who need props both in content and in form.

Teaching monologue. The main **types of monologue are**: **description, narration, reflextion** [1, p. 350].

Monologue description presupposes the description of a person, objects, weather, and indicates their characteristics and placement. One of its characteristics is the use of simple and compound sentences, grammar structures with *there is,* Present Simple, Present Progressive, Past Simple.

Monologue narration is a dynamic monological utterance, which tells a story. One of its features is the use of Past Simple, Past Perfect, Present Simple, Future Simple, conjunctions and adverbials, *when, since, one day, then, the other day, first, after that,* simple and complex sentences.

Monologue reflection is more complex and it includes the description of the problem, some hypotheses, conclusions. One of its types is **monologue persuasion.**

Its feature is the use of complex sentences with adverbial clauses of condition and result, attributive and object clauses, infinitive constructions.

In teaching monologue we distinguish three stages: (1) the statement level; (2) the utterance level; (3) the discourse level.

To develop students' skills in *making statements* the following procedure may be suggested: students are given sentence patterns to assimilate in connection with situations. The sentence pattern is filled with different words. Thus students can express various thoughts.

Students can perform various **drill exercises** within the sentence patterns given: substitution, extention, transformation and completion.

Then students are taught how to use different sentence patterns *in an utterance* about an object, a subject offered. They follow a model, then do it without any help. The teacher can suggest substitution tables, logical schemes (gapped texts), visual aids (pictures).

After students have learned how to say a few sentences in connection with a situation they are prepared for speaking *at discourse level*. They are asked to speak on a picture, a set of pictures, a film-strip, a film, comment on a text they have read or heard, make up a story of their own. It is done within the language material (grammar and vocabulary) students have assimilated. The teacher can supply them with 'what to speak about'. The devices used for the purpose are: visual aids, audio aids, audio-visual aids.

The three levels in developing students' speaking should take place throughout the whole course of instruction, i. e., in junior, intermediate, and senior forms.

TASKS for independent work on preparing lesson fragments:

1**.** Choose any topic for communication.

2. Think about the following:

- how are you going to introduce the task?

- what vocabulary, grammar do the students need to know before they can do the task?

- what interaction pattern does this task require?

- write down the instructions you are going to give;

- how are you going to monitor the activity?

3. Make the worksheets for Student A and Students B. Write down the topic for communication, the task and the vocabulary and grammar structures for each student.

4. Think how you will monitor their activity (remotely, by making notes on error, by helping them, by correcting them).

5. Prepare a fragment of a lesson on teaching dialogue in one of the following options:

- teaching an etiquette dialogue;

- teaching a dialogue-requiry;

- teaching a dialogue an exchange of opinions;

- teaching a dialogue discussion;

- teaching a dialogue agreement.

6. Prepare a fragment of a lesson on teaching monologue in one of the following options:

- teaching monologue description;

- teaching monologue narration;

- teaching monologue reflection.

Use the following classroom expressions

When Discussing…

• If there are no more questions, let's go on to discussion.

•Let's have a discussion on the matter.

•Let's keep to the subject.

• What's your opinion of….?

• Be ready to talk over the following questions.

• Wait a minute before you say something.

• Plan what you are going to say.

• Ask each other questions about.

• Can you add a few details?

• Have you got anything to add to what Mike said?

• Could you explain what you mean?

• It isn't still clear to me why…

•I didn't catch the last part.

• Why do you say that?

• How do you know?

• Are you sure of your facts?

• That's a very good argument.

• That's an original idea.

• You may be right.

• Well, that's depends.

• That's not how I see it.

• I am not so sure about it.

• From what you said I understood that….

•You got me wrong. I only meant to say….

• Don't you agree? Give your reasons.

• I don't quite see what you mean.

• Express your point of view.

• Tell us about your own experience.

Pair Work

• Here are some topics to talk about.

•You work out dialogues for the following situations.

• Now, you work in pairs.

• You act out the dialogue.

•You make up your own dialogue.

• You use the words given in the box.

• Decide which of you is A and which is B.

• You start a conversation.

•You ask you partner to explain his opinion as exactly as possible.

• You ask you partner to go into as much details as he can.

• You ask your partner to point out the advantages and disadvantages of…

• You persuade your partner to agree that…

• You try to convince your partner that…

• When each pair has finished change over and do it again.

Group Work

• Now we shall do some group work.

• Divide into two groups.

• Work in threes.

• There are too many in this group.

• Join another group.

• We are going to have a group leader in each groups.

• Group leader is to keep the discussion to the topic.

 • Here are some topics for to work on in group.

• Choose a subject you know a lot about.

• Which subject do you want to work on?

• Make sure each member of the group has time to say what he thinks.

• Ask for the vocabulary you need.

• Are you clear about what you have to do?

• Ask me for help with vocabulary if you needed.

• Ask other people in your group to help you if you cannot find the right word.

• Take your time before you start.

Role Play

• We are going to practise role play today.

• Divide into the groups of four.

• In each group there are four characters.

• Decide who is A and who will play the parts of B and D.

• Before we start I 'll give you a few minutes for preparation.

• I'd like to explain you the situation.

• The action takes place in/at…

• Rehearse the situations.

• Listen to your partner and respond to what he says.

• When I clap my hands, that's a signal.

FOLLOW-UP ACTIVITIES

1. Not all oral exercises mean speaking. Comment upon this statement.

2. Compare different approaches to teaching speaking and determine which is most justifiable.

3. What are the reasons for students' poor comprehension of the target language when spoken?

4. Why is it so difficult to teach speaking in artificial conditions?

5. What can be done to overcome the obstacles and despite them to succeed in teaching oral language?

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PRACTICAL CLASS 4

TEACHING READING

THE MAIN OBJECTIVES: to be aware of reading styles, various reading tasks and their purposes, reading difficulties and how to deal with them, to be able to evaluate reading tasks and plan a reading lesson.

THE MAIN POINTS for DISCUSSION:

1. Aims, content of teaching reading at different stages of studying.

2. Aims and content of teaching basic reading, the phonic method in teaching basic reading

3. Exercises for teaching basic reading.

4. Types of reading. Requirements for reading texts.

5. The system of exercises and tasks for reading.

6. Pre-reading, while-reading and post-reading stages.

7. Testing reading.

8. Learning strategies.

THEORETICAL MATERIAL

Reading is one of the main skills that a student must acquire in the process of mastering a foreign language in school. The syllabus for foreign languages lists reading as one of the leading language activities to be developed. It runs: By the end of the course students must be able to read magazine articles, letters, stories, menus, ads, reports, play extracts, recipes, instructions, poems and reference material. It is one of **the practical aims** of teaching a foreign language in schools. Through reading in a foreign language the student

- enriches his knowledge of the world around him;

-gets acquainted with the countries where the target language is spoken;

-develops student's intelligence;

-helps to develop his memory, will, imagination;

-gets accustomed to working with books.

Reading is also **a means** of learning a foreign language. When reading a text the student

-reviews sounds and letters, vocabulary and grammar;

- memorizes the spelling of words, the meaning of words and word combinations;

-perfects his command of the target language.

Reading texts are good models for English writing. They provide opportunities to study vocabulary, grammar, punctuation, and the way we construct the sentences, paragraphs and texts. Reading texts introduce interesting topics, stimulate discussion, excite imagination [3, c.68].

Reading is a complex process of language activity and a complicated intellectual work. It requires the ability on the part of the reader to carry out a number of mental operations: analysis, synthesis, induction, deduction, comparison.

The process of reading involves the coordination of visual, kinesthetic, auditory analyzers, and thinking. Visual analysis occurs when the reader perceives the text visually. While seeing the text he 'sounds' it silently, therefore the kinesthetic analyzer is involved. When he sounds the text he hears what he pronounces in his inner speech. So it shows that the aural analyzer is not passive, it works. The integration of these analyzers enables readers to comprehend the meaning conveyed in the text. In learning to read, one objective is to minimize reliance on kinesthetic and auditory processes to facilitate direct association between visual input and comprehension, as inner speech can impede reading fluency. Therefore, reading speed is contingent upon the reader's capacity to establish a direct link between visual stimuli and their corresponding meaning.

During reading, students correlate the written language's visual symbols with its phonetic elements, identify the logical structure of sentences, and extract information from the text.

Reading in the English language is one of the most difficult things.There are 26 letters and 146 graphemes which represent 46 phonemes. The Ukrainian alphabet differs greatly from that of the English language. It causes difficulties. Only 4 letters are more or less similar to those of our alphabet. These are К, к, M, T. 31 letters are completely new to students. These are b, D, d, F, f, G, g, h, L, 1, I, i, J, j, N, n, Q, q, R, r, S, s, t, U, u, V, v, W, w, Z, z. The letters A, a, B, C, c, E, e, H, O, o, P, p, Y, y, X, x occur in both languages, but they are read differently. In teaching a student to read English words, much attention should be paid to those letters which appear in both languages but represent ntirely different sounds. For example, H, p, b, d.

Therefore, in presenting a new letter to students the teacher should stress its peculiarity from the point of view of the Ukrainian language as well.

It is not sufficient to know English letters. It is necessary that studentss should know graphemes, how this or that vowel, vowel combination, consonant, or consonant combination is read in different positions in the words.

The students should know *sound-letter correspondences, reading rules and stress in the words and sentences.*

In teaching reading at the beginner's level the following methods are observed: **the phonic, the word, and the sentence ways** [1]. When the phonic way is used, the child learns the sounds and associates them with graphic symbols – letters. All the sounds are divided into seven groups:

1)	s, a, t, i, p, n.

2)	c, k, h, e, r, m, d

3)	g, o, u, l, f, b

4)	ai, j, oa, ie, ee, or

5)	z, w, ng, v, oo

6)	y, x, ch, sh, th

7)	qu, ou, oi, ue, er, ar

The teacher starts with teaching reading the vowels in the closed syllables, e.g. pin, sit, it, in, red, hen, men, lamp, goat, see, zoo, box, this, three, blue, etc. He introduces the letter and its sound. For example: This is the letter I [ai] and the sound [i]. This is the letter P[pi] and the sound [p]. This is the letter N [en] and the sound [n]. The knowledge of the sound-letter correspondences is checked by means of completing various tasks: name the letter and its sound, show the letter and name the sound, match the letters and the sounds, make up the word from the letters and read it, etc.

The words for reading are presented on task sheets. Reading of the words is done aloud (in chorus) after the teacher and then individually. When the teacher is through with teaching students to read the vowels in closed syllables, he moves to their reading in open syllables.

Then the words are mixed and the students practise reading the words aloud. Then they can do the following tasks:

- students choose words which are not read according to the rule, e.g.: *lake, plane, have, Mike, give, nine;*

- students are invited to read the words which they usually misread: yet – let, form – from, called – cold, come – some, does – goes;

-students are invited to look at the words and name the letter(s) which makes the words different: though – thought, since – science, through – though

- students in turn read a column of [1, p. 274–278]

Finally, they start reading simple sentences and short texts. They get a chance to make use of their knowledge of the rules of reading. It gives the teacher an opportunity to see whether each of his pupils can read. The students read in a chain, one by one.

In the w o r d way a complete word is first presented to the child. When several words have been learnt they are used in simple sentences. The s e n t e n c e way deals with the sentences as units of approach in teaching reading. The teacher can develop pupils' ability to read sentences with correct

intonation. Later the sentence is split up into words. The combination of the three methods can ensure good reading.

The teacher must remember that sometimes students repeat words, combination of words after him without looking at what they read. They look at the teacher. The teacher does not realize how much he hinders the formation of graphic symbols in the students' memory by teaching to read in this way.

Reading aloud as a method of teaching and learning the language should take place in all the forms. In reading aloud the teacher uses:

- diagnostic reading students read and he can see their weak points in reading);

- instructive reading (students follow the pattern read by the teacher);

- control reading or test reading (students read the text trying to keep as close to the pattern as possible).

Later on reading aloud becomes an obstacle for perception. It hinders the student's comprehension of the text. It is necessary that the student should read silently.

Teaching silent reading is closely connected with two problems:

- instructing students how to find in the sentences new information following some structural signals. It is possible to do when the students have a certain knowledge of grammar and vocabulary and they can perform lexical and grammar analysis;

- developing students' ability in guessing.

Students should be taught how to find the logical predicate in a sentence. The teacher may ask them to read a text silently and find the words conveying the new information in the text according to their position. The teacher should instruct students how to work with a dictionary and a reference book so that they can overcome some difficulties independently. The students can do the following tasks:

- Read the following sentences and guess the meaning of the unfamiliar words /explain the use of the indefinite article.

- Read the text and find the logical predicates in the sentences.

- Read the text and stress the words conveying new information in each sentence.

- Break the sentences into shorter sentences.

- Find the sentence which summarizes the paragraph.

To read a text the student must possess the ability to grasp the contents of the text. The student is to be taught to compare, to contrast, to guess, and to foresee events.

Students need to be able to do a number of things with the reading text. They need to *scan the text* for information they are searching for. They don't need to read every word and line. The teacher chooses the texts for scanning reading. They are read in class under the teacher's supervision. The students look through the text several times. They use neither dictionaries nor grammar references. The task is to find out some dates, facts, important arguments, details, key words, proper names or geographical names. For this purpose they read pragmatic texts. The speed of reading is 500 words per minute.

Skimming reading means to get a general idea of what a text is about. Skimming reading is done in class.The students read the text once. The text is read under the teacher's control. They don't use dictionaries or grammar references. The speed of reading is 190 words per minute. The students must understand 75 % of information. The teachers recommend to use authentic texts about the country the language the students study.

In *reading for details* the students need to concentrate on the language (vocabulary and grammar structures) or detailed information. The text is read in class. The students use dictionaries and grammar references. The speed of reading is 50–60 words per minute. The students must understand the content of the text, compare the received information with their experience, evaluate

the information, express their points of view, comment on the facts from the texts and retell it [1, p. 383–385].

The texts for reading must correspond to students' interests and motives, their level of language proficiency. They must contain new information about the country the language is studied. They must be of educational and cultural value.

A reading lesson consists of there stages [1, p. 385–386].

The goals of *pre-reading stage* are to activate students' knowledge of the subject, to provide some language presentation and to motivate the students to read the text. The teacher presents some new words, grammar structures, provides discussions, questions, activates the vocabulary and topic of the text.

At the while-reading stage the teachr provides the students with a list of questions that direct their attention to the major ideas of the text. The students do the following tasks:

- copy out of the text key words, key sentences;

- outline the text;

- write out of the text some dates, names;pay attention to some descriptions.

At the post-reading stage a lot of eaercises are suggested:

- answer the questions;

- right/wrong sentences; retelling;

- discussion;

- language analysis;

- gapped texts;

- sentence correction.

Different tests may be used for testing reading:

a)   multiple-choice tests;

b)   matching tests;

c)   true/false tests;

d)   reading texts with blanks;

e)   cloze tests.

TASKS for independent work on preparing lesson fragments:

1.   Analyze English language course books for primary/intermediate/senior school and tell us which educational path the authors chose in each specific case.

2.   Determine to what extent the path of teaching reading chosen by the authors can influence your choice of a course book.

3.   Prepare a fragment of a lesson on teaching reading.

 Follow the sequence of training actions.

Pre-reading:

Read the title of the text and try to guess what it is about.

Look at the pictures and predict what the text is about.

What key words may be in the text?

Let's read the new words. Can you guess what the text is about?

How might the story go on/ continue?

Try to get the main idea.

While reading:

Read it through quickly to get the main ideas

Now skim the text and see whether you guess was right

Now scan the text to find answers to the questions

Now read the text carefully for the gist and the details.

Is there anything you don't understand?

Is everything clear?

Were you right in your guesses?

Read the passage silently.

Jot down some key ideas.

Prepare the next three paragraphs.

Study the chapter by yourself.

If there are any words you don't know, please ask.

Look up any new words in the dictionary.

It doesn't matter if you don't understand every word.

Look it up in the index/ in the grammar section/ the bibliography.

Check it in the appendix/ the footnotes/ an encyclopedia/ a thesaurus.

Look it up on Google/ the Internet.

Why don't you Google it? Let's see if you've understood the main idea.

Post reading:

Did you get the gist of the text?

Let's see if you remember what happened.

How much do you remember (of the story)?

Have a look at the next section in your own time.

Do the test to check the details.

Translate the passage starting from ….

Let's dramatize this story

Use the following classroom expressions

• I think we leave off at page 3/ we read as far as page 4.

• Let's continue from here.

• Jane, you have to share with Alex.

• You see how we waste time when you don't bring books to the lesson.

• Make sure you bring your books next time.

• I'm afraid there aren't enough books for everybody.

• Let's read the text aloud.

• Listen to me reading this passage.

• Now I'll read the passage sentence by sentence and I want you to repeat each sentence after me.

• Listen again and say it after me.

• Let's read the next paragraph together.

• All together!

• Now, I'd like to hear you read aloud.

•Could you go back to the beginning, Alex?

• Could you go on reading from where I left off?

• Read the dialogue in pairs.

• Let's take turns reading.

• Will you begin, Olya?

• Will you go on?

• I'd like you read round the class.

• There is a mistake in your pronunciation.

• You mispronounced the word " ".

• The stress is wrong/ on the second syllable.

• A little louder, please.

• Read it so that everyone in class can hear you.

•Read more clearly.

• Speed up a bit/ Slow down a bit.

FOLLOW-UP ACTIVITIES

1. What are reasons of using reading texts in class?

2. What balance has to be reached between authentic material for reading and material specially designed for students?

3. Do the students need to know the difference between scanning and skimming reading?

4. Work out six reading principles.

5. Work out reading strategies.

LITERATURE

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PRACTICAL CLASS 5
TEACHING WRITING

THE MAIN OBJECTIVES: to be aware of the nature of writing, approaches to writing, to be able to evaluate and adapt writing activities from the course book and plan a lesson.

THE MAIN POINTS for DISCUSSION:
1.   Aims and content of teaching writing.
2.   Teaching basic writing: teaching handwriting, spelling and orthography.
3.   Types of dictations and copying.
4.   Teaching writing as a language activity: teaching to write postcards, invitations, informal and formal letters, application letters, curriculum vitae, e-mails, live chat, essays, narratives and descriptions of pictures or events.
5.   Ways of correcting students' work.
6.   Learning strategies.
7.   Testing writing.

THEORETICAL MATERIAL

Writing is one of the language activities which be done outside the classroom, increasing exposure time. It's a productive activity. Writing is **an aim** of teaching English at school. According to the Syllabus at the end of the 11th grade the students must be able to write formal and informal letter, CV, e-mail messeges and letters, ads and reviews, fill in application forms, etc. It is also **a means** of teaching. Students learn vocabulary and grammar structures through writing. For the introvert students, writing may be the most effective learning mode of all. Most exams rely on the students' writing proficiency. Writing includes handwriting, spelling, punctuation, and the construction of sentences, paragraphs and texts.

Teaching writing starts with teaching handwriting. Teaching begins with presenting a letter to students. This should be done in the following way:

- the teacher shows a letter on a flash card;

- he letter is written on the blackboard; some explanation (if necessary) is given;

- the students follow the movements of the teacher's hand in the air;

- the students trace the letter in their workbooks;

- he teacher asks the pupils to write the letter in their workbooks, and then the combination of two similar letters.

Afrer that the teacher asks them to do some *recognition exercises*:

- find the same letter and circle it

b: n m b c d n

g: f s a r g d

- find the d's

f r t d h d

- underline the words that have -ed

net bed sat red get Ted hat

- underline the words that have – h

tree hat red hen pet hand

- underline the word the teacher says: tin mit cantine mite cane tan mat cap [1].

Whem students are confident about formimg letters the teacher gives them practice activities:

-the teacher dictates individual words. The students write them in their copybooks or on the board;

- students are given a list of animals. They write the words in one of three columns ('pets', 'farm animals', 'wild animals');

- the teacher asks questions, e.g. What 'pet' starts with 'c' and ends with 't'? What's the first day of the week?, the students have to write one-word answer.

- the students are asked to write the missing letters and then read the sentence –

_ 11 the sm_ b _ 11s f___   (All the small balls fall);

- the students are asked to use the first sound of the word in the picture to write a sentence [3].

Copying from the blackboard or from the course book can be used at this stage as well. Copying may be simple or tasked.

Simple copying is assigned to the students chiefly at the initial stage of instruction in writing, as an exercise in handwriting and in spelling.

Letter copying is combined with some tasks in order to prevent its becoming purely mechanical. It is called tasked copying. For instance:

- copy the sentences and make all the corrections that are necessary;
- rewrite the sentences changing the first person singular into the third;
- rewrite each sentence and substitute an object pronoun for each noun;
- sentence-combining: combine each pair of sentences into one longer sentence;
- match the questions with their answers. Rewrite them;
- incomplete dialogue: finish the dialogue writing a question to each answer;
- gapped passages: copy the passage supplying one appropriate word for each gap;
- jigsaw sentences: match the halves of several sentences and write them out;
- scrambled sentences: re-ordering words [1].

Dictations are writing exercises which are much more difficult than copying. They help to develop all the above mentioned skills together with listening comprehension skills. Dictations can vary in forms and in the way they are conducted [1]:

- *visual dictation*: the teacher writes a word or a sentence on the blackboard. The students are told to read it and to memorize its spelling. Then it is rubbed out and the students write it from memory;

- *self-dictation*: the students are given a text to learn by heart. After they have learned the text they are asked to write it from memory;

- *explanatory dictation*: the teacher calls a student to the blackboard and dictates one or two sentences. The sentence .is written on the blackboard and at the same time

independently by the other students. The sentence on the blackboard is at once explained by the student and checked by the class and the teacher;

- *dictation with tricks*: the students write a dictation where some mistakes are included. The task for them is to find the mistakes and correct them;

- *'running' or 'wall' dictation*: the students work in pairs. The text is placed on the one side of the room opposite them. They change in walking to the text, reading and remembering as many words as possible, then run back to their partners and dictate what they remember. The second students then goes to the text and finds the place where the first one finished. They repeat this sequence until the text is complete;

- *loop dictation*: it is called a loop dictation because it is repeated again and again in a continuous circle or 'loop'. The teacher reads the text at full speed. The students just listen. During the second reading they write down 4 or 5 key words leaving lots of space between the words. Later on during subsequent reading the students attempt to build the text around their key words. They compare their texts with one another and finally with the original;

- *interactive dictation*: the teacher dictates questions. The students write their answers to the questions. After the dictation the learners compare their dictations and discuss the answers in pairs or small groups.

At the initial stage the students are given cards with letters written on them and out of which they have to make words. The cards shouldn't only have individual letters on them (e.g. b,t.d.g) but also a combination of letters (e.g. gh, sp, tch, ch ew). The teacher can use games for spelling practice:

- 'noughts and crosses' where students have to puck letter clusters from one of the nine squares and make words with them. If thea are successful they cover that square with a nought (0) or a cross (X) in order to try and make a three square straight line;

-'secret codes' where each letter is given a number (A -1, B -2) and students write messages to each other and decode them back into letters;

-'backword spelling' where the teacher of a student spell words backwards and then see who is the first to guess the words [3, p.49].

The teachers need to teach students how to use punctuation. Some tasks for teaching punctuation:

students at the initial stage can study a collection of words and identify which ones are written with capital letters;

- the teacher explains how to use commas, full stops and capital letters. The students are asked to punctuate a short text;

- students at the intermediate stage are shown a passage and asked to indentify what punctuation is used and why;

- students are asked to punctuate the lines of dialogue[3, p. 49–50]

Students need to learn and practice how to put words together in sentences, paragraphs and texts. For this purpose they follow a written model:

- the students are given two model sentences and have to write similar sentences based on the information they are given or on their own thoughts;

- the students are asked to write a paragraph which is identical to one they have read (it is a substitution drill where they insert new vocabulary);

- the students are given some information and are asked to write a paragraph;

- the students are asked to read a story, answer the questions and discuss it. Then they are asked to use imagination and write their own story.

Students need to have the necessary information to write to complete the task. They have to understand what the teacher wants them to do, they need. That's why they need to know how to write or respond to an invitation or a letter, etc. The teacher needs to give them language to complete a writing task (e.g. phrases, parts of sentences, or words). ideas, a pattern or a scheme to follow.

At the initial stage the teacher teaches students how *to describe pictures*. For this purpose the teacher presents a picture for description (e.g. appearance of a person, interior of a flat, the weather in winter) and gives a number of questions on the picture. The students answer the questions. Then the students are asked to describe the appearance of their friends or their room or today's weather. Instead of

questions the teacher can give key words, hints, schemes, portraits. The teacher can use *dictogloss* in which students re-create a text or a story that the teacher reads to them. It is useful for vocabulary acquisition [3].

The students also need to know how to write *informal and friendly letters*. The following stages are recommended to follow:

Stage 1 – students first read the letter and answer the questions (where, how, what, who, how formal is). After the students have read the letter and answered the questions, they discuss the features of a letter, such as where the sender's address is written and how the date is written.

Stage 2 – students are asked to choose the letter phrases for a formal or an informal or a neutral letter.

Stage 3 – students analyze the features of a genre and register in letter writing. The teacher demonsrates the letter on an interactive board.

Stage 4 – students go up to the board one by one and write the address, the date and then individual lines for a letter, using suggestions made by their friends or the teacher.

Stage 5 – students are asked to look at a new letter with gaps in it and complete the text by adding words or phrases into gaps.

Stage 6 – students are asked to write a letter for homework [3].

According to J. B. Heaton writing tests are subdivided into two large groups: *mechanic tests and controlled writing tests.*

Mechanic tests deal with punctuation and spelling. Punctuation can be tested in the following way:

- put in all the punctuation and capital letters: e. g.: lend me your pen please peter asked

-circle the letter (A , B , C or D) of the correctly punctuated sentence (a multiple-choice technique):

e.g.: A Tom asked me if I was going to the meeting?

B Tom asked me, if 1 was going to the meeting.

C Tom asked me, 'If I was going to the meeting'?

D Tom asked me if 1 was going to the meeting.

Spelling is tested by means of:

- multiple-choice test which contains five options, four of which are spelt correctly. The students are required to select the word which is incorrectly spelt:

e. g.: A thief B belief C seize D deceive

- completion items are provided both in the blanks and in the definitions to enable the students to know exactly which word is required. The blanks occur in those parts of the word which give rise to a spelling difficulty:

- error-recognition items require to identify the part of the sentence in which a word is misspelt: e.g.:

a   b   c   d

The dissatisfied woman / refused to admit / that there was sufficent/ coffee for everyone.

The aim of *controlled tests* is to control the students' freedom of expression. The teacher can use the text for:

copying with minor alterations (tense / person changes) ;

changing the point of view ;

adding further information.

Control may take the following forms:

- transformation where the sentences should be rewritten according to certain patterns:

e.g.: No other living plant grows so tall and so fast as bamboo.

Bamboo_____

-'broken sentences' which test the ability to write sentences from a series of words and phrases:

e.g.: Dear Cindy,

Thanks / lot / your letter / which / arrive / yesterday.

- blank filling where the students are asked to complete the sentences:

e.g.: A:_____

B: So do I. I generally watch for an hour or two every evening.

TASKS for independent work on preparing lesson fragments:

1.   Analyze in different course books

-        exercises for teaching basic writing;

- exercises for teaching writing as a language activity (how to wrire postcards, invitations, informal and formal letters, application letters, curriculum vitae, e-mails, live chat, essays, narratives and descriptions of pictures or events);

- writing tasks

2. Study the recommendations of the Teacher's Book how to teach writing at the initial, intermediate and senior stages.

3. Carefully study the course book exercises for teaching writing postcards, invitations, informal and formal letters, application letters, curriculum vitae, e-mails, live chat, essays, narratives and descriptions of pictures or events.

 4. Plan your own writing activities for the students:

- of an initial stage of teaching (writing postcards, invitations, informal letters, descriptions of pictures);

- of an intermediate stage of teaching (informal letters, e-mails, descriptions)

- of a senior stage of teaching (informal and formal letters, application letters, curriculum vitae, essays, narratives, descriptions of events,

5. Prepare a fragment of a lesson on teaching writing:

1. Teaching writing informal letters.

2. Teaching writing e-mails or descriptions..

3. Teaching writing curriculum vitae and informal letters.

Use the following classroom expressions

•You had better cut out the last sentence

• It's very unclear beginning.

• Where is the introduction?

• It's a very sudden end.

• What have you done wrong in your composition?

• "I am sorry for not writing to you…." (in the first paragraph)

• "You are asking about…" (in the 2d paragraph)

• "I am excited to hear that …." (reaction to the news in the 3d paragraph)

FOLLOW-UP ACTIVITIES

1.   What kind of writing should students do?

2.   What can be done about handwriting?

3.   What can be done about spelling?

4.   What types of dictations were used at school? If not, why?

5.   How should teachers test writing?

6.   How to teach letter writing?

LITERATURE

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PRACTICAL CLASS 6
FORMATION OF SOCIO-CULTURAL AND SOCIO-LINGUISTIC COMPETENCE

THE MAIN OBJECTIVES: to be aware of linguistic and non linguistic behavior of native speakers, cultural traditions, to be able to develop socio-cultural and socio-linguistic competence

THE MAIN POINTS for DISCUSSION:

1. Peculiarities of intercultural communication, general characteristics of linguo social cultural competence

2. The structure of linguo social cultural competence

3. The aims of its teaching

4. The stages, exercises and tasks for teaching linguo social cultural competence

5. Aids for teaching linguo social cultural competence

6. Feedback and evaluation.

THEORETICAL MATERIAL

The issue of nurturing students' socio-cultural proficiency holds particular importance in the present context. Developed socio-cultural competency serves as a cornerstone for successful intercultural communication, ensuring appropriate engagement with individuals from diverse cultural backgrounds.

The objective of acquiring proficiency in a foreign language extends to gaining insight into another culture and engaging in cross-cultural exchanges. This objective is realized through the development of intercultural communication skills. The teaching approach, centered on communicative tasks, facilitates the acquisition of foreign language communication abilities, employing a variety of methods and techniques specific to language instruction.

One potential definition of socio-cultural competence involves understanding the national and cultural nuances of the countries associated with the studied language, as well as norms of speech and non-verbal behavior, and the capacity to adapt one's behavior accordingly in authentic communication settings. Analyzing various perspectives on socio-cultural competence underscores the notion of concurrently acquiring both foreign languages and their associated cultural contexts. Consequently, we assert that the socio-cultural dimension should be consistently integrated as an intrinsic component of the educational process. This approach helps identify the main objectives of the formation of socio-cultural competence:

- The aim of educational endeavors is to instill a humanistic ethos, guiding students towards embracing a dialogue among cultures. This involves nurturing empathy and tolerance towards foreign cultures, encouraging a respectful yet critical approach. Students are encouraged to engage with different cultures with curiosity and openness, while also reflecting on their own values and those of the countries associated with the language being studied.

- The educational objective aims to foster an appreciation for socio-cultural insights during engagement with elements of diverse cultures. This involves comprehending and interpreting cultural dynamics and;

- The developmental objective facilitates the utilization of socio-cultural context to comprehend and analyze socio-cultural elements, serving as a framework for assessing the value systems of both one's own society and others. It fosters the capacity to make informed choices, exercise independent judgment, and articulate personal perspectives. Development and education of students is carried out in the process of their inclusion in the design, research, search, creative work, meaningful both for the trainees themselves and for other people speaking a foreign language;

- The pragmatic objective supports the cultivation of tolerant communication skills across diverse life scenarios, enabling individuals to employ appropriate linguistic resources in direct interactions. Additionally, it facilitates the application of socio-cultural knowledge in professional contexts.

Socio-cultural competence includes three blocks of knowledge:

- Socio-linguistic knowledge – knowledge of lexical units with national and cultural semantics and the ability to apply them in situations of intercultural communication;

- Social knowledge – possession of socioculturally-conditioned scenarios, national-specific models of behavior using communicative techniques adopted in a given culture;

- Cultural knowledge – knowledge of socio-cultural, historical-cultural, ethnocultural background and the ability to use them to achieve mutual understanding with the bearers of this culture [1].

According to the theory of sociocultural learning, the mastery of a foreign language means perception of individual and collective mentality, culture of another people and assumes acquaintance with the views, assessments and experiences of another cultural community.

Every national language contains a unique national and cultural perspective, reflecting elements and phenomena intrinsic to its people. Consequently, an effectively structured foreign language instruction can equip students with the capacity for tolerant engagement with other cultures, fostering empathy and discouraging the perpetuation of inappropriate stereotypes. The cultivation of socio-cultural competence unfolds in three distinct stages, each accompanied by its unique set of challenges due to its objectives.

The first stage is 'motivational', i.e. providing psychological readiness to communicate with all learners. Readiness is a particular mental state that allows you to perceive a certain situation or to act.

At this stage, the aim is to spark students' curiosity in exploring various cultures, demonstrating the rich diversity of both the world and its inhabitants. The objective is to foster a positive attitude towards learning about other cultures and to awake a desire for intercultural interaction. The primary objective for the teacher extends beyond merely imparting information about different cultures; it encompasses altering students' perceptions and attitudes towards other cultures. At this stage, the native language is used along with English because the information

given in the native language quickly comes to mind. Viewing feature films and documentaries that depict the lifestyles, traditions, and customs of various cultures, followed by group discussions, proves to be an effective strategy. Dialogue plays a crucial role in facilitating communication and mutual understanding. The primary aim of these discussions is to cultivate a communicative culture conducive to truth-seeking. Through discussions, participants engage in critical analysis, problem-solving, and synthesis of information. They strive to comprehend and address issues and contradictions, evaluate available data, refine existing knowledge, develop argumentation skills, and contextualize acquired knowledge.

Discussing the movies scene helps students penetrate the essence of the question, and gives them a chance to ask questions and express their opinion. This work

makes it possible to achieve the goal – to form a new quality of a person – a willingness to cooperate.

The second stage of the formation of socio-cultural competence is 'informative'. Collecting and processing of learning material are the main objectives of this phase.

The content of education should *promote understanding and cooperation* between peoples and nations and take into account a variety of philosophical approaches.

The content of training is constantly *changing*. The educational content encompasses not only the overt material presented during lessons, but also the thoughts, emotions, and experiences of both teachers and students. It extends to the cognitive processes that unfold as they explore and engage with the cultural intricacies of different societies.

We are not talking about the formation of a new consciousness, totally identical to the host consciousness of the target language. The task is to enrich the student's consciousness through initiation into the image of linguistic consciousness of his peers abroad – carriers of other conceptual systems of the world. The perception of any material has a bright personality colour.

Students prepare a monologue speech on the issue, and make up questions. This approach not only acquaints students with contemporary English usage but also enhances vocabulary, expands perspectives, facilitates immersion in foreign cultural contexts, and increases motivation for language acquisition. Training material must meet the following criteria: cross-cultural content, modernity, actuality and credibility.

The next step is to organise cooperation on the basis of subject-oriented, motivated communication activities between students themselves and with the teacher.

The communication materials should be engaging, prompting individuals to share their own viewpoints and evaluations. Collaborative activities, such as pair or group work, simulate authentic foreign language communication scenarios within the classroom setting.An effective form of group work is *gaming technology*. The game develops creative thinking, fosters a culture of communication and allows the teacher to organise spontaneous communication in class when the learning situation becomes natural. The right selection of situational roles and themes for the games are of great importance. An unknown subject cannot be the subject of discussion even in their native language, but especially in the foreign language. *The project-method* suggests an independent cognitive activity of students on the given topic or issue. What's significant about this approach is that the teacher directs their focus not solely on the English language itself but on the researched problem. In project-based learning, language serves as a tool for information exchange rather than being the primary objective. Students not only acquire new vocabulary but also gain knowledge and develop innovative approaches to problem-solving. The fundamental concept behind this method is to engage students in experiential learning, empowering them to select topics of interest and create tangible outcomes through their activities. The core aim of student presentations is to show the dynamic cultural diversity across various continents.

TASKS for independent work on preparing lesson fragments:

1.   Analyze in different course books

-      texts on country studies, their subject matter;

-      what skills are developed;

-      the language stock;

-      exercises and tasks for developing linguo social cultural competence;

-      the role of illustrations in developing linguo social cultural competence.

2.   Answer the following questions

1.   What are the components of linguo social cultural competence?

2.   What aids help to develop linguo social cultural competence?

3.   What are the main habits and skills of linguo social cultural competence?

4.   What are the aims of the linguo social cultural competence development?

5.   What are the ways of linguo social cultural competence development in speaking/reading/listening comprehension/writing?

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PRACTICAL CLASS 7
PLANNING A LESSON

THE MAIN OBJECTIVES: to be aware of the elements of an effective lesson, aims of a lesson plan, the stages and the purposes in a lesson, to be able to evaluate and improve lesson plans and produce more effective ones.

THE MAIN POINTS for DISCUSSION:

1.   The requirements to the English lessons.
2.   Typology of the English lessons.
3.   Planning principles.
4.   The shape of the English lesson. Using the plan.
5.   Teaching rules.
6.   The role of the teacher.
7.   The analysis of the lesson

THEORETICAL MATERIAL

A plan gives a lesson an overall shape. Planning helps the teacher think about where to go, what he intended to do. It gives students confidence, they understand the aims of the lesson and what the teacher wants to achieve at the lesson. Planning a lesson the teacher is guided by the two main principles: variety and flexibility.

Variety entails: a) involving students in diverse activities; b) exposing them to an extensive range of authentic materials; c) organizing group work, role-playing, projects, teamwork, discussions, games, and case studies. The transition from teacher-centered to student-centered activities is emphasized; d) shifting from receptive listening to productive speaking skills, from reading to speaking, from content presentation to practice, and from assessment to enjoyable activities; e) considering students' psychological characteristics and language proficiency levels.

Flexibility means the ability of the teacher to change the plan in the course of the lesson, if it is necessary.

The plan that teachers make for themselves can be as detailed as the teachers feel it is necessary. The teachers need to detail who the students are (How many are there in the class? What ages? What sexes? What are they like? Cooperative? Quiet? Difficult to control?). They need to know what to do at the lesson and how they are going to do it (Will the students work in pairs/ groups? Will the teachers use ICT technologies of technical devices?). For each activity the teacher will indicate how long he expects it to take. All the activities should be logically connected.The teacher must understand how the lesson fits in with the lessons before and after it [3, pp. 122–123].

There is no 'correct' format for a lesson plan. The most important thing about it is that it should be useful for the teacher [3].

According to M.Lewis and J. Hill a lesson should have a beginning, a middle and an end. The beginning can consist of a phonetic warm up, lexical warm up which bring students to the language class. The end can be a summary of the lesson or review of the introduced language material. The middle of the lesson depends on the objectives of the lesson. The typical sequence is 'presentation, practice, production' [4]. It is written in Ukrainian.

<center>Зразок плану конспекту уроку у **початковій школі**</center>

Дата. Клас.

Тема уроку.

Мета уроку:

Практична мета: 1.

    2.

    3.

Освітня мета.

Розвивальна мета.

Виховна мета.

Обладнання уроку.

Тип уроку.

Перебіг уроку

1. Організаційний момент. Повідомлення завдань уроку.

2. Фонетична зарядка. Декламація вірша/розучування пісні.

3. Засвоєння лексичних одиниць до теми / граматичних структур у формі гри..

4. Аудіювання тексту.

5. Монологічне мовлення.

6. Пауза для релаксації.

7. Навчання діалогічного мовлення.

8. Навчання читання.

9. Пояснення домашнього завдання.

10. Підсумки уроку.

Зразок плану конспекту уроку в **основній / старшій школі**

Дата. Клас.

Тема уроку.

Мета уроку:

Практична мета: 1.

   2.

   3.

Освітня мета.

Розвивальна мета.

Виховна мета.

Обладнання уроку.

Тип уроку.

Перебіг уроку

1. Організаційний момент. Повідомлення завдань уроку.

2. Мовленнєва зарядка.

3. Подача нових лексичних одиниць/граматичного матеріалу.

4. Активізація дій учнів з новим лексичним/граматичним матеріалом.

5. Читання / аудіювання тексту

а) виконання перед текстових завдань

б) виконання після текстових завдань

6. Монологічне мовлення на основі тексту чи ситуації.

7. Розігрування ситуації.

8. Пояснення домашнього завдання.

9. Підсумки уроку. Оцінювання.

The lesson's subject is determined by the syllabus, with the main focus on the procedural section. Here, the teacher plans the class activities, methods of delivery, and types of interactions. Each activity should have a clear purpose, with the teacher specifying the supplementary materials required. The material should suit the students' level, be well-structured, and manageable at an appropriate pace. One activity should flow from another. Each one should be followed by a brief summary or comprehension check. Feedback must be provided to the students. Timing is crucial, and the teacher should have a an 'extra' activity in reserve.

According to J.Harmer the teacher adopts a variety of roles according to the activity conducted in the classroom:

Manager – the teacher gives instructions gor students

Model – the teacher asks to reapeat a sound/sentence after him for pronunciation practice

Monitor – the teacher goes round listening to pairs practicing a dialogue

Counselor – the teacher advises students how best to approach a task

Informant – the teacher explains new language material

Facilitator – the teacher provides material and guidance to enable students to work on their own [3].

A diverse range of activities, strong language proficiency, and varied interaction styles can contribute to maintaining discipline in the classroom. After

each lesson, the teacher assesses its success by evaluating each stage and the outcomes achieved. This self-evaluation process allows the teacher to identify any shortcomings and incorporate improvements into future lesson planning.

TASKS for independent work on preparing lesson fragments:

1.   Analyze the lessons for the students of the initial, intermediate and senior stages of teaching from the course books. Determine the structure of the lessons, their types.

2.   Determine the aims of the lessons, the main types of interaction between the teacher and the students, techniques that stimulate students' cognitive skills.

3.   Make schematic plans of the analyzed lessons.

4.   Prepare the beginning of one of the analyzed lessons.

5.   Demonstrate the prepared fragment of the lesson.

6.   Prepare the final part of the lesson and demonstrate it.

Use the following classroom expressions

•Hello! Hi! Good morning! Good afternoon!

• How are you today? How are you getting on?

 •Let's begin our lesson now. Is everybody ready to start? I hope you are all ready for your English lesson. I think we can start now. Now we can get down to work.

 • Settle down now so we can start.

 • Who is absent today? / Oh, John's away. Does anyone know why? Is he ill? What's the matter with Andrew today? / So everyone is here except.../ So, only two people away.

 • Where have you been? We started ten minutes ago. What have you been doing? Did you miss your bus?/ Did you oversleep? Don't let it happen again.

 • It's okay, but come in quickly/ quietly so we can get on with class.

 • I'd like to start the lesson by revising what we did last lesson/ seeing how much you remember from last week./ I'd like to start the lesson with a pop quiz/ a warmer/ some revision/ some pairwork speaking./The aims of today's lesson are.../

are at the top of the board./Today, we are going to.../ Today, we're going to do something a bit different/ unusual/ strange.

- Work in groups of three. Work in pairs. Work on your own.

- If that's clear, we will go on to the next point. /Let's get back to the idea of.../ Now, let's approach the problem in a different way/ I'd like to finish talking about ... before we move on ...

- Please repeat after me. Could you repeat that, please? First listen, and then repeat. / Give me some more examples, please. / Do you understand?

- Look at exercise two. Can you read the instructions, please? / Keep going./ Can you speak louder?

- What does …. mean? / Is this correct? / Let's practise that again.

- Can you all see? Pull down the blinds, please. Copy me. Follow me.

- Hands up! Hands down!

- Who would like to say something? /Do you agree ...? /Could you say a little more about that?

- Can you elaborate on that? /What do you think ...? /How do you feel ...?

- What is the point made by the author of this article?

FOLLOW-UP ACTIVITIES

1. What are the aims of a plan?
2. What should be in plan?
3. What form should a plan take?
4. How should teachers plan a sequence of lessons?

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