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ДОНБАСЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ  
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**«ІННОВАЦІЙНІ ТЕХНОЛОГІЇ НАВЧАННЯ  
ІНОЗЕМНОЇ МОВИ»  
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I-66

Затверджено на засіданні кафедри германської та слов'янської філології (пр. № 1 від 27 серпня 2021 р.)

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I-66 Інноваційні технології навчання іноземної мови. Методичні вказівки до курсу : для студентів-магістрантів філологічного факультету спеціальності 014 Середня освіта (Мова та література (англійська)) / І.Б. Коротяєва; М-во освіти і науки України, ДДПУ. Слов'янськ : Видавництво ДДПУ, 2021. 65 с.

Методичні вказівки містять основні теми та плани лекційних і практичних занять із курсу «Інноваційні технології навчання іноземної мови»; пропонуються сучасні ілюстративні матеріали, основні тематичні поняття, питання для самоконтролю, завдання для самостійної роботи та список рекомендованих джерел. Методичні вказівки включають рекомендації щодо підготовки проєктів, презентацій та дидактичних матеріалів з використанням онлайн-інструментів. Курс «Інноваційні технології навчання іноземної мови» належить до дисциплін фахового вибору і допомагає формуванню спеціальних компетентностей майбутніх вчителів англійської мови закладів загальної середньої освіти.

Призначається студентам-магістрантам мовних спеціальностей (денної та заочної форми навчання), аспірантам, викладачам англійської мови.

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## Передмова

Методичні вказівки до лекційних та практичних занять з навчальної вибіркової дисципліни «Інноваційні технології навчання іноземної мови» укладено для підготовки студентів другого магістерського рівня вищої освіти, спеціальності 014 Середня освіта (Мова і література (англійська)).

Метою вивчення вибіркової фахової дисципліни є ознайомлення студентів з інноваційними технологіями навчання іноземної мови з точки зору міжнародного та вітчизняного досвіду; формування відповідних загальних і фахових компетентностей, перш за все, здатності до пошуку ефективних шляхів мотивації учня до саморозвитку (самовизначення, зацікавлення, усвідомленого ставлення до навчання).

Курс викладається англійською мовою та містить такі форми навчальної діяльності: лекції з використанням сучасних мультимедійних засобів, практичні заняття, самостійна робота студентів. На практичних заняттях студентам прищеплюються навички та вміння аналізувати сучасні методи та технології навчання іноземної мови, ефективно використовувати онлайн-інструменти та платформи в умовах змішаного навчання.

Методичні вказівки містять перелік тем та планів лекційних і практичних занять, пропонують сучасні дидактичні матеріали, завдання для самоконтролю та самостійної роботи студента. Подана орієнтовна тематика доповідей і презентацій із дисципліни «Інноваційні технології навчання іноземної мови»

Підсумковою формою контролю є залік, який передбачає не тільки активну роботу на практичних заняттях і виконання завдань самостійного блоку, але і надає можливість студентам виконати додаткові залікові завдання.

Робота з методичними вказівками допоможе студентам-магістрантам глибше усвідомити роль вчителя іноземної мови у сучасному освітньому середовищі.

Методичні вказівки доповнюють дистанційний курс з фахової вибіркової дисципліни «Інноваційні технології навчання іноземної мови» в системі MOODLE, доступній в мережі ДДПУ, і сприяють розвитку навичок самостійної автономної роботи студента.

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# **Lecture 1. Communicative Language Teaching Strategies for the Offline and Online classroom**

## **A Brief Outline**

1. Communicative approach in teaching foreign languages
2. Communicative activities versus non-communicative activities
3. Principles of communicative language teaching
4. The teacher's and students' roles in CLT
5. The nature of student-teacher interaction
6. The techniques used in CLT
7. Limitations and reservations of the communicative approach

## **Suggested Materials**

### **Communicative Language Teaching (CLT)**

The real problem when attempting to define CLT (or the Communicative approach as it was originally called) is that it means different things to different people. Or perhaps it is like an extended family of different approaches, and ‘... as is the case with most families, not all members live harmoniously together all of the time. There are squabbles and disagreements, if not outright wars, from time to time. However, no one is willing to assert that they do not belong to the family’ (Nunan 2004:7).

One of the things that CLT embraces within its family is the concept of how language is used. Instead of concentrating solely on grammar, pioneers such as David Wilkins in the 1970s looked at what notions language expressed and what communicative functions people performed with language (Wilkins 1976). The concern was with spoken functions as much as with written grammar, and notions of when and how it was appropriate to say

certain things were of primary importance. Thus communicative language teachers taught people to invite and apologise, to agree and disagree, alongside making sure they could use the past perfect or the second conditional.

A major strand of CLT centres around the essential belief that if students are involved in meaning-focused communicative tasks, then ‘language learning will take care of itself’, and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student’s development of knowledge and skill. Activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use. Thus role-play and simulation have become very popular in CLT. For example, students might simulate a television programme or a scene at an airport – or they might put together the simulated front page of a newspaper. In other communicative activities, students have to solve a puzzle and can only do so by sharing information. Sometimes they have to write a poem or construct a story together.

***Full version: The Practice of English Language Teaching by Jeremy Harmer, Fourth Edition. Pearson Education Limited, 2007, pp. 69-71. – <https://bit.ly/3EiVZPN>***

## **Communicative Language Teaching**

### **Thinking about the Experience**

As we have seen before, there are important principles underlying the behavior we have observed. Let us now investigate these by compiling our two lists: our observations and the underlying principles.

<b>Observations</b>	<b>Principles</b>
1 The teacher distributes a handout that has a copy of a sports column from a recent newspaper.	Whenever possible, <b>authentic language</b> – language as it is used in a real context – should be introduced.
2 The teacher tells the students to underline the reporter’s predictions and to say which ones they think the reporter feels most certain of and which he feels least certain of.	Being able to figure out the speaker’s or writer’s intentions is part of being communicatively competent.
3 The teacher gives the students the directions for the activity in the target language.	The target language is a vehicle for classroom communication, not just the object of study.
4 The students try to state the reporter’s predictions in different words.	One function can have many different linguistic forms. Since the focus of the course is on real language use, a variety of linguistic forms are presented together. The emphasis is on the process of communication rather than just mastery of language forms.
5 The students unscramble the sentences of the newspaper article.	Students should work with language at the discourse or suprasentential (above the sentence) level. They must learn about <b>cohesion</b> and <b>coherence</b> , those properties of language which bind the sentences together.



<p>6 The students play a language game.</p>	<p>Games are important because they have certain features in common with real communicative events – there is a purpose to the exchange. Also, the speaker receives immediate feedback from the listener on whether or not she has successfully communicated. Having students work in small groups maximizes the amount of communicative practice they receive.</p>
<p>7 The students are asked how they feel about the reporter’s predictions.</p>	<p>Students should be given an opportunity to express their ideas and opinions.</p>
<p>8 A student makes an error. The teacher and other students ignore it.</p>	<p>Errors are tolerated and seen as a natural outcome of the development of communication skills. Since this activity was working on fluency, the teacher did not correct the student, but simply noted the error, which he will return to at a later point.</p>
<p>9 The teacher gives each group of students a strip story and a task to perform.</p>	<p>One of the teacher’s major responsibilities is to establish situations likely to promote communication.</p>
<p>10 The students work with a partner or partners to predict what the next picture in the strip story will look like.</p>	<p>Communicative interaction encourages cooperative relationships among students. It gives students an opportunity to work on negotiating meaning.</p>

<p>11 The students do a role-play. They are to imagine that they are all employees of the same company.</p>	<p>The social context of the communicative event is essential in giving meaning to the utterances.</p>
<p>12 The teacher reminds the students that one of them is playing the role of the boss and that they should remember this when speaking to her.</p>	<p>Learning to use language forms appropriately is an important part of communicative competence.</p>
<p>13 The teacher moves from group to group offering advice and answering questions.</p>	<p>The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.</p>
<p>14 The students suggest alternative forms they would use to state a prediction to a colleague.</p>	<p>In communicating, a speaker has a choice not only about what to say, but also how to say it.</p>
<p>15 After the role-play is finished, the students elicit relevant vocabulary.</p>	<p>The grammar and vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.</p>
<p>16 For their homework, the students are to find out about political candidates and to make a prediction about which one will be successful in the forthcoming election.</p>	<p>Students should be given opportunities to work on language as it is used in authentic communication. They may be coached on strategies for how to improve their comprehension.</p>

*Full version: Larsen-Freeman D., Anderson M. Techniques & Principles in Language Teaching. Oxford University Press 2011, pp. 152-171 – <https://bit.ly/3E9xHr1>*

### **Video Lecture**

Doing the Communicative Approach Online: Motivating students to speak [Advancing Learning Webinar] – <https://youtu.be/IS0gvazZSGc>

### **Answer the questions (self-control)**

1. What are the goals of the teacher?
2. What is the role of the teacher? What is the role of the students?
3. What are some characteristics of the teaching-learning process?
4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?
5. How are the feelings of the students dealt with?
6. How is language viewed? How is culture viewed?
7. What areas of language are emphasized? What language skills are emphasized?
8. What is the role of the students' native language?
9. How is evaluation accomplished?
10. How does the teacher respond to student errors?

## **Lecture 2. Teaching Receptive and Productive Skills**

### **A Brief Outline**

1. Teaching receptive skills (listening, reading)
2. Teaching productive skills (speaking, writing)
3. Problems and solutions
4. Teaching activities

### **Suggested Materials**

#### **Receptive skills**

Although there are significant differences between reading and listening, as we shall see in Chapters 17 and 18, nevertheless the basic classroom procedure we often use is the same for both.

#### **A basic methodological model for teaching receptive skills**

A typical procedure for getting students to read a written text or listen to a recording involves both Type 1 and Type 2 tasks. Type 1 tasks are those where we get students to read or listen for some general understanding, rather than asking them to pick out details or get involved in a refined search of the text. Type 2 tasks, on the other hand, are those where we get students to look at the text in considerably more detail, maybe for specific information or for language points. Moving from the general to the specific by starting with Type 1 tasks and going on to Type 2 tasks works because it allows students to get a feel for what they are seeing or hearing before they have to attack the text in detail, which is the more difficult thing to do.

The procedure for teaching receptive skills generally starts with a lead in. This is where we engage students with the topic of the reading and we try to activate their schema (plural schemata), a

term which was best described by Guy Cook as ‘our pre-existent knowledge of the world’ (Cook 1989: 69). This is the knowledge that allows many British, Australian, West Indian, Pakistani and Indian people (for example) to make sense of headlines like England in six-wicket collapse (a reference to the game of cricket), whereas many Canadians would instantly understand what it means to be sent to the penalty box and why being sent there might give another team a power play (both terms come from ice hockey, Canada’s national sport).

All of us, at whatever age, but especially from late childhood onwards, have this pre-existent knowledge which we bring with us to all encounters with topics and events. The job of the receptive skills teacher, therefore, is to provoke students to get in touch with that knowledge or schema. They can then predict what a text is likely to be about, and what they are going to see or hear. We can provoke this kind of prediction by giving them various clues, such as pictures, headlines or book jacket descriptions. We can give them a few words or phrases from the text and ask them to predict what these might indicate about its content. We can encourage a general discussion of the topic or ask students to make their own questions for what they are going to read about. Whatever alternative we choose, the point is that prediction is vitally important if we want students to engage fully with the text.

Once students are ready to read, we set some kind of a comprehension task so that they will read or listen in a general way – trying to extract a mostly general understanding of what, superficially, the audio or written text is all about.

The students read or listen to the text and then the teacher directs feedback. Here we may suggest that students go through the answers in pairs or small groups. This is partly so that they get more

opportunities to work together, and partly so that when we go through the answers with the class, individual students do not get exposed as having failed in a task.

***Full version: The Practice of English Language Teaching by Jeremy Harmer, Fourth Edition. Pearson Education Limited, 2007, pp. 270-278 – <https://bit.ly/3A3iW6M>***

### **Video Lecture**

1. Productive and Receptive Skills in the EFL Classroom – Receptive Skills Overview – <https://youtu.be/KrGPBSyco9k>
2. Productive and Receptive Skills – <https://youtu.be/WHJqVN1WiQc>

### **Questions and Tasks (self-control)**

1. What are four main skills in developing communicative competence?
2. What are problems and solutions in teaching and learning of receptive skills?
3. What are problems and solutions in teaching and learning of productive skills?
4. Suggest some popular activities for online teaching receptive and productive skills.

## **Lecture 3. Task-Based Learning in the ESL Classroom**

### **A Brief Outline**

1. The content and principles of Task-Based Learning
2. Three basic cycles of Task-Based Learning
3. Various techniques and activities used in TBL
4. Advantages and limitations of Task-Based Learning

### **Suggested Materials**

#### **Task-based Language Teaching. Introduction**

In 1976, Wilkins distinguished between two types of syllabi—**synthetic syllabi** and **analytic syllabi**. Synthetic syllabi comprise linguistic units: grammar structures, vocabulary items, functions, etc. The units are usually ordered logically, in a sequence from linguistic simplicity to linguistic complexity. It is the learners' responsibility to synthesize the linguistic units for the purpose of communication. Analytic syllabi, on the other hand, '... are organised in terms of the purposes for which people are learning language and the kinds of language performance that are necessary to meet those purposes'. Content-based instruction, which we looked at in the previous chapter, employs an analytic syllabus. Rather than learning language items one by one in a specific sequence, learners work on relevant content texts and the language of the texts. Second language acquisition (SLA) research supports the use of analytic syllabi because such research shows that learners do not learn linguistic items one at a time. Instead, they induce linguistic information from the language samples they work on, and they acquire language items only when they are ready to do so. A task-based syllabus, which we take up in this chapter, falls

into the category of an analytic syllabus. The syllabus is composed of tasks, not a sequence of linguistic items.

**Tasks** are meaningful, and in doing them, students need to communicate. Tasks have a clear outcome so that the teacher and students know whether or not the communication has been successful. An example of a task in a task-based syllabus is for students to plan an itinerary for a trip. Students work in small groups with a train schedule. They are given certain destinations to include, and they have to decide on the most direct route to travel by train—the one that will take the least amount of travel time. As the students seek to complete the task, they have to work to understand each other and to express their own thoughts. By so doing, they have to check to see if they have comprehended correctly and, at times, they have to seek clarification. This interaction and checking is thought to facilitate language acquisition (Long 1996; Gass 1997). As Candlin and Murphy note:

*The central purpose we are concerned with is language learning, and tasks present this in the form of a problem-solving negotiation between knowledge that the learner holds and new knowledge. (Candlin and Murphy 1987:1)*

Task-based Language Teaching is another example of the ‘strong version’ of the communicative approach, where language is acquired through use. In other words, students acquire the language they need when they need it in order to accomplish the task that has been set before them.

**Full version:** *Larsen-Freeman D., Anderson M. Techniques & Principles in Language Teaching. Third Edition. Oxford University Press, 2011. pp. 192-205 – <https://bit.ly/3k4k84w>*



## **Video Lecture**

1. Task Based Learning in the ESL Classroom – <https://youtu.be/Ldhc5LtdlKU>
2. Demo: Task-Based Learning – International TEFL Academy – <https://youtu.be/59XMhMO0FMU>
3. Task-Based Language Learning – <https://youtu.be/iLNpGExX4z8>

## **Questions and Tasks (self-control)**

1. What is the main focus of Task-Based Learning?
2. What are three basic cycles for TBL?
3. Name the main principles of Task-Based Learning.
4. What are principal techniques used in Task-Based Learning?
5. Is there any criticism of TBL in pedagogical methodology?  
Provide some arguments.

## Lecture 4. Project-Based Learning in the ESL Classroom

### A Brief Outline

1. Definition of Project-Based Learning (Methodological Background)
2. Characteristics of Project-Based Learning
3. The roles of teacher and students in Project-Based Learning
4. Types of educational projects
5. Stages of Project-Based Learning
6. Assessment and evaluation of Project work
7. Advantages and challenges of PBL in practice

### Suggested Materials

#### HOW IS PBL USED?

Some teachers use PBL extensively as their primary curriculum and instructional method. Others use PBL occasionally during a school year. Projects vary in length, from several days to several weeks or even a semester. PBL can be effective at all grade levels and subjects, as well as at afterschool and alternative programs.

How is PBL Used?

## Does PBL Work?

#### DOES PBL WORK?

There is forty years of accumulated evidence that the instructional strategies and procedures that make up Project Based Learning are effective in building deep content understanding. Research also shows that PBL raises academic achievement and encourages student motivation to learn. Research studies have demonstrated that PBL can:



*Full version: Project-Based Learning* –

<https://bit.ly/3E7I92h>

## **Project-Based Learning (PBL) In Practice: Active Teachers' Views Of Its Advantages And Challenges**

### **Theoretical Background. Definition of PBL**

There are a lot of different definitions for project-based learning (PBL). According to Thomas (2010), it is a model that organises learning around projects. It is also defined as an interdisciplinary, student-centered activity with a clearly defined project outcome (Han et al., 2015). PBL is characterised by students' autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices (Kokatsaki et al., 2015).

Blumenfeld et al. (1991) describe PBL as a comprehensive approach to classroom teaching and learning that is designed to engage students in the investigation of real-world problems. There are two essential components of projects: 1) They require a driving question or problem that serves to organize the project activities 2) these activities should result in artifacts that culminate in a final product that addresses the driving question. The driving question designed by students and/or teachers should not be so constrained that the outcomes are predetermined, leaving students with little room to develop their own approaches to answering the question. Students' freedom to generate artifacts is critical, because it is through this process that students construct their knowledge. Artifacts are concrete and explicit (e.g., a model, report, videotape, or computer program) representations of the students' problem solutions that reflect emergent states of knowledge. This allows others to provide feedback and permits learners to reflect on and extend their emergent knowledge and revise their artifacts. PBL also places students in realistic, contextualised problem-solving

environments. In so doing, projects can serve to build bridges between phenomena in the classroom and real-life experiences; the questions and answers that arise in their daily enterprise are given value and are shown to be open to systematic inquiry. (Blumenfeld et al., 1991).

Thus, the distinctive feature of project-based learning is problem orientation, that is, the idea that a problem or question serves to drive learning activities. The second feature of PBL, constructing a concrete artefact, is what distinguishes project-based learning from problem-based learning. Helle, Tynjala and Olkinuora (2006) add three other features to PBL. The first, learner control of the learning process, which leaves scope for decisions regarding the pacing, sequencing and actual content of learning. The second, the contextualisation of learning is evident in student projects. The value of authentic or simulated learning contexts has been argued for both cognitive reasons and by the situated learning camp. The third, characteristic of the project method is its potential for using and creating multiple forms of representation. In modern working life, most tasks require the combined use of (interdisciplinary) knowledge in different forms (e.g., abstract, concrete, pictorial, verbal, as formulae etc). (Helle et al., 2006).

*Full version: Aksela M., Haatainen O. PBL in practice active teachers views of its advantages and challenges. ResearchGate, 2019 – <https://bit.ly/3lf9dUP>*

## **Projects**

Frequently, teachers ask their students to work on assignments that last for longer than say, 45 minutes or one or two lessons. Some TBL sequences are like this, but whatever methodology we are following, such longer-term projects have always been part of

educational sequences. In schools in many education systems around the world, children may produce their own booklets or computer-based materials which combine a number of subjects they have been studying over a period of time – maths, geography, history, etc. They may produce ‘books’ on the life of indigenous people in their country before the arrival of settlers or conquerors from overseas, or they could write their own Aztec or ancient Egyptian cookbooks; they might do projects on animals or aspects of the natural world. Typically, their booklets will include pictures as well as writing.

In order to complete their projects, the children will look at books, consult websites, watch videos and, perhaps, conduct their own mini-experiments. The project thus becomes a perfect vehicle for skill integration and information gathering.

Project work is popular in EFL/ESOL teaching and learning, too, though its use is naturally constrained by the amount of time available for its implementation. It is far more popular, for example, on courses where students are full-time students and have access to a wide range of resources and people.

There are many possible areas for project work in an EFL/ESL setting. Many teachers, for example, encourage their students to produce a class newspaper. Other classes produce guides to their town or books on history or culture. Some projects look at peoples attitudes to current issues or ask students to produce brochures for a public service or a new company.

What these examples demonstrate is that the difference between a full-blown project and some writing or speaking tasks is chiefly one of scale. When we get students to prepare for a debate or have them analyse reviews so that they can write their own, we are involving them in a project of sorts. Projects are longer than the traditional essay or other written task. They demand significantly more

research than a buzz group preparing for a quick communicative activity.

*Full version: The Practice of English Language Teaching by Jeremy Harmer, Fourth Edition. Pearson Education Limited, 2007, pp. 278-282 – <https://bit.ly/3A5AP54>*

### **Video Lecture**

1. Project based learning in your ESL / EESL classroom – <https://youtu.be/ISX18gHmUWo>
2. Project-based learning in the classroom – 9 Amazing apps for PBL – <https://youtu.be/YtUwOanzkfk>
3. How to Design Project-Based Learning Activities – <https://youtu.be/3yAODXnAsg>
4. The Seven Step Method of PBL – <https://youtu.be/4cOa27zXsw>

### **Questions and Tasks (self-control)**

1. What problems may happen when we ask students to do group work or a project? (Video 1)
2. Try to define what is PBL.
3. Comment on the main principle of PBL "Group collaboration but individual evaluation".
4. What are the main stages in PBL?
5. How can a teacher set up an effective project with his/her students?
6. What are some useful educational online tools (apps) that can be used in PBL? (Video 2)
7. What methods are used in PBL? (Video 3)
8. Specify on the 7 step method of PBL. (Video 4)

# Lecture 5. Encouraging Critical Thinking in the ESL Classroom

## A Brief Outline

1. What is Critical Thinking?
2. Sub-skills of Critical Thinking
3. B.Bloom's Taxonomy
4. Teaching Critical Thinking in the language classroom
5. Practical Activities for integrating Critical Thinking into language classroom

## Suggested Materials



## OVERVIEW OF PRESENTATION

### CRITICAL THINKING

- ✓ WHAT
- ✓ WHY
- ✓ HOW



## CRITICAL THINKING: FROM SCHOOL TO SOCIETY

**“A common complaint is that entry-level employees lack the reasoning and critical thinking abilities needed to process and refine information.” (Hirose, 1992, para. 1)**



*Full version: Critical Thinking in an ESL Classroom: What, Why, How? – <https://bit.ly/3ho1Fxy>*

## **What is critical thinking?**

### **Definitions of critical thinking**

When you ask people to define 'Critical Thinking', there is no shortage of definitions. In a recent online webinar for English Language Teachers, the lecturer started the webinar by asking participants to share their own definition of the term, Critical Thinking. With around 100 teachers from various backgrounds, there was a wide range of ideas and suggestions. Here is a selection of the responses:

- ask questions and avoid making assumptions
- being able to evaluate information and choose relevant bits and pieces
- ability to question opinions, research, arguments and ideas
- reflective reasoning
- analyse material, formulate your opinion about it and be able to support your opinion.
- making students autonomous and independent
- identify your own bias and others' bias and interests
- looking at a problem from a wider/different angle
- ask the right questions and weigh up different points of view

The fact that no one response succeeds in defining Critical Thinking illustrates the fact that it's a term that often defies simple definition. And yet all the responses add to the growing picture of what critical thinking is. I say a 'growing picture' because in recent years 'Critical Thinking' has become somewhat of a buzzword in the world of education and, in particular, in language teaching. More and more is



being said and written on the subject. Type the term in Google and you will have a choice of over 121 million results to search through.

### **Origins of the term**

The term 'Critical Thinking' first started emerging in academic circles and literature in the midtwentieth century. In 1941, the academic Edward M. Glaser stressed that critical thinking referred to the search for evidence to support (or discredit) a belief or argument. Even before Glaser used the term, there are signs of critical thinking in action throughout human history. The Greek philosopher Socrates proposed a system of enquiry which set out to question everyday beliefs and to arrive at the truth on the basis of real evidence. 'Socratic questioning' as it is known still heavily influences many approaches to education to this day and is certainly one skill required of effective critical thinkers.

So, at a very basic level, critical thinking is about finding out whether something is true, partly true or not true at all. However, finding this out is not necessarily as easy as it sounds. The writer of an article, for example, can present information as factual or true. Through sophisticated use of language, a writer can disguise his or her bias, offer facts when in reality they are opinion, or use emotive words that will appeal to a reader's own feelings or inclinations. In order to deal with these more complex areas, we need a variety of sub-skills and abilities in order to think critically.

### **Sub-skills of critical thinking**

In 1956, a committee of educators chaired by the educational psychologist Benjamin Bloom worked towards developing a system of thinking that would go beyond traditional rote learning in education and encourage 'higher-order' thinking. Although the taxonomy they devised is named after Bloom, it is a concept that has been refined and

adapted over the years. However, at the core of Bloom's Taxonomy is a series of skills that teachers should develop in their learners in order to make their students learn more effectively.

Over the years, many other educators have built on Bloom's taxonomy, notably Anderson and Krathwohl. The following is a summary of these more recent attempts to provide a set of subskills which take the learner from lower level thinking to a higher level thinking.

*Full version: John Hughes. Critical Thinking in the Language Classroom. 2014 – <https://bit.ly/390H6Dg>*

### **Video Lecture**

1. How to use critical thinking in the classroom – <https://youtu.be/y7iMEH7jGFk>
2. Critical Thinking: Why, How Examples – <https://youtu.be/eBAdfJye2QU>
3. Teaching Critical Thinking Skills – <https://youtu.be/9bu9SPbZanw>

### **Questions and Tasks (self-control)**

1. What are definitions of Critical Thinking and origins of the term?
2. Name essential skills of Critical Thinking.
3. Why should we teach Critical Thinking in the language classroom?
4. What are possible ways, techniques and activities to teach Critical Thinking in the language classroom?
5. Provide some examples of practical activities for integrating Critical Thinking into the language classroom.

## Lecture 6. Assessment Tools (Hybrid Teaching)

### A Brief Outline

1. Definition of Assessment
2. Types of assessment
3. Principles of assessment
4. Tests & testing
5. Assessment Techniques
6. Online Assessment tools

### Suggested Materials

# Assessments

Why do we assess our students?

- Individually, write at least three ideas you have about assessments
- With one or two colleagues near you, compare your ideas and together, come up with one idea that you can all agree describes assessment
- Share your best idea with everyone



*Full version: Formative and Summative Assessment to Improve Learning – <https://bit.ly/2VxfT7U>*

## How do you Assess student learning in f2f?

- Quizzes (written / oral)
- Tests (written / oral)
- Discussion
- “Look in their eyes”
- One on one



## Assessments in online courses: Which are easier / which are more challenging?

- Quizzes (written / oral)
- Tests (written / oral)
- Discussion
- “Look in their eyes”
- One on one



*Full version: Assessment in Online Courses: So Many  
\*Free\* Tools! – <https://bit.ly/2XffA2u>*

### **Video Lecture**

1. Assessment in Language Teaching – [https://youtu.be/mU8qaUqCH\\_8](https://youtu.be/mU8qaUqCH_8)
2. Formative Assessments: Why, When & Top 5 Examples – <https://youtu.be/-RXYTpgvB5I>
3. Summative Assessment: Overview & Examples – <https://youtu.be/SjnrI3ZO2tU>
4. Online Assessment Tools for Teachers – <https://youtu.be/8DMNKVgG5ko>

### **Questions and Tasks (self-control)**

1. What types of assessment are distinguished in methodology? (Video 1)
2. What are the differences between formative and summative assessment?
3. Provide definitions of formative and summative assessment.
4. Why do language teachers need quality feedback?
5. What are possible strategies for assessment in the language classroom?
6. Give examples of online assessment tools.
7. What are benefits of online assessment tools?
8. Which is easier: online or offline assessment (your own teaching experience)?

## **Lecture 7. Teaching Pair and Group Work. Cooperative Learning**

### **A Brief Outline**

1. Advantages and disadvantages of Pairwork and Groupwork in the language classroom
2. Definition of Cooperative Learning
3. Characteristics and principles of Cooperative Learning
4. Benefits of Cooperative Learning for students
5. Cooperative Learning techniques

### **Suggested Materials**

#### **Pairwork**

In pairwork, students can practise language together, study a text, research language or take part in information-gap activities. They can write dialogues, predict the content of reading texts or compare notes on what they have listened to or seen.

#### **Advantages of pairwork:**

- It dramatically increases the amount of speaking time any one student gets in the class.
- It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.
- It allows teachers time to work with one or two pairs while the other students continue working.
- It recognises the old maxim that ‘two heads are better than one’, and in promoting cooperation, helps the classroom to become a more relaxed and friendly place. If we get students to make decisions in pairs (such as deciding on the correct

answers to questions about a reading text), we allow them to share responsibility, rather than having to bear the whole weight themselves.

- It is relatively quick and easy to organise.

### **Disadvantages of pairwork:**

- Pairwork is frequently very noisy and some teachers and students dislike this. Teachers in particular worry that they will lose control of their class.
- Students in pairs can often veer away from the point of an exercise, talking about something else completely, often in their first language. The chances of misbehaviour are greater with pairwork than in a whole-class setting.
- It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are.
- the actual choice of paired partner can be problematic, especially if students frequently find themselves working with someone they are not keen on.

### **Groupwork**

We can put students in larger groups, too, since this will allow them to do a range of tasks for which pairwork is not sufficient or appropriate. Thus students can write a group story or role-play a situation which involves five people. They can prepare a presentation or discuss an issue and come to a group decision. They can watch, write or perform a video sequence; we can give individual students in a group different lines from a poem which the group has to reassemble.

In general, it is possible to say that small groups of around five students provoke greater involvement and participation than larger groups. They are small enough for real interpersonal interaction, yet not so small that members are over-reliant upon each individual. Because five is an odd number it means that a majority view can usually prevail. However, there are occasions when larger groups are necessary. The activity may demand it (see the poem activity mentioned above, where the number of students in a group depends on the number of lines in the poem), or we may want to divide the class into teams for some game or preparation phase.

### **Advantages of groupwork:**

- Like pairwork, it dramatically increases the number of talking opportunities for individual students.
- Unlike pairwork, because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contributions than in pairwork.
- It encourages broader skills of cooperation and negotiation than pairwork, and yet is more private than work in front of the whole class. Lynne Flowerdew (1998) found that it was especially appropriate in Hong Kong, where its use accorded with the Confucian principles which her Cantonese-speaking students were comfortable with. Furthermore, her students were prepared to evaluate each other's performance both positively and negatively where in a bigger group a natural tendency for self-effacement made this less likely.
- It promotes learner autonomy by allowing students to make their own decisions in the group without being told what to do by the teacher.



- Although we do not wish any individuals in groups to be completely passive, nevertheless some students can choose their level of participation more readily than in a whole-class or pairwork situation.

**Disadvantages of groupwork:**

- It is likely to be noisy (though not necessarily as loud as pairwork can be). Some teachers feel that they lose control, and the whole-class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities.
- Not all students enjoy it since they would prefer to be the focus of the teacher’s attention rather than working with their peers. Sometimes students find themselves in uncongenial groups and wish they could be somewhere else.
- Individuals may fall into group roles that become fossilised, so that some are passive whereas others may dominate.

Groups can take longer to organise than pairs; beginning and ending groupwork activities, especially where people move around the class, can take time and be chaotic.

*Full version: The Practice of English Language Teaching by Jeremy Harmer, Fourth Edition. Pearson Education Limited, 2007, pp. 165-166 – <https://bit.ly/2YPmJXX>*

**Thinking about the Experience**

Let us list our observations and review the principles of cooperative learning.

Observations	Principles
--------------	------------

<p>1 The vocabulary lesson will be done in cooperative groups. Each student is to help the other students learn the new vocabulary words.</p>	<p>Students are encouraged to think in terms of 'positive interdependence', which means that the students are not thinking competitively and individualistically, but rather cooperatively and in terms of the group.</p>
<p>2 The students ask which groups they should form. The teacher tells them to stay in the same groups they have been in this week.</p>	<p>In cooperative learning, students often stay together in the same groups for a period of time so they can learn how to work better together. The teacher usually assigns students to the groups so that the groups are mixed – males and females, different ethnic groups, different proficiency levels, etc. This allows students to learn from each other and also gives them practice in how to get along with people different from themselves.</p>
<p>3 The teacher gives the students the criteria for judging how well they have performed the task they have been given. There are consequences for the group and the whole class.</p>	<p>The efforts of an individual help not only the individual to be rewarded, but also others in the class.</p>
<p>4 The students are to work on the social skill of encouraging others.</p>	<p>Social skills such as acknowledging another's contribution, asking others to contribute, and keeping the conversation calm need to be explicitly taught.</p>
<p>5 The students appear to be busy working in their groups. There is much talking in the groups.</p>	<p>Language acquisition is facilitated by students' interacting in the target language.</p>

6 Students take the test individually.	Although students work together, each student is individually accountable.
7 Students compare and combine scores. The students put their group's scores on each of their papers.	Responsibility and accountability for each other's learning is shared. Each group member should be encouraged to feel responsible for participating and for learning.
8 The group discusses how the target social skill has been practiced. Each student is given a role. The teacher gives feedback on how students did on the target social skill.	Leadership is 'distributed.' Teachers not only teach language; they teach cooperation as well. Of course, since social skills involve the use of language, cooperative learning teaches language for both academic and social purposes.

***Full version: Larsen-Freeman D., Anderson M. Techniques & Principles in Language Teaching. Oxford University Press 2011, pp. 234-239 – <https://bit.ly/3jYwevL>***

### **Video Lecture**

1. Cooperative Learning Model: Strategies & Examples – [https://youtu.be/cnkKHL\\_dyGE](https://youtu.be/cnkKHL_dyGE)
2. Cooperative Learning Strategies in English language classes – <https://youtu.be/OjrPF8hWb8s>
3. Jigsaw: A Cooperative Learning Technique – <https://youtu.be/MfkK2IU6v40>

### **Questions and Tasks (self-control)**

1. Why should teachers use cooperative learning in the language classroom?
2. What are the five elements of cooperative learning?

3. Why is cooperative learning essential for developing XXIst century skills?
4. Are there any dangers and cautions in using cooperative learning in the language classroom?
5. What are the main principles of grouping students in the language classroom?
6. Provide some classroom examples of cooperative learning.
7. Describe JIGSAW as a popular cooperative learning technique.
8. What are benefits of cooperative learning for students?

## Lecture 8. How to use Online Tools (Jamboard, Padlet, Kahoot, Quizizz, etc.)

### A Brief Outline

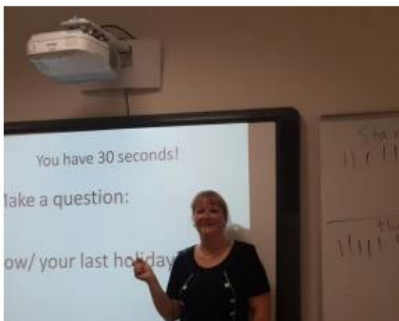
1. Essential characteristics of online tools in the language classroom
2. The basics of using online tools for various purposes in the language classroom
3. Some uses for Jamboard, Padlet, Kahoot, Quizizz, WordWall etc.
4. Benefits of online tools for students in the language classroom

### Suggested Materials

# Using Kahoot! in a language classroom

### How I found out about Kahoot!

"I did not sign up for this! I am an English teacher, not a wildlife wrangler! And I am never playing competitive games in my classroom again!", I was thinking to myself as I watched my 20-student class erupt into shouts, scattering answer cards around the classroom and stabbing the air with uncapped (oh horror!) markers for emphasis.



*Full version: Yuliya Speroff. Using Kahoot! in a language classroom – <https://bit.ly/3z4htvR>*

## 6 Google Jamboard activities activities your students will love!

### 1. Brainstorming.

This one is particularly useful before writing a pros and cons essay or preparing for a discussion. Students brainstorm and share ideas by adding sticky notes. You can ask them to use different colours for pros and cons or each student uses a different colour etc. Why? It just looks so much nicer when the board is colourful! Jamboard really brought brainstorming to life.

In the example below, my two advanced students shared their thoughts on lifting the lockdown back in April.

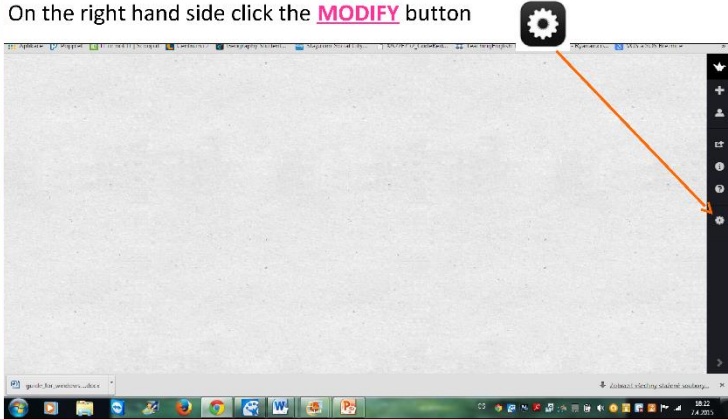


*Full version: Rachel Tsateri. 6 Google Jamboard activities your students will love! – <https://bit.ly/3C5pCSm>*

# Tutorial How To Use Padlet

## Step 1: Start creating the padlet

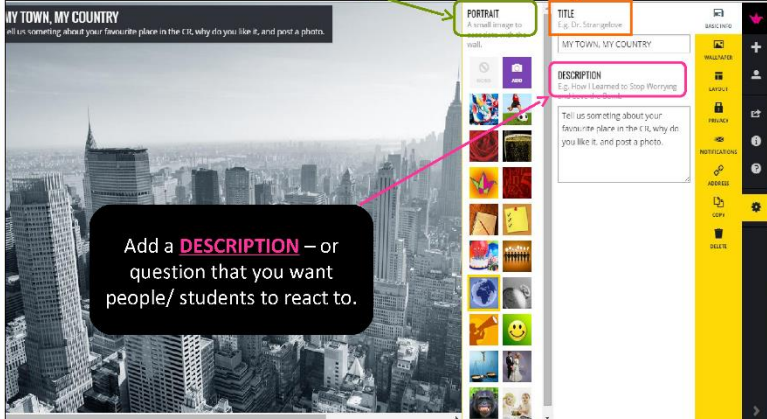
This WALL is what you will see when your Padlet opens.  
On the right hand side click the **MODIFY** button



## Step 2: Modify the wall

Click on **PORTRAIT** and chose or download an image associated with the wall.

Give your WALL a **TITLE**



*Full version: Tutorial How To Use Padlet –*  
<https://bit.ly/3hnZLx7>

### **Video Lecture**

1. How to use Google Jamboard to teach ESL students – <https://youtu.be/j4s40IKt0f8>
2. How to use Padlet for teaching ESL vocabulary – <https://youtu.be/dYFZGC4OVmw>
3. Padlet Tutorial for Teachers + 8 Ways to Use With Students – <https://youtu.be/x9IQVofS43I>
4. Kahoot vs Quizizz – Which is the Best Online Assessment Tool for Teachers? – <https://youtu.be/WhLW9kXQbAw>
5. Complete training in Wordwall for Language Teachers – <https://youtu.be/7cIIANVFezk>

### **Questions and Tasks (self-control)**

1. Which online tool do you find the most interesting and useful? Give some arguments.
2. What is your own personal experience of using online tools in the language classroom? (Teaching practice at school, etc.)
3. What are benefits and advantages of using online tools in the language classroom?



## **Tutorial 1. Communicative Approach in the EFL classroom**

### **Plan of the Tutorial**

1. Communicative approach in teaching foreign languages
2. Communicative activities versus non-communicative activities
3. Principles of communicative language teaching
4. The teacher's and students' roles in CLT
5. The nature of student-teacher interaction
6. The techniques used in CLT
7. Limitations and reservations of the communicative approach

### **Suggested Materials**

Not all activities in CLT occur at either extreme of the continuum, however. Some may be further towards the communicative end, whereas some may be more non-communicative. An activity in which students have to go round the class asking questions with a communicative purpose, but using certain prescribed structures (e.g. *Have you ever done a bungee jump? Have you ever climbed a mountain? Have you ever been white-water rafting?*) may be edging towards the non-communicative end of the continuum, whereas another, where students have to interview each other about a holiday they went on, might be nearer the communicative end.

A key to the enhancement of communicative purpose and the desire to communicate is the information gap. A traditional classroom exchange in which one student asks *Where's the library?* and another student answers *It's on Green Street, opposite the bank* when they can both see it and both know the answer, is not much like real communication. If, however, the first student has a map

which does not have the library shown on it, while the other student has a different map with *library* written on the correct building – but which the first student cannot see – then there is a gap between the knowledge which the two participants have. In order for the first student to locate the library on their map, that information gap needs to be closed.

CLT, therefore, with its different strands of what to teach (utterances as well as sentences, functions as well as grammar) and how to teach it (meaning-focused communicative tasks as well as more traditional study techniques), has become a generalised ‘umbrella’ term to describe learning sequences which aim to improve the students’ ability to communicate. This is in stark contrast to teaching which is aimed more at learning bits of language just because they exist – without focusing on their use in communication.

However, CLT has come under attack for being prejudiced in favour of native-speaker teachers by demanding a relatively uncontrolled range of language use on the part of the student, and thus expecting the teacher to be able to respond to any and every language problem which may come up (Medgyes 1992). In promoting a methodology which is based around group- and pairwork, with teacher intervention kept to a minimum during, say, a role-play, CLT may also offend against educational traditions which rely on a more teacher-centred approach. CLT has sometimes been seen as having eroded the explicit teaching of grammar with a consequent loss among students of accuracy in the pursuit of fluency. Perhaps there is a danger in ‘a general over-emphasis on performance at the expense of progress’ (Wicksteed 1998: 3). Finally, some commentators suggest that many so-called communicative activities are no more or less real than traditional

exercises. Getting people to write a letter, buy an airline ticket, find out train times (see Prabhu, quoted below), or go and look something up (see Allwright's study earlier), is just as contrived as many more traditional exercises, and does not, in fact, arise from any genuine communicative purpose.

Despite these reservations, however, the Communicative approach has left an indelible mark on teaching and learning, resulting in the use of communicative activities in classrooms all over the world.

***Full version: The Practice of English Language Teaching by Jeremy Harmer, Fourth Edition. Pearson Education Limited, 2007, pp. 69-71 – <https://bit.ly/3EiVZPN>***

### **Reviewing the Principles**

The answers to our 10 questions will help us come to a better understanding of Communicative Language Teaching. In some answers new information has been provided to clarify certain concepts.

### **What are the goals of teachers who use Communicative Language Teaching (CLT)?**

The goal is to enable students to communicate in the target language. To do this, students need knowledge of the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutors. Communication is a process; knowledge of the forms of language is insufficient.

## **What is the role of the teacher? What is the role of the students?**

The teacher facilitates communication in the classroom. In this role, one of his major responsibilities is to establish situations likely to promote communication. During the activities he acts as an advisor, answering students' questions and monitoring their performance. He might make a note of their errors to be worked on at a later time during more accuracy-based activities. At other times he might be a 'co-communicator' engaging in the communicative activity along with students (Littlewood 1981).

Students are, above all, communicators. They are actively engaged in negotiating meaning—in trying to make themselves understood—even when their knowledge of the target language is incomplete.

Also, since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible for their own learning.

*Full version: Larsen-Freeman D., Anderson M. Techniques & Principles in Language Teaching. Oxford University Press 2011, pp. 152-171 – <https://bit.ly/3E9xHr1>*

### **Practical Tasks**

**A Make up a list of essential terms (15-20) on the topic**

**B Check your understanding of Communicative Language Teaching.**

1 Explain in your own words Morrow's three features of communication: information gap, choice, and feedback. Choose one of the activities in the lesson we observed and say whether or not these three features are present.

2 Why do we say that communication is a process?

3 What does it mean to say that the linguistic forms a speaker uses should be appropriate to the social context?

**C Apply what you have understood about Communicative Language Teaching.**

*1 If you wanted to introduce your friend Paula to Roger, you might say:*

Roger, this is (my friend) Paula.

I would like you to meet Paula.

Let me present Paula to you.

Roger, meet Paula.

Allow me to introduce Paula.

In other words, there are a variety of forms for this one function. Which would you teach to a beginning class, an intermediate class, an advanced class? Why?

List linguistic forms you can use for the function of inviting. Which would you teach to beginners? To intermediates? To an advanced class?

*2 Imagine that you are working with your students on the function of requesting information. The authentic material you have selected is a railroad timetable. Design a communicative game or problem-solving task in which the timetable is used to give your students practice in requesting information.*

*3 Plan a role-play to work on the same function as in 2 above.*

## **Tutorial 2. Connecting with Students Online: Strategies for Remote Teaching & Learning**

### **Plan of the Tutorial**

1. ZOOM – popular platform for remote teaching and learning
2. Microsoft Teams in the language classroom
3. Google Meet for distance learning
4. Strategies for remote teaching and learning

### **Video Lecture**

1. Tech Tools for Interactive Remote Teaching Webinar – [https://youtu.be/1\\_PFLcNXMqg](https://youtu.be/1_PFLcNXMqg)
2. 10 Golden Rules when teaching with Zoom – <https://youtu.be/1ZRf6hA1ejk>
3. Google Meet for Distance Learning – <https://youtu.be/un93ksA8prE>
4. Microsoft Teams Tutorial in 10 min – <https://youtu.be/VDDPoYOQYfM>

### **Questions and Tasks**

1. Which platforms are used for remote teaching and learning in your university?
2. Which of the platforms do you find the most convenient?
3. Write a few paragraphs about your own experience of remote teaching and learning.

## Tutorial 3. Project-Based Learning and Web-Quests in the EFL Classroom

### Plan of the Tutorial

1. Definition of Project-Based Learning (Methodological Background)
2. Characteristics of Project-Based Learning
3. The roles of teacher and students in Project-Based Learning
4. Types of educational projects
5. Stages of Project-Based Learning
6. Assessment and evaluation of Project work
7. Advantages and challenges of PBL in practice

### Suggested Materials

#### What is Project-Based Learning

Project Based Learning, or PBL, is an instructional approach built upon learning activities and real tasks that have brought challenges for students to solve. These activities generally reflect the types of learning and work people do in the everyday world outside the classroom. PBL is generally done by groups of students working together toward a common goal

PBL teaches students not just content, but also important skills in ways students have to be able to function like adults in our society. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, group participation and leadership skills, and critical thinking.

Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.

PBL allows students to reflect upon their own ideas and opinions, and make decisions that affect project outcomes and the learning process in general. The final product results in high-quality, authentic products and presentations.

#### Why Use It?

- PUTS STUDENTS IN A POSITION TO USE THE KNOWLEDGE THAT THEY GET.
- EFFECTIVE IN HELPING STUDENTS UNDERSTAND, APPLY, AND RETAIN INFORMATION.
- CAN GIVE STUDENTS AN OPPORTUNITY TO WORK WITH PROFESSIONAL EXPERTS WHO ENRICH AND SUPPORT THE TEACHERS KNOWLEDGE AND HOW IT CONNECTS TO THE REAL-WORLD
- CAN BE MORE EFFECTIVE THAN TRADITIONAL INSTRUCTION, AND INCREASE ACADEMIC ACHIEVEMENT.
- BENEFITS INCLUDE BUILDING SKILLS SUCH AS CRITICAL THINKING, COMMUNICATION AND COLLABORATION.
- STUDENTS WHO WORK ON PROJECTS SHOW INCREASED MOTIVATION AND ENGAGEMENT IN THEIR STUDIES.

*Full version: Project-Based Learning* –

<https://bit.ly/3E7I92h>

Aksela M., Haatainen O. PBL in practice active teachers views of its advantages and challenges. ResearchGate, 2019. – <https://bit.ly/3lf9dUP>

### **Managing projects**

Projects can be organised in a number of different ways, but they generally share the same sequence:

- **The briefing/the choice:** projects start when the teacher or the students (or the two in combination) decide on a topic. Sometimes students may bring their own ideas, sometimes the teacher may offer a list of possible topics, and sometimes the teacher may ask all the students to do the same project.

Once the choice has been made, a briefing takes place in which teacher and students define the aims of the project and discuss how they can gather data, what the timescale of the project is, what stages it will go through and what support the students will get as the work progresses.

- **Idea/language generation:** once a briefing has taken place, what happens next will depend on how directed the project is. If students have come up with their own ideas and topics, this is where they will start on the process of idea generation. They have to decide what is going into their project. They need to make a plan about what they have to find out, and think about where they can find that information.

If, however, teachers are directing the project very carefully, students may be told what they are looking for and where they are going to find it.

- **Data gathering:** students can gather data from a number of sources. They can consult encyclopedias or go to the Internet to find what they are looking for. They can design questionnaires so that they



can interview people. They can look at texts for genre analysis or watch television programmes and listen to the radio.

- **Planning:** when students have got their ideas, generated some topic-specific language and gathered the data they require, they can start to make a plan of how the final project will be set out. If students are planning to end the project with a big debate or presentation, for example, this is where they plan what they are going to say.

- **Drafting and editing:** if the project has a final written product, a first draft will be produced, consisting either of sections or the whole thing, which fellow students and/or the teacher can look at and comment on. This draft will also be self-edited by the project writers.

- **The result:** finally, the goal at which the whole project has been aiming has been reached. This may take the form of a written report or a blog accompanied by photographs, for example.

It may be a big role-play where people who have been gathering data about different sides of an argument get together to discuss the issue. It might be a short piece of film, a drama production or a recording. But whatever it is, this is what the whole thing has been for.

- **Consultation/tutorial:** throughout the lifetime of a project, teachers will need to be available as tutors, advising, helping and prompting students to help them progress. Such consultations and tutorials will, of course, focus on how the project is progressing. For example, we will want to be sure that students have been able to gather the data they have been looking for. We will want to be confident that they have understood the data and that they can use it effectively. A frequent problem occurs when students try to do too much in a project, so teachers may need to help them narrow down the focus of their work.

Victoria Chan, a lecturer at Hong Kong Polytechnic University, had her class do a newspaper project (Chan 2001). It is a typical example of such work. After the task briefing, students discussed newspapers and what goes into them. They analysed different aspects of newspapers (articles, reviews, comment, etc.) for both content and language, and then drafted their own stories, film reviews, etc. These were then subjected to peer review and editing before being used in the finished class newspaper. Throughout, the students were clear about the stages of the project and what they were doing and would do next. Victoria Chan reports that they were interested and motivated by what, for them, had been a highly innovative approach.

Although projects may not be appropriate in all circumstances (principally, perhaps, because of the time which teachers and students have at their disposal), still they usually involve a satisfying integration of skills. They require detailed planning and idea generation and encourage students to gather data. At the end of the whole process, students have work they can show proudly to their colleagues and friends, or they have the chance to be involved in really significant presentations both oral and/or with presentation equipment, such as overhead projectors and computer-supplied data projectors.

***Full version: The Practice of English Language Teaching by Jeremy Harmer, Fourth Edition. Pearson Education Limited, 2007, pp. 278-282 – <https://bit.ly/3A5AP54>***

### **Task**

Create a project on a certain problem (topic) for senior pupils (10-11 forms)

## **Tutorial 4. Graphic Organizers in Teaching**

### **Plan of the Tutorial**

1. What are Graphic organizers? Benefits of Graphic organizers
2. Why graphic organizers work so well
3. Uses for graphic organizers
4. Tips for using graphic organizers effectively
5. Printable graphic organizers for a wide variety of topics

### **Suggested Materials**

#### **The Great and Powerful Graphic Organizer**

Some of our most powerful instructional tools have been hanging around forever, just waiting for us to notice them.

One of those tools is the graphic organizer. It's so simple—just a few shapes and lines, nothing fabulous, no bells or whistles—and yet beneath its simplicity lies an absolute dynamo, a vehicle that can cement learning more firmly than a lot of the other stuff we try, in a lot less time.

Let's look at why graphic organizers are so powerful, explore some ways to use them that you may not have tried, and consider a few important tips for using them with the greatest impact.

## **10 USES FOR GRAPHIC ORGANIZERS**

### **1. NOTE TAKING**

Have students use graphic organizers to take notes on their reading, when doing research, while watching a film, or while listening to a podcast. If you are already familiar with the content and how it's structured, you might choose or design an organizer

ahead of time for students, which research says can be more effective and efficient than having students create their own. (See the Tips section below for more information on this.)

## **2. LECTURE SUPPORT**

Instead of giving a lecture with a standard PowerPoint or an outline, present your content in a graphic organizer. This will instantly give students a way to visualize how the concepts are related to each other. If students ever give their own presentations, have them try using graphic organizers to present their information.

## **3. PRE-WRITING**

Having students use graphic organizers to plan and structure their ideas before putting them into a draft is a common practice in English language arts classes. If you've never tried it, it's worth adding this into your writing process, especially if you teach a content area where writing isn't a regular part of student work. A warning: Do not treat the organizers as the writing piece; have students just jot notes down in these, rather than complete sentences. The bulk of student writing time should be spent actually drafting their piece.

## **4. TEXT ILLUSTRATIONS**

When students do expository or argumentative writing, consider having them add a graphic organizer to their finished product to illustrate a concept in their piece. In this case, the organizer would NOT be a pre-writing tool, but a supportive diagram to aid in their own readers' comprehension. This may not work for all topics, but if a student is writing about how bees make honey, for example, a diagram that shows the process from flower to honey would go a lot further to help the reader understand than a

downloaded image of a bee hovering over a flower. As students create diagrams to support their own texts, they will be more likely to pay attention to those that appear in the texts they read.

## 5. PRE-READING

As students get older and are faced with more challenging texts, especially in content areas outside of English language arts, their comprehension gets a considerable boost if they are trained to identify the text structure prior to reading (Baxter & Reddy, 2007, p. 23). Some common text structures are compare and contrast, description, problem-solution, cause and effect, and sequence of events. Once the structure has been identified, students can complete a supporting graphic organizer while they read and fill in the components as they encounter them.

*Full version: Jennifer Gonzalez. The Great and Powerful Graphic Organizer / Cult of Pedagogy – <https://bit.ly/3yY8zzL>*

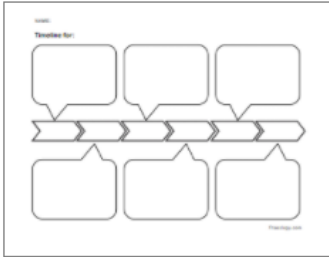
**Over 100 free, printable graphic organizers for a wide variety of topics.**



### Sequence Graphic Organizer

This sequence graphic organizer can be used in many ways: a timeline of events, to list plot events, to list the steps in a process, or even as a Cornell notes form with the main ideas in the small boxes...

POSTED IN: GRAPHIC ORGANIZERS



## Blank Timeline

Timelines are often used for history assignments, but they can also be used for reviewing story plot events, a scientific process or for planning a personal study routine. You may also like... Blank Timelines 8

Events Sequence Organizer Your Basic...

**Full version: *Graphic Organizers – Freeology –***  
<https://bit.ly/3tA1leJ>

## The Ultimate List of Graphic Organizers for Teachers and Students

### How to use it

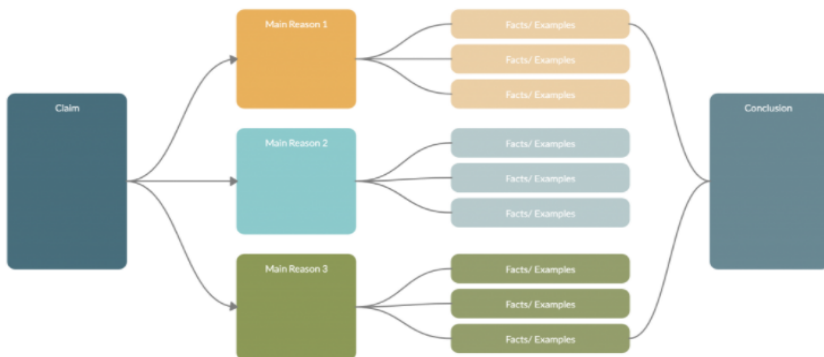
Step 1: Choose a topic of interest for your essay/debate. Do proper research around it to collect enough information.

Step 2: Define the claim that you want to make with your essay. [Start your persuasion map](#) by writing this down first.

Step 3: Next to it, write down the reasons for making that claim.

Step 4: Then write down facts, examples, and information to back up your reasoning.

Step 5: End your persuasion map with the conclusion of your essay.



**Full version: *The Ultimate List of Graphic Organizers for Teachers and Students* –**

<https://creately.com/blog/diagrams/types-of-graphic-organizers/>

**Video Lecture**

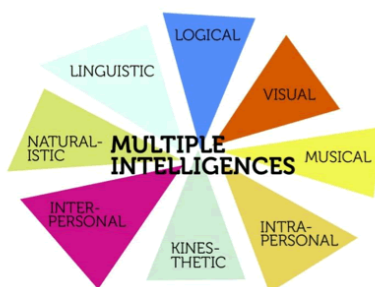
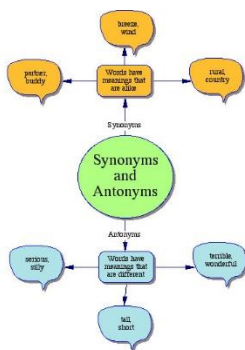
1. Graphic Organizers | Teaching Strategies – <https://youtu.be/uU0v8eFO53g>
2. Teaching Reading using Graphic Organizers – <https://youtu.be/q324tc3hoWI>
3. Using Graphic Organizers in Writing – [https://youtu.be/n88mM9\\_K6X8](https://youtu.be/n88mM9_K6X8)
4. Using Graphic Organizers in Academic Writing – <https://youtu.be/f01sjeKC4Ys>

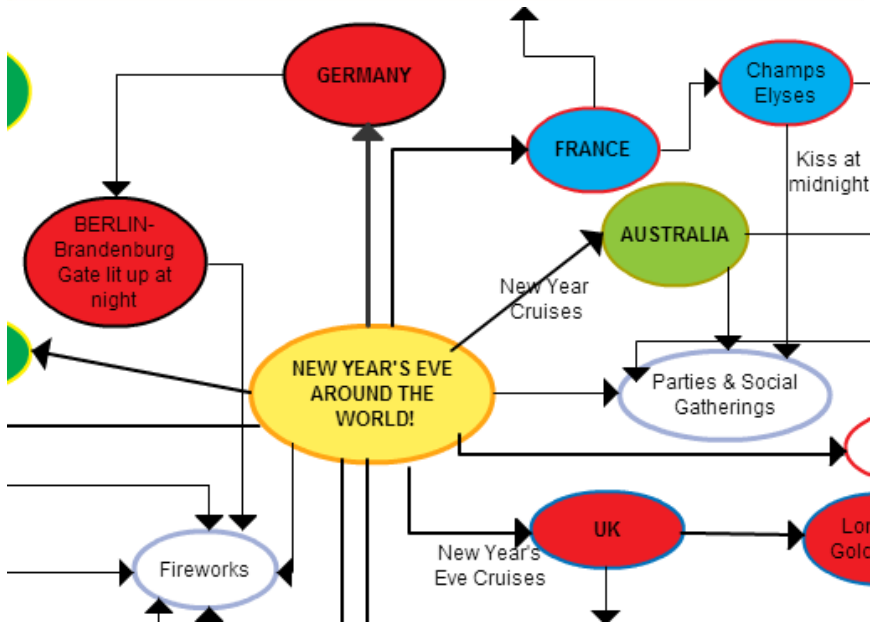
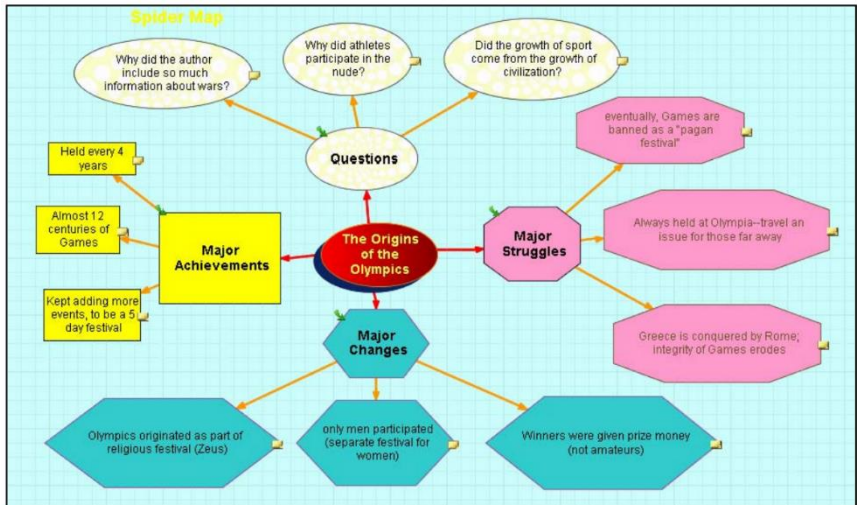
**Task**

Create your own Graphic organizers (3-4 examples) for teaching various skills (reading, listening, writing, speaking, vocabulary, etc.).

The Ultimate List of Graphic Organizers for Teachers and Students – <https://creately.com/blog/diagrams/types-of-graphic-organizers/>

The illustrations suggested can be of great help







## Tutorial 5. Powerful Tools for the Online and Flipped Classroom

### Plan of the Tutorial

1. Essential characteristics of online tools in the language classroom
2. The basics of using online tools for various purposes in the language classroom
3. Some uses for Jamboard, Padlet, Kahoot, Quizizz, WordWall etc.
4. Benefits of online tools for students in the language classroom

### Suggested Materials

Alternatively, trivia can be related to your institution – you could have the students read a brochure or a website of your school/university and then do a quiz on the school's facilities, rules etc. I usually include the question below in every quiz I create as a running joke about the fact that my Turkish students insist on calling me Teacher (or My Teacher) and I have to work quite hard to get them to call me by my first name)



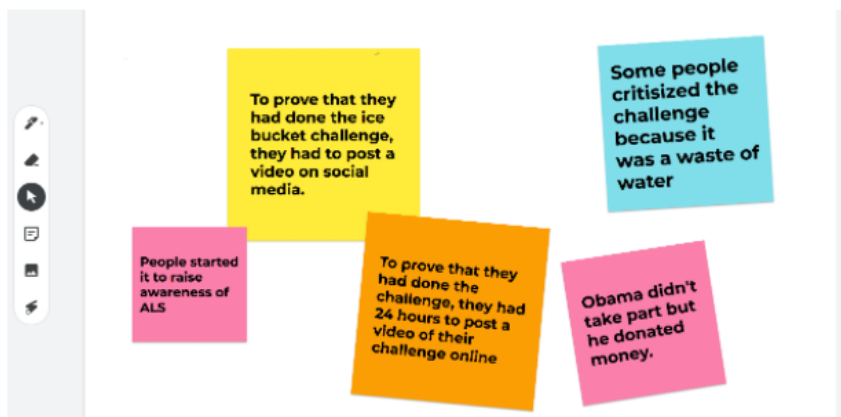
*Full version: Yuliya Speroff. Using Kahoot! in a language classroom – <https://bit.ly/3z4htvR>*

**6 Google Jamboard activities activities your students will love!**

## 2.Predicting/remembering content

Before reading a text/listening to a recording, you can use it to ask learners to make predictions about the content.

If they've already read a text in a previous lesson and you need to create a link with the next lesson, ask them to write what they remember about the text. In the example below, my B2 students wrote what they remembered about the what they had read in our previous class:



*Full version: Rachel Tsateri. 6 Google Jamboard activities your students will love! – <https://bit.ly/3C5pCSm>*

## Tutorial How To Use Padlet

### SOME USES FOR PADLET

#### STUDENTS

- Learn, keep notes
- Make noticeboards
- Bookmark favourite sites
- Discuss ideas with friends, or share news
- Wishing someone a Happy Birth
- Thank you notes
- Collect research
- Sharing information with students from other countries
- Many more ...



#### TEACHERS (in the classroom)

- It can be used in all subjects
- To teach, keep notes
- Summarize information
- Discuss
- Brainstorm
- Collect feedback
- Open ended questions
- Reviws
- Collaborative learning within an international community
- Anonymous question boards

*Full version: Tutorial How To Use Padlet –*  
<https://bit.ly/3hnZLx7>

#### Video Lecture

Complete training in Wordwall for Language Teachers –  
<https://youtu.be/7cIIANVFezk>

#### Task

Create your own Tools (2-3 examples) for teaching various skills (reading, listening, writing, speaking, vocabulary, grammar, etc.).

The illustrations suggested can be of great help

Iryna  
Korotiaieva  
Sloviansk  
DSPU

Subject: Practical Course of English  
(oral and written communication)

Target group: Undergraduate students, Year 4, Philology  
Faculty

Level: B2+

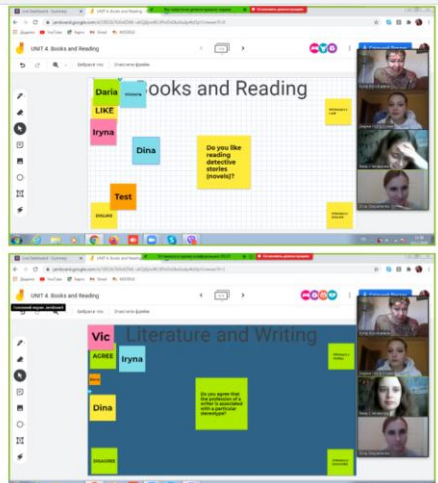
Module/Topic: Writing and Literature. Books and Reading  
Tool used: Jamboard - Four corners with four different  
opinions

Mode: discussion and sharing the results by putting the  
named stickers on the opinions (answers)

Qualities of a stereotypical writer. Chalk talk discussion -  
used as a pre-reading task.

Post-reading: students come back after reading the text  
and make some changes, referring to the information  
obtained from the text and present their ideas sharing the  
information obtained.

Feedback: very exciting, unusual and useful for future  
teaching practice



Go to real Example Jamboard – <https://bit.ly/3yZbdFy>

Go to real QUIZZ – <https://bit.ly/2X9gtJt>

## **Independent (self-access) learning**

### **Topics**

1. Evaluation and Assessment. Testing Students
2. Mistakes and Feedback in the EFL Classroom
3. Motivating Gamification
4. Roles of the English Language Teacher in Today's Classroom
5. Learner Autonomy. Teacher Development

### **Suggested materials**

The Practice of English Language Teaching by Jeremy Harmer, Fourth Edition. Pearson Education Limited, 2007, 448 p. – <https://bit.ly/3z6lm3p>

Motivation Through Gamification – <https://bit.ly/2YTFidv>

S.Raja Kumar. Assessment For Learning. Basics Of Assessment. Assessment And Evaluation – <https://bit.ly/3lbOvoO>

Teacher Professional Development. Cambridge Assessment English Perspectives – <https://bit.ly/390XrrC>

Farida Hanim Saragih. Testing And Assessment In English Language Instruction – <https://bit.ly/3A4AW0M>

### **Practical Tasks**

**Compile terminological vocabulary on the topic "Innovative Methods and Techniques of Teaching Foreign Languages".**

**Make a report on one of the suggested topics:**

1. Evaluation and Assessment in the Language Classroom.
2. Testing Students in the Language Classroom.
3. Mistakes and Feedback in the EFL Classroom.

4. Learner Autonomy.
5. Teacher Professional Development.

**Create a presentation on one of the topics:**

1. Motivating Gamification.
2. Roles of the English Language Teacher in Today's Classroom.

**Make up a lesson plan on a certain topic with online tools for upper secondary school (10-11 forms)**

**Suggested Topics for Presentations in the Course “Innovative Methods and Technologies of Teaching Foreign Languages”**

1. Communicative Language Teaching Strategies for the Offline and Online classroom
2. Teaching Receptive and Productive Skills
3. Task-Based Learning in the ESL Classroom
4. Project-Based Learning in the ESL Classroom
5. Encouraging Critical Thinking in the ESL Classroom
6. Assessment Tools (Hybrid Teaching)
7. Teaching Pair and Group Work. Cooperative Learning
8. Essentials of Online Tools (Jamboard, Padlet, Kahoot, Quizizz, etc.)
9. Connecting with Students Online: Strategies for Remote Teaching & Learning
10. Web-Quests in the EFL Classroom
11. Graphic Organizers in Teaching
12. Motivating Gamification
13. Roles of the English Language Teacher in Today's Classroom

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