Ніжинський державний університет
імені Миколи Гоголя

# МЕТОДИКА ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ

**Модуль 1. Розуміння освітнього процесу**

**Практикум: Психологічні фактори у вивченні мови**

**Укладачі:**
**Пономаренко О.В., Таран О.М.**

**Ніжин 2023**

Рекомендовано Вченою радою
Ніжинського державного університету імені Миколи Гоголя
(НДУ ім. М. Гоголя)
Протокол №12 від 22.06.2023 р.

**Рецензенти:**
***Чувакова Т. Г.*** – кандидат педагогічних наук, доцент кафедри прикладної лінгвістики Ніжинського державного університету імені Миколи Гоголя;
***Смілянська В. В.*** – кандидат педагогічних наук, доцент кафедри германської філології та методики викладання іноземних мов Ніжинського державного університету імені Миколи Гоголя

*Видання пропонує матеріали для формування методичної компетентності майбутніх вчителів англійської мови з теми «Психологічні фактори у вивченні мови» модуля 1 «Розуміння освітнього процесу» та призначається для організації аудиторної та самостійної роботи студентів в процесі вивчення курсу «Методика викладання іноземних мов».*

# ПЕРЕДМОВА

Дисципліна «Методика викладання іноземних мов» на освітньому рівні «Бакалавр» вивчається впродовж усього курсу навчання за спеціальністю 014 Середня освіта. Освітньо-професійна програма: Мова і література (англійська). Курс створений на основі Типової програми «Методика навчання англійської мови»[1] і складається з шести модулів, які охоплюють широке коло методичних проблем та питань професійної підготовки майбутніх учителів англійської мови.

Запропоновані матеріали можуть бути використані як основа для формування методичної компетентності студентів з теми «Психологічні фактори у вивченні мови» модуля 1 «Розуміння освітнього процесу», внаслідок чого майбутні вчителі набудуть розуміння основних теорій вивчення іноземної мови та її опанування, психологічних та соціальних чинників, їхнього впливу на процес вивчення іноземної мови та поведінку учнів у навчальному процесі, здатність до рефлексії над процесами вивчення мови учнями, вміння залучати учнів до різноманітних способів учіння, щоб допомоги їм у розвитку власних навчальних стратегій.

---

[1] Типова програма «Методика навчання англійської мови». Освітній ступінь бакалавра. Івано-Франківськ: НАІР, 2020. 126 с.

| Session1 | Affective factors in language learning |
|---|---|
| Objectives | By the end of the session, students will develop an understanding of the: <br>• psychological factors that affect learning and teaching <br>• symptoms of different performance anxiety types <br>• ways of reducing foreign language anxiety |

## Activity 1. Students' learning experience

- Think about your school years and recollect one of your most positive or negative memories of school involving something your teacher said or did that either boosted your self-esteem or discouraged you from learning. Share the memories with your partner.

- Think about other sources of positive and negative emotions while learning English. Discuss it in groups of 3.

- Look at the names of classroom activities and express your attitude to them by putting (–) at the activity that caused anxiety and stress and (+) at the activities which made you feel good about learning.

| Activities | Negative attitude - | Positive attitude + | Reasons |
|---|---|---|---|
| • Writing a composition at home <br>• Working on projects <br>• Working in groups of 3 or 4 <br>• Competing in class by teams <br>• Writing a composition in class <br>• Talking to a native speaker <br>• Doing exercises in the book <br>• Writing your work on the board | | | |

| | | | |
|---|---|---|---|
| • Preparing a skit in pairs<br>• Opening a discussion based on volunteer participation<br>• Role playing a situation<br>• Presenting a prepared dialogue in front of the class<br>• Speaking in front of the class | | | |

*Adapted from:* Occhipinti, Alessia (2009) Foreign Language Anxiety in in-Class Speaking Activities
https://www.duo.uio.no/bitstream/handle/10852/25584/Daxstamparexoggixultima.pdf

• Discuss the most stressful and the least stressful activities and reasons for it.

## Activity 2. Personality factors that affect learning

• Jigsaw reading.
  ➢ "Home groups". Individually, read a text about one of the personality factors. Underline the key words.

---

**Read Text 1 about anxiety below. Underline the key words.**
**Anxiety**

Anxiety is defined as "a state of apprehension, a vague fear" (Scovel 1978). It can be experienced at various levels. At the deepest, global level it is a predisposition to be fearful of many things (trait anxiety). When anxiety arises in response to a particular situation, it is called situational, or state anxiety.

State anxiety can be divided into three types depending on the source of anxiety: communication apprehension, test anxiety, fear of negative evaluation.

Communication apprehension is the fear an individual experiences in oral communication (Horwitz). It can be generated by many kinds of language activities. Speaking in front of others is often the most anxiety-provoking of all. Many of us observed students who exhibit extreme anxiety when

---

they are required to use the new language in such activities as oral reports, skits, role-plays or speaking-and-listening tests. People experience reluctance in communicating with other people, difficulties in speaking in groups or in pairs, in speaking with native speakers. Visual learners also display anxiety when they are asked to speak without a visual prompt.

Test anxiety is described as "a type of anxiety stemming from a fear of failure" (Horwitz et al.). High levels of test anxiety have debilitating effects on students' task performance. "The high-test anxious person spends a part of his task time doing things which are not task oriented." (Marlett & Watson)

Fear of negative evaluation is defined as the "apprehension of other's evaluations, distress over their own negative evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively." (Watson & Friend)

## Read Text 2 about self-esteem below. Underline the key words.
### Self-Esteem

Student self-esteem is very important in the language classroom. Self-esteem –is a personal evaluation an individual makes of himself; it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, successful and worthy (Coopersmith).

Unsuccessful language learners have lower self-esteem than successful language learners.

Students with high self-esteem view themselves realistically and accept themselves as being okay. They can identify their strengths and acknowledge their limitations.

Those with high self-esteem generally have a wide range of friends and find it easy to relate to others and get along with most students in the class. They often serve as positive leaders in the classroom, volunteer and are willing to help others.

By contrast, students with low self-esteem may have only one or two friends. They seem more concerned with preserving their sense of self-respect or "failing with honor" than with putting forth the extra effort needed to succeed.

These are the students who are most difficult to work with. They often procrastinate, demand extra attention, fabricate excuses, and blame others when things don't go right. They are trapped in their self-image of failure; they feel insecure, inadequate, and unlovable.

## Read Text 3 about inhibition below. Underline the key words.
### Inhibition

By inhibition we understand a nervous feeling that prevents one from expressing one's thoughts, emotions, or desires (Merriam-Webster Dictionary). According to D.Brown, all human beings build sets of defences to protect their ego from ideas, experiences and feelings that threaten their own values and beliefs. Students with higher self-esteem and ego-strength have lower defences. Those with weaker self-esteem build high walls of inhibition to protect their weak ego, or a lack of self-confidence in a situation or task. When the learner performs something wrong, he becomes critical of himself and can even develop a fear of making mistakes and of being laughed at. Mistakes are viewed as threats to their ego. If the teacher is focused on the student's mistakes rather than his strengths, it can reinforce creating barriers, learning blocks, and even produce in the learner a deep-seated fear of inadequacy. Inhibition also discourages risk-taking which is necessary for progress in language learning (Lightbrown).

It's obvious, these defences inhibit learning; therefore, their removal can promote language learning. Meaningful classroom communication, focusing on students' strengths rather than weaknesses can lower interpersonal ego barriers and, as a result, can help to overcome inhibition.

## Read Text 4 about risk-taking below. Underline the key words.
### Risk-Taking Ability.

Risk-taking is an important characteristic of successful learning of a second language. In language classes it is essential to take moderate and intelligent risks, such as guessing the meaning of new words and speaking up despite the possibility of making occasional mistakes (Oxford).

However, language students who allow their inhibitions to take over completely, frequently "freeze up" in situations or tasks where they are performing in front of others. These students are stalled by actual or anticipated criticism from others or by self-criticism that they themselves supply. In the process of trying to protect themselves from criticism,

embarrassment or bad grades such students do not take the risks involved in practicing the language communicatively. When they do not have enough practice, their language development becomes seriously stunted.

High risk-takers, making wild guesses, might be too bold in producing verbal garbage, which no one can quite understand. Successful students, though, are moderate risk takers, who make accurate and calculated guesses, like to be in control and depend on skill (Beebe).

We as language teachers can aid students in determining when it is safe and necessary to take a risk. For instance, in a conversation it is almost always essential to take risks (for example, paraphrasing, talking around a missing word, guessing meanings, using gestures) when one doesn't know all the words; otherwise, the conversation might come to a premature halt. However, high risk takers, dominating the classroom with wild gambles may need to be tamed by the teacher (Scarcella).

*Adapted from*: Brown, Douglas (1987) Principles of Language Learning and Teaching. - Englewood Cliffs:Prentice Hall Inc.; Robin C. Scarcella & Rebecca L. Oxford (1992) The Tapestry of Language Learning: The Individual in the Communicative Classroom. - Boston: Heinle & Heinle; Elaine K. Horwitz, Michael B. Horwitz, Joann Cope Foreign Language Classroom Anxiety // The Modern Language Journal, Vol. 70, No. 2 (Summer, 1986), pp. 125-132 Stable URL: http://www.jstor.org/stable/327317.

➢ "Expert groups." Make "expert groups" where everyone in the group has the same text. Share the key-words you have underlined. Prepare a mini-lecture concerning the affective factor you have read about.

➢ "Home groups". Return to your "home" group. Deliver your mini-lecture about the affective personality factor to the other members of the group. Be ready to answer the following questions:

- What are typical behaviours of students with high self-esteem?
- What are typical behaviours of students with low self-esteem?
- Why do people have inhibition?
- Where does inhibition grow from?
- What risks do students take in English classes?
- Why may students avoid taking risks?
- What happens if students avoid taking risks?
- What are the types of anxiety?

## Activity 3. Performance anxiety types

● Read the symptoms, define performance anxiety type and put a tick ✓ in the corresponding column.

| Symptoms | Communication apprehension | Test anxiety | Fear of negative evaluation or being less competent than other students |
|---|---|---|---|
| • I worry about getting left behind. | | | |
| • I start to panic when I have to speak without preparation in language class. | | | |
| • Sometimes I lick my lips, adjust my hair or clothing or touch my face. | | | |
| • The more I study for a language test the more confused I get. | | | |
| • It frightens me when I don't understand what the teacher is saying in the foreign language. | | | |
| • In language class, I can get so nervous I forget things I know. | | | |
| • I worry about the consequences of failing my foreign language test. | | | |
| • I start to pace back and forth, keeping my hands in pockets. | | | |
| • I feel overwhelmed by the number of rules I have to learn in the foreign language. | | | |
| • I worry about making mistakes in language class. | | | |

| | | | |
|---|---|---|---|
| • I feel very self-conscious about speaking the foreign language in front of other students.<br>• I can feel my heart pounding when I'm going to be called on in language class.<br>• It embarrasses me to volunteer answers in my language class.<br>• I am afraid that the other students will laugh at me when I speak the foreign language.<br>• I always feel that the other students speak the foreign language better than I do.<br>• I often clench or wring my hands.<br>• I am afraid that my language teacher is ready to correct every mistake I make. | | | |

*Adapted from:* Elaine K. Horwitz, Michael B. Horwitz, Joann Cope Foreign Language Classroom Anxiety // The Modern Language Journal, Vol. 70, No. 2 (Summer, 1986), pp. 125-132 Stable URL: http://www.jstor.org/stable/327317;

## Activity 4. Performance Anxiety Reducers

● Brainstorm possible ways of reducing students' anxiety by the teacher and students themselves and fill in the table.

| Performance Anxiety Type | Ways of reducing students' anxiety by teachers | Ways of reducing anxiety by students themselves |
|---|---|---|
| **Communication apprehension** | For ex.: Create a positive co-operative learning atmosphere.<br>➢<br>➢<br>➢ | For ex.: Don't panic. Believe in yourself!<br>➢<br>➢<br>➢ |

| Test anxiety | For ex.: Have music playing during a written test. ➢ ➢ ➢ | For ex.: Prepare for tests and projects with other students. ➢ ➢ ➢ |
|---|---|---|
| **Fear of negative evaluation or being less competent than other students** | For ex.: Reward students for the job well done through verbal praise. ➢ ➢ ➢ | For ex.: Be sure! Anyone can make a mistake. ➢ ➢ ➢ |

- Get acquainted with possible ideas to reduce anxiety in the classroom by teachers and by students themselves.
  - o Be sure! Anyone can make a mistake.
  - o Use the opportunity to learn from mistakes.
  - o Remember! Failure is the world's greatest teacher.
  - o Don't take failure close to your heart!
  - o Making mistakes is a normal learning process!
  - o Create a positive cooperative earning atmosphere.
  - o Encourage students to take risks (for example, paraphrasing, using gestures, guessing meanings).
  - o Keep the class moving through assignments, stations and activities.
  - o Provide emotional support.
  - o Point gently to distracting mannerism and habitual purposeful movements.
  - o Prepare for tests and projects with other students.
  - o Prepare for tests in good time.
  - o Have enough sleep and eat a proper meal before your test /exam.
  - o Don't panic. Believe in yourself!
  - o Practice the language together.
  - o Practice positive self-talk!
  - o The more I practice speaking in the classroom the more confident I'll become.
  - o Record yourself speaking and watch the playback.
  - o Imagine a calm, beautiful view.
  - o Have music playing during a written test.
  - o Let your students chew gum or doodle during hard exams, sometimes it can help to concentrate.
  - o Have music playing during a written test.

o Reward students for the job well done through verbal praise.
o Don't be impatient with nervous students who seem unwilling or unable to participate freely.
o Offer a light-hearted tale about your failures as a student and help them to see the bigger picture.

## Reviewing

After studying the material of the session, you should be able to complete the definitions.

___1___ is a personal evaluation an individual makes of himself; it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, successful and worthy.

___2___ is a nervous feeling that prevents one from expressing one's thoughts, emotions, or desires.

___3___ is defined as "a state of apprehension, a vague fear".

___4___ is the fear an individual experiences in oral communication.

___5___ is described as "a type of anxiety coming from a fear of failure".

___6___ is defined as the "apprehension of other's evaluations, distress over their own negative evaluations, avoidance of evaluative situations, and the expectations that others would evaluate oneself negatively."

> **Follow-up:** What steps are you going to undertake to reduce anxiety and raise your self-esteem?

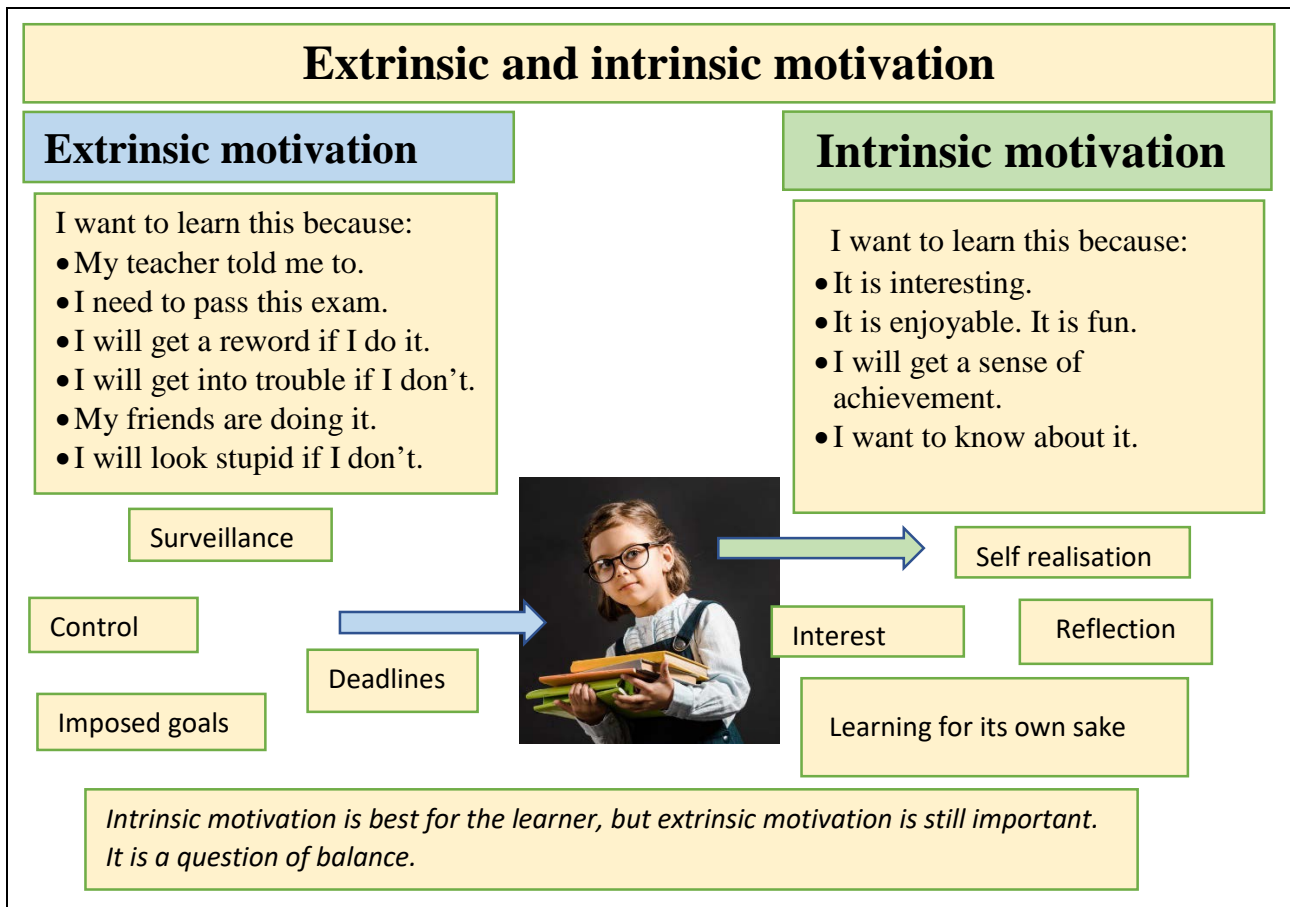| Session 2 | Motivation in Language Learning |
|---|---|
| Objectives | By the end of the session, students will develop an understanding <br> • of the notion of motivation; <br> • of types of motivation (intrinsic, extrinsic); <br> • of motivational strategies in the language classroom. |

## Activity 1. Definition of motivation and its types

Motivation explains

why people decide to do something,

how hard they are going to pursue it and

how long they are willing to sustain the activity.

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

- Study the picture and find out what types of motivation there are and the difference between them.



**Extrinsic and intrinsic motivation**

**Extrinsic motivation**

I want to learn this because:
- My teacher told me to.
- I need to pass this exam.
- I will get a reword if I do it.
- I will get into trouble if I don't.
- My friends are doing it.
- I will look stupid if I don't.

Surveillance

Control

Deadlines

Imposed goals

**Intrinsic motivation**

I want to learn this because:
- It is interesting.
- It is enjoyable. It is fun.
- I will get a sense of achievement.
- I want to know about it.

Self realisation

Interest

Reflection

Learning for its own sake

*Intrinsic motivation is best for the learner, but extrinsic motivation is still important. It is a question of balance.*

- Match the terms *intrinsic motivation* and *extrinsic motivation* with the definitions.

_____ refers to motivation that comes from outside an individual. The motivating factors are external, or outside, such as pressures or rewards. Theses rewards provide satisfaction and pleasure. The pleasure people anticipate from some external reward can continue to be a motivator even if the task to be done has little or no interest. The possibility of a reward will be enough to keep the learner motivated in order for him or her to take the effort to do well on the task.

_____ refers to motivation that comes from inside an individual rather than from any external or outside reward. The motivation comes from the pleasure one gets from the task itself or from the sense of satisfaction of completing it or even working on a task. Learners who are intrinsically motivated want to learn for the sake of learning. Students are likely to be intrinsically motivated if they are interested in mastering a topic, not just in achieving good grades.

- Brainstorm four examples of intrinsic and extrinsic motivation.
- Divide the examples into 2 groups: influencing intrinsic motivation and influencing extrinsic motivation:

| | | |
|---|---|---|
| threats | deadlines | sense of progress |
| reward | recognition | feeling proud |
| prestige | punishment | career |
| grades | self-growth | job |
| money | mastery | to please others |
| fear of failure | love | prize |
| competition | feeling happy | satisfaction |
| title | interest | enjoyment |
| discipline | fun | perks |
| | passion | |

- What do you think of such examples? What type of motivation does it influence?
  to get a job
  to work hard
  to be polite
  to play sports

## Activity 2. Motivation as a process

- Answer the questions:
  - ➢ Can you remember any hobbies you had and gave up? Why?
  - ➢ Does motivation change over time?
  - ➢ Does your motivation to study English go through certain ebbs and flows?

- Read the text and find out phases of the motivational cycle and what happens at every phase.

In adult language courses it is not at all uncommon to find people who soon drop out because they realise that they cannot cope with the day-to-day demands of attending the classes and completing the home assignments. What is interesting is that some of these learners will decide later to re-enroll in the course; in fact, some learners repeat this cycle several times (which reminds me of anecdotes about married couples who get divorced and then re-marry more than once). Why does this happen? From a process-oriented perspective this behaviour is explainable: enrolling in a course is motivated by `choice motivation', but the ongoing work that is required during the language course is energised by `executive motivation'; in the case of drop-outs this source of motivation is not enough. However, once a person has dropped out, the everyday realities of the coursework will be soon forgotten and the more general considerations about the importance of L2 learning become dominant once again; in other words, the person is back to square one and `choice motivation' comes into force again. The reason why such cycles do not go on and on (although I have seen people who have quit and then re-started their L2 studies in a never-ending sequence.) is that during the third phase of the motivational cycle - `motivational retrospection' - most such learners will sooner or later draw the necessary conclusion that even though they value knowing an L2, for various reasons they cannot cope with the actual demands of attending a course.

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

## Activity 3 Motivational strategies

- Study the text about motivational strategies and match stages and strategies.

| | What should teachers do to develop motivation? | | How should teachers develop motivation? |
|---|---|---|---|
| 1. | **Creating the basic motivational conditions** | **a.** | • focus on students' effort, not on their abilities.<br>• provide positive informational feedback.<br>• use grades in a motivational manner. |
| 2. | **Generating initial motivation** | **b.** | • Break the monotony of learning.<br>• Make the tasks more interesting.<br>• Increase the involvement of students. |
| 3. | **Maintaining and protecting motivation** | **c.** | • Inform your pupils of why they are asked to do this or that task. Tell them they can do it and will enjoy it!<br>• Involve pupils in the selection of the activity, if possible. For example, if you are using a collection of short stories, give a brief description of each organise a class vote for the one pupils like best and, if possible, different groups can work on the story they prefer.<br>• Explain how the task is to be worked on.<br>• Prepare your pupils. Encourage pupils to think about their approaches to learning and how to build their confidence.<br>• Inform pupils of a final outcome. Knowing that their work is leading towards something concrete and relevant can help pupils invest the necessary effort and persevere throughout the learning process. |

| 4. | **Encouraging positive self-evaluation** | d. | • Create a pleasant and supportive learning environment. A context which is supportive will encourage pupils to develop their full potential.<br>• Establish ground rules or a class contract between yourself and your class regarding behaviour and norms which everyone agrees to.<br>• Encourage peer support groups which respect individual pupils' interests, levels, skills and strengths. |
|---|---|---|---|

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

- Study the table about motivational strategies and put a tick ✓ in the column if the strategy provides developing the stage.

| Motivational strategies | Creating the basic motivational conditions ✓ | Generating initial motivation ✓ | Maintaining and protecting motivation ✓ | Encouraging positive self-evaluation ✓ |
|---|---|---|---|---|
| The teacher<br>• shares his/her own personal interest in L2 with learners<br>• demonstrates to learners that she/he cares about their progress<br>• pays attention and listens to each learner<br>• creates a favourable and supportive atmosphere in the classroom | | | | |

| | | | | |
|---|---|---|---|---|
| • gives learners responsibility by using small-group activities | | | | |
| • makes learning more stimulating and enjoyable by breaking the monotony of classroom events and using a variety of learning tasks | | | | |
| • makes tasks challenging | | | | |
| • adjusts the difficulty level of tasks to the learners' abilities | | | | |
| • adapts task content to the learners' interests | | | | |
| • gives equal attention to both stronger and weaker learners | | | | |
| • selects tasks which require learners' active participation | | | | |
| • explains the purpose and usefulness of a task | | | | |
| • draws his/her learners' attention to their strengths and abilities | | | | |
| • promotes cooperation and competition if appropriate | | | | |

| | | | | |
|---|---|---|---|---|
| • provides learners with positive feedback (reacts to any positive contributions from his/her learners)<br>• offers rewards to encourage learning | | | | |

## Reviewing

After studying the material of the session, you should be able to answer the following questions:
- What are the types of motivation?
- What is the difference between intrinsic and extrinsic motivation?
- How can we develop motivation?
- What should teachers do to create the basic motivational conditions?
- How can teachers generate initial motivation?
- What helps teachers to maintain and protect motivation?
- How can teachers encourage positive self-evaluation of students?
- How can you explain the following ideas in the context of developing motivation in the English classroom?
  - breaking the monotony of learning
  - increasing the involvement of students
  - encouraging positive self-evaluation
  - focusing on students' effort, not on their abilities
  - using grades in a motivational manner.

**Follow-up:**
Watch the video, make a list of ideas to develop intrinsic motivation.
http://www.eslbasics.com/blog/student-posts/the-difference-between-intrinsic-and-extrinsic-motivation/

| Session 3 | Learner Types |
|---|---|
| Objectives | By the end of the session, students will develop an understanding of:<br>● individual learner types<br>● how the knowledge of learner types can help in language learning and later in teaching English |

## Activity 1. Students' experience of language learning

● Complete the questionnaire individually. There are no right or wrong answers, the answers will depend on individual taste and personality.

1. Tick (✓) three activities that you think are most similar to language learning.

| | | | |
|---|---|---|---|
| Learning to play the piano | | Learning mathematical formulae | |
| Learning to swim | | Learning dates for a history exam | |
| Learning to walk | | Learning to play cards | |

2. Indicate the extent to which the following ways of learning English are useful for you. Tick (✓) the relevant box.

| Ways of learning English | large | some | small |
|---|---|---|---|
| learning lists of vocabulary by heart | | | |
| writing down the translation of every new word or phrase | | | |
| learning grammar rules with example sentences | | | |
| speaking as much as possible in class | | | |
| writing everything down in a notebook and learning it | | | |
| forgetting about grammar and listening to people talking instead | | | |
| doing a lot of written grammar exercises | | | |
| doing a lot of oral grammar exercises | | | |
| writing essays and getting them corrected by the teacher | | | |

3. Indicate the degree to which you need help/practice with the following aspects of language learning. Tick (✓) the relevant box.

| | large | substantial | moderate | small | none |
|---|---|---|---|---|---|
| grammar | | | | | |
| vocabulary | | | | | |
| pronunciation | | | | | |
| listening | | | | | |
| speaking | | | | | |
| reading | | | | | |
| writing | | | | | |

4. How can the following people help you in language learning?

| | |
|---|---|
| Your teacher | |
| Your family | |
| Groupmates | |
| People in social networks | |
| Native speakers | |
| Yourself | |

*Adapted from:* Hadfield, Jill (2000) Classroom Dynamics. – Oxford: Oxford University Press. – 34–35p.

- Discuss the following issues:
  - differences in approaches and learning styles
  - reasons for the differences
  - their relation to personal differences in temperament and character
  - the need to accommodate all the differences in the language learning environment.

**Activity 2. Case study – 7 types of learners** (based on the book by Earl W.Stevick: Success with Foreign Languages. Seven who achieved it and what worked for them)

● Read the case study on a type of language learner, analyse it and match it with the name in the grid. Write down key words.

| Learner type | Case study number | Key words |
|---|---|---|
| **An intuitive learner** | | |
| **A formal learner** | | |
| **An informal learner** | | |
| **An imaginative learner** | | |
| **An active learner** | | |
| **A deliberate learner** | | |
| **A self-aware learner** | | |

**Case Study 1**

When I started to learn English, I wanted to listen, listen, listen until I was ready to start repeating. So I listened to sentence patterns over and over again and when I repeated them often enough, I felt I really knew them. I was glad when my teacher insisted on drilling us in the classroom, paying attention to correctness in grammar and pronunciation. I would practise everything at home, just getting used to speaking and trying not to make mistakes. I wasn't too worried about matching the forms to meaning – there was time for that later. Now I speak English pretty well, I think, but I still worry about making mistakes.

**Case Study 2**

I think I am different from most people. They depend on seeing. I do not think I learn much through my eyes, through looking at the printed page. I seem to do most of my learning through my ears. One more thing is that I do not feel that everything I learn in English goes into some system. I do not worry about systemizing everything I learn – I just simply take these things in. I hate learning different language systems, e.g., the phonetic transcription system – I'd rather make up my own symbols than use ready-made ones in a book. And another thing – I do not know why but I can reproduce the sounds. It is enough for me to hear the teacher pronounce words with definite sounds so that I can remember and imitate them. What I really dislike is learning vocabulary lists. I try to guess the meaning of a new word in its context – isn't it fun?!

**Case Study 3**

I find it much easier to study English grammar and vocabulary by making charts. I make up my own charts. I get more value from doing so than from having the same material presented to me by a teacher or by a textbook. When I started to learn the language, I would try to reproduce the way my teacher spoke or I "heard" native speakers in my head. Then I would also imagine myself speaking with the same accent. The more I practised in this way the better my pronunciation got. In learning process, I like being immersed in a problem and then allowed to try to find my own way out of it. I like role-play and simulation – in this kind of interaction I can play around with the things I am learning or have just learnt. There is always an imaginary speaker I carry on a conversation in English with – this is my way of learning languages.

**Case Study 4**

I like to learn English from books. I have to see things before I try to say them. I do not like to work spontaneously on the language things I am weak in – I should be able to know the stuff before I produce it in class. I try to put my whole self into language learning. I try to grasp each lesson step by step and do it thoroughly and completely. As to English grammar I always master the patterns that are presented to me in class. I prefer using paradigms. The more often I use them the less time it takes to learn grammar. For learning vocabulary, I use ordinary word cards. Especially at early stages before I wanted to say something, I had to write it down and say it a few times for myself before it became natural. I used to carry cards on the bus and put them around my house. I believe it is my thoroughness that enabled me to become a successful language learner.

**Case Study 5**

I know I speak incorrectly in English. When I started to learn the language, I didn't study basic grammar and all those grammar charts. That is because I don't know much about understanding and memorizing – I don't think it is important for being able to speak English. I have never memorized things! Whenever students are supposed to learn a dialogue and to use certain words in it I feel depressed. I don't think drilling suits my way of studying – I have so many other words to express the same meaning rather than using the particular words that are in the book. Learning for me is not fun. Maybe because I feel under pressure in classroom situations. I think that the other students are holding me back, keeping me from using what I know. For me communication as well as learning should be natural. I know some English not because I learnt it, but because I have acquired it in real situations.

**Case Study 6**

I think that success in language learning depends largely on self-study. From the very beginning of my learning English, I always started out with things I knew intellectually – teachers call it a rule. I liked to practise constructing a sentence first in my head, applying the rules I knew. In this way I understood how grammatical principles worked. Then when the sentence was still fresh in my head, I could put it in the conversation. I don't mind if I make mistakes. I think it is a natural process in learning a foreign language. I felt my teachers disliked me as my progress was painful and rather slow. I felt comfortable

when teachers explained rules in class so that as a language learner I could say "I know it and use it because I understand it". I got frustrated when I had to memorise dialogues without any grammatical background to the forms, used in it, in other words, without being aware what I was memorising. I think grammar patterns should come first. It was only when I had the whole picture of English grammar that I felt rather free to construct long sentences and then conversations.

**Case Study 7**

In the first weeks of studying the language I liked to read it out and get the sound, though I did not understand the words. Even now if I study at home, I cannot study by just reading something silently. I have to pronounce everything. This helps me to memorise new words and to get the flow of the whole sentence – I understand the grammatical structure of complicated sentences better if I read them out! Vocabulary and grammar come to me via words and sentences I am pronouncing. Memorising things is not my strength. I don't like to learn single elements and then put them in a structure – I mean starting with words and prefixes and building them into sentences, words into sentence. I prefer to "manipulate" the words or sentence structures in a meaningful situation. I work actively to make up English sentences, based on basic grammar rules and some previous drilling. Though there is one thing I have noticed in my English learning – at the beginning of the English course I had a lot of energy to study, but after a certain period my enthusiasm and level of energy went down. Since then the feeling comes and goes usually in cycles.

### Activity 3. Leaning preferences
● Brainstorm and discuss learning preferences of each learner type in terms of skills (listening, speaking, reading, writing), grammar, vocabulary, pronunciation, memorising, drilling, etc. Fill in the chart accordingly.

| Learner Type | Learning preferences |
|---|---|
| **An intuitive learner** | |

| | |
|---|---|
| **A formal learner** | |
| **An informal learner** | |
| **An imaginative learner** | |
| **An active learner** | |
| **A deliberate learner** | |
| **A self-aware learner** | |

- Decide which activity is most suitable for which learner type. Add your activities that cater for a particular learner type.

| Activity | Learner type |
|---|---|
| Transcribing words/texts | |
| Drilling to memorise patterns | |
| Students record their own voices | |
| Providing a lesson plan to students before the lesson | |
| Making students learn rules so that they could explain why they use this or that structure | |
| Asking students to imitate the teacher's/native speaker's pronunciation | |
| Role playing in class | |
| Spontaneous discussion | |
| Using patterns in teaching grammar | |
| | |
| | |

**Reviewing**

After studying the material of the session, you should be able to answer the following questions.
- Which of the seven types of learners is closest to your own way of learning? Give examples from your experience of learning English.
- What do you think are some of the challenges for teachers with a particular learner type?
- How can the knowledge of learner types help in language learning and later in teaching English?
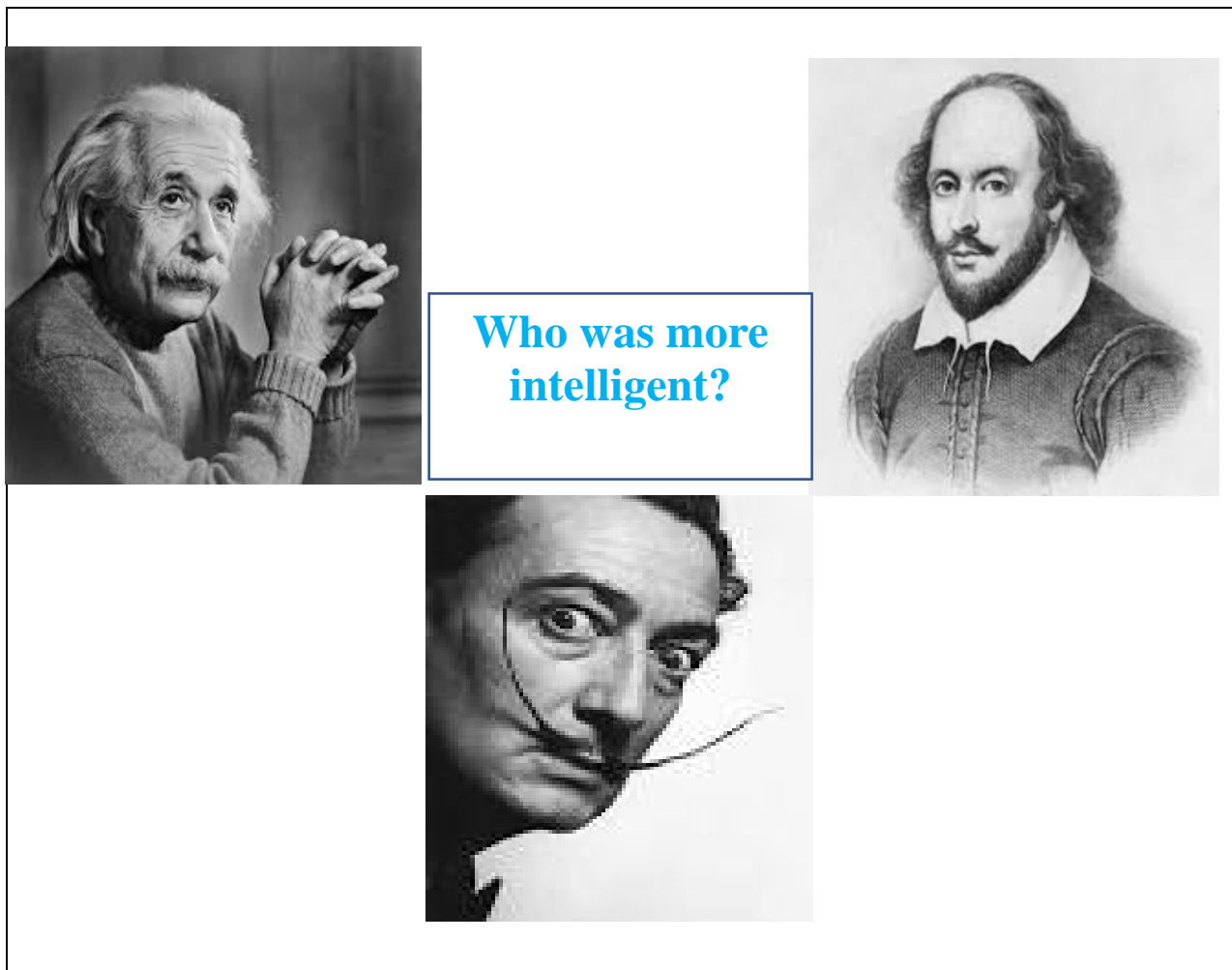
**Follow-up**
Reflect in writing on the advantages and disadvantages of your learner type and suggest activities that could be most beneficial for your learning.

| Session 4 | Multiple Intelligences |
|---|---|
| **Objectives** | By the end of the session, students will develop an understanding of the:<br>• types of intelligences;<br>• strengths of each type;<br>• classroom application of the MI theory. |

## Activity 1.
- Think why we can't compare these outstanding people.



**Who was more intelligent?**

## Activity 2. Howard Gardner on Multiple Intelligences
- Watch the video https://www.youtube.com/watch?v=H1J2fzzYWic and answer the questions:
1. What is Howard Gardner?
2. Who did he work with? What was he surprised at?
3. What does he think about the IQ test?
4. How does Howard Gardner explain what multiple intelligence is?

5. What are the main findings of his theory?
6. What is the main outcome of his theory?

Watch the video **"**Howard Gardner on Multiple Intelligences" https://www.youtube.com/watch?v=H1J2fzzYWic again and make a list of intelligences Howard Gardner mentions in his interview. Fill in the chart.

| Multiple intelligences | Characteristics |
| --- | --- |
| • | |
| • | |
| • | |
| • | |
| • | |
| • | |
| • | |
| • | |
| • | |

**Activity 3. Learning preferences of people with different multiple intelligences**

- Follow the link http://www.literacynet.org/mi/assessment/findyourstrengths.html and find out **your** multiple intelligences. Record your score on each intelligence type.

| Multiple intelligences | Characteristics | Score |
|---|---|---|
| ● | | |
| ● | | |
| ● | | |
| ● | | |
| ● | | |
| ● | | |
| ● | | |
| ● | | |
| ● | | |

# 8 types of intelligences



- Follow the link http://www.literacynet.org/mi/assessment/findyourstrengths.html again and find out typical learning preferences of people with different multiple intelligences. Fill in the chart.

## Typical preferences, strengths and best ways of learning of people with different multiple intelligences

| People with different MI | Likes to | Is Good at | Learns Best by |
|---|---|---|---|
| **Verbal / Linguistic** *"The Word Player"* | • | • | • |
| **Logical / Mathematical** *"The Questioner"* | • | • | |

| | | | |
|---|---|---|---|
| **Spatial**<br>*"The Visualizer"* | • | • | • |
| **Musical**<br>*"The Music Lover"* | • | • | • |
| **Bodily /<br>Kinesthetic**<br>*"The Mover"* | • | • | • |
| **Interpersonal**<br>*"The Socializer"* | • | • | • |
| **Intrapersonal**<br>*"The Individual"* | • | • | • |
| **Naturalist**<br>*"Nature Lover"* | • | • | • |

## Reviewing

After studying the material of the session, you should be able to answer the following questions.

- Which of the multiple intelligences describes your personality? Give examples from your experience of learning English.
- How can the knowledge of multiple intelligences help in language learning and later in teaching English?

**Follow-up**
Describe the best ways of learning for your types of multiple intelligences.

| Session 5 | Learning Styles |
|---|---|
| **Objectives** | By the end of the session, students will develop an understanding of the: <br> • learning styles; <br> • strengths of each style; <br> • classroom application of the theory. |

## Activity 1. Definition of Learning Styles

- Read the text and underline the key words to speak about learning styles.

**Style** is a term that refers to consistent tendencies or preferences *within* an individual.

Styles are general characteristics of intellectual functioning that pertain to you as an individual, and that differentiate you from someone else.

Styles characterize a general pattern in your thinking or feeling.

- Do you know what your learning style is? Do the quiz to help you find it out at http://www.educationplanner.org/students/self-assessments/ learning-styles-quiz.shtml **"What's Your Learning Style? 20 Questions"**

## Activity 2. Catering for Different Learning Styles

- Read and study the information about the learning styles at http://www.educationplanner.org/students/self-assessments/learning-styles-styles.shtml **"What's Your Learning Style? Learning Styles"** and at http://www.educationplanner.org/students/self-assessments/ learning-styles-quiz.shtml **"What's Your Learning Style? 20 Questions".** Fill in the chart with tasks, activities, techniques, advice teachers can use to cater for different learning styles. Select ideas from these 2 resources.

| Learning Styles | Tasks, activities, techniques the teacher can use for different learning styles |
|---|---|
| Visual | |
| | |
| | |
| | |
| | |
| | |
| | |

| Auditory | |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| Kinesthetic | |
| | |
| | |
| | |
| | |
| | |

- Read the information about tasks, activities, techniques, advice teachers can use and decide what style they cater for.

| Techniques the teacher uses to cater for different learning styles in English classes | What style does the technique cater for? Put a tick ✓. | | |
|---|---|---|---|
| | Visual | Auditory | Kinesthetic |
| Reading aloud | | | |
| Charts, graphs, diagrams, and flow charts | | | |
| Role plays | | | |
| Silent reading | | | |
| Games | | | |
| Body language/gestures | | | |
| Memorisation techniques | | | |
| Flashcards | | | |
| Drama | | | |
| Memorising while moving | | | |
| Maps | | | |
| Pictures and graphics | | | |
| Videos | | | |
| Listening to recordings | | | |
| Written instructions | | | |
| Discussion, dialogue, debate | | | |
| Mime | | | |
| Communication in pairs and groups | | | |

## Activity 3. Reflection

- Think of this session. Tick the techniques you experienced in it.

| Learning Styles | Techniques the teacher uses | ✓ |
|---|---|---|
| Visual | Charts, graphs, diagrams, and flow charts | |
| | Flashcards | |
| | Pictures and graphics | |
| | Maps | |
| | Silent reading | |
| | Written instructions | |
| | Videos | |
| Auditory | Discussion, dialogue, debate | |
| | Memorisation techniques | |
| | Reading aloud | |
| | Listening to recordings | |
| | Communication in pairs and groups | |
| | | |
| Kinesthetic | Games | |
| | Role plays | |
| | Body language/gestures | |
| | Mime | |
| | Drama | |
| | Memorising while moving | |

## Reviewing

After studying the material of the session, you should be able to answer the following questions.

- Which of the learning styles describes your personality? Give examples from your experience of learning English.
- How can the knowledge of learning styles help in language learning and later in teaching English?

---

**Follow-up**

Describe the best ways of learning for your learning style.

---

| Session 6 | Cognitive factors |
|---|---|
| **Objectives** | By the end of the session, students will develop an understanding of: <ul><li>interference, overgeneralization, inductive and deductive reasoning, memory in learning English</li></ul> |

## Activity 1: Students' learning experience

- Think of your experiences and tell your partners how you learned to do something, e.g., riding a bike, cooking fried eggs, sending an e-mail, writing a letter, writing a motivation letter?
- What does it mean to learn something or to know something? What are the learning steps?

## Activity 2: Concept of Cognition

- Match the questions and the answers.

| | |
|---|---|
| 1. What does cognition begin with? | a. With our senses. |
| 2. How do we perceive the world? | b. We neglect it, we do not pay attention to it. |
| 3. What do we do with information? | c. We analyse it. |
| 4. What happens to the information if it is important for us? | d. We store it and react to it. |
| 5. What happens to the information if it is useless for us? | e. We get the information through our senses. |

- Read the text and fill in the gaps with the words from the text.

content    knowledge    starting    thinkers    experience    mind    previous    stores    prior    new

*Cognitive* comes from *cognition* which means the way the ___1__ handles and ___2___ information. Cognitive theory states that learners are active __3___ and processors of information. First learners  pay attention to any aspect of learning, try to understand it and then through ___4___ and practice they use the obtained ___5___ automatically, unconsciously, focusing on the ___6__.

In all learning situations ___7__ knowledge is a __8__ point for acquiring new knowledge. To facilitate __9__ learning one relies on ___10__ learning when faced with a new learning situation.

*Adapted from:* Brown, H. Douglas. Principles of language learning and teaching. Fourth edition. – Pearson Education Limited, 2000. – 354 p.

- What are the stages of cognition?
    - ○
    - ○
    - ○
    - ○
    - ○

## Activity 3: Concepts of "transfer" and "overgeneralization"
- Think of your experience of learning English. What are the things that came quite easy/extremely difficult to you?

- Read the text "Transfer and overgeneralization" and identify the main concepts.

### Transfer and overgeneralization

In all learning situations previous knowledge is a starting point for acquiring new knowledge. To facilitate new learning, one relies on prior learning when faced with a new learning situation.

No doubt that the patterns of the native language or any other previously learned language are firmly established in learner's mind. And as learners experience with a new language, they try to apply the old patterns. There is a kind of interplay between the old and the new patterns [How languages are learned].

In the literature on language learning processes there are three terms which are based on the same principle of learning – the interaction of prior knowledge with the present learning material: transfer, interference, overgeneralization.

**Transfer** is a general term describing the carryover of previous knowledge to further learning. In some cases, it may be helpful (*positive transfer*) while in others it may not, i.e., prior knowledge may disrupt the performance of the second task (*negative transfer*). The effect of negative transfer is called **interference**.

The native language is also a set of previously obtained knowledge. Learners may use their native language to facilitate the learning of the second language (*target language*). But sometimes they negatively transfer their knowledge and skills from the native to the target language. In such cases we observe interference.

For example, in both languages English and Ukrainian there are a lot of international words (secretary, reform, businessman, export, etc). These are examples of positive transfer. In these cases, we observe facilitating effect of the native language. But on the other hand, some words may sound
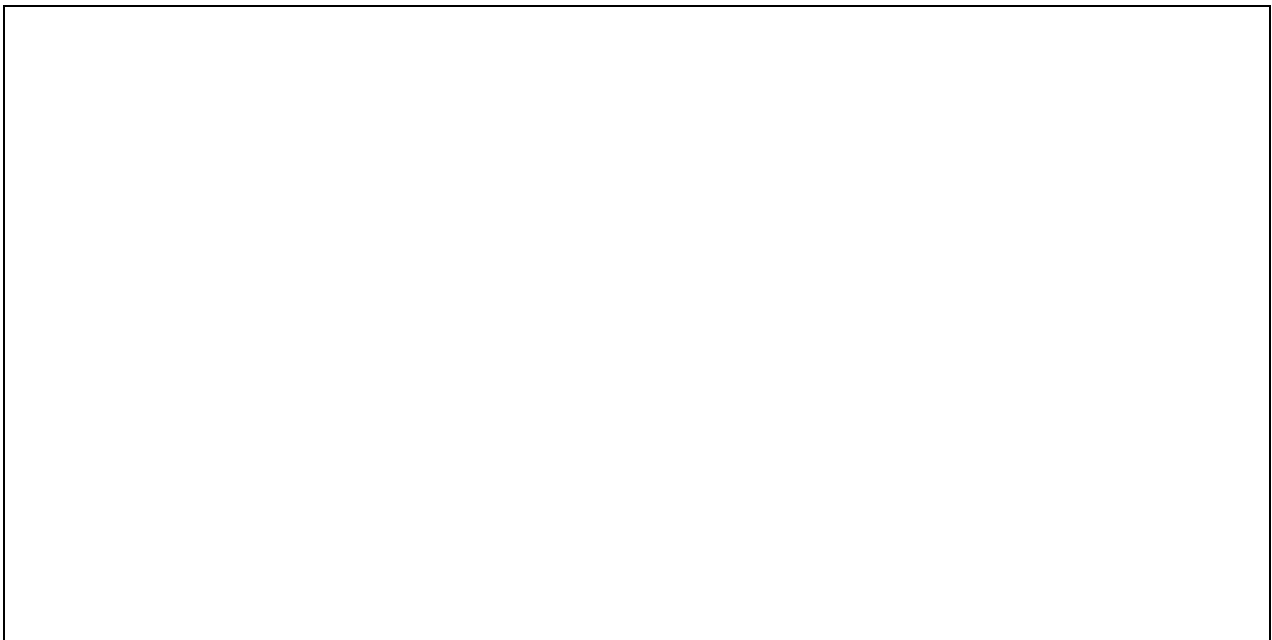
the same in the two languages but may have quite different meanings. For instance, velvet – оксамит, intelligent – розумний, biscuits – сухе печиво, artist – художник. These are examples of negative transfer or interference.

The transfer of patterns from the native language may be the cause for errors.

Teachers should draw learners' attention to any similarities or differences between L1 and L2 to predict the errors learners may make. But more significant is **overgeneralization** of the target language rules. Errors may be caused by trying to use a rule in a context where it doesn't belong. For example, a learner who says "I buyed a bus ticket" may apply the rule of using the Past Simple Tense in the wrong way [How languages are learned]. Overgeneralization may happen only within the target language. It has nothing to do with the native language. Overgeneralization is a negative transfer (incorrect application) of previously learned material of the target language to the present context of the target language.

*Adapted from*: Brown, Douglas (2000) Principles of Language Learning and Teaching. Fourth Edition, Pearson Education.

- Present the main concepts of the text in the form of a scheme or a picture.

- In your scheme, add the definition of the concepts and the examples to illustrate them.

- Find errors in the following sentences. Analyse the nature of these errors and mark the sentences with "I" for interference or "O" for overgeneralization type of errors. Write down the correct sentence below.

| | Sentence, containing an error / Corrected version | I / O |
|---|---|---|
| 1. | E.g.: I think, that you are right<br>Corrected: I think that you are right. | I |
| 2. | Do you like coffee? - Yes, I like. | |
| 3. | You didn't do it, didn't you? | |
| 4. | I will let you know if I will get the tickets. | |
| 5. | The news are good. | |
| 6. | The weather is getting wonderfuller. | |
| 7. | Are you tired? -No. | |
| 8. | Let them to do it. | |
| 9. | He said he already finished work. | |
| 10. | How long are you here? | |
| 11. | He very like her. | |
| 12. | They said they will do the work by five. | |
| 13. | You must to work hard. | |
| 14. | Must I do it now? - No, you must not. | |

| 15. | There is hot here, is it? | |
|-----|---------------------------|---|
| 16. | He suggested me to go there with him. | |
| 17. | The dinner tastes well. | |
| 18. | This road is badder than that one. | |
| 19. | I am going to hairdresser's to cut my hair. | |

## Activity 4: Concepts of inductive and deductive approaches to teaching English

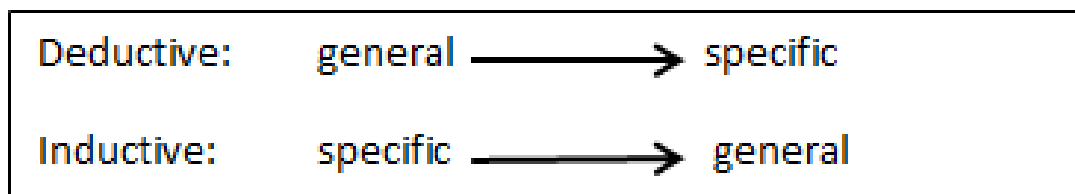- Read the text and think of advantages and disadvantages of inductive and deductive approaches.

### Inductive and Deductive Grammar Teaching

Generalization is an important strategy of learning. To generalize means to work out a rule, a conclusion on the basis of some observation made. Learners can be introduced to language rules through two very different routes: inductive and deductive.

**Inductive reasoning** involves movement from specific to general. The term "inductive" implies the situation when a child unconsciously learns the native language in the natural language environment. Meaning and grammar are not explicitly explained. The rules are not formulated. In the classroom at the presentation stage a teacher establishes the situation (context), the students are provided with examples, in which they notice patterns and work out the rule themselves. They are engaged in a problem-solving situation and formulate the rule before practice stage. Such "discovery" learning is very motivating. Students remember better if they work out the rule themselves. Inductive reasoning contrasts with deductive.

**Deductive reasoning** is a movement from general to specific. It is well observed in second language learning. A teacher explicitly formulates the rule and students apply it to examples and practice it through exercises. The focus on grammar is conscious.

```
Deductive:      general ────────→ specific

Inductive:      specific ────────→ general
```

- Read the text and make notes of advantages and disadvantages of inductive and deductive approaches. Fill in the chart.

### Which approach – pros and cons?

Inductive approach can be applied when simple (in use and form) grammar patterns, like comparative adjectives, are taught. Conversely, teaching the finer points of the use of articles (*a/an, the*) inductively, for example, would most probably be problematic.

However, the learner-centred nature of inductive teaching is often seen as advantageous as the learner is more active in the learning process rather than being a passive recipient. This may help the learner to develop deeper understanding and help to fix the language material which is being learned. This can also promote and enhance motivation.

On the other hand, inductive learning can be more time- and energy-consuming and more demanding of the teacher and the learner. It is also possible that during the process, the learner may arrive at an incorrect conclusion or produce an incorrect or incomplete rule. Also, an inductive approach may frustrate learners whose personal learning style and/or past learning experience is more in line with being taught via a more teacher-centred and deductive approach.

| Approach | pros | cons |
|---|---|---|
| **Inductive Teaching** | • <br> • <br> • <br> • <br> • | • <br> • <br> • <br> • <br> • |

| | | |
|---|---|---|
| **Deductive Teaching** | • <br> • <br> • <br> • <br> • | • <br> • <br> • <br> • <br> • |

- Which approach (inductive or deductive) would you choose to teach the following grammar patterns and why?

  o Possessive case of nouns (Adam's hat);
  o The Present Continuous tense (I am going to Paris tonight);
  o Infinitive (He must have left);
  o Modal verbs (I have to do it now);
  o Sequence of tenses (He said he would do it himself);
  o Irregular verbs (go-went-gone).

## Activity 5: Types of Memory

- Read the text, fill in the gaps with the words - *short-term (working)* or *long-term* and then complete the chart.

Cognitive psychologists are interested in mental processes that are involved in learning. They are concerned with such aspects as how people build up and draw upon their memories and the ways in which they become involved in the process of learning. ***There is no learning without memory.***

The bestknown model of memory is that of Atkinson and Shiffrin (1968).

According to this model any stimuli to which attention was given are recorded for a short amount of time and pass to a __1__ *memory*. The capacity of this ___2___ memory is very small: about 7+/-2 items at one time. The term __3___ memory is used referring to whatever one has in mind at any particular time, lasting no longer than 30 seconds. Most cognitive tasks, such as reasoning, learning and understanding, depend on ____4__ memory.

Unlike ___5___ memory, ___6____ *memory* has enormous capacity. For language learning purposes, it is important

1) to transfer material from ___7___ memory into __8___ memory and 2) to be able to retrieve this material in real-time conditions. To store the material into __9___ *memory*, one should use memorization techniques as well as *rehearsing* in different forms.

| Short-term (working) memory | Long-term memory |
|---|---|
| • *Short - 30 seconds*<br>• ……………………….<br>• ……………………….<br>• …………………………… | • …………………………<br>• *enormous*<br>• …………………………….<br>• ……………………………. |

**Reviewing**

After studying the material of the session, you should be able to answer the following questions.

- What cognitive factors can influence the teaching/learning process both negatively and positively?
- What steps are you going to take to improve your memory?

| Session 7 | Learning strategies |
|---|---|
| **Objectives** | By the end of the session, students will develop an understanding of: <br> • learning strategies and their types <br> • conditions to implement learning strategies. |

## Activity 1: Students' learning experience

- Share your ideas of how you learn new words, how you get ready for home reading and be ready to report about common and different ways of doing it.
- What influences your choice of different ways of learning lexis? Why do you organize your work in this way?
- What can we call your actions when you get ready for your home reading, test or an exam?

## Activity 2: Learning strategies

**Learning strategies** are defined as "specific actions, behaviors, steps, or techniques used by students to enhance their own learning".

**Strategies "**make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations".

*Adapted from*:https://www.cambridge.org/core/books/abs/cambridge-guide-to-teaching-english-to-speakers-of-other-languages/language-learning-trategies/758215854B91D0187E83F4E3245CC694

## Activity 3: Types of Learning strategies

- What strategies of learning English do you know?
- Read the text and match the type of strategies and its description.

| | Learning strategies | | Description of a strategy |
|---|---|---|---|
| 1. | Cognitive strategies | a. | allow learners to control their own learning through organizing, planning, and evaluating. |
| 2. | Metacognitive strategies | b. | help learners interact with other people |
| 3. | Compensatory strategies | c. | enable learners to understand and produce new language. |
| 4. | Memory strategies | d. | allow learners to communicate despite deficiencies in their language knowledge. |

| 5. | Social strategies | e. | help learners gain control over their emotions, attitudes, motivations, and values. |
| 6. | Affective strategies | f. | help students to store and retrieve information. |

- Define what type of strategy the following examples illustrate.

| | **Learning strategies** | | **Examples** |
|---|---|---|---|
| 1. | **Cognitive strategies** enable learners to understand and produce new language. | a. | - Asking questions (for example, asking for clarification or verification)<br>- Cooperating with others (for example, cooperating with proficient users of the new language)<br>- Empathizing with others (for example, developing cultural understanding) |
| 2. | **Metacognitive strategies** allow learners to control their own learning through organizing, planning, and evaluating. | b. | - Creating mental linkages (for example, placing new words into a context)<br>- Applying images and sounds (for example, representing sounds in memory)<br>- Reviewing well (for example, structured reviewing)<br>- Employing action (for example, using physical response or sensation) |
| 3. | **Compensatory strategies** allow learners to communicate despite deficiencies in their language knowledge. | c. | - Lowering your anxiety (for example, using music or laughter)<br>- Encouraging yourself (for example, rewarding yourself)<br>- Taking your emotional temperature (for example, discussing your feelings with someone else) |
| 4. | **Memory strategies** help students to store and retrieve information. | d. | - Centering your learning (for example, linking new information with already known material)<br>- Arranging and planning your learning (for example, setting goals and objectives)<br>- Evaluating your learning (for example, self-monitoring) |

| | | | |
|---|---|---|---|
| 5. | **Social strategies** help learners interact with other people/ | e. | - Guessing intelligently (for example, using nonlinguistic clues to guess meaning)<br>- Overcoming limitations in speaking and writing (for example, using paraphrasing or synonyms) |
| 6. | **Affective strategies** help learners gain control over their emotions, attitudes, motivations, and values. | f. | - Practicing (for example, using formulas and patterns)<br>- Receiving and sending messages (for example, focusing on the main idea of a message)<br>- Analyzing and reasoning (for example, analyzing expressions)<br>- Creating structure for input and output (for example, taking notes) |

- What learning strategies are used when students do the following actions? Tick a behavior ✓.

| Behaviours | Learning strategies | | | | | |
|---|---|---|---|---|---|---|
| | Cognitive | Metacognitive | Compensatory | Memory | Social | Affective |
| 1. I say or write new SL words several times.<br>2. I try to relax whenever I feel afraid of using SL.<br>3. I think of relationships between what I already know and new things I learn in the SL.<br>4. I ask for help from SL speakers.<br>5. I try to talk like native SL speakers.<br>6. I practice the sounds of SL.<br>7. I use the SL words I know in different ways.<br>8. I start conversations in the SL.<br>9. I watch SL TV shows spoken in SL or go to movies spoken in SL.<br>10. I write notes, messages, letters, or reports in the SL. | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 11. I first skim an SL passage (read over the passage quickly) then go back and read carefully. | | | | | | |
| 12. I look for words in my own language that are similar to new words in the SL. | | | | | | |
| 13. I try to find patterns in the SL. | | | | | | |
| 14. I pay attention when someone is speaking SL. | | | | | | |
| 15. I try not to translate word for word. | | | | | | |
| 16. I make summaries of information that I hear or read in the SL. | | | | | | |
| 17. I notice my SL mistakes and use that information to help me do better. | | | | | | |
| 18. I ask questions in SL. | | | | | | |
| 19. I read for pleasure in the SL. | | | | | | |
| 20. I try to learn about the culture of SL speakers. | | | | | | |
| 21. I write down my feelings in a language learning diary. | | | | | | |
| 22. I try to find out how to be a better learner of SL. | | | | | | |
| 23. I use new SL words in a sentence so I can remember them. | | | | | | |
| 24. I read SL without looking up every new word. | | | | | | |
| 25. I find the meaning of an SL word by dividing it into parts that I understand. | | | | | | |
| 26. I have clear goals for improving my SL skills. | | | | | | |
| 27. I use rhymes to remember new SL words. | | | | | | |
| 28. I think about my progress in learning SL. | | | | | | |
| 29. I connect the sound of a new SL word and an image or picture of the word to help me remember the word. | | | | | | |
| 30. I try to find as many ways as I can to use my SL. | | | | | | |
| 31. I use flashcards to remember new SL words. | | | | | | |
| 32. I plan my schedule so I will have enough time to study SL. | | | | | | |
| 33. I physically act out new SL words. | | | | | | |
| 34. I review SL lessons often. | | | | | | |
| 35. To understand unfamiliar SL words, I make guesses. | | | | | | |
| 36. When I can't think of a word during a conversation in the SL, I use gestures. | | | | | | |
| 37. I look for people I can talk to in SL. | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 38. I look for opportunities to read as much as possible in SL. | | | | | | |
| 39. I practise SL with other students. | | | | | | |
| 40. I make up new words if I do not know the right ones in the SL. | | | | | | |
| 41. I notice if I am tense or nervous when I am studying or using SL. | | | | | | |
| 42. I try to guess what the other person will say next in the SL. | | | | | | |
| 43. I remember a new SL word by making a mental picture of a situation in which the word might be used. | | | | | | |
| 44. I give myself a reward or treat when I do well in SL. | | | | | | |
| 45. If I do not understand something in SL, I ask the other person to slow down or say it again. | | | | | | |
| 46. If I can't think of an SL word, I use a word or phrase that means the same thing. | | | | | | |
| 47. I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign. | | | | | | |
| 48. I encourage myself to speak SL even when I am afraid of making a mistake. | | | | | | |
| 49. I talk to someone else about how I feel when I am learning SL. | | | | | | |
| 50. I ask SL speakers to correct me when I talk. | | | | | | |

- Which of the strategies do you use? Would like to use? Feel you need?
- What specific behaviours could you try to develop in your learners?

## Activity 4: Memory Strategies
- What types of memory do you know? What memory strategies do you know?
- Read the text below and fill in the gaps with the words from the box. Write down types of memory and memory techniques, mentioned in the text.

> **Strategies for remembering words (for students)**       **Noticing**
> **Generative use**          **Spaced Repetition**

Memory involves two different processes - **short-term memory** (holding memory for a short period, while it is being processed) and **long-term memory** (retaining information for future use). Short-term memory is fast, while long-term memory takes a relatively long time. The goal of vocabulary learning is to establish new words in long-term memory. This involves meeting the word repeatedly over an extended period of time and connecting new words to known words through different forms of links and associations, such as word families or words with similar or dissimilar meaning. Several conditions, considered below, have been proposed to increase the quality of learning and remembering.

_____1_____occurs in a variety of ways:

- While listening or reading, the learners notice that the word is new or think: "I have seen it before".
- The teachers highlight the word while writing it on the board.
- The learners discuss the meaning of the word with each other or with the teacher.
- The teacher explains the word to the learners by giving a definition, a synonym or a L1 translation.

_____2_____ is more effective than massive repetition over a short time period.

Repetition of words can be achieved in the following ways:

- Recycling important words.
- Recalling the new words after 10 mins (1st review); after 24 hours (2nd review); after 1 week (3rd review); after 1 month (4th review); further review if necessary.
- Including words from earlier lessons in homework and classroom practice.
- Compiling a list of words from previous units and placing them on a visible location in the classroom.
- Using activities in which students are encouraged to use new words as often as possible.

_____3_____

This refers to use of a word actively and productively in speech or writing. Tasks with higher levels of learner involvement are more likely to lead to vocabulary retention. A list of words the teacher has prepared

for students is less likely to be remembered than a list of words students bring to class, which they have selected from their coursebook and organized in ways they themselves have determined.

_____**4**_____

- Recording of a word, examples of its usage and a translation.
- Organizing words into groups (semantic map, spidergram etc).
- Practising and producing (using the words in writing or orally.

- Make a list of recommendations how to remember English words.

## Activity 5: Introducing and developing learning strategies

- What does the choice of strategy depend on? Explain how the choice of strategy depend on it.
  *Personality Traits*
  *Style*
  *Motivation*
  *Age*
  *Stage of Learning (Level of English)*
  *Learner's Purpose*
  *Task*
  *Way of teaching*

- Read the text below and answer the questions:
  o What makes a strategy positive and helpful for a given learner?
  o How can we introduce and develop learning strategies?

  ➢ A given strategy is neither good nor bad; it is essentially neutral until the context of its use is thoroughly considered.
  ➢ A strategy is useful if the following conditions are present: the strategy is goal-oriented and task -oriented, the strategy fits the particular student's learning style, the student employs the strategy effectively and uses it with other strategies, the strategy enables the student to achieve positive results.
  ➢ The most effective strategy instruction includes **demonstrating** when a given strategy may be useful, how to use and evaluate it, how to transfer it to other tasks and situations.
  ➢ The most beneficial strategy instruction must be included into regular, everyday L2 teaching, although other ways of doing strategy instruction are possible.

**Activity 6: Surface and deep learning**
- Read the text and match the descriptions of the type of learning with the behaviors.

One of the most basic characteristics of any learning process is the **depth of study** that it involves. The two extremes in the spectrum are **surface learning** and **deep learning.**

| | |
|---|---|
| *Surface learning* (as its name implies) involves simply 'scraping the surface' of the material being studied, without carrying out any deep processing of the material.<br><br>Students who adopt such a surface approach tend to work according to the following general pattern: | Students who adopt *deep learning*, on the other hand, make a serious attempt to turn other people's ideas into their own personalised structure of knowledge.<br><br>They tend to work according to the following general pattern: |
| | |

1.  concentrating purely on assessment requirements
2.  ignoring guiding principles or patterns
3.  trying to understand material for themselves
4.  interacting vigorously and critically with content
5.  relating ideas to previous knowledge and experience
6.  failing to reflect on underlying purpose or strategy
7.  using organising principles to integrate ideas
8.  relating evidence to conclusions
9.  accepting information and ideas passively
10. examining the logic of arguments
11. memorising facts and procedures routinely

- Can we call these behaviours "strategies"?  What types of strategies do they belong to?

**Reviewing**
After studying the material of the session, you should be able to answer the following question:
- How can you use the material of the session while learning English?
- How can you use the material of the session while teaching English?

---

**Follow-up**
In the coming week reflect on your way of learning English.
- What strategies do you use?
- What strategies do you feel you need to develop?

---

| Session 8 | Bloom's Taxonomy |
|---|---|
| **Objectives** | By the end of the session, students will develop an understanding of:<br>• the idea of Bloom's taxonomy of thinking skills;<br>• what Low Order and High Order thinking skills are;<br>• activities focused on LOTs and HOTs. |

> A good teacher makes you think
> even when you don't want to.
> (Fisher, 1998, *Teaching Thinking*)

## Activity 1. Students' learning experience

- Discuss the following questions. Be ready to report about your ideas.

1. What kind of tasks do you do in classes? In English classes? Other classes? At home?
2. Which of them do you consider easy/difficult? Why?
3. Which of them do you consider time-consuming? Why?
4. Which of them do you consider effort-consuming? Why?
5. Which of them do you consider most effective for learning English? Why?

- Rank the tasks to practice vocabulary according to their complexity and be ready to say what thinking skills you use to do this task.

---

**1. Fill in the correct word.**

1. What … do her parents run? - They run a … .   There is a big choice of souvenirs there.
2. Before making a choice what to buy I … around the shops.

**2. Paraphrase the following sentences using Vocabulary notes.**

1. She used to go round the shop to kill the time.
2. Teenagers "hang out" at shopping centres, dropping at different departments, trying clothes on but shopping for nothing in fact.

**3. Translate the following sentences.**

1. – Ти знаєш що зараз модно? – Вибач, я не слідкую за модою і терпіти не можу ці дурні розмови про останні новинки.
– Ти така зануда!

---

**4. Listen to the commercials about new shopping malls. Choose which one you would like to visit. Discuss it with you partner.**

**5. Look at these lists of words. Which is the odd one in each line? Why?**
*Model: blouse; dress; skirt; <u>tie.</u> - Tie is the odd word, as the others are clothes only women wear.*
a cashier; a customer; a shopkeeper; a shelf-stacker;

**6. Complete the sentences using essential vocabulary.**
At the grocery the shelves are stocked with … .

**7. Speak about your last shopping in a hypermarket.**

**8. Are there any hypermarkets in your area? Make up a store guide of one of them. Introduce it to your groupmates using the store guide.**

**9. Match the definitions below with one of the words in the box.**

*checkout receipt comfortable bill cashdesk convenient weigh weight shopkeeper shopassistant discount sale bargain purchase lend borrow*

a written acknowledgment by a receiver of money, goods, etc., that payment or delivery has been made;

**10. Correct the logical mistakes using the essential vocabulary.**
*Model: Yesterday I dropped into the haberdashery and bought a tube of toothpaste. – Yesterday I dropped at the chemist's and bought a tube of toothpaste.*

I didn't buy that scarf. It didn't fit me.

**11. Arrange the parts of the dialogue in the correct order. Act it out.**

**12. Fill in the gaps with a word from the box.**

*belt, jeans, pockets, T-shirt, casual, collar, trainers, laces, dress, long, short, bracelet, necklace, sweatshirt, boots, loose, high-heeled.*

### My Favourite Outfit

*Paul:* I know that it is not always right but I prefer to wear denim … everywhere I go. My favourite pair is quite … as I don't like things that are tight.

**13. Choose the right word.**
1. Sales staff are often told that "the … is always right".
a) dealer b) employee c) cashier  d) customer

**14. Prepare a summary of the text.**

**15. Tell your partner how you chose the present for your friend the last time.**

---

- What thinking skills do you use to do these tasks?

*REMEMBER*

*UNDERSTAND*

*APPLY*

*ANALYZE*

*EVALUATE*

*CREATE*

**Activity 2. The idea of Bloom's taxonomy of thinking skills**

- Match the thinking procedures to the levels of thinking skills.

| 1. **REMEMBER** | a. Carry out or use a procedure in a given situation.<br><br>Use strategies, concepts, principles, and theories in new situations. |
|---|---|
| 2. **UNDERSTAND** | b. Retrieve relevant knowledge from long-term memory.<br><br>Recall or recognize specific information. |
| 3. **APPLY** | c. Separate a whole into parts and determine their relationship.<br><br>Break information down into its component elements. |
| 4. **ANALYZE** | d. Construct meaning from instructional messages.<br><br>Understand given information. |
| 5. **EVALUATE** | e. Combine elements or ideas to form a new whole.<br><br>Put together ideas or elements to develop an original idea or engage in creative thinking. |
| 6. **CREATE** | f. Make judgments based on criteria and standards.<br><br>Judge the value of ideas, materials, and methods by developing and applying standards and criteria. |

- Do these thinking skills require the same efforts? How can we divide them?
  Which of them are Low-Order Thinking skills and High-Order Thinking skills?

- Read the definition of Bloom's Taxonomy and answer the following questions:
    1. What is Bloom's taxonomy?
    2. How are thinking skills divided?
    3. What do we use LOTS for?
    4. What are HOTS most appropriate for?

**Bloom's Taxonomy** is a classification of thinking organized by levels of complexity. It gives teachers and students an opportunity to learn and practise a range of thinking and provides a simple structure for many different kinds of questions. Thinking skills are divided into Low-Order Thinking skills (LOTS) and High-Order Thinking skills (HOTS).

Lower order questions are those at the remembering, understanding and application levels of the taxonomy. Usually, questions at the lower levels are appropriate for:
- evaluating students' preparation and comprehension;
- diagnosing students' strengths and weaknesses;
- reviewing and /or summarizing content.

Higher order questions are those requiring complex application, analyses, evaluation or creation skills. Questions at higher levels of the taxonomy are usually most appropriate for:
- encouraging students to think more deeply and critically;
- problem solving;
- encouraging discussions;
- stimulating students to seek information on their own.

The most important point of Bloom's taxonomy is that you cannot get to the higher order thinking skills if the lower order ones have not been satisfied. Bloom's taxonomy provides a way to arrange activities so that students can move into higher order thinking and develop critical thinking.

Bloom's taxonomy is an inexhaustible resource for various activities in the classroom.

## Activity 2. Bloom's Taxonomy and foreign language teaching

- Study the table and say how it can help teachers.

# THE NEW* BLOOM'S TAXONOMY & FOREIGN LANGUAGE INSTRUCTION

*GOOD COMPREHENSIBLE INPUT-BASED SECOND LANGUAGE TEACHING USES ALL OF THESE LEVELS OF THINKING*
*We can encourage students to think at high levels even in beginning courses.*

| Level of Thinking | Key Question / Verb Examples | Examples of Comprehensible Input-Based Activities |
|---|---|---|
| **1. REMEMBER (lowest level)** Retrieving, recognizing, and recalling relevant knowledge from long-term memory. | **Can the student recall or remember the information**? arrange, define, label, list, match, memorize, name, order, recall, recognize, repeat, reproduce, restate, state | *Answer questions that begin with who, what, when, where (if the answer is explicitly given in a story) *Match characters to action/dialogue *Information gap questions *True-False, Either/Or statements *Match L2 vocabulary to English |
| **2. UNDERSTAND** Constructing meaning from oral, written, and graphic messages | **Can the student explain ideas or concepts?** classify, compare, describe, discuss, explain, express, give examples, give main idea, infer, interpret, paraphrase, report, review, select, summarize, translate | *Summarize a story in own words *Restate main idea of story *Explain why a character in a story does/says something (when answer was stated in story) *Describe a person/place in the story *Translate text aloud to English |
| **3. APPLY** Carrying out or using a procedure | **Can the student use the information in a new way?** apply, choose, demonstrate, dramatize, execute, illustrate, implement, interpret, outline, point out, role play, show, sketch, solve, use | *Act out novel commands *Rewrite a story from a different point of view *Act out a story *Draw a story |

| | | |
|---|---|---|
| **4. ANALYZE** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose. | **Can the student distinguish between the different parts?** analyze, appraise, attribute, break down, calculate, categorize, compare, contrast, differentiate, discriminate, dissect, distinguish, examine, organize, question, test | *Answer why or open-ended questions (when answer is indirectly stated or implied in a story) * Break down the main actions of the story *Use a VENN diagram to compare and contrast (characters, situations, countries, cultures, schools, etc.) |
| **5. EVALUATE** Making judgments based on criteria and standards. | **Can the student justify a stand or decision?** argue, appraise, assess critique, check, conclude, compare, criticize, defend, estimate, evaluate, judge, justify, predict, rate, select, support, value | Evaluate appropriate/inappropriate actions of characters *Compare cultures *Predict what will happen next *Make inferences |
| **6. DESIGN (highest level)** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern. | **Can the student create a new product or point of view?** assemble, combine, compile, compose, create, construct, design, develop, devise, formulate, generate, invent, organize, plan, prepare, produce, propose, reconstruct, revise, rewrite, write | *Create and give novel commands *Write an original story *Compose a class story *Invent new details for a story *Generate / invent answers to hypothetical questions *Rewrite a story adding details and/or characters that were not in the original |

* Alan Bloom's classic 1956 learning taxonomy was revised and refined by Lorin Anderson and David Krathwohl in 2000.

*Adapted from:* https://www.google.com/search?q=THE+NEW*+BLOOM%27S+ TAXONOMY+%26+FOREIGN+LANGUAGE+INSTRUCTION

- Analyse the activities for teaching *The Second Conditional* in the box and identify what thinking skills they develop.

> o How is the second conditional formed?
> o When/Why do we use the second conditional?
> o Make your own original sentences using the second conditional.
> o When would you use the second conditional instead of the first conditional?
> o Find the mistakes in a written example where the second conditional is used.
> o Explain why and how these mistakes are wrong.
> o Write a play about what you would do if you lived in a castle. Make sure to use the second conditional when appropriate.

- Return to the vocabulary activities analysed at the beginning of the session. What thinking skills are they focused on?
- Design a succession of tasks on the topic "Cooking" for each level of thinking skills. Make a bullet plan.

## Activity 4 Reflection

- Think of today's session and say if we managed to stick to Bloom's taxonomy.

## Reviewing

After studying the material of the session, you should be able to answer the following questions:
- What is Bloom's taxonomy?
- Why is it important for a teacher to use Bloom's taxonomy?

> **Follow-up**
> Provide examples of 3 activities that are typical for your classes at the University and analyze what thinking skills can be developed by those activities.

| Session 9 | Age and Language Learning |
|---|---|
| **Objectives** | By the end of the session, students will develop an understanding of:<br>• the factor of age and its implications for teaching<br>• the critical period hypothesis<br>• the zone of proximal development and its implications for teaching<br>• implicit vs explicit learning |

## Activity 1: Learners' Experience

• What factors can influence language learning?
• In groups of 3, discuss what age you started to learn English? Why? What was it like?
• Other languages? What differences do you feel? Why?
• What assumptions do you know about learning a foreign language and learner's age?

## Activity 2: The critical period hypothesis

• Read the text and be ready to explain its ideas in plain English.

**The critical period hypothesis** was put forth in the 1960s by Lenneberg. It was based on then-current theories of brain development.

The critical period hypothesis suggests that there is a biologically determined period of life when language can be acquired more easily. Beyond this time a language is more difficult to acquire. According to Lenneberg, bilingual language acquisition can only happen during the critical period. It lasts from age 2 to puberty. After puberty the brain loses "cerebral plasticity". This loss of the brain´s plasticity explains why adults may need more time and effort compared to children in second language learning.

The critical period for language acquisition does not mean that the brain "shuts down" for language after a certain age. It just means that after a certain age, most adults will have to learn a language the same way they learn everything else (history, music, etc).

More recent research in neurology has demonstrated that language learning is different in childhood and adulthood because of developmental

differences in the brain and "in some important respects adults have better language learning capabilities".

- What conclusions can we make for teaching English after reading the text. *The critical period hypothesis*?
  - o
  - o
  - o
  - o
  - o

## Activity 3: Young Learners vs Adult Learners: characteristics
- Read the information about learners' characteristics and put a tick ✓ in the column for the corresponding age group.

| Characteristics | Young language learners Put a tick ✓. | Adult language learners Put a tick ✓. |
|---|---|---|
| They cannot acquire complex morphological and grammatical phenomena easily as learning is an accumulative process that allows us to build on already existing knowledge. | | |
| **Cognitive maturity** and their **experience** of the general language system. Through their knowledge of their mother tongues, as well as other foreign languages, they can achieve more advantageous learning conditions, easily acquire grammatical rules and syntactic phenomena. | | |
| These learners fear failure. | | |
| They handle difficulties like missing vocabulary very easily by using creative methods to communicate, such as non-verbal means of communication and use of onomatopoetic words. | | |
| These students have **short attention spans** and are **easily distracted**. They can easily get bored after 5-10 minutes. | | |

| | | |
|---|---|---|
| These learners study a foreign language for a specific purpose: to be more effective professionally, to be able to survive in an anticipated foreign situation, or for other instrumental reasons. | | |
| They rely on long-term memory rather than the short-term memory function used for rote learning. | | |
| These learners can integrate new language input with their already substantial learning experience. | | |
| Aspects such as time, greater **learning and memory capacity** are in any case advantages for them. | | |
| These learners have already developed learning strategies that have served them well in other contexts. They can use these strategies to their advantage in language learning, too. | | |
| These learners can acquire language aspects such as pronunciation and intonation easier, due to **neuromuscular mechanisms** which are still active. | | |
| These learners' neural cells which are responsible for higher-order linguistic processes such as understanding semantic relations and grammatical sensitivity are better developed. | | |
| These learners have more highly developed cognitive systems, are able to make higher order associations and generalizations. | | |
| They have increased capability for **imitation**. | | |
| They possess flexibility, spontaneity and tolerance to new experiences. | | |
| These learners are better language learners, especially in the areas of vocabulary and language structure. | | |
| They are curious and they are not afraid of making mistakes. | | |
| The idea of a foreign civilisation is not formed in their minds yet. They are not aware of the ethnic and cultural differences. | | |

*Adapted from*   http://termcoord.eu/2014/02/age-factor-second-language-acquisition/

- Make a list of young learner and adult learner characteristics using key words.

| Young Learners | Adult Learners |
|---|---|
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |
| • | • |

## Activity 4: Young Learners vs Adult Learners: teaching

- Read about approaches to teaching learners of different age groups. Put a tick ✓in the column for the corresponding age group if you consider it appropriate.

| Approaches to teaching | Young language learners Put a tick ✓. | Adult language learners Put a tick ✓. |
|---|---|---|
| Expectation of error-free speech will inhibit these learner's active participation. | | |
| They understand mostly when they see, hear, touch and interact rather than from explanations. | | |
| Eliminate affective barriers, make the material relevant and motivating, and encourage the use of adult learning strategies. | | |
| Reducing the focus on error correction can build learners' self-confidence and promote language learning. | | |
| Be sure to provide lots of encouragement and positive feedback. | | |

| | | |
|---|---|---|
| These learners learn best not by rote, but by integrating new concepts and material into already existing cognitive structures. | | |
| These learners will benefit from an approach which stresses the development of the receptive skills (particularly listening) before the productive skills. | | |
| They love discovering things, making or drawing things, using their imagination, moving from one place to another, solving puzzles. | | |
| These learners need materials designed to present structures and vocabulary that will be of immediate use to them, in a context which reflects the situations and functions they will encounter when using the new language. Materials and activities that do not incorporate real life experiences will not succeed with them. | | |
| Keep exercises fun and short. | | |
| Providing opportunities for learners to work together, focusing on understanding rather than producing language can build learners' self-confidence and promote language learning. | | |
| Create a safe, stress-free environment that everyone can enjoy learning in. | | |
| Abstract concepts are difficult to deal with. | | |
| Avoid class activities which include a lot of oral repetition and extensive pronunciation correction. | | |
| Teachers must be able to reduce anxiety and build self-confidence in the learner. | | |
| The primary focus will be on communication. It is possible that reading and writing never enter your classes but a focus on speaking and listening will help students become more comfortable and confident with English. | | |
| Students may not remember material from one day to the next so repetition is important. | | |
| Speed is also a factor that works against these learners, so fast-paced drills and competitive exercises and activities may not be successful. | | |

| | | |
|---|---|---|
| Exercises such as oral drills and memorization, which rely on short-term memory, are not good for these learners. | | |
| Some methods rely primarily on good auditory discrimination for learning. Since hearing often declines with age, this type of technique puts these learners at a disadvantage. | | |
| They are generally very enthusiastic about songs, especially if they can sing along, and active games. | | |

*Adapted from:* http://termcoord.eu/2014/02/age-factor-second-language-acquisition/

- Make a list of recommendations to teachers how to teach young learners
  - ➢
  - ➢
  - ➢
  - ➢
  - ➢
  - ➢

- Make a list of recommendations to teachers how to teach adult learners
  - ➢
  - ➢
  - ➢
  - ➢
  - ➢
  - ➢

### Activity 5: The zone of proximal development

- In pairs, answer the questions and discuss your answers:
1. What can you do easily, without any help? Cooking? Driving? In English? In Polish? Translating modern poetry?
2. Which of the skills you have got do you consider challenging?
3. What skills would you like to acquire one day?
4. What skills are you most likely to develop in the near future? Who can help you?
5. Why do you think you can develop these skills?

- Read the text and underline the key words.

**L. Vygostky recognized** that at any particular developmental level there are:

certain problems that a child can solve without aid,

certain problems that a child can solve with aid, and

certain problems that a child will most likely never be able to solve at this particular stage.

Teachers should focus on the problems that are within reach of the child's developmental capabilities… with a little help. Thus, in Vygotsky's language, the problems that fall into this category are considered problems within "the zone of proximal development" (ZPD).

The **ZPD** is most often described as **the difference between what the learner can do without help and what they can do with help.**

The zone of proximal development (ZPD) is the notional gap between

a) the learner's **current** developmental level where he/she can solve problems independently and

b) the learner's **potential** level of development where he/she can solve problems under adult guidance or in collaboration with more capable peers.
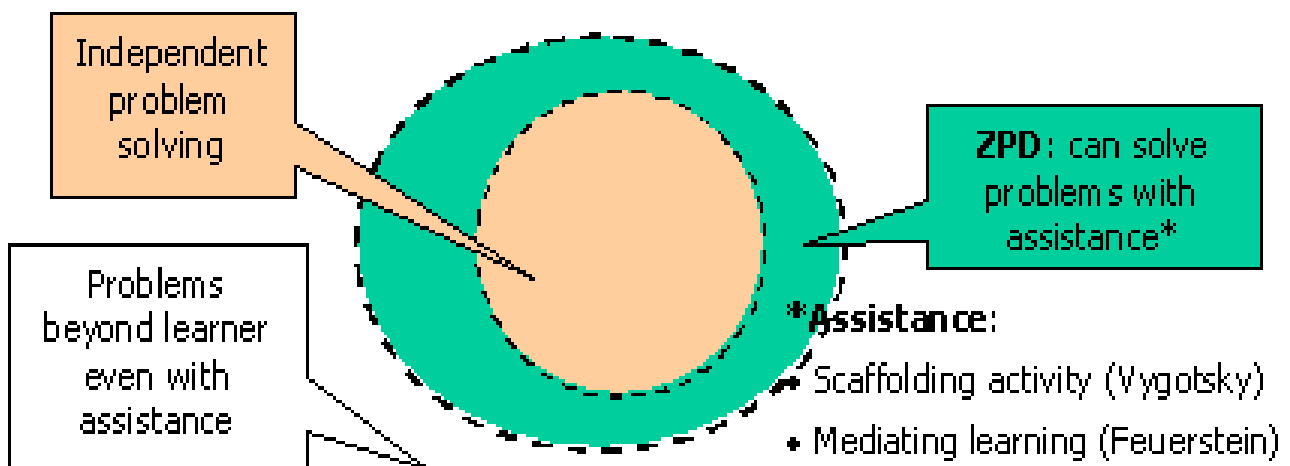


- Scaffolding is a process through which a teacher or a more competent peer helps the student in his or her zone of proximal development and tapers off this aid as it becomes unnecessary, much as a scaffold is removed from a building after construction is completed. As teachers, parents and siblings, we try to provide this aid. By creating this zone of proximal development, we help our children move beyond what they can do alone.

- Scaffolding is a process in which an adult helps the child learner to move from the inability to perform a task to being able to do so through guidance, interaction and questions.
- Activities should be tailored to the individual learner's current ability – it must be neither too hard nor too easy – in order to keep them in the "zone of proximal development," the level of difficulty at which the learner can learn the most.

*Adapted from:* https://www.simplypsychology.org/Zone-of-Proximal-Development.html

## Activity 6: Implicit vs Explicit Learning

- Read the definitions of these notions and find antonyms or pairs of words which are contrary in meaning.

| What is explicit learning? | What is implicit learning? |
|---|---|
| Explicit learning is a "conscious awareness and intention" to learn. It is an active process where students seek out the structure of information that is presented to them. | Implicit learning is "learning without conscious attention or awareness". It occurs "without intention to learn and without awareness of what has been learned". It is a passive process, where students are exposed to information, and acquire knowledge of that information simply through that exposure. |
| **Synonyms** are: active, intentional, deductive, rational, formal, intellectual, conscious, monitoring, problem-solving, analysis, abstract, metacognitive, inferencing  and systemic study. | **Synonyms** are: passive, unintentional, inductive, intuitive, automatic, subconscious acquisition, unreflective, imitation and memory, exposure to language in use. |

- Explain the ideas of *Implicit vs Explicit Learning* in plain English.
- Brainstorm the ideas of *Implicit or Explicit Teaching.*
- Read the information about  explicit and implicit ways of teaching and put a tick ✓in the corresponding column.

| **Ways of teaching** | **Explicit learning** | **Implicit learning** |
|---|---|---|
| 1. Directing student attention toward a specific learning objective. | | |
| 2. The objective is not plainly expressed. | | |
| 3. Giving students instruction with a variety of examples, without teaching students the rules. | | |
| 4. Topics are taught in a logical order directed by the teacher through demonstration, explanation and practice. | | |
| 5. Thinking out loud while working through a "problem" to help students understand how they should think about accomplishing a task. | | |
| 6. No memorization of specific rules. | | |
| 7. The attention of students is very important. | | |
| 8. Rules are inferred from examples presented first. | | |
| 9. Introducing new concepts in a student-centered manner. | | |
| 10. Very teacher-centered. | | |
| 11. Teaching a certain topic in a suggestive or implied manner. | | |
| 12. Closely related to deductive teaching. | | |
| 13. Rules are given before any examples are seen. | | |
| 14. Introducing a new topic or skill. | | |
| 15. Deducing their own form of rules based on the examples given. | | |
| 16. Teaching in a very straightforward manner. | | |
| 17. Providing guided instruction for understanding rules, skills, and thinking. | | |
| 18. Giving students specific instruction through modeling, which allows students develop understanding through practice. | | |
| 19. Allowing students to create their own schemas for understanding rules. | | |

| 20. Beginning teacher-centered and concluding student-centered. 21. Good for logical, mathematics, linguistic or verbal intelligences. 22. Can be difficult for learners to work out rules. 23. Students may misunderstand the rules. 24. Straightforward rules. 25. Doesn't offer communicative learning. 26. Students memorize rules; it doesn't enable individualized understanding. 27. More communicative. 28. Adult learning benefits from a more structured approach. 29. Young learns benefit in a more natural approach. 30. Vague, unstructured. | | |
| --- | --- | --- |

- What age groups are these types of learning appropriate for?
- Make a list of key ideas for *Implicit and Explicit Teaching*.

| **Explicit Teaching** | **Implicit  Teaching** |
| --- | --- |
| • <br> • <br> • <br> • <br> • <br> • <br> • <br> • | • <br> • <br> • <br> • <br> • <br> • <br> • <br> • |

- Make a list of pros and cons for Implicit and Explicit Learning *Teaching*.

| Explicit Learning Teaching | Implicit Learning Teaching |
|---|---|
| **pros** | **Pros** |
| <br>• <br>• <br>• <br>• <br><br><br><br><br> | <br>• <br>• <br>• <br>• <br><br><br><br><br> |
| **cons** | **Cons** |
| <br>• <br>• <br>• <br>• <br><br><br><br> | <br>• <br>• <br>• <br>• <br><br><br><br> |

- What teaching technique is the most effective?

"A combination of implicit and explicit learning may yield the best results". Every learner has a different learning preference, so it is necessary to vary one's teaching method to optimally influence students.

**Reviewing**

After studying the material of the session, you should be able to answer the following questions.

- What activities seem to be most beneficial for your L2 development?
- What activities seem to be most beneficial for the L2 development of children you observe at the primary school and at the secondary school?

## Myths and Misconceptions about Second Language Learning

| | | | |
|---|---|---|---|
| **1.** | MYTH 1: CHILDREN LEARN SECOND LANGUAGES QUICKLY AND EASILY. | **a.** | Individual children also react to school and learn differently within groups. Some children are outgoing and sociable and learn the second language quickly. They do not worry about mistakes, but use limited resources to generate input from native speakers. Other children are shy and quiet. They learn by listening and watching. They say little, for fear of making a mistake. Nonetheless, research shows that both types of learners can be successful second language learners. |
| **2.** | MYTH 2: THE YOUNGER THE CHILD, THE MORE SKILLED IN ACQUIRING L2 | **b.** | Research, however, indicates that this increased exposure to English does not necessarily speed the acquisition of English. Over the length of the program, children in bilingual classes, with exposure to the home language and to English, acquire English language skills equivalent to those acquired by children who have been in English-only programs (Cummins, 1981; Ramirez, Yuen, & Ramey, 1991). |
| **3.** | MYTH 3: THE MORE TIME STUDENTS SPEND IN A SECOND LANGUAGE | **c.** | Some teachers assume that children who can converse comfortably in English are in full control of the language. Yet for school-aged children, proficiency in face-to-face communication does not imply proficiency in the more complex academic language needed to engage in many classroom activities. |

| | | | |
|---|---|---|---|
| | CONTEXT, THE QUICKER THEY LEARN THE LANGUAGE. | | If children who are not ready for the all-English classroom are mainstreamed, their academic success may be hindered. Teachers should realize that mainstreaming children on the basis of oral language assessment is inappropriate. |
| **4.** | MYTH 4: CHILDREN HAVE ACQUIRED L2 ONCE THEY CAN SPEAK IT. | **d.** | Social class also influences learning styles. In urban, literate, and technologically advanced societies, middle-class parents teach their children through language. Traditionally, most teaching in less technologically advanced, non-urbanized cultures is carried out nonverbally, through observation, supervised participation, and self-initiated repetition (Rogoff, 1990). |
| **5.** | MYTH 5: ALL CHILDREN LEARN L2 IN THE SAME WAY. | **e.** | A child does not have to learn as much as an adult to achieve communicative competence. A child's constructions are shorter and simpler, and vocabulary is smaller. Hence, although it appears that the child learns more quickly than the adult, research results typically indicate that adult and adolescent learners perform better. Young children do not have access to the memory techniques and other strategies that more experienced learners use in acquiring vocabulary and in learning grammatical rules. |

# Keys

## Session 1

## Activity 3

| Symptoms | Communication apprehension. Put a tick ✓. | Test anxiety. Put a tick ✓. | Fear of negative evaluation or being less competent than other students. Put a tick ✓. |
|---|---|---|---|
| I worry about getting left behind. | | | ✓ |
| I start to panic when I have to speak without preparation in language class. | ✓ | | |
| Sometimes I lick my lips, adjust my hair or clothing or touch my face. | ✓ | | |
| The more I study for a language test the more confused I get. | | ✓ | |
| It frightens me when I don't understand what the teacher is saying in the foreign language. | ✓ | | |
| In language class, I can get so nervous I forget things I know. | | | ✓ |
| I worry about the consequences of failing my foreign language class. | | | ✓ |

| | | | |
|---|---|---|---|
| I start to pace back and forth, keeping my hands in pockets. | ✔ | ✔ | |
| I feel overwhelmed by the number of rules I have to learn in the foreign language. | | | |
| I worry about making mistakes in language class. | | | ✔ |
| I feel very self-conscious about speaking the foreign language in front of other students. | ✔ | | |
| I can feel my heart pounding when I'm going to be called on in language class. | | | ✔ |
| It embarrasses me to volunteer answers in my language class. | ✔ | | |
| I am afraid that the other students will laugh at me when I speak the foreign language. | | | ✔ |
| I always feel that the other students speak the foreign language better than I do. | | | ✔ |
| I often clench or wring my hands. | ✔ | | |
| I am afraid that my language teacher is ready to correct every mistake I make. | | | ✔ |

# Session 2

## Activity 3

| Motivational strategies | Creating the basic motivational conditions ✓ | Generating initial motivation ✓ | Maintaining and protecting motivation ✓ | Encouraging positive self-evaluation ✓ |
|---|---|---|---|---|
| The teacher | | | | |
| • shares his/her own personal interest in L2 with learners | | ✓ | | |
| • demonstrates to learners that she/he cares about their progress | | | ✓ | |
| • pays attention and listens to each learner | | | ✓ | |
| • creates a favourable and supportive atmosphere in the classroom | ✓ | | | |
| • gives learners responsibility by using small-group activities | | | ✓ | |
| • makes learning more stimulating and enjoyable by breaking the monotony of classroom events and using a variety of learning tasks | | | ✓ | |
| • makes tasks challenging | | | ✓ | |

| | | | | |
|---|---|---|---|---|
| • adjusts the difficulty level of tasks to the learners' abilities | | | ✓ | |
| • adapts task content to the learners' interests | | | ✓ | ✓ |
| • gives equal attention to both stronger and weaker learners | | ✓ | | |
| • selects tasks which require learners' active participation | | | | ✓ |
| • explains the purpose and usefulness of a task | | | ✓ | |
| • draws his/her learners' attention to their strengths and abilities | | | | ✓ |
| • promotes cooperation and competition if appropriate | | | ✓ | |
| • provides learners with positive feedback (reacts to any positive contributions from his/her learners) | | | | |
| • offers rewards to encourage learning | | | | |

## Session 3

## Activity 2

| Learner type | Case study number |
|---|---|
| An intuitive learner | 2 |
| A formal learner | 1 |
| An informal learner | 5 |
| An imaginative learner | 3 |
| An active learner | 7 |
| A deliberate learner | 4 |
| A self-aware learner | 6 |

## Session 4

## Activity 3

**Typical preferences, strengths and best ways of learning of people with different multiple intelligences**

- Study the material in the table and **in writing** describe what are the best ways of learning for your type

| Learner Type | Likes to | Is Good at | Learns Best by |
|---|---|---|---|
| **Verbal / Linguistic** *"The Word Player"* | • read/write<br>• use puns<br>• tell stories | • memorizing names, places, dates, trivia | • saying, hearing, and seeing words and stories |
| **Logical / Mathematical** *"The Questioner"* | • work with numbers<br>• ask questions<br>• explore patterns and relationships | • math<br>• reasoning<br>• logic<br>• problem solving | • categorizing<br>• classifying<br>• working with abstract patterns and relationships |
| **Spatial** *"The Visualizer"* | • draw, design, and create things<br>• daydream<br>• look at pictures/slides<br>• watch movies | • imagining things<br>• sensing changes<br>• reading maps/charts<br>• diagramming<br>• charting | • visualizing<br>• dreaming<br>• working with colors / pictures |
| **Musical** *"The Music Lover"* | • sing, hum<br>• listen to music<br>• play an instrument<br>• respond to music | • picking up sounds<br>• remembering melodies<br>• noticing pitches and rhythms<br>• keeping time | • rhythm<br>• melody<br>• music<br>• sound<br>• listening |

| | | | |
|---|---|---|---|
| **Bodily / Kinesthetic** *"The Mover"* | • move around<br>• touch and talk<br>• use body language<br>• interact physically | • physical activities (sports/dancing/acting)<br>• crafts<br>• making things<br>• mapping | • touching<br>• moving<br>• interacting with spaces<br>• proceeding knowledge through bodily positions |
| **Interpersonal** *"The Socializer"* | • have lots of friends<br>• talk to people<br>• join groups<br>• network | • understanding people<br>• organizing<br>• communicating<br>• manipulating<br>• mediating conflicts | • sharing<br>• comparing<br>• relating<br>• cooperating<br>• interviewing<br>• interacting |
| **Intrapersonal** *"The Individual"* | • work alone<br>• pursue own interest<br>• reflect<br>• observe | • understanding self<br>• focusing inward on feelings/dreams<br>• following instincts<br>• being intuitive | • reflection<br>• individualized projects<br>• self-paced instruction<br>• having own space<br>• intuition |
| **Naturalist** *"Nature Lover"* | • observe/explore nature<br>• read about nature<br>• grow plants and garden | • outdoor recreation activities<br>• learning taxonomies for plants/animals | • collecting data through observation<br>• drawing/photographing outdoor subjects |

**Session 5**

**Activity 2**

1b, 2d, 3a, 4c, 5f, 6e.

**Session 6**

**Activity 3:**
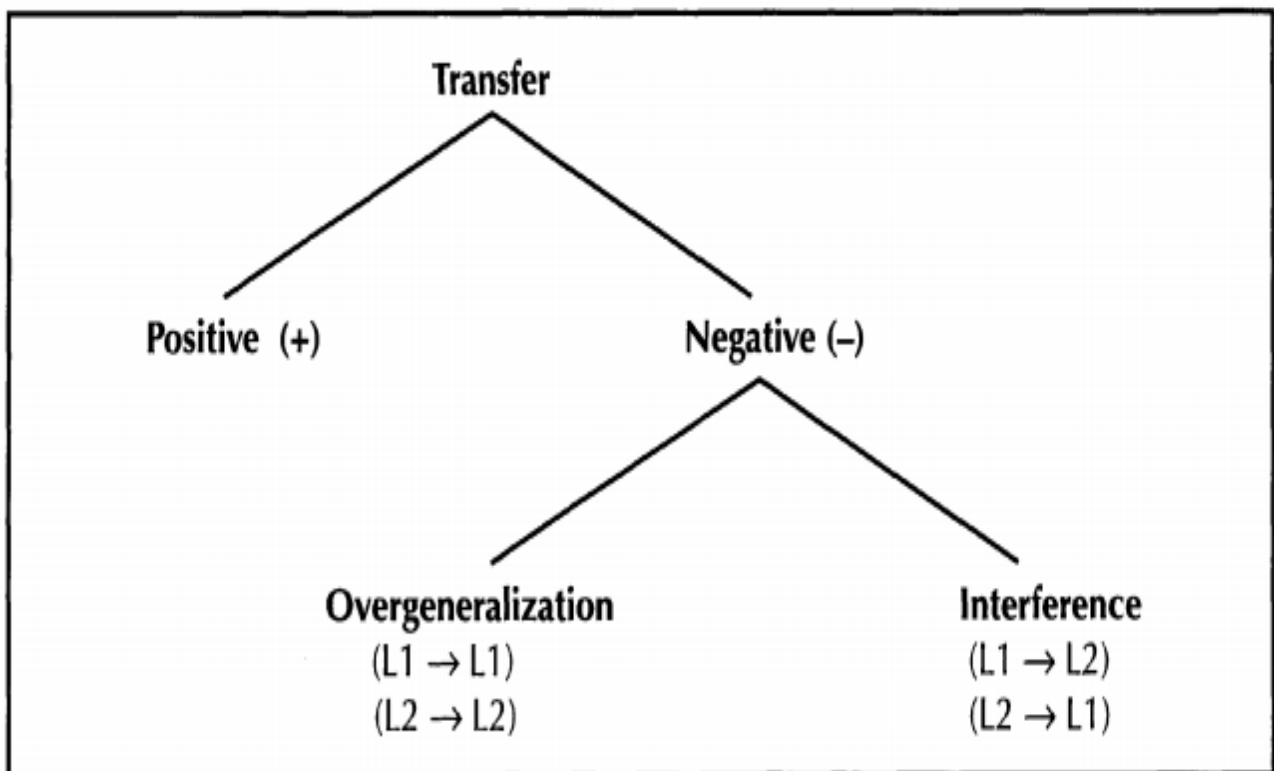


*Adapted from*: Brown, Douglas (2000) Principles of
Language Learning and Teaching.
Fourth Edition, Pearson Education.

**overgeneralization** (sentences 4, 6, 18);
**interference** (sent. 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17)

**Session 7**

**Activity 3**

**1c, 2a, 3d, 4f, 5b, 6e**

**1f, 2d, 3e, 4b, 5d, 6c**

| Cognitive strategies | Metacognitive strategies | Memory strategies |
|---|---|---|
| • I say or write new SL words several times. <br> • I try to talk like native SL speakers. <br> • I practice the sounds of SL. <br> • I use the SL words I know in different ways. <br> • I start conversations in the SL. <br> • I watch SL TV shows spoken in SL or go to movies spoken in SL. <br> • I read for pleasure in the SL. <br> • I write notes, messages, letters, or reports in the SL. <br> • I first skim an SL passage (read over the passage quickly) then go <br> • back and read carefully. <br> • I look for words in my own language that are similar to new <br> • words in the SL. <br> • I try to find patterns in the SL. <br> • I find the meaning of an SL word by dividing it into parts that I <br> • understand. | • I try to find as many ways as I can to use my SL. <br> • I notice my SL mistakes and use that information to help me do better. <br> • I pay attention when someone is speaking SL. <br> • I try to find out how to be a better learner of SL. <br> • I plan my schedule so I will have enough time to study SL. <br> • I look for people I can talk to in SL. <br> • I look for opportunities to read as much as possible in SL. <br> • I have clear goals for improving my SL skills. <br> • I think about my progress in learning SL. | • I think of relationships between what I already know and new things I learn in the SL. <br> • I use new SL words in a sentence so I can remember them. <br> • I connect the sound of a new SL word and an image or picture of the word to help me remember the word. <br> • I remember a new SL word by making a mental picture of a situation in which the word might be used. <br> • I use rhymes to remember new SL words. <br> • I use flashcards to remember new SL words. <br> • I physically act out new SL words. <br> • I review SL lessons often. <br> • I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign. |

| Compensatory strategies | Affective strategies | Social strategies |
|---|---|---|
| • I try not to translate word for word.<br>• I make summaries of information that I hear or read in the SL. | | |
| • To understand unfamiliar SL words, I make guesses.<br>• When I can't think of a word during a conversation in the SL, I use gestures.<br>• I make up new words if I do not know the right ones in the SL.<br>• I read SL without looking up every new word.<br>• I try to guess what the other person will say next in the SL.<br>• If I can't think of an SL word, I use a word or phrase that means the same thing. | • I try to relax whenever I feel afraid of using SL.<br>• I encourage myself to speak SL even when I am afraid of making a mistake.<br>• I give myself a reward or treat when I do well in SL.<br>• I notice if I am tense or nervous when I am studying or using SL.<br>• I write down my feelings in a language learning diary.<br>• I talk to someone else about how I feel when I am learning SL. | • If I do not understand something in SL, I ask the other person to slow down or say it again.<br>• I ask SL speakers to correct me when I talk.<br>• I practise SL with other students.<br>• I ask for help from SL speakers.<br>• I ask questions in SL.<br>• I try to learn about the culture of SL speakers. |

## Activity 4

1. Noticing
2. Spaced Repetition
3. Generative use
4. Strategies for remembering words (for students)

**Session 8**

**Activity 2.**

1b, 2d, 3a, 4c, 5f, 6e

**Session 9**

**Activity 3**

o Read the information about learners' characteristics and put a tick ✓in the column for the corresponding age group.

| Characteristics | Young language learners Put a tick ✓. | Adult language learners Put a tick ✓. |
|---|---|---|
| They cannot acquire complex morphological and grammatical phenomena easily as learning is an accumulative process that allows us to build on already existing knowledge. | | v |
| **Cognitive maturity** and their **experience** of the general language system. Through their knowledge of their mother tongues, as well as other foreign languages, they can achieve more advantageous learning conditions easily acquire grammatical rules and syntactic phenomena. | | v |
| These learners fear failure. | | v |
| They handle difficulties like missing vocabulary very easily by using creative methods to communicate, such as non-verbal means of communication and use of onomatopoetic words. | V | |
| These students have **short attention spans** and are **easily distracted**. They can easily get bored after 5-10 minutes. | V | |
| These learners study a foreign language for a specific purpose: to be more effective professionally, to be able to survive in an anticipated foreign situation, or for other instrumental reasons. | | v |

| | | |
|---|:---:|:---:|
| They rely on long-term memory rather than the short-term memory function used for rote learning. | | v |
| These learners can integrate new language input with their already substantial learning experience. | | v |
| Aspects such as time, greater **learning and memory capacity** are in any case advantages for them. | V | |
| These learners have already developed learning strategies that have served them well in other contexts. They can use these strategies to their advantage in language learning, too. | | v |
| These learners can acquire language aspects such as pronunciation and intonation easier, due to **neuromuscular mechanisms** which are still active. | V | |
| These learners' neural cells which are responsible for higher-order linguistic processes such as understanding semantic relations and grammatical sensitivity are better developed. | | v |
| These learners have more highly developed cognitive systems, are able to make higher order associations and generalizations. | | v |
| They have increased capability for **imitation**. | V | |
| They possess flexibility, spontaneity and tolerance to new experiences. | V | |
| These learners are better language learners, especially in the areas of vocabulary and language structure. | | v |
| They are curious and they are not afraid of making mistakes. | V | |
| The idea of a foreign civilisation is not formed in their minds yet. They are not aware of the ethnic and cultural differences. | V | |

## Activity 4

Read about approaches to teach learners of different age groups. Put a tick ✓ in the column for the corresponding age group if you consider it appropriate.

| | Young language learners Put a tick ✓. | Adult language learners Put a tick ✓. |
|---|---|---|
| Expectation of error-free speech will inhibit these learner's active participation. | | v |
| They understand mostly when they see, hear, touch and interact rather than from explanations. | v | |
| Eliminate affective barriers, make the material relevant and motivating, and encourage the use of adult learning strategies. | | v |
| Reducing the focus on error correction can build learners' self-confidence and promote language learning. | | v |
| Be sure to provide lots of encouragement and positive feedback. | v | |
| These learners learn best not by rote, but by integrating new concepts and material into already existing cognitive structures. | | v |
| These learners will benefit from an approach which stresses the development of the receptive skills (particularly listening) before the productive skills. | | v |
| They love discovering things, making or drawing things, using their imagination, moving from one place to another, solving puzzles. | v | |

| | | |
|---|---|---|
| These learners need materials designed to present structures and vocabulary that will be of immediate use to them, in a context which reflects the situations and functions they will encounter when using the new language. Materials and activities that do not incorporate real life experiences will not succeed with them. | | v |
| Keep exercises fun and short. | v | |
| Providing opportunities for learners to work together, focusing on understanding rather than producing language can build learners' self-confidence and promote language learning. | | v |
| Create a safe, stress-free environment that everyone can enjoy learning in. | v | |
| Abstract concepts are difficult to deal with. | v | |
| Avoid class activities which include a lot of oral repetition and extensive pronunciation correction. | | |
| Teachers must be able to reduce anxiety and build self-confidence in the learner. | | v |
| The primary focus will be on communication. It is possible that reading and writing never enter your classes but a focus on speaking and listening will help students become more comfortable and confident with English. | v | |
| Students may not remember material from one day to the next so repetition is important. | v | |
| Speed is also a factor that works against these learners, so fast-paced drills and competitive exercises and activities may not be successful. | | v |

| | | v |
|---|---|---|
| Exercises such as oral drills and memorization, which rely on short-term memory, are not good for these learners. | | v |
| Some methods rely primarily on good auditory discrimination for learning. Since hearing often declines with age, this type of technique puts these learners at a disadvantage. | | v |
| They are generally very enthusiastic about songs, especially if they can sing along, and active games. | v | |

## Activity 4

Explicit learning and teaching:  1, 4, 7, 10, 12, 13, 14, 16, 17, 18, 20, 21, 24, 25, 26, 28.

Implicit learning and teaching:  2, 3, 5, 6, 8, 9, 11, 15, 19, 22, 23, 27, 29, 30.

# Contents