МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

ВІННИЦЬКИЙ ДЕРЖАВНИЙ ПЕДАГОГІЧНИЙ УНІВЕРСИТЕТ ім. М.КОЦЮБИНСЬКОГО

ФАКУЛЬТЕТ ІНОЗЕМНИХ МОВ

НАВЧАЛЬНИ-МЕТОДИЧНИЙ ПОСІБНИК

З МЕТОДИКИ НАВЧАННЯ ІНОЗЕМНИХ МОВ

для студентів 2 курсу денної форми навчання

(Частина I)

ВІННИЦЯ –2017

Навчально-методичний посібник з методики навчання іноземних мов для студентів 2 курсу денної форми навчання (Частина1) / О. О. Змієвська, Т. А. Авксентьєва, Т.В. Глазунова, Я.Ю. Лавренчук, В.С. Поляруш, А.П. Лісниченко, О.С. Баліцька **.–** Вінниця: ВДПУ ім. М.Коцюбинського, 2017. –192с.

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Рекомендовано до друку методичною радою факультету іноземних мов ВДПУ

ім. Михайла Коцюбинского (Протокол №_____від _____ р.)

Навчальний посібник призначений для роботи над новим експериментальним курсом із методики навчання іноземних мов у рамках проекту «Шкільний учитель нового покоління», що впроваджується за підтримки Британської Ради в Україні та Міністерства освіти та науки України. У частині 1 навчального посібника представлені розгорнуті плани занять до модуля 1 програми курсу, відповідні робочі матеріали, глосарій ключових понять та термінів, список рекомендованої літератури для опанування студентами теоретичними знаннями, практичними навичками та вміннями навчання іноземних мов.

ПЕРЕДМОВА

Прагнення України до інтеграції у Європейську спільноту робить актуальним опанування англійською мовою як засобом спілкування та життєво важливим вмінням, що вимагає підвищення стандартів навчання англійської мови на всіх ланках освітньої системи. Водночас, невідповідність між високими вимогами до викладання іноземних мов, що їх ставлять Міністерство освіти та науки України та Загальноєвропейські рекомендації з мовної освіти та реальною ситуацією викладання іноземних мов в українських загальноосвітніх школах зумовило необхідність розробки нового курсу методичної підготовки вчителя іноземної мови на рівні бакалавра та його впровадження у ході пілотного експериментального проекту Британської ради «Шкільний вчитель нового покоління»

Метою розробленого курсу методики є професійна підготовка сучасного конкурентноспроможного вчителя англійської мови у ході формування відповідних умінь та навичок. Особливістю згаданого курсу є студенто-центрований характер навчання, врахування психологічних особливостей засвоєння рідної та іноземної мов у порівнянні та потреб студентів з особливими освітніми потребами, а також інтерактивний характер практичних занять, під час яких студенти оволодівають теоретичним та практичним навчальним матеріалом.

До навчально-методичного посібника входять теми модуля 1 «Розуміння учнів та процесу учіння».

Матеріал посібника розподіляється між авторами таким чином:

Розділ 1.1. – Авксентьєва Т.А., Глазунова Т.В., Змієвська О.О.

Розділ 1.2. – Глазунова Т.В., Кучерук О.С., Лавренчук Я.,Ю., Поляруш В.С.

Розділ 1.3. – Лісниченко А.П.

До опису кожного заняття відповідного розділу входять цілі, зміст заняття, очікувані результати учіння, рекомендовані специфікації контрольних завдань, домашнє завдання, список рекомендованої літератури та інтернет-ресурсів для самостійного опрацювання.

Матеріали додатків містять роздатковий матеріал до кожного заняття, перелік питань для самооцінювання наприкінці кожного розділу, глосарій основних термінів до тем модуля з визначеннями англійською мовою та їхніми еквівалентами українською мовою, бібліографія основних видань з методики.

Зміст кожного заняття, що відповідає формату семінару-практикуму, розроблено з урахуванням студент-центрованого підходу до навчання, націлено на опанування практичними навичками та вміннями методичної науки, розвиток автономних стратегій учіння, компетентності в галузі інформаційних технологій під час виконання численної кількості комунікативних завдань, використання ситуаційних досліджень, симуляції, групових проектів та розв'язанні проблем. Усе це разом має сприяти підвищенню рівня інтерактивності студентів та їх перетворенню на свідомого суб'єкта навчального процесу, а згодом і методично-обізнаного вчителя-початківця, вчителя-практика, починаючи вже з перших кроків навчання.

Зміст

Частина 1.

Плани занять до Модуля 1 "Розуміння учнів та процесу учіння"/ Module 1 "Understanding Learners and Learning"

Розділ 1.1 Психологічні чинники у вивченні англійської мови / Psychological Factors on Language Learning

1.1.1 Афективні фактори у вивченні мов/ Affective Factors in Language Learning"

Module	1 Understanding Learners and Learning
Unit	1.1 Psychological Factors in Language Learning
Session	1
Topic	Affective factors in language learning
Objectives	By the end of the session, students will develop an understanding of the: ● psychological factors that affect learning and teaching ● symptoms of different performance anxiety types ● ways of reducing foreign language anxiety ● role and benefits of fear in an educational context ● ways of reframing fear through positive self-talk
Time	80 minutes
Materials and equipment	Handouts 1, 2, 3, 4, 5, 6, 7, 8, 9

Procedure	Purpose	Time
Introduction: Inform students about the aims of the unit, the objectives of the session and its place in the unit map.	to introduce the unit to students, to familiarise them with the objectives of the session and its place in the unit map	2 mins

Procedure	Purpose	Time
Activity 1: "Getting stuck in the mud" ● Split students into two groups. ● Ask students in one group to walk along a muddy bank of the river, while the other group are having a picnic at some distance. ● Ask students in group 1 who get stuck in the knee-deep mud to shout for help, crying out their group-mates' names.	to break the ice to establish classroom friendly atmosphere	2 mins

Procedure	Purpose	Time
Activity 2: Psychological experiment (Jeffers, 1987) ● Ask for a volunteer and get them to extend their stronger arm. ● Tell the student that they must think negative thoughts such as 'I am a failure, I am weak' as they resist you pushing down their arm. Typically the arm is very easy to push down.	to demonstrate the power of positive / negative self-talk	2 mins

● Now try again, but this time the student must think 'I am powerful, I can do it'. The second time it is more difficult to push down the student's arm. ● Invite the student who was pushing the arm down to explain when it was more difficult to do it and why.		

Activity 3: School memories ● Ask students to think about their school years and recollect one of their most positive or negative memories of school involving something their teacher said or did that either boosted their self-esteem or discouraged them from learning and share the memories with their partner. ● Invite some volunteers to share their friends' memories with the whole group.	to appeal to students' school experience	5 mins

Activity 4: Ranking the classroom activities ● Invite students to think about other sources of positive and negative emotions while learning English. ● Ask them to look at the cards with the names of classroom activities, stuck on the walls, and express their attitude to them by sticking a red sticker to the card with the activity that caused anxiety and stress, and a green sticker to the activities which made them feel good about learning. Classroom activities (Handout 1): (Occhipinti, Alessia (2009) Foreign Language Anxiety in in-Class Speaking Activities) Speaking in front of the class Presenting a prepared dialogue in front of the class Role playing a situation Opening a discussion based on volunteer participation Preparing a skit in pairs Writing your work on the board Doing exercises in the book Talking to a native	to become aware of personal attitude towards different classroom activities and their influence on learners	7 mins

speaker
Writing a composition in class
Competing in class by teams
Working in groups of 3 or 4
Working on projects
Writing a composition at home

- Ask students to take the cards with the activities off the wall and stick them to the board ranking them according to the level of anxiety they cause. Ask them to stick the most stressful activities to the top of the board and the least stressful - to the bottom.
- Invite a volunteer to report the results by naming the top 5 most / least stressful classroom activities.

Activity 5: Jigsaw reading ● Distribute Handout 2. Ask each student to read a text about one of the personality factors, underlying the key words. ● Group students to make "expert groups" so that those who have read the texts about the same personality factor, get together. Ask them to share the key-words they have underlined and to prepare a mini-lecture concerning the affective factor they have read about. ● Regroup students so that in each group there were '"experts" on the four personality types. ● Invite the "experts" to deliver a mini-lecture about the affective personality factor they have read before to the other members of the group.	to familiarise students with four personality factors that affect learning: anxiety, inhibition, self-esteem, risk-taking ability	12 mins

Activity 6: Performance anxiety types (Occhipinti, Alessia (2009) Foreign Language Anxiety in in-Class Speaking Activities; Elaine K. Horwitz, Michael B. Horwitz, Joann Cope Foreign Language Classroom Anxiety (1986)) ● Split students into groups. ● Distribute the tables with the three foreign language (FL) performance anxiety types reflected in it and blank spaces for the symptoms of FL performance anxiety. (Handout 3).	to identify the symptoms of different performance anxiety types	12 mins

● Ask students to match the symptoms on cut-up slips (Handout 4) with the corresponding performance anxiety type and then place them in the right space in the table (Handout 3) ● Ask students to check their answers with the key (Handout 5). **Key:** **Communication apprehension:** It frightens me when I don't understand what the teacher is saying in the foreign language. I start to panic when I have to speak without preparatio I often clench or wring my hands. I start to pace back and forth, keeping my hands in pockets. Sometimes I lick my lips, adjust my hair or clothing or touch my face. I feel very self-conscious about speaking the foreign language in front of other students. **Test anxiety:** The more I study for a language test, the more confused I get. In language class, I get so nervous that I forget the things I know. I worry about the consequences of failing my foreign language class. I feel overwhelmed by the number of rules you have to learn in the foreign language. **Fear of negative evaluation or being less competent than other students:** I worry about making mistakes in the foreign language class. I am afraid that my language teacher is ready to correct every mistake I make. I always feel that the other students speak the foreign language better than I do. I worry about getting left behind. I am afraid that the other students will laugh at me when I speak the foreign language. It embarrasses me to volunteer answers in my language class. I can feel my heart pounding when I'm going to be called on in language class.		

Activity 7: Performance Anxiety Reducers (20 Tips to Reduce Student Anxiety (February 17, 2013); Occhipinti, Alessia Foreign Language Anxiety in in-Class Speaking Activities (2009)). ● Ask students to work in the same groups and to brainstorm possible ways of reducing students' anxiety by the teacher and students	to work out the ways of reducing performance anxiety	12 mins

themselves. Emphasise that it is necessary to consider the second table (Handout 6) as a compatible part of the table they have just been working with (Handout 3), in combination with which they make one logical whole: (Performance Anxiety Types → Performance Anxiety Symptoms → Performance Anxiety Reducers).		

Activity 8: "Merry-go-round" ● As a follow-up activity ask students to exchange the paper with "Anxiety Reducers" (Handout 6) round the classroom clockwise until it comes back to its "home" working group. ● Encourage students to add new ideas and write them down in the corresponding part of the table. Distribute the pens of different colours so that the students could see the contributions of other groups. ● Provide students with the key. Emphasise that they should consider the key just as suggested possible answers. **Key:** (Handout 7) **Communication apprehension** Ways of reducing students' anxiety by the teacher: ● Create a positive cooperative learning atmosphere. ● Encourage students to take risks (for example, paraphrasing,using gestures, guessing meanings). ● Keeps the class moving through assignments and activities. ● Provide emotional support. ● Point gently to distracting mannerism and habitual purposeful movements. Ways of reducing students' anxiety by students themselves: ● Don't panic. Believe in yourself! ● Practice the language together. ● Practice positive self-talk. ● Record yourself speaking and watch the playback. ● Relax your facial and body muscles. ● Imagine a calm, beautiful view. ● Remember, the more you practise speaking in the classroom the more confident you'll become. **Test anxiety:** Ways of reducing students' anxiety by the teacher: ● Have music playing during a written test. ● Let your students chew gum or doodle during hard exams, sometimes it can help to concentrate. Ways of reducing students' anxiety by students	to make students aware of different ways of reducing FL performance anxiety from the perspective of the teacher and students to provide students with an opportunity to develop collaboration skills, to share ideas and learn from each other	10 mins

themselves:

- Prepare for tests and projects with other students.
- Prepare for tests in good time.
- Have enough sleep and eat a proper meal before your test /exam.

Fear of negative evaluation or being less competent than other students:

Ways of reducing students' anxiety by the teacher:

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

Ways of reducing students' anxiety by students themselves:

- Be sure! Anyone can make a mistake.
- Use the opportunity to learn from mistakes.
- Remember! Failure is the world's greatest teacher.
- Don't take failure close to your heart!
- Making mistakes is a normal learning process!

Activity 9: Speaking corners ● Invite students to have a look at the statement on the board 一 "Fear is Good ". ● Ask students to join one of the speaking corners "Agree", "Disagree" or "Not sure" and discuss the reasons for their choice with the people in the same corner. ● Ask students to appoint one speaker in each group, encourage the students to share their arguments with the whole group.	to get students to realise the role and benefits of fear in an educational context	6 mins

● Give your feedback to students' opinions. Provide them with the convincing arguments that fear is an inevitable part of the learning process and that it may have both a negative and positive role in an educational context. E.g.: "On the one hand, fear is obviously bad, but on the other hand if you avoid fear, risk-taking and challenges, you will definitely not succeed in language learning."		

Activity 10: Positive self-talk ● Elicit from students possible ways of tackling fear both in the learning situation and everyday life. ● If students find it difficult to come up with the expected right answer, inform them that one of the possible ways to accept and even benefit from fear is to reframe it through positive self-talk and thus change our attitude to it. ● Split students into pairs. Distribute the cards with negative statements (Handout 8). ● Ask students to reformulate the negative-bearing statement with the sign "−" into the positive affirmation with the sign "+". Negative statements: ➢ I'm stupid. I can't utter a word in front of the class. ➢ I'm the worst student in the foreign language class. ➢ Every time my teacher asks me spontaneous questions I "freeze up". ➢ Everyone else is OK, I'm the only one who looks foolish in the foreign language class. ➢ I'm afraid of making mistakes in my language class. I'm sure everybody will laugh at me. ➢ I hate to role play a situation spontaneously in front of the class. I'm afraid of failing it and letting my partner down. ➢ I am a bad learner because my language teacher is ready to correct every mistake I make. ● Invite students to share their ideas with the whole group. Ask Student 1 to read aloud the original negative statement and Student 2 to present the newly formulated positive affirmation.	to teach students to reframe fear to provide students with an opportunity to practise positive self-talk	5 mins

Summing up	to summarise the	3 mins

● Invite students to reflect on the things they have been doing during the session and answer the following questions: 1. What affective factors can influence the teaching/learning process both negatively and positively? 2. How can you benefit from the session? What steps are you going to undertake to reduce anxiety and raise your self-esteem?	work done	

Homework 1. Ask students to go through Foreign language anxiety scale by M.Horwitz and find out their anxiety level. (Horwitz M. Foreign Language Anxiety Scale http://www.studyabroad.purdue.edu/Resource/Intercultural Learning / ForeignLanguageAnxietyScale.pdf) 2. Ask students to reflect on their first year at the University in their dialogue journal entry, to write about the factors that caused anxiety and low self-esteem and to think of the steps they could take to reduce anxiety and raise their self-esteem.	to develop students' reflective skills to develop students' practical skills of reducing anxiety, raising self-esteem, meeting challenges and risk-taking in an educational context	2 mins.

1.1.2 Мотивація /Motivation

Module	1 Understanding Learners and Learning
Unit	1.1 Psychological Factors in Language Learning
Session	2
Topic	Motivation
Objectives	By the end of the session, students will develop an understanding of the: • the reasons/items/sources of motivation; • the two motivational constructs (intrinsic/extrinsic; integrative/instrumental); • the teacher's role in developing students' motivation; • the motivational strategies in the language classroom. • their personal/group dominant type of motivation
Time	80 minutes
Materials and equipment	Handouts 1, 2, 3, 4, 5, 6,

Procedure	Purpose	Time
Activity 1: Warming-up Ask students to think over the following question: Why do you think people learn or indulge in any activity?	to introduce students to the topic of the session	5 mins
Activty 2 : Reasons for learning • Invite students to reflect on their personal reasons for learning the target FL. • Split students into 2 groups by asking them to choose the card with teacher's roles or typical teacher's behavior (HO 1, Introductory Session 2). (St-ts from team 1 have cards with teacher's roles, st-s from team 2 – cards with teacher's behavior). Ask students to make a group list of reasons for learning the target FL. • Encourage students to exchange and compare the group lists.	to get students to reflect on their personal and group reasons for learning the target FL	10 min
Activity 3: Motivational constructs • Divide students into pairs by matching the cut- up halves with teacher roles to typical teacher behaviors (HO1, Introductory Session 2). • Ask students to read and share the information about different types of motivation (HO2).	To make students realize the connections between the two motivational constructs	12 min
Activity 4: Items of motivation Ask students match the items of motivation to the corresponding type	To provide students with the items /examples of different types of motivation and let students	12 min

	recognize them	

Activity 5: Invite students to identify their personal/group dominant motivation type	To let students realize their actual motivation type	2 min

Activity 6: Intrinsic/extrinsic dichotomy • Ask students to match the cut- up counterparts with the "markers" of the intrinsic and extrinsic motivation • Encourage students to define the desirable motivation type for successful FL development and achieving a higher level of language mastery.	To contrast the distinctive features of intrinsic and extrinsic motivation	5 min

Activity 7: Ask students to fill the table with the corresponding factors that may influence their motivation	To let students realize the role of external/internal factors that influence motivation	12 min

Activity 8: Ask students the following question: What can a teacher do to develop learners' intrinsic motivation for learning?	To make students realize the role of the teacher in developing student's motivation	2 min

Activity 9: Jigsaw reading • Divide students into groups of four. Distribute the cards with the information about four different motivational strategies. • Encourage students to share the information from their card with the rest of the people in their working group	To familiarize students with the possible motivational strategies on the part of the teacher	13 min

Reflection: Ask students to reflect on : 1) their dominant motivation type ; 2) the objectives gained at the end of the session; 3) motivational strategies used at the session.	To summarize the things practiced during the session	5 min

Home assignment: Analyze the motivational strategies used during the session. Write a brief review (100 words) and submit it to your teacher's email.		

1.1.3 Типи учнів / Learner Types

Module	1 Understanding Learners and Learning
Unit	1.1.Psychological Factors in Language Learning
Session	3
Topic	Learner Types
Objectives	By the end of the session, students will be: - able to develop understanding of individual learner types and how these can help the learner in language learning and later in teaching English
Time	80 minutes
Materials and equipment	Handout 1, 2, 3; Teacher resource; blackboard; video-projector

Procedure	Purpose	Time
1. Learner' experience • Ask students why some people are seemingly better at learning languages than others and accept random answers. • Elicit ideas about motivation, learning styles, self-confidence and say that different factors – affective and cognitive - make up the domain of successful language learning	to introduce students to the topic; to get students to reflect on their experience of language learning	15 min
2. Case Study on 7 Types of Learners *(Earl W.Stevick Success with Foreign Languages. Seven who achieved it and what worked for them)* • Introduce students to E. W.Stevick's classification, according to which learners can be of such types as An Intuitive Learner, A Formal Learner, An Informal Learner, An Imaginative Learner, An Active Learner, A Deliberate Learner, A Self-aware Learner • Split students to get into pairs and ask them to brainstorm the characteristics that each type of a language learner might possess • Let students get into groups of 3 and share their ideas • Provide each group with Handout 1(a set of 7 Case Studies) and a handout 2 (a blank grid) • Ask students to read the Case Studies, analyze them and match each with the type in the grid. e.g.	To acquaint students to different types of a language learner and their main features	40 min

An Intuitive Learner	Case Study 2
A Formal Learner	Case Study 1
An Informal Learner	Case Study 5
An Imaginative Learner	Case Study 3
An Active Learner	Case Study 7
A Deliberate Learner	Case Study 4
A Self-aware Learner	Case Study 6

- Ask students to rotate their trios and check on their choice

- Organize a group discussion and invite the trios to air their choice

- Distribute Handout 3 to students. Ask students to read the case study for each learner type again and match each statement with a learner type(s)

- Organize Pyramid Group work up to the group of four for discussing the result of the grid filling.

- Back in the large class group, invite one representative from each group to report the group's conclusions

- Organize a whole-group discussion:
- What seemed interesting, unclear, and difficult in identifying the learners' types? Why?

3. Reflection		10 min

- Ask students to discuss in groups of three:
  - Which of these seven types of learner is closest to your own way of learning?
  - Support your decision with examples from your experience of learning English

- Organize a whole-group discussion:
  - Think about the impact of everything you have discovered in this session on *teaching* a foreign language

4. Follow-up activity. Explaining Home assignment		5 min

- Ask students to write a short reflective report on how their way of learning has helped or hindered them in learning English

1.4 Множинний інтелект / Multiple Intelligences

Module	1 Understanding Learners and Learning
Unit	1.1 Psychological Factors in Language Learning
Session	4
Topic	Multiple Intelligences
Objectives	to develop understanding of individual learning preferences and how these can help the learner
Time	80 ms
Materials and equipment	Handouts 1, 2,3, 4, 5, 6, 7, 8, 9

Procedure	Purpose	Time
Introduction: Inform the students about the objectives of the session and its place in the curriculum map.	to familiarize students with the objectives of the session and its place in the curriculum map	5 mins

Procedure	Purpose	Time
A pre-session activity (which is to be done prior to the session)**:** ● Provide students with a list of words and word-combinations relevant to the topic inferring it from the curriculum glossary (Handout 1). Ask students to read, transcribe and translate them / write out their definitions at home. ● Ask students to choose and do one of the tasks: a) read the text **"Multiple Intelligences"**(Handout 2) or b) watch a video of TED talk about multiple intelligences (Available on https://www.youtube.com/watch?v=dSAIJP6 wqgc; c) listen to the audio text (and/or read it) about multiple intelligences available on http://deepenglish.com/2012/11/multiple-intelligences/ d) watch a video about a school in Georgia (available on https://www.youtube.com/watch?v=7zBKAT 3le_s	to introduce students to the topic of the session to familiarize students with the glossary related to the topic	

Procedure	Purpose	Time
Activity 1: Ask the students to tell what task they chose to do at home and why they made that very choice.	to make the students reflect on their predominant intelligences	10 mins

Procedure	Purpose	Time
Activity 2: What are you good at? • Give the students Handout 3. Students individually choose one of the three problems to solve. Give them a short time for this. Then put them in pairs to discuss which problem they chose and why they chose it. Get feedback from some students as a whole class.	to make the students aware of their intelligences	10 mins

HO 3 answers: Problem A = blue Problem B = student's own answer Problem B = 63		

Activity 3: Who is intelligent? • Ask the class the questions in **HO 4**: "Who knows someone who is intelligent?" Explore the answers and ask the students why they chose these people. Try to elicit famous people as well as friends and family. (Students can do this in pairs rather than as a whole class.) • Write the names of some famous people on the board. Here are some suggestions, but you should think of your own examples that you are sure the students will know. The people should represent a mix of intelligences': Albert Einstein David Beckham Pablo Picasso Margaret Thatcher Princess Diana • Students put the famous people in order with the most intelligent first and discuss how they made their decisions. • Get class feedback. • Ask the students how they understand the words "intelligent" and "intelligence"	to help the students realize the concept of "intelligence" to draw the students to the conclusion that all people are intelligent in their own way	10 mins

Activity 4: Learner's experience • Ask students to answer the following questions, working in groups of four: a) What were the most important subjects at your school? b) Who did most of the talking in class? c) Were there any pictures used? Only in Art or in other lessons? d) Was there music? Only in music lessons or in other lessons? e) Did you do role-plays? f) If you were good at sport, but bad at Maths did the school think you were intelligent? g) What do you think your parents' schools were like? h) How would your parents answer these questions? • Summarize the ideas, including the following point: nowadays, different intelligences and different ways of learning are seen as more important in schools (in Ukraine) than in the past.	to draw the students' attention to the idea that some intelligences are seen as more important than others in schools of Ukraine to help the students notice the difference in priorities set by modern schools and schools of some 30 years ago	10 mins

Activity 5: • Give the students HO 5 and ask them to brainstorm the eight different intelligences		10 mins

identified by Dr Howard Gardner		
Activity 6: Understanding the Intelligences • Ask the students to work in pairs to match a definition to each intelligence in task 1 (Definitions) available on https://learnenglish.britishcouncil.org/en/business-magazine/multiple-intelligences • Invite the students work in pairs and do gap-filling Task 2 online (Multiple Intelligence Vocabulary). Available on https://learnenglish.britishcouncil.org/en/business-magazine/multiple-intelligences **or on HO 7, HO6.**	to increase the students' awareness of different intelligences	10 mins
Activity 7: Linking learners to activity types • Ask the students to get into groups of 5 and do the matching activity in two stages: 1) match the learners to their preferable way of learning; 2) to the suggested activities. (HO 8) • Invite the students to check their answers with the key (HO 8)	to help the students realize how they can use the theory of multiple intelligences in learning and teaching	15 mins

Round-up
• Ask students to sit in a circle, think of their own experience as students and answer the following questions by way of reflection:
  ➢ What types of intelligences have been used at the session?
  ➢ What have you learned about your own intelligences?
  ➢ How are you going to use the knowledge in your learning?
• Ask the students to find out more about their intelligences by doing and online questionnaire available on http://www.literacynet.org/mi/assessment/findyourstrengths.html
	to create conditions for the students to reflect on their intelligences	5 mins

1.1.5 Когнітивні фактори/ Cognitive Factors

Module	1 Understanding Learners and Learning
Unit	1.1 Psychological Factors in Language Learning
Session	5
Topic	Cognitive factors
Objectives	By the end of the session, students will develop an understanding of: ● interference, overgeneralization, inductive and deductive reasoning, memory in learning English ● the role and place of L1 in learning L2 ● the purpose of using L1 at L2 classes ● mistakes, resulting from interference and overgeneralization ● memory strategies
Time	80 mins.
Materials and equipment	Handouts 1, 2, 3, 4, 5, 6, audio file

Procedure	Purpose	Time

Procedure	Purpose	Time
Introduction: Inform the students about the objectives of the session and its place in the curriculum map.	to familiarize students with the objectives of the session and its place in the curriculum map	2 ms

Procedure	Purpose	Time
Leed-in activity. "Back Translation" ● Split the students into two teams. ● Provide each group with a sheet of paper with the sentences "I want you to do it" (Team 1) and "I don't want you to give up learning English" (Team 2) at the top. (Handout 1) ● Ask the students to work in chain, translate the sentences into Ukrainian, fold the paper so that the initial sentence is not visible and pass the paper over to another member of the team whose task is to provide an English equivalent of the same sentence. The procedure is repeated until all the members of the team have had their turn. ● Ask the students to compare their translation, to find errors and discuss their character in teams.	to make the students aware of the differences between L1 and L2; to draw students' attention to the influence of L1 on their acquisition of L2 to help them realize that some errors stem from their relying on L1 in using L2	5 ms

Procedure	Purpose	Time
Activity 1: ● Provide the students with the text "Transfer and overgeneralization" ● Ask students to read the text, underlying the key words	to introduce the concepts of "transfer" and "overgeneralization	5 ms

Activity		
Activity 2: ● Split the students into groups of 4, provide them with A3 sheets of paper, and ask them to express the concepts of transfer and overgeneralization in the form of a scheme or a picture ● Invite the groups to demonstrate their posters to the class and comment on them	to engage students in reflecting upon the nature of transfer and overgeneralization to create conditions for developing students' multiple intelligences and creativity	5 mins

Activity		
Activity 3: ● Ask the students to work in pairs, go back to their 'back translation" sheets (handout 1) and find the errors which resulted from interference of L1 with L2 and overgeneralization ● Invite the students to share their findings with the whole class	to make the students aware of the nature of their errors	5 mins

Activity		
Activity 4: ● Split the students into groups of 4 ● Provide them with a list of sentences, containing errors which result from interference and overgeneralization (Handout 3) ● Ask students to group the sentences according to the character of errors which they contain by marking the sentences "I" (for interference) or "O" (for overgeneralization) **Key:** O (sent. 4, 6, 18); I (sent. 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17) ● Invite the students to discuss the results with the whole group	to provide students with examples of various cases of interference to develop their analytical skills to develop their professional skills of correction of mistakes	10 mins

Activity		
Activity 5: ● Ask the students to split into two groups ● Invite them to discuss the role and place of L1 in learning L2 while answering the following questions: 1) Is it possible to prevent interference of the Ukrainian language while learning English? 2) Should teachers ban L1 from L2 classes? 3) When is it appropriate to use Ukrainian at English classes? 4) What is the purpose of using L1? ● To familiarize students with opinion of teachers, provide them with the fragments of the text "Using The First Language In Second Language Instruction: If, When, Why and How Much?" ● Ask each student to read one comment and	to engage students in discussion of the role and place of L1 to invite students to reflect on the appropriacy of using L1 at L2 classes	10 mins

write down arguments for and against using L1 in L2 classroom ● Group students so that there are students who have read all the parts of the text in each group, and provide them with a sheet of A3 paper and felt pens ● Ask students to make a list of all arguments, provided by the teachers for and against using L1 in a L2 classroom ● Invite the groups to appoint a speaker for the group ● Listen to the reports of the speakers and discuss them within the whole group ● Invite students to add their own arguments		

Activity 6: ● Provide the students with the text "Inductive and Deductive Grammar Teaching" (Handout 5) ● Ask them to read the text, underlying the key words and writing down advantages and disadvantages of inductive and deductive approaches to teaching grammar ● Invite the students to work in groups of four and share their notes, adding the missing ideas to their lists	to introduce the concepts of inductive and deductive approaches to teaching English to reflect on their advantages and disadvantages	10 mins

Activity 7: ● Invite the students to work in the same groups and discuss the answers to the following question: ➢ Which approach (inductive or deductive) would you choose to teach the following grammar patterns and why: possessive case of nouns (Adam's hat); The Present Continuous tense (I am going to Paris tonight); Infinitive (He must have left); Modal verbs (I have to do it now); Sequence of tenses (He said he would do it himself); Irregular verbs (go-went-gone). ● Invite the students to share and discuss their ideas with the whole class, providing arguments for their decisions	to invite students to reflect on the possibility of practical application of inductive and deductive reasoning in teaching English grammar	10 mins

Activity 8: ● Ask students what kinds of memory they know ● Elicit from the students techniques they use to memorize new lexis ● Distribute handout 6 and ask students to read the text "Memory and Memorization" and write down types of memory, conditions for memorizing lexis, and memory strategies mentioned in the text **Key:**	to raise students' awareness of types of memory, conditions and strategies for memorization of lexis	10 mins

Key: word associations, visualization, singing, teaching ● Invite them to create a poster adding their own memory techniques to those recommended by Ch.Long.		

Summing up ● Invite students to reflect on the things they have been doing during the session and answer the following questions: 1. What cognitive factors can influence the teaching/learning process both negatively and positively? 2. How can you benefit from the session? What steps are you going to undertake to develop your own learning style?	to summarise the work done to develop students' autonomous learning skills	5 mins

Homework: ● Ask students to listen to the radio interview "How to improve your memory" and write down memory techniques Charles Long mentions in his interview https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/how-improve-your-memory **Key:** word associations, visualization, singing, teaching ● Invite students to scan the following articles and write down into their journals memory strategies, mentioned in them: Implementing four types of memory in your classroom. Availabe on: http://www.teachmag.com/archives/4823 Assessed on 23.-7.2015 Faiz Sathi Abdullah.Remembering differently: Use of memory strategies among net-generation ESL learners. Available on: http://www.academia.edu/1115661/Remembering_differently_Use_of_memory_strategies_among_net-generation_ESL_learners, accessed on 23.07.2015 ● Invite students to create a poster adding their own memory techniques to those recommended in the articles and the audio interview		3 mins

1.1.6 Когнітивні стилі / Cognitive Styles

Module	1 Understanding Learners and Learning
Unit	1.1 Psychological Factors in Language Learning
Session	6
Topic	Cognitive Styles
Objectives	By the end of the session, students will develop an understanding of: • Field dependent cognitive style • Field dependent cognitive style • Left-right brain dominance • Tolerance of ambiguity • Reflectivity / Impulsivity • Implication of the Cognitive styles for learning and teaching
Time	80 mins
Materials and equipment	Handouts 1, 2, 3, 4, 5, 6, 7, 8

Procedure	Purpose	Time

Procedure	Purpose	Time
Lead-in: (Adapted from: Brown, Douglas (1987) Principles of Language Learning and Teaching. - Englewood Cliffs:Prentice Hall Inc.) ● Ask students to imagine that they are visiting China. They have landed in the airport and their contact person is not there to meet them.To crown it all, their luggage is missing. It's 3.00 AM and no one in the airport speaks English or Ukrainian. What would they do? ● After listening to the decisions of several students, draw a conclusion that there is no single solution to this multifaceted problem. Point out that students' solutions are based to a great extent on their cognitive styles.	to introduce students to the topic of the session	5 mins

Procedure	Purpose	Time
Activity 1: ● Invite students to read the text "Field Independence vs Field Dependence" (Handout 1), underlying the key words. ● Ask them to go through the text one more time and, working in groups of 4, to write down on A3 sheet of paper, provided by the teacher, positive and negative characteristics of field dependence-independence cognitive styles understood from the text ● Ask students to exchange the papers with the positive / negative traits round the classroom clockwise until each of the papers comes back to its "home" working group. ● Encourage students to add new ideas and write them down in the corresponding part **Key:** **Field dependent cognitive style** **Positive characteristics**	to familiarize students with the notion of field dependent-independent cognitive styles to get students to distinguish positive and negative characteristics of field dependent and field independent cognitive styles	20 mins

➢ Good social skills, easily interact with others ➢ Look at things and problems globally ➢ Are successful in inductive lessons ➢ Are successful at learning communicative aspects of L2 **Negative characteristics** ➢ Have difficulty in studying a particular item when it occurs within a "field" ➢ Depend on the teacher and opinion of others **Field independent cognitive style** **Positive characteristics** ➢ Highly autonomous, don't need teachers' instructions ➢ Good analytic skills ➢ Are able to focus on a particular item without being distracted by other details ➢ Are successful in deductive lessons ➢ Are good at imitation and listening comprehension tasks ➢ Doesn't depend on opinion of others **Negative characteristics** ➢ "Tunnel" vision prevents from seeing a complete picture ➢ Poor social skills		
Activity 2:Field Independence vs Field Dependence in teaching and learning L2 Available on: https://www.bcps.org/offices/lis/models/tips/styles.html , Accessed on: 23.07.2016 ● Split students into 3 groups. ● Distribute the tables with teacher / learner cognitive styles reflected in it and blank spaces for their characteristics (Handout 2). ● Ask students to match the characteristics on cut-up slips (Handout 3) with the corresponding cognitive style, placing them in the right space in the table (Handout 2) ● Ask students to check their answers with the key (Handout 4). **Key:** **Field dependent learner** Experiences in a global fashion, perceives texts globally Learns material with social content best Attends best to material relevant to own experience Depends on the teacher for clear goals Enjoys interactive classroom activities Needs organization and clear instructions provided More affected by criticism Learns best by using examples **Field independent learner** Perceives analytically, pays attention to details Impersonal orientation May need explicit training in social skills	to make students aware of teachers' and learners' characteristics of field independent-dependent cognitive styles	15 mins

Interested in new concepts for their own sake Has self-defined goals and reinforcement Can self-structure situations, is an independent learner Less affected by criticism Learns best by using rules Prefers teaching situations that allow interaction and discussion with students **Field dependent teacher** Prefers teaching situations that allow interaction and discussion with students Uses questions to check on student learning following instruction Uses student-centered activities Viewed by students as teaching facts Provides less feedback, positive feedback Strong in establishing a warm and personal learning environment **Field independent teacher** Prefers engaging students by establishing routines (drills, exercises) in order to work through ideas Uses questions to introduce topics and probe student answers Uses teacher-organized learning situations Viewed by students as encouraging to apply principles Gives corrective feedback using error analysis Strong in organizing and guiding student learning		
Activity 3: Left- and right-brain dominance (Adapted from: Brown, Douglas (1987) Principles of Language Learning and Teaching. - Englewood Cliffs:Prentice Hall Inc.) ● Tell the students that left- and right-brain dominance is often considered to be a cognitive style. The left hemisphere is associated with logical, analytical thinking, linear processing of information. The right hemisphere perceives and remembers visual, tactile, and auditory images, it is more effective in processing holistic, integrative, and emotional information. ● Ask students to work in groups of 4, study left-brain dominance characteristics (Handout 5), and write down the missing characteristics of right-brain dominance into the corresponding space of the grid. **Key: Right-brain dominance** Intuitive Remembers faces Responds to demonstrated, illustrated, or symbolic instructions Makes subjective judgements Fluid and spontaneous Prefers elusive, uncertain information Synthesizing reader Reliance on images in thinking and remembering Prefers drawing and manipulating objects Prefers open-ended questions	to make the students aware of the role of left / right hemisphere dominance	10 mins

More free with feelings
Good at interpreting body language
Frequently uses metaphors
Favours intuitive problem solving
   ● Ask students to check their answers with the
      key (Handout 6)		

Activity 4:
   ● Ask students if they see any correlation
      between left- and right brain functioning and
      field independence-dependence. Ask them to
      provide examples
	to get students to notice correlation between left- and right brain functioning and field independence-dependence	5 mins

Activity 5: "Psychological portraits"
   ● Split students into two teams and ask them to
      make posters with "psychological portraits" of
      L2 students with left-brain dominance (team1)
      and right-brain dominance (team 2) according to
      the following scheme:
J… is good at……
 At his English lessons he particularly enjoys…..
He understands explanations better when…
He is not very good at…
He learns best by…
He benefits from…
     Tell students they can make the "portrait" either
in the form of a picture, or a chart, or a text
   ● Invite students to present their posters to the
      class
   ● Ask them to think how their cognitive styles
      have been reflected in the posters
	to demonstrate the ways cognitive styles work
	
	 to make students aware of their cognitive styles
		10 mins

Activity 6: Tolerance of Ambiguity.
        Reflectivity / Impulsivity
   ● Provide students with the texts "Tolerance of
      Ambiguity", " Reflectivity / Impulsivity" (Handout
      7)
   ● Ask each of the students to read one of the
      texts, underline key words, find out advantages
      and disadvantages of the given cognitive style
      and get ready to deliver a mini-lecture on the
      material of the text
   ● Invite the students to work in pairs so that there
      were "experts" on different styles in each pair.
   ● Ask each student to deliver a mini-lecture for his
      partner, while the latter is taking notes of its
      main points in his journal
	To make the students aware of reflectivity and impulsivity	10 mins

Round-up
 	
●   Ask students to sit in a circle, think of their own experience as students and answer the following questions by way of reflection:
    ➢   What types of cognitive styles do you possess?
    ➢   What have you learned about your own cognitive styles?
    ➢   How are you going to use the knowledge in your learning?
	to encourage the students to reflect on their cognitive styles and their implication for learning	5 mins

1.1.7 Таксономія Блума / Bloom's Taxonomy

Module	1 Understanding Learners and Learning
Unit	1.1 Psychological Factors in Language Learning
Session	8
Topic	Bloom's Taxonomy
Objectives	By the end of the session, students will develop the understanding of: ● the idea of Bloom's taxonomy ● what Low Order and High Order thinking skills are; ● the role of questions in developing HOT and LOT skills
Time	80 mins.
Materials and equipment	Handouts1, 2, 3,

Procedure	Purpose	Time

Procedure	Purpose	Time
Lead-in activity: Ask students the following questions: 1. What is the most popular activity used by teachers in the FL language classroom? (the expected answer – questions). 2. Recollect your school years/ first year at university. What sorts of questions /question stems were most frequently asked by your language teachers? 3. Which of these questions aroused your interest most? 4. What were the goals of those questions? What did teachers expect to get from you through questioning? (aim – to elicit action verbs)	To introduce students to the topic To make students realize the powerful role of classroom questions in developing different levels of thinking To elicit action verbs/thinking processes required by different sorts of questions	5 mins

		10 mins
Activity 1. Provide students with the list of different level questions. First, ask students to decode the abbreviations HOT and LOT with reference to these questions. If they find it very difficult reveal the second and the third word in each case. Next, ask them to classify the questionsinto HOTs and LOTs. (the key) <table><tr><td>LOT Questions</td><td>HOT Questions</td></tr><tr><td>"Who wrote *War and Peace?*" "What is the main idea of this story?" "What happens when you multiply each of these numbers by nine?"</td><td>"What story did you like the best?" "Why do we call all these animals mammals?" "How would you assemble these items to create a windmill?"</td></tr></table> Inform the students about the objectives of the session and its place in the curriculum map.	To let students brainstorm predictions about what HOT and LOT questions are To let students classify the questions according to the level of intellectual involvement to familiarize students with the objectives of the session and its place in the curriculum map	

		10 mins
Activity 2 ● Demonstrate the slide with the brief info about Dr.Bloom. ● Ask students to read the definition of the term "Bloom's taxonomy" and find the key words in it. ● Demonstrate on the screen the list of thinking skills arranged randomly. Ask students to work in groups of 4-5 people and rearrange the thinking skills from the lowest to the highest on the basis of their complexity.	To introduce the levels of thinking skills.	

		10 mins
Activity 3 ● Ask students to match the thinking processes to the levels of thinking skills. Key: REMEMBER _ Retrieve relevant knowledge from long-term memory. _ Recall or recognize specific information.	To make students realize what thinking processes lie behind the corresponding thinking level	

UNDERSTAND _ Construct meaning from instructional messages. _ Understand given information. APPLY _ Carry out or use a procedure in a given situation. _ Use strategies, concepts, principles, and theories in new situations. ANALYZE _ Separate a whole into parts and determine their relationships. _ Break information down into its component elements. EVALUATE _ Make judgments based on criteria and standards. _ Judge the value of ideas, materials, and methods by developing and applying standards and criteria. CREATE _ Combine elements or ideas to form a new whole. _ Put together ideas or elements to develop an original idea or engage in creativethinking.		

Activity 4 • Ask students to go back to Activity 1"Questioning"at the beginning of the session. • Let students correlate the question stems from Activity 1 with the corresponding thinking level and procedure	To develop students' understanding of the connections between thinking levels, thinking processes and question stems	10 mins

Activity 5 ● Ask students to fill the blank spaces in the table with the missing information from the cut-ups	To let students construct Bloom's taxonomy complete tool kit To let students see the whole picture	10 mins

Activity 6 Invite students to discuss and brainstorm the reasons for bloom's taxonomy use	To make students realize the areas of Bloom's Taxonomy use	10 mins

Activity 7 ● Ask students to reconstruct the table containing the levels of thinking, examples of outcomes and samples of typical "I can" statements, connected by one topic.	To provide students with an opportunity to see Bloom's Taxonomy in action as based on one topic and developed for the use in the real classroom	10 mins

Home Assignment 1. Ask students, following the samples in activities 6 and7, to develop a series of six different level activities connected by one topic, introduced by the adequate action verb or question stem, accompanied by the corresponding outcome and "I can statement".	To let students create a series of connected activities, questions and learning outcomes and experience Bloom's Taxonomy in action	3 mins

1.1.8 Стратегії учіння / Learning Strategies

Module	1 Understanding Learners and Learning
Unit	1.1 Psychological Factors in Language Learning
Session	9
Topic	Learning Strategies
Objectives	By the end of the session, students will develop an understanding of: ● surface, deep and strategic approaches to learning, their similarities and differences ● the reasons for students' choosing a surface or deep approach ● teaching and learning strategies ● strategies to encourage a deep approach to learning ● memorization and rote learning ● their own approaches to learning English
Time	80 mins.
Materials and equipment	Handouts 1, 2, 3, 4, 5, 6, 7, 8

Procedure	Purpose	Time

Procedure	Purpose	Time
Introduction: Inform the students about the objectives of the session and its place in the curriculum map.	to familiarize students with the objectives of the session and its place in the curriculum map	3 ms

Procedure	Purpose	Time
A pre-session activity (which is to be done prior to the session)**:** ● Ask students to read the text **"**Deep, surface and strategic approaches to learning"(Handout 2) ● Provide students with a list of words and word-combinations relevant to the topic inferring it from the curriculum glossary (Handout 1). ● Ask students to read, transcribe and translate them / write out their definitions at home.	to introduce students to the topic of the session to familiarize students with the glossary related to the topic	

Procedure	Purpose	Time
Activity 1: Learner's experience Ask students to answer the following questions, working in groups of four: ● What was your most / least favourite subject at school? ● Why did / didn't you like it? ● How well did you prepare your home assignments in this subject? What did you do?	to get students to reflect on their experience of language learning to increase awareness of different approaches to language learning	5 mins

Procedure	Purpose	Time
Activity 2: The characteristics of deep, surface and strategic approaches to learning ● Split students into groups of 4. ● Distribute the grids with the types of approaches to learning reflected in it and blank spaces for the corresponding characteristics. (Handout 3).	to identify the characteristics of deep, surface and strategic approaches	10 mins

● Ask students to match the characteristics on cut-up slips (Handout 4) with the corresponding approach to learning and then place them in the right space in the grid (Handout 3)
● Next, ask students to check their answers with the key (Handout 5)
Key:
Deep Approach
    Actively seek to understand the material /the subject
    Interact vigorously with the content
    Use various strategies to memorise new words and practise grammar patterns
    Make active use of context, reference materials, dictionaries while reading authentic texts
    Take a broad view and relate ideas to one another;
     Can identify key ideas and find details/facts to illustrate them in the texts for reading /listening
    Are motivated by interest
    Relate new ideas to previous knowledge
    Relate concepts to everyday experience
    Tend to read and study beyond course requirements
Surface Approach
 Learn in order to repeat what they have learnt
    Memorise information needed for assessment
    Make use of rote learning
    Take a narrow view and concentrate on detail
    Fail to distinguish main ideas from details
    Tend to stick closely to the course requirements
    Are motivated by fear of failure
 	
Strategic Approach
    Intend to obtain high grades
    Organize their time and distribute effort to greatest effect
    Ensure that the conditions and materials for studying are appropriate
    Use previous exam papers to predict questions
    Interview students from other groups to find out the questions of the test		

Activity 3: Teaching and Learning Strategies to encourage a deep approach to learning ● Ask students to work in the same groups, to work out suitable teaching and learning strategies to encourage a deep approach to learning and write them down into the grid (Handout 6) ● Invite the representatives of the groups to read the strategies out loud ● Encourage other groups to discuss the options and contribute ideas to the list ● Provide students with the key. Emphasise that they should consider the key just as suggested	to work out teaching and learning strategies to encourage a deep approach to learning	22 mins

possible answers. **Key:** (Handout 7) **Teaching strategies to encourage a deep approach** ● Consult the other teachers about the ways of rationalizing the assessment workload and amount of homework imposed on students during the semestre ● Carefully plan work in the class, so that you could minimize the homework ● Be realistic about what you can expect from students in terms of preparation. Have a frank discussion with the students and determine a set of ground rules for classes at the beginning of the semestre ● Discuss the best ways of studying in the subject with the students ● Set higher order objectives that require students to apply the language for communication and solution of problems ● Don't give high marks for rote learning ● Use methods that develop communication and problem-solving skills ● Focus on developing higher level cognitive abilities of your ● Give your students a choice of ways of learning (e.g. ways of memorising the new lexis), of assessment procedures, of essay topics, of books for reading **Learning strategies to encourage a deep approach** ● Order your priorities and do things that are most important, not those which are most urgent ● Discuss your homework with your teachers to make it more realistic ● Discuss the best ways of studying in the subject with the teacher ● Find out the assessment criteria at the beginning of the semestre ● Think of the assessment criteria before doing the task ● Use the language you have learned for communicating ideas, expressing your opinion ● Apply "active approaches" to learning (e.g.: project work) ● Actively interact with group mates (participate in group work and pair work) ● Seek for the opportunities to use the foreign language outside the classroom (talk to native speakers via Skype, in chat rooms etc.) ● Even if the task (e.g. composition) seems boring to you, approach to it creatively, find something that might interest you or your potential readers		

Activity 4: Is learning by memorizing good or bad? (Speaking corners) ● Invite students to have a look at the statement on the board ㅡ "Rote Learning is good".	to make students aware of the difference between memorization and	10 mins

● Ask students to join one of the speaking corners "Agree", "Disagree" or "Not sure" and discuss the reasons for their choice with the people in the same corner. ● Ask students to appoint one speaker in each group, encourage the students to share their arguments with the whole group. ● Give your feedback to students' opinions. Provide them with the text "Memorization and rote learning" (Handout 8)	rote learning	

Activity 5: "An ideal teacher/ student" ● Split students into two groups ● Ask students to create two posters: "An ideal teacher" (Group 1) and "An ideal student" (Group2). Remind them that the posters should reflect the idea of deep / surface approach to learning ● Invite students to demonstrate their posters and comment on them ● Encourage students from other group to ask questions and express their opinion	to help students develop their creative skills and provide them with an opportunity to share their own views on deep approach to FL teaching and learning	20 mins

Round-up ● Ask students to sit in a circle as they did at the beginning of the session ● Ask them to think of their own experience as students and answer the following questions by way of reflection: ➢ Can you identify examples of rote learning you engaged in your first year at the University? ➢ Was this rote learning useful for your understanding of the subject? ➢ Were you engaging in rote learning in order to comply with a distasteful or uninteresting course requirement? ➢ What steps can you take to make a transition from surface to deep learning?	to create conditions for the students to reflect on their approach to learning English	10 mins

Розділ 1.2 Оволодіння іноземною мовою / Second Language Acquisition

1.2.1 Відмінність між оволодінням іноземною мовою та її вивченням /The Acquisition-Learning Distinction

Module	1Understanding Learners and Learning
Unit	1.2 Second Language Acquisition
Session	1
Topic	The acquisition-learning distinction
Objectives	By the end of the session, students will be aware of: • the notions of second language acquisition (SLA) • differences similarities between L1 acquisition and L2 learning
Time	80 mis
Materials and equipment	Handout 1,2,3,4,5 Sticky paper, blue tack, fountain pens, 7 A5 sheets of paper, a pair of scissors, background classical music.

Procedure	Purpose	Time
A pre-session activity (which is to be done prior to the session)**:** • Provide students with a list of words and word-combinations relevant to the topic inferring it from the curriculum glossary (Handout 1). • Ask students to read, transcribe and translate them at home.	to familiarize the students with the glossary which will promote their understanding of the topic during the session	

Introduction: • Ask students to sit in a circle • Ask students how they are doing • Inform students of the objectives of the session • Briefly extend on the layout of the session	to help students get a general idea of what they will be aware of by the end of the session and what they will be doing during the session	2 mins.

Activity 1: Languages we use • Distribute Handout 1. • Ask students to list all the languages they can use and describe the ways they learned them. • Split students into pairs and ask them to share their experience of language learning and use. Encourage students to focus on differences and similarities. • Invite pairs to report their findings to the class.	to introduce students to the topic to explore students' previous experience and to create shared experience of language learning	10 mins
Activity 2: • Ask each student to get a piece if sticky paper from you. • Ask students to imagine that the only language they know is Ukrainian, however, they are willing to master another one. Then ask them to write their names, a language they'd like to master and 1-3 reasons for it on the pieces of the sticky paper. After that ask them to stand up, mingle and interview as many people as they can. Inform them that when you raise your hand they will have to stop and go back to where they were sitting.	to break the ice and introduce students to the topic to sensitize students to each other's second foreign language	5mins.

• Ask students to go back to their seats. Encourage them to share what they've learned from each other about the languages they'd like to master and why. Ask them which language prevailed. • Ask students to recollect what other verbs instead of 'master' they were using when talking about languages. Then ask them if anybody used the verb 'acquire'. Why and why not. • Refer students back to the fact that they've already learned a lot about language learning from the previous 9 sessions and ask them if they know what LA really is about.	preferences to create an information gap which will boost their motivation to light in them a spark of curiosity and get them interested in meeting the objectives of the session	

Activity 3: • Ask students to get Handout 1 with which they were to be ready for the session. • Ask them to say the words and word-combinations after you in chorus. • Ask them if there were any lexical units whose meanings they found hard to understand. • Emphasize that they will be actively using the vocabulary in the course of the session	to expose students to the active vocabulary of the session	3 mins.

Activity 4: • Split students into three groups by asking them to say 'learning, acquisition, distinction'. • Ask them to find their partners, form a small circle and put a spare chair in the middle of it. • Provide each group with an envelope with cut-ups inside it. Ask students to decide which statements, in their opinion, refer to SLL and SLA. Ask students to underline key words. Set them a 5 minute time limit and play some background classical music while they are doing the activity. • Once they are ready, ask them to rotate in a clockwise direction and compare their results with those of the other two groups. • Provide them with the original table (Handout 2) reflecting statements which represent SLA and SLL for them to compare it with what they've come up with. • Have a short discussion in which students will try and draw their first line between the notions of SLA and SLL.	to acquaint students with differences between SLA and SLL to increase awareness of the notions of SLA and SLL and their distinctions to help students begin to structure the new knowledge about SLA and SLL they are obtaining	15 mins.

Activity 5: • Ask students to go back to their groups. • Ask students to write their own working definitions of SLL and SLA using Handout 1 and 2. Tell them they have 7 minutes for the activity. Play some background music. When seeing that they are finishing, ask them to choose two speakers from each group.	to provide students with an opportunity to develop their ability to synthesize to demonstrate to second-year students that they	10 mins.

• Ask students to present their definitions. • Encourage them to compare each others' definitions. • Ask students if there is anything they didn't understand.	are already able to formulate their own definitions of complex theoretical terms after analyzing suggested resources	

Activity 6: • Regroup students again into 3 groups by asking them to count from 1 to 3 in different languages so they don't say their number in the language of their partner sitting next to them. You can suggest that they count in Ukrainian, English or Russian. Ask them to get into 3 groups according to their numbers. • Ask each group to send one person from to you. Ask the representatives to choose one of the three cards in which the following is written: card 1 – Metaphor, card 2 – SLL skit, card 3 – SLA skit. Ask them to go back to their groups and read the content of the cards aloud. • Ask the team with card 1 to draw a metaphor reflecting the differences between SLL and SLA. Ask them if they know what a metaphor is and illustrate it with learning how to drive a car at a special school or acquiring how to do it using the card which your family has. Ask the groups with cards 1 and 2 to think of and design a skit one illustrating SLL and SLA. The topic is 'Parts of the body'. They are to think how this vocabulary can be learned and acquired. Set them a time limit of 5 minutes. Tell them that each group's presentation shouldn't be longer than 2 minutes. Play some background music. • Ask them to present their metaphor and the skits. • Thank students for their performances.	to increase awareness of SLA and SLL by referring students to their Handouts to help students develop their creative skills and provide them with an opportunity to share their own views on differences between SLA and SLL	20 mins.

Activity 7: Activities for learning and acquisition • Split students into pairs. • Distribute Handout 6. • Ask students to decide whether the activities engage learning, acquisition or both.	to explore activities for learning and acquisition	5 mins
Activity 8*: • Ask students to go back to their seats and discuss with them the similarities between SLA and SLL. • Thank students for their being active and set them home assignment that is to do HO 4 and HO 5. and inform them about what you will be doing at your next session. • Write a reflective report on your own experience with English, commenting on the role of learning and acquisition in achieving your	to provide students with an opportunity to analyze similarities between SLA and SLL	5 mins.

current level.	to help students develop their creative skills	

Round-up:
•   Ask students to sit in a circle as at the very beginning of the session.
•   Ask them the following questions by way of reflection:
    o   Is SLL or SLA better for mastering a second foreign language?
    o   Can we employ elements of SLA to create an artificial language environment in the classroom?
    o   Did you learn anything new at the session?
    o   How did you learn it?
    o   Will it be helpful in the future, why and why not?
    o   How did you feel during the session?
•   Wish students to have a nice day and dismiss them by saying that the session is over.
	to help students to develop their reflective skills in relation to SLA and SLL and how the two notions can be used to make teaching and learning English more effective	5 mins.

1.2.2. Чинники, що впливають на оволодіння іноземною мовою / The Factors in SLA

Module	1 Understanding Learners and Learning
Unit	1.2 Second Language Acquisition
Session	2
Topic	The factors in SLA • internal • external • affective
Objectives	By the end of the session, students • will be aware of internal, external and affective factors influencing learning; • will be able to find practical implication for the factors in SLA • will be aware of their own cognitive style
Time	80 mins
Materials and equipment	Handouts 1, 2, 3, 4, 5, 6, 7, 8

Procedure	Purpose	Time

Procedure	Purpose	Time
Activity 1: (Adapted from Muriel Saville Troike (2006). Introducing second Language acquisition. - Cambridge, Cambridge University Press.) • Ask students how they define "success" in L2 acquisition in general as compared to how they define it for themselves. Is their definition of success in L2 learning the same as the standards by which they are judged, or do the members of their L2 speech community (teachers, classmates, colleagues, friends etc.) have different definitions of success in L2 learning than they do? • Ask them why some students are more successful than the others. Ask them to brainstorm some factors that make L2 learning successful. Write them down on the board. • Invite students to group the factors into groups according to the criteria they choose. • Provide students with handout 1 and ask them to compare their groups of factors with those in the handout and discuss the differences.	to introduce the topic to the students to make students reflect on the factors that influence L2 learning to make students aware of internal and external factors that affect learning	10 mins

Procedure	Purpose	Time
Activity 2: Internal and External Factors • Provide each student with the description of one or two of the factors (Handout 2) • Ask them to read the description of the factors and a) to get ready to deliver a mini-lecture in groups of 5 and b) to think of possible answers to the questions that follow the reading. • Split students into groups of 5, so that in each group there were students who have read the descriptions of different factors.	to make students aware of characteristics of internal and external factors that affect learning to help students see practical application of their theoretical knowledge of the factors influencing SLA	15 ms

• Invite students to deliver a mini-lecture to their groupmates. Encourage listeners to ask questions. • Invite the student who has been delivering a lecture to lead the discussion of the questions that follow the reading. • Invite students to record the most interesting ideas on the board.	to get students to reflect on their cognitive style	

Activity 3: Speaking Corners - Age Factor • In activity 2 students have discussed the factors that influence SLA, one of which is age. Invite students to have a look at the statement on the board — "Children are better FL learners than adults ". • Ask students to join one of the speaking corners "Agree", "Disagree" or "Not sure" and discuss the reasons for their choice with the people in the same corner. • Ask students to appoint one speaker in each group, encourage the students to share their arguments with the whole group. • By way of feedback, ask students to read the text in handout 3. • Ask students if some of them have changed their opinion about the role of age factor in SLA, if yes - in what way.	to encourage reflection on the role of age factor in SLA to make students aware of the peculiarities of SLA at different periods of life	10 ms

Activity 4: Cues for Teaching • Split students into groups of four. • Distribute the handouts with the grid called "Some cues for teaching learners of different age' (Handout 4). • Ask students to match the classroom activities on cut-up slips (Handout 5) with the corresponding age and then place them in the right space in the table (Handout 4) • Ask students to check their answers with the key (Handout 6).	to make the students aware of correspondence between learners' age and classroom activities	10 mins

Activity 5: Personality (Affective) factors • Tell students that a fellow teacher of English wrote in her blog about two students of hers. She considers one of them to be a better student. Provide students with handout 7 and ask them to read the students' profiles. • Divide students into groups of four and ask them to decide which of the two students is a better learner and why. • Invite speakers for the groups to report their decisions to the class, providing explanations for their choice. • As a way of feedback, invite students to read Key answers in Handout 8	to get students to reflect on the role of affective factors in learning English to develop analytical skills	15 mins

Activity 6: Getting the student motivated • Vova is a poorly motivated 8th grader. At his English classes he is passive and silent. He hates it when he makes mistakes in reading or mispronounces some words his classmates laugh at him. He doesn't have a good memory for new words, so he doesn't like vocabulary games or listening tasks. Still, he can guess the meaning of new words in context, and he likes reading English detective stories. He is particularly good at drawing. His other hobby is listening to and singing English songs. • Working in groups of three, think of 1 or 2 activities his teacher could employ to get Vova interested in learning English. • Present your activities to the class and explain the reasons for your choice.	To make students think of the importance of motivation to get students to think creatively and to seek for the ways to motivate students' learning a FL	15 ms

Round-up ● Ask students to sit in a circle as they did at the beginning of the session ● Ask them to think of their own experience as students and answer the following questions by way of reflection: ➢ Can you identify examples of tasks that motivate students? ➢ What can you do to become a better learner?	to engage the students in reflection on the psychologican factors influencing learning	5 mins

1.2.3 Гіпотези оволодіння іноземною мовою / Hypothesis about SLA

Module	1 Understanding Learners and Learning
Unit	1.2 Second Language Acquisition
Session	3
Topic	Hypotheses about SLA Acquisition-learning hypothesis The natural order hypothesis The Monitor hypothesis The Input hypothesis Affective filter hypothesis
Objectives	By the end of the session the students will be aware of SLA hypotheses and their implication for learning and teaching
Time	80 mins
Materials and equipment	Handouts: 1, 2, 3, 4

Procedure	Purpose	Time mins
Lead-in: Speaking Corners • Introduce the following quotation of Dr. Krashen's: "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drills" to the students. • Ask students to join one of the speaking corners "Agree", "Disagree" or "Not sure" and discuss the reasons for their choice with the people in the same corner. • Ask students to appoint one speaker in each group to share their arguments with the whole group. • Give your feedback to students' opinions. Tell the students that linguist and educator Stephen Krashen proposed the Monitor Model, his theory of second language acquisition, in *Principles and practice in second language acquisition*, published in 1982. According to the Monitor Model, five hypotheses account for the acquisition of a second language: 1. Acquisition-learning hypothesis 2. Natural order hypothesis 3. Monitor hypothesis 4. Input hypothesis 5. Affective filter hypothesis	to introduce the topic to the students	10 mins

| **Activity 1: Hypotheses about SLA and their Implication for teaching and learning**
• Split the students into groups of 5.
• Distribute the texts (Handouts 2 and 3) so, that each student would get 2 cards – the description of one of the hypotheses and | to make the students aware of the five SLA hypotheses | 10 mins |

implication of the hypotheses for teaching. • Ask the students to read the texts on the cards, underline key words and prepare a mini-lecture on the contents of the cards. • Tell the students to deliver mini-lectures in the groups of 5 • Ask the students to match the descriptions of the hypotheses to their practical application while listening to the lectures.		

Activity 2: Hypothesis Test
• To check the students' understanding of the basic terminology, ask them to do two online tasks:
    A) matching the beginning of definitions with their ending;
    B) filling in the gaps
	to check the students' understanding of the basic terminology	10 mins

Activity 3: Learning Languages (Audio) Available on http://learnenglish.britishcouncil.org/en/i-wanna-talk-about/learning-languages • Ask the students to do the vocabulary exercise which will prepare them for the next listening comprehension task. • Tell the students to listen to Simon talking about how he managed to learn five to six different languages in a fun and easy way. • To check the students' understanding, ask them to do on-line test 2.	to make the students reflect on the input hypothesis	15 mins

Activity 4: Discussion • Ask the students to split into groups of 4 and discuss the following questions: ➢ Which of the hypothesis worked best for Simon? ➢ Do you find it easier to learn English in a classroom setting or by forcing yourself to read English newspapers and / or watching English TV? ➢ What is the most effective language learning method for you?	to get the students to reflect on the role of the hypotheses in language learning to let them reflect on their own language learning methods	15 mins

Activity 5: Debates "SLA Hypothesis: for and against"
    -Ask the students to split into 2 groups of 7 students.
    -Provide each of the students of group 1 with a text from Handout 3: SLA Hypotheses: Critical opinion. Ask them to read their text and be ready to point out weak points of the SLA hypotheses in the debates.
    Provide each of the students of group 2 with a text from Handout 4: SLA Hypotheses: Critical opinion.
	To encourage students to analyze strong and weak points of Krashen's hypotheses	20 mins

Ask them to read their text and be ready to present strong points of the SLA hypotheses in the debates.		

1.2.4 Механізми оволодіння іноземною мовою / SLA Mechanisms

Module	1 Understanding Learners and Learning
Unit	1.2 Second Language Acquisition
Session	5
Topic	SLA mechanisms • input • intake • output
Objectives	By the end of the session the students will be aware of the SLA mecanisms • input (authentic input) • output • intake
Time	80 mins
Materials and equipment	Handouts: 1, 2, 3, 4, 5, 6, 7 On-line test; 2 videofiles

Procedure	Purpose	Time
Lead-in: as a warming up activity, ask students to answer the following question: • While learning a foreign language, do you expect the teacher to involve you in conscious learning? Why? • Ask students what hypothesis about SLA they discussed at the previous session. • Tell students that they are going to continue talking about one of Krashen's hypothesis of SLA - the input hypotheses (They read the information about these hypothesis at home in Handout 2).	to introduce the students to the topic, to make the students reflect on the importance of subconscious learning	5 mins
Activity 1: FL learning experience: input • Split students into groups of four and encourage them to talk about their school language learning experience. Ask them to answer the following questions: ➢ Think back to your own experience as a school language learner. What kind of input did your school teacher provide? Can you identify moments when you received roughly tuned input or finely-tuned input? ➢ Was it effective? Why or why not? ➢ How much communicative output was there in the classroom? • In each group appoint a writer and a speaker for the group. Ask the writer to write down a) the kinds of input that proved to be effective and why and b) ineffective kinds of input. • Invite the speakers from the groups to report the results of their discussions to the class.	to get students to reflect on their own learning experience to make them aware of effective /ineffective input	12 mins
Activity 2: Types of Authentic input • Introduce the definition of Authentic input to the students: Authentic language material is	to make the students aware of types of authentic input, their advantages and	10 mins

spoken or written language material that has been produced in the course of real communication and not specifically produced for the very purpose of language teaching Nunan (1999). • Split the students into groups of 4 and invite them to brainstorm types of authentic input. Ask one students in each group to take notes and be ready to report to the class. • Split the students into groups of 5, provide each of them with a slip of HO 5 and ask them to prepare a mini lecture on the types of authentic input. Compare the answers received in the process of brainstorming with the information received from the mini lecture. • Provide the students with a grid (HO6) and ask them to write down advantages and disadvantages of use of different authentic input.	disadvantages	

Activity 3: Implications of Using Authentic input for SLA • Ask the students to do the online test "Activities that give input – activities designed for output practice – communicative output"	to check the students' understanding of the "input"-"output" activities	10 mins

Activity 4: Input: Comprehensible or Incomprehensible? • Ask the students to watch the video presentation of Imperative mood which the teacher used in her class of English for 5-th graders. Available on: https://www.youtube.com/watch?v=2UzjHbcK2Wo • Tell the students to answer the following questions: ➢ What was the purpose of showing the video to the 5-th graders? ➢ Was the input comprehensible? Why? ➢ Ask the students what kind of input they would suggest to introduce the Imperative mood.	to make the students differentiate between comprehensible-incomprehensible input	10 mins

Activity 5: Total Physical Response Method. Demonstration. ➢ Introduce the TPR method to the students. Demonstrate the main stages; give commands (preferably in the language they don't know). Act it out. ➢ Stage 1. The teacher pronounces the instruction and performs the action. The students are silently observing the teacher's actions.	To demonstrate teacher's input through Total Physical response Method	10 mins

Teacher: Levez-vous   (stand up!)
 respirez profondément   (breethe in deeply)
 tournez-vous   (turn around)
 allez-vous   (walk!)
sautez-vous   (jump!)
arrêtez-vouz   (stop)
    ➢ Stage 2. The teacher gives the same commands, performs the actions, the class silently imitates the teacher;
    ➢ Stage 3.The teacher gives the same commands and invites the best students to the front of the classroom to perform them without the teacher's help;
    ➢ Stage 4. The students who have performed the actions at the front of the classroom act as teachers, they give commands to the class without performing the actions themselves;
    ➢ Stage 5. The teacher invites a volunteer to give commands to the class.		

Activity 6: Follow-up group discussion
    ➢ Invite the students to sit in a semicircle and discuss/compare the two previous activities (the Imperative Mood video and TPR presentation).
    ➢ Ask them what kind of presentation they would choose and why.
	to ask the students to compare comprehensible-incomprehensible input	10 mins

Home assignment:
    ➢ 1) Ask the students to watch a video of a TPR Indonesian class. Available on https://www.youtube.com/watch?v=j6De52Pzr8c Ask them to write down the stages of the lesson and to think whether the input was comprehensible
    ➢ 2) Ask the students to watch a video of a TPRS Spanish class. Available on Ask the students to watch a video of a TPR Indonesian class. Available https://www.youtube.com/watch?v=Hl9eBJkRkeQ
Ask them to write down the stages of the lesson and to think whether the input was comprehensible and whether they would like to use TPRS themselves
	to develop the students' further understanding of input to analyze 2 videos (TPR, TPRS) and think of advantages-disadvantages of these approaches	3 mins

1.2.5 Інтермова / Interlanguage

Module	1 Understanding Learners and Learning
Unit	1.2 Second Language Acquisition
Session	7
Topic	Interlanguage - the general understanding of interlanguage - the implication of interlanguage for SLA
Objectives	By the end of the session students ● will develop an understanding of interlaguage and its stages ● will be aware of the the implication of interlanguage for SLA
Time	90 mins
Materials and equipment	Handouts: 1, 2, 3, 4, 5, 6

Procedure	Purpose	Time

Procedure	Purpose	Time
Introduction: •Inform the students about the objectives of the session and its place in the curriculum map. •Ask them whether they agree with the idea "Learning Methodology in English promotes language acquisition" (Speaking corners) •Invite them to work in groups of 4 and comment on the quotation of Benny Lewis, a polyglot, "We keep trying to find language solutions through courses, software, apps, flights abroad, books, schools, and a host of other methods, some of which can be useful, but these are nothing but accessories to the true core of language learning: the people we speak with and hear"	to make students aware of the importance of negotiating meaning while learning Methodology to stress the importance of communication in language acquisition	5mins

Leed-in activity. ● Invite students to watch a presentation about interlanguage https://www.youtube.com/watch?v=CBPhIF5du_w ● Encourage them to think of the answer to the question: Why are teachers interested in interlanguage?	to introduce the idea of interlanguage	10 mins

Activity 1: Stages of Interlanguage Development ● Introduce stages of interlanguage development to the students (PPP, slide2) ➢ Random errors ➢ Experimentation and inaccurate guessing ➢ Emergent –growing in consistency in linguistic production ➢ Backsliding –appear to have grasped but later regressed and unable to correct errors ➢ Systematic stage –ability to correct errors on their own: rules may be not well formed but display more internal self-consistency ➢ Stabilization –few errors made; have mastered to the point of fluency ➢ Intranlingual – inconsistencies within the target language itself.	to introduce the stages of Interlanguage development to make the students reflect on their own interlanguage	10 mins

• Ask the students to work in groups of 4 and reflect on their own interlanguage (what stage it is on) • Invite volunteers to share their findings		

Activity 2: Reflecting on mistakes and their causes • Invite the students to get into groups of 4-5 and share the cases of typical mistakes English language learners make at the level of phonology (sounds, rhythm, stress, intonation), grammar, vocabulary (the search was done as a home task). • Let them listen for all sorts of mistakes in the recording of a 1st-year student's speech. • Invite them to provide their explanations of the character and causes of the errors. • Split students into groups of 3, provide them with a list of their own mistakes in writing (HO5) • Invite them to reflect on the stage of interlanguage development in each case. • Invite representatives from each group to share their lists of typical mistakes with the class.	to make the students aware of the causes of errors and mistakes (overgeneralization, interference) to make them aware of the types of errors in interlanguage	20 mins

Activity 3: Practical Implication • Split students into groups of 3 and hand out texts about error correction (HO 6) • Invite them to read one of the texts and share the information with the other members of the group. • Invite them to create a poster with error correction strategies.	to familiarize the students with ways of error correction strategies	10mins

Activity 4: Criteria for Error Correction • Invite students to participate in the group discussion and to reflect on the types of mistakes in speaking which need/ don't need correction (PPP slide…) Criteria for dealing with spoken errors In 'Correction' by M.Bartram and R.Walton, these questions are presented as a guide to deciding whether to let an error go or not. Which do you consider to be the most important? 1. Does the mistake affect communication? 2. Are we concentrating on accuracy at the moment? 3. Is it really wrong? Or is it my imagination? 4. Why did the student make the mistake? 5. Is it the first time the student has spoken for	to introduce the criteria for error correction in spoken English	20 mins

a long time? 6. Could the student react badly to my correction? 7. Have they met this language point in the current lesson? 8. Is it something the students have already met? 9. Is this a mistake that several students are making? 10. Would the mistake irritate someone? 11. What time is it? 12. What day is it? 13. What's the weather like?		

Homework:		5 mins
• Ask students to read articles by Donald, Rolf. Error Corection 1 Available on https://www.teachingenglish.org.uk/article/error-correction-1 Accessed on 19.11.2016 Error Corection 2 Available on https://www.teachingenglish.org.uk/article/error-correction-2 • write down the strategies of error correction, recommended in the articles		

Розділ 1.3 Розвиток автономії учня / Learner Autonomy

1.3.1 Уявлення про автономію учня. Принципи автономії. Умови для розвитку автономії учня / Notions of Learner Autonomy. Principles of autonomy. Conditions for developing Learner Autonomy.

Module	1 Understanding Learners and Learning
Unit	1.3 Developing Learner Autonomy
Session	1
Topic	Notion of Learner Autonomy. Principles of autonomy. Conditions for developing learner autonomy
Objectives	By the end of the session students will be aware of: ● the notion of learner autonomy; ● the principles of learner autonomy; ● conditions for developing learner autonomy
Time	80 mins
Materials and equipment	Handouts: 1, 2, 3, 4, 5, 6.1, 6.2, 6.3, a smart board.

Procedure	Purpose	Time

Procedure	Purpose	Time
Goal-setting. Involving students into goal-setting.	To make students get aware of the goals of the session and means of achieving them (interiorize the goals of the lesson	5 min.
Activity 1: Definitions of learner autonomy • Ask students to make assumptions and characterize "an autonomous learner" – AL (Students make a word-web around the picture of AL, writing adjectives that characterize an autonomous learner in their opinion). • Distribute Handout 1. Ask students to read the definitions of learner autonomy and point out the key words. • Ask students to have a look again at the word web they have made and add to it some missing characteristics. • In order to check whether students understand the essence of the notion "autonomous learning", split students into groups and ask them to discuss the following questions, highlighted on the smart board: 1. Does autonomous learning mean studying on line? 2. Does autonomous learning mean learning a language on one's own (without a teacher)? 3. Is a teacher unnecessary for an autonomous learner?	To enable students' understanding of the notion "learner autonomy"	20 min.

4. Can we call a learner, who studies thoroughly, autonomous? 5. Is autonomous learning a conscious or subconscious process? 6. Is being autonomous innate capacity of a learner? • After students have discussed the questions, ask them to share their opinion on them.		

Activity 2: Learning experience. • Distribute Handout 2 and ask students to answer the questions and choose from 1 (the lowest score) to 5 (the highest score). • Split students into pairs ad ask them to share the results with a partner following the questions in the Handout.	To enable students' reflection on their experience as language learners.	10 min.

Activity 3: Principles of autonomy ● Distribute the tables with the three principles of autonomy written there and blank spaces for the description teacher's work to provide them. (Handout 3). ● Ask students to match the descriptions teacher's work on cut-up slips (Handout 4) with the corresponding principles of autonomy, placing them in the right space in the table (Handout 3) ● Ask students to check their answers with the key (Handout 5).	To enable students' understanding of the principles of autonomy	10 min.

Activity4: Conditions for developing learner autonomy. • Split students into groups of 3 ("Home" groups). • Give each group a different text (Handouts 6.1, 6.2, 6.3). • Ask students to read the texts individually and identify conditions for developing learner autonomy. Ask students with the same text to get into "expert" groups. Ask them to discuss their text and agree on ways to present their findings to the "Home" groups. Invite students to their "Home" groups. Ask them to exchange information and make a list of conditions for developing learner autonomy. • Ask students to pass their lists clockwise to other groups, read the lists and add their ideas	To explore the conditions for developing learner autonomy	15 min.

to them. Go on until the lists get back to their initial groups.		

Activity 4: Summary and round-up
 	
Ask students to reflect on the session and tell
 	
  • what knowledge and abilities they have acquired;
 	
  • what questions have been left without answers;
 	
  • what activities were the most interestibg/ difficult.
	To encourage students to reflect on their achievements at the session and enhance their responsibility for their work	10 min.

Homework Ask students to write their own definitions of the notion "autonomous learning" on the base of what they have learned at the session.		

1.3.2 Автономія в класі / Autonomy in the classroom

Module	1 Understanding Learners and Learning
Unit	1.3 Developing Learner Autonomy
Session	2
Topic	Autonomy in the classroom
Objectives	By the end of the session students will be aware of: • a teacher and students' roles in autonomous classroom; • activities in autonomous classroom; • documentation in autonomous classroom; • the integral elements of autonomous learning (goal setting, planning, monitoring, evaluation, reflection)
Time	80 mins
Materials and equipment	Handouts: 1, 2, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, video

Procedure	Purpose	Time

Procedure	Purpose	Time
Goal-setting. Involving students into goal-setting.	To make students get aware of the goals of the session and means of achieving them (interiorize the goals of the lesson	5 min.
Activity 1: Teacher and students' roles in autonomous classroom. Documents in autonomous classroom. • Download a video "Learner autonomy across the border from theory to practice" by Dorte Asmussen (Youtube), demonstrating an autonomous classroom. • *Pre-watching activity:* Ask students to imagine an autonomous classroom, ask them to describe what they see. Elicit random answers (the picture of an autonomous classroom is vague, not clear). • Ask students to pay attention to teacher and students' activities in the classroom , while watching the video and answer the following questions (the questions are reflected on the board): 1. In what kind of activities are students engaged during the lesson? 2. Are they involved in cooperative work / peer tutoring / peer assessment? 3. What types of documents do students keep? 4. How does a teacher involve students in decision making? 5. How extended is her TTT (Teacher Talking	To enable students' understanding of teacher and students roles and types of documents students keep in autonomous classroom	30 min.

Time)? • Split students into groups. • Ask them to share their impressions of the video and discuss teacher and students 'roles in the autonomous classroom they have seen in the video. • Ask them to fill in the table with the headings: 1. Teacher roles in autonomous classroom. 2. Students roles in autonomous classroom. Types of documents in autonomous classroom (Handout 1) • Ask them to exchange the papers with teacher and students' roles round the classroom clockwise until each of the papers comes back to its "home" working group. • Encourage students to add new ideas and write them down in the corresponding part. **Keys:** *Teacher 's roles:* To organize students' collaborative work To involve all students into work To help To create a friendly atmosphere *Students' roles* To participate in group work To share their home work To do peer tutoring To do peer assessment *Documents students keep in autonomous classroom* 1.Lodgbooks (extended exercise books where dates, aims, objective and the process of learning are reflected) 2.European Language Portfolio. It contains products of learning. 3. Posters which reflect: a) lessons' aims; objectives; plans; b) ideas; c) things to remember(Dos / Don'ts; rules; d) presentations; e) help (useful expressions; new words).		

Activity 2: **The structure of autonomous lesson** • Regroup students. • Distribute handout 2 to them and ask them to analyze the structure of it. • Ask them to compare the lesson they have seen in the video and the sample of the lesson on handout 2.	To enhance students' understanding of autonomous lesson structure	10 min.

Activity 3: **"A plan of implementing learner autonomy in Ukrainian classroom"**	To encourage students' creativity	25 min.

• Ask students to stay in the same group and prepare their posters reflecting their plan of implementing learner autonomy in Ukrainian classroom. • Invite students to present their posters. • Encourage them to discuss the ideas, presented by different representative of the groups.	and critical thinking	

Activity 4: Reflection Ask students what they have learned, have become able to do.	To encourage students to reflect on their achievements at the session and enhance their responsibility for their work	10 min.

Homework • Ask students to read the texts about different elements of autonomous learning and make their pictures/ schemes of autonomous learning, reflecting all these elements (Handouts 3). • Ask students to observe a lesson at school and to reflect what elements of autonomy are implemented there.		

1.3.3 Автономія за межами класу/ Autonomy beyond the classroom

Module	1 Understanding Learners and Learning
Unit	1.3 Developing Learner Autonomy
Session	3
Topic	Autonomy beyond the classroom
Objectives	Be able by the end of the session : ● to distinguish out- and in-classroom language learning characteristics; ● to be aware of such types of autonomous learning beyond the classroom as self-access, CALL, tandem learning; ● to be aware of such e-learning tools: language learning websites, podcasts, communication platforms.
Time	80 mins
Materials and equipment	Handouts: 1, 2, a smart board.

Procedure	Purpose	Time

Procedure	Purpose	Time

Lead-in:
 	
 •   Split students into groups and ask them to work in groups and discuss similarities and differences of in- and out-of-classroom language learning according to such criteria:
 1.*Setting* (place) *of learning*: in the classroom, at home, computer centre, in the street.
   2.*Mode* (way) *of learning*: individual / group work, work with a computer.
 3.*Motivation:* intrinsic / extrinsic.
 	
 • Ask students to work in the same groups and try to figure out the essence of the following types of autonomous learning beyond the classroom:
   Self-access;
   CALL;
   Distance learning;
   Tandem learning;
   Studying abroad.
 	
 ●   Involve students into goal setting of the session.
	Referring to students' personal experience and their knowledge about autonomous learning in the classroom.
	
	 To make students get aware of the
		15 min.

	goals of the session and means of achieving them	
Activity 1:Figuring out the essence of different types of autonomous learning beyond the classroom ● Regroup students and ask them to read in their "home" group the text about one type of autonomous learning beyond the classroom (*Self-access; CALL; Distance learning; Tandem learning; Studying abroad)* (**Handout 1**). ● Then ask them to mingle in the classroom and share the information they've read with the students of other groups. ● Ask students to return to their "home" groups and write the lists of advantages and disadvantages of Self-access; CALL; Distance learning; Tandem learning. ● Show to students the video "***Promoting Learner Autonomy" (Youtube)*** with the analyses of out-of-class autonomous learning. Ask students to complete their lists of advantages and disadvantages, using the information from the video.	To familiarize students with different types of autonomous learning beyond the classroom	30 min.
Activity 2:E-learning tools ● Distribute to students ***Handout 2*** with the information about different e-learning tools: websites, online courses, online dictionaries, podcasts, communication platforms etc, e.g.: 1.*Learenenglish.britishcouncil.org./podcasts/files* *2. I wanna talk about* *3.Voicethread* *4.Hangout* *5.Voxopop* *6.Micro-blogging* *7.Podomatic* ● Ask students to share their personal experience of using e-learning tools	to make students get acquainted with different e-learning tools which help to realize out-of-class autonomous learning	15 min.
Round-up ● Ask students to reflect on the goals of the lesson and tell the group whether they achieved them	To create conditions for the students to reflect on different types of autonomous learning beyond the	5 min

	classroom.	

Home work Ask students to choose one of e-learning tools: websites, online dictionaries, online courses suggested to them, practise it and make a project, describing advantages and disadvantages of e-learning tool, which was used, for improving language skills.	To foster students practicing new types of out-of-class learning to enhance their learning autonomy	

1.3.4 Європейське мовне портфоліо / European Language Portfolio

Module	1 Understanding Learners and Learning
Unit	1.3 Developing Learner Autonomy
Session	4
Topic	European Language Portfolio: structure, functions, implementation
Objectives	By the end of the session students will be aware of: ● the structure, functions and implementation of the European Language Portfolio ● By the end of the session students will be able to create and use their own European Language Portfolio
Time	80 min.
Materials and equipment	Handouts: 1, 2, 3, 4 a smart board.

Procedure	Purpose	Time

Introduction to the topic. ● Announce the topic of the lesson to students and ask them to guess what ***the European Language Portfolio*** stands for. With the help of additional questions help them to figure out the meaning of the notion. (Ask them what kind of Portfolios they know.) ● Then involve students into ***goal-setting*** of the lesson. Ask them what they would like to know about *the European Language Portfolio.* ● After that tell them that in order to know more about the *European Language Portfolio*, they need to understand the meaning of some other words (which are written on the board). Ask students to explain their meaning in English (if the words are familiar to them) or to try to guess what the words mean. <u>The topical vocabulary</u>: ***The CEF (the Common Europe Framework)*** ***Lifelong learning*** ***Communicative proficiency*** ***Pluriliguism*** ***Pluriculturalism*** ***Self-assessment*** ***Goal-setting*** ***To be transparent across national boundaries*** ***To promote*** ***To foster***	To make students get aware of the goals of the session and means of achieving them To enable students' understanding of the topical vocabulary	10 min.

		40 min.
Activity: 1.Revealing the structure, functions and implementation of the European Language Portfolio	To make students get aware of the structure, functions and implementation of the European Language Portfolio	
● Invite students to watch the video *"What is the ELP"* (https://www.youtube.com/watch?v=mACNvTx7pXO) Ask them to make notes while watching the video and be ready to answer the following questions: **1)** What are the components of the ELP? (*answer:* <u>Language Passport; Language Biography; Dossier</u>) **2)** What are the functions of these components? (*answer*: <u>Language Passport</u>: • captures learner's linguistic identity, • summarises language learning and intercultural experience, • and records the owner's periodic self-assessment . <u>Language Biography</u>**:** is used to • set intermediate learning goals, • review progress, • and record and reflect significant language learning and intercultural experiences; In **Dossier** the owner collects samples of his/her work and evidence of his/her achievements in second/foreign language learning.) **3)**What are the functions of the ELP? (answer: <u>The functions of the ELP are</u> 1.<u>Pedagogical function</u> (designed to make the language learning process more transparent to learners and to foster the development of learner autonomy (it assigns a central role to reflection and self-assessment). 2. <u>Reporting function</u>, providing concrete evidence of second/foreign language communicative proficiency and intercultural experience. In addition the ELP is intended to promote the development of plurilingualism, the ability to communicate in two or more languages besides one's first language.) **4)** What are the key-features (purposes) of the ELP? (*answer*: the ELP: • Make the learning process more transparent and to develop the learner's ability to assess his/her		

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own competence
- Facilitate mobility within Europe by providing a clear profile of the owner's language skills
- Contribute to mutual understanding within Europe by promoting plurilingualism (the ability to communicate in two or more languages) and intercultural learning;
- Encourages life-long learning.)
    5) What are the six levels which are elaborated in the Common European Framework of Reference for Languages?
  (*answer*:
- A1 - Breakthrough
- A2 -Waystage
- B1 - Threshold
- B2 - Vantage
- C1 - Effective Operational Proficiency
- C2 - Mastery)
    6) How is communicative proficiency in the self-assessment grid in the language passport defined?
  (*answer*: the self-assessment grid in the language passport summarizes communicative proficiency at these six levels in relation to five skills: listening, reading, spoken interaction, spoken production, writing)
- After students have watched the video ask them to split into groups, compare their answers to the questions and write their own questions (if they have any) about the ELP.

- Then invite representatives in each group to read aloud their questions about the ELP and encourage students to answer them, share their opinions on different problems.

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Activity 2: Student reflection in portfolio assessment

- Distribute Handout 1 and ask students to answer the questions.

- Split students into groups of three and ask them to discuss their answers to questions in the Handout.

- Then distribute Handout 2 with self-assessment grid and ask students to assess their level of communicative proficiency in relation to five skills (listening, reading, spoken interaction,

</td><td>To enable students' reflection on their language learning</td><td>15 min.</td></tr>
</table>

spoken production and writing).		

Activity 3: Summary and round-up Ask students to reflect on the session and tell • what knowledge and abilities they have acquired; • what questions have been left without answers; • what activities were the most interesting/difficult.	To encourage students to reflect on their achievements at the session and enhance their responsibility for their work	5 min.

Homework Ask students to make their own ELP with Language Passport; Language Biography; Dossier, using Handout 3 as an example.		

1.3.5 Теорії автономії учня / Theories of learner autonomy

Module	1 Understanding Learners and Learning
Unit	1.3 Developing Learner Autonomy
Session	5-6
Topic	Theories of Learner Autonomy
Objectives	To know by the end of the session : ● the characteristics of learner-centeredness and individualization; ● distinctions between learner-centeredness and teacher-centeredness; ● methods of learner-centered approach;
Time	80 mins
Materials and equipment	Handouts: 1, 2, 3,4, a smart board.

Procedure	Purpose	Time

Procedure	Purpose	Time
Lead-in: ● Ask students how they understand the differences between teacher-centered and learner-centered approaches in learning. ● Ask students what **learner-centered approach** emphasize : *a) cognitive factor of learning (knowledge);* *b) emotional factor of learning; or* *c) cognitive and emotional factors* on the base of the definition of learner-centered approach on the board: **"Learner-centered approach** is a humanistic approach which is based on whole person education. Whole-person education pays attention not only to the development students' intelligence quotient (IQ), but also to students' emotional quotient (EQ). According to this approach successful language learning depends much on learners' feelings. Negative attitudes (including a lack of motivation or self-confidence and anxiety) are said to prevent students from successful learning". Elicit some answers from the students, ask them to give their explanation and arguments.	To refer to students' personal experience and their knowledge about teacher-centered and learner-centered approaches in learning.	10 min.

Procedure	Purpose	Time
Activity 1: Learner-centeredness vs Teacher-centeredness ● Split students into groups and ask them to match the characteristics of classroom work,	To help students understand the characteristic features of learner-	25 min.

given on strips of paper, and the type of language learning approaches, written in a table (**Handout 1**). **The key:** *Teacher-centered approach*: - Teacher is the sole leader. - Discipline comes from the teacher. - Teacher plans the exact direction of the lesson in advance. - Learning is based on receiving the knowledge. - Management is a form of oversight. - Teacher makes the rules and posts them for all. **Learner-centered approach**: - Leadership is shared. - Discipline comes from the self. - All students have the opportunity to become an integral part of the management of the classroom. - Teachers allow to develop lessons in response to students' interests. - Management is a form of guidance. - Rules are negotiated by the teachers and students. ● Encourage students to choose a representative from the group to speak about the result of their work. ● Ask students to watch the video *"Classroom Observation – Student Autonomy" (Youtube)* and to write in their groups some more characteristic features of learner-centered approach in learning. Then invite students to discuss their results in class. ● Ask students to make sentences about advantages of learner-centered approach using the following scheme: *Learner centeredness* … strengthens/ reduces/ promotes/ enhances/ encourages … - motivation by giving students some control over learning process; - reflection on what and how students are learning; - peer communication; - discover/ active learning; - responsibility for one's learning; - disruptive behavior. Invite students to read their sentences and add some other advantages of learner-centeredness, which were not mentioned.	centered approach, its difference from teacher-centered approach.	

Activity 2: Individualization in teaching ● Ask students how they understand the meaning of individualization in teaching. Invite students to compare their understanding	To make students be aware of the meaning of individualization in	20 min.

of the notion with the following definition: "***Individualization*** is based on recognition of every learner individual peculiarities which must be met in learning process".
● Encourage students to discuss in groups and find out the solution to such problems in heterogeneous classes:
  - different levels of students' abilities (proficiency);
  - different students' motivation and confidence;
  - different students' pace of learning;
  - different learning styles.
Invite students to share their decisions with the class.
 	
● Distribute ***Handout 2*** to students and ask them to match the problems of heterogeneous classes and some suggested ways of solving them. Invite them to speak about their results.
The key:
a) − 5, 6;
b) − 1, 2, 3, 5, 7;
c) − 4;
d) − 7.
    Some ways of classroom work can foster solving several pedagogical problems.
	teaching	

Activity 3: Learner-centered methods ● Split students into three groups and give each group a different text about discovery/ inquiry method, question and answer method and problem-based learning and teaching method. After they have read the texts ask students share the information they have read with the students of other groups. ● Ask students to return to their home groups. Give each group a piece of paper with the name of one of learner-centered methods. Invite students to write the basic characteristics of the method. After 3 min. ask students to let their paper go the other group clock-like. This time each group is asked to add the characteristics of the other method, which their group-mates gorgot to write.	To make students be aware of learner-centered methods	20 min

Round-up ● Ask students to reflect on the goals of the lesson and tell the group whether they achieved them	To create conditions for the students to reflect on the characteristic	5 min

	features of learner-centered approach and individualization	

Home work Ask students to observe a lesson at school and describe the approaches (learner-centered or teacher-centered) implemented by teachers there.	To foster students understanding of learner-centered approach and individualization peculiar features.	

1.3.6 Психологічні фактори автономії учня. Стратегії учіння та стилі учіння / Psychological factors of learner autonomy. Learning strategies and learning styles

Module	1 Understanding Learners and Learning
Unit	1.3 Developing Learner Autonomy
Session	7
Topic	Psychological factors of learner autonomy. Learning strategies and learning styles
Objectives	By the end of the session students will develop an understanding of: ● the notions "learning strategies" and "learning styles", their differences; ● direct/Task-based and indirect/metacognitive learning strategies; ● strategies to facilitate learning vocabulary, grammar, reading/listening, speaking/writing; and learning management (setting goals, monitoring, reflecting, assessing); ● personal strategies to learning English.
Time	80 mins
Materials and equipment	Handouts: 1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6, 7, a smart board.

Procedure	Purpose	Time

Procedure	Purpose	Time
Lead-in: Attract students attention to the quatation: "Students' autonomy grows as a result of their never- ending effort to understand the WHat, the WHy and the HOW of their learning" (Dam 1995) Split students into groups asking them to choose pieces of paper with the questions "What", "Why" and "How" and find their place in the room (The pieces of paper with "What", "Why" and "How" are put in different places of the room). Ask each of the group to reveal the meaning of the WHAT, the WHY or the HOW of students' learning according to their heading on a piece of paper. Then ask them to answer such questions: Which item (what to learn, why to learn or how to learn) is more focused at the lesson? (Usually "How to learn", that is students' learning strategies are not often paid attention to) How important are all these items for successful learning? Is "the How of students' learning", that is different ways, techniques of learning,	To attract students attention to the importance of their awareness of learning strategies. To make students get aware of the goals of the lesson and means of	5 min. 5 min.

important? **Goal-setting**. Involving students into goal-setting.	achieving them (interiorize the goals of the lesson	
Activity 1: The definition of learning strategies. Differentiating learning strategies and learning styles. ● Distribute the handouts of three different colours with the definitions of learning strategies and learning styles (Handout 1). ● Ask students to find their partners and find out differences between learning strategies and learning styles on the base of the definitions: *"Learning styles* – consistent tendencies that one uses when trying to learn; particular character traits that a person uses". *"Learning strategies* are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so"(Wenden (1998)) (Learning styles are innate personal habits, while I learning strategies are not innate, they are conscious metal operations performed by a person). ● Ask students to share their opinions. ● Attract students; attention to another statement on Handout 1: "…when learner consciously chooses *strategies* that fit his or her *learning style* …, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning." (Oxford, 2001). Ask students to discuss in groups how strategies and styles are related to each other on the base of the quotation. Give students handout 2.1 and ask them to match learning styles and learning (vocabulary) strategies and explain their answer. Ask them to check their answer (handout 2.2)	to familiarize students with the notion of learning strategies and get them to differentiate the notions of learning strategies and learning styles	10 min.
Activity 2: Learning strategies classification. Task-based strategies vs metacognitive strategies. ● Split students into 3 groups. ● Distribute the tables with the names of learning strategies reflected in it and blank spaces for their specific descriptions. (Handouts 3.1 and 3.2). ● Ask students to match the specific descriptions on cut-up slips (Handouts 4.1 and 4.2) with the corresponding Task-based or metacognitive strategies, placing them in the right space in the table (Handouts 3.1 and 3.2) Ask students to check their answers with the key (Handouts 5.1 and 5.2).	to make students aware of Task-based and metacognitive learning strategies, their distinctions.	15 min.

Activity 3: Teaching strategies. Tell students that learning strategies must be embedded into lesson procedure and taught by teachers. Besides, learning strategies depend on teaching strategies teacher uses. ● Ask students to work in the same groups and give each group 3 pieces of paper with the descriptions of different classroom activities Handout 6); ● Ask them to read the descriptions and to answer the questions after them; discuss in groups how reasonable teacher's strategies were; ● Then ask students to read the descriptions of classroom activities aloud to the students of other groups and tell them their opinion about the teacher's strategies.	To make students aware of the purposes of teaching strategies	15 min.

Activity 4: Learning strategies. ● Regroup students into other 3 groups and give them Handout 7 with students' reports about their strategies that make them successful learners; ● Ask students to discuss in groups if they have practised the strategies described in reports; ask them to share their own learning strategies with each other;	To make students aware of successful learning strategies and their own personal strategies of learning English	15 min.

Activity 5: "A successful learner" ● Ask students to work in the same groups and give each group a strip of paper with the heading: vocabulary/ grammar, reading / listening or speaking /writing. ● Ask them to make posters reflecting there their own learning strategies and new strategies (which they haven't known) according to the heading they have (either vocabulary/ grammar, reading / listening or speaking /writing). ● Invite the representatives in the groups to present their posters.	To help students develop their creative skills and provide them with an opportunity to share their own views on deep approach to FL teaching and learning	20 min.

Round-up Ask students to reflect on the goals of the lesson and tell the group whether they achieved them	to create conditions for the students to reflect on their approach to learning English	

1.3.7 Рівні автономії / Levels of autonomy

Module	1 Understanding Learners and Learning

Unit	1.3 Developing Learner Autonomy
Session	8-9
Topic	Levels of autonomy. Elements of learner autonomy: responsibility, self-awareness, decision making (determining the objectives, defining content, selecting methods and techniques, assessing progress)
Objectives	By the end of the session students will be aware of: ● the levels of autonomy and elements of autonomy By the end of the session students will be able to: ● determine the objectives; ● assess progress; ● reflect on language learning.
Time	80 mins
Materials and equipment	Handouts: 1, 2, a smart board.

Procedure	Purpose	Time

Procedure	Purpose	Time
Activity 1: Defining levels of learner autonomy • Split students into three groups. Distribute Handout 1 to them with the table where 5 levels of learner autonomy are described according to learner's ability to set goals. The students' task is to put the levels of learner autonomy in the right order, starting from the level where learners have an elementary ability to set goals being guided by a teacher and finishing by the level where learners can independently set their goals. After the completion of the task the representatives of groups are invited to read aloud the names of learner autonomy levels and give their arguments for the order of levels they have chosen. • Ask students to identify their level of learner autonomy in terms of setting goals. Then tell them that they are going to make a diagram demonstrating physically their learner autonomy levels. Invite students to choose Picture with №1 / №2/ №3/ №4 or Picture with №5 according to their levels and go to their pictures, which are situated in front of the classroom.	To enable students' understanding of learner autonomy levels and develop students' analytical abilities To encourage students to reflect on their ability of setting goals	20 min.

Activity 2: Practising setting learning goals	To develop students' ability to set learning goals	20 min.

• Invite students to choose the goals, which appeal to them, among the suggested by you goals for learning the topic "Education" in English Practice:
 	
     o To get to know about the Educational System in the UK / the USA.
 	
     o To learn about the students life abroad.
 	
     o To learn the topical vocabulary and be ready to describe and compare universities in Ukraine and Great Britain.
 	
     o To be ready to speak on the urgent Higher Education problems in Ukraine using active vocabulary.
 	
     o To be ready to give the school leavers advice how to overcome first year student fears and get accustomed to university studying successfully.
 	
 • Suggest students adding their own goals to those, which they have chosen. Then invite students to mingle with the group-mates in the classroom, share their goals with each other and find those students, who have the same ones.
 	
 • Invite students to write their goals for learning the topic "Sport", independently (or using goals-sample on the topic "Education"). Encourage several students to read their goals.		

Activity 3: Elements of learner autonomy and responsibility	To enable students' understanding of the elements of learner autonomy and responsibility	30 min.
• Ask students to recollect the important features of an autonomous learner. Elicit several answers to remind everyone that responsibility is a necessary feature of an autonomous learner. • Split students into two groups. Ask them to make posters, describing qualities of a responsible learner. Invite representatives of groups to present their posters. • Ask students to stay in the same groups and give each student in a group a different piece of text (Handout 2) about such necessary		

elements of responsibility as: motivation, self-confidence, evaluation, learning strategies, cooperation. ● Then ask students to mingle with their group-mates in the classroom and share the information they have read. After that invite students to add to their posters additional features of a responsible learner, if it is necessary.		

Activity 4: Summary and round-up Ask students to reflect on the session and tell ● what knowledge and abilities they have acquired; ● what questions have been left without answers; ● what activities were the most interestibg/ difficult.	To encourage students to reflect on their achievements at the session and enhance their responsibility for their work	10 min.

Homework Ask students to write their learning goals for the next term.		

Частина 2

Додатки

2.1 Робочі матеріали до занять

Unit 1.1: Psychological Factors in Language Learning
Session 1: Affective factors in language learning
Handout 1: Classroom activities

Speaking in front of the class
Presenting a prepared dialogue in front of the class
Role playing a situation
Opening a discussion based on volunteer participation
Preparing a skit in pairs
Writing your work on the board
Doing exercises in the book
Talking to a native speaker
Writing a composition in class
Competing in class by teams
Working in groups of 3 or 4
Working on projects
Writing a composition at home

(Adapted from: Occhipinti, Alessia (2009) Foreign Language Anxiety in in-Class Speaking Activities https://www.duo.uio.no/bitstream/handle/10852/25584/Daxstamparexoggixultima.pdf Accessed: 10.07.2016 20.24

Unit 1.1: Psychological Factors in Language Learning
Session 3: Affective factors in language learning
Handout 2: Personality factors that affect learning

"

 Read the text about anxiety below. Underline the key words. Share the information with the group.

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 the text about self-esteem below. Underline the key words. Share the information with the group.

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 the text about inhibition below. Underline the key words. Share the information with the group.

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 defenses 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 defenses. 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 defenses 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 the text about risk-taking below. Underline the key words. Share the information with the group.

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 my 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. Accessed: 10.07.2016 20.13

Unit 1.1: Psychological Factors in Language Learning
Session 1: Affective factors in language learning
Handout 3: Performance Anxiety Types

Match the symptoms on cut-up slips with the corresponding anxiety type.

Performance Anxiety Type	Symptom

Communication apprehension	
Test anxiety	
Fear of negative evaluation or being less competent than other students	

(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; Accessed: 11.07.2016 20:10)

Unit 1.1: Psychological Factors in Language Learning
Session 1: Affective factors in language learning
Handout 4: Symptoms of Performance Anxiety

It frightens me when I don't understand what the teacher is saying in the foreign language.

I start to panic when I have to speak without preparation in language class.
I often clench or wring my hands.
I start to pace back and forth, keeping my hands in pockets.
Sometimes I lick my lips, adjust my hair or clothing or touch my face.
I feel very self-conscious about speaking the foreign language in front of other students.
The more I study for a language test the more confused I get.
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 feel overwhelmed by the number of rules you have to learn in the foreign language.
I worry about making mistakes in language class.
I am afraid that my language teacher is ready to correct every mistake I make.
I always feel that the other students speak the foreign language better than I do.
I worry about getting left behind.
I am afraid that the other students will laugh at me when I speak the foreign language.
It embarrasses me to volunteer answers in my language class.
I can feel my heart pounding when I'm going to be called on in language class.

(Adapted from Occhipinti, Alessia Foreign Language Anxiety in in-Class Speaking Activities (2009); 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; Accessed: 11.07.2016 20:10)

Unit 1.1: Psychological Factors in Language Learning
Session 1: Affective factors in language learning
Handout 5: Performance Anxiety Types and Symptoms

The key

Performance Anxiety Type	Symptom

Communication inhibition	It frightens me when I don't understand what the teacher is saying in the foreign language. I start to panic when I have to speak without preparation in language class. I often clench or wring my hands. I start to pace back and forth, keeping my hands in pockets. I feel very self-conscious about speaking the foreign language in front of other students.
Test anxiety	The more I study for a language test, the more confused I get. 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 feel overwhelmed by the number of rules you have to learn to speak a foreign language.
Fear of negative evaluation or being less competent than other students	I worry about making mistakes in language class. I am afraid that my language teacher is ready to correct every mistake I make. I always feel that the other students speak the foreign language better than I do. I worry about getting left behind. I am afraid that the other students will laugh at me when I speak the foreign language. It embarrasses me to volunteer answers in my language class. I can feel my heart pounding when I'm going to be called on in language class.

(Adapted from Occhipinti, Alessia Foreign Language Anxiety in in-Class Speaking Activities (2009); 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; Accessed: 11.07.2016 20 :12)

Unit 1.1: Psychological Factors in Language Learning
Session 1: Affective factors in language learning
Handout 6: Performance Anxiety Reducers

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Brainstorm in groups possible ways of reducing students' anxiety by the teacher and students themselves.

Ways of reducing students' anxiety by teachers	Ways of reducing anxiety by students themselves
For ex.: Create a positive cooperative	For ex.: Don't panic. Believe in yourself!

learning atmosphere.	
For ex.: Have music playing during a written test.	For ex.: Prepare for tests and projects with other students.
For ex.: Reward students for the job well done through verbal praise.	For ex.: Be sure! Anyone can make a mistake.

Unit 1.1: Psychological Factors in Language Learning
Session 1: Affective factors in language learning
Handout 7: Performance Anxiety Reducers

The key.

Ways of reducing students' anxiety by teachers	Ways of reducing students' anxiety by students themselves
● Create a positive cooperative learning atmosphere ● Encourage students to take risks (for example, paraphrasing, using gestures, guessing meanings). ● Keeps the class moving through assignments, stations, and activities. ● Provide emotional support. ● Point gently to distracting mannerism and habitual purposeful movements.	● Don't panic. Believe in yourself! ● Practice the language together. ● Practice positive self-talk! ● The more I practice speaking in the classroom the more confident I'll become. ● Record yourself speaking and watch the playback. ● Imagine a calm, beautiful view.

● Have music playing during a written test. ● Let your students chew gum or during hard exams, sometimes help to concentrate. ● Have music playing during a written test.	● Prepare for tests and projects with other students. ● Prepare for tests in good time. ● Have enough sleep and eat a proper meal before your test /exam.
● Reward students for the job well done through verbal praise. ● Don't be impatient with nervous students who seem unwilling or unable to participate freely. ● Offer a lighthearted tale about your failures as a student and help them to see the bigger picture.	● Be sure! Anyone can make a mistake. ● Use the opportunity to learn from mistakes. ● Remember! Failure is the world's greatest teacher. ● Don't take failure close to your heart! ● Making mistakes is a normal learning process!

(Adapted from Occhipinti, Alessia Foreign Language Anxiety in in-Class Speaking Activities (2009); 20 Tips to Reduce Student Anxiety http://www.teachthought.com/teaching/20-tips-to-reduce-student-anxiety/, (February 17, 2013), accessed 11.17.2013, 22:40)

Unit 1.1: Psychological Factors in Language Learning
Session 1: Affective factors in language learning
Handout 8: Positive Self-Talk

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I. Reframe the negative bearing statements marked with the sign «−» on the left-hand side of the card into positive affirmations with the sign «+» on the right, as shown in the example.

Example: («−») I'm afraid I will fail this test paper → («+») If I study hard, practice a lot and revise all the material necessary, I will easily pass this test paper.

« − »	« + »
I'm stupid. I can't utter a word in front of the class.	

« − »	« + »
I'm the worst student in the foreign language	

class.	

« − »	« + »
Every time my teacher asks me spontaneous questions I "freeze up".	

« − »	« + »
Everyone else is OK, I'm the only one who looks foolish in the foreign language class.	

« − »	« + »
I'm afraid of making mistakes in my language class. I'm sure everybody will laugh at me.	

« − »	« + »
I hate to role play a situation spontaneously in front of the class. I'm afraid of failing it and letting my partner down.	

« − »	« + »
I am a bad learner because my language teacher is ready to correct every mistake I make.	

II. Share your ideas with the whole group. Student 1 has to read aloud the original negative statement and Student 2 has to present the newly formulated positive affirmation.

Unit 1.1: Psychological Factors in Language Learning
Session 1: Affective factors in language learning
Handout 9: A sample of Dialogue-Journal page

Student's Reflections	Teacher's Comments
There were a lot of things that made me anxious in my first year at the University. From the very beginning I started to compare myself with other students who seemed much brighter than I was, so I felt very shy and seldom volunteered to speak in front of the class… etc.	I know how you felt. When I was a little girl, I was also shy and afraid of many things, but my father told me that the best way to fight fear was to face it… etc.

Unit 1.1: Psychological Factors in Language Learning
Session 2: Motivation

Handout 2: Types of Motivation

Items of intrinsic motivation	Items of extrinsic motivation

Student A

Intrinsic motivation (based on internal factors)
Intrinsic motivation is defined as desire to do something because it is worthwhile (Williams and Burden, 1997). Based on the Self-Determination Theory (SDT), Ryan and Deci (2000:55) define intrinsic motivation as "doing something because it is inherently interesting or enjoyable".

Extrinsic motivation (based on external factors)
Extrinsic motivation is a willingness to do something because of its benefits, for instance, to obtain a good position and well paid job or passing an exam. Ryan and Deci (2000:233) state that "extrinsic motivation refers to doing something because it leads to a separable outcome". This means, there are external factors that promote individuals to be motivated to achieve a particular goal in their life.

Student B
Integrative motivation (socially or culturally oriented)
Integrative motivation is frequently defined as an individual's desire to learn a language because of its value in helping them integrate with speakers of the target language as well as for cultural enrichment. In other words, integrative motivation is described as a learners' desire to identify with the culture of the second language community (Ellis, 2008).

Instrumental motivation (academic or career associated).

Instrumental motivation describes reasons for L2 learning as related to the potential pragmatic benefits, such as achieving an academic goal or getting a better job (Dörnyei 2001: 49). Instrumental motivation is highly important in the society that uses a foreign language as a "tool" in the achievement of career goals. (i.e. Japan is a prime example of this, as success in employment and education relies on achievement in English) (Williams and Burden, 1997)

Unit 1.1: Psychological factors in Language Learning
Session 2: Motivation
Handout 3: Items of Motivation

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I learn English just because I like this language.	I learn English mainly because it is helpful to my future careerdevelopment.
Out of my love of English songs/movies, I have developed a great interest inthelanguage.	An important purpose for my English learning is to obtain a university degree.
Studying English offers a new challenge in my life.	I learn English because I want to study abroad after graduation.
Learning English can give me a sense of achievement.	I began to study English because my parents required me to learn it.
Items of integrative motivation	**Items of instrumental motivation**
I learn English because I want to learn the culture, history and lifestyles of English speaking countries.	Learning English is important for me, because English is a very useful tool for communication in contemporary society.
I view English as an important language in the world.	I learn English in order to facilitate the learning of other academic subjects.
Fluent oral English is a symbol of good education and accomplishment.	Only with good English skills I can find a good job in the future.
The ultimate purpose of my English learning is to emigrate to English-speaking countries.	I learn English in order to learn economic and technological developments in the world.

Adapted from Lei Zhao, Investigation into Motivation Types and Influences on Motivation, School of Foreign Languages, Yunnan University, (2012).

Unit 1.1: Psychological factors in Language Learning
Session 2: Motivation
HO 4 :Motivation Dichotomy

Intrinsic Motivation	**VS**	**Extrinsic Motivation**
Preference for challenge	VS	Preference for easy work
Curiosity/interest	VS	Pleasing a teacher /getting grades
Independent mastery	VS	Dependence on teacher in figuring out opinion
Independent judgment	VS	Reliance on teacher's judgment about what to do
Internal criteria for success	VS	External criteria for success

Adapted from Spolsky's image of the intrinsic-extrinsic dichotomy.Spolsky, Bernard – *Conditions for Second Language Learning*, 1989, Oxford University press (1989).

Unit 1.1: Psychological factors in Language Learning
Session 2: Motivation
Handout 5: Internal /External Factors of Student's motivation

Internal factors that influence students'	**External factors that influence students'**

motivation	motivation
1.Goals setting • I have a clear idea of the level of English I want to reach.	**1………………………………..** • I
•	•
2................................	**2………………………………..**
•	•
•	•
3……………………………..	**3…………………………………..**
•	•
•	•
4……………………………	**4……………………….**
•	•
•	•
5………………………........	**5.Classroom environment**
•	•
•	• In English class, the teacher should do less of the talking and give students more opportunities to express their opinions.

Unit 1.1: Psychological factors in Language Learning
Session 2: Motivation
Handout: 5 (the Key) – Internal /External Factors of Student's motivation

Internal factors that influence students' motivation	External factors that influence students' motivation
Goals setting	Significant others (Teachers, Parents)

• I have a clear idea of the level of English I want to reach.	• I study English because I want to please my parents.
• I often make a list of the things I have to do in my English course.	• Teachers should teach in a dynamic and interesting teaching style.
Expectancy	Materials and activities
• The English class will definitely help me improve my English.	• In an English class, I prefer activities and materials that really challenge me so that I can learn more
• I expect to do well in English class because I am good at learning English.	I like English learning activities in which students work together in pairs or small groups.
Anxiety	Relevance
• It embarrasses me to volunteer answers in English class.	• The teacher should know why the students are studying English so that the lessons can be made relevant to their goals and needs.
• I am afraid other students will laugh at me when I make mistakes.	• the classroom instruction and course content are seen to be favorable for mastering the FL
Self-confidence	Feedback
• I am confident in learning English.	• It is important for me to have teachers' feedback to know whether my responses are right or wrong.
• When facing with a hurdle in my English studies, I can get through it easily.	• Teacher's encouragement and praise can promote my English learning.
Self-efficacy	Classroom environment
• I think I have talent in English learning, because I have always done well in my English study.	• During English class, I would like to have only English spoken.
• I am not quite sure of my English ability because my grades for English classes at junior and senior high schools were not very good.	• In English class, the teacher should do less of the talking and give students more opportunities to express their opinions.

Adapted from Williams, M., & Burden, R. L.Psychology for Language Teachers: A Social Constructivist Approach. Cambridge: Cambridge University Press (1997).

Unit 1.1: Psychological factors in Language Learning
Session 2: Motivation
Handout 6:Motivational Strategies

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Creating the basic motivational conditions:

•   Create a pleasant and supportive learning environment. A context which is supportive will encourage pupils to develop their full potential.

•   Establish ground rules or a class contract between yourself and your class regarding behaviour and norms which everyone agrees to.

•   Encourage peer support groups which recognise individual pupils' interests, levels, skills and strength.

Generating initial motivation

• Inform your pupils of why they are asked to do this or that task. Tell them they can do it and will enjoy it!

• 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 or provide a point of entry (see below) for three or four and organise a class vote for the one pupils like best and, if possible, different groups can work on the story they prefer.

• Explain how the task is to be worked on.

• Prepare your pupils. Encourage pupils to think about their approaches to learning and how to build their confidence.

• 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.

Managing motivation

• break the monotony of learning

• make the tasks more interesting

• increase the involvement of students.

 Encouraging positive self-esteem

• Focus on students' effort, not on their abilities;

• Provide positive informational feedback;

• Use grades in a motivational manner.

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Adapted from Dorney, Z. Motivational Strategies in the language Classroom, 2001

Unit 1.1: Psychological Factors in Language Learning
Session 3: Learner Types
Handout 7: Case Studies on a Learner Type

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 do to 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 week 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 sayit 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.

Unit 1.1 Psychological Factors in Language Learning
Session 3 – Learner Types
HO2 - Read the Case Studies

I. Read the Case Studies (handout 1) below and match each type with a Learner Type below

> **Handout 1**
>
> **A Learner Type Grid**

An Intuitive Learner	

A Formal Learner	
An Informal Learner	
An Imaginative Learner	
An Active Learner	
A Deliberate Learner	
A Self-aware Learner	

II. In trio discuss why you have made such a choice.

Unit 1.1: Psychological Factors in Language Learning
Session 3 : Learner Types
Handout 3: Read the Case Study

_____

Read the Case Study for each learner type again (handout 1) and match each statement with a learner type(s)

A learner who is quite content to repeat things before they have seen them in writing	1. ……..	An Intuitive Learner
A learner who would prefer to have printed lessons ahead of time	2. ……..	A Deliberate Learner
A learner who wants to understand the structure of things before they practise them	3. ……… 4. ………. 5. ……	A Self-aware Learner An Active Learner A Deliberate Learner
A learner who dislikes drills	6. ………… 7. …………	A Self-aware Learner An Informal Learner

A learner who places high value on drilling	8. ……… 9. ……… 10. ……… 11. ……..	A Deliberate Learner A Formal Lerner An Imaginative Learner An Active Learner

II. Discuss why you have made such a choice with your group mates.

Unit 1.1: Psychological Factors in Language Learning
Session 4: Multiple Intelligences
Handout 1: List of Topical Vocabulary

Read and transcribe the words below
1. Verbal linguistic intelligence   лінгвістичний інтелект
2. Analytical / logical intelligence   аналітичний/ логіко-математичний інтелект
3. Musical intelligence   музичний інтелект
4. Visual spatial intelligence   візуальний інтелект
5. Kinaesthetic intelligence   кінестетичний інтелект
6. Interpersonal intelligence   міжособистісний інтелект
7. Intrapersonal intelligence   внутрішньоособистісний інтелект
8. Naturalist intelligence   природничий інтелект
9. The theory of multiple intelligences   теорія множинного інтелекту

Unit 1.1: Psychological Factors in Language Learning
Session 4: Multiple Intelligences
Handout 2: Multiple Intelligences

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Multiple Intelligences

Multiple intelligences? But how many are there? The number seems to go up and up. Howard Gardner is the man who first identified multiple intelligences and he has since added to his list.

Everybody has a different approach to learning and the more we understand about the type of learner we are, the more effective our studying should become.

Howard Gardner first introduced us to the idea of Multiple Intelligences in 1983. He believes that there are several types of intelligences that can't be simply defined from one IQ test. He categorises intelligences under the following headings;

1. Verbal linguistic – having a good verbal memory, being interested in words and how language works

2. Analytical / logical – being able to investigate and have a scientific approach to learning

3. Musical – being sensitive to sounds and rhythms

4. Visual spatial – being imaginative with a good visual memory

5. Kinaesthetic – being receptive to touching objects to enhance your memory

6. Interpersonal – being good in group work, listening to others

7. Intrapersonal – being aware of your own personal goals and motivations

8. Naturalist – understanding the link between nature and humans

It's important to understand that these intelligences work together and it would be unwise to think of ourselves as having only one or the other. Labelling learners as a particular type of learner could stop them from exploring all of their intelligences. So instead we should think of ourselves as having dominant intelligences.

When you are next in a classroom ask yourself these questions to think about how you learn:

- When I hear a new word do I need to see it written down to know how it's spelt?
- Am I interested in grammar and how English tenses are put together?
- Are my notes kept neatly in a methodical way?
- Do I keep a personal dictionary of newly learnt words?
- Does my personal dictionary help me to remember the words?
- How easy do I find it to hear differences in sounds?
- Does drawing pictures of new words help me to remember them in English?
- Does touching an object help me to remember what it's called?
- Do I enjoy listening to the teacher and taking notes?
- Do I prefer working on my own or with other people?
- Do I know why I'm learning English?

This list of questions is obviously limited but it's a good start towards becoming a more effective learner. The more you are aware about your dominant intelligences in the learning process the more you can exploit them to make learning a more enjoyable and rewarding journey.

Available on https://learnenglish.britishcouncil.org/en/business-magazine/multiple-intelligences accessed on 30.09.2016

Unit 1.1: Psychological Factors in Language Learning
Session 4: Multiple Intelligences
Handout 3: What are you good at?

_____

What are you good at?
Choose one of these problems to solve.

Problem A
My 1st is in **bug** but not in **rug**
My 2nd is in **please** but not in **peas**
My 3rd is in **shut** but not in **shot**
My 4th is in **one** but not in **two**
When you find me, I will be **sad**

Problem B
Your two best friends are
very unhappy. They both
like you very much but they
don't like each other.
How can you help them?

Problem C
1 3 7 15 31 …?
Tell another student which problem you chose and why you chose it.

Taken from "Multiple Intelligences: What are you good at?", available on
https://www.teachingenglish.org.uk/article/multiple-intelligences-what-are-you-good, accessed on
1.10.2016

Unit 1.1: Psychological Factors in Language Learning
Session 4: Multiple Intelligences
Handout 4: Who is the Most Intelligent?

Who do you know who is intelligent?
Why do you think they are intelligent?
Write down the names of the famous people that your teacher gives you.

Put these people in order with the most intelligent person first.
1.
2.
3.
4.
5.

Taken from "Multiple Intelligences: What are you good at?", available on
https://www.teachingenglish.org.uk/article/multiple-intelligences-what-are-you-good, accessed on
1.10.2016

Unit 1.1: Psychological Factors in Language Learning
Session 4: Multiple Intelligences
Handout 5: 8 Intelligences According to Gardner

Dr Howard Gardner developed the theory of 'Multiple Intelligences'. He says that there are eight
kinds of intelligence, not just one. People are intelligent in different ways and therefore they learn
things in different ways. We should see all the different types of intelligence as important and
valuable. Education should help people to learn in different ways.

Brainstorm the eight different intelligences

Unit 1.1: Psychological Factors in Language Learning
Session 4: Multiple Intelligences
Handout 6: Definitions (Key)

Match the definitions to the different types of intelligences as explained by Howard Gardner.

- Interpersonal   a
- Visual Spatial   b
- Musical   c
- Kinaesthetic   d
- Naturalist   e
- Intrapersonal   f
- Verbal Linguistic g
- Analytical   h

Having the capacity to recognise patterns in the living world, with plants, animals, living things. 1.

Able to hear musical sounds and patterns. 2.

Having the capacity to solve problems or to make things with your body or parts of your body. 3.

Having the capacity to form and manipulate mental representations of large space the way a pilot or a navigator would. 4.
Having a clear understanding of yourself. 5.

Having an understanding of other people. 6.

Having the capacity to think in language and to mentally represent the world in words. 7
.
Having the ability to look at the world logically. 8

Available on https://learnenglish.britishcouncil.org/en/business-magazine/multiple-intelligences accessed on 01.10.2016

Unit 1.1: Psychological Factors in Language Learning
Session 4: Multiple Intelligences
Handout 7: Multiple Intelligence Vocabulary

Complete the text with appropriate adjectives from the list provided.

- Intrapersonal
- nervous
- scientific
- imaginative
- visual-spatial
- approachable
- logical
- insecure

Multiple Intelligences define to an extent the type of learner we are naturally inclined to be. Understanding the different types of intelligences can help us to recognise our own intelligences and then hopefully become more effective learners. In my own case I remember at school that I found Maths and science very difficult. I definitely don't have a _____mind that's for sure. My friends will tell you that I'm _____and that they can easily tell me all their problems. It's quite

strange as I'm in fact quite _____at times and can get_____ when meeting new people. I did well at languages and my English Literature teacher always said I was extremely_____. I'm a freelance literary writer now and I mostly work from home. Considering what I was like at school it's all very _____ I am a _____and _____ learner.

Available on https://learnenglish.britishcouncil.org/en/business-magazine/multiple-intelligences accessed on 01.10.2016

Unit 1.1: Psychological Factors in Language Learning
Session 4: Multiple Intelligences
Handout 8: Matching Learners to Activity Types

Learner type	Is good at	Learns best by	Activities
Linguistic			
Logical / mathematical			
Visual / Spatial			
Musical			
Bodily / Kinaesthetic			
Interpersonal			
Intrapersonal			

Unit 1.1: Psychological Factors in Language Learning
Session 4: Multiple Intelligences
Handout 9: Matching Learners to Activity Types (Key)

Learner type	Is good at	Learns best by	Activities
Linguistic	Reading, writing and stories	Saying, hearing and seeing words	Memory games Trivia quizzes Stories.
Logical / mathematical	Solving puzzles, exploring patterns, reasoning and logic	Asking questions, categorising and working with patterns	Puzzles Problem solving.
Visual / Spatial	Drawing, building, arts and crafts	Visualising, using the mind's eye	Flashcards Colours Pictures Drawing Project work.
Musical	Singing, listening to music and playing instruments	Using rhythm, with music on	Using songs Chants Drilling.
Bodily / Kinaesthetic	Moving around, touching things and body language	Moving, touching and doing	TPR activities Action songs Running dictations Miming Realia.
Interpersonal	Mixing with others, leading groups, understanding others and mediating	Co-operating, working in groups and sharing	Mingle activities Group work Debates Discussions.
Intrapersonal	Working alone and pursuing own interests	Working alone	Working individually on projects

Taken from "Multiple Intelligence", available on https://www.teachingenglish.org.uk/article/multiple-intelligences accessed on 1.10.2016

Adapted from Jeremy Harmer *The Practice of English Language Teaching*, originally taken from 'How to use Gardner's intelligences in a class program' by M Loon for the University of Canberra

Unit 1.1: Psychological Factors in Language Learning
Session 5: Cognitive factors
Handout 1: Back translation

| **Sheet 1** |
| I want you to give up sitting late. |
| |
| |
| |
| |
| |
| |

| **Sheet 2** |
| I don't want you to give up learning English |
| |
| |
| |
| |
| |
| |

Unit 1.1: Psychological Factors in Language Learning
Session 5: Cognitive factors
Handout 2: Transfer and overgeneralization

Language transfer
Transfer is the effect of one language on the learning of another. Positive transfer occurs when both the native language and English have the same form of linguistic feature. Languages may share aspects of grammar, such as some patterns of word order or the use of adverbs and these may allow for positive transfer. Negative transfer or interference is the use of a native-language pattern or rule that leads to an error in the target language. (J.Richards)
Let us look at different areas of English language, influenced by transfer (negative interference).
The level of Phonology
Sounds:
- Ship -sheep - due to the absence of short-long vowel differentiation in Ukrainian, long sound [i:] may be pronounced as [i], which can cause misunderstanding
Rhythm and stress:
- Sentence rhythm presents problems: learners often pronounce the slower, "strong" forms of words like *as, then, can, must* or *have, instead of the faster, "weak" forms*

- *Ukrainian speakers tend to lose secondary stress in long English words*

E.g.: compe'tition

Intonation

- The Ukrainians tend to finish their 'yes-no' questions with a Falling tone which sounds impolite

E.g.: Did you ↘ tell her?

- Alternative questions are often ended with a rise:

E.g.: Would you like ↗coffee or↗ tea?

Punctuation:

- The main difference is in the use of commas to mark nearly all subordinate clauses in Ukrainian

E.g.: I don't know, which book to choose

Grammar

Questions and negative, auxiliaries.

- The auxiliaries *do, have, will* and *be* have no equivalents in Ukrainian. Typical errors in statements, questions and responses are:

E.g.: When you went there?

Do you like football? -Yes, I like.

I no like it.

- *Do* is often confused with *does*

E.g.: She don't like it.

- The Ukrainians find short answers very difficult

E.g.: It was a very pleasant evening - Yes (for Yes, it was)

Time, tense and aspect

- Ukrainian has no perfect or past progressive tenses. Typical mistakes:

E.g.: I read when he came.

He said he already finished work.

- Mistakes are made with sequence of tenses.

E.g.: He said he will come

- Non-finite forms

Object+Infinitive structures cause problems for Ukrainian learners.

E.g.:I could that he goes along the street.

They made me to do it.

- Word order

At what are you looking?

- Articles

Is she a woman you told us about?

Quatifiers

E.g.: I have many friends. -(for I have a lot of friends)

- Number

E.g.: Her hair are nice.

Numerals: Two hundreds hrivnias . - (for two hundred hrivnias)

Prepositions: I want to explain you this.

Vocabulary

False friends

There are some words that sound similar in English and Ukrainian, but that have different meanings or shades of meanings.

E.g.: симпатичний - (=nice, friendly, not sympathetic)

Бісквіт - (=sponge cake, not biscuit)

Характеристика - (=a letter of recommendation, not a characteristic)

(M.Swan)

Overgeneralization

The process of **overgeneralization** refers to extending the use of a form, by analogy, to an inappropriate context. This is a normal and natural process, and both learners of English as a second language as well as children learning English as a first language often extend the use of grammatical rules to contexts where they do not occur, as in

E.g.: I breaked the vase.

Now I see why did they behave like that.

Sometimes overgeneralization may mean overusing a grammatical form, such as the -ing form:

E.g.: I am understanding you.

Yesterday I didn't working.(J.Richards)

After systematically overgeneralizing, the learning task it to retreat from the overgeneralization and to adjust the application of the form or rule to increasingly more relevant contexts.(Ortega, 2009)

Unit 1.1: Psychological Factors in Language Learning
Session 5: Cognitive factors
Handout 3: Examples of errors, resulting from interference and overgeneralization

_____

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 Corrected: I think that you are right	I
2.	Do you like coffee? - Yes, I like. Corrected:_____	
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 they 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. _____	

Unit 1.1: Psychological Factors in Language Learning
Session 5: Cognitive factors
Handout 4: Using The First Language In Second Language Instruction:
If, When, Why and How Much?

_____

Read the following reflections of teachers of English on the Use of L1 in teaching L2. Write downs a) arguments for using L1 in L2 classroom; b) arguments against it.
✂

Case Study 1 I am currently teaching beginning Spanish to American university students. On days that we do group work (collective quizzes) I insist that they speak exclusively in the target language. At this point, they are already familiar with the material, and can negotiate meaning fairly well, because they are all discussing what is on the paper directly in front of them. I have a red mechanical pencil that is passed around to whomever I "catch" speaking English. Whoever gets "stuck" with it at the end of the class must bring a roll of Lifesaver candies to the next class.

However, the day after an exam we are introducing new material, and it is on these days I tolerate the most negotiation in the first language. I believe this gives students the ability to tap into their prior knowledge in order to learn the new one; an important aspect of critical pedagogy. I also believe that, even at advanced levels, the more abstract the concept, the more important it is to tap into that prior knowledge

Arguments
a) for using L1 in L2 classroom_____
_____
_____
b) against using L1 in L2 classroom_____
_____
_____

Case Study 2 I teach English in a secondary school in Italy. My students are elementary level adults and I had (and still have) to cope with the problems of using L1 when I started school last September. Last school year they had another teacher who mainly spoke only English and didn't translate any words into Italian. When I arrived, they asked me if I could at least explain grammar points or words in Italian instead of English because they had big problems in understanding the target language. They were not able to communicate

except for very elementary functions, such as ask and say name, nationality and so on - and they did have English class 4 hours a week for a whole school year! So, I usually try to find a compromise: for example if my lesson is about "ask and talk about past events" we usually read a dialogue or a text focusing on the topic, students always ask me the meaning of each unknown words (and there are too many!) I try with examples, gesture, visuals etc to explain them and if I can't I give the translation. As far as concerns grammar structures, at first I explain the topic only in English and then, by the means of transparencies or Power Point presentation I present the same topic in Italian. I feel that my students are more confident when they understand everything. Otherwise they look at me as if I were an alien creature! In my opinion the use of translation may not be necessary with advanced students but with beginners it is almost inevitable, at least if they are adult people.

I believe that we should do a balanced use of L1 and L2. Extremes do not work!

Arguments

a) for using L1 in L2 classroom_____

_____

_____

b) against using L1 in L2 classroom_____

_____

_____

Case Study 3 I'm sorry but I don't have much patience with the claims that a little of the L1 is good for students because it makes them feel "comfortable." I think that it may be a case of "comfort now, pay later."

While I absolutely agree that no teacher should try to add more stress than necessary to any learning situation, it is absurd (in my opinion) to talk a language other than the target language for any reason at all. The fact is that you have to break some eggs in order to make an omelet and you have to face a few moments of discomfort in order to learn a language. So what?

You can't learn a language by speaking or listening to another language. No one ever has learned a language this way, and no one ever will. So I think that teachers who speak to students in their L1 to make them feel better about the L2 are really misguided. I also think that is it a form of sabotage.

Arguments

a) for using L1 in L2 classroom_____

_____

_____

b) against using L1 in L2 classroom_____

_____

_____

Case Study 4 I had an opportunity to teach rank beginners last year (adults) - people who had only recently arrived here with only a few words of English at their command. This was a multilingual class of about 34 people. I found that they eventually sorted themselves into L1 groups within the classroom so they could help each other over parts they didn't know. I didn't speak anything other than English to the class. The ones who came from countries where they were the only one of that nationality in the class dropped out quite quickly. The ones with the L1 "support groups" stayed till the end of the course. I think there is a period of time (definitely the first year of arriving here) they DO need support from the first language for it all to begin to make sense. After that though, instruction should be in English only because bilingual education stretched into infinity doesn't work

Arguments

a)for using L1 in L2 classroom_____

_____

b)against using L1 in L2 classroom_____

_____

_____

Case Study 5 We know from past research that older, literate ESL students are able to take advantage of cognitive skills in their native language and transfer them to the L2, and I've seen many cases in which use of the L1 has aided this transfer of skills.

I do not mean that you should use the L1 to the exclusion of others who do not speak that language (as in multilingual classes). However, in cases where the entire class represents one language group, I strongly believe use of the students' L1 TO SUPPORT L2 acquisition is appropriate (not in the case where the use of the L1 rescues unprepared teachers).

As a person trained in both bilingual education and ESL, I can see the good in both methodologies. Additionally, I have used both in classes where appropriate, and my students have benefited from this practice. The question is not really whether or not we should use a student's L1, but rather when.

Arguments

a) for using L1 in L2 classroom_____

_____

_____

b) against using L1 in L2 classroom_____

_____

_____

Case Study 6 Teaching a foreign language in state schools in Poland has some peculiarities which favour teaching 'suspiciously' - a majority of the students in a class are frequently disinterested, you have to grade them, they have to take up an exam at the end on the level, preferably, of FCE. In such a situation, native-speakers, invariably well-wishing and prepared, very often fail. The method of speaking L2 exclusively, is good at the elementary level but starts to creak when they try to move fast enough to reach far enough with all the students.

One more thing about using or knowing L1 in teaching L2 - many native speakers teaching in Poland do not realize that some grammatical phenomena may be wrongly identified by Polish students because similar forms exist here but of different nature - to make students understand what they are being taught correctly it would be helpful if the teacher knew the grammar and vocabulary of their language and sometimes referred to it to prevent the students from forming a wrong idea of the nature of L2 they are taught. I think that teaching a foreign language should take into consideration the L1 - universal approach ignoring the peculiarities of the students' mother tongue profits mostly the teacher who will not learn anything new.

Arguments

a) for using L1 in L2 classroom_____

_____

_____

b) against using L1 in L2 classroom_____

_____

_____

Case Study 7 A tale from my times teaching survival level English to Russian immigrants in the US: The students came into class with no English and I insisted on only using English in the classroom, hiding my knowledge of Russian from them. We worked well and hard, but finally the day came when the word 'however' popped up in a reading. The

students were baffled and the reading ground to a halt. I spent what felt like an eternity trying to explain 'however' to them in English. I tried everything - pantomime, drawings, verbal explanation... No luck. It was beyond their current ability level to understand the concept through these means and the result was an increasingly frustrated group, including me. Finally, I gave up and had one of the students search through her belongings for her dictionary to look it up, wasting a few more minutes. Everyone was relieved the torture was over.

L1 is not an enemy of learning unless we make it one ... I believe it can be a resource, but one that has to be used sparingly and appropriately. It may actually help students learn.

Arguments

a) for using L1 in L2 classroom_____
_____
_____

b) against using L1 in L2 classroom_____
_____
_____

Adapted from teachers' reflections http://tesl-ej.org/ej20/f1.html

Unit 1.1: Psychological Factors in Language Learning
Session 5: Cognitive factors
Handout 5: Inductive and deductive grammar teaching
_____

Inductive and deductive grammar teaching

There are two main ways that we tend to teach grammar: deductively and inductively. Both deductive and inductive teaching have their pros and cons and which approach we use and when can depend on a number of factors, such as the nature of the language being taught and the preferences of the teacher and learners. It is, however, perhaps generally accepted that a combination of both approaches is best suited for the EFL classroom.

So what is deductive and inductive grammar teaching? Let us first take a look at the underlying principles of inductive and deductive reasoning and then look at how this applies to grammar teaching and learning. We will then briefly consider some of the pros and cons.

Deductive and inductive reasoning

Deductive reasoning is essentially a top-down approach which moves from the more general to the more specific. In other words, we start with a general notion or theory, which we then narrow down to specific hypotheses, which are then tested. Inductive reasoning is more of a bottom-up approach, moving from the more specific to the more general, in which we make specific observations, detect patterns, formulate hypotheses and draw conclusions.

Deductive: general ———→ specific

Inductive: specific ———→ general
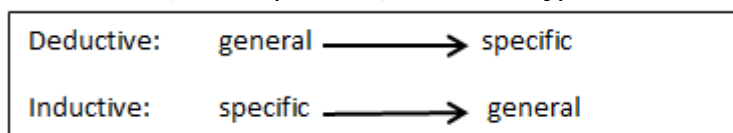
Deductive and inductive grammar learning

These two approaches have been applied to grammar teaching and learning. A deductive approach involves the learners being given a general rule, which is then applied to specific language examples and practised through exercises. In an inductive approach the learners are provided with examples, in which they detect, or notice, patterns and work out a 'rule' for themselves before they practise the language.

Which approach – pros and cons?

Indicative 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 increased engagement may help the learner to develop deeper understanding and help fix the language being learned. This could also promote the strategy of 'noticing' in the student and enhance learner autonomy and 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 inference 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.

Nevertheless, while there are pros and cons to both approaches and while a combination of both inductive and deductive grammar teaching and learning is probably inevitable, an inductive approach does seem to be broadly accepted as being more efficient in the long run, at least for some learners. Would you agree with this?

(Adapted from Hird, Jon (2015) Inductive and deductive grammar teaching: what is it, and does it work?, Available on: https://oupeltglobalblog.com/2015/04/24/inductive-and-deductive-grammar-teaching/, accessed on 23.07. 2016)

Unit 1.1: Psychological Factors in Language Learning
Session 5: Cognitive factors
Handout 6: Memory and Memorization

Read the text below and write down in your journals types of memory and memory techniques, mentioned in the text

Memory and Memorization
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, on the one hand, meeting the word repeatedly over an extended period of time, and, on the other, connecting new words to known words through different forms of links and associations, such as word families or words with similar or dissimilar meaning.(Jack C. Richards, 2015)
Several conditions, considered below, have been proposed to increase the quality of learning and remembering.
Noticing
Nation (2001) suggests that noticing occurs in a variety of ways:
● While listening or reading, the learner notices that the word is new or thinks: "I have seen it before.
● The teacher highlights the word while writing it on the board.
● The learners negotiate the meaning of the word with each other or with the teacher.
● The teacher explains the word for the learners by giving a definition, a synonym or a L1 translation.
Spaced Repetition
Research on learning suggests that repetition that is spaced over time is more effective that masses repetition over a short time period (Nation, 2001). 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 ('words-of-the-week activity') (Zimmerman (2009)

Generative use

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. (J. Richards, 2015)

Strategies for remembering words (for students)
- Recording of a word, examples of its usage and a translation.
- Organizing words into groups (semantic map, spidergram etc).
- Practicing and producing (using the words in writing or orally) ((Richards, 2015)

Strategies for teachers
- Get learners do prepared activities that involve testing and teaching vocabulary
- Set aside a time each week for vocabulary revision
- ➢ Go around the class, getting each learner to say one of the words, previously learnt.
- ➢ Break the words into parts and label the meanings of the parts.
- ➢ Suggest collocations for the words.
- ➢ Recall the sentence where the word occurred and suggest another context.
- ➢ Look at derived forms of the words.(Nation, 2002)

Unit 1.1: Psychological Factors in Language Learning
Session 6: Cognitive styles
Handout 1: Field Independence vs Field Dependence

_____

Read the text about field dependence-independence cognitive styles, underlying the key words. Write down positive and negative characteristics of field dependence-independence cognitive styles understood from the text

Field Independence vs Field Dependence

Field Dependence/ Independence is a concept that defines whether and to what degree learners are influenced by the surrounding environment and relationships within the classroom setting. Field Independent (FI) learners tend to be highly autonomous. They require little interaction with instructors or other students and tend to favour areas of study that call for analytic skills, such as Mathematics, engineering and science. Field dependent (FD) students tend to learn more effectively in the classroom where there is frequent interaction with others.

FD is a learning approach in which a learner tends to look at the whole of a learning task containing many items. The learner has difficulty in studying a particular item (e.g.: a new word) when it occurs within a "field" of other items. A FI approach is one in which a learner is able to identify or focus on particular items and is not distracted by other items in the background or context. (Richards)

A FI style enables learners to distinguish parts from the whole, to concentrate on something (like reading a book in a noisy train station). On the other hand, cognitive "tunnel vision" forces learners to see only the parts and fail to see their relationship to the whole. "You can't see the forest for the trees", as the saying goes. Seen in this light, development of a FD style has positive effects: you perceive the whole picture, the larger view, the general configuration of a problem, or idea, or event.(D.Brown)

Affectively, persons who are more FI, tend to be more independent, competitive, and self-confident, independent of opinion of others. FD persons tend to be more socialized and pay much attention to other people's opinion about them.

FI correlates positively with success in the language classroom. Learners with FI styles were more successful in deductive lessons (that is, when rules are given, and examples and applications are deduced, while students with FD styles performed better in inductive lessons (when facts and patterns are given and rules are inferred). FI has correlated positively and significantly with imitation and listening comprehension tasks. FI students do well at classroom activities that involve analyses, attention to details, exercises, drills, tests, and other focused activities. FD learners, according to another hypotheses, are successful in learning communicative aspects of L2.

Field independence-dependence can be quite variable within one person. Depending upon the context of learning, individual learners can apply their field independence or field dependence cognitive style. The task of the learner is to invoke the appropriate style for the context. The task of the teacher is to understand the preferred styles of each learner and to develop flexibility in his learners. (D.H.Brown)

Think about your classes this term. Which of them would you describe as favouring FD or FI students. If you believe you are FD, you may feel lonely in some of your classes if there is only "one-way" interaction, that is, the instructor is talking 'at you'. And if you are FI, you may become annoyed if the instructor spends time in creating ways for you to interact with your classmates.

It may be not "your cup of tea", but interacting with others is sure to enhance your learning English. Whatever the prevailing classroom environment, you shouldn't allow that to be an excuse for doing less than your best. (Gardner, Jewler, Barefoot)

Assign a short paper asking students to determine whether their learning style is more FI or FD. Ask them to provide examples. Divide into groups that represent the styles and ask them to discuss examples and share them with the class.

(Adapted from: Brown, Douglas (1987) Principles of Language Learning and Teaching. - Englewood Cliffs:Prentice Hall Inc., Gardner, John, Jewler, Jerome, Barefoot Betsy. Your College experience. Strategies for success. Available on: https://books.google.com.ua/books?id=B5MU6xTygDcC&pg=PA39&lpg=PA39&dq=field+dependence+and+field+independence+examples&source=bl&ots= Accessed on 23.07.2016)

Unit 1.1: Psychological Factors in Language Learning
Session 6: Cognitive styles
Handout 2: Field Independence vs Field Dependence Grid

Match the cognitive styles with the corresponding characteristics (on cut-up slips)

Field Dependent Learner	Field Independent Learner
Field Dependent Teacher	**Field Independent Teacher**

Unit 1.1: Psychological Factors in Language Learning
Session 6: Cognitive styles
Handout 3: Characteristics of Field Independence and Field Dependence Teachers' and Learners' Cognitive styles

Experiences in a global fashion, perceives texts globally	Prefers teaching situations that allow interaction and discussion with students
Learns material with social content best	Uses questions to check on student learning following instruction
Attends best to material relevant to own experience	Uses student-centered activities
Depends on the teacher for clear goals	Viewed by students as teaching facts
Enjoys interactive classroom activities	Provides less feedback, positive feedback
Needs organization and clear instructions provided	Strong in establishing a warm and personal learning environment
More affected by criticism	Perceives analytically, pays attention to details
Learns best by using examples	May need explicit training in social skills
Prefers engaging students by establishing routines (drills, exercises) in order to work through ideas	Interested in new concepts for their own sake
Uses questions to introduce topics and probe student answers	Has self-defined goals and reinforcement
Uses teacher-organized learning situations	Can self-structure situations, is an independent learner
Viewed by students as encouraging to apply principles	Less affected by criticism
Gives corrective feedback using error analysis	Learns best by using rules
Strong in organizing and guiding student	Prefers teaching situations that allow

learning	interaction and discussion with students

Unit 1.1: Psychological Factors in Language Learning
Session 6: Cognitive styles
Handout 4: Field Independence vs Field Dependence

_____

Key:

Field Dependent Learner	Field Independent Learner
Experiences in a global fashion, perceives texts globally	Perceives analytically, pays attention to details
Learns material with social content best	Impersonal orientation
Attends best to material relevant to own experience	May need explicit training in social skills
Depends on the teacher for clear goals	Interested in new concepts for their own sake Has self-defined goals and reinforcement
Enjoys interactive classroom activities	Can self-structure situations, is an independent learner
Needs organization and clear instructions provided	Less affected by criticism
More affected by criticism	
Learns best by using examples	Learns best by using rules
Field Dependent Teacher	**Field Independent Teacher**
Prefers teaching situations that allow interaction and discussion with students	Prefers engaging students by establishing routines (drills, exercises) in order to work through ideas
Uses questions to check on student learning following instruction	Uses questions to introduce topics and probe student answers
Uses student-centered activities	Uses teacher-organized learning situations
Viewed by students as teaching facts	Viewed by students as encouraging to apply principles
Provides less feedback, positive feedback	Gives corrective feedback using error analysis
Strong in establishing a warm and personal learning environment	Strong in organizing and guiding student learning

Available on: https://www.bcps.org/offices/lis/models/tips/styles.html ,
Accessed on: 23.07.2016

Unit 1.1: Psychological Factors in Language Learning
Session 6: Cognitive styles
Handout 5: Left - and right-brain dominance

_____

Left-brain dominance	Right-brain dominance
Intellectual Remembers names Responds to verbal instructions and explanation Makes objective judgements Planned and structured Prefers established, certain information Analytic reader Reliance on language in thinking and remembering Prefers talking and writing Prefers multiple choice tests Controls feelings Not good at interpreting body language Rarely uses metaphors Favors logical problem solving	E.g.: Intuitive Remembers faces

(Adapted from: Brown, Douglas (1987) Principles of Language Learning and Teaching. - Englewood Cliffs: Prentice Hall Inc.).

Unit 1.1: Psychological Factors in Language Learning
Session 6: Cognitive styles
Handout 6: Left - and right-brain dominance

_____

Key:

Left-brain dominance	Right-brain dominance
Intellectual Remembers names Responds to verbal instructions and explanation Makes objective judgements Planned and structures Prefers established, certain information Analytic reader Reliance on language in thinking and remembering Prefers talking and writing Prefers multiple choice tests Controls feelings Not good at interpreting body language Rarely uses metaphors Favors logical problem solving	Intuitive Remembers faces Responds to demonstrated, illustrated, or symbolic instructions Makes subjective judgements Fluid and spontaneous Prefers elusive, uncertain information Synthesizing reader Reliance on images in thinking and remembering Prefers drawing and manipulating objects Prefers open-ended questions More free with feelings Good at interpreting body language Frequently uses metaphors Favours intuitive problem solving

(Adapted from: Brown, Douglas (1987) Principles of Language Learning and Teaching. - Englewood Cliffs:Prentice Hall Inc.)

Unit 1.1: Psychological Factors in Language Learning
Session 6: Cognitive styles

Handout 7: Tolerance of ambiguity. Reflectivity and Impulsivity.

Read the texts below, underline the key words, find out advantages and disadvantages of the given cognitive styles and get ready to deliver a mini-lecture on the material of the text

Tolerance of ambiguity.

Tolerance of ambiguity is another personal characteristic of the learner, which is understood as acceptance of ideas and propositions that run counter to their own belief system or structure of knowledge (D.Brown)

The person who is tolerant of ambiguity is "open minded" in accepting the facts and events that contradict their own views. Such persons are free to accept innovative or creative possibilities; they are not disturbed by ambiguity and uncertainty, which in L2 classroom may be caused by a great amount of contradictory information: words that differ from the native language, rules that are often inconsistent because of certain "exceptions", and even the whole cultural system that is distant from the native culture. Successful language learning necessitates tolerance of such ambiguities. On the other hand, too much tolerance of ambiguity can have a negative effect. Such excess tolerance can prevent learners from meaningful subsumption of ideas. Linguistic rules, for example, may not be effectively integrated into a whole system; rather they may be gulped down in rotely learned, meaningful chunks.(D.Brown)

Intolerance of ambiguity is characterized by "close-minded", "dogmatic" attitude to the items that are contradictory to the existing system of values, beliefs and knowledge. Intolerance of ambiguity can close the mind too soon, rejecting entirely contradictory material, especially if ambiguity is perceived as a threat. The result is a rigid, dogmatic mind that is too narrow to be creative. This may be particularly harmful in second language learning.(D. Brown) Language students who are very afraid of ambiguity frequently "freeze up", allowing their inhibitions to take over completely. They become emotionally paralyzed and unwilling to take even moderate risks in the language classroom or outside (Beebe), particularly in situations or tasks when they are performing in front of others. Protecting themselves from criticism, they do not have enough practice, their language development becomes seriously stunted. Intolerance of ambiguity might make the learner feel insecure and therefore lower the situational self-esteem. In its turn, the self-esteem problem might fuel the student's tolerance of ambiguity.

Moderate tolerance of ambiguity is the most desirable condition for language learners. Teachers can help learners to accept the ambiguity involved in learning a language and the students' own incomplete knowledge. It requires a discussion with the whole class, or else with individual students who experience severe problems caused by their intolerance of ambiguity. (R.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, Massachusetts: Heinle & Heinle publishers.)

Reflectivity and Impulsivity

It is common for people to show in their personalities a certain tendency towards reflectivity sometimes and impulsivity at other times. (Brown).Kagan, Pearson, and Welch (1966) explained, the impulsives reach decision and report them very quickly with little concern for accuracy; reflective learners of equal intelligence are more analytical, concerned with accuracy and consequently, take more time to reach a decision. In other words, impulsive people tend to jump at the first response whereas reflective people think about their answers. (Kagan, Pearson, & Welch, 1966) In the case of simple tasks, impulsive children benefit more, while in cases of tasks demanding analytical purposeful problem-solving, reflective learners perform better than impulsive learners.(Rezaei A.) In L2 learning, learners who are conceptually reflective tend to make fewer errors in reading than impulsive learners (Kagan, 1966), perform better at error detection, are significantly better listeners (Sedarat), gain better results in writing a composition, make

fewer errors in challenging and difficult tasks, get better grades.

Nevertheless, impulsive learners are usually very good at guessing of new words while reading, are able to take risks, experiment with language, are more concerned with speaking fluently than accurately.

 On the whole, these findings imply that teachers should pay considerable attention to adopting certain methods and techniques in which appropriate consideration has been given to the students' cognitive styles and individual differences.

So what are the practical implications of this information for people learning a new language? Firstly, it is useful to put yourself into one or more of the categories that have been identified above. Awareness of your preferred learning style may help to explain why some aspects of language learning seem to come easier than others or are more enjoyable. If you are an analytic learner, you are unlikely to feel comfortable doing a language activity which involves a lot of unstructured, spontaneous speech without any concern for grammatical correctness.

Secondly, it is good when the learner's preferred style matches the methodology of the particular language course. Reflective learners may not fare so well in purely conversational classes and auditory learners will probably want to avoid a course with a heavy reading requirement.

(Adapted from: Language Learning styles, Available on:http://esl.fis.edu/parents/advice/styles.htm. Accessed on 26.07.2016;

Rezaei A., Boroghani T., Rahimi M.A. Reflectivity/Impulsivity as an Important Individual Factor and Effectiveness of Awareness Raising Activities. Available on:https://www.google.com.ua/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=reflectivity%20and%20impulsivity%20cognitive%20style, Accessed on: 26.07.2016)

Unit 1.1: Psychological Factors in Language Learning
Session 6: Cognitive styles
Handout 8: Tolerance of ambiguity. Reflectivity and Impulsivity.

_____

Read the following description of Adam Brown's cognitive style. **Analysing Adam's cognitive profile (his field dependence/ independence, tolerance of ambiguity, left-right brain functioning, reflectivity/ impulsivity), work out tips for Adam to become a better student.**

Adam Brown is in his first year at the University. He is going to be a teacher of English. At times, he feels some discomfort, if he doesn't understand something or is not able to express his ideas accurately. Whenever he comes across new words in his reading, he looks them up in the dictionary right away. He never tries to guess the meaning of the words. If he tries to read aloud, he relies heavily on his native language and often mispronounces words for this reason. When writing , he thinks carefully about grammar. He always plans out what to say ahead of time, focusing on details. When speaking, he keeps asking the teacher for the right words. He gets very much upset when he makes errors. He doesn't do well on tests, his self-esteem is fairly low, and his level of anxiety is often rather high.

Cognitive Styles

Modality	Descriptors	Learn Best Through the Use of
Visual Learners (input)	● Learn by observation ● Can recall what they have seen ● Can follow written or drawn instructions	● Charts, graphs, diagrams, and flow charts ● Sight words ● Flashcards ● Visual similarities and differences

	- Like to read - Use written notes - Benefit by visualizing, watching TV/video/films	- Pictures and graphics - Maps - Silent reading - Written instructions - Computer assisted learning
Auditory Learners (input) Verbal-Linguistic Intelligence	- Prefer listening and taking notes - Listen for patterns - Consult peers to ascertain that they have the correct details - Can recall what they have heard - Can follow oral directions - Repeat words aloud for memorizartion - Use oral language effectively	- Discussion, dialog, debate - Memorization - Phonics - Oral reading - Hearing anecdotes or stories - Listening to tapes or CDs - Cooperartive learning groups
Kinesthetic Learners (input)	- Are often physically adept - Learn through experience and physical activity - Benefit from demonstration - Learn from teaching others what they know	- Playing games - Role playing - Read body language/gestures - Mime - Drama - Learn or memorize while moving (pacing, stationary bike, finger or whole body games)
Tactile Learners (input)	- Learn by touching and manipulating objects - Often learn inductively rather than deductively - Tend toward pscychomotor over abstract thinking - Prefer personal connections to topics - Follow directions they have written themselves / that they have rehearsed - Benefit from demonstrations	- Learning by doing "Hands-on" - Creating maps - Building models - Art projects - Using manipulatives - Drawing, designing things - Writing / tracing
Active	- Can be impulsive - Risk-takers - Do not prefer lectures - Prefer group work - Tend to be interpersonal - Not inclined to too	- Prefer "doing, discussing, explaining" vs listening and watching - Prefer active experimentation - Like acting and role playing - Like team

	much note-taking	competition
Reflective	● Prefer to think about concepts quietly before any action ● Learn by thinking ● Like writing ● Tend to be intrapersonal and introspective	● Tend toward deductive learning ● Prefer reflective observation ● Intrapersonal skills valued ● Journals ● Learning logs
Global Understanding	● Make decisions based on intuition ● Spontaneous and creative; "idea" person ● Often a risk-taker ● Tend to reach conclusions quickly ● Intake information in large chunks rather than details ● Nonlinear thinkers ● "See the forest before they see the trees."	● Interpersonal connection important to them ● Stories and anecdotes ● Seeing the "whole" rather than in parts ● Highly interesting project and materials ● Functional games and activities ● Think-pair-share; Praise-question-polish ● Teacher feedback; person-to-person communication
Analytical Understanding	● Sequential, linear learners ● Prefer information in small chumks, steps ● Can follow the rules for mathematic equations ● Prefer a logical progression ● "See the trees before they see the forest."	● Intrapersonal skills valued ● Journals ● Learning logs ● Sequentially organized material, timelines, diagrams ● Moving from "part" to the "whole" ● Puzzles, logic games

Unit 1.1: Psychological Factors in Language Learning
Session 7: Bloom's Taxonomy
Handout 1: Question Types

LOT Questions	HOT Questions
Who wrote War and Peace?" "What is the main idea of this story?"	"What story did you like the best?" "Why do we call all these animals mammals?" "How would you assemble these items to create a windmill?"

"What happens when you multiply each of these numbers by nine	

Unit 1.1: Psychological Factors in Language Learning
Session 7: Bloom's Taxonomy
Handout 2: Thinking Levels

_____

Analysis   Application

Knowledge

Evaluation   Comprehension

Synthesis

_____

Unit 1.1
Session 7 – Bloom's Taxonomy
HO 3 – Thinking Levels and Processes

_____

CREATING

_____

•   Combine elements or ideas to form a new whole.

•   Put together ideas or elements to develop an original idea or engage in creative thinking.

_____

EVALUATING

_____

•   Make judgments based on criteria and standards.

•   Judge the value of ideas, materials, and methods by developing and applying standards and criteria.

_____

ANALYZINGI

_____

•   Separate a whole into parts and determine their relationships.

•   Break information down into its component elements.

_____

APPLYING

_____

•   Carry out or use a procedure in a given situation.

•   Use strategies, concepts, principles, and theories in new situations.

UNDERSTANDING

_____

•   Construct meaning from instructional messages.

Understand given information.

•   Understand given information.

_____

REMEMBERING

_____

•   Retrieve relevant knowledge from long-term memory.

•   Recall or recognize specific information.

_____

Adapted from Anderson, L. W., & Krathwohl, D. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. NewYork: Longman.

Unit 1.1: Psychological Factors in Language Learning
Session 7: Bloom's Taxonomy
Handout 4: (the key) – Thinking Levels, Skills, Questions

_____

CREATING *"How would you assemble these items to create a windmill?"*

•   Combine elements or ideas to form a new whole.

•   Put together ideas or elements to develop an original idea or engage in creative thinking.

_____

EVALUATING *"What story did you like the best?"*

•   Make judgments based on criteria and standards.

•   Judge the value of ideas, materials, and methods by developing and applying standards and criteria.

_____

ANALYZING*"Why do we call all these animals mammals?"*

- Separate a whole into parts and determine their relationships.

- Break information down into its component elements.

_____

APPLYING *"What happens when you multiply each of these numbers by nine?"*

- Carry out or use a procedure in a given situation.

- Use strategies, concepts, principles, and theories in new situations.

_____

UNDERSTANDING *"What is the main idea of this story?"*

- Construct meaning from instructional messages.

Understand given information.

- Understand given information.

_____

REMEMBERING *"Who wrote War and Peace?"*

- Retrieve relevant knowledge from long-term memory.

- Recall or recognize specific information.

Unit 1.1
Session 7 – Bloom's Taxonomy
HO 7 – Examples of outcomes
_____

Level	Exampleofoutcome	"I can" statements
Knowledge	Students can name specific terminology or specific facts.	I can name all of the fruits and vegetables.
Comprehension	Students can interpret information by rearranging the material by order of significance.	I can categorise the fruits and vegetables into groups.
Application	Students can apply what has been learned to other situations and learning tasks.	I can make a list of groceries needed for a salad.
Analysis	Students can break down material into part and determine connection	I can read and prepare a simple recipe.

	and interaction between parts.	
Evaluation	Students can apply known criteria to judge situations or conditions that they encounter.	I can compare and evaluate two recipes for nutritional value.
Creation	Students can produce a plan or solution to a particular situation and originate a product that follows their original thoughts or ideas.	I can plan and produce a cooking show.

Unit 1.1
Session 7 – Bloom's Taxonomy
HO 8 – Template

Level	Example of the Activity with the corresponding action verb / Question	Outcome in the format of "I can statement"
1.		
2.		
3.		
4.		
5.		

6.		

Unit 1.1: Psychological Factors in Language Learning
Session 8: Learning strategies
Handout 1: Deep, surface and strategic approaches to learning

_____

 Read, transcribe, translate/ write down the definitions of the following words and collocations at home.
> the surface approach
> to adopt a deep approach to learning
> high quality learning outcomes
> personality trait
> to reproduce data
> a pragmatic reaction to circumstances
> high grades
> to study beyond course requirements
> assessment
> to be motivated by fear of failure
> workload
> memorization
> rote learning - mechanical routine repetition

Unit 1.1: Psychological Factors in Language Learning
Session 8: Learning strategies
Handout 2: The idea of deep, surface and strategic approaches to learning

_____

In 1976 Ference Marton and Roger Saljo published an influential paper in which they introduced a fundamental distinction in the manner in which students approach an academic task. They either adopt a learning approach focused on understanding or a learning approach focused on reproducing the material they read.

Marton and Saljo asked the students to read an article and be prepared to answer questions on it. In the course of the study it was found that some students regarded the text as a collection of units of information that should be memorized in order to answer the questions. Marton and Saljo called this "the surface approach".

Other students treated the text as something that contained meaning. They searched for this meaning to themselves. It was called "the deep approach".

Students who practiced "deep approach" understood more of the article, were better able to answer the questions on it, and were also able to remember its message more effectively.

 It has also been discovered that students who adopt deep approaches tend to have higher quality learning outcomes. It is suggested that good teaching can influence students to take a deep approach, while poor teaching can pressure students to take surface approach (Biggs, 1999)

Marton and Saljo's theory differs from teachers' general perception of students as fixed personalities - intelligent or not so, motivated in their studies or lazy. They believe, students

behave according to circumstances, and can take different approaches to learning, depending on the circumstances. The deep and surface approaches are not personality traits or fixed learning styles. Students adopt the approach which is related to their perceptions of the task. The same students can adopt either a deep or surface approach and even swap between them in the same task (for example, if the material is too difficult or time runs short, the student may flip from "knowledge making" to "data reproducing". But the student can not hold two intentions simultaneously and can not adopt deep approach and surface approach at the same time. Still, at different times the same student can adopt different approaches.

Although from the students' perspective a surface approach may appear to be appropriate, as a pragmatic reaction to circumstances, it doesn't make it good.

Strategic approach to learning.

In separate studies of deep and surface approaches leading researchers John Briggs and Noel Entwistle identified a strategic approach and described it as follows: "The strategic approach derives from an intention to obtain the highest possible grades and involves adopting well-organized and efficient study methods".

Adapted from Paper 2. Students Approaches to Learning. University of Oxford, available onhttps://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginstitute/documents/supportresources/lecturersteachingstaff/resources , accessed on 16.07.2016

Unit 1.1: Psychological Factors in Language Learning
Session 8: Learning strategies
Handout 3: The characteristics of a deep, surface and strategic approaches to learning

_____

Match the characteristics on the cut-up slips in Handout 4 with the corresponding approach

	Characteristics
Deep approach	
Surface approach	
Strategic approach	

Adapted from Lublin, Jackie (2003) Deep, Surface and Strategic Approaches to Learning, available on
http://www2.warwick.ac.uk/services/ldc/development/pga/introtandl/resources/2a_deep_surfacestrategic_approaches_to_learning.pdf, accessed on 16.07.2016

Unit 1.1: Psychological Factors in Language Learning
Session 8: Learning strategies
Handout 4: The characteristics of a deep, surface and strategic approaches to learning

Cut-up slips

Actively seek to understand the material /the subject
Interact vigorously with the content
Use various strategies to memorise new words and practise grammar patterns
Make active use of context, reference materials, dictionaries while reading authentic texts
Take a broad view and relate ideas to one another;
Can identify key ideas and find details/facts to illustrate them in the texts for reading /listening
Are motivated by interest
Relate new ideas to previous knowledge
Relate concepts to everyday experience
Tend to read and study beyond course requirements
Learn in order to repeat what they have learnt
Are motivated by fear of failure
Tend to stick closely to the course requirements
Fail to distinguish main ideas from details
Take a narrow view and concentrate on detail
Make use of rote learning
Memorise information needed for assessment
Intend to obtain high grades
Interview students from other groups to find out the questions of the test
Use previous exam papers to predict questions
Ensure that the conditions and and materials for studying are appropriate
Organize their time and distribute effort to greatest effect

Unit 1.1: Psychological Factors in Language Learning
Session 8: Learning strategies
Handout 5: The characteristics of a deep, surface and strategic approaches to learning

Key 1

	Characteristics

Deep approach	Actively seek to understand the material /the subject Interact vigorously with the content Use various strategies to memorise new words and practise grammar patterns Make active use of context, reference materials, dictionaries while reading authentic texts Take a broad view and relate ideas to one another; Can identify key ideas and find details/facts to illustrate them in the texts for reading /listening Are motivated by interest Relate new ideas to previous knowledge Relate concepts to everyday experience Tend to read and study beyond course requirements
Surface approach	Learn in order to repeat what they have learnt Memorise information needed for assessment Make use of rote learning Take a narrow view and concentrate on detail Fail to distinguish main ideas from details Tend to stick closely to the course requirements Are motivated by fear of failure
Strategic approach	Intend to obtain high grades Organize their time and distribute effort to greatest effect Ensure that the conditions and and materials for studying are appropriate Use previous exam papers to predict questions Interview students from other groups to find out the questions of the test

Unit 1.1: Psychological Factors in Language Learning
Session 8: Learning Strategies
Handout 6: Teaching and Learning Strategies to encourage a deep approach to learning

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Working in groups of 4, work out teaching and learning strategies to encourage a deep approach to learning and teaching in the following areas: workload, assessment, teaching, choice

	Teaching Strategies	**Learning Strategies**
Workload	E.g.: It may help to consult the other teachers about the ways of rationalizing the assessment workload and amount of homework imposed on students during the semestre	E.g.:
Assessment		E.g.: Before doing a task, think

and learning objectives		whether it is required to reproduce the facts or to apply the information to solve problems
Teaching methods		
Choice	E.g.: Give students choice of ways of learning	

Unit 1.1: Psychological Factors in Language Learning
Session 8: Learning Strategies
Handout 7: Teaching and Learning Strategies to encourage a deep approach to learning
_____

The Key 2

	Teaching Strategies	Learning Strategies
Workload	• Consult the other teachers about the ways of rationalizing the assessment workload and amount of homework imposed on students during the semestre • Carefully plan work in the class, so that you could minimize the homework • Be realistic about what you can expect from students in terms of preparation. Have a frank discussion with the students and determine a set of ground rules for classes at the beginning of the semestre • Discuss the best ways of studying in the subject with the students	• Order your priorities and do things that are most important, not those which are most urgent • Discuss your homework with your teachers to make it more realistic • Discuss the best ways of studying in the subject with the students
Assess-ment and learning objectives	• Set higher order objectives that require students to apply the language for communication and solution of problems	• Find out the assessment criteria at the beginning of the semestre • Think of the assessment criteria

		before doing the task
Teaching methods	● Use methods that develop communication and problem-solving skills ● Focus on developing higher level cognitive abilities of your students; include such verbs as "reflect", "prove", "justify", "generalize""analyze" etc. into the objectives ● Actively involve the students into the process of learning: arrange pair and group interaction ● Provide exposure to FL authentic materials in all possible formats (audio, video, printed texts) ● Learn your students' interests through communication in dialogue-journals	● Use the language you have learned for communicating ideas, expressing your opinion ● Apply "active approaches" to learning (e.g.: project work) ● Actively interact with group mates (participate in group work and pair work) ● Seek for the opportunities to use the foreign language outside the classroom (talk to native speakers via Skype, in chat rooms etc.) ● Even if the task (e.g. composition) seems boring to you, approach to it creatively, find something that might interest you or your potential readers
Choice	● Give your students a choice of ways of learning (e.g. ways of memorising the new lexis), of assessment procedures, of essay topics, of books for reading	

Adapted from Lublin, Jackie (2003) Deep, Surface and Strategic Approaches to Learning, available on http://www2.warwick.ac.uk/services/ldc/development/pga/introtandl/resources/2a_deep_surfacestrategic_pproaches_to_learning.pdf, accessed on 16.07.2016

Unit 1.1: Psychological Factors in Language Learning
Session 8: Learning Strategies
Handout 8: Memorization and rote learning

Memorization and Rote Learning

While learning foreign languages, students have to memorize words, collocations, word chunks and even texts by heart. Why do some students hate it? Are memorization and rote learning related processes? Can they be features of both - deep and surface approaches?

Let us start with definitions of the terms. The word "memorizations" is defined as "learning (something) so well that you are able to remember it perfectly" (Merriam-Webster Dictionary). Memorization can be a feature of both the surface and the deep approaches, as all learning assumes some process of remembering.

The learner adopting a deep approach memorizes important information with understanding. They can make sense from that information, spot gaps, formulate important questions.The goal of such memorization is that of creating understanding, making the knowledge their own and being able to use it for communicative purposes.

In case of the surface approach to learning, memorization has a form of rote learning, which is defined as 1) "the use of memory usually with little intelligence", 2) "mechanical or unthinking

routine repetition" (Merriam-Webster Dictionary). Rote learners treat academic texts, lectures, lecture notes as a mass of data that has to be memorized for recall and reproduction, sometimes without understanding. Their final aim - is memorization in itself for some kind of assessment.

Summing it up, the bad aspect of rote learning is when it is used for the sake of memorization, instead of learning to communicate. The good aspect of memorization is when it is used as a springboard, providing the learner with the knowledge they can intelligently use later for communication purposes.

Adapted from Lublin, Jackie (2003) Deep, Surface and Strategic Approaches to Learning, available on
http://www2.warwick.ac.uk/services/ldc/development/pga/introtandl/resources/2a_deep_surfacestr ategic_pproaches_to_learning.pdf, accessed on 16.07.2016
Merriam-Webster Dictionary, available on http://www.merriam-webster.com/dictionary/memorization, accessed on 16.07.2016

Unit 1.2: Second Language Acquisition
Session 1: The Acquisition-Learning Distinction
Handout 1: Session map

_____

Module	1Understanding Learners and Learning
Unit	1.2 Second Language Acquisition
Session	1
Topic	The acquisition-learning distinction
Objectives	By the end of the session, students will be aware of: • the notions of SLA and second language learning (SLL) • differences between SLA and SLL • similarities between SLA and SLL
Time	80 minutes
Materials and equipment	Handout 1,2,3,4 Sticky paper, blue tack, fountain pens, 7 A5 sheets of paper, a pair of scissors, background classical music.

(Taken from the curriculum and the unit maps)

Unit 1.2: Second Language Acquisition
Session 1: The Acquisition-Learning Distinction
Handout 2: A list of words and word-combinations to work on at home for a better understanding of the topic during the session.

_____

I. Read, transcribe and translate the following words and word-combinations at home.

> ➢ a conscious/subconscious process/awareness

> ➢ an utterance

> ➢ associated with

> ➢ concerned with

> ➢ constricted environments

> ➢ convey a message

> ➢ direct/ formal instruction

- ➢ error correction

- ➢ essential

- ➢ exposed to

- ➢ first language acquisition (FLA)

- ➢ grammaticality

- ➢ language proficiency

- ➢ learning experiences

- ➢ mental representation

- ➢ monitor (v.)/edit (v.)

- ➢ native/ target language

- ➢ proceed from to

- ➢ relevant to

- ➢ second language acquisition/learning (SLA/SLL)

- ➢ selfcorrect (v.)
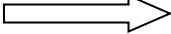
(Inferred from the curriculum glossary)

Unit 1.2: Second Language Acquisition
Session 1: The Acquisition-Learning Distinction
Handout 3: A table of differences between SLA and SLL

_____

I. Work in groups. Read it, analyze and match the statements to the notions. Underline key words.

SLL	SLA
The "learned system" or "learning" is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules.	Rrequires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.
Learners proceed from simple to complex.	Error correction and explicit teaching of rules are not relevant to language acquisition.
Language learning is the result of direct instruction in the rules of language.	Acquirers need not have a conscious awareness of the "rules" they possess, and may self correct only on the basis of a "feel" for grammaticality.
Error correction helps the learner come to the correct mental representation of the linguistic generalization.	In order to acquire language, the learner needs a source of natural communication.
The learning system performs the role of the 'monitor' or the 'editor'.	The acquisition system is the utterance initiator.
The "positive" image of the learner is essential.	Learners with high motivation, self-confidence, a good self-image, and a low

	level of anxiety are better equipped for success in second language acquisition.
A second language usually depends heavily on learning experiences in more constricted environments associated with the classroom or some other formal setting.	The richness of the language environments in which children learn—the amount of language they are exposed to and type of language they are exposed to— influences how thoroughly children learn their native language.
⬇ vertical	horizontal ⟹

(Adapted from: 1) Ellis, R. (2001). Form-focused instruction and second language learning. Malden, MA: Blackwell; Ellis, R. (1987). Interlanguage variability in narrative discourse: Style shifting in the use of the past tense. Studies in Second Language Acquisition, 9, 1-20;   2) Krashen, S. (1982). Principles and practice in second language acquisition. Oxford: Pergamon; 3) Krashen, S. (1994).The input hypothesis and its rivals. In N. Ellis (Ed.), Implicit and explicit learning of languages. London: Academic Press; 4) Chaudron, C. (1988). Second language classrooms: Research on teaching and learning. Cambridge: Cambridge University Press; 5) Ohta, A. (2001). Second language acquisition processes in the classroom: Learning Japanese. Mahway, New Jersey: Lawrence Erlbaum.)

Unit 1.2: Second Language Acquisition
Session 1: The Acquisition-Learning Distinction
Handout 4: Working definitions SLA and SLL

_____

I. Read the following definitions and of SLA and SLL and compare them to those of your own.

Language acquisition is a subconscious process that involves the naturalistic development of language proficiency through understanding and using language for meaningful communication. Generally refers to the acquisition of a second language by someone (adult or child) who has acquired a first language.

(Adapted from Stephen Krashen's definition, available on: https://lingua.ly/blog/language-learningvs-language-acquisition/, accessed on July, 5th 2016)

Language learning is a conscious process of developing the ability to communicate in the second / foreign language.

(Available on: http://www.lanqua.eu/theme/language-learning/, accessed on July, 5th 2016)

Unit 1.2 Second Language Acquisition
Session 2: The Factors in SLA
Handout 1: Internal and External Factors (grouping)

Compare the groups of factors you have brainstormed with those in the handout and discuss the differences.

Internal Factors	External Factors
- Age - Aptitude - Intrinsic Motivation and Attitude - Personality - Cognitive Style - Hemisphere specialisation - Learning Strategies	Learning and Teaching Contexts - Teaching a second language: input and interaction - Access to native speakers - Teacher behaviour - Curriculum - Extrinsic Motivation

(Available on: http://www4.ujaen.es/~gluque/Topic4factors.pdf   Accessed on 8.08.2016)

Unit 1.2 Second Language Acquisition
Session 2: The Factors in SLA
Handout 2: Internal and External Factors
_____

Read the description of two of the factors below and
a) get ready to deliver a mini-lecture to your groupmates;
b) think of possible answers to the questions that follow your reading.

b) ask your groupmates the question(s) that follow the piece of the text you have read and discuss the answers within the group of 5

Internal factors
Internal factors are those that the individual language learner brings with him or her to the particular learning situation.
- **Age:** Second language acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful too, but usually struggle to achieve native-speaker-equivalent pronunciation and intonation.

Questions: 1) Do you think that children are better at learning languages than adults?
2). Is a course of English with a lot of activities but little overt teaching, particularly of grammar, suitable for adults?
_____
- **Aptitude:** In general, it seems that students with greater cognitive abilities (intelligence) will make the faster progress. Some linguists believe that there is a specific, innate language learning ability, called aptitude, that is stronger in some students than in others.

It is often assumed that this aptitude will be linked to intelligence (in the sense of what is measured in an IQ test). Learners with a high IQ do tend to do well in situations where the focus of the teaching is on grammar rules and tests. However, it seems less of a factor in success when a greater emphasis is placed on oral communication. The construct of aptitude in language learning is hard to define precisely, but it is likely to include the ability to see patterns in language, to differentiate sounds and also memory skills.

Question: Do you think aptitude is an inborn ability? Can it be developed in the process of teaching?
_____
- **Personality (affective) factors:** Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are less likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice.

Questions: Can you think of other factors that can inhibit learning?

- **Motivation (intrinsic):** Motivation is believed to act as an engine generating learning and then propelling students forward helping them overcome the difficulties they encounter in learning a foreign language (Cheng and Dörnyei, 2007; Dörnyei and Csizer, 1998). Brown (2007) considers motivation as an affective factor that plays a central role in learning a second or foreign language. Intrinsic motivation stems from such factors as a learner's attitude to learning, their perception of the value and interest of the task and their belief in their own progress. Students who enjoy language learning and take pride in their progress will do better than those who don't.

Question: Read the following examples of students' profiles and decide in what ways they are similarly motivated. In what ways are they different?

- **Cognitive styles:** Different learners are likely to approach the task of learning in different ways. Some learners may instinctively feel there is a benefit to studying the rules and patterns of a language, while others may be less inclined to formal study and prefer learning in a more experiential manner, where they use language to achieve tasks and goals. Where language is explicitly studied, some learners value having the language patterns explained to them, while others prefer working out the patterns for themselves.Other differences include such things as whether a learner prefers to work individually or feels more comfortable working as part of a group.

When working with a class, a teacher may notice that some learners respond well to visual input and seeing things written down, while others prefer hearing the new language. Others may like to say the new bits of language several times, and even mumble them to themselves, and other learners engage best when they move around the room and interact with each other.
Questions:
1). Which of the preferences outlined above are closest to your own cognitive style?
2). In a classroom situation, what can a teacher do help all the learners and support their preferred styles?

- **Hemisphere specialization:**Each hemisphere has different functions, for example left hemisphere is responsible for speech, writing, temporal-order judgments, reading, associative thinking, calculation, analytic processing. The right hemisphere perceives and remembers visual, tactile and auditory images, it is more effective in processing holistic, integrative and emotional information. Krashen, Seliger and Hartnett (1974) found support for the hypotheses that left-brain-dominant second language learners preferred a deductive style of teaching, while right-brain dominant learners appeared to be more successful in an inductive classroom environment. Left-brain-dominant second language learners are better at producing separate words, gathering the specifics of language, carrying out sequences of operations, and dealing with classification, labeling and reorganisation (Stervik, 1982). Right-brain dominant learners appear to deal better with whole images (not with reshuffling parts), with generalizations, metaphors, with emotional reactions and artistic expressions (D.Brown, 1987). Undoubtedly, both hemispheres are involved in language. As to the localization of L1 and L2 in the brain it appears that L1 and L2 are stored in somewhat different areas of the brain, but both are predominantly in (probably overlapping) areas of the left hemisphere. However, the right hemisphere might be more involved in L2 than in L1. (Troike)

Questions:
1). Which of the preferences outlined above are closest to your own cognitive style?
2). In a classroom situation, what can a teacher do help all the learners and support their preferred styles?

- **Native language:** Students who are learning a second language which is from the same language family as their first language have, in general, a much easier task than those who aren't. So, for example, a Dutch child will learn English more quickly than a Chinese child.

Questions: Do you think a Ukrainian student can learn English more quickly than a German one? Why?

External factors

External factors are those that characterize the particular language learning situation.

- **Curriculum:** For ESL students in particular it is important that their educational experience is appropriate for their needs.
- **Teacher behaviour:** Teacher behavior definitely influences all kinds of learning, especially learning a foreign language. According to Cheng and Dörnyei (2007), teachers can fire students' enthusiasm by being a personal model in the class. Stipek (2002), also points to the importance of the teachers' projection of enthusiasm. Students who feel they are appreciated as individuals by the teacher do better than those who feel less so. Empathy and care may be more important in building solid teacher-student working relationship than teaching experience. Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress.

Questions: 1) In what way can a teacher of English demonstrate empathy and care?

_____

- **Motivation (extrinsic):** Extrinsic factors may include the influence of teachers, parents and peers, the atmosphere within the group and the influence of praise and other feedback. Students who are given continuing, appropriate encouragement to learn by their teachers and parents will generally do better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly. ESL students who need to learn English in order to take a place at an American university or to communicate with a new English boy/girlfriend are likely to make greater efforts and thus greater progress.

Questions: 1) What did your school teacher of English do or say that raised students' motivation?

_____

- **Access to native speakers:** The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral/aural aspects of language acquisition.

Questions: With some students communication with native speakers cause stress and anxiety. Do you agree with the idea that access to native speakers is an advantage?

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Unit 1.2 Second Language Acquisition
Session 2: The Factors in SLA
Handout 3: Age

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Read the following text about the role of age factor in SLA and compare it with the opinion you had while choosing one of the "corners".

The Influence of Age on SLA

It is a common belief that children are more successful L2 learners than adults, but the evidence for this is actually surprisingly equivocal. While most would agree that younger learners achieve ultimately higher levels of L2 proficiency, evidence is just as convincing that adolescents and adults learn faster in initial stages. While "brain plasticity" is listed as a younger learner advantage, older learners are advantaged by greater learning capacity, including better memory for vocabulary. Greater analytic ability might also be an advantage for older learners, since they are able to understand and apply explicit grammatical rules. On the other hand, Newport (1990) suggests that "less is more" in this respect: one reason younger learners develop more native-like grammatical intuitions is that they are in a non-analytic processing mode. This calls for another qualification: younger learners are probably more successful in informal and naturalistic L2 learning contexts, and older learners in formal instructional settings.

Other advantages that younger learners may have are being less inhibited than older learners. Children are also more likely to receive simplified language input from others, which might facilitate

their learning. Other advantages that older learners may have include higher levels of pragmatic skills and knowledge of L1, which may transfer positively to L2 use; more real-world knowledge enables older learners to perform tasks of much greater complexity, even when their linguistic resources are still limited.

(Adapted from Muriel Saville Troike (2006). Introducing second Language acquisition. - Cambridge, Cambridge University Press.)

Unit 1.2 Second Language Acquisition
Session 2: The Factors in SLA
Handout 4: Some Cues for Teaching to Different Ages
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Match the classroom activities on cut-up slips with the corresponding age groups, placing them in the right space in the table.

Teaching Children	Teaching Adults

Unit 1.2 Second Language Acquisition
Session 2: The Factors in SLA
Handout 5: Some Cues for Teaching to Different Ages
_____

Cut-ups

Use gesture, intonation, demonstration, actions and facial expressions	Use gesture, intonation, demonstration, actions and facial expressions
Use learners' communicative needs to provide language and play games	Play games (without provoking embarrassment)
Use real tasks	Use tasks, either real or invented
Introduce narratives	Introduce narratives and other types of discourse

Foster their imagination and creativity	Encourage phonetic analysis and reflection
Foster interaction and talk	Provide frequent phonetic feedback
Formal grammar teaching might not prove beneficial	Formal grammatical analysis is useful
Introduce indirect phonetic teaching	Deductive grammatical patterns promote faster learning
Inductive grammar teaching might prove beneficial	Focus-on-form teaching is recommended
Hands-on activities might prove beneficial	Foster interaction and talk
	Foster their imagination and creativity

Unit 1.2 Second Language Acquisition
Session 2: The Factors in SLA
Handout 6: Some Cues for Teaching to Different Ages

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Key:

Teaching Children	Teaching Adults
Use gesture, intonation, demonstration, actions and facial expressions	Use gesture, intonation, demonstration, actions and facial expressions
Use learners' communicative needs to provide language and play games	Play games (without provoking embarrassment)
Use real tasks	Use tasks, either real or invented
Introduce narratives	Introduce narratives and other types of discourse
Foster their imagination and creativity	Encourage phonetic analysis and reflection
Foster interaction and talk	Provide frequent phonetic feedback
Formal grammar teaching might not prove beneficial	Formal grammatical analysis is useful
Introduce indirect phonetic teaching	Deductive grammatical patterns promote faster learning
Inductive grammar teaching might prove beneficial	Focus-on-form teaching is recommended

Hands-on activities might prove beneficial	Foster interaction and talk
	Foster their imagination and creativity

(Adapted from: Brown, Douglas (1987). Principles of Language Learning and Teaching; Watkins, Peter (2015). Learning to teach English. Peaselake:Delta Publishing; Lightbown, Patsy M., and Nina Spada (2013). How Languages Are Learned. Oxford: Oxford University Press; Macaro, Ernesto (2010) Continuum Companion to Second Language Acquisition. London: Continuum, Available on:http://esl.fis.edu/teachers/support/factors.htm Accessed on 8.08.2016)

Unit 1.2 Second Language Acquisition
Session 2: The Factors in SLA
Handout 7: Personality (Affective) Factors
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Influencing second language learning - personality factors
A fellow teacher told me about two learners in his class – one, he says, is a better learner than the other. Which one do you think that might be?

Liliana is a university student from Argentina. She is shy and insecure about her English ability. She feels stupid when she speaks English, and is afraid of making mistakes. She loves travelling and meeting people from all over the world but prefers speaking English to 'native speakers' from Britain or America because they speak 'correct' English. For Liliana, the ultimate compliment would be if someone asked her if she were English.

a) Liliana – Her love and respect for the British/English culture and native speakers would propel her to learn the target language and she would seek out opportunities to speak English to 'native speakers', whereas Jochan's status in his company might mean a lesser ability to relinquish power and therefore be more resistant to correction and being adventurous with language. In addition, Jochan's distaste for the American and British culture is bound to affect his motivation levels as well.

b) Jochan – He's confident and therefore would not be averse to taking risks. This should mean that he would be adventurous with language and not be afraid of making mistakes. His talkative nature also means that he would get lots of speaking practice. He'd be motivated because he can see how useful English is at his workplace. Liliana, on the other hand, is shy and this would lead to her not wanting to practise speaking and using the language.

c) This is just silly. I can't decide based on the above descriptions. Doing so would be stereotyping and putting people in boxes. People's personalities and behaviours change and evolve depending on the situations they are in. After all, Jochan's confidence in his job does not mean confidence in language learning, and Liliana might just be shy in the classroom but not when she's with her friends.

(Adapted from Chia Suang Chong (2012) Influencing second language learning - personality factors   Available on: https://www.etprofessional.com/influencing_second_language_learning__personality_factors_10803.aspx, Accessed on 9.08.2016)

Unit 1.2 Second Language Acquisition
Session 2: The Factors in SLA
Handout 8: Personality (Affective) Factors: Key Answers

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Influencing second language learning - personality factors
If you picked Jochan (b) as your answer, you perhaps believe that the personality of a learner has a large part to play in one's success in language learning, and that these innate characteristics are **biologically determined**, and therefore some people make better language learners than others. It's all in the genes.

If you picked Liliana (a) as your answer, you might think that one's culture and experience of life moulds the way we learn to see the world, and that our view of the target culture of the language we are learning can largely affect our motivation, and therefore, our success rate. Loosely categorised as **social structuralist** or constructivist in outlook, you see external influences, such as social variables, as shaping the language learning process.

If you picked (c) as your answer, you probably are balking at this blogpost right now and wondering how anyone could make sweeping statements about issues as complex as Second Language Learning abilities and learner identity. Taking a more **post-structuralist** stance, you know that we play different roles and display different personality characteristics depending on the situation and community we are in, and the people we are talking to. And you are angry that some teachers blame the learners' personality for failure in language learning.

Unit 1.2 Second Language Acquisition
Session 2: The Factors in SLA
Handout 8: SLA Factors: A Student's Profile

John is a capable 17-year-old student of foreign languages. He is not satisfied with his results. He doesn't do well on tests as he doesn't pay much attention to details like correct spelling or grammar form. Although he thinks the main purpose of learning English is communication, most often he is passive in class and doesn't participate in team work. He partly blames his teacher for his ineffectiveness, as he finds some tasks, like learning texts by heart, boring. As he admits himself, another reason for his not doing well is his lack of self -discipline and regular practice.

Taking into account internal and external SLA factors, like motivation, classroom activities, attitudes (affective factors), work our individual programme for John to succeed.

Tick the following factors which in your opinion could be effective in John's case

Unit 1.2: Psychological Factors in Language Learning
Session 3: Hypotheses about Second Language Acquisition
Handout 1: SLA Hypotheses: Key Terminology

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Read, transcribe and learn the following terms:

Disctinct	чіткий
to be aware	усвідомлювати
to acquire a target language	засвоювати
scaffolding	тут: використання підказок, опор для полегшення сприйняття
authentic materials	materials not designed for language learning purposes
variables	factors
to take in the target language (TL)	засвоювати іноземну мову природнім шляхом
comprehensible input	тут: зрозумілий навчальний матеріал
to be exposed to the TL	бути відкритим для
to explain smth explicitely/ explicit instruction	пояснити
to drill grammatical structures in	затренувати вживання граматичних структур
to spontaneously produce speech	продукувати мовлення спонтанно (без підготовки)
subconscious activity	підсвідомий
to nitpick smb	прискіпуватися
to lock up	«замикатися» в собі
formal learning	
affective	пов'язаний з емоціями
conscious knowledge of rules	свідоме знання правил

Unit 1.2: Psychological Factors in Language Learning
Session 3: Hypotheses about Second Language Acquisition
Handout 2: The Acquisition-Learning Hypotheses, the Natural Order Hypotheses, the Monitor Hypotheses

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Read the following text about the Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, The Affective Filter Hypothesis, the Input Hypothesis, underline the key words and deliver a mini-lecture, based on the contents of the text

a) Definition of the Acquisition-Learning Hypothesis
The first hypothesis of Krashen's Monitor Model, the acquisition-learning hypothesis, distinguishes between the processes of language acquisition and language learning. Krashen contrasts acquisition and learning as two distinct and separate language processes. Acquisition occurs passively and unconsciously through implicit, informal, or natural learning; in other words, to acquire a language is to "pick up" a language by relying on "feelings" of correctness rather than conscious knowledge of language rules.

In contrast to acquisition, learning occurs actively and consciously through explicit or formal learning and instruction, resulting in explicit knowledge about a language. The most important pedagogical implication of the first hypothesis of the Monitor Model is that explicit teaching and learning is unnecessary, indeed inadequate, for second language acquisition.

b) Definition of the Natural Order Hypothesis

The second hypothesis, the natural order hypothesis, argues that the acquisition of grammatical structures occurs in a predictable sequence. The natural order hypothesis applies to both first language acquisition and second language acquisition, but, although similar, the order of acquisition often differs between first and second languages. In other words, the order of acquisition of a first language is different from the order of acquisition of that same language as a second language.

However, regardless of native language, all language learners of any single second language appear to follow the same predictable order; for example, learners of English as a second language generally acquire the grammatical structure of *yes-no* questions before the grammatical structure of *wh-* questions. Furthermore, according to the hypothesis, the order of acquisition remains the same regardless of explicit instruction; in other words, explicit teaching and learning cannot change the natural order of acquisition.

c) The Monitor hypothesis

This hypothesis further explains how acquisition and learning are used; the acquisition system, initiates an utterance and the learning system 'monitors' the utterance to inspect and correct errors. Krashen states that monitoring can make some contribution to the accuracy of an utterance but its use should be limited. He suggests that the 'monitor' can sometimes act as a barrier as it forces the learner to slow down and focus more on accuracy as opposed to fluency.

d) The Input hypothesis

This hypothesis suggests that language acquisition occurs when learners receive messages that they can understand, a concept also known as comprehensible input. However, Krashen also suggests that this comprehensible input should be one step beyond the learner's current language ability, represented as $i + 1$, in order to allow learners to continue to progress with their language development.

e) Definition of the Affective Filter Hypothesis

The fifth hypothesis, the affective filter hypothesis, accounts for the influence of affective factors on second language acquisition. Affect refers to non-linguistic variables such as motivation, self-confidence, and anxiety. According to the affective filter hypothesis, affect effects acquisition, but not learning, by facilitating or preventing comprehensible input from reaching the language acquisition device. In other words, affective variables such as fear, nervousness, boredom, and resistance to change can effect the acquisition of a second language by preventing information about the second language from reaching the language areas of the mind.

Furthermore, when the affective filter blocks comprehensible input, acquisition fails or occurs to a lesser extent then when the affective filter supports the intake of comprehensible input. The affective filter, therefore, accounts for individual variation in second language acquisition. Second language instruction can and should work to minimize the effects of the affective filter.

Taken from: Johnson, Heather. The Acquisition-Learning hypotheses: Definition and Criticism. Available on: http://www.linguisticsgirl.com/the-natural-order-hypothesis-definition-and-criticism/ Accessed on: 15.10.2016

Unit 1.2: Psychological Factors in Language Learning
Session 3: Hypotheses about Second Language Acquisition

Handout 3: SLA Hypotheses: Implications for Teaching

**Read the text below and match the suggested implications for teaching with the SLA
hypotheses of the Natural Order, Acquisition-Learning, Monitor in Handout 1.**

1. According to this hypothesis, teachers should be aware that certain structures of a
    language are easier to acquire than others and therefore language structures
    should be taught in an order leading to learning. Teachers should start by
    introducing language concepts that are relatively easy for learners to acquire and
    then use scaffolding to introduce more difficult concepts.

2. According to this theory, the optimal way a language is learned is through natural
    communication. As a second language teacher, the ideal is to create a situation
    wherein language is used in order to fulfill authentic purposes. This will help
    students to 'acquire' the language instead of just 'learning' it.

3. As an SL teacher it will always be a challenge to strike a balance between
    encouraging accuracy and fluency in your students. This balance will depend on
    numerous variables including the language level of the students, the context of
    language use and the personal goals of each student.

4. In any aspect of education it is always important to create a safe, welcoming
    environment in which students can learn. In language education this may be
    especially important since in order to take in and produce language, learners need
    to feel that they are able to make mistakes and take risks.

5. This hypothesis highlights the importance of using the Target Language in the
    classroom. The goal of any language program is for learners to be able to
    communicate effectively. By providing as much comprehensible input as possible,
    especially in situations when learners are not exposed to the TL outside of the
    classroom, the teacher is able to create a more effective opportunity for language
    acquisition.

Unit 1.2: Psychological Factors in Language Learning
Session 3: Hypotheses about Second Language Acquisition
Handout 4: SLA Hypotheses: Critical opinion

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1.   **Acquisition-Learning Hypothesis**. I'm not entirely convinced that acquisition and
learning are two completely different processes. In fact, I think that a little learning can help
acquisition. For example, "I have" in Spanish is *tengo,* while "you have" is *tienes.* Both are from the
infinitive verb *tener,* which means "to have." If you pick up that pattern on your own and acquire it,
awesome. But let's say that you "learn" that pattern, from a teacher who explains it to you explicitly.
I don't think you're forever doomed to knowing it only superficially. It's just that you've now learned
it at the conscious level and need time to let it sink in subconsciously.

Here's an example: multiplication. My elementary school teachers first taught me multiplication using things like crayons. Three crayons, three times totaled up to nine crayons. I understood the idea very consciously but couldn't pass any math tests with that. But the next step was drills. Then multiplication tables. Then flash cards. And then years of homework. Now I have *acquired* single-digit multiplication. I know it subconsciously. I know that 9 X 9 is 81 without having to think about it. My learning the theory early on didn't hinder me from learning, but actually helped me spot the pattern so that later on I could acquire it faster.

How can Krashen's hypothesis seem so right and at the same time leave me with reservations?

I don't think it's fair to lump all grammar and language instruction into the "learning" camp. Skills are successfully "taught" and "learned" all the time, at dance studios, martial arts schools, driving schools, and on and on and on.

So if you're "learning" grammar, minimize the lectures and spend more time with flashcard and workbook drills. Don't focus only on facts, teach how to use them.

No matter what kind of terminology you want to use–if you want to speak and understand a new language, you have to let it sink in deep. You have to let its thousands of moving parts get down deep inside you and take root so that you can understand what the other person's saying, and then reply back instinctively, paying attention to what you're trying to say and not how you're saying it.

2. **The Natural Order Hypothesis.** The hypothesis sounds like it has merit. If I look at my kindergarten-aged son, I can remember that he went from single-word utterances (Mama! Dada! Water!) to simple sentences (I want it!) to less simple sentence (I don't like this show). Lately he's been saying stuff like, "Actually, we didn't read this book in school today," which cracks me up because he's trying out more complex sentence structures, and to me it comes across like a kid wearing his daddy's shoes.

What about for adults? Well, as for the Spanish grammar constructions I talked about earlier, I have a feeling I learned those first not because my brain had a preference for simpler constructions or anything like that, but because my Spanish courses taught me that material in that order.

I have a feeling, in fact, that my brain doesn't necessarily prefer simple grammar anymore, because it's been exposed to a lifetime of more complex English grammar. I don't know why I would revert back to complete infancy when I began learning the new language

The Natural Order hypothesis may or may not be sound, from a scientific perspective. But even if it were 100% correct, I'm just not sure if there's enough information out there to help us apply this hypothesis to language learning.

What I think might be more useful for language learners is to identify the most common grammatical structures used in communication–not necessarily the grammatical structures that Krashen believes our minds prefer to learn first–and teaching those and really drilling those in.

3. **The Monitor Hypothesis.** The Monitor hypothesis implies that language "learning" can never take the place of language acquisition. You won't be able to spontaneously produce speech with learned knowledge. In simpler terms, if you monitor all the time, your conversations will stink.

You'll speak too slowly because you're trying to think of the rules, and you'll be so focused on your form that you won't pay attention to the content.

The basic question here is this: Does studying grammar have any benefit in our developing a subconscious understanding of a language?

I think it can, but only if the grammar is taught correctly.

Language, as an entity, might follow logical patterns. But most people don't pick up a language by identifying those patterns logically. Instead, we "feel" the correct answer.

So with that in mind, I do agree with Krashen that our processing and production of language is a largely subconscious activity. And I've also noticed that if you learn a grammatical rule from a book without seeing or hearing it in a text, you'll produce some disastrous sentences.

Yet I still have some reservations about throwing away the textbooks altogether. I don't believe that learning and acquisition are completely and 100% separate. I believe that information we learn consciously can become acquired information we know subconsciously.

No, I don't see very much value in a language student learning formal, prescriptive grammar. But I also don't see anything wrong with helping a student consciously identify patterns in a language.

Here's a personal example. I've been reading a lot of Spanish for the last few months. When I first began reading fiction, which often describes events having taken place in the past, I had a little difficulty understanding some texts that freely used the past perfect tense (like "I had gone," or "he had studied"). I hadn't learned that sentence structure, so I had trouble identifying it in the text.

But when I learned the basic conjugation pattern for past perfect sentences from an exercise in Duolingo, it was like a lightbulb went off. I was able to read the same texts and understand quite a bit more. The text went from incomprehensible to comprehensible, which meant that now I was really getting something out of reading it.

I know what it feels like when the "monitor" in me takes over. It's what keeps me from talking with my coworkers the way I do with my friends (and therefore keeps me from getting fired).

But I just don't think the monitor is this distinct entity, separate from "real" language. I'm always monitoring. I monitor so much that it seems like it's an integral, inherent part of my speech, a dial knob that plays a role in my language as much as anything else. At the grocery store, I can switch effortlessly from talking to my 5-year-old son, to talking to my wife, to talking to my friend on the phone, to talking to the employee, and that ability to switch feels as subconsciously acquired as any other language skill I've developed.

What I think, then, is that when you're leaning a language, you should train your monitor just as much as you do anything else. If you never work it out, it won't get better, and your language skills won't improve as much as they could.

4. **The Affective Filter Hypothesis.** The filters exist. Environmental factors–both internal and external–can affect how well you do in your language learning.

Pursonally, I've never picked up any skill–language, driving a car, lifting weights, whatever–when my performance was being nitpicked by a well-meaning teacher or coach. That kind of mentality is absolutely not conducive to skill development because it causes anxiety, which makes you lock up and keeps you from doing your best.

In the end, I guess I'm not convinced that language learning is as straightforward as Krashen describes it. But I think it would be wrong to dismiss his ideas entirely. As I said in the introduction, I believe he's more right than he is wrong.

If you want three takeaways on what I think about all this:

1. **Language is subconscious** – Whether you want to call this acquired competence, as Krashen does, or long-term memory as some others do, your ability to understand and speak a language requires you to be able to *effortlessly* recall information that's tucked away in your brain. This takes time and it's why most people can't cram a language into their brain in a couple months.
2. **Comprehensible input will improve your language abilities** – You can't go wrong with listening to and reading lots and lots of texts in your foreign language. This is the bulk of my language learning, in fact.
3. **Your attitude will help you or hurt you** – If you go into your studies unmotivated, not confident, and anxious, those feelings will act as a filter, and your ability to learn the language will suffer. Instead, go in every day fired up.

The important thing to remember with all this is that it's theory. It's Krashen's take on things, based on his years and years of experience as a researcher an educator. The best advice I can give you is to try some of his techniques out, and if they work for you, awesome. If they don't, try something else.

The Input Hypothesis. Is the Input hypothesis valid in the first place?
From my personal observations, you can't go wrong exposing yourself to more of the foreign language. There's absolutely something magical that happens when you listen to and read a lot of texts. Your brain puts things together, and soon you get that gut sense of how a language works. I do take issue with a few things, though.

First, as I discussed before, I don't think that acquisition and learning are completely distinct. As I discussed in an earlier post in this series, I know firsthand that learning can lead to acquisition. I definitely wouldn't get rid of grammar or vocab instruction altogether.

Second, speaking–as a skill–is distinct from listening and reading. It has its own challenges that make it uniquely difficult.

No, you can't acquire grammar or vocabulary by speaking. And you'll need that acquired grammar and vocabulary to speak. But speaking requires you to make a link between your mouth and the acquired knowledge in your brain, and that requires practice actually speaking.

If you put your textbooks in storage and spent the next three months listening to and reading foreign language material that you understand, would your language improve?

I think it would, yes. In fact, I think that you would get much, much better results from that than you would if you *only* used the textbook. And I could understand why someone would make comprehensible input the bedrock of their language-training schedule, because that's similar to what I do in my own studying.

But why limit yourself? Do it all. Get the comprehensible input in. Get some formal "learning" in. Get some speaking practice in.

Then you'll really start seeing some results.

Taken from: Gullekson, Ron. Series Introduction: Stephen Krashen's Theory of Second Language Acquisition Available on: http://www.languagesurfer.com/2013/09/06/series-introduction-stephen-krashens-theory-of-second-language-acquisition/

Accessed on October 22, 2016

Unit 1.2: Psychological Factors in Language Learning
Session 5: SLA Mechanisms
Handout 1: Key Terminology

Read and learn the following terms:

Roughly tuned input	матеріал, який містить певну кількість нових мовних явищ
Finely tuned input	повністю зрозумілий матеріал, ретельно відібраний для навчальних цілей мовлення
A slightly higher level	
The language output	
Language production	
To activate the knowledge	активізувати знання мови
To rehearse the language	вправлятися у мовленні
Communicative output	комунікативне мовлення
Optimal input	оптимальний навчальний матеріал
Slow rate	повільний темп
Clear articulation	чітка вимова
High frequency vocabulary	частотний словник
Realia	objects (texts) from real life used in classroom instruction
Pattern drill	вправа для тренування граматичного явища
Grammatically sequenced	у граматичній послідовності
Irrelevant	

Unit 1.2: Psychological Factors in Language Learning
Session 5: SLA Mechanisms
Handout 2: The Language Input

According to Krashen, successful acquisition depends on the language input the students receive. Input is a term used to mean the language that the students hear or read. The input should contain language that the students already "know" as well as language that they have not previously seen: i.e. the input should be at a slightly higher level than the students can use, but at a level that they can understand. Krashen called the use of such language to students 'rough tuning' and compared it to the way adults talk to children. Mothers and fathers simplify the language they use so that the children can more or less understand it. Perhaps if language students constantly receive input that is roughly tuned –that is slightly above their level (i+1) –they will acquire those items of language that they did not previously known without making a conscious effort to do so.

On the other hand, finely tuned input is language, which has been very precisely selected to be at exactly the students' level. For our purposes finely tuned input means the language which we select for conscious learning and teaching. Such language is often the focus of presentation of new language where repetition, teacher correction discussion techniques are frequently used. During the presentation stage teachers tend to act as controllers, both selecting the language the students are to use and asking for accurate reproduction of new language items. They correct the mistakes they hear.

Jeremy Harmer (1991), The Practice of English Language Learning.

Unit 1.2: Psychological Factors in Language Learning
Session 5: SLA Mechanisms
Handout 3: The Language Output

Exposing students to language input is not enough: we also need to provide opportunities for them to activate this knowledge, for it is only when students are producing language that they can select from the input they have received. Language production allows students to rehearse language use in classroom conditions.

The production of language, or language output, can be divided into two distinct sub-categories. In the first, *practice*, students are asked to use new items of language in different contexts. Activities are designed which promote the use of specific language or tasks. The aim is to give students a chance to rehearse language structures and functions, whilst at the same time being engaged in meaningful and motivating activities. Practice output is a kind of half-way stage between input and communicative output. Communicative output, on the other hand, refers to activities in which students use language for communication to complete some kind of communicative task. In most communicative activities the students use the language they know and gradually develop strategies for communication that over-concentration on presentation and practice would almost certainly inhibit.

Jeremy Harmer (1991), The Practice of English Language Learning.

Uniit 1.2: Psychological Factors in Language Learning
Session 5: SLA Mechanisms
Handout 4: Characteristics of Optimal input for Acquisition

Characteristics of Optimal input for Acquisition

1. Optimal Input is comprehensible

This is clearly the most important input characteristic. When the acquirer does not understand the message, there will be no acquisition. In other words, incomprehensible input, or "noise", will not help.

A good teacher is someone who can make input comprehensible to a non-native speaker, regardless of his or her level of competence in the target language.

How can teachers make input comprehensible?

There are basically two ways in which the teacher can aid comprehension, linguistic and non-linguistic.

Linguistic means:

(1) slower rate and clearer articulation, which helps acquirers to identify word boundaries more easily, and allows more processing time;

(2) more use of high frequency vocabulary, less slang, fewer idioms;

(3) shorter sentences.

Non-linguistic means:

(1) extra-linguistic support in the form of realia, objects and pictures for beginning classes;

(2) discussing topics that are familiar to the student.

How can the teacher make sure that the input is indeed comprehensible?

Comprehension checking can range from simply asking "Do you understand?" occasionally, to monitoring comprehension via students' verbal and non-verbal responses.

2. **Optimal input is interesting and/or relevant**

Optimal input focuses the acquirer on the message and not on form. To go a step further, the best input is so interesting and relevant that the acquirer may even "forget" that the message is encoded in a foreign language.

It is fairly easy to think up examples of input that, while comprehensible, are universally perceived to be uninteresting and irrelevant. Among the most obvious examples are pattern drills, and most dialogue type exercises. Experimental evidence suggests that students pay little or no attention to meaning after the first few repetitions in pattern drill (Lee, McCune, and Patton, 1970), and the same result is most likely true for dialogues that are memorized by rote. Grammatical exercises also fail as input for acquisition on similar grounds.

3.Optimal input is not grammatically sequenced

In acquisition-oriented materials, we should not be consciously concerned about including $i + 1$ in the input. Part (3) of the Input Hypothesis claims that when input is comprehensible, $i + 1$ will be present automatically, in most cases.

With a grammatical focus, communication will *always* suffer; there will always be less genuinely interesting input. The teacher's mind, and the materials writer's mind, is focused on "contextualizing" a particular structure, and not on communicating ideas.

The very orientation of the grammatically-based syllabus reduces the quality of comprehensible input and distorts the communicative focus. Teachers will be concerned with *how* they are speaking, reading selections will be aimed at including *x* number of examples of structure *y* along with a certain vocabulary sample, a sure guarantee of boring and wooden language.

What is proposed here is that the goal, in the mind of both the teacher and the student, is the idea, the message.

4. Optimal input must be in sufficient quantity

https://www.britishcouncil.org/voices-magazine/can-we-learn-second-language-we-learned-our-first British Council

Unit 1.2: Psychological Factors in Language Learning
Session 5: SLA Mechanisms
Handout 5: Types of Authentic Input

Taylor (1994) defined **authentic language material** as any material in English which has not been specifically produced for the purpose of language teaching. Similarly, **Nunan (1999)** defined authentic language materials as spoken or written language material that has been produced in the course of real communication and not specifically produced for the very purpose of language teaching.

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In the last few years, various **audiovisual technologies** have dominated the world by massive developments in providing language learners/teachers with sources of authentic language input for SLA. Indeed, audiovisual technologies have provided many possibilities for teachers to construct activities for language learners. Accordingly, language learners can have access to various authentic language inputs through different technologies such as computers, TV, and CDs/DVDs for language learning, particularly outside the classroom settings. On similar lines, the integration of different audiovisual programs such as news, films, comedy, cartoons, and songs as sources of authentic language input into language learning has attracted the attention of many researchers (**Bahrani & Tam, 2011**; **Brinton & Gaskill, 1978**; **Kaiser, 2011**; **Mackenzie, 1997**; among others).

Movies have been also regarded as an important source of language learning for language instructors because it is an authentic source of material (**Kaiser, 2011**). In fact, movies provide language learners with opportunities of exposure to the real language uttered in authentic settings (**Stempleski, 1992**). The spoken language of movies often includes various types of speeches such as those of various educational levels, the speeches of children and non-native speakers, slang and jargon, rural and urban speeches, and a range of regional dialects that language learners will encounter in the target language country (**Kaiser, 2011**)

Cartoons as authentic language materials have also been considered as excellent teaching tools because they not only add humor to a topic but also illustrate the idea in a memorable way. In this regard, many studies underscore the point that cartoons make learning an enjoyable and, importantly, memorable experience, because the activities in the teaching and learning process using cartoons are interesting and interactive for the students.

Documentary films as authentic and communicative teaching materials that reflect the real situation have also attracted the attention of some researchers. Recently, **Soong (2012)** has supported the use of documentary films over other types of audiovisual materials by highlighting the pedagogical values of utilizing documentary films in language learning, particularly oral interpretation classes. The author underscores, unlike other types of audiovisual materials such as movies that use a great number of slangs or even abusive languages in the dialogues, that the language of documentaries is carefully scripted and delivered in Standard English, which makes them more suitable as teaching materials for EFL students. However, documentary films should be carefully selected and even tailor-made for the oral interpretation class, so as not to discourage students (**Soong, 2012**). **Soong (2012)** emphasizes the point that language learners can learn how to pronounce new words correctly while watching documentary films. Besides, the key vocabulary items tend to recur throughout the soundtrack, providing EFL students with valuable repeated encounters with the lexical content (**Soong, 2012**).

According to **Brinton and Gaskill (1978)**, exposure to audiovisual **news** language input has the potential to improve the listening skill because different newscasts bring reality into the classroom and enable the students to focus on substantive issues. In addition, because of the recycling feature of vocabulary in different audiovisual news, EFL/ESL language learners become more familiar with many contextualized vocabulary items during a long period of exposure. With the careful selection of audiovisual news items and applying some simple techniques such as selecting the content of the news reports based on the language learners' interest and background knowledge, news reports can be used even at elementary or intermediate levels (**Mackenzie, 1997**).

Taken from: Taher Bahrani, Sim Shu Tam, Mohm Don Zuraidah. Authentic Language Input Through Audiovisual Technology and Second Language Acquisition; Available on http://sgo.sagepub.com/content/4/3/2158244014550611 Acessed on 29.10.2016

Unit 1.2: Psychological Factors in Language Learning
Session 5: SLA Mechanisms
Handout 6: Authentic Input: Advantages and Disadvantages

Read the texts about authentic input in handout 5 and write down advantages and disadvantages of various kinds of authentic input

Types of Authentic input	Advantages	Disadvantages
Movies		
Cartoons		
Documentary films		
Newscasts		
Songs		

Unit 1.2: Psychological Factors in Language Learning
Session 5: SLA Mechanisms
Handout 7: Input: Helpful English Tips

 While using authentic materials in ESL, the following several teaching tips that will help make teaching with various authentic materials easier and more enjoyable for both the teachers and the language learners should be taken into consideration:
1. Offer students a choice in the content of the materials you show in class. Take an inventory of their interest.
 2. Prepare extension activities to fill the space between the first and last students' finishing an activity. The International Journal of Language Learning and Applied Linguistics World (IJLLALW) Volume 3 (2), June 2013; 67-72 Bahrani, T., & Tam, S, S EISSN: 2289-2737 & ISSN: 2289-3245 www.ijllalw.org 72
3. Get feedback from the students. It is important for teachers to get feedback from students regarding their comfort level on the various four skills assignments, processes, and procedures used in conjunction with the stories.
 4. Ask your students regularly about their feelings about activities in class. You could give them a formal feedback form to fill out or ask them informally to give you a thumb up or a thumb down.
 5. All four skills activities should include opportunities for students to play an active role in their own learning. When preparing for a task, help students become aware of any relevant strategy, from their own language, that might help them to perform the task successfully.

Taken from: Bahrani, T., Tam, S, S. Authentic Language Input for Language Learning in EFL/ESL Contexts Available on: https://umexpert.um.edu.my/file/publication/00004628_97506.pdf Accessed on 29.10.2016

Unit 1.2: Psychological Factors in Language Learning
Session 7: Interlanguage
Handout 1: Terminology

Unit 1.2: Psychological Factors in Language Learning
Session 7: Interlanguage
Handout 2: Interlanguage

Read the following text about Interlanguage.

Interlanguage is the learner's current version of the language they are learning. Interlanguage changes all the time but can become fossilised language when the learners do not have the opportunity to improve.

Example
A learner who has lived in an English-speaking environment for many years but not attended classes or studied for some time has problems with reported speech and forming tag questions. His interlanguage has become fossilised.

In the classroom
Interlanguage is often heavily influenced by L1 and **interference** from this may make it seem perfectly logical to the learner, although it is incorrect. It is important for teachers to understand this and also to see interlanguage as a series of learning steps.

Available on https://www.teachingenglish.org.uk/article/interlanguage Accessed on 19.11.2016

Unit 1.2: Psychological Factors in Language Learning
Session 7: Interlanguage
Handout 3: Fossilization

Read the following text and underline key words in it.
Along with interlanguage comes a very controversial topic called **fossilization**. With language learning, people do not ascend to higher levels as if it is a staircase that goes from the bottom floor (beginner) to an extremely high second floor (native speaker). Instead of a constant step up, language learners follow spurts of growth followed by plateaus of knowledge. One way to think of this is to say that the Empire State Building has two stairways- stairway A on the east side of the building and stairway B on the west side of the building. Instead of being able to take stairway A from the ground floor to the very top, the person takes stairway A up to the second floor, enters the hall, and goes to the opposite end of the building to stairway B. At stairway B, the person goes to the 3rd floor, enters the hallway, and goes to the opposite end of the building to stairway A. This repeats over and over with the person alternating stairways and floors until the person reaches the top of the building (native fluency).

Now fossilization is when a person is making their way from bottom to top and somewhere during the process they become stuck on one floor. So in our illustration of the Empire State Building, if the person achieves the 70th floor, but fossilizes, then it's not possible for him to make it to the 71st floor. The 70th floor is a pretty high level, but it's not native like in fluency. Likewise, if a person becomes fossilized on the 5th floor, then it is not possible for him to reach the 6th floor. This level is really low so his ability to communicate in that language would be almost non-existent.

Available on http://www.tesolclass.com/applying-sla-theories/interlanguage/

Unit 1.2: Psychological Factors in Language Learning
Session 7: Interlanguage
Handout 4: Stages of Interlanguage Development

> - Random errors
> - Experimentation and inaccurate guessing
> - Emergent –growing in consistency in linguistic production
> - Backsliding –appear to have grasped but later regressed and unable to correct errors
> - Systematic stage –ability to correct errors on their own: rules may be not well formed but display more internal self-consistency
> - Stabilization –few errors made; have mastered to the point of fluency
> - Intranlingual – inconsistencies within the target language itself

Unit 1.2: Psychological Factors in Language Learning
Session 7: Interlanguage
Handout 5: Mistakes in writing (grouping)

Find mistakes, correct them and group the sentences according to the character of the mistakes.

1. We much spoke and did different activities.(1)

2. But also there are a lot of difficulties which connect with fact that all new informations and rules written and explained to us in English. (5)

3. Sometimes I afraid to take part in discussions. (2)

4. I have some problems with pronunciations new large terms. (2)

5. I'll spoke to myself about things with needs critical thinking. (4)

6. There were a lot of interesting information, but it was a little bit hard for me to translated them. (3)

7. It were interesting.(1)

8. She started explain the terminology and it was difficult for me to focused and started to thought like a scientist.(4)

9. The questions was smart…(1)

10. We must know what qualities should a teacher have.(1)

11. We had one very good exercises where we have to put on red or green papers on the sheet of papers which was stuct on the walls and have to disided which activities we like and dislike.(6)

12. It is difficult for me to concentrate and focused.(1)

13. I try to thought logical.(2)

14. It is important to know how to deal with your fears and try to avoid them and overcome.(2)

15. My favourite activity was stucking papers on the walls.(1)

16. We decided what tasks were good or bad for us and after that we have a conversation.(1)

17. I realized that these factors were my barriers in studying language for a long time.(2)

18. I dealt with new terms and definitions.(1)

19. I am convince that the start isn't simple.(1)

20. It was useful to run into with new words.(1)

21. We discussed that fears have every person.(2)

22. The most what I liked is to talk about fears: positive or negative influence of it.(3)

23. I should solve with problem by learning new words.(1)

24. Frankly saying, it was difficult for me to understand their meanings.(1)

25. That profile describes which qualities must have a teacher.(1)

26. You are afraid of doing mistakes.(1)

27. I think teacher tell us about fears to help us and know how to get rid of it.(3)

28. Now I have one complication with a general glossary.(1)

29. I hope I succeed it. (2)

30. Speaking about the profile, I found it a little bit hard in translating.(1)

31. This profile is interesting concluded but now is hard for perception probably as we are just a second-year students.(5)

32. I like this sort of discussion, sharing with our thoughts and made compatible choices.(3)

33. But then we diversified our class and join into groups…(1)

34. We understood how it is important to help each other.(2)

Unit 1.2: Psychological Factors in Language Learning
Session 7: Interlanguage
Handout 6: Error Correction

Read the following text and underline key words in it.

Scott Thornbury Fossilized Errors
If the learner gets consistent messages that they are unintelligible, the teacher can demonstrate that the differences between, say, the past simple and the present simple – which the learner may be consistently ignoring because the context makes it clear what the time reference is - really matter. One way of doing this is acting dumb: Teacher: What do you do every day? Student: I went to work. Teacher: You went to work every day? You mean you stopped? You got the sack? You've retired already! Wow, lucky you! etc. The learner will soon get sick of this kind of response. They will either leave the class or do something about their verb tenses. Giving learners clear messages about their intelligibility – even if it means pretending you don't understand – may act as way of tripping the fossilization switch.

Of course, the best way of treating fossilization is to pre-empt it, or nip it in the bud. Showing that you value accuracy, right from day one, but not to the point that you inhibit their communicativeness, may help. Little nudges and corrections while they're in full flow; taking

notes on errors for later feedback, are all ways of what Peter Skehan has called "keeping the learner in the right state of anxiety".But in the end you have to ask yourself – and they have to ask themselves – is it worth it? Life is too short to aim for perfection. The view from half-way up may be just fine.

Rolf Donald Error Correction 2
Categorising errors
We can categorise an error by the reason for its production or by its linguistic type.
What's the reason for the error?
It is the result of a random guess (pre-systematic).
It was produced while testing out hypotheses (systematic).
It is a slip of the tongue, a lapse, a mistake (caused by carelessness, fatigue etc.) (post-systematic).
To be sure about the type of error produced by a student we need to know where the student's interlanguage is (the language used by a student in the process of learning a second language).
What type is it?
We can classify errors simply as productive (spoken or written) or receptive (faulty understanding). Alternatively we can use the following:

> A lexical error - vocabulary
> A phonological error - pronunciation
> A syntactic error- grammar
> An interpretive error - misunderstanding of a speaker's intention or meaning
> A pragmatic error - failure to apply the rules of conversation

Rolf Donald Error Correction 1
Practical techniques / ideas for correcting spoken English
On-the-spot correction techniques.
These are used for dealing with errors as they occur.
Using fingers
For example, to highlight an incorrect form or to indicate a word order mistake.
Gestures
For example, using hand gestures to indicate the use of the wrong tense.
Mouthing
This is useful with pronunciation errors. The teacher mouths the correct pronunciation without making a sound. For example, when an individual sound is mispronounced or when the word stress is wrong. Of course it can also be used to correct other spoken errors.
Reformulation
For example:
Student: I went in Scotland
Teacher: Oh really, you went to Scotland, did you?
> Delayed Correction techniques - For example, after a communication activity.
> Noting down errors
Either on an individual basis i.e. focusing on each student's mistakes or for the class as a whole. 'Hot cards', as Bartram and Walton call individual notes, can be used to focus on recurring mistakes. The student then has a written suggestion of what to work on.
Recording
> Students pay more attention to what they say as they are taking part in a kind of performance (it is being recorded)
> Students not only become more aware of gaps in their spoken English but also can see how their spoken English is improving.

Scott Thornbury Methodology:Fossilized Errors

http://www.onestopenglish.com/methodology/ask-the-experts/methodology-questions/methodology-fossilized-errors/146396.article

Unit 1.3.1: Developing Learner Autonomy
Session 1: Notion of learner autonomy. Conditions for developing learner autonomy.
Handout 1: Learner autonomy – definitions

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Read the definitions of learner autonomy and identify key words and phrases.

Definition	Author
"To say of a learner that he is autonomous is therefore to say that he is capable of taking charge of his own learning ". The learner should be capable of "determining the objectives; defining the contents and the progressions; selecting methods and techniques to be used; monitoring the procedure of acquisition…; evaluating what has been acquired"	Holec (1981, p.3)
"This term describes the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions. In full autonomy, there is no involvement of a teacher or an institution. And the learner is also independent of specially prepared materials."	Dickinson (1987, p.11)
"The main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instruction."	Boud (1988, p.23)
"Autonomy is a capacity – for detachment, critical reflection, decision-making, and independent action."	Little (1991, p.4)
"In effect, 'successful' or 'expert' or 'intelligent' learners have learned	Wenden (1991, p.15)

how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher. Therefore, they are autonomous."	
"Learner autonomy is characterized by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in co-operation with others, as a socially responsible person."	Dam (1995, p.1)
"We can define an autonomous person as one who has an independent capacity to make and carry out the choices which govern his or her actions. This capacity depends on two main components: ability and willingness."	Littlewood (1996, p.428)
"I prefer to define autonomy as the capacity to take control of one's own learning, largely because the construct of 'control' appears to be more open to investigation than the constructs of 'charge' or 'responsibility'."	Benson (2001, p.47)

Adapted from Andrew Finch *AUTONOMY: WHERE ARE WE? WHERE ARE WE GOING?*
Available:http://www.finchpark.com/arts/Autonomy.pdf Accessed 26 July 2016

Unit 1.3: Developing Learner Autonomy
Session 1: Notion of learner autonomy. Principles of learner autonomy. Conditions for developing learner autonomy.
Handout 2: Learning experience

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A questionnaire to help you establish your personal level of autonomy
(see Camilleri 1996).

Answer the questions given below. Do not write your name. Choose from (1) the lowest score to (5) the highest score.

Are you afraid of taking the initiative in your own learning, that is, of going further than what is imposed?	1 2 3 4 5
How self-confident are you, especially in your academic work?	1 2 3 4 5
What level of interest and motivation do	1 2 3 4 5
How co-operative are you as a person?	1 2 3 4 5
Do you like to participate in classroom	1 2 3 4 5
How willing are you to discuss your own	1 2 3 4 5
How flexible are you when it comes to adapting yourself to: - new ways of learning - new environments - new group mates Under which conditions do you feel more confident to do the above?	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
Have you ever had to establish your own learning goals?	
Were you ever able to list your learning	
How do you prefer to learn? - By listening passively to lectures - By reading on your own - By discussing with other students	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
How often do you use the following resources? - The school library - A public library - A resource centre - Newspapers, journals, magazines - Audio-visual material	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5
Do you think you are able to be objective in your own evaluation?	
Have you ever carried out self-evaluation?	
What did you learn from it?	

Unit 1.3: Developing Learner Autonomy
Session 1: Notion of learner autonomy.
Handout 3: Principles of autonomy

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Match principles of autonomy in tables with the description of teacher's work to provide them, reflected on strips of paper.

Principles of autonomy	The description of teacher's work to provide principles

• *learner involvement* – engaging learners to share responsibility for the learning process;	
• *learner reflection* – helping learners to think critically when they plan, monitor and evaluate their learning;	
• *appropriate target language use* – using the target language as the principal medium of language learning.	

Adapted from david Little Constructing a theory of learner autonomy: some steps along the way
Available:http://www.archive.ecml.at/.../David%20**Little**%20**Constructing**%20a%20**Theory**%2...
Accessed 12 November 2016

Unit 1.3: Developing Learner Autonomy
Session 1: Notion of learner autonomy.
Handout 4: The description of teacher's work to provide principles of autonomy

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Cut-up slips

• involves her learners in a non-stop quest for good learning activities, which are shared, discussed, analysed and evaluated with the whole class – in the target language, to begin with in very simple terms;
• helps her learners to set their own learning targets and choose their own learning activities, subjecting them to discussion, analysis and evaluation – again, in the target language;
• requires her learners to identify individual goals but pursue them through collaborative work in small groups;
• engages her learners in regular evaluation of their progress as individual learners and as a class – in the target language
• requires learners to keep a written record of their learning – plans of lessons and projects, lists of useful vocabulary, whatever texts they themselves produce;
• uses the target language as the preferred medium of classroom communication and requires the same of her learners;

Adapted from Bavid Little Constructing a theory of learner autonomy: some steps along the way
Available: http://www.archive.ecml.at/.../David%20Little%20Constructing%20a%20Theory%2...
Accessed 12 November 2016

Unit 1.3: Developing Learner Autonomy
Session 1: Notion of learner autonomy.
Handout 5: Principles of autonomy

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Keys

Principles of autonomy	The description of teacher's work to provide principles

• ***learner involvement*** – engaging learners to share responsibility for the learning process;	• involves her learners in a non-stop quest for good learning activities, which are shared, discussed, analysed and evaluated with the whole class – in the target language, to begin with in very simple terms; • helps her learners to set their own learning targets and choose their own learning activities, subjecting them to discussion, analysis and evaluation – again, in the target language; • requires her learners to identify individual goals but pursue them through collaborative work in small groups; • engages her learners in regular evaluation of their progress as individual learners and as a class – in the target language
• ***learner reflection*** – helping learners to think critically when they plan, monitor and evaluate their learning;	• requires learners to keep a written record of their learning – plans of lessons and projects, lists of useful vocabulary, whatever texts they themselves produce;
• ***appropriate target language use*** – using the target language as the principal medium of language learning.	• uses the target language as the preferred medium of classroom communication and requires the same of her learners;

Adapted from david Little Constructing a theory of learner autonomy: some steps along the way
Available: http://www.archive.ecml.at/.../David%20Little%20Constructing%20a%20Theory%2...
Accessed 12 November 2016

Unit 1.3: Developing Learner Autonomy
Session 1: Notion of learner autonomy.
Handout 6.1: Learner autonomy in language education. Conditions for developing learner autonomy.

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Read the text Individually and identify conditions that are needed for developing learner autonomy.

Text 1

A teacher who wants to train autonomous learners should know that it is not an easy task to change students who are accustomed to the teacher-centered methods. Autonomous learners should be active in the whole process of language learning and take responsibility for their learning. Students won't be autonomous unless their ideas of the process of learning, their attitude to learning and their behavioral patterns in an educational environment change.

The social learning environment should be supportive, accepting and caring. In this environment, students are free to experiment new behaviors, attitudes and action theories. If autonomy in learning is limited only to the classroom environments and students can't transfer this autonomy to outside the classroom, the whole process of training autonomy in learners would be useless. A course should prepare conditions for students to transfer their autonomy in learning to outside of the classroom.

Adapted from Mostafa Yuonesi *Autonomy in Language Education*
Available: http://www.hltmag.co.uk/aug12/mart04.htm
Accessed 26 July 2016

Unit 1.3: Developing Learner Autonomy
Session 1: Notion of learner autonomy.
Handout 6.2: Learner autonomy in language education. Conditions for developing learner autonomy.
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Read the text individually and identify conditions that are needed for developing learner autonomy.

Text 2

It is very difficult for teachers to develop autonomy in the classroom especially when learners are used to traditional methods and techniques where teachers play the main role. The course should be designed in such a way that students become aware of pedagogical goals, different contents and strategies, language learning theories and themselves as learners.

In addition, they should have enough motivation to modify and adapt goals, styles and strategies and create their own goals and plans for self - directed learning. Also, the course should take into consideration the learner's goals since the starting point in this course is not the text book but a learner who has its own history, culture and educational needs.

Collaboration is one of fundamental conditions to promote autonomy and the course should provide conditions by which learners could construct their shared learning space collaboratively. The course should be designed in such a way that there should be room for freedom of choice for individuals and groups of learners since in this environment, students decide on the direction of the learning process.

Adapted from Mostafa Yuonesi *Autonomy in Language Education*
Available: http://www.hltmag.co.uk/aug12/mart04.htm
Accessed 26 July 2016

Unit 1.3: Developing Learner Autonomy
Session 1: Notion of learner autonomy.
Handout 6.3: Learner autonomy in language education. Conditions for developing learner autonomy.

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Read the text Individually and identify conditions that are needed for developing learner autonomy.

Text 3

It is necessary for teachers to provide conditions for students to think and act autonomously. It is crucial that choice, flexibility, adaptability, modifiability, reflectivity and shareability should exist in an autonomous based classroom. Learners should be given an opportunity to choose learning content and learning methodology. They should have a share of responsibility for planning and conducting teaching learning activities. Flexibility refers to the possibility of self-repair and change of the options for students. For example they could choose to stop doing an activity and change it to another form. If the learning materials are accessible for students it means the course has adaptability. Modifiability makes it possible for students to modify the existing materials. Reflectivity emphasises on the ability of a course to provide conditions for student to reflect on their own leaning, evaluate the outcomes, draw conclusions and make their future plans. Shareability refers to the ability to share activities and problems with others.

Adapted from Mostafa Yuonesi _Autonomy in Language Education_
Available : http://www.hltmag.co.uk/aug12/mart04.htm
Accessed: 26 July 2016

Unit 1.3: Developing Learner Autonomy
Session 2: Autonomy in the classroom
Handout 1: Teacher and students' roles in autonomous classroom. Documents in autonomous classroom.

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Fill in the table after watching the video.

Teacher's Roles in autonomous classroom	Students' Roles in autonomous classroom	Documents in autonomous classroom

Unit 1.3: Developing Learner Autonomy
Session 2: Autonomy in the classroom
Handout 2: A sample of autonomous lesson structure.

The Structure of Autonomous Lesson	Activities
1. Teacher-initiated and directed activities	• Useful language learning in terms of Curriculum; • Learners and teacher's assessment of teacher-initiated and
2. Learner-initiated activities	• Sharing homework, • "2 minute talk"; • "Free" learner-chosen activities in groups, pairs or individually; • Planning homework; • Learners' assessment of work carried individually, in pairs or in group.
3. Together" – a plenary session of the whole class including a teacher	• Presentation and assessment of results or products from group work, pair work or individual work; • Joint events such as songs, lyrics, story-telling, quizzes, etc. • Joint assessment of the lesson

Adapted from Adela Turloiu and Sif Stefansdottir Learner Autonomy. Theoretical and Practical Information for Language Teachers
Available: http://www. skemman.is/stream/get/1946/7668/19634/1/B.Ed._lokaútgáfa.pdf
Accessed : 20 November 2016

Unit 1.3: Developing Learner Autonomy
Session 2: Autonomy in the classroom.
Handout: 3.1

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Goal Setting

Goal setting is an integral part of autonomous learning. Scientists differentiate 5 degrees of learning autonomy according to the level of students' abilities to set goals.

The first level is the level of *"Awareness"*: Learners are made aware of the pedagogical goals and content of materials they are using.

The second level is the level of *"Involvement":* Learners are involved in selecting their own goals from the teacher's list of goals.

The third level – *"Intervention":* Learners are involved in modifying and adapting the goals, which were set by teachers.

The fourth level – "*Creation*": Learners create their own goals and objectives.

The fifth level – "*Transcendence*": Learners go beyond the classroom and make links between the content of classroom learning and the world beyond.

Teacher should clarify and work out the instructional goals with students. Students

should know the purpose and aim of their work, to be involved in learning process. Students should be told that the content and procedures in the class will be partly derived from their own views on what they like to learn and how they like to learn. They are asked to indicate their attitude be circling a number of goals. This strategy will allow students to take part in goal setting. Their motivation to perform a task and their involvement in academic activities will increase.

Adapted from H. Reinders Towards a Classroom Pedagogy for Learner Autonomy
Available: http://www.files.eric.ed.gov/fulltext/EJ910398.pdf
Accessed :10 October 2016

Unit 1.3: Developing Learner Autonomy
Session 2: Autonomy in the classroom. Group-oriented approaches to developing autonomy: group work, pair work, project work.
Handout: 3.2

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Planning Learning

Setting goals and planning learning are different sides of the same coin. Whereas one's goals help to specify one's destination, planning is like finding the best road to get there. Planning involves drawing up practical plans and allocating time to them. This step is often not made explicit by teachers, who tend to direct classroom practice in the following respects:

1) content and activities;
2) the order of the content and the activities;
3) the ways in which learners are expected to participate and interact.

Learner-centred approaches will aim to (gradually) encourage learners to make these decisions for themselves. This could mean giving learners a choice over, for example, whether to use a model argument essay to do cohesion-building exercises, or to write a rebuttal essay. This may mean offering different types of activities for the same set of goals.

Adapted from H. Reinders Towards a Classroom Pedagogy for Learner Autonomy
Available: http://www.iles.eric.ed.gov/fulltext/EJ910398.pdf
Accessed: 10 October 2016

Unit 1.3: Developing Learner Autonomy
Session 2: Autonomy in the classroom. Group-oriented approaches to developing autonomy: group work, pair work, project work.
Handout: 3.3

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Selecting resources

Normally this is the task of the teacher, but many teachers have experimented with involving learners in the selection and preparation of resources for learning (Aston, 1993; Benson, 1994). For example, Dam (1995) asked students to locate authentic materials from outside the school to be used in the classroom and the self-access centre. Many of the activities that could be classified as tasks could involve the production or sharing of materials by learners.

Adapted from H. Reinders Towards a Classroom Pedagogy for Learner Autonomy
Available: http://www.files.eric.ed.gov/fulltext/EJ910398.pdf
Accessed: 10 October 2016

Unit 1.3: Developing Learner Autonomy
Session 2: Autonomy in the classroom.
Handout: 3.4

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Practice

In classroom situations, teachers provide opportunities for practice and give frequent feedback.

An important aspect of autonomy is the ability to experiment with the language, and to take risks (c.f. Schwienhorst, 2007). It is important then for practice materials and activities to encourage students to find ways to move beyond the classroom, the self-access centre, the school and to incorporate new knowledge into their lives. The challenge here is to find a balance between giving students freedom, while still giving them support. This support can be in the form of carefully-structured tasks that require students to practise the language on their own terms, but then to input their experiences back into the task itself (for example, through a webquest, or by accessing a corpus, where students need to find examples of particular task.

Adapted from H. Reinders Towards a Classroom Pedagogy for Learner Autonomy
Available: http://www.files.eric.ed.gov/fulltext/EJ910398.pdf
Accessed: 10 October 2016

Unit 1.3: Developing Learner Autonomy
Session 2: Autonomy in the classroom.
Handout: 3.5

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Monitoring progress

In a teacher-directed environment, such as in a course with a set curriculum, progress is generally measured by others; the teacher will give feedback and perhaps there are regular mini-tests and assignments. For the development of autonomy, learners will need to develop the ability to monitor their own progress and revise their learning plans accordingly. This includes reflection on their motivation levels and other social-affective aspects of the learning.

Learning diaries (for example, in the form of a learning blog) are good tooli to encourage this process. These could be private or shared with other learners and, if they are on line, the teacher could give feedback too. Learners need to be encouraged, however, to develop the necessary vocabulary. Learners might, for example, write about having a problem with understanding a native speaker.

It is important to encourage students to record their successes too, and to identify the reasons for them. Providing students with a model diary or practising reflection in class may be helpful.

Adapted from H. Reinders Towards a Classroom Pedagogy for Learner Autonomy
Available: http://www.files.eric.ed.gov/fulltext/EJ910398.pdf
Accessed: 10 October 2016

Unit 1.3: Developing Learner Autonomy
Session 2: Autonomy in the classroom.
Handout: 3.6

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Assessment and revision

Whereas monitoring one's progress is an ongoing task that takes place as part of every learning episode, assessment is usually less frequent.

Many students want to have a sense of achievement and test-scores can provide a kind of external validation that is important to them. However, at the same time learners need to be given opportunities for alternative assessment. Many teachers use portfolios for

this purpose. The Council of Europe has developed the European Language Portfolio or on line tools.

Other options include self-assessment worksheets and activities that encourage students to put into practice what they have learned.

Adapted from H. Reinders Towards a Classroom Pedagogy for Learner Autonomy
Available: http://www.files.eric.ed.gov/fulltext/EJ910398.pdf
Accessed: 10 October 2016

Unit 1.3: Developing Learner Autonomy
Session 2: Autonomy in the classroom.
Handout: 3.7

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Reflection

A crucial aspect of the autonomous learning process is the reflection.

The final reflection that takes place after monitoring one's progress and assessing one's learning is a key phase, as it links one's accomplishments with future work through a revision of one's goals and plans. Therefore, learners should be encouraged to think about what went well in their learning, what did not go well, why this was so, what alternatives there are and how these affect their objectives.

Although we often think of reflection as an individual activity, there are many ways in which learners can communicate with others about their learning and help each other become more aware of their roles in the language learning process.

Adapted from H. Reinders Towards a Classroom Pedagogy for Learner Autonomy
Available: http://www.files.eric.ed.gov/fulltext/EJ910398.pdf
Accessed: 10 October 2016

Unit 1.3: Developing Learner Autonomy
Session 3: Autonomy beyond the classroom.
Handout 1: Different types of learner autonomy beyond the classroom

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CALL (Computer-assisted language learning)

 CALL embraces a wide range of information and communications technology applications and approaches to teaching and learning foreign languages, from the "traditional" drill-and-practice programs that characterised CALL in the 1960s and 1970s to more recent manifestations of CALL, e.g. as used in a virtual learning environment and Web-based distance learning. It also extends to the use of Computer-mediated communication (CMC),[3] language learning in virtual worlds, and mobile-assisted language learning (MALL).[4]
The current philosophy of CALL puts a strong emphasis on student-centred materials that allow learners to work on their own. Such materials may be structured or unstructured, but they normally embody two important features: interactive learning and individualised learning. CALL is essentially a tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has already been learned in the classroom or as a remedial tool to help learners who require additional support.
A combination of face-to-face teaching and CALL is usually referred to as blended learning. Blended learning is designed to increase learning potential and is more commonly found than pure CALL.

Adapted from Mostafa Yuonesi *Autonomy in Language Education*
Available on http://www.hltmag.co.uk/aug12/mart04.htm
Accessed on 26 July 2016

Unit 1.3: Developing Learner Autonomy
Session 3: Autonomy beyond the classroom.
Handout 1: Different types of learner autonomy beyond the classroom

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Tandem Language Learning

Tandem Language Learning is a method of language learning based on mutual language exchange between tandem partners (ideally each learner is a native speaker in the language the proponent wants to learn). Many language schools in the world, organised as TANDEM International,[1] as well as many universities implement this approach.

In Tandem Language Learning both partners can meet in person (face-to-face Tandem) or learn by e-mail, phone or other media (eTandem, also called Distance Tandem), placing emphasis on cultural integration as part of the language-learning process. Learning is supported in different ways, for instance, via worksheets, textbooks or simply informal conversation. There are distinct uses of the Tandem method which promote independent learning e.g. Tandem Partnerships (two people, supported by counsellors), and Binational Tandem Courses (for groups, organised by moderators). The classic style is that where partners equally share the available time during the exchange. For example, a Portuguese speaker and a German speaker can talk for half an hour in German and then for half an hour in Portuguese. In this way, through language exchange partnerships with native speakers, and extra social and cultural experiences, participants become fully immersed in the target language culture. The only condition for participation in self-directed Tandem is to be at a lower intermediate level of language proficiency (Lower B1 Threshold).

Adapted from Mostafa Yuonesi *Autonomy in Language Education*
Available on http://www.hltmag.co.uk/aug12/mart04.htm
Accessed on 26 July 2016

Self-access

Self-access' is a way of describing learning materials that are designed and organised in such a way that students can select and work on tasks on their own (although this does not preclude the possibility of various kinds of support), and obtain feedback on their performance.

The term 'self-access centres are the places in language institutions where learning resources and materials are organised and displayed for students to work in a self-access mode.

If self-access refers mainly to materials that are put at the disposal of learners to work on their own, a 'self-access approach' has a much broader sense, implying the whole learning institution working towards promoting learner autonomy through the use of self-access learning materials. In other words, a self-access approach is a *means* to develop learner autonomy. Accordingly, the term 'self-access system' refers to the implementation of a self-access approach in a language learning institution.

Adapted from Mostafa Yuonesi *Autonomy in Language Education*
Available on http://www.hltmag.co.uk/aug12/mart04.htm
Accessed on 26 July 2016

Unit 1.3: Developing Learner Autonomy
Session 3: Autonomy beyond the classroom.
Handout 2: E-learning tools

1.The **web-site** *learnenglish.britishcouncil.org/listen-and-watch* suggests a range of audio and video files for learners without much English language experience and for intermidiate or advanced learners.

Word on the street british council- is an exciting new English Language teaching programme co-produced by the BBC and the British Council.

Word on the Street looks at how English works in everyday life and presents lively aspects of young British culture. Each half hour episode is filmed in a different place in the UK and features drama, interviews and reports to help you improve your English language skills.

Learenenglish.britishcouncil.org./podcasts/files – provides audio files to develop listening skills. Texts there also can be used for discussions.

2. *I wanna talk about* - contains a series of separate audio texts, which are monologues of different people speaking about things that interest them.

3.*Voicethread* is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate slides and leave comments in 5 ways - using voice through a Facebook Fan Page (with a mic or telephone), text, audio file, or video (via a webcam).can be used for pursuing the aims of developing pronunciation and speaking skills via project making: taking photos, uploading images, adding recorded audio comments, presenting a show to a class.

4.Hangout is a [communication platform](#) developed by [Google](#) which includes [instant messaging](#), [video chat](#), [SMS](#) and [VOIP](#) features. It replaces three messaging products that Google had implemented concurrently within its services, including [Google Talk](#), [Google+](#) Messenger (formerly: Huddle), and Hangouts, a video chat system present within Google+. Google has also stated that Hangouts is designed to be "the future" of its telephony product, [Google Voice](#), and integrated some of the capabilities of Google Voice into Hangouts. enables learners to use photo/video and audio messages to present smb./smth. or dwell on some theme.

5.Voxopop Used by educators all over the world, Voxopop talkgroups are a fun, engaging and easy-to-use way to help students develop their speaking skills. They're a bit like message boards, but use *voice* rather than text and a have a specialised user interface. No longer confined to a physical classroom, teachers and students of oral skills can interact from home, or even from opposite sides of the planet!

6.***Micro-blogging*** *increases opportunities for student-driven expressions, facilitates the process of collective brainstorming and peer-review*.

7.***Podomatic i***s one of several ***podcasting services*** which offers a free starter account , allows to record oneself and to inset the recording in the Internet.

Taken from Wikipedia
Accessed on10 October 2016

Unit 1.3: Developing Learner Autonomy
Session 4: The European language Portfolio
Handout 1: Student reflection in portfolio assessment

In order to become an autonomous learner one should be aware oneself as a person and about one's strengths and weaknesses in learning. It helps to plan professional development.
The best way to reflect on one's learning is to answer questions. Now giving answers to our questions you can reflect on your learning process and try to improve it.

Thinking about yourself as a person and as a student.

1. What is important for you as a person?
2. What (three things) do you value in yourself? Why?
3. What are your strengths as a student?
4. What weaknesses (shortcomings) do you have as a student?
5. What are the reasons of your weaknesses (shortcomings)?
6. What can you do to get rid of them?

Thinking about language learning processes and aims.

1. What aims do you wish to set for this course (week, etc)?
2. What are you going to do to reach your aims?
3. What aspects of language learning are easy (difficult) for you?
4. How might you improve your work/ your working habits?
5. What is a good group member like in your language class? Why?
6. How might you improve your participation in your groups?
7. What skills are you good at? What can you still improve?

Adapted from Viljo Kohonen. Student reflection in portfolio assessment. Available on :eportfolio.atmajaya.ac.id/fkip/portfolio/.../Reflection%202.p..
Accessed on 20 October 2016

Unit 1.3: Developing Learner Autonomy
Session 5-6: Theories of learner autonomy: learner-centeredness, individualization
Handout 1.1: Teacher-centered approach vs learner-centered approach
Match teacher-centered and learner-centered approaches with their characteristics

Teacher–Centered	Learner–Centered

Adapted from Tracey Garrett "Student-Centered and Teacher-Centered Classroom Management: a Case Study of Three Elementary Teachers"
Available on*: https://www.jstor.org/stable/23869529
Accessed on 22 October 2016

Unit 1.3: Developing Learner Autonomy
Session 5-6: Theories of learner autonomy: learner-centeredness, individualization
Handout 1.2: Teacher-centered approach vs learner-centered approach

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Cut-up slips

Teacher is the sole leader
Discipline comes from the teacher
A few students are the teacher's helpers
Teachers plan the exact direction of their lessons in advance
Learning is based on receiving the knowledge
Management is a form of oversight
Teacher makes the rules and posts them for all
Leadership is shared
Discipline comes from the self
All students have the opportunity to become an integral part of the management of the classroom
Teachers allow to develop lessons in response to students; interests
Learning is based on discovering knowledge by students
Management is a form of guidance
Rules are negotiated by the teacher and students.

Adapted from Tracey Garrett "Student-Centered and Teacher-Centered Classroom Management: a Case Study of Three Elementary Teachers"
Available on*:* https://www.jstor.org/stable/23869529
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Unit 1.3: Developing Learner Autonomy
Session 5-6: Theories of learner autonomy: learner-centeredness, individualization
Handout 1.3: Teacher-centered approach vs learner-centered approach

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Key

Teacher–Centered	Learner–Centered

Teacher is the sole leader	Leadership is shared
Discipline comes from the teacher	Discipline comes from the self
A few students are the teacher's helpers	All students have the opportunity to become an integral part of the management of the classroom
Teachers plan the exact direction of their lessons in advance	Teachers allow to develop lessons in response to students; interests
Learning is based on receiving the knowledge	Learning is based on discovering knowledge by students
Management is a form of oversight	Management is a form of guidance
Teacher makes the rules and posts them for all students	Rules are negotiated by the teacher and students.

Adapted from Tracey Garrett "Student-Centered and Teacher-Centered Classroom
Management: a Case Study of Three Elementary Teachers
Available on*:* https://www.jstor.org/stable/23869529
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Unit 1.3: Developing Learner Autonomy
Session 5-6: Theories of learner autonomy: learner-centeredness, individualization
Handout 2: Teacher-centered approach vs learner-centered approach

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**Make sentences about advantages of learner-centered approach matching the words
in the first and second columns**

Learner-centeredness …..	
- strengthens - reduces - promotes - enhances - encourages	- Motivation by giving students some control over learning process - Reflection on what and how students are learning - Peer communication - Discover/active learning - Responsibility for one's learning - Disruptive behavior

Unit 1.3: Developing
Learner Autonomy
Session 5-6: Theories of learner autonomy: learner-centeredness, individualization
Handout 3: Ways of solving problems in heterogeneous classes.

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**Every class, which consists of more than 1 pupil, is heterogeneous. In such a class
the teacher faces the following problems:**

a) different levels of students' abilities (proficiency);
b) different students' motivation and confidence;
c) different students' pace of learning;
d)different learning styles.

Read the suggested ways of solving these problems. Match the problem and the possible solution of it.

1.Students' confidence and interest will increase if they know what they are going to learn, why and how. That is why some time should be used by the teacher to set objectives and negotiating the ways of achieving them.

2. Students will feel more confident when the starting point for each unit will be the students asking questions about the topic or text or language area rather than answering questions posed by the book or the teacher. For example, asking the questions: "What do you know about the present continuous?" will produce, possibly, some answers from few students and guilt from other students. However, changing the question into: "What DON'T you know about the present continuous?" will create greater feeling of confidence amongst all students and a sense of community enquiry.

3.All students need to feel comfortable with the fact that they will make mistakes or forget and confuse something. Students do not need to feel guilty because they have made a mistake.

4.Most lessons work at the teacher's pace: the teacher decides how much time should be spent on each task but, generally, students do not share this information. If students know how long they have to do a task, perhaps by negotiating the time with the teacher, they are more likely to feel confident about tackling the task and will avoid the feeling of guilt associated with not finishing a task on time.

5.Many language learning tasks consist of questions which require one correct answer. The students who, whatever reason, find it more difficult than the others to provide this one correct answer will soon become dismotivated. However, tasks which allow students to provide a range of open answers will appeal to more students..
For example, after reading a text, instead of answering true/false or comprehensive questions, students could be asked to use the text as a basis for creating their own questions. Or students could be asked to change the text somehow: to jumble up the sentences in a paragraph or the words in some sentences, or, perhaps could add words, such as adverbs or adjectives in individual sentences and ask their partners to find the change they have made. The purpose of this type of task is to involve students in tasks which not only require them to use the language they already know, but also to make decision about how they will do a task. They do not feel guilty they have not done the same as the other students because it is not the aim of the exercise.

6.Many students feel that they are "bad" at English. But is unlikely they are "bad" at every aspect of language learning. We, for example, are not good at cooking soup, but good at making cakes or vice versa. We all have our weaknesses and strengths within our second language. If students are aware of where their strengths and weaknesses are in English they will be more likely to judge themselves like this: :My spelling is pretty good, but my pronunciation needs some practice" or "I'm very good at the listening exercises, but I'm not very good at reading".

7.A cooperative learning involves social interaction and negotiation of meaning among group members. They engage in tasks to which all group members have something to contribute, and they all learn from each other. As students work in pairs and groups, they share information and come to each others' aid. Cooperative learning fosters positive affective learning environment, anxiety is reduced (and as a result, confidence, self-esteem and motivation are increased), learner responsibility and autonomy are promoted. Cooperative (interactive) learning also helps to develop a more flexible learning style.

(Taken from Hicks Diana "Mixed Ability Classrooms. Turning Weakness into Strength" // Іноземні мови -№2. -2001. C.28-29).

Unit 1.3: Developing Learner Autonomy
Session 5-6: Theories of learner autonomy: learner-centeredness, individualization
Handout 4: Learner-centered methods
Discovery/inquiry Method

Discovery learning is an inquiry-based approach in which students are given a question to answer, a problem to solve, or a set of observations to explain, and then work in a largely self-directed manner to complete their assigned tasks and draw appropriate inferences from the outcomes, "discovering" the desired factual and conceptual knowledge in the process .

Inquiry learning and teaching method is focused on asking questions. Students are encouraged to ask questions which are meaningful to them, and which do not necessarily have easy answers; teachers are encouraged to avoid giving answers when this is possible, and in any case to avoid giving direct answers in favor of asking more question.

The teachers to practice this method should be able to portray the following characteristics below;

- They should talk to students mostly by questionins.
- They should not accept short, simple answers to questions.
- They should encourage students to interact directly with one another, and avoid judging what is said in student interactions.
- They should not summarize students' discussion.
- They should not plan the exact direction of their lessons in advance, and allow it to develop in response to students' interests.
- Their lessons should pose problems to students.

Question and answer method.

Asking and answering questions is a form of active learning that has a place within any classroom setting. Questions asked by the teacher/instructor can involve students more fully in a lesson, leading to deeper understanding of subject material. Questions asked by students offer an opportunity to clarify material and they also provide feedback for the teacher/ instructor.

Why do teachers/ instructors ask questions?

To see what students have learned -- from the last activity, from the lesson, from their reading, from their last assignment, from the previous ten minutes of discussion.

- To start a discussion -- to prompt a debate, to help students develop their analytic faculties For example: 'What other approaches did the teacher/instructor suggest to this question?'
- To answer them -- to give appropriate additional input, to introduce a mini-presentation on something which is obviously causing problems for most of the group, to show how clever they are.

Different types of questions tend to prompt different kinds of answers, and hence different kinds of learning. The following list suggests what kinds of questions prompt what kinds of learning.

Description   Who? What? Where? When?
Comprehension   How? Can you describe that in another way?
Application   How? In what ways? How could you use that theory to explain?
Analysis   Why? How does this contrast with? What are the key elements of this problem?
Synthesis   How can you put these ideas together?
Evaluation   How would you judge how effective this is going to be? What criteria would you use to compare a range of?

As you move down the list, you are requiring more advanced intellectual skills.

Responding to students questions
There are two main kinds of responses to students' questions:
(1)   Answer the question, and
(2)   Help the students to answer the question for themselves.

Problem-based learning and teaching

It is a student-centered method of teaching and learning in which students learn about a subject through the experience of problem solving. Students learn both thinking strategies and domain knowledge. The goals of PBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation.

Problem-based learning is the most complex and difficult to implement of the methods of learner-centred learning. It calls for a complex, open-ended,authentic problem whose solution requires knowledge and skills specified in the learning objectives

Despite the challenges, PBL is a natural environment in which to develop students' professional skills such as problem-solving, team work and self-directed or lifelong learning, and it provides an excellent format to integrate material from across the curriculum.

What is expected of a teacher in order to use this practice?
1.   Prepare class for change
2.   Establish working group
3.   Seeking Advice from Experts in PBL
4.   Planning, Organizing and Managing
5.   Training PBL facilitators and defining the objectives of a facilitator
6.   Introducing Students to the PBL Program
7.   Changing the assessment to suit the PBL
8.   Encouraging feedback from students and teaching staff
9.   Managing learning resources and facilities that support self-directed learning
10.   Continuing evaluation and making changes

Unit 1.3: Developing Learner Autonomy
Session 7: Psychological factors of learner autonomy
Handout 1: Learning strategies and learning styles

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Read the definitions of (the quotations 1 and 2) learning strategies and learning styles and find out the distinctions between them.

Read the quotation 3 and find out how learning strategies and learning styles are related to each other.

  1. **"Learning styles** – consistent tendencies that one uses when trying to learn; particular character traits that a person uses".
  2. "**Learning strategies** are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so" (Wenden (1998)).
  3. "…when learner consciously chooses **strategies** that fit his or her **learning style** …, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning." (Oxford, 2001).

Unit 1.3: Developing Learner Autonomy
Session 3: Psychological factors of learner autonomy.
Handout 2.1 : Learning styles and strategies

Match learning styles and strategies

Learning Styles	Learning strategies
1.Visual learner	a) Groups topical vocabulary
	b) Makes and sings rap-songs with new words
2.Auditory learner	
3.Kinesthetic learner	c) Uses word-cards to remember words
4.Field dependent learner	d) Practise new words with a goup mate
5.Field independent learner	
	e) Writes lines with unfamiliar words

Unit 1.3: Developing Learner Autonomy
Session 7 Psychological factors of learner autonomy.
Handout 2.2 : Learning styles and strategies

Keys

Learning Styles	Learning strategies

1.Visual learner	c) Uses word-cards to remember words
2.Auditory learner	d) Makes and sings rap-songs with new words
3.Kinesthetic learner	d) Writes lines with unfamiliar words
4.Field dependent learner	e) Practises new words with a goup mate
5.Field independent learner	
	f) Groups topical vocabulary

Unit 1.3: Developing Learner Autonomy
Session 7: Psychological factors of learner autonomy
Handout 3.1: Task-based learning strategies

Match the descriptions with the corresponding learning strategies

	Characteristics
Translation	
Make inferences (conclusions)	
Make predictions	
Personalise	
Transfer knowledge from L1 to L2	
Substitute/paraphrase	
Find/Make/apply	

Group/classify	
Use graphic organizers/take notes	
Summerise	
Use imagery	
Use real objects/ role play/ music	
Contextualisation (using a word/ words in context)	
Access information sources	
Cooperate	

Adapted from A.U. Chamot Developing autonomy in language learners. Learning strategies instruction in Higher Education.
Available on http://www. nclrc.org/guides/HED/pdfs/full.pdf
Accessed on 20 November 201

Unit 1.3: Developing Learner Autonomy
Session 7: Psychological factors of learner autonomy
Handout 3.2 : Metacognitive learning strategies

Match the descriptions with the corresponding learning strategies

	Descriptions
Organize/plan	
Manage your own learning	
Monitor	
Reflect/ evaluate	

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Available on http://www. nclrc.org/guides/HED/pdfs/full.pdf

Accessed 20 November 2016
Unit 1.3: Developing Learner Autonomy
Session 37 Psychological factors of learner autonomy
Handout 4.1: The description of Task-based strategies
Cut-up slips

Characteristics
Using mother tongue as basis for understanding and/ or producing the target language
-Use context and what you know to figure out meaning. *(e.g. try to guess the meaning of a word from the text context)*
- Anticipate information to come.   -Make logical guesses about what will happen.
-Relate new concepts to your own life, that is, to your experiences, knowledge, beliefs and feelings.
- Apply your linguistic knowledge of other languages (including your native language) to the target language.   -Recognize the words of the same origin *(e.g. you can learn the word "vital" if you remember the Latin word "vita").*
-Think of a similar word or descriptive phrase for words you do not know in the target language.
- Apply a rule.   -Make a rule.
-Relate or categorize words or ideas according to topics, meaning etc. (*e.g. make semantic groups; groups of synonyms)*
- Use or create visual representations (*e.g. a timeline of Grammar Tense*) of important relationships between concepts.   -Write down important words and ideas (*e.g. keep vocabulary journal or make cards with words)*)
-Create a mental, oral, or written summary of information.
-Use or create an image to understand and/or represent information (*e.g. to remember the word "boat" imagine yourself rowing a boat*)
-Act out and/or imagine yourself in different roles in the target language/ use music (e.*g. learn vocabulary units by singing them to your favourite tune)*
-Embedding a word or phrase in a meaningful sequence (*e.g. make sentences or stories with unfamiliar words to remember them better).*

Use the dictionary, the internet, and other reference materials.
-Seek out and use sources of information.
-Follow a model
-Ask questions

-Work with others to complete tasks, build confidence, and give and receive feedback.

Adapted from A.U/ Chamot Developing autonomy in language learners. Learning strategies instruction in Higher Education.
Available on http://www. nclrc.org/guides/HED/pdfs/full.pdf
Accessed on 20 November 2016

Unit 1.3: Developing Learner Autonomy
Session 7: Psychological factors of learner autonomy
Handout 4.2: The description of metacognitive strategies

Cut-up slips

Descriptions
Plan the task or content sequence. -Set goals. -Plan how to accomplish the task.
Determine how you learn best. -Arrange conditions that help you learn. -Seek opportunities for practice.
While working on a task: -Check your progress on the task. -Check your comprehension as you use the language. -Check your production as you use the
After completing a task: -Reflect on how well you have accomplished the learning task. -Assess how well you have applied the strategies. -Decide how effective the strategies were

Adapted from A.U/ Chamot Developing autonomy in language learners. Learning strategies instruction in Higher Education. Available from http://www.
nclrc.org/guides/HED/pdfs/full.pd
Accessed 20 November 2016

Unit 1.3: Developing Learner Autonomy
Session 7: Psychological Factors in Language Learning. Learning strategies
Handout 5.1 : Task-based strategies

Key 1

	Characteristics
Translation	-Using mother tongue as basis for understanding and/ or producing the target language
Make inferences/ (conclusions)	-Use context and what you know to figure out meaning *(e.g. try to guess the meaning of a word from the text context)*
Make predictions	- Anticipate information to come. -Make logical guesses about what will happen.
Personalise	-Relate new concepts to your own life, that is, to your experiences, knowledge, beliefs and feelings.
Transfer knowledge from L1 to L2	- Apply your linguistic knowledge of other languages (including your native language) to the target language. -Recognize the words of the same origin (*e.g. you can learn the word "vital" if you remember the Latin word "vita").*
Substitute/paraphrase	-Think of a similar word or descriptive phrase for words you do not know in the target language.
Find/make /apply	- Make a rule. -Apply a rule.
Group/classify	-Relate or categorize words or ideas according to topics, meaning etc. (*e.g. make semantic groups; groups of synonyms*)
Use graphic organizers/take notes	- Use or create visual representations (*e.g. a timeline of Grammar Tenses,)*of important relationships between concepts. -Write down important words and ideas (*e.g. keep a vocabulary journal or make cards with words)*
Summerise	-Create a mental, oral, or written summary of information.
Use imagery	-Use or create an image to understand and/or represent information (*e.g. to remember the word "boat" imagine yourself rowing a boat*)
Use real objects/ role play/ music	-Act out and/or imagine yourself in different roles in the target language / use music (*e.g. learn vocabulary units by singing them to your favourite tune)*
Contextualization (using a word /words in context)	-Embedding a word or phrase in a meaningful sequence (*e.g. make sentences or stories with unfamiliar words to remember them better).*
Access information sources	Use the dictionary, the internet, and other reference materials. -Seek out and use sources of information. -Follow a model -Ask questions

Cooperate	-Work with others to complete tasks, build confidence, and give and receive feedback.

Unit 1.3: Developind learner autonomy
Session 7:   Psychological Factors in Language Learning. Learning strategies
Handout 5.2 : Metacognitive strategies

Key 2

METACOGNITIVE STRATEGIES	
Strategy	**Description**
Organize / Plan	-Plan the task or content sequence. -Set goals. -Plan how to accomplish the task.
Manage Your Own Learning	-Determine how you learn best. -Arrange conditions that help you learn. -Seek opportunities for practice.
Monitor	While working on a task: -Check your progress on the task. -Check your comprehension as you use the language. -Check your production as you use the
Reflect/evaluate	After completing a task: -Reflect on how well you have accomplished the learning task. -Assess how well you have applied the strategies. -Decide how effective the strategies were

Adapted from A.U.Chamot Developing autonomy in language learners. Learning strategies instruction in Higher Education. Available from http://www. nclrc.org/guides/HED/pdfs/full.pdf Accessed 20 November 2016

Unit 1.3: Developing Learner Autonomy
Session 3: Psychological factors of learner autonomy. Learning strategies.
Handout 6: Classroom activities demonstrating teacher strategies

Look at the activities below and answer the questions that follow
Activity A

A class has read a short text and the teacher asks the learners to underline four words they do not know. The learners then look the words up in a translator or dictionary. For each word, the teacher asks them to write down:
- the meaning;
- the parts of speech (nouns, verbs etc.);

- an example sentence (taken from the original text, or the dictionary);
- a guide to the pronunciation of the word;
- a translation of the word;
- any other notes on usage that are relevant (strong collocations, the formality, etc.)

1. Do you think this is a good use of classroom time?
2. What do the learners learn? What skills do they develop?

Activity B

The school has a collection of books appropriate for learners of different academic level.

The teacher produces a table, listing the books vertically down one side and the learners' names horizontally across the top. The learners take a book to read at home and when they have finished it, they give it a rating 91-5) and write a brief comment summerising what the book was about and so on. Before making their next choice, the learner reads the comments of the previous readers.

1. What are the advantages of the teacher encouraging the learners to read in their own time.

Activity C

The teacher decides on a grammar point that s/he wants the class to learn, such as the difference between so and such. S/he asks the class to go home and find out about this piece of grammar and also to find a practice exercise for this language point.

1. What skills will the learners need to complete this task?

Activity D

The teacher tells students that they will be expected to work in groups and find new and interesting words from their readings and then they will nominate these words for learning explaining the choice they have made.

Students work in small groups of three to five, and they read a short passage from the book with the teacher. They are guided by the teacher to identify a word they wish to select. The teacher demonstrates how to use context and other resources to figure out the meaning of the word. Together, the students and the teacher engage in a discussion on developing a reason for nominating their word, and each small group moves to nominate one word for learning. Students use their own charts to write the word, the sentence from the text in which the word was found, the meaning, and the reason for selecting the   word.

1. What are the benefits of this activity?

Activity E

The teacher encourages students to think aloud (comment on his/her actions) while changing the sentence with direct speech into indirect speech. The student analyses every step of his/her actions: the modifications of a verb form (or the whole word), the modification of pronouns and some adverbials. Other students perform the same actions with the sentence listening to their group-mate, and react if they disagree with him/her.

1. Is it rational of the teacher to ask a student to use a time consuming think-aloud technique instead of asking him/her to read a modified sentence with indirect speech?

Activity F

The teacher tells students that they are going to learn a new topic "Shopping". Students seem to be interested in the topic. They look agitated. But when the teacher asks students to open their textbooks and begin reading the text about shopping, students' enthusiasm disappears.

1. What has the teacher done wrong?

Activity G
At the end of the lesson a teacher asks students to sit in a circle and asks them to answer the following questions:
1. What have you learned at the lesson?
2. Have you achieved the goals which you set at the beginning of the lesson? What did you do at the lesson in order to achieve your goals?
3. Are there any questions you haven't understood at the lesson?
4. What activities were the most interesting/ difficult?
5. What skills does the teacher want to develop asking students these questions?

Activity H
The teacher gives students an activity to do in a course book. When students finish their work the teacher tells them that he/she is not going to give them the right answers and asks them to find the answers themselves.
1. Does the teacher do in such a way because he/she doesn't know the right answers?

Activity I
The teacher writes 5-6 activities on the board and asks students to decide which of them they want to do individually/ in pairs/ or in groups.
What is the purpose of this technique?
Unit 1.3: Developing Learner Autonomy
Session 3:   Psychological factors of learner autonomy. Learning strategies.
 Handout 7: Learning strategies
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Anja:
"I read a text and write definitions of new words (from a dictionary) but I do not write the new word down. I try to remember the word that goes with the definition the next day. If I can't, I reread the text and try the exercise again. If I do remember the word, I write it down,
although I sometimes wait to see if I can remember it after two or three days".
David:
"I copy out the sentences from the text that have a new word in, but in place of the new word I leave a gap. At university you have to read academic journals. Later I go back and try to fill in the gaps".
Cristina:
"I read a text and write down some of the important and new words. I try to write a summary of the text and use the new words. When I have finished the summery, I check back and see if I used the words in the same way as in the original text. I can usually see if I have made a mistake and misunderstood the word".
Roman:
"I read the text really quickly and decide on what it is about and some categories associated with it. I'm a biology student and yesterday I I read about an experiment. I made up three categories – words to describe the experiment, words to do with cells, and words to do wit organs of the body. I then reread the text and put as many words as I could into each group".
Aasmah:
"Whenever my teacher teaches me new grammar or vocabulary, I always try to use it over the next few days.
I try to use it in lessons and outside if I can. That way I think I remember it better and I get feedback on it if I'm using it properly".
Steffan:
"I copy a short text from the internet and then take out the bit of grammar I want to practise – all the tenses, articles, prepositions, whatever. Then I go through the text and try to put them all back in. I can compare it to the original and see how I have done".

Leung:
"I try to plan what I think I will need to say in any situation and find useful phrases. Sometimes I even write it in my own language and then translate it. It really helps to be prepared, even a little bit!"
Januelle:
"When I read, I try to build a summary of everything I know about a text as I go along. I always ask how a new bit fits with what I already understand".
Mohammed:
"I used to find writing quite difficult. Now I always try to read things similar to what I have to write before I start. I try to remember useful phrases and study how the paragraphs are organized and the writing is structured. It really helps me, I think".
Yuki:
"To practice listening I find English television programmes and then I watch with subtitles. I think it really helps me. And then if I like the programme, I sometimes watch again without the subtitles".
Solomon:
"I try to listen to news programmes in English and then read oe of the stories online. I think one skill really helps the other".
Erico:
"I don't always have people to practice English with, so I talk to myself! I make a commentary on what I am doing! Sometimes I record it and listen to myself and I can check what I have said. When I go back and listen to earlier recordings I'm pleased because I know I'm better now".
Marco:
"My friends and I have set up an English club. We get together and the only rule is that we have to speak English. Sometimes we'll watch an English movie or even try to cook English food".

Unit 1.3: Developing Learner Autonomy
Session 8-9: Levels of autonomy. Elements of autonomy
Handout 1: Levels of autonomy

Level	Learner action	Content	Process
Level ?	Creation	Learners create their own goals and objectives	Learners create their own learning tasks
Level?	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond the classroom and are functioning as a fully autonomous learners	Learners become teachers and researchers
Level ?	Awareness	Learners are made aware of the pedagogical goals and content of materials they are using	Learners identify strategy implications of pedagogical tasks and identify their own preferred styles/strategies
Level ?	Intervention	Learners are involved in modifying and adapting the goals and content of the learning program	Learners are modify and adapt tasks
Level ?	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer	Learners make choices among a range of options

Adapted from H. Reinders Towards a Classroom Pedagogy for Learner Autonomy
Available on http://www.files.eric.ed.gov/fulltext/EJ910398.pdf
Accessed on 10 Octo **Unit 1.3: Developing Learner Autonomy**
Session 8-9: Levels of autonomy. Elements of autonomy
Handout 2: Elements of autonomy. Responsibility formation.

Motivation : Motivation is a prerequisite for learning and responsibility development alike. However, for our purposes not any kind of motivation will do.

We need to encourage intrinsic motivation, the source of which is some inner drive or interest of the learner. Intrinsically motivated learners are more able to identify with the goals of learning and that makes them more willing to take responsibility for the outcome. In turn, a larger scope for student self-determination and autonomy generates intrinsic motivation. In other words, motivation and responsibility can mutually reinforce each other.

It is important to note that rewards and punishment (extrinsic motivation) can also stimulate learning, but at the same time they increase the dependence of the learner.

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Apart from reinforcing motivation, ***self-confidence*** contributes to the development of responsibility in its own right. The learners must believe that they are capable of managing their own learning and they can rely on themselves, not only on the teacher. The effect works the other way as well: a feeling of responsibility and independence brings a sense of well-being and confidence.

Monitoring and evaluation: When we encourage students to focus on the process of their learning (rather than the outcome) we help them consciously examine their own contribution to their learning. Such an awareness of the difference that their efforts can make is an essential first step to the development of a responsible attitude.

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Self-evaluation requires the learners to go even further: they have to step into the shoes of the teacher and judge their own work as objectively as they can. By doing so, they can formulate an idea of their level of proficiency: discover weak and strong points and plan the directions of progress. Setting targets for themselves, they are more likely to consider these targets their own and feel responsible for reaching them.

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Learning strategies serve as tools to improve one's language competence, and learners can really only be held responsible for their competence if they are aware of these tools. So, we need to show students the variety of available strategies, help them to find out what works for them, and help them to discover how and when to use these strategies. We can bring students to the thrilling experience of exploring and expanding their own abilities.

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Cooperation and group cohesion: Promoting cooperation in the class- room affects learner attitudes in several ways. It encourages the learners to rely on each other (and consequently themselves as well) and not only on the teacher. Group work also creates opportunities for feedback from peers: learners will do things to please the group rather than to please the teacher. Finally, pair and group work (as compared to whole class work) may help you to get a higher proportion of students actively involved in completing a task

2.2 Глосарій / Glossary

Glossary Module 1 Understanding Learners and Learning

Term	Index	Definition	Ukrainian equivalent

Introductory Module

Term	Index	Definition	Ukrainian equivalent
activity	0.1	A short task which is a part of a lesson	вид діяльності
aim	0.1	An overall target to be achieved by learners by the end of a course or part of the course	мета
assessment	0.1	Collecting data or forming an opinion on learners' achievement, proficiency or progress either formally (awarding marks) or informally.	оцінювання
brainstorming	0.1	A group activity in which learners come up with ideas on a topic themselves without teacher intervention	мозковий штурм
buzz group	0.1	A cooperative learning technique involving small discussion groups with the objective of doing a specific task, e.g. idea generation, problem solving.It is often used to make a lecture more interactive.	дискусійна група
case study	0.1	A description of a real or hypothetical situation or a problem to be used as the basis for a task or activity. Students analyse the case and come up with their own conclusions about the actions to be taken.	ситуаційне дослідження
CEFR		This stands for the Common European Frame of Reference. It was compiled by the Council of Europe and contains a series of descriptors of learners' language performance at six different levels of proficiency, A1-C2, across the different language skills. The descriptors are expressed as 'can-do' statements. They can be used to set goals for learning or teaching and also to assess students' proficiency.	
learner-centredness	0.1	An approach that focuses on students' goals, needs, interests and existing knowledge. Students are active participants in the learning/teaching process including planning. One of the key teacher's roles is as a facilitator of learning.	студенто-центрованість
learning outcome	0.1	A learning outcome is a statement (often in a lesson plan or syllabus) of what a learner is expected to know or be able to doat the end of a lesson or course. Outcomes shape lesson	результатучіння

		activities and guide the content of assessment.	
Loop input	**0.1**	A specific type of experiential teacher training process that involves an alignment of the process and content of learning, e.g. a role play about role plays in the classroom, a dictation on how to write dictations	прийом «петлі»
methodology	**0.1**	1.The typical practices, procedures and techniques that a teacher uses in the classroom, and that may or may not be based on a particular method. 2.The science that studies these practices, procedures and techniques and the beliefs and principles on which they are based.	методика
microteaching	**0.1**	A practice used in the training of teachers that consists of teachers trying out short lesson sequences for an audience of their peers, some of whom adopt the roles of learners	мікронавчання
objectives	**0.1**	Lesson **objectives** are specific learning targets that help achieve lesson**aims**, e.g. Learners will be able to understand the gistof the text.	задачіуроку
open pairs	**0.1**	A classroom interaction pattern in which two students talk to one another across the class so that other students can listen to what they are saying	діалог учнів, який слухає весь клас
portfolio	**0.1**	(in this Curriculum) A collection of assignments developed in or out of classand documents that a learner has selected and collected to show growth and achievement over time.	портфоліо
project work	**0.1**	A purposeful, task-based activity through which students address authentic problems/questions and create some kind of product which they present at the end of the allocated time	метод проектів
reflection	**0.3**	A way of professional and personal development by conscious and systematic thinking over and analyzing learning and/or teaching experiences.	рефлексія
task	**0.1**	An activity in which learners' attention is primarily focused on meaning rather than form. It may be focussed on a problem or the production of something tangible	комунікативне завдання
workshop	**0.1**	An educational event that involves discussion, sharing knowledge/ experience and practical work on a particular subject and may focus on completion of specified tasks	творча майстерня

Unit 1.1 Psychological Factors in Language Learning

affective factors	**1.1**	Emotional factors which influence learning. They can have a negative or positive effect on learning.	афективні (емотивні) фактори
Bloom's Taxonomy	**1.1**	This is a classification of affective and cognitive skills that is used to provide learning objectives. It was published by a committee of educators in the USA in 1956. Benjamin Bloom was the chair of this committee. The taxonomy of cognitive skills in particular has been very influential in curriculum and examination design. It was revised in 2000.	Таксономія Блума
cognitive	**1.1**	Related to mental abilities or skills. Cognitive is the adjective from cognitionwhich refers to the mental processes of perception and thinking that our brains engage in.	пізнавальні (когнітивні)
deductive approach	**1.1**	Deductive learning starts by providing learners with rules,e.g. in grammar, followed by examples and practice. Compare with **inductive approach.**	дедуктивний підхід
deep approach to learning	**1.1.**	Examining new facts and ideas critically, and tying them into existing cognitive structures and making numerous links between ideas.Compare with **surface approach to learning**	глибинний підхід до засвоєння матеріалу
extrinsic motivation	**1.1**	Motivation from external pressures such as the need to speak English for work or because a parent has sent a learner to class. Compare with **intrinsic motivation.**	зовнішня мотивація
Higher Order Thinking Skills (HOTS)	**1.1**	According to the revised Bloom's Taxonomy (Krathwohl, 2002), HOTS include applying, evaluating and creating, and require more cognitive processing than **lower order thinking skills (LOTS)**	розумові дії вищого порядку
impulsivity	**1.1**	A type of behaviour characterized by a t endency to act impulsively or without pri or reflection or thought	Імпульсивність
inductive approach	**1.1**	Inductive learning takes place when the learner extracts or works out rules from examples or data.Compare with the **deductive approach**	індуктивний підхід
intrinsic motivation	**1.1**	A motivation to learn that comes from an internal force such as interest in language learning or the desire for further personal development in	Внутрішня мотивація

		general. Compare with**extrinsic motivation.**	
language transfer	**1.1**	Language transfer (also known as *L1 interference, linguistic interference*, and *crosslinguistic influence*) refers to speakers or writers applying knowledge from one language to another language. It is the transfer of linguistic features between languages in the speech repertoire of a bilingual or multilingual individual, whether from first to second, second to first or many other relationships	Переніс мовної закономірності з однієї мови на іншу
learning strategies	**1.1**	Tools and techniques that learners develop as they learn. Learning strategies are an importantpartofdeveloping autonomy.	Навчальна стратегія
learning style	**1.1**	The way in which an individual learner naturally prefers to learn something, e.g. visual, auditory, kinaesthetic	спосіб сприйняття навчального матеріалу
Lower Order Thinking Skills (LOTS)	**1.1**	LOTS refer mainly to remembering and comprehending in order to reproduce information. See also**Higher Order Thinking Skills**.	Розумові дії нижчого порядку
metacognitive strategies	**1.1**	These are the learning and thinking strategies we use in order to choose which practicalstrategies to use to achieve something. The main metacognitive strategies are planning, 186vergenerali, setting goals, and self-management.	Когнітивні стратегії вищого порядку
motivation	**1.1**	See **extrinsic motivation** and **intrinsic motivation**.	Мотивація
overgeneralization	**1.1**	An error that involves coming to a conclusion based on information that is too general and/or not specific enough, e.g.when a learner says 'I bringed my book…', assuming that all verbs take –ed in the past form	надмірне узагальнення
reflectivity	**1.1**	Ability to reflect on one's own actions and thoughts	Рефлективність
short-term memory	**1.1**	Working memory which is limited in capacity and only retains information for a short period of time	Короткотривала пам'ять
strategic approach to learning	**1.1**	Strategic learning, can be considered to be a balance between the deep and surface approaches.	стратегічний підхід до засвоєння матеріалу
surface approach to learning	**1.1**	Accepting new facts and ideas uncritically and attempting to store them as isolated, unconnected, items.This often includes rote learning content, filling an essay with detail rather than discussion and list points rather than	поверхневий підхід до засвоєння матеріалу

		providing background or context to the work. Compare with **deep approach to learning**	

Unit 1.2. Second Language Acquisition

acquisition	1.2	The way in which languages are learnt unconsciously or 'picked up' by exposure to comprehensible input. In this definition, the term *acquisition* is used in contrast to *learning*, which is seen as a deliberate and conscious process of rule learning and self-monitoring of language use. However the terms *acquisition* and *learning* are used interchangeably by some writers.	сприйняття
affective filter	1.2	Certain researchers into language acquisition, particularly Stephen Krashen, maintain that language learning is facilitated or obstructed by an 'affective filter'. The filter is made up of attitudes or feelings which are said to control and select the input learners absorb from their environment. If their affective filter is set low, learners are open to receiving input. If it is set high, because they are stressed/ anxious/ poorly motivated etc., then they are not open to receiving input.	афективні (емотивні) фільтри
emergent/emerging language	**1.2**	Language produced by learners during tasks and activities. It is often imperfect.	мова, що виникає як наслідок спроб і помилок учня
fossilization	**1.2**	Fossilization refers to the process in which incorrect language becomes a habit and cannot easily be corrected	фосилізація, скам'яніння
input	**1.2**	Learner exposure to authentic language in use or information. The sources of input include the teacher, other learners and environment around the learners.	повідомлення нової інформації
intake	**1.2**	The language that a learner meets in their environment and that they absorb. A distinction is made between **input** and intake. Input is the language available in the environment, intake is that part of the input that the learner (consciously or unconsciously) chooses to pay attention to and take in. Intake is the first stageinnoticinglanguage.	фрагмент інформації, що повідомляється
interference	**1.2**	The impact of the mother tongue on a learner's understanding or language production	інтерференція

interlanguage	**1.2**	The version of the target language produced by a learner at any given time during the period of learning	Мовні форми, які виникають під впливом рідної мови учня
L1, L2	**1.2**	L1 refers to a person's mothertongue, thefirst language that is learntin the homeenvironment. L2 refers to any language(s) learnt in addition to the speaker's native language.	перша (рідна) мова, друга мова (нерідна/ іноземна)
scaffolding	**1.2**	Techniques the teacher can use to support learners in their learning of new language or skills (e.g. breaking tasks down into small steps, demonstrating, using visuals, providing dictionaries, making eye contact, nodding, guiding learners with teacher talk)	засоби підтримки, підказки
target language	**1.2**	1. A foreign languagethat a learner is learning 2. The specific language to be practised and learned in a lesson	іноземна мова, яку учень вивчає

Unit 1.3. Developing Learner Autonomy

aptitude	**1.3**	An individual's potential for success in learning a subject, e.g. English	здібності до вивчення предмета, напр., англійської мови
attitude	**1.3**	The mindset with which we approach a task, a process or a discipline, e.g. 'He has a positive attitude to learning English'. Closely connected with **motivation** and **cognitive** styles.	ставлення
assessment	**1.3**	Collecting data or forming an opinion on learners' achievement, proficiency or progress either formally (awarding marks) or informally.	оцінювання
Computer Assisted Language Learning (CALL)	**1.3**	Learning languages through multimedia technologies, computer programs, etc.	вивчення мов за допомогою мультимедійних технологій
distancelearning	**1.3**	A method of study where teachers and students do not meet in a classroom but use the Internet, e-mail, mail, and other tools for their classes	дистанційне навчання
evaluation	**1.3**	1. A process of collecting information about students' performance and abilities. 2. A process by which the effectiveness of a course or programme can be assessed	оцінювання
learner autonomy	**1.3**	The learner's ability to take charge of and direct their own language learning	автономія учня

		without relying only on the teacher	
self-access	**1.3**	A way of <u>learning</u> in which <u>students</u> use various resources to <u>study</u> on <u>their</u> own	самостійний доступ до навчальних ресурсів
self-directedlearning	**1.3**	A process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning objectives, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes	самоскероване навчання
Tandemlearning	**1.3**	A method of <u>language learning</u> based on mutual <u>language exchange</u> between partners	метод тандема

Список рекомендованої літератури / Bibliography

Unit 1.1 Psychological Factors in Language Learning

*Item recommended for students

1. *ВыготскийЛ. С. Психологияразвитияребенка /. Л.С. Выготский. - Москва: Изд-воСмысл, Изд-воЭксмо, 2004.

> In the book, the author introduces the concept of the Zone of Proximal Development as the difference between what a learner can do without help and what he or she can do with help*.*

2. Brown, H. Douglas (2000). Human Learning. Cognitive Variations in Language Learning. Personality Factors in *Principles of Language Learning and Teaching. Longman.*San Francisco State University.

> The chapters introduce current theories of language teaching. As a classroom textbook, this edition provides discussion questions and case studies for analysis. The chapters focus upon comparing and contrasting first and second language acquisition, age and acquisition, style and strategies.

3. Gardner R. (1985). Social Psychology and Second Language Learning: the role of attitudes and motivation: Edward Arnold Publ.

> The book focuses upon individual differences in second language acquisition- motivation, attitudes, language aptitude and personality.

4. Krashen S. D. (2002). Attitude and Aptitude in Second Language Acquisition and Learning in *Principles and Practice in Second Language Acquisition.* University of Southern California.

> The chapter explores the relationship between second language teaching practice and what is known about the process of second language acquisition and summarises the current state of understanding the role of attitude and aptitude in language learning.

5. *Richardson C. Jack, Lockhart C. (1997). Focus on the Learner in *Reflective Teaching in Second Language Classroom*. Cambridge: Cambridge University Press.

> Chapter 3 deals with learners' beliefs, goals, and attitudes and how these influence their learning styles and strategies.

6. *Williams, M &R.Burden (1998). Psychology for Language Teachers**:** Cambridge: Cambridge University Press.

> The book examines various field of language learning psychology; the areas considered include approaches to learning, motivation, the role of the individual, attribution, mediation, the cognitive demands of tasks and the learning environment.

Unit 1.2Second Language Acquisition (SLA)

*Item recommended for students

1. Bolitho, R. (1991) *Place for Second Language Acquisition in Teacher Development and in Teacher Education Programmes.* PUB DATE 91 NOTE 12 p.; In: Sadtono, Eugenius, Ed. Language Acquisition and the Second/Foreign Language Classroom. Anthology Series 28; see FL 021 883.PUB TYPE Reports Evaluative/Feasibility (142) Speeches /Conference Papers (150).

2. Ellis, R. (1994) *The Study of Second Language Acquisition.*Oxford University Press.

> This book provides sections on learner language, the role of the linguistic environment and social context, internal mechanisms, individual learner differences, and the role of instruction. It provides a balanced account by representing a variety of perspectives, including cognitive, linguistic, sociocultural, and neurolinguistic.

3. *Gass, S., Selinker,L. (2008) *Second Language Acquisition: An Introductory Course*: Taylor & Francis e-Library.

> It is a comprehensive overview of the field of second language acquisition. The book provides students with information about the scope of the field, but also provides background information on related areas such as first language acquisition. It introduces students to current issues of data collection and data analysis, as well as providesa historical overview of the field, thus giving students context and perspectiveabout how today's issues arise from earlier approaches.

4. Herschensohn, J., Young-Scholten, M. (2013) *The Cambridge Handbook of Second Language Acquisition:* Cambridge University Press.

> This comprehensive 31-chapter handbook is an authoritative survey of second language acquisition (SLA). Its multi-perspective synopsis on recent developments in SLA research provides significant contributions by established experts and widely recognized younger talent. It covers cutting edge and emerging areas of enquiry not treated elsewhere in a single handbook, including third language acquisition, electronic communication, incomplete first language acquisition, alphabetic literacy and SLA, affect and the brain, discourse and identity. Written to be accessible to newcomers as well as experienced scholars of SLA, the Handbook is organised into six thematic sections, each with an editor-written introduction.

5. Krashen, S. (1982) *Principles and Practice in Second Language Acquisition*: University of Southern California.

> The book is devoted to summarizing the current state of second language acquisition theory. The author draws some general conclusions about application to methods and materials, and eventually describes what characteristics effective materials should have.

6. Loewen, Sh. (2013) *Introduction to Instructed Second Language Acquisition*: Taylor & Francis.

> The book presents a cohesive view of the different theoretical and pedagogical perspectives that comprise instructed second language acquisition (ISLA). It discusses the theoretical, empirical, and pedagogical aspects of such key issues in ISLA as grammar learning; interaction in the classroom; focus on form, function and meaning; vocabulary learning; pronunciation learning; pragmatics learning; learning contexts; and individual differences.

7. Saville-Troike, M. (2006) *Introducing Second Language Acquisition:* Cambridge University Press.

> The book provides fundamental knowledge about second language learning. It covers the distinction between different types of second language and multilingualism by explaining basic similarities and differences between first language (L1) and second language learning. It focuses on the linguistics of second language acquisition and describes it from psychological perspective by surveying several approaches.

Unit 1.3 Developing Learner Autonomy

*Item recommended for students

1. Benson, P. (2001) *Teaching and Researching Autonomy in Language Learning*. Pearson Education.

> This book offers a comprehensive account of autonomy in language learning and the educational practices associated with the concept. It details the history and sources of the concept of autonomy, discusses areas of debate concerning its definition and reviews research on theoretical and practical applications.

2. Burkert, A., Dam, L. & C. Ludwig. (2013) *Autonomy in Language Learning: the Answer is Learner Autonomy - Issues in Language teaching and Learning.* Palgrave/MacMillan.

> This book is a compilation of articles dealing with a wide range of topics addressing aspects of a pedagogy for autonomy in various institutional and cultural contexts. It provides the reader with valuable insights into theoretical considerations as well as practical applications surrounding the concept of learner autonomy.

3. *Scharle, A. & A. Szabo. (2000) *Learner Autonomy: a Guide to Developing Learner Responsibility*. Cambridge: CUP.

> The book addresses questions of autonomy and responsibility, motivation, learning strategies, community building, self monitoring in foreign language learning.

Internet Sources

4. *Nunan, D. (2003) *Nine steps to learner autonomy* [online]. Available from: http://www.andrasprak.su.se/polopoly_fs/1.84007.1333707257!/menu/standard/file/2003_11_Nunan_eng.pdf Accessed 14 Feb 2015.

> The article addresses practical issues of fostering autonomy in language learners.