

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
Pavlo Tychyna Uman State Pedagogical University  
Faculty of Foreign Languages

**ENGLISH LANGUAGE TEACHING  
METHODOLOGY: MODULE 4. PREPARING TO  
TEACH 3**

Student workbook

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Книга для студентів окреслює основні підходи до формування професійної компетентності майбутнього вчителя англійської мови з таких аспектів, як: планування освітнього процесу, робота з навчальними матеріалами, аналіз помилок та робота над помилками, тестування та оцінювання.

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## Preface

Module 4 Preparing to teach 3 of the methodology course includes four units:

- ▶ Unit 4.1 Teaching Planning
- ▶ Unit 4.2 Working with Materials
- ▶ Unit 4.3 Error analysis and Dealing with Errors
- ▶ Unit 4.4 Testing and Assessment.

The aim of the module is:

to enable students to:

- plan lessons in accordance with the curriculum requirements and contemporary approaches to learning and teaching
- evaluate, select, adapt and supplement teaching materials that suit their future teaching and learning context

and to raise students' awareness of:

- reasons behind learners' errors and effective ways of dealing with them
- key principles of language testing and assessment and of their practical classroom applications.

As a result of learning on this module, students should demonstrate the ability to:

- design lesson plans for use with a specific group of learners
- evaluate course books for a specific learning/teaching context
- select existing tests and design new ones for assessing learners' progress and achievement
- assess and evaluate learners' reading, listening, speaking and writing using set criteria
- identify different types of errors in learners' spoken and written language and deal with them appropriately.

Each unit within the module is marked by a similar structure, number of hours allocated for contact study (18) and self-study (12). The beginning of each unit gives students a clear understanding of its assessment specifications: the description of the item for assessment and assessment criteria. Self-assessment check list sums up students' work on the unit and identifies areas they can already do as well as areas which require further consideration.

# **MODULE 4 PREPARING TO TEACH 3**

## **UNIT 4.1 TEACHING PLANING**

## Unit 4.1 Teaching Planning

### Objectives:

By the end of the unit, you will be aware of:

- the practical, educational and developmental value of planning for both teachers and learners

- different factors influencing planning

and will be able to:

- interpret a curriculum or a syllabus and consider it while planning a lesson or a lesson sequence
- set aims, objectives and learning outcomes of lesson sequences and lessons appropriately
- distribute language activities within a lesson or a lesson sequence according to the stages of skill development
- select appropriate activities for different stages of a lesson and link them with each other
- select different materials and resources to support learning
- use ways of ensuring the communicative and integrated character of a lesson
- integrate homework into a teaching and learning plan
- anticipate problems with the implementation of a lesson plan and consider possible ways of dealing with them
- critically evaluate readily available lesson plans

### Assessment Specifications

Name and Surname \_\_\_\_\_

Group \_\_\_\_\_

#### Item 1

Individually, design a lesson plan for your school experience context using a suggested model. Make sure your lesson plan meets the following requirements:

- correlation between objectives, activities and learning outcomes
- the communicative and integrated character of the lesson



- differentiation of strategies to be used to meet learners' individual needs
- integration of homework into the lesson plan.

Submit your lesson plan with accompanying materials if any.

<b>Assessment criteria</b>	<b>Weighting</b>
Task fulfilment (lesson plan submitted, model observed, teaching context identified, deadline met)	5%
Evidence of correlation between objectives, activities and learning outcomes	5%
Evidence of communicative and integrated character of the lesson	5%
Evidence of the differentiation of strategies to be used to meet learners' individual needs	5%
<b>Total</b>	<b>20%</b>

Use the suggested template



## Topic1 Reasons and Needs for Planning. Planning Principles

### Objectives:

By the end of the session, you will be aware of:

- the main reasons for planning a lesson
- some basic planning principles and will be able to:
- analyse a lesson plan in terms of principles it is based on

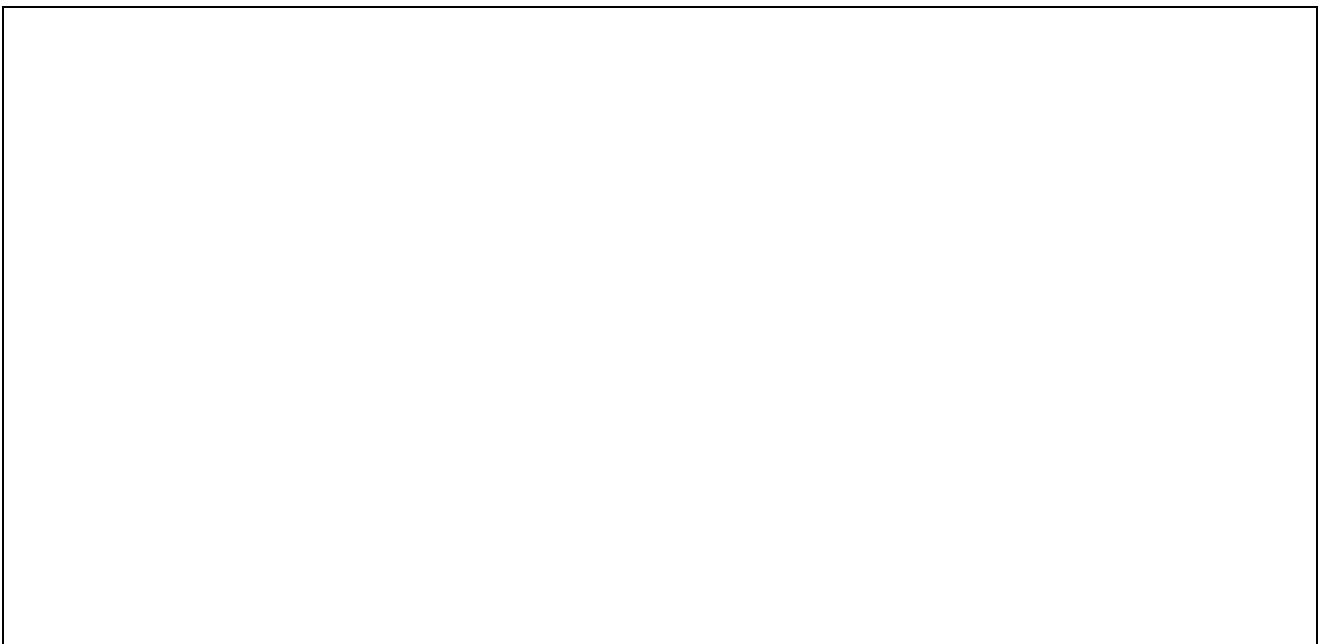
### 1.1 Experience of planning

Think of your microteaching experience and discuss the following questions:

- ▶ *How did you plan your part of a lesson?*
- ▶ *How helpful was your plan? Why?*

Make a list of ideas and share them with the class

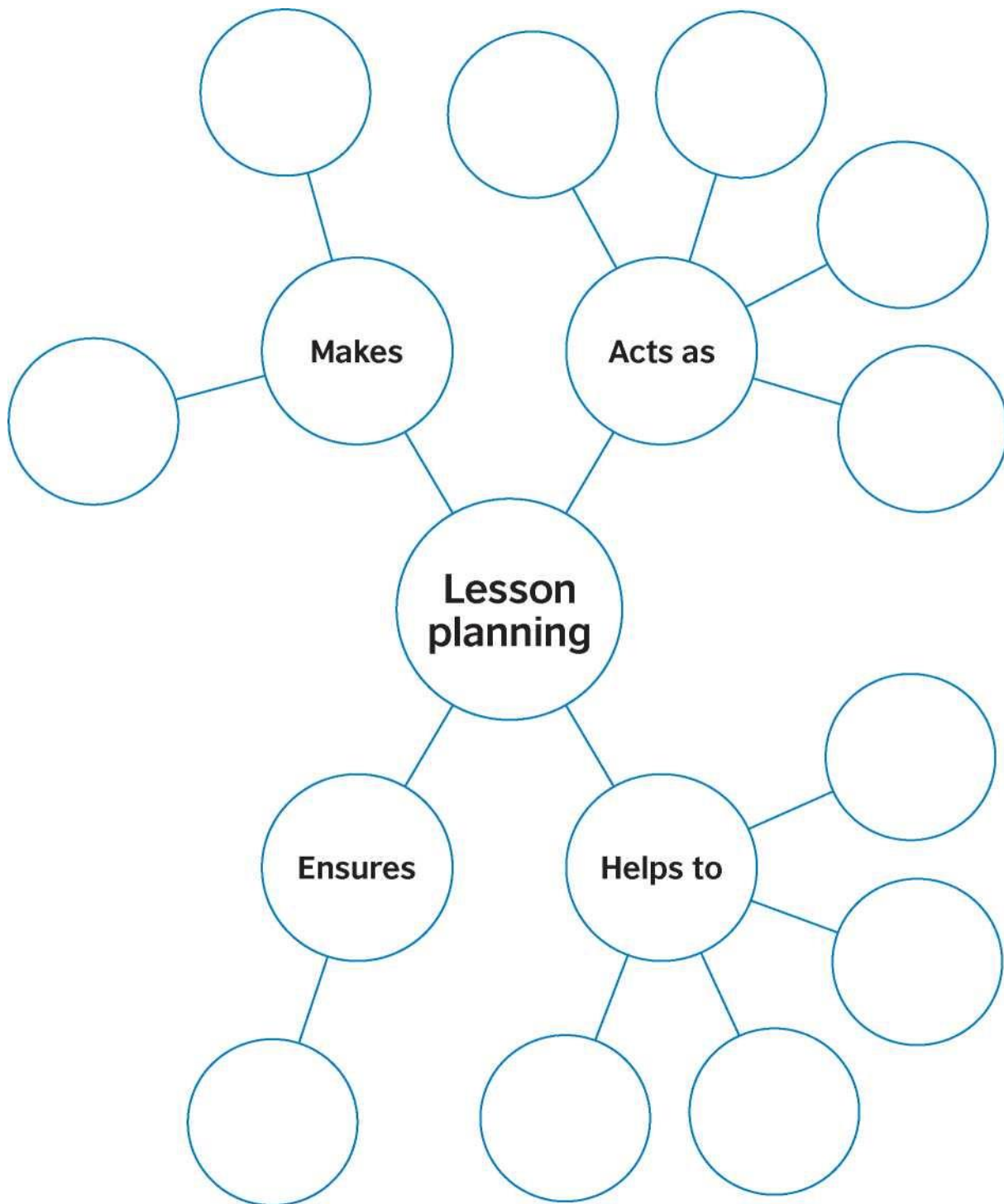
Decide on 3 interesting ideas and give reasons in each case



### 1.2 The importance of lesson planning

Complete the spider gram with relevant ideas.

You may add or change the circles or the verbs.



Share your ideas (one group at a time) and make a collective spider gram on the board.

Compare your spider gram with the key version

### 1.3 Metaphor

Choose one of the following metaphors or suggest your own metaphor and complete it:

- ▶ *A good lesson plan is like a film because ...*
- ▶ *A good lesson plan is like a football match because ...*
- ▶ *A good lesson plan is like a meal because ...*
- ▶ *A good lesson plan is like a symphony because ...*

A good lesson plan is like a

Mingle and find somebody who chose the same sentence starter as you did.

Compare the sentences, discuss your understanding, and come up with common vision of a good lesson plan

### 1.4 Planning principles

Read your article about basic planning principles

Fill in the table in relation to the texts read

#### Text A

The two overriding principles behind good lesson planning are flexibility and variety. Variety means involving students in a number of different types of activity and where possible introducing them to a wide selection of materials; it means planning so that learning is interesting and never monotonous for the students. Flexibility comes into play when dealing with the plan in the classroom; for

## Follow-up tasks

Bring School experience observation tasks on Unit 4.4 and be ready to discuss them in class

Do Items 4 and 5 from assessment specifications and present them in class

Fill in Unit Evaluation form and Self-assessment checklist

### Self-assessment checklist

#### Unit 4.4 Testing and Assessment

<b>Now that I have completed this Unit, I can</b>	<b>without difficulty</b>	<b>to some extent</b>	<b>not at all</b>
<ul style="list-style-type: none"><li>• use the National Curriculum and the CEFR to select appropriate texts and to design progress and achievement tests</li></ul>			
<ul style="list-style-type: none"><li>• identify effective ways of assessing learners' listening, speaking, reading and writing skills/subskills</li></ul>			
<ul style="list-style-type: none"><li>• use agreed criteria to grade learners</li></ul>			
<ul style="list-style-type: none"><li>• evaluate and select existing tasks/tests from an online or a printed source for assessing learners' progress and achievement</li></ul>			

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