

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Національний університет «Запорізька політехніка»

МЕТОДИЧНІ ВКАЗІВКИ

до семінарських занять з дисципліни «Методика викладання іноземних мов» для студентів другого (магістерського) рівня спеціальності В 11 Філологія
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Методичні вказівки до семінарських занять з дисципліни «Методика викладання іноземних мов» для студентів другого (магістерського) рівня спеціальності В 11 Філологія. Денна форма навчання / укл. К.А. Лут. Запоріжжя: НУ «Запорізька політехніка», 2025. 25 с.

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INTRODUCTION

In the era of globalization and rapid scientific advancements, the demand for proficiency in foreign languages continues to grow. Consequently, the need for qualified foreign language teachers is also increasing. The course “Methodology of Teaching Foreign Languages” is designed to equip students with the knowledge and skills to effectively organize foreign-language instruction. It incorporates the latest teaching methods and techniques while aligning with modern educational standards.

This course **aims to**:

- introduce students to contemporary methods and techniques for teaching foreign languages and translation;
- explore fundamental principles of organizing learning activities for pupils and students;
- develop strategies to enhance FL communication skills.

Upon completing this course, students will develop the following **general competencies**:

- critical and self-critical thinking;
- the ability to search for, process, and analyze information from various sources;
- problem identification, formulation, and resolution;
- abstract thinking, analytical reasoning, and synthesis;
- proficiency in information and communication technologies (ICT);
- creativity and the ability to generate new ideas.

Students will **be able** to:

- assess their educational, scientific, and professional activities, developing and implementing effective strategies for self-improvement and professional growth;
- apply modern teaching methods and technologies to enhance the effectiveness of professional activities;
- critically evaluate socially, personally, and professionally significant issues, proposing innovative solutions in complex and unpredictable contexts;
- adhere to academic integrity principles.

The course includes seminar assignments that require students not only to master theoretical aspects of teaching methodology but also to develop practical skills in designing foreign language lessons adapted to specific learning objectives.

SEMINAR 1

MAIN CATEGORIES OF PEDAGOGY. STANDARDS IN EDUCATION.

1. What are the main categories of pedagogy, and how are they applied in modern education?

2. What key ideas did J.A. Comenius advocate? How do they compare to modern learning objectives? In what ways do they differ? What contributions did Comenius make to the development of pedagogy and didactics?

3. How can the learning objectives defined by J.A. Comenius be effectively achieved? Comment on Comenius' statement:

We venture to promise a Great Didactic, that is to say, the whole art of teaching all things to all men [sic], and indeed of teaching them with certainty, so that the result cannot fail to follow; further, of teaching them pleasantly, that is to say, without annoyance or aversion on the part of teacher or pupil, but rather with the greatest enjoyment for both; further of teaching them thoroughly, not superficially and showily, but in such a manner as to lead to true knowledge, to gentle morals, and to the deepest piety [31].

4. Review curricula and educational standards. What are the goals of foreign language learning in different educational institutions?

5. Provide specific examples of how the achievements of related disciplines – such as pedagogy, psychology, didactics, linguistics, and cultural studies – are applied in foreign language teaching methodology.

6. What is the Common European Framework of Reference (CEFR), and how is it implemented in Ukraine?

Recommended reading: [3; 25; 30; 31; 33].

SEMINAR 2

SYLLABUS AND ITS TYPES. HISTORY OF ENGLISH LANGUAGE TEACHING METHODS

1. Compare the curricula for foreign language instruction in secondary schools across different grade levels (grades 1–4, 5–9, and 10–11). Analyze their structure and identify key differences in content, teaching approaches, and learning objectives.

<https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-1-4-klas/inozemna-mova-poyasnyvalna-znz-sznz-1-4-klas-belyaeva-xarchenko-finalna-zv.pdf>

<https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-5-9-klas/programi-inozemni-movi-5-9-12.06.2017.pdf>

<https://mon.gov.ua/storage/app/media/zagalna%20serednya/programy-10-11-klas/2018-2019/inozemni-movi-10-11-19.09.2017.pdf>

2. Examine the educational standards for higher education institutions (035 Philology). How do they ensure continuity and consistency in language education?

<https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2019/06/25/035-filologiya-bakalavr.pdf>

<https://mon.gov.ua/storage/app/media/vishcha-osvita/zatverdzeni%20standarty/2019/06/25/035-filologiya-magistr.pdf>

3. Analyze English language textbooks. What foreign language teaching methods are employed in them? Provide examples to illustrate your ideas.

4. Investigate the main trends and developments in foreign and domestic language teaching methodologies. Create a comparative table outlining key foreign language teaching methods, including their objectives, techniques, principles, the role of the teacher and student, and the types of learning materials used.

5. Analyze modern language teaching methods (e.g., Total Physical Response, Drama-based pedagogy, the Silent Method, Content and Language Integrated Learning (CLIL), and Helen Doron's method). Discuss their advantages and limitations.

Additional videos

The main directions and trends in domestic and foreign methods of foreign language teaching

Teaching English as a Foreign Language Teacher Training (Task Based). URL: <https://www.youtube.com/watch?v=1tigrA6Ig74>

Content-based instruction. URL: <https://www.youtube.com/watch?v=bMnpp9hjlP>

Guided Discovery of Dictionaries. URL: <https://www.youtube.com/watch?v=fmKyKA77aJE>

A brief history of teaching approaches and methods. URL: <https://www.youtube.com/watch?v=afBngJdlSug>

Summary of ELT Methods. URL: <https://www.youtube.com/watch?v=L2JaADcWegA>

Language Teaching Methods: Communicative Approach. URL: <https://www.youtube.com/watch?v=3kRT-rsKxn4>

Total Physical Response (TPR). URL: <https://www.youtube.com/watch?v=1Mk6RRf4kKs>

Language Teaching Methods: Suggestopedia. URL: <https://www.youtube.com/watch?v=3rkrvRlty5M>

Grammar Translation Method in the EFL Classroom: Authentic Pros/Cons. URL: <https://www.youtube.com/watch?v=mtpAQ5iFp9c>

Recommended reading: [7; 10; 11; 13; 15 -17; 22; 24; 35].

SEMINAR 3

EXERCISES TO DEVELOP FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

1. Explain the principle of contrastive exercises and provide examples: Discuss how these exercises help explain the differences between sounds and various intonation patterns through comparison and contrast.

For example: *That's a heavy bat. (Show a picture of a baseball player in a baseball stadium)*

That's a heavy bet (a gambler in a gambling casino)

2. Find resources for the *Shadowing* exercise. Analyze its advantages and limitations in listening skills formation.

3. Describe some effective vocabulary learning exercises. Prepare and present a fragment of the lesson where you implement your own vocabulary teaching ideas.

4. Explain the role of digital tools such as Memrise, Quizlet, LearningApps, Quizzizz, Educaplay, and Wordwall in enhancing vocabulary acquisition.

5. Design an exercise that combines audio-lingual and communicative methods to teach a grammar rule.

6. Analyze the key principles of communicative grammar teaching. Develop exercises that clarify the difference *Present Perfect* and *Past Simple*, or *to be going to* and *will*.

7. Analyze Graded Readers (adapted books for reading in a foreign language): *Oxford Bookworms*, *Longman Classics*, *Arius*. Identify their advantages and disadvantages in enriching students' vocabulary.

Additional videos

PPP Triangle. URL: https://www.youtube.com/watch?v=8wp51XS_acE

TEFL Certificate: Teaching Lexis – Summary. URL: <https://www.youtube.com/watch?v=bvtQ9I3pEwE>

Your Space 6a Vocabulary exercise no 1. URL: <https://www.youtube.com/watch?v=-KJpuMFaG10>

Your Space 6b Vocabulary exercise no 2. URL: <https://www.youtube.com/watch?v=Jdd4rrm3jQM>

Your Space 5 Lexical approach. URL: <https://www.youtube.com/watch?v=E6DhSK6TQvc>

Recommended reading: [7; 11; 12; 17; 22; 23; 24; 25; 27; 33; 34].

SEMINAR 4

DEVELOPING LISTENING AND SPEAKING SKILLS

1. Challenges faced in teaching listening and strategies to overcome them.

2. Effective techniques for enhancing listening skills.

3. Give examples of:

- exercises that prepare students for the listening activity, activating prior knowledge, and setting the context;
- exercises to be done during listening to encourage active engagement;
- exercises to be done after listening to check comprehension and encourage reflection.

4. Analyze the following websites dedicated to listening skills development:

<https://lyricstraining.com/en>

<https://www.test-english.com/>

www.esl-lab.com

<https://www.eslfast.com/>

<https://www.dailyesl.com/>

<https://listenaminute.com/>

<http://ello.org/>

<https://www.bbc.co.uk/learningenglish/english/features/6-minute-english>

<https://www.ted.com/>

Explain at what stage of learning a foreign language they can be used. How do they contribute to the development of listening skills?

5. Practical activities for teaching monologues.

6. Teaching speaking through dialogues.

7. Forms of assessment for speaking skills.

8. Describe the speaking problems students might have and suggest ways to overcome them.

Recommended reading: [2; 8; 9; 11; 13; 17; 21; 22].

SEMINAR 5

DEVELOPING READING AND WRITING SKILLS

1. Teaching reading for beginners: mastering reading techniques and examples of exercises.
2. Criteria for selecting texts at different stages of learning: advantages and disadvantages of using authentic texts.
3. Reading strategies: skimming, scanning, intensive reading, and extensive reading. How to apply them in the classroom.
4. The role of writing in language acquisition. Different types of writing tasks, such as narrative, descriptive, expository, and persuasive writing.
5. Challenges in teaching writing and how to overcome them.
6. Preparing to write different types of letters (design a memo on writing letters for students)
7. Preparing to write different types of essays: the steps in essay writing. Include tips on how to write argumentative, descriptive, and analytical essays.

Recommended reading: [7; 11; 13; 19; 24; 25; 28; 35].

SEMINAR 6

ORGANIZATION AND FACILITATION OF THE LEARNING PROCESS

1. Intensifying the learning process at university using game-based techniques.
2. Strategies for creating a positive emotional climate in the classroom.
3. Benefits of a student-centered learning approach.
4. Key components of a university-level foreign language class. How does it differ from a school lesson?
5. Integrating problem-based learning in foreign language instruction at the university level.
6. Factors that stimulate active students' engagement in class.

Practical tasks

1. Examine a sequence of lessons from an English textbook (for high school or university students). Identify key components, classify each lesson by type, and define its objectives.
2. Design an exercise that aligns with the problem-based learning approach in foreign language instruction. (For example: *Guide students in independently identifying differences in the meanings of "textbook," "coursebook," and "manual."*)
3. Provide examples of effective teacher feedback and motivational phrases to foster student engagement

Rubric for Assessing Foreign Language Lesson Effectiveness

1. Identify lesson objectives. Are they clearly stated, achievable, and fully addressed in the lesson?
2. Analyze lesson structure and organization. Is it well-structured, with a logical sequence of activities and smooth transitions? Is timing well-managed?
3. Which instructional methods and techniques are used? Do they vary? Are they engaging?
4. How is the target language used? Does it dominate in the classroom? How often and for what purpose is the native language used? Is it appropriate?
5. Are activities adapted to students' levels and learning styles?
6. Are materials engaging, well-prepared, and correspond with lesson objectives?
7. How is the interaction between the teacher and students organized?
8. Which assessment is used (formative or summative)? Is feedback clear and constructive?
9. Is classroom management effective (positive, inclusive, well-managed)?

Recommended reading: [1; 4; 7; 13; 25; 35].

SEMINAR 7

FORMATIVE AND SUMMATIVE ASSESSMENT IN FOREIGN LANGUAGE TEACHING

1. Language portfolio: principles, components, advantages, and disadvantages
2. The role of term papers and diploma papers in developing language competence
3. Developing and assessing soft skills in language learning.
4. Standardized vs. performance-based assessment.
5. Criteria for Assessing Students' skills (speaking, writing, listening, and reading).

Practical Task: Lesson Plan Development

SAMPLE LESSON PLAN

A. Students and Setting:

Students: Young adults with high intermediate - low advanced language proficiency. There are 15 students in the class.

Setting: University where students are studying various aspects of the English language and a wide range of topics. The class meets 2 times a week. Classes last 60 minutes. Students have access to a multi-media lab where they can watch videos, use computers for writing, access the Internet, etc.

B. Lesson Background:

Students have been studying the topic "To Rule is Easy, to Govern - Difficult" for 1 month (8 lessons)). Within this topic they learned some

facts about political systems of the USA, the UK and Ukraine. They have learned the vocabulary on this topic (200 words and word combinations). This will be the final lesson of this module. At the previous lesson the students watched the video (the link is provided) about various governmental systems, worked in teams to sum up all the information about political systems they learned during this period, compared them and made the list of advantages and disadvantages of each system. For the final lesson they prepared oral presentations and visual materials. At this lesson they will demonstrate their knowledge of active vocabulary, show how they summarized all that they have learned about political systems of the USA, the UK and Ukraine. The students will orally present the results of their previous discussion and, finally, participate in the debates. Their projects will be archived for other students to use as resources while preparing their own projects. This is the last lesson of the module, at the end of which the students will be graded.

C. Learning Objectives/Expected Results:

Students will apply vocabulary and collocations they have already learned at previous lessons and while gathering information for their oral presentations. They will also show what they have learned about political systems in the USA, the UK and Ukraine, analyze the information presented by their peers, use it to ask follow-up questions and defend, prove or justify their points of view about positive and negative features of the political system which they described. They will be practicing advanced language skills as they make oral presentations and participate in the debates. The peers will evaluate the presentations as well as do self-assessment using the rubric (a copy of which is included).

D. Materials and Sources:.

Materials:

Students will need paper and pens / pencils to take notes while their peers present the reports. Pictures which students prepared to illustrate their oral presentations.

New materials:

PowerPoint software

Rubric for scoring evaluation:*Name of your team:**Name of the team you are scoring:**Oral skills: pronunciation is good, speech is understandable*

1 2 3 4 5

Coherency of the presentation:

1 2 3 4 5

Timing: not too short, not too long

1 2 3 4 5

*Equal participation:**1) in delivering the presentation*

1 2 3 4 5

2) in the debates:

1 2 3 4 5

General impression:

1 2 3 4 5

Comment: Score 1=the element is not present, 5=well done**Sources:**

The Daily Conversation (May 7, 2015). Parliamentary [UK] vs. Presidential [US] Explained. [Vido file.] Retrieved from

<https://www.youtube.com/watch?v=4quK60FUvkY>

Chernovaty L., Karaban V. (2008) Advanced Practical English Course

U. S. Department of State, Office of English Language Programs Bureau of Educational and Cultural Affairs. (2006).

Shaping the way we teach English: Module 8, authentic materials [pdf file] Retrieved from: https://d396qusza40orc.cloudfront.net/shaping1landscape/week2/phase1_lesson_plan_files.zip.

U. S. Department of State, Office of English Language Programs Bureau of Educational and Cultural Affairs. (2006).

Shaping the way we teach English: Module 5: Learner Feedback and Assessment [pdf file] Retrieved from: https://d396qusza40orc.cloudfront.net/shaping1landscape/week4/phase2_lesson_plan_files.zip

Rubric made by the students with the teacher's help

Software: PowerPoint software available as free download at <http://www.microsoft.com>

(Also for tablet and mobile phone as OneNote app.)

E. Procedures / Timing:

1. Teacher does/says . . .

Greets the students and asks them to occupy their seats according to the division into 3 groups (done at the previous lesson). Distributes rubric for students to fill out individually.

Students do/say . .

Students take seats. First group prepares to present their work, using projector. (Presentations are pre-loaded to ensure quick turn-taking.)

Approximate Time

5 min

2. Teacher does/says . . .

Keeps time. Keeps record of some mistakes and errors which students make during their presentations to discuss them later (formative assessment). Encourages students to ask questions after each presentation.

Students do/say . . .

Each presentation takes 10 minutes. After each presentation students ask questions and try to analyze advantages and disadvantages of the governmental structure presented (5-8 min.).

5 min. for rubric scoring including self-evaluation

Approximate Time

50 - 55 min

3. Teacher does/says . . .

Collects rubrics which become part of students' grade. Collects the presentations for the archive.

Students do/say . . .

Hand in their presentations.

Approximate Time
3 min

F. Learner Feedback/Formative Assessment:

The students give feedback using rubrics and during the debates. (The teacher may help by encouraging questions). The teacher notes down the errors and mistakes during presentations and discussion that will help to organize further revision of some grammar rules or vocabulary and collocations. This is formative assessment directly related to the content of the course. Summative assessment is also involved because this is the final lesson of the module and the teacher has to grade the students. So basing on the rubrics, the students' feedback and the teacher's observations the students get the score for their work.

G. Extended Reflection:

(a) This lesson plan is the continuation of the previous plan in Week 2. During the previous lesson, the students worked in groups to construct their presentations. In this final lesson, they showed their knowledge of the topic "Political systems of the USA, the UK, and Ukraine"; they had to exercise higher cognitive powers in analyzing, summarizing the material, and making conclusions. Participating in the debates, the students had to communicate without thorough preparation, which shows how well they mastered the vocabulary on the topic, the factual information and speaking skills, and how free they felt communicating within this topic.

In this lesson, the process of assessment and evaluation (both peer and self-assessment) was also added.

b) Authentic materials and realia used in the lesson: the video on the topic, newspaper articles about political systems, and pictures illustrating various political systems.

Group work: students worked in groups of 5 while preparing their presentations.

Critical/creative thinking: students selected the materials, created the presentations as the audience, evaluated the presentations with a rubric, and participated in debates.

Learner feedback/formative assessment: students assess their peers and themselves using rubrics. The teacher makes notes while listening to the presentations on vocabulary, collocations, and grammar misused by the students, which will help form the basis for further studies.

Recommended reading: [5; 6; 13; 14; 25; 26; 29; 35].

SEMINAR 8

DIFFERENTIATION AND INCLUSION IN FOREIGN LANGUAGE TEACHING

1. Principles of universal design for learning.
2. Practical strategies of implementing differentiation in EFL classrooms.
3. Social emotional learning (SEL) and its role in language learning.
4. Implementation of personalized learning in EFL classrooms.

Practical task:

Tiered task: take one standard EFL task (e.g., a reading comprehension) and redesign it at three levels: below, at, and above grade level – same learning objective, different entry points.

Multi-modal task: design an activity that incorporates visual, auditory, and kinesthetic elements to address diverse learning styles.

Scaffolding toolkit: create a set of scaffolds (sentence frames, vocabulary banks, graphic organizers) for a specific EFL text or task.

Recommended reading: [18; 20; 32; 36; 37]

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