

**Міністерство освіти і науки України  
Рівненський державний гуманітарний університет**

# **English Language Teaching Methodology (Year 1)**

*Підручник для студентів закладів вищої освіти  
під загальною редакцією Н. О. Михальчук*

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## INTRODUCTORY NOTE

**English Language Teaching Methodology (Year 1)** is the book intended for the 2nd year students of the speciality *014 Secondary Education (Language and literature (English))*.

It can be used by teachers for methodology classes and it can help students a lot in their autonomous work. It is assumed that the book can be read in its entirety as a course-book and also be used as a reference book during school practice experience.

The textbook contains seven chapters according to the curriculum which is grounded on a new concept of teaching Methodology. This curriculum has been a result of a joint project of the British Council and the Ministry of Education and Science of Ukraine. Rivne State University of the Humanities took an active part in the piloting of this project.

Each chapter contains theoretical materials, practical assignments, self-study tasks and suggestions for further reading that could be used by students in their independent learning. The theoretical material consists of excerpts from the books, articles, webinars of outstanding scientists, researchers and teachers. The practical activities focus on understanding the key ideas of the given topics and intend to promote high levels of interaction and student involvement in their own learning processes. The materials were carefully crafted and largely used in piloting before they were offered for the publication.

The chapters consciously combine the critical issues on each aspect of English teaching with ideas for classroom practice in order to encourage individual critical thinking. Many of the tasks are exploratory in nature and aim to provide opportunities to develop principles by which to make decisions concerning what and how to teach ESL.

The great strength of this book is the clarity of the frameworks that guide students through the complexities of methodology. The book is not only easy to read and to follow; it also covers a lot of ground in a simple format. Another clear strength of the book is its interactivity. The authors offer many tools and exercises to engage readers in thinking through fundamental questions about English Language Teaching Methodology.

These tools might be most useful in the context of an academic group, or with a peer study group with which to work through the challenging exercises. Determining an appropriate course of action often requires more than just reflection and writing, and the exercises may be most fruitful when shared with others engaged in the same process.

Each of the listed authors doesn't insist on this version as the final one though the information in this book is intended to aid future teachers in addressing the linguistic and educational needs of English language learners.

We hope that student teachers and teacher educators will find the book a useful resource for the understanding of main approaches and practices in the teaching and learning English as a foreign language within a twenty-first century context.

### **English Language Teaching Methodology – Curriculum Map** **Module 1. Understanding Learners and Learning**

Status: Compulsory

Year: 2

Semester: 3

Credit 3

UNITS	HOURS		
	Total	Contact	Self-study
1.1 Psychological Factors in Language Learning	30	18	12
1.2 Second Language Acquisition (SLA)	30	18	12
1.3 Developing Learner Autonomy	30	18	12
<b>Module Total</b>	<b>90</b>	<b>54</b>	<b>36</b>

### **Module 2. Preparing to Teach 1**

Status: Compulsory

Year: 2

Semester: 4

Credit 4

UNITS	HOURS		
	Total	Contact	Self-study
2.1 Principle of Communicative Language Teaching	30	18	12
2.2 Teaching Grammar in Context	30	18	12
2.3 Teaching Vocabulary in Context	30	18	12
2.4 Classroom Management	30	18	12
<b>Module Total</b>	<b>120</b>	<b>72</b>	<b>48</b>

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