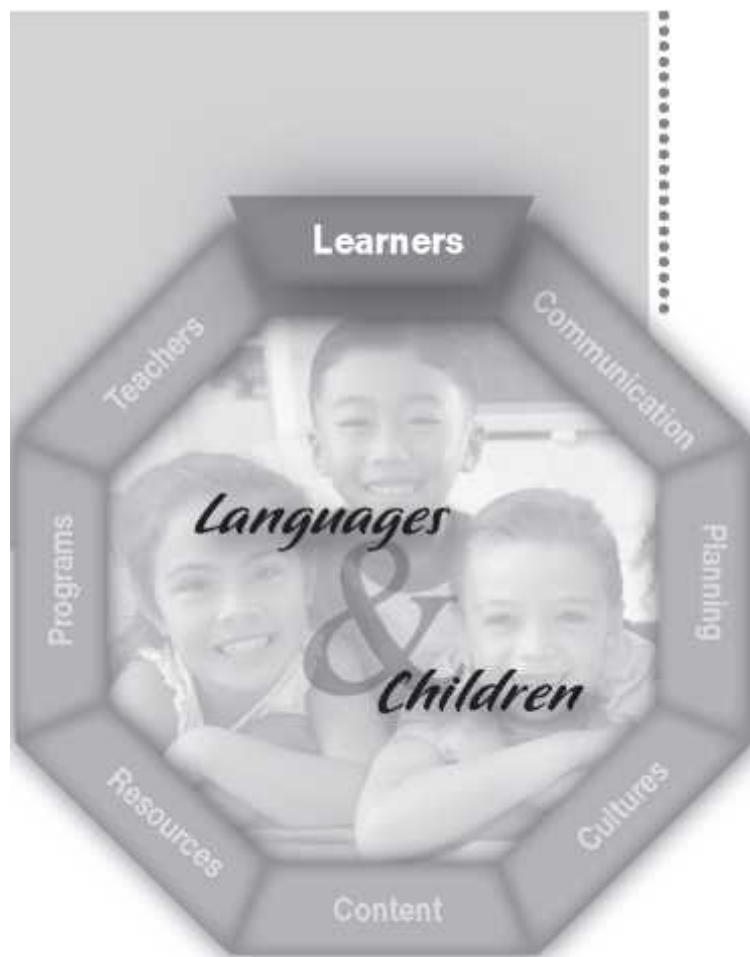


MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
RIVNE STATE UNIVERSITY OF THE HUMANITIES  
PHILOLOGICAL FACULTY

**GENERAL REQUIREMENTS AND METHODOLOGICAL  
RECOMMENDATIONS FOR TEACHER ASSISTANTSHIP.  
SEMESTER 6. MODULE 5**



Rivne  
2024

General requirements and methodological recommendations for Teacher Assistantship. Semester 6. Module 5 / Загальні вимоги та методичні рекомендації для проведення виробничої практики на етапі «асистент вчителя». Семестр 6. Модуль 5 (для студентів 4 курсу філологічного факультету (англійська мова) / Укладачі: Н. В. Кvasnec'ka, O. E. Veriovkina – Рівне: РДГУ, 2024. – 36 с.

Укладачі:

**Кvasnec'ka Н.В.**, кандидат педагогічних наук, доцент кафедри практики англійської мови та методики викладання.

**Veriovkina O. E.** кандидат психологічних наук, доцент кафедри практики англійської мови та методики викладання

Рецензенти:

**Павелків К.М.**, доктор педагогічних наук, професор кафедри іноземних мов РДГУ

**Літвінчук А.Т.**, кандидат педагогічний наук, доцент кафедри іноземних мов НУВГП

*Методичні рокомендації затверджено та рекомендовано до друку на засіданні кафедри практики англійської мови та методики викладання Рівненського державного гуманітарного університету, протокол № 3 від 26 лютого 2024 року.*

*Методичні рокомендації затверджено та рекомендовано до друку на засіданні навчально-методичної комісії філологічного факультету Рівненського державного гуманітарного університету, протокол № 2 від 15 березня 2024 року.*

Рівненський державний гуманітарний університет, 2024

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## **INTRODUCTION**

The aim of this Guide is to give students an overview on their Teacher Assistantship during the 6<sup>th</sup> semester. Teacher Assistantship does not only include visiting schools, microteaching and tutors help, but completing Practical Part by providing experiments of Qualification Paper (Bachelor's Degree). It begins much earlier by gathering information on the various topics and selection procedures of the University, taking the interactive course of English Teaching Methodology and Course Paper.

Hence, students undertake school practice throughout the whole methodology course. During Teacher assistantship in semesters 5 to 7, students act as Teacher assistants, planning teaching, undertaking microteaching and generally supporting the English teachers. Modules in these semesters also include observation tasks aimed at linking methodology classes to school experience.

Teacher Assistantship (TA) positions are held by students who perform a designated list of research and teaching duties under the supervision of one or more Faculty members (Methodologist(s)).

The students are expected to complete tasks on a fixed schedule and report progress to the supervisor(s) on an agreed schedule. Duties and assigned tasks may be routine or advanced but normally fall outside the scope of the student's research.

Students'll observe and explore the practical considerations of becoming a teacher, and consider how to make personal choices about their teaching future – from deciding which age group to teach to discovering what teacher training funding is available. As well as receiving tips and advice from teaching professionals (tutors) about how to get into teaching, students'll have the opportunity to learn what to look out for when choosing a teacher profession.

With Guidance from University teachers (Methodologists) of Department of Teaching Methods of Foreign Languages, students'll have the chance to compare different teaching route options and identify the professional route which aligns best with their teaching career aspirations.

Upon successful completion of the Course (four semesters), students should feel empowered to take your first steps towards a career in teaching.

Some materials in this Guideline were developed by the joint British Council Ukraine and the Ministry of Education and Science Ukraine group of experts, participants of the New Generation School Teacher project (see Core Curriculum English Language Teaching Methodology Bachelor's Level Rationale)

## SYLLABUS

<b>Teacher Assistanship</b>	<b>September – December</b>
	<b>Semester 6</b>
	<b>min 4 hours weekly</b>
<b>Methodological Requirements</b>	Complete School observation Task Bank led by school tutors and University methodologists
<b>Complete Practical part of personal Qualification Paper (Bachelor's Degree)</b>	A Bachelor's thesis is a scientific paper written by students at the end of a Bachelor's program. It contains the most important elements of a scientific paper, one of which is Practical Part principally based on hypothesis confirmed by experiment/s.
<b>Earn an academic credit</b>	Finish learning and get academic credits (3 credits ECTS (1-100))
<b>Advance further in your career</b>	Use Teacher Assistantship as evidence of your specialized skills and progress further in future career

\*Activities marked with an asteriks (\*) are required for blended learning or individual learning plan of an applicant for higher education in . Decisions as to what, where or in what way they should be done depend on the needs of students and University teachers' methodological recommendations.

## **WHAT SKILLS STUDENTS WILL LEARN**

- age-group characteristics of young learners;
- the curriculum requirements for teaching English in primary schools;
- the notion of SEN and the existing biases and prejudices;
- the medical and social model approaches to SEN;
- different categories of SEN;
- the principles of differentiation and ways of their realization when teaching learners with SEN;
- the notions of culture, cultural awareness and intercultural competence; role in learning and teaching languages;
- intercultural attitudes and prejudices;
- culture-specific verbal and non-verbal interaction patterns in relation to different communicative situations;
- the important distinction between Culture and culture (big C and little c);
- ways of developing their own intercultural competence
- the advantages and disadvantages of doing activities on a computer as opposed to similar paper-based activities;
- the criteria for evaluating and selecting online resources for language teaching purposes;
- the main uses of IWBs and their benefits as opposed to traditional whiteboards
- the value of action research as a tool for professional development.

## **WHAT STUDENTS WILL ACHIEVE**

By the end of the Teacher Assistantship, students'll be able to:

- evaluate, select and adapt materials and Internet resources for teaching foreign language to learners of different age groups, learner types and/or learning difficulties;
- choose teaching strategies, methods, activities and assessment tools appropriate to age group, learner type and/or learning difficulty;
- use classroom English appropriate to age group, learner type and/or learning difficulty with a justified use of L1;
- design and conduct classroom activities for developing cultural awareness for learners of different age groups and proficiency levels;
- exploit the advantages and meet the challenges of using learning technologies in the EFL classroom;
- plan, try out, report on and make use of the results of an Action Research;
- recognize the value of Action Research as a professional development tool.

## OUTLINE OF SCHOOL OBSERVATION COMPONENTS

Teacher Assistantship and interactive classes (Sessions) are not independent components but rather Task-based work that are added to existing components of the Core Curriculum. Task Bank as also as Feedback reports should be slotted into the timetable as appropriate to allow for feedback for school mentors, tutors and University teachers on assessed work, clarification of any issues arising, etc.

### Before Teacher Assistantship

#### *Pre-assistantship meeting*

It is a part of regular routine for a student-assisstant and University teacher. Its purposes are to:

- allow the student to explain what s/he is going to do on the lessons at school;
- discuss any possible problems;
- agree on a focus for observation if necessary;
- agree on anything connected with your presence in the classroom: where you want to sit, whether you will take notes etc.;
- receive Observation Task Bank.

### While Teacher Assistantship

During Teacher Assistantship students will have an opportunity to observe experienced teachers at work and to make connections with their learning during all methodology course, help school mentors in organizing English classes, preparing for microteaching and conducting experiments for Bachelors' Thesis.

**Nota bene!** The more you build a rapport with teachers the more they will share with you about the class they are going to teach and their selected approaches.

**Nota bene!** All teachers have different styles and personalities that they bring to the classroom.

You will also find they adjust their practice and approaches depending on the students they have in their class.

When observing you are looking for these adaptations and the approaches that you think might work best for you.

**Nota bene!** Just because something does not resonate with you it does not mean it is bad practice. It is important to remember this when you are discussing what you have seen at a later date, in writing your notes or describing the results of the experiment.

**Nota bene!** Writing notes is a really useful thing to do when observing in schools. Not full essays but a few notes to remind you of what you have seen. If you are interviewed for a place on a teacher training course you will be asked about teaching and it is useful to have some examples you are able to discuss, whether these are from formal observations, looking at video footage or remembering lessons you have been in as a student yourself.

**Nota bene!** These key positions are useful to help you frame your notes and the focus of your observation and\or experiment within the classroom:

- Enquiry as a key step at the planning stage of Action research;
- Action research as a way to success in the profession of teaching;
- Action research: the Who? the Why? the What? the How?
- Action research cycle: stages and steps;
- Classroom issues and research questions (noticing an issue/problem, formulating a research question);
- Planning action research;
- Sampling in action research;
- Action research ethics;
- Collecting data;
- Quantitative and qualitative data;
- Data collection tools: variety, advantages and disadvantages;
- Analysing, interpreting and presenting data.

### **Work on Task Bank (Module 5)**

## SCHOOL OBSERVATION TASK BANK

### MODULE 5. SPECIALISED DIMENSIONS

#### Unit 1.1 Teaching Young Learners

##### Task Twenty-nine (29)

Task: Observe a lesson, focusing on classroom management, activities and materials the teacher uses. Complete the grid below. Add comments where necessary.

Focus: Teaching young learners.

##	Question	Yes	to some extent	No	Comments
1.	Are the materials appropriate to the age group?				
2.	Are the teacher's instructions comprehensible to the learners?				
3.	Does the teacher use L1 appropriately?				
4.	Are contemporary approaches and methods for teaching English to young learners used at the lesson? (TPR, games, drama, visualisation, songs, chants and rhymes, storytelling)				
5.	Does the teacher use various modes of interaction? (pair work, group work)				
6.	Does the teacher provide effective feedback by using various error correction techniques (mouthing, gestures, recasting/echoing, reformulation, using fingers, visual reminders, recording, explicit				

	correction)?			
7.	Are the learners actively engaged in the activities?			
8.	Does the teacher cater for learners with different learning styles?			
9.	Does the teacher use different attention getting signals effectively?			
10.	Does the teacher use visual and auditory aids?			
11.	Are the students engaged in hands-on activities?			
12.	Is the lesson communicative in character?			

### **TOPIC/THEME:**

Age-group characteristics of young learners, their cognitive development, learning styles (kinesthetic, visual, auditory), L1 acquisition and L2 learning in an early age

**Focus:** Characteristics of Young Learners

**Tasks for study and discussion // \*BLENDED LEARNING ACTIVITIES**

**I. 1.** Choose a topic or a lesson (such as animals, foods, geography) that could be of interest to children at several age levels and explain how you would approach it differently at each of three different levels:

- a. *grade 6 or grade 7*
- b. *grade 8 or grade 9*

\* If necessary you can use materials teaching resources developed by British Council specialists. See: <https://www.teachingenglish.org.uk/resources/primary/lesson-plans>

2. Examine a lesson you have designed, taught, or found in a book of lesson plans.

*What learning styles and intelligences are supported in this plan?*

*Are any left out?*

*How could you adjust the lesson to be more inclusive?*

3. Choose the grade level with which you are the most familiar, and reread all the descriptions of students at this grade level found in the chapter. How well do they reflect your own experiences?

*What descriptors would you add or change?*

4. Read additional information about learning styles and multiple intelligences.

5. Then create a profile of yourself as a learner, in terms of both learning styles and multiple intelligences (Use Table 1) answering on the next questions:

- Which students in your classroom will you need to pay particular attention to because of differences in style and intelligences?

- What types of activities will you need to include in the class if you are going to meet their needs?

Adapted

from

[http://catalogue.pearsoned.ca/assets/hip/us/hip\\_us\\_pearsonhighered/samplechapter/0205535488.pdf](http://catalogue.pearsoned.ca/assets/hip/us/hip_us_pearsonhighered/samplechapter/0205535488.pdf)

**TABLE 1. Multiple Intelligences and Their Applications to the Language Classroom**

Intelligence	Excels at	Language Application
Linguistic	Reading, writing, telling stories, playing word games, etc.	Almost everything we do in class!
Logical-Mathematical	Experimenting, questioning, figuring out logical puzzles, calculating, etc.	Surveys, making charts and graphs
Spatial	Designing, drawing, visualizing, doodling, etc.	Illustrating a Gouin series; creating a picture of an object by writing the word for the object over and over
Bodily-Kinesthetic	Dancing, running, jumping, activities adding motions to songs and chants	Total Physical Response (TPR), building, touching, gesturing, etc.
Musical	Singing, whistling, humming, creating melodies for favorite rhymes	Using songs and rhythmic chants, tapping feet and hands, listening, etc.
Interpersonal	Leading, organizing, relating, manipulating, mediating, partying, etc.	Small group and partner work
Intrapersonal	Setting goals, meditating, dreaming, planning, being quiet	Journaling, portfolio building
Naturalist	Understanding, categorizing, explaining things in the world of nature	Photography, field trips, classifying

Adapted from Gardner (1983, 1993, 1999) and Armstrong (1993, 1994)

**II.** The State Standards for Primary Education, the arguments for and against an early start in a foreign language and the curriculum requirements for teaching English in primary schools. Look through The New Ukrainian School: Conceptual principles of the secondary school reform //Available at:

<https://mon.gov.ua/storage/app/media/zagalna%20serednya/Book-ENG.pdf>

**III. 1.** Ways of managing the young learners' English language classroom.

Look through this simplified list of the above classroom management strategies and techniques (Borrowed from <https://www.prodigygame.com/main-en/blog/classroom-management-strategies#list>)

## 20 Classroom Management Strategies and Techniques

- 1. Model ideal behavior:** Demonstrate behavior you want to see by holding mock conversations and interactions with another teacher in front of your students.
- 2. Let students help establish guidelines:** Ask students what they think is and isn't acceptable behavior, encouraging them to suggest rules for the academic year.
- 3. Document rules:** Ensure your guidelines aren't forgotten by writing them down and distributing them as a list for students to keep and reference.
- 4. Avoid punishing the class:** Address isolated behavior issues instead of punishing the entire class, so as to avoid hurting your relationships with on-task students.
- 5. Encourage initiative:** Promote growth mindset by allowing students to work ahead in certain units, delivering brief presentations to reinforce your lesson material.
- 6. Offer praise:** Recognize hard work by openly congratulating students, encouraging ideal behavior and inspiring the class.
- 7. Use non-verbal communication:** Complement words with actions and visual aids to improve content delivery, helping students focus and process lessons.
- 8. Hold parties:** Throw an occasional classroom party to acknowledge students' hard work, motivating them to keep it up.
- 9. Give tangible rewards:** Reward specific students at the end of each lesson, in front of the class, as another motivational and behavior-reinforcement technique.
- 10. Make positive letters and phone calls:** Make positive phone calls and send complimentary letters home, possibly encouraging parents to further involve themselves in their children's learning.
- 11. Build excitement for content:** Start lessons by previewing particularly-exciting parts, hooking student interest from the get-go.
- 12. Offer different types of free study time:** Provide different activities during free study time – such as group note-taking – to help students who can't process content in silence.
- 13. Write group contracts:** Help student group work run smoothly by writing contracts that contain clear guidelines, asking each group member to sign a copy.
- 14. Assign open-ended projects:** Encourage students to tackle open-ended projects to allow them to demonstrate knowledge in ways that suit and appeal to them.
- 15. Give only two marks for informal assessments:** Consider avoiding standard marks on informal and formative assessments, simply stating if a student did or didn't meet expectations. If they didn't, give them a task to improve competency.
- 16. Use EdTech that adjusts to each student:** Give students who struggle to process content opportunities to use adaptive learning technology, such as Prodigy.
- 17. Interview students:** Interview students who aren't academically engaged or displaying prosocial behavior to get insights about how to better manage them.

**18. Address bad behavior quickly:** Don't hesitate when you must address bad behavior, as acting sooner rather than later will ensure that negative feelings don't fester.

**19. Consider peer teaching:** Use peer teaching activities – such as paired reading – if you feel your top performers can help engage and educate disruptive and struggling students.

**20. Gamify personal learning plans:** Motivate students on personal learning plans by gamifying those plans, through tactics such as awarding XP (experience points) throughout a unit to quantify skill mastery.

**2. Activity:** Choose one of above 'classroom management strategies and techniques'. Describe it from your personal point of view emphasizing on their advantages and disadvantages, usefulness, realism etc.

## **TOPIC/THEME:**

- Contemporary approaches and methods for teaching English to young learners (e.g. play/ games, TPR, learning by doing, drama, project work, storytelling, songs, rhymes and chants)
- Techniques and activities for teaching foreign language literacy (e.g. reading rules, phonics, the Big Book technique, the whole word approach) on a word/phrase/sentence level

### **Tasks for study and discussion // *\*BLENDED LEARNING ACTIVITIES***

#### **I. Classroom language for a teacher of young learners; use of L1**

Watch the video to learn more about how I try to reduce L1 in the classroom.

If you have any ideas about reducing L1 in the classroom, please share them in your group.

##### **Episode 1: How to reduce L1 in the classroom**

- Strategies for teaching oral skills (pronunciation, intonation, listening, speaking) and writing skills (graphics, spelling and written speech); sequencing the skills (starting with listening and speaking); issues of implicit and explicit work on grammar
- Modes of participation (individual, group work and class work)

#### **II. Planning for teaching young learners**

Use materials available at:

<https://www.teachingenglish.org.uk/resources/primary/lesson-plans>

**1.** Here you can find a wide range of full lesson plans to use in primary classroom. All of the lessons are designed around common themes from primary education syllabi. Written by young learner experts from around the world, these lesson plans are easy to use and aim to give young students the skills and confidence they need to enjoy learning English.

##### **2. Choose a lesson plan of one of the levels.**

Level 1

Find lesson plans that are most suitable for children who can understand and use some words and short phrases, and can follow simple stories, songs and texts.

### Level 2

Find lesson plans that are most suitable for children who can understand and use words and sentences in common topics and situations. They can follow more complex stories and texts.

### Level 3

Find lesson plans that are suitable for children who can understand and use a wide range of language and can follow a variety of complex stories and texts, including those aimed at native-speaker children.

**3.** Download and then tape one of them. Please, read the lesson instructions carefully before using/analysing them. Be ready to analyse Lesson Plan activities in face-to-face classrooms with physical distancing protocols. A combination of the lesson plan for online teaching and the lesson plan for face-to-face teaching can be used in ‘hybrid’ situations, where some students in the class are studying from home and others are physically in the classroom. Classroom material for the online lesson is provided as a PDF.

**3a** Be ready to discuss on the topic: ‘Materials evaluation, selection and adaptation for young learners’ language classrooms.’

**3b** Assessment tools for young learners are available at: <http://resourcesforearlylearning.org/fm/early-childhood-assessment/>

## **III. What are different child assessment methods?**

Methods of child assessment can be informal (conducting natural observations, collecting data and children’s work for portfolios, using educator and teacher ratings) and formal (using assessment tools such as questionnaires and standardized testing). Both methods are effective and can help inform educators and parents about a child’s progress.

	<b>Young Learners Assessment methods</b>	<b>relevant</b>	<b>irrelevant</b>	<b>to some extent</b>	<b>comments</b>
1.	<u>Observations</u>  can be made with minimal or no intrusion into children’s activities. Educators can observe all facets of development, including intellectual, linguistic, social-emotional, and physical development, on a regular basis.				

2.	<u>Portfolios</u> <p>are a record of data that is collected through the work children have produced over a period of time. The collection clearly shows the progress of a child's development. Portfolios can be an important tool in helping facilitate a partnership between teachers and parents.</p>				
3.	<u>Educator Ratings</u> <p>are useful in assessing children's cognitive and language abilities as well as their social-emotional development. These ratings can be linked to other methods of assessment, such as standardized testing or other assessment tools.</p>				
4.	<u>Parent Ratings</u> <p>integrate parents into the assessment process. Parents who are encouraged to observe and listen to their child can help detect and target important milestones and behaviors in their child's development.</p>				
5.	<p>tests created to fit a set of testing standards. These tests are administered and</p>				

	<u>Standardized Tests</u>	scored in a standard manner and are often used to assess the performance of children in a program.						
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### ***Observation Summary and Feedback***

#### **Unit 5.3 Catering for Special Educational Needs (SEN)**

##### **TOPIC/THEME:**

Attitudes to learners with SEN in the history of education

- Models for understanding SEN
- Learner difficulties and categories of SEN
- The principle of differentiation: differentiation by task, by task response (including assessment), by organisation of content
- Teaching strategies which make English learning accessible to all learners
- Practical guidelines for creating an inclusive EL classroom for: gifted and talented learners and for learners with behavioural, social and emotional needs; sensory and physical needs; cognition and learning needs

##### **Tasks for study and discussion // \*BLENDED LEARNING ACTIVITIES**

I. Read attentively *SEN information report: template* created by Mayfield School command

	<b>Question</b>	<b>Answer</b>
	What types of SEN does the school provide for?	
	How does the school identify and assess pupils with SEN?	
	What is/are approach/es to teaching children with SEN?	
	How does the school adapt the curriculum and learning environment?	
	How does the school enable children with SEN to engage in activities with other students who do not have SEN?	
	How does the school consult parents of children with SEN and involve them in their child's education?	
	How does the school consult students with SEN and involve them in their education?	
	How does the school assess and review students' progress towards	

their outcomes?	
How does the school support students preparing for adulthood?	
What expertise and training does school staff have to support students with SEN?	
How will the school's secure equipment and facilities to support students with SEN?	
How does the school\teachers\psychologists\doctors evaluate the effectiveness of the SEN provision?	
How does the school handle complaints from parents of children with SEN about provision made at the school?	

Adapted from: [http://mayfield-special.torbay.sch.uk/wp-content/uploads/2012/03/SEN\\_information\\_report\\_template.pdf](http://mayfield-special.torbay.sch.uk/wp-content/uploads/2012/03/SEN_information_report_template.pdf)

**II.** Complete the Table based on the realities of Ukrainian school education and the knowledge gained during lectures in English language Methodology and your own experience as observers and teacher-assistants/

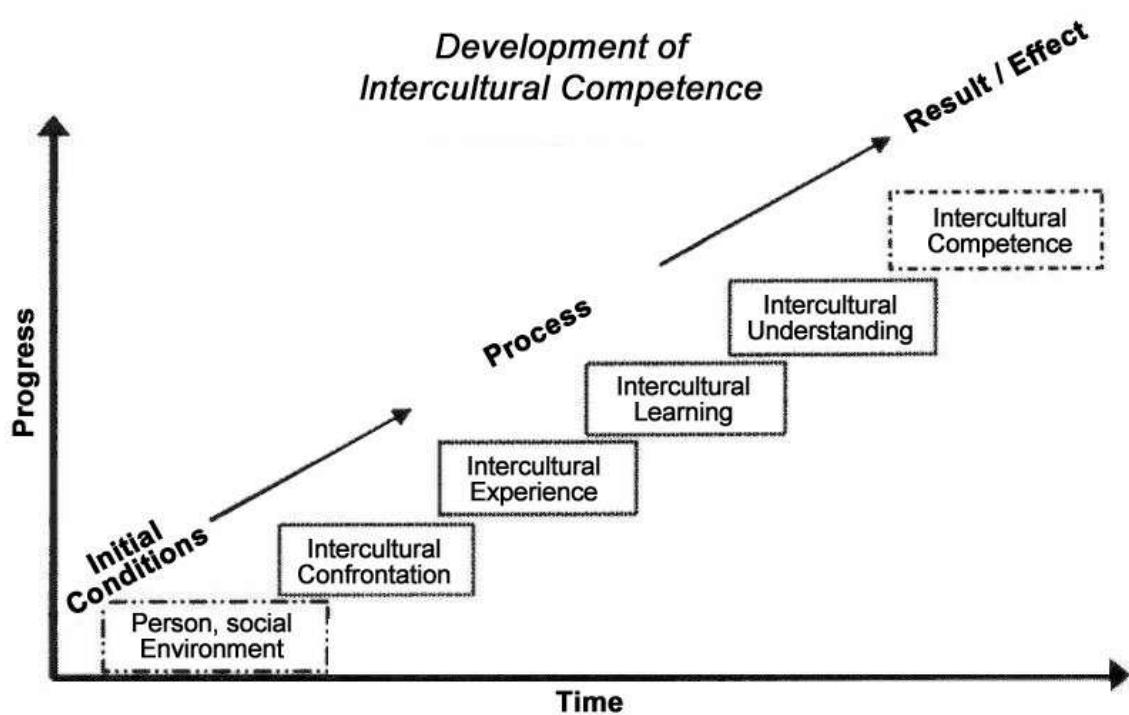
### **Recommended literature for further reading**

1. Alina Nicoleta Padurean. Teaching English Language to Children with Special Educational Needs. Available at: <https://www.temjournal.com/documents/vol3no4/journals/1/articles/vol3no4/TeachingEnglishLanguagetoChildrenwithSpecialEducationalNeeds.pdf>
2. Dr. Mahmoud M.S. Abdallah. TESOL\_TEFL for Students with Special Needs for EFL Student Teachers. Available at: <https://files.eric.ed.gov/fulltext/ED557723.pdf>
3. Lowe Robert J. Special education needs in English language teaching: towards a framework for continuing professional development. Vol. 19. Available at: <https://www.researchgate.net/publication/305264803>

### **Unit 5.4 Developing Intercultural Competence**

#### **TOPIC/THEME:**

Below you have a Figure developed by Thomas (2006)



Borrowed from: *Guidelines for Designing IC Materials* (Borrowed from: Marczak M. (2010) *Intercultural Teaching : Task Development* // *The Teacher*, 10 (82), pp. 42-54)

Kačkere et al. (2007) propose a number of questions which to answer when preparing IC communication workshops for teachers and teacher educators. As such workshops are also aimed at developing teachers' and teacher educators' cultural awareness and IC skills, the guidelines seem applicable to intercultural teaching in the EFL classroom.

This kind of adoption follows one of the basic principles of intercultural training according to which, while developing their students' IC competence, teachers are meant to participate in and benefit from the process themselves. Thus, Kačkere et al.'s (2007) guidelines can be implemented in IC task design.

A tabularised selection of only those guidelines which may apply to intercultural teaching in foreign language education is presented below, and as it can be noticed, they complement Corbett's (2003) model while also overlapping with it in part.

	Statement/Question	Your remark
<b>1. Establish the learner profile of the learner group:</b>		
<b>WHO</b>	• needs (institutional, group/age, individual)	
	• expectations	
	• personal experiences of otherness	
	• expectations learners' motivations for IC learning	
<b>2. Conduct a needs analysis:</b>		
	<b>Define aims:</b>	

<b>WHY</b>	<ul style="list-style-type: none"> <li>• to raise (inter)cultural awareness</li> <li>• to develop IC competence (skills, knowledge, attitudes)</li> <li>• to learn to use IC competence outside the classroom</li> </ul> <p><b><i>Set objectives (e.g. Ls should be able to):</i></b></p> <ul style="list-style-type: none"> <li>• understand how one's experience, opinion and attitudes form</li> <li>• understand the concept of identity (of self and others)</li> <li>• understand cultural differences</li> <li>• handle culture bumps and culture shock</li> <li>• understand stereotypes and destereotype cultures</li> <li>• empathise with others</li> <li>• argue their opinion and respect that of others</li> </ul>	
	<b>3. List out the <u>teaching content</u>, e.g. content areas such as:</b>	
	<ul style="list-style-type: none"> <li>• social practices, customs and lifestyle</li> <li>• C1 values, beliefs and norms vs. those of C2</li> <li>• intercultural differences in perception</li> <li>• the nature of stereotyping, including its pitfalls</li> <li>• non-verbal communication (proxemics, oculistics, haptics)</li> <li>• attitudes (openness, curiosity, empathy and non-judgemental thinking)</li> <li>• useful IC communication strategies</li> </ul>	
	<b>4. Select teaching and learning procedures:</b>	
	<ul style="list-style-type: none"> <li>• content sequencing (foregrounding the aims, raising interest, giving Ls a sense of achievement)</li> <li>• planning for a variety of activities and working modes</li> </ul>	
	<ul style="list-style-type: none"> <li>• using student groupings (lockstep, pair work, group work) which permit developing attitudes and skills</li> </ul>	
	<ul style="list-style-type: none"> <li>• ensuring a proper progression (in terms of task complexity and risk level)</li> </ul>	

Adapted from Kačkere et al. (2007: 11-17)

## **Tasks for study and discussion // \*BLENDED LEARNING ACTIVITIES**

Notions of cultural awareness (insider - outsider culture) and intercultural competence.

Here is the list of questions closely connected with the topic. Please, choose one (or more) and prepare fragment/s of lesson or in any other way demonstrate your understanding and practical implementation of the next theses:

1. Verbal and non-verbal communicative interaction patterns in intercultural encounters.
2. Manifestations of culture in language (e.g. idioms, non-equivalent and background lexis) and ways of dealing with them in English classes.
3. Intercultural issues in a course book text (e.g. difficulties in interpretation of historical facts, understanding culture specific allusions).
4. Issues in using the visual side of culture representation: selection, interpretation, comparison of realia, advertisements, notices, caricatures, etc.
5. Culture clashes, cultural shock, cultural blunders and compensatory communicative strategies.
6. Methods and techniques for developing intercultural competence in learners of different age groups.
7. Types of activities for developing cultural awareness (information search, discussions, debates and disputes, projects, role-plays, games).
8. ELT materials evaluation, selection and adaptation for addressing intercultural issues.
9. Motivation tasks for autonomous culture study (e.g. cultural information search, culture comparisons).
10. Identification and analysis of stereotypes and prejudices across cultures  
Indicative.

### **Recommended literature for further reading**

1. Byram M., Gribkova B., Starkey H. Developing the intercultural dimension in language teaching. A practical introduction for the teachers // Language Policy Division Directorate of School, Out-of-School and Higher Education DGIV Council of Europe, Strasbourg 2002. Available at: <https://rm.coe.int/16802fc1c3>
2. Culture and the Language Classroom ELT Documents. Editor: Brian Harrison. Leicester University /. Available at: [https://www.teachingenglish.org.uk/sites/teacheng/files/pub\\_F044%20ELT-31%20Culture%20and%20the%20Classroom\\_v3.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/pub_F044%20ELT-31%20Culture%20and%20the%20Classroom_v3.pdf)

## **Unit 5.5: Information and Communication Technology (ICT) in Learning and Teaching English**

### **Task Thirty**

**Task 1:** Observe at least 3 lessons focusing on the use of learning technologies. Note down your observations in the table.

**Task focus:** Use of learning technologies

<b>Learning technology used</b>	<b>V</b>	<b>Purpose of use (select a purpose from the list below or specify other purposes). More than one purpose is possible</b>
Video		
Audio		
PowerPoint presentation		
Interactive whiteboard		
Mobile applications		
Web site		
Email		
Text messages		
Social networks		
Blogs		
Images		
Other (specify below)		

The learning technology was used to:	
1.	illustrate
2.	provide visual support
3.	provide auditory support
4.	provoke speaking or writing
5.	share learning experience
6.	ask and answer questions
7.	search for information
8.	network
9.	save time
10.	access target culture

**Task 2:** Then, analyse the use of learning technologies by answering questions.

1. To what extent was the purpose of the activity with learning technologies clear?
2. Was there any preparatory activity? What kind? How necessary and effective was it?

3. Was there any follow-up? What kind? How necessary and effective was it?
4. How effective was the use of the learning technology in general? How did it support the students' learning?

**TOPIC/THEME:**

ICT and learning technologies (LT)

**Tasks for study and discussion // \*BLENDED LEARNING ACTIVITIES**

1. Modern learning technologies and their relevance to the educational process
2. The use of different software for teaching and learning purposes (whole-class teaching, pair and group work, school links projects)
3. The use of learning platforms (e.g. Moodle) for teaching purposes
4. The notion of a 'flipped' classroom and its benefits; traditional *vs* flipped teaching
5. Social networking and microblogging for teaching and learning purposes
6. Selection and evaluation of websites for teaching and learning purposes
7. Listening and speaking with on-line audio, podcasts etc.
8. Listening and speaking with on-line video
9. On-line writing (wikis, blogging)
10. Cyber well-being
11. Interactive whiteboards
12. Mobile learning

Choose one the topic above and be ready with short essay (2-3 pages)

## Final Reflection Essay

This final reflection is in place of a final stage for the English Language Teaching course. As such it should be a measure and evidence of what students learned as a result of the Teacher Assistantship and Course in a whole. Keep this in mind as students respond to the guidelines below, so that students' final product is a true reflection of their learning.

Students have covered a lot of bases throughout Teacher Assistantship in exploring issues of English language teaching. Our broad course objectives were as follows:

- age-group characteristics of young learners;
- the curriculum requirements for teaching English in primary schools;
- the notion of SEN and the existing biases and prejudices;
- the medical and social model approaches to SEN;
- different categories of SEN;
- the principles of differentiation and ways of their realization when teaching learners with SEN;
- the notions of culture, cultural awareness and intercultural competence and their role in learning and teaching languages;
- their own intercultural attitudes and prejudices;
- culture-specific verbal and non-verbal interaction patterns in relation to different communicative situations;
- the important distinction between Culture and culture (big C and little c);
- ways of developing their own intercultural competence
- the advantages and disadvantages of doing activities on a computer as opposed to similar paper-based activities;
- the criteria for evaluating and selecting online resources for language teaching purposes;
- the main uses of IWBs and their benefits as opposed to traditional whiteboards
- enquiry as principled teacher behavior;
- the value of action research as a tool for professional development.

*Write about what you learned*, in particular connecting your analysis of your learning to these objectives. We, your teachers, want to read not merely a factual synthesis and description, but more importantly about your opinions, and how they evolved through the course (either changing or becoming stronger).

When/if what you talked about, then write about how you made good use of your time during School observation to go beyond the requirements. Write too about how you took responsibility for learning and for challenging yourself throughout course of English language Teaching and School Assistantship.

### Format and length:

Your analysis may take the form of a written paper (minimum of 2 word-processed pages) or an annotated collage (using photographs, illustrations, and/or other graphics to depict your learning).

If you choose to do the collage, your annotations accompanying the visuals must still show depth of reflection and analysis.

## Exploratory Action Research Diagnosis

Now please fill out the table below circling a number from 0 to 4 corresponding to the level you are currently working at for each competency.

*Adopted from British Council. A Handbook for Exploratory Action Research  
by Richard Smith and Paula Rebollo*

Competencies	Level				
	0	1	2	3	4
A. I can reflect on and analyse my teaching					
B. I know how to improve my teaching					
C. I can identify what is good about my teaching					
D. I can see what problems are occurring in my classroom					
E. I can identify a focus for research into my classroom					
F. I can consider how to turn successes, problems and other issues into research questions					
G. I can identify appropriate sources of evidence for research questions					
H. I can decide how to gather information to answer my questions					
I. I can collect evidence to answer research questions					
J. I can analyse evidence collected					
K. I can incorporate my students' suggestions and/or opinions into my teaching					
L. I can design an action plan based on exploration of my teaching					
M. I can put an action plan into practice based on exploration of my teaching					
N. I can evaluate the results of an action plan					
O. I know how to communicate/present research findings orally and in writing					

The main purpose of the form is to help you identify existing strengths, and identify areas where you would particularly value professional development and support. The diagnostic tool is based around fifteen 'Exploratory Action Research Competencies'. Each competency has five levels and you need to decide for each competency which level you are currently working at. It is expected that you will have a range of competencies at different levels, but at the start you may not have many (or any) above Level 0.

<b>Level 0</b>	I do not currently have this competency.
<b>Level 1</b>	I am beginning to apply this competency.
<b>Level 2</b>	I am applying this competency but have areas which require improvement.
<b>Level 3</b>	I am applying this competency with confidence.
<b>Level 4</b>	I am applying this competency with strength.

# STUDENT'S SELF-EVALUATION FORM

based on the ELT Methodology Curriculum  
 ("New Generation School Teacher", a joint project of the British Council Ukraine  
 and the Ministry of Education and Science of Ukraine)  
 (compiled by Svitozara Bihunova & Kateryna Tretjakova)

1.	<i>Knowing the following helps me during my school practice</i>					
		Strongly agree	Agree	Not sure	Disagree	
<b><u>Learning and the Learner</u></b>	Affective factors in language learning					
	Motivational strategies					
	Learners' types					
	Learning styles					
	Low order thinking skills					
	High order thinking skills					
	Ways of encouraging second language acquisition					
	Conditions for developing learner autonomy					
2.	<i>After studying the following I feel I can be more successful during my future observed teaching</i>					
		Strongly agree	Agree	Not sure	Disagree	
<b><u>Learning and the Learner</u></b>	A brief outline of methods and approaches in ELT (English Language Teaching)					
	Different approaches to teaching grammar					
	Ways of integrating grammar into a communicative context					
	Techniques for presenting vocabulary					
	Vocabulary learning strategies					
	Classroom Management					
	Modes of interaction					
	Lesson organization					
	3.	<i>Having learned the following</i>				

	<i>I feel I can teach listening during my future observed teaching</i>				
		<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>
<b>Teaching, learning and assessment</b>	An overview of different types of listening materials				
	Possible difficulties while listening				
	Teaching techniques for dealing with phonological difficulties				
	Activities for teaching listening skills				
4.	<p><i>Having learned the following</i></p> <p><i>I feel I can teach speaking during my future observed teaching</i></p>				
		<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>
<b>Teaching, learning and assessment</b>	Strategies for developing learners' speaking skills				
	Types of speaking activities				
	Tasks and activities to facilitate speaking				
	Assessing learners' speaking skills				
5.	<p><i>Having learned the following</i></p> <p><i>I feel I can teach reading during my future observed teaching</i></p>				
		<b>Strongly agree</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>
<b>Teaching, learning and assessment</b>	Reading sub-skills and strategies				
	Common problems with reading and how to overcome them				
	Reading task and activity sequences for different reading purposes				
	Ways of motivating students to read				
6.	<p><i>Having learned the following</i></p> <p><i>I feel I can teach writing during my future observed teaching</i></p>				
		<b>Strongly</b>	<b>Agree</b>	<b>Not sure</b>	<b>Disagree</b>

		agree			
<b>Teaching, learning and assessment</b>	Ways of working on learners' writing skills				
	Writing task sequences				
	Ways of teaching writing different text types				
	Approaches to assessing writing				
7.	<i>Now I am aware of</i>				
		Strongly agree	Agree	Not sure	Disagree
<b>Teaching, learning and assessment</b>	different models or templates for a lesson plan				
	activities and resources for different stages of a lesson				
	reasons and needs for adaptation and supplementation of materials				
	correction as a motivating / demotivating factor in learning				
	ways of dealing with errors				
	basic principles of language assessment and testing				
8.	<i>I really feel confident about</i>				
		Strongly agree	Agree	Not sure	Disagree
<b>Professional development and values</b>	planning action research				
	teaching English in primary school				
	catering for SEN (Special Educational Needs)				
	developing intercultural competence				
	modern learning technologies for teaching and learning purposes				

Dear Students, we appreciate your feedback and comments ☺

THANK YOU ☺

**Tell us what you thought about the course**

This survey should take less than 5 minutes to complete and all questions are optional.

	<i>Question</i>	<i>Responses</i>	<i>Answer (please, tick appropriate)</i>
1.	<b>Did this course meet your expectations?</b>	Yes, the course was better than I expected	
		Yes, the course met my expectations	
		No, the course was worse than I expected	
		Not sure	
2.	<b>Did you gain new knowledge or skills by taking the course?</b>	Yes	
		No	
		Not sure	
3.	<b>Since starting the course, have you applied what you learned?</b>	Yes	
		No	
		Not sure	
4.	<b>What (if anything) would you like to learn next in this subject area? Write.</b>		
5.	<b>Is there anything else you would like to tell us? Write.</b>		

☺ Thank you for taking the time to complete this survey. Your feedback will be shared anonymously with educators to improve the course.

## GLOSSARY of Professional Terms

(Adapted from: <https://ngschoolteacher.wixsite.com/ngscht/glossary>)

TERM	DEFINITION
<b>Academic research</b>	<p>‘A detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding’ (Cambridge English dictionary)</p> <p>Academic research includes:</p> <ul style="list-style-type: none"> <li>○ Making a rigorous and relevant contribution to knowledge.</li> <li>○ Understanding of a cause and effect relationship of a given phenomenon or uncovering a new phenomenon</li> <li>○ Organized inquiry to provide information for the solution to a problem (Emery&amp;Cooper’91)</li> <li>○ A careful and systematic investigation in some field of knowledge, undertaken to establish facts or principles (Kumar ‘96)</li> <li>○ Scientific or scholarly inquiry or investigation and the proper communication of the findings (McCuen’96)</li> </ul> <p>[<a href="http://www.guide2research.com/tutorials/definition-of-academic-research">http://www.guide2research.com/tutorials/definition-of-academic-research</a>]</p>
<b>Action Research</b>	<p>Action research for preservice teachers is a process of learning with to think and act critically, recognize and negotiate political systems, and to focus passion to grow ones identity as a teacher. Such a process evolves out of a desire to become a caring, intelligent, transformative educator and includes honing the art and Science of planning, assessment, and a critical reflective practice that includes the interrogation of ones own paradigm while in active exploration of ways of thinking and acting beyond those said boundaries. <i>The result of action research for preservice teachers is the beginning of a journey in becoming a teacher living the leaching/research life to simultaneously improve teaching practice, student outcomes, and systems of schooling to be more just and equitable for all children and adolescents.</i></p>
<b>Analysis</b>	<p>The act of taking apart, breaking down or dissecting data.</p>
<b>Analytic Memo</b>	<p>A part of ongoing analysis of data in which the researcher organizes data, seeks patterns and themes, and writes a summative narrative. Analytic memos are often shared with critical colleagues.</p>

<b>Annotated Bibliography</b>	A kind of bibliography that includes a short description of each work cited.
<b>ANOVA</b>	Analysis of variance; a procedure for determining if differences between two or more groups of scores are statistically significant.
<b>Artifact</b>	Any documentation gathered as "evidence" during a qualitative research project; may include written work, video, art projects, photos and/or other forms of performance.
<b>Assessment</b>	In education the term is broadly applied to strategies, techniques, and/or methods for evaluating, comparing, contrasting, and/ or reflecting on progress, performance, and/ or development towards a set of criteria and/or goals.
<b>Context</b>	In this text, we use the word context to refer to the cultural, social and political values and beliefs of school and classroom settings.
<b>Classroom investigation</b>	Classroom Investigation or Classroom-based research, also known as Teacher Action Research, is the kind of practical, get down in the dirt research that educators can use to improve student learning. It is not focused on getting published (although classroom-based studies may be published) but rather on improving student learning
<b>Critical colleague</b>	A colleague in the research project committed to question, assist, support, and engage in dialogue with the researcher during a research project.
<b>Critical Question</b>	The primary question in an action research project.
<b>Cultural Proficiency</b>	"Esteeming culture, knowing how to learn about individual and organizational culture, and interacting effectively in a variety of cultural environments" (Lindsey, Robins, & Terrell, 2003, p. 85).
<b>Curriculum Analysis</b>	Action research methodology focused on analyzing curriculum with the goal of evaluating the curriculum for its weaknesses and strengths.
<b>Data-Collection Period</b>	Action research projects are often divided into two or more data-collection periods, in which one or more data sets are collected. Data-collection periods are often separated by a "reflective pause" for on going analysis.
<b>Data Set</b>	A complete data set includes data from multiple sources such as: observation, interview, and artifact.
<b>Deconstruction</b>	The term is associated with Jacques Derrida. It is a way of thinking, of breaking down oppositional concepts to create alternative meanings.

<b>Distant Colleagues</b>	Colleagues found in the literature (research and other professional sources) who provide expertise for the research study.
<b>Educational research</b>	Educational research refers to the systematic collection and analysis of data related to the field of education. Research may involve a variety of methods. Research may involve various aspects of education including student learning, teaching methods, teacher training, and classroom dynamics. [ <a href="https://en.wikipedia.org/wiki/Educational_research">https://en.wikipedia.org/wiki/Educational_research</a> ]
<b>Empirical Research</b>	A term applied to research experiments using control and experimental groups, statistical analysis, and the control of variables to determine results.
<b>Enlightenment</b>	An intellectual movement associated with the eighteenth century – the belief that human reason can create a better world.
<b>Epistemology</b>	“Epistemology refers to how people know what they know, including assumptions about the nature of knowledge and ‘reality,’ and the process of ‘Coming to know’” (Sleeter, 2001, p. 213).
<b>Ethnography</b>	A research methodology first associated with the social Sciences; a study of culture.
<b>Experimental Research</b>	A subset of empirical research: it attempts to establish cause-and-effect relationships between variables. It does this by carefully designing an experimental test the results of which permit the researcher to reasonably claim the existence of a cause- and-effect relationship. Additionally, it limits its data to strictly quantifiable measurements to permit a rigorous, unambiguous, and mathematical analysis of results.
<b>Field Experience</b>	The time a student teacher spends in a mentor’s classroom teaching; can be referred to as student teaching or an internship.
<b>Informed Consent</b>	The process of requesting and gaining permission from participants in a research study; informing participants fully of the research design and methods for data collection and evaluation.
<b>Integrated Action Research</b>	Action research methodology focused on trying out a specific intervention for some kind of student improvement.
<b>Interview</b>	A data-collection method associated with qualitative research; a way of engaging with participants to learn about their experiences, feelings, attitudes, histories, knowledges, and/or opinions.

<b>Literature Review</b>	The expertise of distant colleagues found in research and other professional sources organized to create a framework for a research study.
<b>Mentor-Teacher</b>	Also referred to as a "cooperating teacher." this is the licensed teacher to whose classroom a preservice teacher is assigned during field placements. This teacher provides mentorship in learning to teach.
<b>Methodology</b>	The approach one takes to research – the research design.
<b>Methods</b>	The techniques one uses to collect data during a research project.
<b>Mixed Methods Research</b>	A type of research that combines both quantitative and qualitative data and data analysis methods to answer a research question.
<b>Observation</b>	A data-collection technique associated with qualitative research; the act of seeing or watching behaviors and actions in order to gain a greater understanding of a phenomenon.
<b>Paradigm</b>	The set of unconscious philosophical assumptions that form the foundation of any body of practice (Kuhn, 1970).
<b>Pragmatism</b>	A philosophical approach to seeking knowledge that often combines or integrates differing or even opposite approaches in order to optimize solutions.
<b>Preservice Teacher</b>	Also known as "student- teacher." This term refers to a student in a teacher education program who is a "teacher in training" or is conducting "practice teaching" in a mentor's classroom; may also be called an intern.
<b>Problematizing Practice</b>	The act of questioning assumptions and seeking additional perspectives about one's teaching practice.
<b>Qualitative Research</b>	A broad category of research with a vast array of methodologies that generally rely upon some form of interview, observation, and/or artifact collection from which conclusions, additional questions, and/or results are formed.
<b>Quantitative Research</b>	Research that uses numerical data-collection techniques, and is generally statistically based, meaning various computations of numbers are used to prove or disprove a hypothesis.
<b>Quasi-Experimental Research Design</b>	Quantitative research experiment in which research participants are not randomly assigned to the experimental and control groups.
<b>Reflective Pause</b>	A time inserted between data-collection periods in

	order to perform ongoing analysis activities and write an analytic memo.
<b>Reflexivity</b>	When researchers inform their audiences about their historical, cultural, and geographical location, their personal involvement with the research, their biases (as they are aware of them), and of influences affecting the research design and analysis; a form of heightened critical awareness the researcher makes public.
<b>Research Design</b>	A document outlining the who, what, how, when and why of a research study; the roadmap to the action research project.
<b>Self-Study</b>	A research methodology based upon studying oneself as a teacher in relation to others; it is primarily focused on improving practice, and relies upon collaboration, multiple qualitative methodologies, and making the work public (LaBoskey, 2004).
<b>Statistically Significant</b>	A confidence rating based upon the use of ANOVA procedures to determine the amount of difference between two or more groups of scores.
<b>Student Teacher-Researcher</b>	A student in a teacher education program who is teaching as a guest in a mentor's classroom and is also conducting research.
<b>Synthesis</b>	The act of putting the data back together again after analysis; of creating wholeness, or integrating pieces to form a sense of unity.
<b>Synthesis Statements</b>	Statements based upon data and the literature that reflect what has been learned and questioned during an action research study.
<b>Teacher research</b>	<p>Teacher research can be a powerful form of professional development that can change a teacher's practice. But what is it exactly and what does it involve? (<i>Diane DeMott Painter</i>)</p> <p>Teacher research is practical, action-based research. It enables educators to follow their interests and their needs as they investigate what they and their students do. (<i>Diane DeMott Painter</i>) [<a href="http://www.nea.org/tools/17289.htm">http://www.nea.org/tools/17289.htm</a>]</p>
<b>Theory</b>	Belief and/or hypothesis based upon philosophy and/or research.
<b>Triangulation</b>	A strategy associated with qualitative research used to increase the credibility of the results; generally, triangulation refers to gathering data from at least three different sources in order to better respond to

	the research question.
<b>Trustworthiness</b>	A term applied to qualitative research when the research has met criteria based upon acceptable description in the literature of credibility

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