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## MODES OF LEARNING AND TEACHING IN METHODOLOGY SESSION

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**Abstract:** The author of the article presents the results of Baseline study within the joint project of British Council Ukraine and the Ministry of Education and Science of Ukraine “New Generation School Teacher” as well as the results of this project implementation. The project is described as the one to introduce change to the initial teacher education system in Ukraine. The shared information is on the modes of learning and teaching used in the course of Methodology of English Language Teaching which has been piloted since September, 2016 in 10 Ukrainian universities. The sessions within the experimental course contain a great variety of modes of learning and teaching. This course comprises the best examples of teaching as Methodology is the main course in future teacher’s education. The new Curriculum is shown as the one which focuses on developing the professional skills of teaching through student active participation in the methodology course. The author describes the following range of modes for students’ being engaged in active learning: group work, guided reading, jigsaw learning, microteaching, project work, task-based learning and workshop. The sessions of the Methodology course are based on the principles of Bloom’s Taxonomy and according to Kolb’s experiential cycle. They are held in English. There are always good opportunities for the development of students’ life skills. Within working in groups of changeable composition, future teachers learn to act collaboratively, to be responsible for the group’s decisions, to be tolerant, to be convincing. Their critical thinking is promoted as well. Student-centred Methodology sessions help students to become able of holding student-centred English classes in their future professional life. In the article there is a detailed description of one Methodology session comprising various modes of students’ learning. Besides, the author explains that the course of Methodology is closely connected with the practical aspects of learning and teaching at schools where students have their school practice.

**Keywords:** project “New Generation School Teacher”, Methodology of English Language Teaching, teacher education, modes of learning and teaching, student active participation, active learning.

Modern educational system is an extremely various structure in both diachronic and synchronic relations. It comprises centuries-long traditions and up-to-date requirements and challenges. It is influenced by lots of factors as well as it plays a great role in the development of any nation. Thus, the system of education has a crucial significance in the society and proves that the teacher is a key person in its creation and its bringing into action.

All this emphasizes the importance of a pedagogical university in the well-being of a nation. Teachers are those who usually spend more time with children than those children's parents. Teachers show the way to the knowledge and skills applied by their students in life. Teachers' words, attitudes, behaviors remain in their students' minds and very often lead them as a lighthouse.

Education of future teachers of English contains a lot of challenges as they are to teach English by means of English which is in our countries a non-native language. But it is well-known that learning a foreign language is a secondary socialization and its final destination is learning to think in this language.

Analysis of the system of professional education of a future teacher of English shows that it has been rather theoretical and required some special adaptation of a newly-qualified teacher to the professional sphere [3, p. 1267]. But modern secondary school needs an active, flexible, decisive teacher who either knows foreign language well and can teach it effectively. We should not forget about new tendency to student-centered educational process, so the teacher must be ready to organize students' learning rather than his or her teaching.

One of the most professionally oriented subjects in higher educational system for future teacher of English is surely Methodology of English Language Teaching. In Ukrainian universities this subject was studied by students during a semester or two. All stakeholders were not satisfied with the newly-qualified teacher of English. So, in 2013 the British Council Ukraine triggered the idea of developing the new practically-oriented and effective curriculum in "Methodology of English Language Teaching". Thanks to the British Council and its joint with the Ministry of Education and Science of Ukraine project "New Generation School Teacher" there are deep changes in future English language teachers' education in 10 Ukrainian universities since September, 2016. It was introduced in

response to recent changes and developments in education and society:

- new secondary standards and curricula
- foreign language learning at secondary schools from year one and second foreign language learning from year two
- new law on higher education
- public interest in raising the quality of foreign language teacher education
- the need of pedagogical institutions for quality curricula, assessment, content and procedures [1, p. 7].

The overall aim of the project is to introduce change to the initial teacher education system in Ukraine.

The course has very few similarities with outdated Methodology taught in universities for many years. The rationale and all normative documents as for this course can be found in the site of the project on the link: <http://ngschoolteacher.wixsite.com/ngscht>. In rationale it is stated that Methodology should provide a bridge between principles and practice. In this programme it is concerned with the application of knowledge in real situations rather than about knowledge itself.

One of the peculiarities of the experimental course is a great variety of modes of learning and teaching. As Methodology is the main course in future teacher's education, it should comprise the best examples of teaching. So, in communicative English classroom the teacher must use all possible ways of interaction justified by the aim and objectives of the course. Jo McDonough, Christopher Shaw, and Hitomi Masuhara pointed that "the choice of group or pairwork and how we conduct the grouping should be based on sound principles, and the use of grouping should lead to developing real communicative competence" [4, p. 229].

It is now widely recognised that lecturing is not an efficient way of delivering content on a practical course. Accordingly, we recommend a range of teaching approaches in the new curriculum, including task-based learning, the use of case studies, simulations, group projects and problem solving. All of these approaches are intended to promote high levels of interaction and student involvement in their own learning process.

The new Curriculum focuses on developing the professional skills of teaching through student active participation in the

methodology course. Students can be engaged in active learning by using a range of modes:

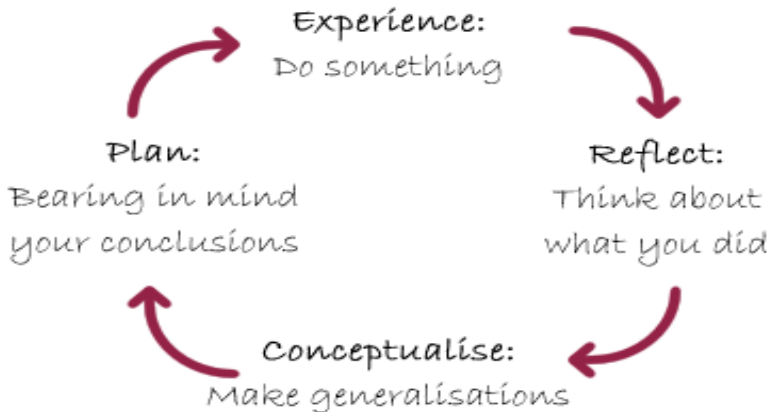
- group work – any learning activity which is done by small groups of learners working together to complete a task;
- guided reading – an activity in which students are encouraged to read specific articles or sections of books with a particular purpose in mind;
- jigsaw learning – a method of organising activity in which different students cover different areas of a topic; they later exchange their learning;
- microteaching – a practice used in the training of teachers which consists of trying out short lesson sequences for an audience of their peers, some of whom adopt the roles of learners;
- project work – 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; it usually involves an extended amount of independent work, either by an individual student or by a group of students in and beyond the classroom;
- task-based learning – an approach in which the learners use language to fulfill a specified task. Their focus is on the task rather than on the language they are using, e.g. case study;
- workshop – a way of organising student-centred learning in which the teacher plays the role of facilitator. It usually involves hands-on activity by students.

Sample session materials within the Curriculum demonstrate how to vary modes of learning and teaching.

It is essential that all classes are held in English.

The sessions are designed so that future teachers should be able to develop their higher order thinking skills (as well as low order ones) according to Bloom's Taxonomy and to learn how to organize their future professional activity according to this principle. So, asking questions is a rather important professional skill which will help future teachers to create conditions for interaction in English classroom and make their students' learning product-oriented.

One more essential aspect is designing the session is connected with giving students the opportunity to go through Kolb's experiential cycle. This cycle comprises experiencing, reflecting, conceptualizing and planning processes [2] (see Picture 1):



**Picture 1. Kolb's experiential cycle**

As it can be seen from the picture the cyclic character of Methodology sessions causes students' various actions which are to be done individually, in pairs, groups or the whole group. Each mode of interaction should be justified.

In Mohammed Rhalmi's article "Classroom interaction" the author states that "the more the initiative comes from students in classroom interaction, the more learning is taking place. In other words, the more students are free:

- to ask and answer questions,
- to take decisions about the learning process,
- to participate in discussions,
- to initiate conversations,
- the more they contribute to the learning process" [5].

Such contribution is an obligatory condition for the student-centred classes. It is especially topical for future teachers' education. The personality of a teacher has a great impact on students. Newly-qualified teachers often follow teaching style of one of their school teachers. So, their being a good example of the learning process



facilitator for their own students can become an important factor in those students' personality development and professional success.

Within working in groups of changeable composition future teachers learn to act collaboratively, to be responsible for the group's decisions, to be tolerant, to be convincing. Their critical thinking is promoted as well.

Each session gives a unique opportunity as for combining all possible modes of interaction. Let us follow the possible variety of interaction modes within one Methodology session. The first unit Psychological factors contains the session on the topic "Learners' Types" which can be organized as follows (according to the session plan presented by Olena Zmievskaya, a member of the project team): to study the learners' experience one of the possible ways of interaction can be teacher's dialogue on students' similarities and differences with the whole group; then it would be good to give them the chance to work individually to better understanding the kind of learners they are, it can be done by means of completing the questionnaire; it is time for students to share the answers with their partners working in pairs, afterwards presenting the information on their partners; in class discussion all students summarise following the next issues: differences in approaches and learning styles, reasons for the differences, their relation to personal differences in temperament and character, the need to accommodate all the differences in the language learning environment. After that a case study will help to acquaint students with all main types of learners. So, the students work in pairs and study only one case, then, after creating two big groups, each of students describe their cases and all together they identify the learner types. Thus, collaboratively the students get acquainted with learners' types. In the same groups students are to brainstorm and then discuss learning preferences of each learner type in terms of skills, grammar, vocabulary, pronunciation, memorising, drilling, etc. Then they fill in the table in handout and regroup again to work in 4 groups. This time the students work with a set of classroom teaching activities to decide which activity is most suitable for which learner type. There is a space for students' creativity – they can suggest more activities for different learner types. Groups are welcome to present their findings and suggestions. At the stage of round-up the students reflect on their own learner types, the peculiarities of all learner types which are to be taken into consideration in their professional life.

As far as we can see, it is possible to encourage students to take part in all possible ways of interaction. It helps to involve all students into active work, sharing their experience, hands-on activities and constructing their awareness and developing their professional skills. It makes the students' group more friendly and collaborative that is important for developing their life skills.

The Curriculum recommends avoiding traditional lectures as a mode of teaching since they are not appropriate in a professional education course that focusses on the development of teaching skills rather than transmission of knowledge.

That is why the course of Methodology is delivered simultaneously with students' visits to school. In methodology sessions they get ideas of school reality which they can observe almost at once. Besides, they get the assignments connected with the practical aspects of learning and teaching at schools.

Student teachers experience the reality of school classrooms in three phases: initially (semesters 3 and 4) as observers, then (semesters 5, 6 and 7) as teaching assistants and finally (semester 8) as practising teachers with responsibility for full-length lessons. At each of these stages, there are strong links (through tasks) from the methodology courses to school experience.

As far as we can see there are various modes of learning and teaching while students are having their school practice as well.

As a result, the Curriculum influences the future teacher of English education so that all stakeholders feel satisfied, as the school gets the newly-qualified teacher ready to any challenges, the practitioner active enough to burn the students' desire to learn and discover the world every day throughout their lives.

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## ИСПОЛЬЗОВАНИЕ АКТИВНЫХ МЕТОДОВ В ПРОЦЕССЕ ИЗУЧЕНИЯ КУРСА «ТЕОРИЯ И МЕТОДИКА РАЗВИТИЯ РЕЧИ ДЕТЕЙ»

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**Abstract:** The article explains the possibilities of the use of active methods in the process of studying “Theory and Methods of Children’s Speech Development” course by students. The work presents the classification of active teaching methods, demonstrates the ways of using the brainstorming method, role-playing (dramatizing/staging) and the method of solving pedagogical situations at practical classes. The author has proved that namely active methods are the most pedagogically valuable ones in professional education.

**Keywords:** active methods, speech development, brainstorming method, dramatizing, pedagogical situations.

В условиях современной системы образования в Республике Молдова предъявляются повышенные требования к формированию готовности студентов – будущих воспитателей – к профессиональной деятельности, развитию ключевых компетенций при широком использовании интенсивных педагогических технологий.

Психолого-педагогические основы формирования профессиональных умений у будущих педагогов дошкольных учреждений, их классификация, структура, содержание и педагогические условия раскрываются в исследованиях И. Ю. Ерофеевой [2], Л. В. Поздняк [6], и др. Однако остаются недостаточно изученными вопросы формирования готовности студентов к научно-методической деятельности в области