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**ПЕДАГОГІКА ТА МЕТОДИКА  
ВИКЛАДАННЯ ОСНОВНОЇ ІНОЗЕМНОЇ МОВИ  
МЕТОДИЧНІ РЕКОМЕНДАЦІЇ**

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У методичних рекомендаціях з курсу «Педагогіка та методика викладання основної іноземної мови» пропонується опис та інформаційний обсяг навчальної дисципліни, анотація курсу, компетенції, якими студенти повинні оволодіти по завершенні вивчення курсу, завдання та додаткова інформація для самостійного опрацювання, літературні джерела, перелік питань до іспиту, а також глосарій основних термінів та понять.

Методичні рекомендації призначені для студентів 3-го року навчання спеціальності «Прикладна лінгвістика» вищих навчальних закладів, а також для викладачів з метою ефективного викладання та підвищення рівня професійної майстерності.

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## ЗМІСТ

Передмова .....	4
Опис та інформаційний обсяг навчальної дисципліни .....	5
Завдання для самостійного опрацювання .....	7
Оцінювання .....	8
Література .....	9
Перелік питань до іспиту .....	10
Глосарій .....	12
Статті для самостійного опрацювання .....	23

## ПЕРЕДМОВА

Метою викладання навчальної дисципліни “Педагогіка і методика викладання іноземної мови” є узагальнення накопиченого у вітчизняній та зарубіжній педагогіці та методиці навчання іноземних мов досвіду викладання англійської мови в закладах освіти, аналіз ключових теоретичних питань, які висуває практика викладання, а також можливі напрями їх вирішення.

Основними завданнями вивчення дисципліни “Педагогіка і методика викладання іноземної мови” є:

- показати головні компоненти педагогічної теорії сучасного навчання іноземних мов у середніх навчальних закладах, і на цій основі навчити студентів використовувати теоретичні знання для вирішення практичних завдань;
- ознайомити студентів з сучасними тенденціями вітчизняної та зарубіжної педагогіки та методики викладання іноземних мов;
- розкрити суть складових частин і засобів сучасної методики як науки; спрямувати студентів на творчий пошук під час практичної педагогічної діяльності в закладах освіти;
- сформувати у студентів професійно-методичні вміння, необхідні для плідної педагогічної роботи в закладах освіти;
- залучити майбутніх учителів до опрацювання спеціальної науково-методичної літератури, що має стати джерелом постійної роботи над собою з метою підвищення рівня професійної кваліфікації.

До кінця навчання студенти будуть компетентними з таких питань:

- володіння основами теорії формування комунікативної компетенції особистості;
- реалізація комунікативно-навчальної функції, яка складається з інформаційного, мотиваційно-стимулюючого і контрольнокорегуючого компонентів (кваліфіковане застосування сучасних принципів, методів, прийомів і засобів навчання іншомовного спілкування);
- реалізація виховної функції (вирішення завдання морального, культурно-естетичного, трудового виховання учнів засобами іноземної мови з урахуванням особливостей ступеня навчання);
- реалізація розвиваючої функції (прогнозування шляхів формування і розвитку інтелектуальної та емоційної сфер особистості учня, його пізнавальних і розумових здібностей у процесі оволодіння іншомовним мовленням);
- реалізація освітньої функції (допомога учням в оволодінні вміннями вчитися, розширення власного світогляду, пізнання себе та іншої системи понять, через яку можуть усвідомлюватися інші явища).

## ОПИС НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

*Таблиця 1*

Найменування показників	Спеціальність, освітня програма, освітній ступінь	Характеристика навчальної дисципліни
Денна форма навчання	напрямок підготовки 6.020303 Філологія (прикладна лінгвістика) бакалаври	Нормативна
Кількість годин / кредитів 180 / 6		Рік навчання 3
		Семестр 6
ІНДЗ: немає		Лекції 44 год.
		Семінари 34 год.
		Самостійна робота 92 год.
		Консультації 10 год.
		Форма контролю: іспит

*Таблиця 2*

Найменування показників	Спеціальність, освітня програма, освітній ступінь	Характеристика навчальної дисципліни
Заочна форма навчання	напрямок підготовки 6.020303 Філологія (прикладна лінгвістика) бакалаври	Нормативна
Кількість годин / кредитів 180 / 6		Рік навчання 3
		Семестр 6
ІНДЗ: немає		Лекції 22 год.
		Семінари 16 год.
		Самостійна робота 120 год.
		Консультації 22 год.
		Форма контролю: іспит

### ІНФОРМАЦІЙНИЙ ОБСЯГ НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

Навчальна дисципліна складається з двох змістових модулів, які визначаються метою та змістом програми і відповідають кількості кредитів, передбачених навчальним планом на вивчення дисципліни протягом семестру.

Структура навчальної дисципліни подається у Таблиці 3 для денної форми навчання і Таблиці 4 для заочної форми навчання).

Таблиця 3

Назви змістових модулів і тем	Усього	Лек.	Пр.	Сам. роб.	Конс.
<b>Змістовий модуль 1. BASIC PRINCIPLES OF PEDAGOGY AND METHODOLOGY</b>					
Тема 1. Methodology as a discipline. Its links with other sciences. The objectives of teaching.		4	3	10	1
Тема 2. Tasks of teaching. Methods of teaching. Language skills. Reading and listening material.		6	4	10	1
Тема 3. Teaching pronunciation. Teaching vocabulary. Teaching grammar. Assessment.		6	5	12	1
Тема 4. Productive and receptive skills. Activities for learning and types of teaching.		6	5	14	2
<b>Разом за змістовим модулем 1</b>		<b>22</b>	<b>17</b>	<b>46</b>	<b>5</b>
<b>Змістовий модуль 2. PLANNING LANGUAGE CLASSES</b>					
Тема 1. Introducing a new language. Communicative competence.		4	3	12	1
Тема 2. The structure of the lesson. Lesson plan outline. Classroom climate.		6	4	14	2
Тема 3. Use of training aids at language classes. Teaching means. National English Language Curriculum.		6	5	10	1
Тема 4. Types of context. Classroom management. Forms of teaching.		6	5	10	1
<b>Разом за змістовим модулем 2</b>		<b>22</b>	<b>17</b>	<b>46</b>	<b>5</b>
<b>Всього годин:</b>	<b>180</b>	<b>44</b>	<b>34</b>	<b>92</b>	<b>10</b>

Таблиця 4

Назви змістових модулів і тем	Усього	Лек.	Пр.	Сам. роб.	Конс.
<b>Змістовий модуль 1. BASIC PRINCIPLES OF PEDAGOGY AND METHODOLOGY</b>					
Тема 1. Methodology as a discipline. Its links with other		2	2	15	2

sciences. The objectives of teaching.					
Тема 2. Tasks of teaching. Methods of teaching. Language skills. Reading and listening material.		2	2	15	2
Тема 3. Teaching pronunciation. Teaching vocabulary. Teaching grammar. Assessment.		3	2	15	3
Тема 4. Productive and receptive skills. Activities for learning and types of teaching.		3	2	15	3
<b>Разом за змістовим модулем 1</b>		<b>10</b>	<b>8</b>	<b>60</b>	<b>10</b>
<b>Змістовий модуль 2. PLANNING LANGUAGE CLASSES</b>					
Тема 1. Introducing a new language. Communicative competence.		2	2	15	3
Тема 2. The structure of the lesson. Lesson plan outline. Classroom climate.		4	2	15	4
Тема 3. Use of training aids at language classes. Teaching means. National English Language Curriculum.		3	2	15	3
Тема 4. Types of context. Classroom management. Forms of teaching.		3	2	15	2
<b>Разом за змістовим модулем 2</b>		<b>12</b>	<b>8</b>	<b>60</b>	<b>12</b>
<b>Всього годин:</b>	<b>180</b>	<b>22</b>	<b>16</b>	<b>120</b>	<b>22</b>

### ЗАВДАННЯ ДЛЯ САМОСТІЙНОГО ОПРАЦЮВАННЯ

На самостійне опрацювання з подальшим обговоренням під час консультацій пропонуються наступні питання:

Teaching Language Through Content.  
Computer-Assisted Language Teaching.  
Academic Reading.  
Experiential Language Learning.  
English for Specific Purposes: Its History and Contributions.  
Language Teaching Approaches: An Overview.  
A cognitive approach to content-based instruction.  
The personal interview: a dynamic teaching device.

## ОЦІНЮВАННЯ

Поточне тестування має на меті перевірку рівня знань студента при виконанні різного виду завдань. При вивченні курсу “Педагогіка і методика викладання іноземної мови” студент виконує такі види робіт: вивчення теоретичного та практичного матеріалу (на лекційних, практичних заняттях та самостійно), написання екзаменаційного тесту. Відсутність студента на екзаменаційній роботі оцінюється у «0» балів. Повторне написання екзаменаційної роботи можливе лише за наявності офіційного документу, який засвідчує поважність причини відсутності студента.

Рівень знань студента оцінюється в балах, фіксується в журналі після вивчення змістового модуля. Підсумкова оцінка за національною шкалою за семестр заноситься в заліково-екзаменаційну відомість.

Усі види навчальної діяльності студента оцінюються певною кількістю балів. Підсумковий контроль здійснюється у формі іспиту. Сумарна кількість балів, яку студент отримує при засвоєнні курсу визначає його підсумкову оцінку, яка відповідає шкалі оцінювання для екзамену.

Дисципліна складається з двох змістових модулів та її вивчення не передбачає виконання ІНДЗ. Підсумкова оцінка за 100-бальною шкалою складається із сумарної кількості балів за:

1. поточне оцінювання (максимум 40 балів);
2. екзаменаційний тест (максимум 30 балів) та усний екзамен (максимум 30 балів).

*Таблиця 5*

Поточний контроль (мах - 40 балів)		Підсумковий контроль (мах – 60 балів)		Загальна кількість балів
Модуль 1		Модуль 2		
ЗМ1	ЗМ2	екзаменаційний тест	усна відповідь	
20	20	30	30	100

### Шкала оцінювання

*Таблиця 6*

Оцінка в балах за всі види навчальної діяльності	Оцінка	
	для екзамену	для заліку
90 – 100	Відмінно	Зараховано
82 – 89	Дуже добре	
75 – 81	Добре	
67 -74	Задовільно	
60 – 66	Достатньо	
1 – 59	Незадовільно	Незараховано (з можливістю повторного складання)



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#### **ПЕРЕЛІК ПИТАНЬ ДО ІСПИТУ**

1. Alternatives to methods.
2. Audio-visual training aids.
3. Use of board at language classes.
4. Classroom management.
5. Communicative competence.
6. Context and its types.
7. Error correction.
8. A model for introducing a new language.
9. Linguistic and speech competences.
10. Methodology and Psychology.
11. Methods of foreign language teaching: audio-lingualism.
12. Methods of foreign language teaching: community language learning.

- 13.Methods of foreign language teaching: silent way.
- 14.Methods of foreign language teaching: suggestopedia.
- 15.Methods of foreign language teaching: the communicative approach.
- 16.Methods of foreign language teaching: the direct method.
- 17.Methods of foreign language teaching: the grammar-translation method.
- 18.Methods of foreign language teaching: the TPR method.
- 19.The importance of student motivation.
- 20.Multiple intelligence.
- 21.The effect of different seating arrangements.
- 22.Learners' types.
- 23.Pair and group work.
- 24.Planning language classes.
- 25.Principles of foreign language teaching.
- 26.Methodological principles of foreign language teaching.
- 27.Resources for teaching grammar.
- 28.Project work.
- 29.Teaching the culture along with the language.
- 30.Translation in teaching a foreign language.
- 31.Teacher skills.
- 32.Teaching grammar.
- 33.Teaching large classes.
- 34.Teaching methods.
- 35.Teaching pronunciation.
- 36.Techniques for teaching grammar.
- 37.Techniques for teaching vocabulary.
- 38.Techniques in testing.
- 39.The structure of a lesson.
- 40.Teaching objectives.
- 41.Types of tests.
- 42.Use of English at language classes.
- 43.Using online resources.
- 44.Visuals at language classes.
- 45.What stops children from learning.
- 46.Using video in language learning.
- 47.Improvisation as a special technique.
- 48.The use of media in language teaching.
- 49.Productive types of speech activities.
- 50.Vocabulary teaching.
- 51.Didactic principles of teaching English.

52. Educational technologies.
53. Age-appropriate strategies.
54. Assessment at language classes.
55. Correction techniques.
56. Dealing with mistakes.
57. Disruptive behavior.
58. Teaching dialogues.
59. Teaching students with special needs.
60. Independent work and extracurricular activities.
61. Dictation in teaching English.
62. Lesson plan outline.
63. Linguistic principles of teaching English.
64. Literature and language teaching.
65. Methodology and its links with other disciplines.
66. Methodology and Linguistics.
67. Methodology as a scholarly discipline.
68. Psychological principles of teaching English.
69. Receptive types of speech activities.
70. School etiquette.
71. Syllabus and curriculum in language teaching.
72. Test teaching.
73. The system of teaching means.
74. Ukrainian grading system.
75. Ukrainian system of education.

## ГЛОСАРИЙ

### *Accuracy*

Producing language with few errors.

### *Achievement test*

A test to measure what students have learned or achieved from a program of study; should be part of every language program and be specific to the goals and objectives of a specific language course. These tests must be flexible to respond to the particular goals and needs of the students in a language program.

### *Activate*

The phase in a lesson where students have the opportunity to practice language forms. See “controlled practice”, “guided practice”, and “free practice”.

### *Active listening*

A technique whereby the listener repeats (often in other words) what the speaker has said to demonstrate his or her understanding. Active listening is an especially useful alternative to directly correcting a student error. Compare active listening.

### *Active vocabulary*

Vocabulary that students actually use in speaking and writing.

*Active*

Related to student engagement and participation. For example, listening is perceived to be a passive skill, but is actually active because it involves students in decoding meaning.

*Alphabet*

A complete standardized set of letters – basic written symbols – each of which roughly represents a phoneme of a spoken language, either as it exists now or as it may have been in the past. English uses the Roman or Latin alphabet, which consists of vowels and consonants.

*Vowel*

A sound in spoken language characterized by an open configuration of the voice tract so that there is no build-up of air pressure above the vocal cords. The Roman vowels include the letters “a”, “e”, “i”, “o”, “u” and sometimes “y”. In all languages, vowels form the nucleus of a syllable. A vowel also completes a syllable.

*Semivowel*

A sound that is much like the vowel, but is not the key (nuclear) sound in a syllable. Examples: the opening sounds in the words “yet” and “wet”.

*Consonant*

An alphabetic character which represents a sound created by a constriction or closure at one or more points along the vocal tract. Consonants form the onset or end of a syllable, or both.

*Aptitude*

The rate at which a student can learn a language, based on raw talent. Aptitude does not seem to be related to attitude; a gifted student can have a poor attitude.

*Attitude*

A complex mental state involving beliefs, feelings, values and dispositions to act in certain ways. Attitude affects a student’s ability to learn, but is unrelated to aptitude.

*Audiolingualism*

A form of language learning based on behaviourist psychology. It stresses the following: listening and speaking before reading and writing; activities such as dialogues and drills, formation of good habits and automatic language use through much repetition; use of target language only in the classroom.

*Audio-visual aids*

Teaching aids such as audio, video, overhead projection, posters, pictures and graphics.

*Aural*

Related to listening.

*Authentic text*

Natural or real teaching material; often this material is taken from newspapers, magazines, radio, TV or podcasts.

*Automaticity*

A learner’s ability to recover a word automatically, without straining to fetch it from memory.

*Behavioural psychology*

Also called behaviourism, the belief that learning should be based on psychological study of observable and measurable psychology only; psychological theory based on stimulus-response influenced audiolingualism.

### *Bottom-up information processing*

Students learn partially through bottom-up information processing, or processing based on information present in the language presented. For example, in reading bottom-up processing involves understanding letters, words, and sentence structure rather than making use of the students' previous knowledge.

### *Brainstorming*

A group activity where students freely contribute their ideas to a topic to generate ideas.

### *Burn-out*

Fatigue usually based on either the stress of overwork or boredom with the same task.

### *Chomsky, Noam*

The ideas of the American linguistic theorist Noam Chomsky can be very abstract, in contrast to the very practical process of communicative language teaching. Chomsky's theories of knowledge of language and language acquisition relate as much to the study of human nature as to language teaching. As Steven Pinker explains, Chomsky's claim that...all humans speak a single language is based on the hypothesis that the same symbol-manipulating machinery, without exception, underlies the world's languages. Linguists have long known that the basic design features of language are found everywhere... A common grammatical code, neutral between production and comprehension, allows speakers to produce any linguistic message they can understand, and vice versa. Words have stable meanings, linked to them by arbitrary convention...Languages can convey meanings that are abstract and remote in time or space from the speaker, (and) linguistic forms are infinite in number.

### *Chorus*

Speaking together as a group; used in choral speaking and jazz chants.

### *Classroom climate*

Environment created in the classroom by factors such as the physical environment and also the interrelationship between the teacher and the students, and among the students.

### *Classroom management*

The management of classroom processes such as how the teacher sets up the classroom and organizes teaching and learning to facilitate instruction. Includes classroom procedures, groupings, how instructions for activities are given, and management of student behaviour.

### *Cloze*

A type of gap fill where the gaps are regular, e.g. every 7th or 9th word. The technique can be used to assess students' reading comprehension or as a practice activity.

### *Collocation*

The way words are often used together. For example, "do the dishes" and "do homework", but "make the bed" and "make noise".

### *Colloquialism*

A word or phrase used in conversation – usually in small regions of the English-speaking world – but not in formal speech or writing: "Like, this dude came onto her real bad."

### *Communicative Competence*

The role of language learning is to achieve communicative competence. Communicative competence has four parts, which we call language competencies.

1. **Grammatical competence** is how well a person has learned that features and rules of the language. This includes vocabulary, pronunciation, and sentence formation. The main question is: How well does a person understand English grammar?
2. **Sociolinguistic competence** is how well a person speaks and is understood in various social contexts. This depends on factors such as status of those speaking to each other, the purpose

of the interaction, and the expectations of the interaction. The main question is: how socially acceptable is the person's use of English in different settings?

3. **Discourse competence** is how well a person can combine grammatical forms and meanings to achieve different types (genres) of speaking or writing. The main question is: How well does one properly combine all the languages elements to speak or write in English?
4. **Strategic competence** is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies. The main question is: Can a person find ways to communicate when he or she is lacking some knowledge of English?

### *Communicative Language Teaching*

Communicative language teaching (CLT) is an approach to foreign or second language learning which emphasizes that the goal of language learning is communicative competence. The communicative approach has been developed particularly by British applied linguists as a reaction away from grammar-based approaches such as the aural-oral (audio-lingual) approach. Teaching materials used with a communicative approach teach the language needed to express and understand different kinds of functions, such as requesting, describing, expressing likes and dislikes, etc. Also, they emphasize the processes of communication, such as using language appropriately in different types of situations; using language to perform different kinds of tasks, e.g. to solve puzzles, to get information, etc.; using language for social interaction with other people.

### *Competence learning model*

Especially when we take specialized courses, learning seems to take place in four stages. We begin with unconscious incompetence: we do not know how much we do not know. Once we begin our course of studies, we become consciously incompetent: we know how much we do not know. From there we proceed to conscious competence: we have functional knowledge and can perform competently, but we have to think about what we are doing. Finally, after we have had enough experience, we become unconsciously competent: we know it and we can do it, and we do not much have to think about it. This model applies to a great deal of language learning, to TEFL training and to many other areas of study.

### *Comprehensible input*

Language that is understandable to learners.

### *Content words*

Words that carry meaning; usually nouns, verbs and sometimes adjectives and adverbs.

### *Context clues*

Clues used when guessing word meanings; clues that provide students with meaning or comprehension based on the environment in which a word is found.

### *Contrastive analysis*

Comparing two languages to predict where learning will be facilitated and hindered.

### *Controlled practice*

Language practise where the students are restricted in their choice of language, usually to a single answer, for example a gap fill.

### *Creative construction hypothesis*

Hypothesis in language acquisition which states that learners gradually develop their own rule systems for language.

### *Culture*

The sum of the beliefs, attitudes, behaviours, habits and customs of a group of people.

### *Deductive teaching*

Also known as deduction, from the verb “to deduce”; a teaching technique in which the teacher presents language rules and the students then practice those rules in activities. Deductive teaching is usually based on grammar-based methodology and proceeds from generalizations about the language to specifics.

### *Delayed copying*

The teacher writes a short familiar sentence on the board, gives students time to look at it, erases it, and then they see if they can write it.

### *Descriptive grammar*

Grammar that is described in terms of what people actually say or write, rather than what grammar books say the grammar of the language should be. See “prescriptive grammar”.

### *Diagnostic test*

A test to diagnose or discover what language students know and what they need to develop to improve their language abilities; may be used before a course of study and combined with placement test.

### *Dictation*

A technique in which the teacher reads a short passage out loud and students write down what the teacher reads; the teacher reads phrases slowly, giving students time to write what they hear; the technique is used for practice as well as testing.

### *Facilitator*

A concept related to a teacher’s approach to interaction with students. Particularly in communicative classrooms, teachers tend to work in partnership with students to develop their language skills. A teacher who is a facilitator tends to be more student-centred and less dominant in the classroom than in other approaches. The facilitator may also take the role of mentor or coach rather than director.

### *Feedback*

Reporting back or giving information back, usually to the teacher; feedback can be verbal, written or nonverbal in the form of facial expressions, gestures, behaviours; teachers can use feedback to discover whether a student understands, is learning, and likes an activity.

### *Fluency*

Natural, normal, native-like speech characterized by appropriate pauses, intonation, stress, register, word choice, interjections and interruptions.

### *Form-focused instruction*

The teaching of specific language content (lexis, structure, phonology). See “language content”.

### *Free practice*

Practice-activities that involve more language choice by the learner. The students focus on the content rather than the language. Used for fluency practice.

### *Function words*

Also known as form words, empty words, structure or structural words and grammar words; these words connect content words grammatically; function words have little or no meaning by themselves. Examples include articles, prepositions and conjunctions.

### *Functional syllabus*

Syllabus based on communicative acts such as making introductions, making requests, expressing opinions, requesting information, refusing, apologising, giving advice, persuading; this type of syllabus is often used in communicative language teaching.



### *Gesture*

A facial or body movement that communicates meaning; examples include a smile, a frown, a shrug, a shake or nod of the head. Gestures often accompany verbal communication.

### *Graded reader*

Reading material that has been simplified for language students. The readers are usually graded according to difficulty of grammar, vocabulary, or amount of information presented.

### *Grammar translation*

A method of language teaching characterized by translation and the study of grammar rules. Involves presentation of grammatical rules, vocabulary lists, and translation. Emphasizes knowledge and use of language rules rather than communicative competence.

### *Grammatical syllabus*

A syllabus based on the grammar or structure of a language; often part of the grammar translation method.

### *Guided practice*

An intermediate stage in language practice - between "controlled practice" and "free practice" activities; this stage features allows for some creativity from the students.

### *Idiom*

A group of words whose meaning is different from the meanings of the individual words: "She let the cat out of the bag" or "He was caught red-handed."

### *Inductive teaching*

Also known as induction, from the verb "to induce"; a facilitative, student-centred teaching technique where the students discover language rules through extensive use of the language and exposure to many examples. This is the preferred technique in communicative language teaching. (See "Deductive teaching".)

### *Input hypothesis*

Hypothesis that states that learners learn language through exposure to language that is just beyond their level of comprehension. See "Krashen, Stephen".

### *Interference*

A phenomenon in language learning where the first language interferes with learning the target or foreign language.

### *Interlanguage*

The language a learner uses before mastering the foreign language; it may contain features of the first language and the target language as well as non-standard features.

### *Interlocutor*

In a conversation, this refers to the person you are speaking to.

### *Intonation*

How we change the pitch and sound of our voice when speaking. See "language content".

### *Krashen, Stephen*

Krashen's Theory of Second Language Acquisition is a highly practical theory for communicative language learning. This notion of second language acquisition consists of five main hypotheses: the Acquisition-Learning hypothesis; the Monitor hypothesis; the Natural Order hypothesis; the Input hypothesis; and the Affective Filter hypothesis. These hypotheses represent practical interpretations of what happens in language acquisition, and they form the basis of a system of language teaching called "The Natural Method."

### *Language content*

Language has three components, which are commonly taught as language items.

1. **Structural items** are grammatical points about the language. CL teachers frequently introduce these as examples or model sentences, and they are often called “patterns”.
2. **Phonological items** are features of the sound system of the language, including intonation, word stress, rhythm and register. A common way to teach phonology is simply to have students repeat vocabulary using proper stress and pronunciation.
3. **A lexical item** is a new bit of vocabulary. It is sometimes difficult to decide whether an item is structural or lexical. For example, the teacher could teach phrasal verbs like “chop down” and “stand up” as lexis or structure.

#### *Language experience approach*

An approach based on teaching first language reading to young children, but adapted for use with adults. Students use vocabulary and concepts already learned to tell a story or describe an event. The teacher writes down the information they provide, and then uses the account to teach language, especially to develop reading skills.

#### *Language learning requirements*

To learn language, students have four needs: They must be exposed to the language. They must understand its meaning and structure. And they must practice it. Teachers should hold their students as able. They should not over-explain or make things too easy. Learning comes through discovery.

#### *Language skills*

In language teaching, this refers to the mode or manner in which language is used. Listening, speaking, reading and writing are generally called the four language skills. Speaking and writing are the productive skills, while reading and listening are the receptive skills. Often the skills are divided into sub-skills, such as discriminating sounds in connected speech, or understanding relationships within a sentence.

#### *Learning burden*

These are the features of the word that the teacher actually needs to be taught, and can differ dramatically from word to word. Especially in lexis, the teacher needs to reduce learning burden by, for example, reducing the number of definitions and uses presented.

#### *Learning factors*

For EFL teachers, four factors outside aptitude and attitude affect the rate at which a student learns a second language. These are (1) the student’s motivation, including whether it is instrumental or integrative; (2) the amount of time the student spends in class and practicing the language outside class; (3) the teacher’s approach to teaching; and (4) the teacher’s effectiveness and teaching style. The most important of these motivators are the first two, which are also the two the teacher has least control over. See also “aptitude”, “attitude” and “TEFL vs. TEFL”.

#### *Lesson plan*

An outline or plan that guides teaching of a lesson; includes the following: pre-assessment of class; aims and objectives; warm-up and review; engagement, study, activation of language (controlled, guided and free practice); and assessment of lesson. A good lesson plan describes procedures for student motivation and practice activities, and includes alternative ideas in case the lesson is not long enough or is too difficult. It also notes materials needed.

#### *Look and say*

Also called the whole-word method, a method to teach reading to children, usually in their first language; has been adapted for second-language reading; words are taught in association with visuals or objects; students must always say the word so the teacher can monitor and correct pronunciation.

### *Metalinguage*

Language used to describe, analyse or explain another language. Metalinguage includes, for example, grammatical terms and the rules of syntax. The term is sometimes used to mean the language used in class to give instructions, explain things, etc. – in essence, to refer to all teacher talk that does not specifically include the “target language”.

### *Model/modelling*

To teach by example; for example, a teacher who wants students to do an activity may first demonstrate the activity, often with a student volunteer.

### *Motivation*

In language instruction, the desire to learn.

### *Motivation paradox*

Students’ main motivators are factors the teacher has little control over (integrated versus instrumental motivation, which heavily influence time on task), yet motivation is critical to learning.

### *Native speakers*

Those who speak the language in question as their mother tongue.

### *Needs assessment*

Measurement of what students need in order to learn language and achieve their language learning goals; also may include consideration of the school syllabus.

### *Non-native speakers*

Those who speak the language in question as an additional language. The language in question is not their mother tongue.

### *Objectives*

Also called lesson objectives or aims; statements of student learning outcomes based on student needs; objectives state specifically what the students will be able to do in a specified time period; objectives are measurable and therefore involve specific and discrete language skills.

### *Oral*

Related to speaking.

### *Over-correction*

Correcting so much that students become reluctant to try out what they have learned.

### *Paradox of language acquisition*

The limited amount of comprehensible input that children receive is mathematically insufficient for them to determine grammatical principles, yet somehow they are still able to do so.

### *Passive vocabulary*

Vocabulary that students have heard and can understand, but do not necessarily use when they speak or write.

### *Passive*

Opposite of active; the false assumption that the language skills of reading and listening do not involve students in doing anything but receiving information.

### *Peer correction*

Also known as peer review, peer editing, or peer feedback; in writing, an activity whereby students help each other with the editing of a composition by giving each other feedback, making comments or suggestions; can be done in pairs or small groups.

### *Phonemic awareness*

Awareness of the sounds of English and their correspondence to written forms.

### *Placement tests*

Tests used to place students in a specific language program; such tests should reflect program levels and expectations for students at each proficiency level offered by the language program.

### *Prescriptive grammar*

Grammar that is described in terms of grammar rules of what is considered the best usage, often by grammarians; prescriptive grammar may not agree with what people actually say or write.

### *Proficiency level*

Describes how well a student can use the language (often categorized as beginner, intermediate or advanced).

### *Proficiency tests*

General tests that provide overall information on a student's language proficiency level or ability; can be used to determine entry and exit levels of a language program or to adjust the curriculum according to the abilities of the students.

### *Rapport*

Relationship, usually a harmonious one, established within a classroom between teacher and students and among students.

### *Realia*

Real or actual objects used as teaching aids to make learning more natural; can include forms, pictures, tickets, schedules, souvenirs, advertisements and articles from English magazines or newspapers, and so on.

### *Recycling or spiralling*

Sometimes called the cyclical approach; the purpose is to repeat language items throughout the syllabus; each time a language item is encountered more detail about it is added; this allows students to build on prior knowledge.

### *Register*

Level of formality in speech with others; register depends on the situation, location, topic discussed, and other factors.

### *Scan*

To read quickly for specific information; a reading stratagem.

### *Skim*

To read quickly for main idea or general information; a reading stratagem.

### *Social context*

The environment in which meanings are exchanged; can be analysed in terms of the field of discourse, which refers to what is happening, including what is being talked about; the tenor of discourse, which refers to the participants taking part in the exchange of meaning, including who they are and their relationships with each other (for example, teacher and students); and the mode of discourse, which refers to what part the language is playing in the particular situation and what "channel" (writing, speaking or a combination of the two) is being used.

### *Sociolinguistics*

Aspects of culture that affect communication with others; examples: social class, education level, age, gender, ethnicity.

### *Student and teacher*

Teachers have eight roles in the classroom. They are authorities and sources of knowledge; entertainers; caregivers; role models; counsellors and sometimes friends; classroom disciplinarians; directors and managers; facilitators, coaches and guides.

The most important person in the classroom is the student. The teacher's primary focus must be on effective ways to have the student practice using his or her language. Classes should be planned so they enable the student to use just a little more language than they are comfortable with. This is known as "i+1" – an idea popularized by Stephen Krashen. This formula is short for "comprehensible input plus one." Comprehensible input is language the students can understand.

*Student feedback*

Information solicited from students by the teacher to assess the effectiveness of the teaching-learning process.

*Student-centred*

Also called learner-centred, a way of teaching that centres on the goals, needs, interests and existing knowledge of the students. Students actively participate in such classrooms and may even be involved in setting learning outcomes. Teachers in student-centred classrooms ask students for input on their goals, needs and interests and on what they know before providing them with study topics or answers to questions (for example, grammar rules). They may also ask students to generate (help produce) materials. The teacher is seen more as a facilitator or helper than the dominant figure in the classroom.

*Student-generated material*

Teaching material to which the students have made a major contribution; the language experience approach, for example, uses student-generated material.

*Survey*

To quickly read the headlines, subheads, opening and closing paragraphs, photo captions, pull quotes and other key materials in an article to get a sense of meaning; a reading stratagem.

*Syllabus or curriculum*

The longer-term teaching plan; includes topics that will be covered and the order in which they will be covered in a course or program of studies.

*Syntax*

Sometimes called word order; how words combine to form sentences and the rules governing sentence formation.

*Tape script*

A written text which accompanies listening material; may be used to make cloze passages or for student review.

*Task-based syllabus*

A syllabus organized around a set of real, purposeful tasks that students are expected to carry out; tasks may include telephone use, making charts or maps, following instructions, and so on; task-based learning is purposeful and a natural way to learn language.

*Teachable moments*

Times in a language class in which the teacher realizes that a point of information not in the lesson plan will help students understand a language point; teachable moments digress for a brief time from the lesson plan and can be valuable in helping student learning and keeping students engaged.

*Teacher talk*

The language teachers use when teaching; involves simplifying speech for students; it may be detrimental to learning if it is childish or not close to the natural production of the target language.

### *TEFL vs. TESL*

TEFL is an acronym for Teaching English as a Foreign Language; TESL, for Teaching English as a Second Language. See a fuller description at English language learning and teaching. TEFL usually takes place in non-English-speaking countries, while TESL takes place in the English-speaking world. When we speak of English as a foreign language (EFL), we are referring to the role of English for learners in a country where English is not spoken by the majority (what Braj Kachru calls the expanding circle). English as a second language (ESL) refers to the role of English for learners in an English-speaking country, i.e. usually immigrants. This difference is very important, because it strongly affects student motivation. In particular, it affects their motivation to learn.

In non-English speaking countries, students have instrumental motivation, the desire to learn English to accomplish a goal. They may want to improve their job prospects, for example, or to speak to tourists. They:

1. attend English classes with other non-native speakers
2. can find reasonable work without English; have less economic incentive to learn English.
3. do not need English in daily life
4. have both primary and secondary support-networks that function in their native language
5. have fewer opportunities to practice using their English They are learning, and their instructors are teaching, English as a foreign language.

In English-speaking countries, they have integrative motivation, the desire to learn the language to fit into an English-language culture. They are more likely to want to integrate because they

1. Generally have more friends and family with English language skills.
2. Have immediate financial and economic incentives to learn English.
3. Have more opportunities to practice English.
4. Need it in daily life; often require it for work.
5. Often attend English classes with students who speak a wide range of mother tongues. They are learning, and their instructors are teaching, English as a second language.

### *Technique*

A way of presenting language.

### *Thematic syllabus*

Syllabus based on themes or topics of interest to the students.

### *Top-down information processing*

Students learn partially through top-down information processing, or processing based on how students make sense of language input – for example, through using students' previous knowledge or schema.

### *Uninterrupted sustained silent writing*

A technique in writing whereby a specified, relatively short period of time is set aside in class for students to practice their writing without being interrupted. This helps build writing fluency.

### *Vocabulary*

Core vocabulary (the most common 2,000-3,000 English words) needs to be heavily stressed in language teaching. There is no point in presenting exotic vocabulary until students have mastered basic, high-frequency words. Learners should be tested on high-frequency word lists for passive knowledge, active production and listening comprehension. Learners cannot comprehend or speak at a high level without these words as a foundation.

Learners need to spend time practicing these words until they are automatic; this is known as building automaticity. Since there is often not enough class time for much word practice, teachers need to present their students with strategies for developing automaticity outside the classroom.

### *Vocabulary-based syllabus*

Syllabus built around vocabulary; often associated with the grammatical syllabus and the grammar translation method.

### *Worksheets*

Teacher-developed, paper-based activities to help students comprehend, use, and learn language; can be used in association with all skill levels and in individual and group work.

## **Innovative Ideas to Make Your Teaching Methods More Effective**

The biggest challenge any teacher faces is capturing the students' attention, and putting across ideas in such a way that it stays with them long after they have left the classroom. For this to happen, classroom experience should be redefined and innovative ideas that make teaching methods more effective should be implemented.

So here are some innovative ideas that will help teachers reinvent their teaching methods and make their classes interesting.

### **1. Creative Teaching**

Take the help of creative tools to stimulate creativity. Include playful games or forms of visual exercises that will excite the young minds and capture their interest. This is a time tested method to identify young student's creative abilities and encourage creative contributions. Bring aspects of creativity into all your subjects, be it mathematics, science, or history. Think of ways to develop their creative ideas. Encourage different ideas, give them freedom to explore

### **2. Audio & Video Tools**

Incorporate audio-visual materials in your sessions. Supplement textbooks with models, filmstrips, movies and pictorial material. Use info graphics or other mind mapping and brain mapping tools that will help their imagination thrive and grow. These methods will not only develop their ability to listen, but will also help them understand the concepts better. For example, you can get some oral history materials, conduct live online discussions or playback recordings of public lectures. There are a lot of smart apps for preschoolers that you can utilize to create awesome slideshows or presentations

### **3. "Real-World" Learning**

Link your lessons to real world learning. Infusing real world experiences into your instructions will make teaching moments fresh and enrich classroom learning. Relating and demonstrating through real life situations, will make the material easy to understand and easy to learn. It will spark their interest and get the children excited and involved. You can make use of smart apps for preschoolers to make these sessions all the more interesting

#### **4. Brainstorm**

Make time for brainstorming sessions into your classrooms. These sessions are a great way to get the creative juices flowing. When you have multiple brains focusing on one single idea, you are sure to get numerous ideas and will also involve everyone into the discussion. These sessions will be a great platform for students to voice their thoughts without having to worry about right or wrong. Set some ground rules before you start. You can go for simple brainstorming or group brainstorming or paired brainstorming

#### **5. Classes Outside the Classroom**

Some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. The children will find this fresh and exciting and will learn and remember the things taught faster. Role playing is most effective for students of almost any age group. You just need to customize depending on the age group. You can even use this method for teaching preschoolers; just make sure you keep it simple enough to capture their limited attention span

#### **6. Role Play**

Teaching through role play is a great way to make children step out of their comfort zone and develop their interpersonal skills. This method comes in handy, especially when you are teaching literature, history or current events. The role playing approach will help the student understand how the academic material will be relevant to his everyday tasks

#### **7. Storyboard Teaching**

Rudyard Kipling rightly said “If history were taught in the form of stories, it would never be forgotten.” Storyboarding is a great way to teach any subject which requires step-by-step memorization or visualization highly-conceptual ideas. History teachers can use a storyboard to recreate a famous event. Such visually stimulating activity will ensure that even complex ideas are easily put across to students. You can also encourage the use of storyboards as a form of communication and let the students tell a story in pictures using their imagination

#### **8. Stimulating Classroom Environment**

A classroom environment that is well-decorated, fun, and engaging will help stimulate a student’s mind and will help think and learn better. Children, especially young ones cannot be expected to sit all day and learn. Such creative and stimulating environment will help them explore and will encourage them to learn about the subject. An environment that positively impacts the children is beneficial for the teacher as well. Schools associated with Early Years Foundation Stage will vouch for the fact that the learning environment has a prime role in learning and development

#### **9. Welcome New Ideas**

An open- minded attitude can help you innovating new teaching methods. Though open-minded, sometimes most of us show reluctance to new ideas. If you’re a teacher never do this, always try to accept new ideas even if it looks like strange at the beginning.

#### **10. Think About A New Hobby**

Sometimes, hectic workload may affect your engagement in teaching .If it happens to you, it’s natural. You can take a break for couple of hours and engage in some other activity that you’re interested in. This will rejuvenate you and you can return to your work with more passion and interest.

#### **11. Work Together As a Team**

As everyone knows, the end result of collaborative efforts is always immense. Think about spending some quality time with your colleagues. Ask them to share their views on improving teaching methods, you can see many of them come up with interesting strategies. So, collaborate and introduce innovative teaching methods.

#### **12. Puzzles and Games**

Learning is fun where puzzles and games are part of education. Children may not feel they’re learning when their lessons are introduced through games. Puzzles and games help children to think creatively and face challenges.



### **13. Start School Clubs or Groups**

What about starting an after school club or group? Being a teacher you may not get enough time to work on interesting topics that you are passionate about. You can share your views and learn more from others when you have school clubs or groups.

### **14. Refer Books On Creativity**

To be a creative teacher, you need to do some research on creative ideas and techniques. There are a lot of books on creativity. Choose some of the best works and start learning, it will be helpful for your professional development as well.

### **15. Love What You Do**

You can give your best only if you truly love what you do. You will be more creative and inspired when you are not stressed. Loving your work keep you relaxed and give you room to experiment new ideas.

### **16. Introduce Lessons Like a Story**

Just think, why do you watch movies with much interest? You like to watch movies because there is always an interesting story to keep you engaged. Like that, learning sessions become more interesting when you introduce it like a story. If you are creative even math lessons can be related to interesting stories.

With even the Knowledge and Human Development Authority emphasizing on schools to take measures for improving the quality of teaching and learning, these innovative ideas are sure to make teaching methods more effective.

## **New Teaching Methods Improving Education**

Pedagogy as a science has existed in ancient Greece yet, so teachers have been refining teaching methods for not one century already. With the development of society, teaching methods have been also changing. Modern methods mostly reflect an improved understanding of the psychology of children as well as acceptance of the technological leap forward. Modern teachers prefer such new methods as:

### **1. Contextual learning**

Only a dozen years ago most of the schools were committed to factual learning. The main evidence of good knowledge was the ability to repeat learned information by command. Everything has changed since that time, as now pupils have to analyze, find pros and cons, make conclusions and find evidence but not only memorize. This method has made schooling more productive and appealing.

### **2. Various approaches**

The modern school has little in common with traditional lectures that were considered the main kind of lesson in the past. Modern lessons differ much as the variety of approaches used impresses even adults, who finished school not so long ago. Apart from lecturing, teachers use storytelling, group work, individual assignments, games, presentations and numerous other activities within one lesson. Constantly changing the activities on the lessons they manage to promote a working atmosphere in the class and lessons do not seem to last so long.

### **3. New technological devices**

Of course, there are numerous arguments about advantages and disadvantages of various devices in education, but still, their benefit makes them useful for the lessons. They enhance the learning system making it developed and contemporary. Children have acquired various new tasks that are available on the Web, can learn through video conferences or live chats, receive notifications from teachers etc. Parents have also appreciated the contribution of the innovative devices into the schooling as now they can control their children's grades online and visit school less often. Teachers also use modern aids as they simplify the preparation process and add color and diversity to simple lessons. Any device like a speaker, online streaming video, interactive whiteboard, visualizer, projector, educational software, CD player can be useful for teaching and is used by tutors at the lessons making them more appealing to modern pupils. For example, there is a

powerful software tool called Hiver. This software is a service application that helps collaborating from email inboxes. It helps to organize the work process and makes it easier and more productive. Isn't it great? For example, there is a powerful software tool called Hiver. This software is a service application that helps to collaborate from email inboxes. It helps to organize the work process and makes it easier and more productive.

#### **4. Active learning**

Some high school educators try to avoid active learning projects as they lose a sense of silence and students' obedience when those ones start their discussions. At the same time, active learning makes the student think, talk and share information. This way of learning involves peer instruction, discussion groups and collaborative solution of the problem. Using this innovative method, students get the most of schooling and inspiration for further development.

#### **5. A desire method**

A typical teacher uses a standard procedure to start the lesson. He welcomes pupils and tells what they are going to learn today. But these statements can't grab students' attention from the very beginning, so scientists offer to use headlines, some kids of promise. Formulating the statement in a completely different way teacher shows his students how they can benefit from the content of the lesson and as a result students' desire to listen to the teacher increases.

#### **6. VAK teaching**

Learners are divided into three main types: visual, audio and kinesthetic. Of course, it is impossible to gather learners of the same type in one class, but a teacher can take this fact into account presenting information. Some students need to see new data, the second ones – to hear and the third ones – to feel. That means that the same material should be presented in different ways. Each student will percept his amount of new information, while the others will have a chance to repeat what they have already learned. These are only some of the innovative methods used by modern teachers. Many of them are unique for each field of study. Nowadays, teaching has gained many new features and continues to develop. Characteristic of natural sciences methods are used in humanitarian sciences, while many approaches to learning languages can also be applied to maths or physics. The only key personality that manages all these processes remains the same – it is a teacher. And a great part of students' success is in teacher's hands. That is why apart from the modern approaches each person, who dares to call himself a teacher, should possess a number of skills that will contribute to the effectiveness of education. Development of these skills and use of the best innovative methods are the key components of the successful and efficient education and only a teacher is responsible for both of these two constituents.

### **Important Skills for a Modern Teacher**

Each teacher has to possess many vital skills to be a professional. Many of them have been known to people for many years already, the others have been formulated quite recently because of changes in our society. In any case, each contemporary teacher should:

#### **1. Be committed to his work**

The teacher is one of the most difficult professions as their representatives can't lose interest as without constant engagement it is impossible to perform your work efficiently. If a teacher is committed, it means that he has fallen in love with his life choice and is dedicated to teaching.

#### **2. Have education and training**

Several centuries ago only those people could become teachers, who could prove a deep knowledge of the certain subject. Now it is not enough to be fluent in your field, as without special academic training you will not be hired by any educational establishment. Moreover, without some additional knowledge of psychology or methodology, for example, you will not be able to cope with teaching at all.

### **3. Be organized**

Modern educational institutions require a detailed teaching plan from each staff member for the following academic year. It means that a quality course planning is much more productive, especially if it is combined with a premium organization of each lesson.

### **4. Be tolerant**

Patience and tolerance differ a professional teacher from the amateurs. Only an experienced and dignified person can bring up such important for a teacher skills and treat all the students equally without any prejudices. Moreover, such teacher will entrust students to make their own decisions instead of imposing his own viewpoint on them.

### **5. Be open to questions**

Young learners are rather inquisitive and the number of questions they ask may be enormous. The teacher must be ready not only to listen to this questions but also find time to answer them. It will not only show his or her competence but also be a good encouragement for students as they value honesty and desire to be helpful.

### **6. Be innovative**

Each new generation that comes to school brings a variety of novelties with them. Apart from the numerous devices, these are also different relations with each other, new habits and attitudes to the customary things. Such children think in a completely different way, so the process of study should also be changed. Teachers not only have to follow all the innovations appearing in the society but also should have a desire to adopt them personally. That also includes the use of the abundance of new technologies at the lessons and for home assignment. Students will be more responsive to the contemporary teacher than one, who got stuck in the last millennium.

### **7. Be social and sociable**

Communication of a teacher and student should not be restricted only by the wall of a classroom. Modern children would preferably choose to ask some personal questions through the social networks than do that face-to-face. Another way to become closer to students is to organize a group, where you can discuss interesting topics, or make your studying more interactive issuing them online tasks or some extraordinary assignments. It is a perfect way to make education more appealing to the modern youth.

### **8. Be curious and develop**

It is impossible to call a teacher experienced if he stands in one place, uses the same teaching methods and conspectus for many years and does not wish to make any changes. This description suits better for a tree, but not a teacher. Curiosity is an engine that makes a person develop. If one is not interested in anything that happens around him, it means that this person lives in his own world and he will never be interesting to other people including pupils.