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КАФЕДРА ГРАМАТИКИ АНГЛІЙСЬКОЇ МОВИ

**ОСОБЛИВОСТІ ВИКЛАДАННЯ
АНГЛІЙСЬКОЇ МОВИ
ДЛЯ ЦИФРОВОГО ПОКОЛІННЯ СТУДЕНТІВ**

ЕЛЕКТРОННІ МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
до практичних занять та самостійної роботи
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Методичні рекомендації розроблені для здобувачів другого (магістерського) рівня вищої освіти освітньо-професійної програми «Германські мови та літератури (переклад включно), перша – англійська», «Германські мови та літератури (переклад включно), перша – німецька», «Романські мови та літератури (переклад включно), перша – іспанська», «Романські мови та літератури (переклад включно), перша – французька» спеціальності В 11 Філологія для опанування матеріалу при підготовці до практичних занять, оформленні робіт при самостійному виконанні завдань.

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ПЕРЕДМОВА

Сучасний світ стрімко змінюється під впливом цифрових технологій, які проникають у всі сфери життя, зокрема й у освіту. Цифрове покоління студентів – це молоді люди, які виростили в епоху Інтернету, гаджетів і постійного доступу до інформації. Їхнє сприйняття світу, підходи до навчання та очікування від освітнього процесу суттєво відрізняються від попередніх поколінь. Саме тому викладання англійської мови для таких студентів потребує адаптації традиційних методик до нових реалій, врахування їхніх особливостей та використання можливостей цифрового середовища.

У рекомендаціях представлено підходи до створення гнучкого навчального середовища, яке враховує індивідуальні особливості студентів, їхню цифрову компетентність та мотивацію. Особливу увагу приділено використанню електронних ресурсів, інтерактивних платформ і мультимедійних інструментів, які сприяють розвитку мовленнєвих навичок, критичного мислення та самостійності. Водночас запропоновані методики зберігають баланс між інноваціями та фундаментальними принципами викладання іноземних мов.

Ці методичні рекомендації стануть корисним інструментом для викладачів і студентів у їхній спільній роботі над оволодінням англійською мовою в умовах цифрової епохи. Нехай процес навчання буде захопливим, продуктивним і відкриє нові горизонти для професійного та особистісного зростання!

TEMA 1

Digital literacy in education. The four types of digital literacy.

The three main skills of digital literacy

Fundamental concepts

Digital literacy involves the confident and critical use of a full range of digital technologies for information, communication and basic problem-solving in all aspects of life. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

<http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2021/08/Metadata-4.4.2.pdf>

The American Library Association's digital-literacy task force offers this definition: “**Digital literacy** is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.”

There are many definitions for digital literacy, but one of the most comprehensive is by Professor Hiller Spires, a professor of literacy and technology from North Carolina State University. He views digital literacy as composing **three skills**: 1) finding and consuming digital content; 2) creating digital content; and 3) communicating or sharing it.

The above activities do not only require technical skills but many of our cognitive skills need to be used, too. Digital literacy and digital content creation are skills for life, and they will become as important as learning to speak a foreign language. That's why it is vital for students to acquire digital literacy knowledge early in life so that they can find their way successfully in today's tech-reliant world.

In 2024, being literate implies a broad range of skills that go beyond traditional reading and writing. The 5 essential **digital skills** are as follows:

Information literacy: the ability to locate, evaluate, and use digital information critically. This includes skills in searching the internet, discerning credible sources, and conducting effective online research. **Media literacy** focuses on understanding and interpreting various forms of digital media, including images, videos, and online articles. Individuals with media literacy skills can analyse visual content, recognise potential biases, and assess the credibility of information presented in different media formats ensures the ability to interpret and analyze data. **Cybersecurity awareness** is vital for safeguarding sensitive information. This type of digital literacy involves understanding online safety practices, recognising potential cyber threats, and protecting personal information. It includes knowledge of secure password practices, recognising phishing attempts, and maintaining digital security. **Communication and collaboration** is understood as proficiency in digital communication tools and includes

effective use of email, messaging apps, and collaborative platforms. Individuals with these skills can communicate clearly and collaborate with others using digital tools. Advanced digital literacy includes **coding and computational thinking**. It involves understanding the basics of programming languages, logical problem-solving, and the ability to create and understand digital algorithms.

By cultivating digital literacy, you can enable students to succeed by empowering them with the skills to confidently navigate data, information, visuals, and media to achieve their goals in school and in the world of work beyond education.

These skills collectively empower individuals to navigate the digital workplace, communicate efficiently, make data-informed decisions, ensure security, adapt to technological shifts, and creatively address challenges using digital resources.

Digital literacy is an indispensable skill set in our technology-driven world. It empowers individuals to navigate the digital landscape, critically engage with information, communicate effectively, and contribute responsibly to the ever-evolving digital age. Digital literacy is a cornerstone for success in personal, academic, and professional endeavors.

Various terms have been used to describe one's capability, competence or skill in using information technology such as digital literacy (Gilster, 1997), computer literacy (Ktoridou and Eteokleous Grigoriou, 2011), Information Technology (IT) literacy (Ferro et al. 2011), digital competence (Calvani et al. 2009; Li and Ranieri, 2010), computer self efficacy (Compeau and Higgins 1995) or Information and Communication Technology (ICT) competency (Guo et al. 2008). While these terms are sometimes used interchangeably, Qian (Emily) Wang, B. Com (Hons) Prof. Michael D. Myers, David Sundaram in their article "Digital Natives Digital Immigrants: Towards a Model of Digital Fluency" suggest that the concept of "digital fluency" might be the best way to conceptualize the difference between digital natives and digital immigrants (Wang et al. 2012). Digital fluency can be defined as "the ability to reformulate knowledge to express oneself creatively and appropriately, and to produce and generate information rather than simply to comprehend it" (National Research Council 1999, p. viii). This goes beyond the notion of digital literacy, which focuses on teaching learners to make syntactically correct expressions (National Research Council, 1999). It implies that being digitally fluent not only involves knowing how to engage with technology, but also being able to produce things of significance with technology (M. Resnick, 1995). This paper proposes a tentative conceptual model that outlines factors that can have a direct and indirect impact on digital fluency. Our focus on digital fluency is with respect to technology usage in general, rather than on any specific technology (e.g. Facebook).

Practical Task

1. Technophobe or technogeek? Or somewhere in between?

How do you feel about technology? Do this “Attitude to technology” questionnaire.

1=disagree totally 2=disagree 3=no strong opinion 4=agree 5=agree strongly

Attitudes to technology	1	2	3	4	5
1. I enjoy using technology					
2. I avoid using technology					
3. I think using technology in class takes up too much time					
4. I know that technology can help me to learn many new things					
5. Technology intimidates and threatens me					
6. Teachers should know how to use technology in class					
7. I would be a better teacher if I knew how to use technology properly					
8. I'm very confident when it comes to working with technology in class					
9. I want to know more about using technology in class					

10. I believe that the Internet can really improve my teaching practice					
11. Changing the curriculum to integrate technology is possible					
12. Technology breaks down too often to be of very much use					

Adapted from How to Teach English with technology by G. Dudeney, N. Hockly.

2. Do you agree or disagree with the arguments presented? Why?

- a. The critical and productive learning – and metalearning – of how to use technologies is itself one of the most important socializing practices of modern education, and that will have to be high on the agenda. (Roger Saljo 2004: 493)
- b. We have to articulate what it means to teach well, what the principles of designing good teaching are, and how these will enable learners to learn. Until then, we risk continuing to be technology-led. (Diana Laurillard 2012: 4)

TEMA 2

How to approach digital natives in education.

Understanding digital natives' learning experiences

We may never become true digital natives, but we can and must begin to assimilate to their culture and way of thinking.

Rupert Murdoch

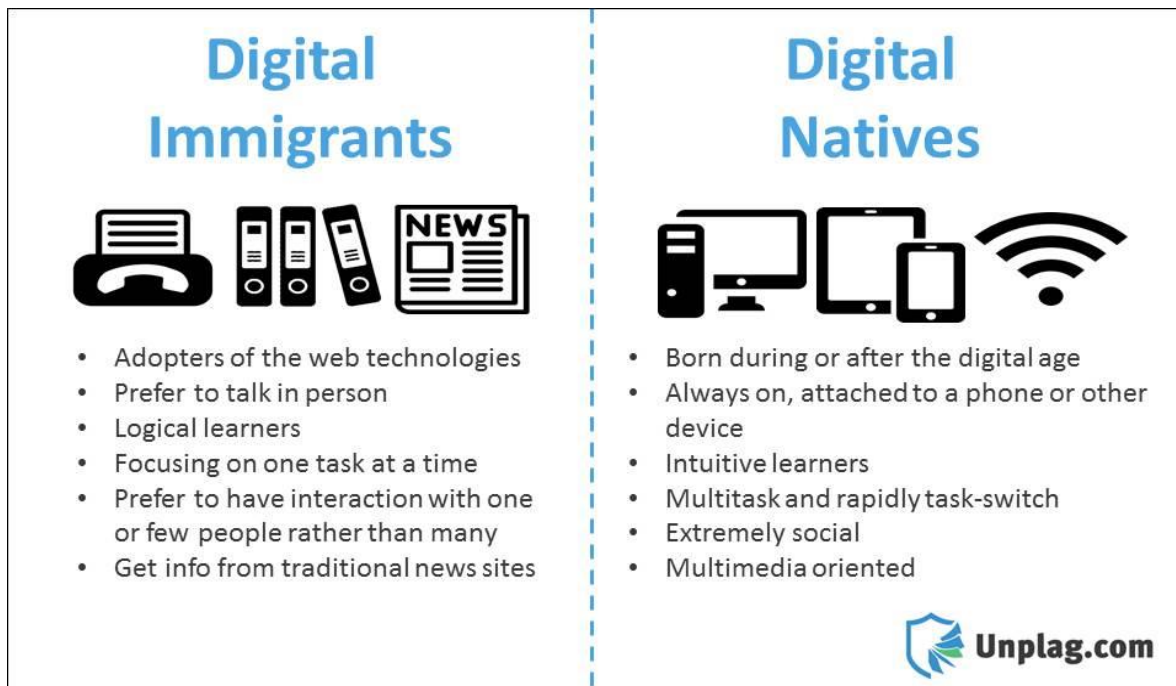
The surge of world transformation toward the 21st century has spiked worldwide. The lavishness of technology utilization in education is not strangely in line with the development of education 4.0 where technology must be fully adapted in the field of education. The surge of world transformation toward the 21st century has spiked worldwide. Technology today has made life easier and better which makes things easy to access and save time comparing it in the old fashion way. It is generally

known that technology has transformed humans in a way or another for years. But the rapid and drastic changes can be seen clearly in the world of Information Technology, ICT. ICT is playing an increasingly important role in the work and personal lives of people. The globalization and internationalization of the economy along with the rapid development of information and communication technologies (ICT) are continuously transforming the way in which we live, work, and learn (Voogt & Roblin, 2012). Everything is dependent on technology, making every single thing borderless and the most remarkable technology device is the Internet which has the highest demand in every sector worldwide.

Information technology is playing an increasingly important role in the work and personal lives of people. Everything is dependent on technology, making every single thing borderless and the most remarkable technology device is the Internet which has the highest demand in every sector worldwide. The rapid global changes in information and communication technology (ICT), has affected the availability of technology and made it universal. Technology continues to transform education and training but usually in ways unforeseen by its inventors (Baker & O'Neil, 1994). It can be seen that the invasion of technology in society has forced changes in employment and education (Siddiq, Gochyyev, 2017). The education sector has been transformed towards the rapid development of the Internet. The use of the internet has increasingly altered today's education system. Some familiar terms like Mobile learning (M-Learning), E-learning, Kahoot, Massive Open Online Course (MOOC) and Socrative are a new concept of learning and assessing via online. In an M-learning environment, knowledge can be transmitted via the mobile phones, laptops, tablet Personal Computer (PC), Personal Digital Assistant (PDA) and etc. (Mahat, Fauzi, Ayub, & Luan, 2012). As the world is becoming increasingly borderless with the demanding usage of the internet, the academic spaces are increasingly becoming less confined to the four walls of a classroom. Educators always emphasize on learning outside the classroom which eventually leads to the usage of internet and ICT in the classroom itself. Nowadays the uses of internet-based or online-based tests are discussed. Published empirical evaluations of online tests indicate that they can be reliable and valid. Education sectors need to prepare students with the 21st skills which include the 10 super skills examples like the digital age literacy, creative thinking, effective communication and high productive skills. These skills are important for the students to thrive in the future. The world is changing rapidly towards the 21st century digital era and many research and publications are conducted on what knowledge and skills are needed the most for society, especially young generations of the 21st century. There are four types of 21st century skills: collaborative problem solving, complex problem solving, creativity and digital information literacy (Geisinger, 2016). The 21st century learning skills are often called **the 4 C's**: critical thinking, creative thinking, communicating and collaborating.

These skills help students learn, and so they are vital to success in all spheres of their life.

Digital information literacy is the critical skill that has always been highlighted in education especially in teaching and learning and also assessment.



The three newest generations commonly identified in demographic literature are as follows: Generation X (1965–1981), Generation Y (1982–1999) and Generation Z (2000–2012).

“Digital natives” (or net generation) refers to the children raised in a digital, media-saturated world. It may also apply to the young generation of students who are "native speakers" of the digital language of computers, videos, video games, and social media. Digital natives have grown up surrounded by electronic gadgets and information technology and they cannot do without computers, video games, mobile phones, and other hi-tech devices. They have a culture of connectivity and online presence.

The term “digital native” was introduced in 2001 by Marc Prensky. The concept became popular among parents who clash with their children at home over Internet technology issues such as gaming, texting, YouTube, Instagram, WordPress, Twitter, and Facebook. Educators, researchers, practitioners, and policy-makers have also expressed their interest in knowing more about digital natives.

M. Prensky differentiates between two types of people: “digital immigrants” and “digital natives.” Digital immigrants are people who were exposed to technology later in life. While digital Immigrants live in two cultures (the pre-digital and the digital), digital natives are only exposed to the digital culture. While those who are born after 1980 are called digital natives, those born prior to 1980 are digital immigrants. While

digital natives are assumed to be inherently technology-savvy, digital immigrants often have some difficulty with information technology.

Some regard all youths as digital natives in the modern age if they were born after 1980. These youths are different. The way they study, work, write, and interact with each other is different from the way we grew up. They live much of their lives online and do not differentiate between online and the offline. They meet online before meeting in person. They get their music online. They carry mobile devices at all times. Major aspects of their lives are regulated by digital technologies. They have spent their entire time using computers, the Internet, video games, digital music, cell phones, computer games, e-mail, and instant messaging. They would prefer using Google to a dictionary when it comes to looking for the meaning of a word because they have Google at their fingertips. In short, they are immersed in technology on a daily basis. There is a good chance that you have been impressed or annoyed with some of the skills the digital natives possess. O. Zur suggests viewing activities which are done sequentially by digital natives in an advanced manner, as more complex tasks. The author exploits the term “hopping” or “task-switching” when referring to digital natives’ multitasking habits.

Digital natives naturally find traditional modes of education boring, unappealing, and irrelevant. They are used to receiving information fast. They are multi-tasking in that they can juggle a number of activities all at once. They can perform numerous tasks simultaneously – such as doing homework, chatting online, sending emails, and updating their Facebook pages. They can learn successfully while watching TV or listening to music. If digital natives are different, then the way we teach them ought to be different as well. Education must change drastically and fundamentally to appropriately cater for the needs of this new generation of technically adept young people. Teachers should be given access to technology and time to learn and implement it.

Our methodology and content must change. The traditional body of knowledge no longer suffices to understand the world and to address the major issues of the 21st century. For the digital natives, the school and library of today are no longer the only places to acquire knowledge. They are technology-savvy and always connect to the world through their gadgets. It has been shown that they learn using tools such as Google, Google Scholar, Wikipedia, course websites, and text messaging.

Grammar concepts can be explained to students visually, schematically, or graphically, with the addition of images, drawings, and stickers when necessary.

[Miro](#) is one of the most popular digital boards you may have encountered already.

□ [Wordwall](#)

This tool is frequently utilized in educational settings. Although a paid

subscription is used, the exercises are created independently. Two preferred activities are 'Spin the Wheel' and 'Match Up.'

'Spin the Wheel' involves students spinning a virtual wheel to receive a word. They are then tasked with constructing a sentence, conjugating a verb, or inventing a humorous context—creativity is highly encouraged here.

'Match Up' is used to practice and reinforce active vocabulary.

□ [Quizlet](#)

Flashcards are created here to facilitate vocabulary acquisition. These flashcards can be conveniently reviewed during moments of downtime, such as while commuting or waiting in line. Various exercises are provided, including matching, tests, word typing, and pronunciation drills.

□ [VOA Learning English](#)

This platform is widely recognized for its articles that can be read while simultaneously listening to native speakers. Accent practice is facilitated, and active vocabulary is provided after each article for further study.

□ [Breaking News English](#)

This is another notable site for articles covering global topics. The difficulty level of the text can be adjusted, and exercises for practicing active vocabulary and comprehension are provided at the end of each article.

□ [YouTube Video on Phrasal Verbs](#)

This YouTube channel is appreciated for offering examples of phrasal verbs, often illustrated through popular films and series, making them engaging and accessible.

Finally, numerous educational podcasts available on Spotify are also frequently used.

A digital native is an individual who was born after the widespread adoption of digital technology. They are inherently active users of technology and technology-savvy. Digital natives have high access to the Internet and use it extensively for school work and leisure. They have started entering the workplace and will be growing continuously as an employee segment. Right now, the digital migrants are ruling the digital natives. Gender, cultural and economic groups adequately define digital nativeness. It appears that many children do not have the technology skills predicted by advocates of the digital native idea. Internet access remains stratified and some children are being excluded.

Practical Task

Write a short essay (300 words) on the given topic: "Challenges and Opportunities of Teaching Digital Natives in a Technology-Driven World". Discuss the difficulties teachers face when educating students who are immersed in technology, and how these challenges can be turned into opportunities for learning.

TEMA 3

Digital pedagogies in higher education. The flipped classroom approach to language teaching, allowing students to engage with content outside of class and focus on practical application during class time

Flipped or inverted classrooms has been a new trend in the education world. The idea of this educational practice has been widely accepted by most of the countries, and is being applied in primary, secondary, and tertiary levels. The perceptions, effectiveness, and challenges of implementing flipped classrooms has always been one of the popular fields of studies by researchers all over the world. The literature review shows an internationally extensive view of international studies on the perceptions of teachers and learners towards the implementation of flipped classrooms, especially in the English Language teaching and learning classroom.

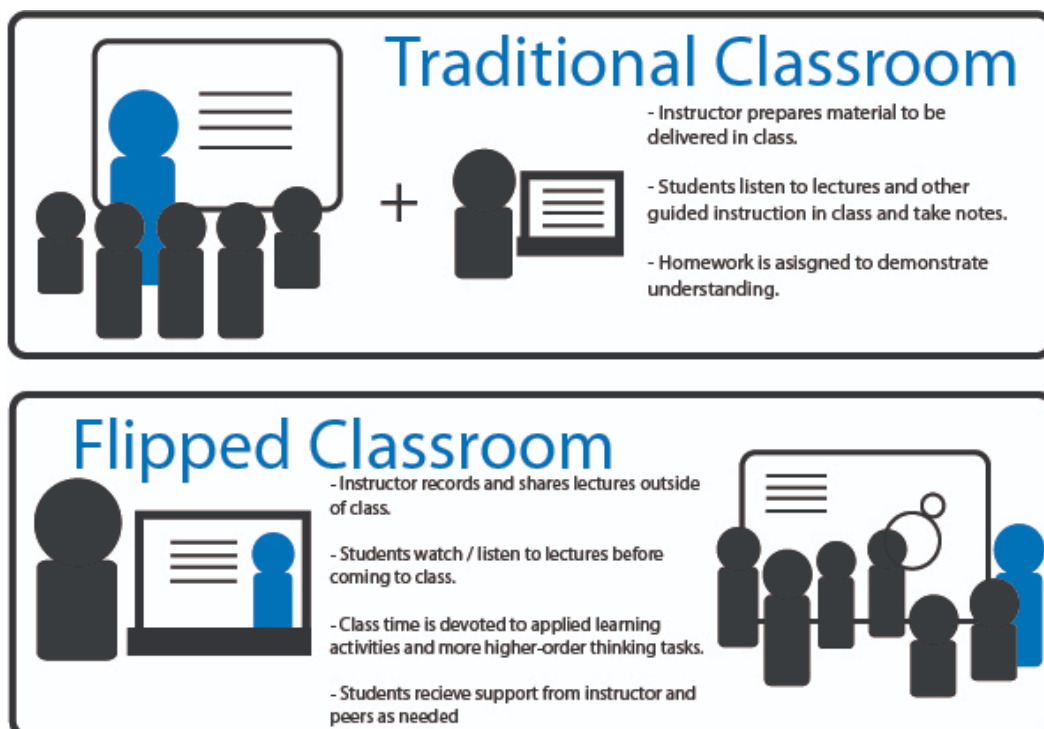
One of the concerns that educators have in today's classroom is the attitudes of the learners. They are unwilling to participate in the discussion, shy to give opinions and timid to try new things. These passive learners have low ability in problem-solving and they are very dependent on the teachers, or their peers with advanced proficiency level. The traditional teaching and learning method do not allow the learners to have time in discussing their lesson. The teachers act as information providers by providing a lot of input and the learners gradually become passive learners. There is insufficient time for any discussion to take place in the traditional classroom. Farrah & Qawasmeh (2018) stated, the dependency of learners due to the traditional teaching and learning approach requires the need of converting the old methods to modern teaching strategies. Flipped classrooms is one of the modern **learners-centered strategies**. Flipped Classroom approach has been receiving mass attention all over the world as it is focusing on learner-centered learning. With the Flipped Classroom approach, we hope to produce active learners among the young generation. When the learners are active, they play an active role in their own learning. They are dynamic learners; they look for their new knowledge without depending on teachers. The theory of flipped learning is totally opposite from the traditional teaching and learning approach, as it “flipped” the traditional method. In a **flipped or inverted classroom**, the learners are provided with *out-of-class materials where they read, study, and review them individually*. Discussion, questioning sessions or collaboration works take place after that. This allowed the learners to know what they should be focusing on during the lesson and they may participate actively as they have the materials ready. A flipped classroom lets the learners review the materials at their comfortable speed based on their competency level (Han, 2015). This is crucial for the learners who are slower compared to their peers. By flipping classrooms, learners may do their learning at home before the teachers discuss the topic in the classroom during the next session.

The learners have time to prepare themselves for the discussion as well. This scenario helps both learners and teachers to have adequate time in discussing the topic and have in-depth understanding on the topics discussed.

In conclusion, flipped classrooms are a modern teaching and learning approach. Despite the limitations in the implementation of flipped classroom, flipped classroom is still widely applied. To implement the flipped classroom approach, challenges should be overcome. Teachers and learners should be technology or ICT literate. Educators and learners need to upgrade themselves to be able to apply the flipped classroom in their teaching and learning process. Flipped classroom approach could build autonomous learning ability and it could help the learners and teachers. Based on the review, flipped learning is an effective approach and shall be implemented by most of the learning institutions. Hence, this systematic literature review is expected to provide guidance for future researchers who wish to conduct studies about the flipped classroom in English language teaching and learning. Besides, teachers or instructors who wish to change their teaching method from a traditional classroom to a flipped classroom should be able to gather information from this systematic literature review on the benefits of flipped classroom before starting the intended method. Graphics below adapted from [Flipping the Classroom](#), Center for Teaching and Learning, University of Washington

"Learning is a two-step process...First, you must have some transfer of information; second, you must make sense of that information by connecting it to your own experiences and organizing the information in your brain."

– Eric Mazur, professor of physics at Harvard University



Practical Task

Write a short essay (300 words) on the given topic: "The Flipped Classroom Model: A Suitable Teaching Approach for Digital Natives?" Investigate whether the flipped classroom model is an effective way to engage digital natives in active learning.

TEMA 4

Inspirational teaching in higher education. Digitization of education

Inspirational teaching transcends traditional educational methods by igniting a passion for learning and fostering a deep connection between educators and students. It is characterized by a dynamic blend of enthusiasm, empathy, and innovative strategies that cater to diverse learning styles and needs. This approach emphasizes the importance of creating a supportive and engaging learning environment where students feel valued, motivated, and empowered to reach their full potential.

Key elements of inspirational teaching include:

1. **Passion and Enthusiasm:** Educators who are genuinely passionate about their subject matter can inspire curiosity and excitement in their students, making learning an engaging and transformative experience.
2. **Personal Connections:** Building strong relationships with students fosters trust and respect, creating a safe space for exploration and growth. Understanding individual interests and needs allows for personalized and meaningful learning experiences.
3. **Creative and Flexible Methods:** Utilizing diverse instructional techniques, such as project-based learning, interactive discussions, and multimedia resources, addresses various learning preferences and keeps students actively involved.
4. **Encouragement and Support:** Providing positive reinforcement and constructive feedback helps students build confidence and resilience. Celebrating achievements and supporting them through challenges reinforces their commitment to learning.
5. **Real-World Relevance:** Connecting lessons to real-life applications and future aspirations helps students see the value of their education and motivates them to apply their knowledge creatively.

Inspirational teaching goes beyond delivering content; it inspires students to become lifelong learners and passionate individuals, prepared to contribute meaningfully to their communities and the world. By fostering an environment of curiosity, respect, and creativity, educators can transform the learning experience into a journey of discovery and personal growth.

Digital Transformation Pyramid



The world of education is rapidly changing, and digitization is playing a significant role in this transformation. Digitization in education refers to the integration of digital technologies into everyday learning, such as online courses, virtual classrooms, and digital textbooks. This shift towards digital learning has been made possible by advances in technology that have enabled educators to provide tailored learning plans and curricula to their students.

Digitizing the classroom has opened up a range of possibilities for both teachers and students. For example, teachers can now access a wide variety of resources quickly and easily, allowing them to create more engaging lessons for their students. Additionally, students can now access tests and grades online with greater speed and accuracy than ever before.

However, there are also some challenges associated with digitizing education. For instance, it can be difficult for teachers to keep up with the latest trends in technology or ensure that all students have access to the necessary equipment. Additionally, there may be concerns about student privacy when using digital tools in the classroom.

Despite these challenges, digitization in education is here to stay and will continue to revolutionize how we learn and teach. It has already made a huge impact on the way we learn by providing us with new opportunities for collaboration between teachers and students as well as enabling us to access educational materials from anywhere around the world. As technology continues to develop at an unprecedented rate, we can expect even more exciting changes in the future.

Today's students are digital natives. The phones they carry and use are more powerful than computers were just 20 years ago. By shifting teaching modes to these platforms, teachers can help students feel more comfortable while learning. Research

shows that integrating technology in lessons has a direct positive relationship with engagement and self-directed learning. Technology-based teaching solutions can also make learning more fun with interactive sites, apps, and games.

Digitalization in education doesn't just improve engagement. It also makes entirely new experiences available. Digital libraries can allow instant access to reading materials on almost any subject. Guest speakers who couldn't normally visit in person can give virtual lectures. And online learning portals can make it easy for students to submit assignments, engage in course-related discussions, and review materials from earlier in the term.

Practical Task

Write a short essay (300 words) on the given topic: "Teacher vs. Technology: The Role of Educators in a Digitally Saturated World". Analyze how teachers can maintain their relevance and influence in the classroom when students have access to unlimited information via technology.

TEMA 5

Trends to shape the future of teaching. The potential of virtual and augmented reality technologies in creating immersive language learning experiences

As the famous communication scholar and psychologist Paul Watzlawick once said, "One cannot not communicate". This quote underscores the idea that communication is inevitable and occurs in every aspect of human interaction. Even silence conveys a message. Every action, word, or gesture, whether intentional or not, communicates something to others. This emphasizes the importance of being mindful of our communication and understanding the impact it has on our relationships and interactions with others.

The future of communication is a topic of immense significance as technology continually reshapes the way we interact, share information, and connect with each other. Several notable trends are expected to shape the future of communication:

1. **Artificial Intelligence (AI) and Chatbots:** AI-powered chatbots and virtual assistants are becoming more sophisticated, offering personalized and natural language interactions. As they continue to advance, these technologies will play a significant role in customer support, information retrieval, and other communication tasks.

2. **Virtual Reality (VR) and Augmented Reality (AR):** VR and AR technologies will redefine the way we communicate and collaborate. They will enable immersive virtual meetings, remote collaboration, and interactive experiences that transcend physical boundaries.

3. Multimodal Communication: Future communication platforms are anticipated to accommodate various modes of communication, including text, voice, video, and even touch feedback. These platforms will allow users to switch seamlessly between modes depending on the context, enhancing the flexibility and effectiveness of communication.

4. Remote Work and Telecommuting: The COVID-19 pandemic accelerated the shift toward remote work. Even in the post-pandemic world, remote work will continue to play a significant role in how we communicate and collaborate.

In summary, the future of communication is characterized by a dynamic landscape driven by technological advances and societal needs. The outlined trends, alongside others, are likely to shape and influence how we connect, collaborate, and share information in the coming years. It's essential for individuals to adapt to these changes to remain connected and competitive within an increasingly digital and interconnected world.

Practical task

Research current trends shaping the future of teaching, focusing on technology's role, including VR/AR, AI, gamification, and personalized learning. Be ready to discuss in class how these trends can be integrated into language teaching.

TEMA 6

Video in ELT classroom. Types of video, challenges, ways of implementation

Using video for learning in the classroom has been around for decades, but with the growth of digital technology in recent years, the range of opportunities is now greater than ever before. These days, video resources are readily available online, and teachers can make use of them in a much more integrated way.

As technology continues to develop, it is vital to keep educational processes up to date. Let's look at some of the ways to do that.

1. Use Video To Introduce New Topics

A video presentation can be a great way to introduce a new topic. Video clips can offer an easy synoptic view of a subject that will immediately engage young learners, not least because video is already likely to be one of their primary modes of discovery. Video here is not a substitute for teacher interaction, but a well-targeted clip can trigger the students' imaginations in a very effective way.

2. Video as Pre-Lesson Preparation

In a scenario known as the "flipped classroom", students may engage with video material at home before working through the issues in class. With the traditional homework model, new material is presented in class and then consolidated at home

with exercises or tasks. In the flipped classroom model, the initial presentation takes place at home prior to class, and learners can then engage with it in the supportive environment of the classroom. This benefits the students by allowing reinforcement of learning in a collaborative context and repeated viewing of initial clips if deemed necessary.

3. Variety in Learning Materials

Research has indicated that learning is improved by a variety of learning methods. In particular, the two main channels of memory acquisition – auditory and visual – can be harnessed to improve what is known as cognitive load. This means that when video and talking methods are combined, students can take on more material than one or the other in isolation. Video clips can therefore be used to complement more traditional teaching methods in order to reinforce students' learning.

4. Videos for Expanded Experience

As all teachers know, too much theory can get a bit dry. Any learner will benefit from an expanded range of demonstrations and insights that are better shown than told. This is especially the case with very young learners whose concentration and linguistic comprehension skills may be less advanced than their visual ability. Video clips can give insights into descriptive realms where words alone are not rich enough, such as simulations of outer space, atomic-level interactions, inner-body processes, or just animals or places that are not routinely encountered.

5. Videos Allow for Different Rates of Learning

The use of personal computers or tablets in class is increasingly common, and here video clips can offer an individualized learning experience while still maintaining the benefits of teacher support. With the use of individual screens and headphones, learners can watch videos as many times as they wish or stop to pause, reflect, and interact as required.

6. Videos for Learning Remotely

The individual adaptability of video material is also very useful for diverse attendance situations. For various reasons, some students may not attend class as consistently as others; video resources can therefore be used to provide a cohesive experience across the class, even when some of the learners are situated remotely.

7. Video Can Encourage Responsive Learning

One of the risks of video learning is that students become overly passive, which is detrimental to memory storage. However, correctly managed video has just the reverse effect and interactive learning with clips can be a highly effective teaching tool. A useful group activity is to watch a clip or series of clips as triggers to prompt discussion. Depending on the age and learning level of the students, this may be open-ended and critical or highly structured. In these situations, it is always useful to begin by framing the clip with a purpose to let learners know what they are looking out for.

8. Gamification Aids Engagement

Many internet users are now familiar with the gamification of learning with platforms such as *Duolingo* or the *Khan Academy*. Indeed, these platforms may be incorporated into a teaching plan. Similar techniques can also be applied with in-class materials, where students' development through the class material is presented as a series of tasks and rewards. Interactive video is highly effective for this as the visual immediacy can make the process very clear, especially since most young learners will have some (or a lot!) experience with video games.

9. Video for Learning Social Skills

Learning is not just about facts. Children's education also needs to develop in terms of social skills and awareness. Video can be a great way of presenting these kinds of topics. For example, questions around friendship, bullying, or social pressures can occur at any age. Video clips can really help children develop understanding by narrativizing the issues.

10. Developing Cultural Awareness

Similarly, children's cultural awareness can be developed with often quite subtle rather than demonstrative cues in video resources. This can be particularly useful for helping to educate children in cultural or ethnic differences, particularly if the class itself is somewhat homogenous.

11. Student-Created Content

These days, video creation technology is almost as prevalent as the content itself, and it may be beneficial for children to create their own clips. This can serve two purposes: firstly, as part of an active learning process, as the presentation of any given topic demands thought and therefore consolidates learning; and secondly, of course, developing a facility with digital toolkits is in itself a valuable skill.

12. Video as an Opening to Future Possibilities

While video clips currently have a high level of availability as learning resources, it is worth considering the future possibilities of virtual reality and augmented reality systems. These systems will likely soon be widely used in classrooms and will offer even more opportunities for interactive and expansive learning.

Practical task

Research various types of videos suitable for the ELT classroom, such as: *Educational videos* (e.g., TED Talks, documentaries), *Instructional videos* (e.g., grammar explanations), *Authentic materials* (e.g., news clips, interviews), *Entertainment* (e.g., movie trailers, short films).

TEMA 7

Mobile Apps for language teaching.

Mobile learning concept

The mobile learning concept can be understood as any learning or training that takes place using a mobile phone or tablet device (Nik Peachey). We share the viewpoint of Nik Peachey who states that this definition is linked to specific technological objects rather than any pedagogical assumptions or underlying theories of learning.

Mobile learning (also known as m-learning) has been characterized as a multifaceted process involving theoretical-based pedagogical approaches to tackle educational requirements (Hao, Dennen, & Mei, 2017). Revolutionary changes in the 1980s, with the introduction of pocket and handheld computers, have been recognized as the first steps of what we today consider mobile learning (Educause, 2019). With time, the functional advantages of mobile devices such as smartphones and tablets, compared to laptops or desktop computers, made them a solicited resource for teaching-learning (Mățã et al., 2021). Likewise, the integration of smartphones and tablets into learning processes, the availability of powerful and intuitive mobile applications, and accelerating mobile internet connection have facilitated the creation and sharing of content (Adanır & Muhametjanova, 2021).

The responsive design of mobile learning content available on all platforms also drives its success in online higher educational contexts (Yu, Yan, & He, 2022). Understanding how to structure material for shorter attention spans, choosing optimized mobile-friendly formats, and maintaining active communication with students are key factors of faculty development (Minichiello et al., 2021; O'Connor & Andrews, 2018; Pham & Chen, 2018). These design tenets promote a more consistent user experience across platforms and devices within the academic environment.

Mobile learning has been a resource of attraction for researchers actively investigating its academic potential for many years (Crompton & Burke, 2017; Liaw, Hatala, & Huang, 2010; Matzavela & Alepis, 2021; Motiwalla, 2007; Yu et al., 2022). Especially during the COVID-19 pandemic, mobile learning became a solicited tool in remote education (Dhawan, 2020; Muthuprasad, Aiswarya, Aditya, & Jha, 2021).

The PDF titled "25 Best Apps for Learning English" offers a curated list of mobile apps designed to enhance English language learning. These apps cover various skills such as grammar, vocabulary, pronunciation, and conversation practice. They range from gamified learning platforms to more formal language instruction tools, catering to different proficiency levels and learning styles. Some popular apps include Duolingo, Babbel, and FluentU, each providing unique features like interactive

lessons, real-life content, and personalized study plans. For detailed information, you can access the full PD

<https://www.fluentu.com/blog/wp-content/uploads/2024/10/best-apps-for-learning-english.pdf>

Language learning apps can be an effective tool for improving your language skills, but if you want to become fluent, you will likely need additional help. A Columbia University review of language apps identified three main weaknesses: “First, apps tend to teach vocabulary in isolated units rather than in relevant contexts; second, apps minimally adapt to suit the skill sets of individual learners; and third, apps rarely offer explanatory corrective feedback to learners.”

Every linguist agrees that human interaction is an essential part of learning a second language, so it’s vital to look for language learning apps that include an option to listen to and talk to native speakers of your chosen language. It’s also helpful when apps cover real-life scenarios, tell stories, and provide cultural context. Apps that focus on vocabulary building can help, but only alongside classes or other learning tools. There has been surprisingly little research on the efficacy of language learning apps, but a Michigan State University study found that top pick, Babbel, didn’t just facilitate grammar and vocabulary acquisition but also improved oral communication skills.

Language learning apps can help beginners and intermediate students to build a foundation. If you just want to learn enough to order a coffee, they can get you there. Fluency requires immersion and comprehension, whether through talking with native speakers, learning in a classroom, or reading books and watching movies.

Practical task

1. Write a 200–300 word summary of the key points discussed in the article regarding mobile learning apps and their impact on education.

<https://moldstud.com/articles/p-mobile-learning-apps-transforming-education-with-technology>

2. Choose a specific mobile learning app mentioned in the article (e.g., Duolingo, Quizlet, etc.). Prepare a 5-minute presentation to share your findings with the class, including:

- Key features of the app
- Advantages and disadvantages
- Personal experiences (if applicable)
- Suggestions for how to integrate the app into their studies

TEMA 8
Multimodality in ELT.
Communication skills for today's generation

In today's world, effective communication skills go beyond the traditional reading, listening, writing, and speaking abilities. Students now need to grasp and employ newer forms of communication, including visual, auditory, and spatial elements. The integration of video and images in education isn't just for entertainment anymore; it's essential for analyzing, debating, and discussing complex texts. To thrive in the digital age, students must become proficient in conveying and understanding information through diverse mediums.

The mastery of multimodal tools is now a fundamental aspect of education, equipping students for the demands of contemporary society. Proficiency in multimodal communication not only broadens avenues for expressing ideas but also nurtures critical thinking skills. As teaching methods evolve with the advent of interactive technologies and online resources, students are exposed to a rich educational environment that leverages various forms of visual and auditory information. This approach cultivates creativity and critical thinking as students engage with diverse information sources. The ability to effectively articulate thoughts across different media formats is increasingly vital in both educational and professional realms. Educators are adapting by incorporating multimodal teaching techniques, enabling students to harness interactive presentations, video materials, and audio recordings for enhanced learning experiences.

The primary goal of educators today is to empower students as proficient self-regulators. In the 21st century, traditional transmission-style teaching is no longer effective, as we now live in the digital age, where computer-based activities and abundant information availability define our era. This rapid shift has brought about significant changes in the skills required for success in both personal and professional realms. Recognizing this, there's a growing emphasis on developing a new skill set termed "global skills" within educational systems.

Global skills are deemed essential for learners to actively participate in contemporary life and to equip them with the necessary tools for lifelong learning and success. Notable experts like N. Hockly, G. Stobart, and S. Mercer have identified five interconnected clusters of global skills relevant to English Language Teaching (ELT) settings: communication and collaboration, creativity and critical thinking, intercultural competence, emotional self-regulation and wellbeing, and digital literacies.

While some of these skills, such as communication and critical thinking, aren't new concepts, what's innovative is the recognition that they can be taught and should

be integrated across all subjects. Although teaching and learning these skills may pose challenges, adopting an integrated educational approach can make them achievable for all learners, irrespective of their educational background. This article delves into each cluster of skills in detail, underscoring their significance in modern education.

It's crucial to acknowledge that without specific training in visual literacy, multimodal literacy, and media production, meeting the needs of learners in today's context can be challenging for educators. Training in these areas equips teachers with the skills and knowledge necessary to effectively integrate multimodal texts into their teaching practices.

In the modern world, communication goes beyond traditional speaking and writing, now encompassing visual, aural, and spatial dimensions. The conventional key skills of reading, listening, writing, and speaking are no longer enough; there's a growing need to expand these skills to include viewing and creating multimodal texts, which combine audio, images, video, and text.

Multimodal communicative competence refers to a learner's ability to effectively use language for communication through various modes, including linguistic, visual, aural, and gestural modes. This entails integrating multiple communicative modes, such as sight, sound, print, images, video, and music, to convey meaning in a message.

The use of videos and images in education is no longer just optional; it's essential for analysis, debate, and discussion. Proficiency in multimodal literacy is now a prerequisite for effective communication in today's world, underscoring the importance of incorporating multimodal texts into language learning to prepare students for contemporary communication demands.

Digital natives, who have grown up immersed in digital culture and technology, have fundamentally different learning and interaction patterns shaped by early exposure to technology such as the Internet, computers, and mobile devices. While they are often considered inherently technology-savvy, research shows that not all young people possess the same level of tech proficiency or interest in learning more, which poses challenges in today's increasingly digital world.

It's crucial for educators to adapt their approaches to teaching to cater to the needs of digital natives, who often prefer learning through interactive and multimedia means rather than traditional methods. This requires a fundamental shift in teaching methodology and content to align with the preferences and learning styles of this generation.

Ultimately, the goal of educators is to empower students to become proficient self-regulators, using academic resources to develop their high-level cognitive skills rather than being passive recipients of information. Understanding the preferences and needs of digital natives is essential for designing effective teaching and learning strategies that engage and empower learners in the digital age.

Practical task

1. Watch the video by [Kieran Donaghy](https://www.youtube.com/watch?v=LLIH_IWwebE&ab_channel=TeachingEnglishwithOxford) on multimodal literacy in ELT https://www.youtube.com/watch?v=LLIH_IWwebE&ab_channel=TeachingEnglishwithOxford. Make sure you are aware of the meaning of the following terms and concepts: mode; five modes of communication; a multimodal text; multimodality; multimodal literacy; viewing; representing; the 3 Cs and 3 Sc framework.

2. Find materials that incorporate multiple modalities, such as:

- Interactive worksheets with images and text.
- Listening activities with corresponding visuals.
- Group activities that require movement or collaboration.

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ДОДАТКИ

Essay topics related to teaching digital natives:

1. "The Role of Digital Literacy in Preparing Digital Natives for the Future Workforce" Explore the importance of teaching digital literacy skills and how these skills equip students for modern careers.
2. "Challenges and Opportunities of Teaching Digital Natives in a Technology-Driven World" Discuss the difficulties teachers face when educating students who are immersed in technology, and how these challenges can be turned into opportunities for learning.
3. "How Digital Natives Learn: The Impact of Technology on Learning Styles" Analyze how technology has influenced the learning preferences and behaviors of digital natives compared to previous generations.
4. "The Flipped Classroom Model: A Suitable Teaching Approach for Digital Natives?" Investigate whether the flipped classroom model is an effective way to engage digital natives in active learning.
5. "The Role of Gamification in Engaging Digital Natives in the Classroom". Examine the potential of gamification in education to motivate and engage students who are accustomed to interactive digital environments.
6. "Multimodal Learning: How to Teach Digital Natives Through a Variety of Media" Explore how using different forms of media (text, audio, video, etc.) can enhance the learning experience for digital natives.
7. "Teacher vs. Technology: The Role of Educators in a Digitally Saturated World" Analyze how teachers can maintain their relevance and influence in the classroom when students have access to unlimited information via technology.
8. "Mobile Learning: Using Smartphones and Tablets to Teach Digital Natives" Discuss the potential and challenges of incorporating mobile devices into classroom teaching.

Instructions on how to write an essay

Please write a short essay (**target: 500 words**) on all of the following topics mentioned above. Your essays will be marked primarily on engagement with the prompt, your ability to display knowledge of the course content, and the accuracy and persuasiveness of your answer. You should provide citations for quotations and claims that are taken from a published source. If you do cite sources, be sure to include a properly formatted bibliography at the end of the relevant question. The bibliography can be as long as you like, and will not affect the word count. Each short essay response should be 500 words or less. We will subtract points for responses that go over this length limit.

Guidance on how to write an essay

There is a range of ways of writing a successful essay — there's no single recipe for success. These notes set out a few basics, though, which are likely relevant in some way to all such essays.

Content

- Your introduction and conclusion should be (very?) short, but need to be present. The introduction should explain what you will do in the essay.
- Remember that an essay is not a novel. Give away the ending: explain what you will be arguing at the start. You are making life hard for a reader if you don't give away the ending, because you will normally have to gather several strands of argumentation as you build up to your conclusions, and it is difficult to keep track of apparently disconnected material if you cannot easily place it in the wider context of where you are going.
- Do argue! If you're reporting on others' analyses, explain their argumentation.
- It is possible to write a good essay along the lines of 'this position argues this, but this other position argues that', but it is surprisingly difficult to make effective arguments under this model. Instead, we suggest adopting a clear position and arguing in favour of it and against another.
- Arguing for a proposition should involve both providing evidence that is compatible with it (what we normally think of as 'supporting' the argument) and engaging with possible counterarguments. Try thinking of possible objections to your argument. Acknowledge them and give your reasons for why you think they do not invalidate your view.
- With essays that involve analysing some data, it can sometimes be tempting to produce a list of relevant facts instead of synthesizing your own argument built on a critical approach to the themes the essay touches on. In practice, such essays are rarely very successful. Try to use the data to illustrate the principal argument you're trying to make. If you are tempted to include some data, ask yourself: 'what argument is this supposed to support and how does it do so?'. If you are struggling to answer this question, treat it as a warning sign. If the bulk of your essay draft consists of listing some facts, treat that as a warning sign, too.
- In marking an essay, we are not so much interested in what you believe, personally – rather, we want to see what you can argue to be the case through the careful evaluation of arguments and evidence.
- For any essay, you need to focus on a fairly small, coherent aspect of a topic in depth, rather than trying to cover too much ground; don't try to cover all possible aspects of a topic as you would then not be able to discuss anything in detail. Part of the task in writing a successful essay is to focus on something that allows you to show in-depth engagement. You can explain how and why you have narrowed

your focus in your introduction. There is no gain to be had from showing breadth of engagement if you are not able to go into depth on any one argument.

Reading

- To do well, you probably need to go beyond the material discussed in class: find relevant material! chase up references! go and browse at the relevant shelves in the library!
- On the other hand, do make sure that you have properly consulted the material presented in the course materials, and include a reference to the course handouts in your essay if you use ideas from them.
- In order to find relevant reading, start with the pieces set for reading on the course or mentioned in lectures; then follow up any useful-looking references that they contain.
- Most of the references in your essay should be to journal articles or books; it is not a gross mistake to refer to advanced textbooks, but it is better to consult the material that a textbook discusses in the original source, if you can find it.

Format

Use numbered sections and section headings in your full essay, as in a journal article or book chapter, to show the structure of the piece.

If you cite linguistic data, set it out clearly. It's OK to use data discussed in the course material (and you should give a reference to the course material if that's where you've taken it from), but you could also show that you have read widely and understand the issues by including other relevant data, too.

We do not impose specific requirements on font size, margins, etc. It is good practice to make your writing more readable by using generous margins, font sizes that are not too small, and additional interlinear space.

Referencing

Good referencing practice is really important, both to avoid behaviour that can be classed as academic misconduct and simply to make your writing more effective. Whenever you have taken an idea from elsewhere, you should appropriately acknowledge this. The point of this exercise is to allow the reader to follow your train of thought, and be able to refer to your source if that helps in doing so. You can make the reader's life easier by being specific in your referencing: a general acknowledgement of an entire book is unlikely to be helpful. You should **always** give precise page numbers if you are including direct quotations or close reformulations.

The most common in-text referencing conventions are:

- Smith (1999) claims that their hovercraft is full of eels. You can include a page reference like this: Smith (1999: 67) says....
- Their hovercraft is full of eels (Smith 1999: 67)

Avoid including extraneous details like ‘in their important 1999 book *Eels and their role in hovercraft construction*, Z. Smith argues...’

Instead, include a list of references at the end of your essay. It must include all and only those texts that you refer to in the text.

If you report on a claim second-hand (that is, something that is referred to in your source but where you have not seen the original source), you should acknowledge this: (Taylor 1878, cited by Smith 1999: 98).

You can use APA style if this is something you are familiar with.

Here are some good practice tips:

- Be disciplined about noting down sources when you are making notes. You do not want to write down a quotation, forget that you took it from somewhere, and then include it in your essay without acknowledgement.
- Although we would not go as far as recommending against including direct quotes in your essay, they are rarely effective. It is always much better to summarize and synthesize others’ arguments than to include them as a quotation, or to lightly edit them. This is less about academic misconduct and more about the fact that providing your own summary makes you engage with the material and allows you to fully demonstrate that you understand it. Your writing will also be more effective if it is all in your own voice, rather than switching between your words and others’.

Essay Evaluation Criteria

Argumentation

This criterion evaluates the quality of argument, in particular whether you make a specific claim and whether you give persuasive arguments in its favour and whether you use appropriate sources to back up your claims.

Insufficient

You do not address the prompt, or fail to offer any justifications for your stance. You do not engage with any sources to support your claims.

Minimal

You do not make a clear central claim, or offer several contradictory responses to the prompt. Your argumentation is insufficiently relevant to the question you are discussing, or does not support your claims in the way that you say it does. You use some sources, which may or may not be fully appropriate but do not integrate them into your argument, or your understanding of the data and arguments could be significantly improved.

Developing

The central claim of your essay is not very clear, or significantly diverges from the prompt given. Nevertheless, you demonstrate an awareness of standards of argumentation by attempting to justify your claim with reference to relevant

considerations. There is significant room for improvement in terms of the logical consistency and structure of your arguments. There may be clear counterarguments that you have overlooked. You make good use of sources, but some of them may not be appropriate for the kind of writing you are doing, or there are significant issues with your understanding of them.

Improving

Your essay has a central claim, but it could be improved in terms of clarity, or it does not fully address the prompt given. You offer some arguments in favour of your contention, showing a degree of critical engagement, but they could be made stronger, for example because you do not address some potential counterarguments. You rely on appropriate authoritative sources, but may misunderstand or misrepresent some aspects of the data or argument.

Proficient

You make a clear central claim and offer explicit arguments in its favour. The arguments you give provide adequate justification for the central claim, and you are able to identify and reject possible counterarguments to your central contention. You use appropriate sources for your data and discussion and correctly represent the positions taken by the literature you cite.

Use of examples

This criterion evaluates your use of examples, in particular whether you give examples as instructed, whether your interpretation of the facts is appropriate, and whether they support your argument

Insufficient

You do not offer any examples at all, or the examples you give are not relevant to the argument you are making.

Minimal

You only offer one example, which likely contains inaccuracies in the interpretation of the data or is not relevant to the argument.

Developing

You offer two examples as instructed in the brief, but both have significant shortcomings: for example, your interpretation of the data is inaccurate, you do not clearly explain how the examples are intended to support your argument, or they do not in fact support the argument in the way that you say they do.

Improving

You offer two examples as instructed in the brief, but one of them has some infelicities: for example, your interpretation of the data contains significant inaccuracies, the example is not relevant to the argument, or its role in the argumentation is not made sufficiently clear.

Proficient

You offer two relevant examples as instructed in the brief. Your interpretation of the data is accurate, the examples are relevant, and it is made clear how they support your argument.

Structure

This criterion evaluates the structure and clarity of your submission, in particular whether the logic of the argument is clear throughout your essay

Insufficient

The essay fails to identify logical connections between the points being made and the prompt given.

Minimal

The essay touches on a number of relevant points, but lacks a sufficiently clear overarching structure, which means it is not clear how the points relate to each other. There are some statements that contradict each other.

Developing

The overall argument is present, but it is not very clear how the different points made relate to it. Work that consists of listing more or less relevant points/concepts without building an explicit logical progression towards the argument is likely to be no higher than this band for this criterion. There may be some contradictions in the stated progression of the argument, or leaps of logic made without sufficient supporting argumentation.

Improving

The essay has a clear central point, and for the most part the supporting arguments clearly relate to it. There may be room for improvement, for instance by clearly stating the argument upfront, or by making some of the logical links more explicit.

Proficient

The argument is clearly identified, and the structure of the essay explicitly identifies how the individual points discussed relate to the overall point you are making.

Style

This criterion evaluates whether your essay is written in an appropriate style that supports your argumentation

Insufficient

The writing is unclear to the extent that it is difficult to understand the points being made.

Minimal

The writing is insufficiently clear and does not support the reader in understanding the points being made. The style may not be appropriate to the genre of writing, for example using personal reflection or normative judgement instead of argumentation.

Developing

The writing is of a standard sufficient to bring across the points being made, but there are significant issues with style and/or clarity. Stylistic issues may include overuse of 'padding' (unnecessary information that does not move the argument forward), consistently inappropriate style (too informal or over-elaborate), too much hedging, or an overuse of weasel words ('clearly', 'obviously', 'undoubtedly').

Improving

The essay is mostly clear, and the style is appropriate to academic writing. There is room for improvement in terms of clarity, for instance by making the logical transitions more explicit, or in terms of style (for instance, style that is occasionally too informal or, conversely, unnecessarily elaborate).

Proficient

The essay is clearly written in an appropriate style. The writing supports the reader in following along with the argumentation, using explicit means like paragraph structure, thesis statements and logical connectives.

Presentation

This criterion evaluates the formal side of your submission, including structuring, presentation of data, referencing, and the use of quotations

Insufficient

Significant problems with structure. The presentation of examples is unclear. References are perfunctory or absent, or presented in ways that make it difficult or impossible to verify the claims being made. Quoted/cited material is not sufficiently clearly acknowledged.

Minimal

The essay could use significantly greater amounts of structure. Presentation of data and references is inconsistent or difficult to follow (e.g. long messy URLs, unusable references). Quoted material presented in ways that make it difficult to distinguish between your own writing and others'.

Developing

Some formal structure is present, but there is significant room for improvement in making it clearer. Linguistic examples are presented inconsistently, or in ways that make them difficult to engage with. Inconsistent referencing (e.g. citing work not in the bibliography or work listed in bibliography not cited in texts) and/or inconsistent use of referencing style. Presentation of cited material could use significant improvement (e.g. repeated citing or long quotations).

Improving

The structure is mostly clear, as is the presentation of linguistic data. There may be some issues with clarity or consistency. References are present, but may be somewhat inconsistently used, or do not follow an appropriate style. There may be

more reliance on direct quotation or close paraphrasing, instead of summary and synthesis, than would be desirable

Proficient

The essay has a clear structure. Presentation of linguistic data follows the guidelines. Referencing is clean, consistent and done using an appropriate style. Cited material (including, if necessary, quotations) is correctly acknowledged.

Навчальне видання

ОСОБЛИВОСТІ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ДЛЯ ЦИФРОВОГО ПОКОЛІННЯ СТУДЕНТІВ

ЕЛЕКТРОННІ МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
до практичних занять та самостійної роботи
для здобувачів другого (магістерського) рівня вищої освіти
спеціальності В11 Філологія

Електронне практичне видання

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