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Глухівський національний педагогічний університет  
імені Олександра Довженка

# **ENGLISH FOR SPECIFIC PURPOSES: PEDAGOGY**

# **АНГЛІЙСЬКА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ: ПЕДАГОГІКА**

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**Рецензенти:**

**Бельмаз Я.М.** – доктор педагогічних наук, професор, завідувач кафедри іноземної філології Комунального закладу «Харківська гуманітарно-педагогічна академія» Харківської обласної ради.

**Пінчук І.О.** – доктор педагогічних наук, доцент, доцент кафедри теорії та методики початкової освіти Глухівського національного педагогічного університету імені Олександра Довженка.

**Укладачі:**

**Мілотіна О.К.**, доцент кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка;

**Марєєв Д.А.**, доцент, завідувач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка;

**Кочубей Н.П.**, ст. викладач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка;

**Заремська І.М.**, ст. викладач кафедри іноземних мов та методики викладання Глухівського національного педагогічного університету імені Олександра Довженка.

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Навчальний посібник присвячений актуальній проблемі формування іншомовної комунікативної компетентності майбутніх педагогів у процесі професійної підготовки у закладах вищої освіти. Матеріали видання спрямовані на підготовку конкурентоспроможних фахівців, здатних здійснювати професійну діяльність у міжкультурному академічному середовищі, використовувати англомовні освітні ресурси та брати участь у міжнародній академічній комунікації.

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## ПЕРЕДМОВА /INTRODUCTION

Процеси глобалізації та інтеграції України в міжнародний освітній простір зумовлюють необхідність модернізації підготовки майбутніх педагогів. Особливої актуальності набуває розвиток навичок професійної та міжкультурної комунікації, готовності здобувачів до академічної мобільності.

Навчальний посібник «English for Specific Purposes: Pedagogy» («Англійська мова за професійним спрямуванням: Педагогіка») розроблений для організації самостійної роботи студентів педагогічних спеціальностей і сприяє розвитку мовних та професійно-комунікативних умінь у межах вивчення дисциплін «Практичний курс англійської мови», «Іноземна мова за професійним спрямуванням», «Практикум англомовного усного і писемного мовлення», а також вибіркового компонента циклу професійної підготовки.

Систематичне опрацювання тем посібника та ретельне виконання запропонованих завдань забезпечують формування ключових іншомовних компетентностей, необхідних для майбутньої педагогічної діяльності.

Основною метою посібника є формування іншомовної комунікативної компетентності здобувачів вищої освіти галузі знань А Освіта. Для досягнення цієї мети передбачено виконання таких завдань:

- розвиток умінь читання, інтерпретації та критичного аналізу автентичних педагогічних текстів;
- опанування базового термінологічного апарату з методики навчання, психології освіти та освітнього менеджменту;
- удосконалення навичок фахової дискусії та презентації методичних ідей англійською мовою;
- письмовий виклад педагогічних думок у формі есе, розширених відповідей та тез доповідей.

Посібник структуровано за тематичним принципом. Кожен розділ (Unit) охоплює окремий аспект сучасної педагогіки та містить вправи, розроблені за комунікативним принципом:

- Lead-in: вступні завдання для актуалізації опорних знань;
- Vocabulary Focus: вправи на закріплення фахової лексики;
- Reading and Comprehension: тексти для читання та перевірки розуміння змісту;
- Self-Check Tasks: практичні завдання та кейси для самоконтролю.

Для ефективного засвоєння матеріалу здобувачам рекомендується дотримуватися запропонованої послідовності виконання завдань та залучати додаткові англомовні джерела.

Опрацювання матеріалів посібника дасть змогу майбутнім фахівцям вільно здійснювати комунікацію в міжнародному академічному середовищі та ефективно використовувати англомовні ресурси для безперервного професійного розвитку.

## UNIT 1. TEACHING ENGLISH FOR SPECIFIC PURPOSES

### Before Reading

**1. Learn the vocabulary:** important, difference, acquaintance, assessment, to vary, focal point, to diverge, to reinforce, to enhance, relevance.

**2. Translate into English using the vocabulary:**

1. Найголовніша відмінність полягає в самих учнях та їхніх цілях вивчення англійської мови. 2. Дорослі, які вже мають певні уявлення про англійську мову і вивчають її з метою спілкування, набуття професійних навичок та виконання певних функцій, пов'язаних з роботою. 3. Програма побудована на основі оцінки цілей і потреб, а також функцій, для яких необхідне знання англійської мови. 4. Він охоплює різноманітні теми, від бухгалтерського обліку та інформатики до туризму та управління бізнесом. 5. Головна ідея полягає в тому, що англійська мова не викладається як предмет, відокремлений від реального світу учнів. 6. Однак вони відрізняються не тільки за характеристикою учнів, але й за метою навчання. 7. Можливість використовувати вивчену лексику та граматичні конструкції в змістовному контексті посилює ефект навчання та підвищує мотивацію учнів. 8. Такий підхід підвищує релевантність того, що вивчають студенти.

**3. Tell what do you know about English for Specific Purposes. How does English for Specific Purposes (ESP) differ from English as a Second Language (ESL)?**

### While Reading

**1. Find in the text the following phrases, explain their meanings:**

- purposes for learning
- in order to communicate
- particular job-related functions
- separated from the students' real world
- aim of instruction
- stressed equally
- language skills
- syllabus is designed accordingly
- business administration
- highly motivating
- increases their motivation
- subject-matter content
- enables them to use
- interact with speakers and texts

## **2. Read the text.**

### **TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP)**

*Lorenzo Fiorito*

*<https://www.usingenglish.com/teachers/articles/teaching-english-for-specific-purposes-esp.html>*

The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.

ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners.

However, ESL and ESP diverge not only in the nature of the learner, but also in the aim of instruction. In fact, as a general rule, while in ESL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. An ESP program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides.

As a matter of fact, ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computer science or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation.

The students' abilities in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. In the ESP class, students are shown how the subject-matter content is expressed in English. The teacher can make the most of the students' knowledge of the subject matter, thus helping them learn English faster.

The term "specific" in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies. The ESP approach enhances the

relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will motivate them to interact with speakers and texts.

ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills.

### **After Reading**

#### **1. Answer the questions:**

1. What is the main difference between ESP learners and ESL learners?
2. Why do ESP students usually study English?
3. On what basis is an ESP program designed?
4. What does ESP focus on more than teaching grammar and language structures?
5. How is English taught differently in ESP compared to traditional language teaching?
6. How do the aims of instruction differ between ESL and ESP?
7. Can you give one example of how an ESP program may emphasize a specific language skill?
8. Why is combining subject matter with English teaching considered motivating for students?
9. How does students' knowledge of their subject matter help them learn English faster in ESP classes?
10. What does the term "specific" in English for Specific Purposes refer to?

#### **2. Say if the statement is true or false:**

1. ESP students are usually adults who already have some knowledge of English.
2. ESP programs are designed without considering learners' needs or purposes.
3. ESP focuses more on language used in context than on teaching grammar alone.
4. English in ESP is taught as a subject separate from the students' real-world needs.
5. ESL programs give equal importance to listening, reading, speaking, and writing skills.
6. In ESP, a needs analysis determines which language skills should be emphasized.
7. ESP may focus on reading skills for students preparing for graduate studies in business administration.
8. Combining subject matter with English teaching reduces students' motivation.
9. Students' subject-matter knowledge helps them understand and learn English better in ESP classes.

10. The word “specific” in ESP refers to learning English for a particular purpose.

**3. Fill in the table with your thoughts about advantages and disadvantages of ESP:**

<b>Advantages</b>	<b>Disadvantages</b>

### **Writing**

1. Write a short essay comparing English for Specific Purposes (ESP) and English as a Second Language (ESL). Focus on differences in learners, aims of instruction, and the skills emphasized in each approach.

2. Explain how needs analysis influences the design of an ESP course. In your writing, describe why identifying learners’ professional or academic needs is important and how it affects the choice of language skills and content taught.

3. Do you agree that integrating subject matter with English teaching increases students’ motivation and learning efficiency? Write an essay expressing your opinion and support it with ideas and examples drawn from the text.

## UNIT 2. PEDAGOGY: WHAT EDUCATORS NEED TO KNOW

### Before Reading

**1. Learn the vocabulary:** curriculum, interaction, facilitation, to leverage, to require, to be approached, to challenge, goal, to adopt, multicultural, assumption, to encourage, solution, various, to come up with.

**2. Translate into English using the new words.**

1. Педагогіку часто плутають з навчальною програмою. 2. Педагогіка вимагає змістовної взаємодії у класі. 3. Андрагогіка – це сприяння навчанню дорослих. 4. Студенти можуть ефективніше використовувати свої улюблені стилі навчання за допомогою відповідного навчального процесу. 5. Вони потребують освіти, щоб ефективно спілкуватися. 6. Підхід до соціальної педагогіки може відрізнятись в різних країнах. 7. Мета полягає в тому, щоб постійно спонукати студентів ставити під сумнів власні думки та ідеї. 8. Освітняни можуть впроваджувати педагогіку критичного мислення, спонукаючи студентів шукати глибинний зміст і першопричини всього. 9. Педагог має бути готовий прийняти різні потреби мультикультурного класу. 10. Студентів заохочують ставити під сумнів традиційні уявлення про знання. 11. Рефлексивна педагогіка спонукає викладача до рефлексії щодо уроків, проєктів та оцінювання. 12. Студенти здобувають знання, розробляючи рішення реальних проблем. 13. Навчання на основі запитів заохочує студентів ставити питання та проводити дослідження під час вивчення різних понять. 14. Вчителі можуть спільно з учнями розробити найкращий спосіб вивчення навчального матеріалу.

**3. Tell what do you know about Pedagogy, different pedagogics?**

### While Reading

**1. Find in the text the following phrases, explain their meanings:**

- dependent personalities
- method
- learning techniques and culture
- classroom interactions
- skills and attitudes
- facilitation of learning for adults
- independent thinking
- fundamental material
- learning styles
- to communicate effectively
- critical theories
- dominant beliefs and paradigms
- culturally diverse society
- school policies and procedures

- traditional assumptions
- deeper understanding of concepts
- peer-to-peer interaction
- interpersonal engagement
- complex issues
- constructive way
- subject matter
- demonstrate abstract concepts
- develop course material
- concepts to higher levels

## **2. Read the text.**

### **PEDAGOGY: WHAT EDUCATORS NEED TO KNOW**

*<https://teacherslicensedubaiuae.com/content-of-teacher-preparation-qualification/what-educators-need-to-know-about-pedagogy/>*

*<https://tophat.com/blog/pedagogy/>*

#### **What is pedagogy?**

Pedagogy is the teaching of children or dependent personalities. Pedagogy is often confused with curriculum. The latter defines what is being taught, while pedagogy actually refers to the method in how we teach, the theory and practice of educating. Pedagogy is the relationship between learning techniques and culture, and is determined based on an educator's beliefs about how learning should, and does, take place. Pedagogy requires meaningful classroom interactions and respect between educators and learners. The goal is to help students build on prior learning and develop skills and attitudes and for educators to devise and present curriculum in a way that is relevant to students, aligning with their needs and cultures.

Shaped by the teacher's own experiences, pedagogy must take into consideration the context in which learning takes place, and with whom. It isn't about the materials used, but the process, and the strategy adopted to lead to the achievement of meaningful cognitive learning.

In a literal sense, the word pedagogy stems from the Greek word that effectively means "the art of teaching children". More specifically, *paidagogos* means leader in Greek, and pedagogue refers to teacher. Paidagogos was a slave tasked with taking boys to school and back, teaching them manners and tutoring them.

#### **Pedagogy vs. Andragogy**

Pedagogy is the teaching of children or dependent personalities. This means that it is up to the instructor to determine how, what and when course concepts are learned. Andragogy is the facilitation of learning for adults, who are self-directed learners. Adults are primarily driven by intrinsic motivation and can solve complex problems relying on past experiences. This must be taken into account in

order to best support them in retaining new ideas, learning new ways of problem-solving, and strengthening independent thinking.

### **Pedagogy importance**

Having a well-thought-out pedagogy can improve the quality of your teaching and the way students learn, helping them gain a deeper grasp of fundamental material. Being mindful of the way you teach can help you better understand how help students achieve deeper learning. And it can, in turn, impact student perception, resulting in cooperative learning environments. The proper approach helps students move beyond simple forms of thinking as defined in the Bloom's taxonomy pyramid, like basic memorization and comprehension, to complex learning processes like analysis, evaluation, and creation. Students can leverage their preferred learning styles with a teaching process that supports them, and the way they like to learn.

### **Pedagogical strategies**

#### **Social pedagogy**

Social pedagogy suggests that education is critical to a student's social development and wellbeing, and thus must be understood broadly as a way to support a person's growth throughout his/her entire life. Thus, social and educational questions must be considered as one, since students are, by nature, social beings. But they require education in order to communicate effectively as such.

The way social pedagogy is approached can vary in different countries, and based on different social and cultural traditions. In Germany, for example, educators typically view social pedagogy in the same vein as social work. In Norway, the emphasis is on working with children and young people.

#### **Critical pedagogy**

To engage in critical pedagogy is to break down and deconstruct typical world views about topics and learning. It often involves more critical theories, and even radical philosophies. The goal is to continuously challenge students to question their own thoughts and ideas, beliefs, and practices, to think critically and gain a deeper understanding. Forget the dominant beliefs and paradigms – try and figure out things on your own, and in your own way.

The best known popular example of a critical pedagogical method is in the movie *Dead Poets' Society*, where an English teacher challenges the typical methods of teaching, opting for unorthodox methods to inspire his students to live more freely and 'seize the day.'

Educators can adopt critical pedagogies by asking students to look for deep meaning and root causes of everything from religion to war and politics; or to explore and analyze relationships and issues of power within their own families. They might also look for underlying messages or biases in popular culture and mass media.

### **Culturally responsive pedagogy**

In a culturally diverse society, three functional dimensions: institutional, personal, and instructional. They are used together to recognize and respond to cultural differences among various students, and celebrate different approaches and methods of learning. To adopt such a style, an educator must be willing to accept different needs of a multicultural classroom, and create an equally comfortable and enriching learning environment for all students.

This pedagogical method often relies on a student centered approach to teaching, whereby educators identify different cultural strengths of students, and nurture those to ensure that students have a positive sense of self, and can achieve their goals.

To apply culturally responsive pedagogy requires teachers to adapt their practices to accommodate the different cultural needs of students. It can also mean that an institution has to reform its school policies and procedures to encourage more community involvement.

### **Socratic pedagogy**

Following a more philosophical approach, Socratic pedagogy involves a process whereby students can develop their social and intellectual skills in order to live more actively as part of a democratic society. Students are encouraged to challenge traditional assumptions about knowledge, look for alternatives, and create knowledge through their own thoughts and experiences, as well as via meaningful dialogue with others. Thus, curriculum will often involve collaborative and inquiry-based teaching and thinking as students test established ideas against others to open their minds and gain a deeper understanding of concepts.

### **Collaborative pedagogy**

Collaborative pedagogy rejects the notion that students can think, learn and write effectively in isolation. Collaborative pedagogy is a learner-centered strategy that strives to maximize critical thinking, learning and writing skills through peer-to-peer interaction and interpersonal engagement.

### **Reflective pedagogy**

Reflective pedagogy encourages the instructor to reflect upon lessons, projects and assessments, with the goal of improving them for future use. Students are also encouraged to reflect on their performance on assessments and look for areas where they can improve.

### **Integrative learning**

Integrative learning is the process of making connections between concepts and experiences so that information and skills can be applied to novel and complex issues or challenges.

### **Problem-based learning**

In problem-based learning, students acquire knowledge by devising a solution to a real-world problem. As they do, they acquire knowledge, as well as communication and collaboration skills.

## **Inquiry-based learning**

Inquiry-based learning encourages students to ask questions and complete research while learning various concepts. The pedagogy focuses on helping learners acquire the skills necessary to develop their own ideas, as well as question themselves and group members in a constructive way. The four steps of inquiry-based learning are:

- Developing problem statements that require students to pitch their question using a constructed response, further inquiry and citation.
- Researching the topic using time in class where the instructor can guide students in their learnings
- Presenting what they've learned to their peers or to a small group
- Asking students to reflect on what worked about the process and what didn't. Students focus on how they learned in addition to what they learned, to activate metacognition skills (or thinking about thinking).

## **Creating your own pedagogy**

To create your own pedagogy, start by devising a personal philosophy of teaching statement that can help students manage expectations about your teaching methods and approach to curriculum. Support students in finding the best ways to understand the subject matter, and the language used within it by building on their culturally-based ways of talking. And encourage purposeful conversation between student and teacher, as well as among fellow students and peers.

Be mindful of interacting with students in a way that respects their preferences for speaking and communication. That might include monitoring for cues like wait time between talking in a conversation, eye contact, spotlighting, and more. Use real-world experiences to demonstrate abstract concepts, and link them back to everyday experiences to which students can relate. And design activities that involve students and their communities, and that will be meaningful to them.

Pedagogy can facilitate students not only in gaining deeper learning of subject matter, but also in applying that learning experience to their own homes and communities, and to their own personal experiences and situations. Teachers can work together with students to come up with the best way for subject matter to be studied.

Once you've created own pedagogical process for higher education, develop course material and activities that are challenging for students, and that will assist them in cognitive development, ensuring that they advance their understanding of concepts to higher levels.

With a clear understanding of your pedagogy, students can follow your instruction and feedback clearly, know what they need to do and how to do it, and respond in kind. And it can encourage a healthy dialogue between educator and students, as well as among students themselves as everyone shares ideas, questions, and knowledge to explore concepts and deeper their knowledge.

## After Reading

### 1. Answer the questions:

1. What is the difference between pedagogy and curriculum?
2. What does the term pedagogy mean?
3. What is the difference between pedagogy and androgogy?
4. Why is pedagogy important?
5. What are different pedagogical strategies?
6. What is social pedagogy?
7. What is critical pedagogy?
8. What is culturally responsive pedagogy?
9. What is Socratic pedagogy?
10. What is collaborative pedagogy?
11. What is reflective pedagogy?
12. What is integrative pedagogy?
13. What is problem-based learning?
14. What is inquiry-based learning?
15. How can you create your own pedagogy?
16. How can pedagogy support your curriculum?

### 2. Say if the statement is true or false:

1. Pedagogy refers to what is taught in a classroom rather than how it is taught.
2. Pedagogy is influenced by an educator's beliefs, experiences, and the cultural context of learning.
3. The term pedagogy comes from a Greek word meaning "the science of adult learning."
4. Andragogy focuses on teaching children who rely on instructors for learning decisions.
5. A well-developed pedagogy can help students move beyond memorization to higher-order thinking skills such as analysis and creation.
6. Social pedagogy views education as essential to a student's social development and lifelong growth.
7. Critical pedagogy encourages students to accept dominant beliefs and traditional viewpoints without questioning them.
8. Culturally responsive pedagogy emphasizes recognizing cultural differences and creating inclusive learning environments.
9. Collaborative pedagogy supports the idea that students learn best when working entirely on their own.
10. Inquiry-based learning includes reflection on how students learned, not just what they learned.

**3. Fill in the table with crucial information on different types of Pedagogics:**

<b>Types</b>	<b>Main points</b>

**Writing**

1. Write a brief summary of the text, focusing on the definition of different types of pedagogics and the importance of pedagogy in education.
2. Write an essay comparing pedagogy and andragogy. Discuss the roles of the teacher and the learner, motivation, and learning approaches mentioned in the text.
3. Choose one pedagogical strategy discussed in the text (e.g., social pedagogy, critical pedagogy, culturally responsive pedagogy, Socratic pedagogy, problem-based learning). Explain its key principles, how it supports student learning and situations in which it would be most effective.
4. Based on the text, write a 200-word reflection describing which pedagogical approach you would apply in your own teaching or learning experience and why. Use examples or ideas from the text to support your answer.

## UNIT 3. TEACHING METHODS AND STRATEGIES: THE COMPLETE GUIDE

### Before Reading

**1. Learn the vocabulary:** application, to envision, variety of, to depend, ring a bell, definitely, reinforcement, exploration, applicable, interaction, to digest, strategy, available, to base, facilitator, to assign.

**2. Translate into English using the new words.** 1. Він пішов додому, щоб заповнювати заявку за заявкою. 2. Мабуть, сталося щось не так, адже це не те, як ви уявляли собі викладання. 3. Вчитель повинен мати в своєму теоретичному арсеналі різноманітні методи навчання, які можна застосовувати залежно від уроку, учнів, часу проведення заняття та предмета. 4. Якщо ці імена вам нічого не говорять, то ви обов'язково впізнаєте теорії, які стали методиками навчання. 5. Люди реагують на подразники, реакції, а також на позитивне і негативне підкріплення. 6. Причиною того, що це вважається когнітивним розвитком, є те, що мозок буквально росте завдяки дослідженню. 7. Стратегії, що випливають з цього методу, можуть застосовуватися на всіх рівнях освіти. 8. Останні здібності пов'язані з особистими взаємодіями. 9. Вони найкраще засвоюють знання через активне навчання, пов'язують їх зі своїми попередніми знаннями, а потім осмислюють цю інформацію по-своєму. 10. Диференційоване навчання є однією з найпопулярніших стратегій викладання. 11. Існує багато видів діяльності, які викладачі можуть використовувати, щоб допомогти своїм студентам з'ясувати, до якого навчального типу вони належать. 12. Це дозволить інструктору ґрунтувати нову інформацію на сильних сторонах учнів і використовувати позитивне підкріплення, коли вони роблять помилки. 13. У цій моделі вчитель є лише помічником, тобто вони не тільки створюють урок, але й структуру навчання. 14. Деякі заходи, які можуть використовувати вчителі, полягають у тому, щоб розділити учнів на групи та призначити кожному учневі роль у групі.

**3. Tell what do you know about teaching methods?**

### While Reading

**1. Find in the text the following phrases, explain their meanings:**

- lesson planning
- deliver information
- theoretical teaching bag
- engage, motivate and reach the students
- educational psychology
- clean slate
- critical thinking
- cognitive development

- to correlate symbols
- develop empathy
- excel in various disciplines
- foundation for many other educational theories
- varied arsenal of strategies
- self-explanatory
- scaffolding
- blended learning
- synchronous learning

**2. Read the text.**

**TEACHING METHODS AND STRATEGIES: THE COMPLETE GUIDE**

*Written by Dr. Kris MacDonald,  
reviewed by EducationCorner.com Team*

You've completed your coursework. Student teaching has ended. You've donned the cap and gown, crossed the stage, smiled with your diploma and went home to fill out application after application. Suddenly you are standing in what will be your classroom for the next year and after the excitement of decorating it wears off and you begin lesson planning, you start to notice all of your lessons are executed the same way, just with different material. But that is what you know and what you've been taught, so you go with it. After a while, your students are bored, and so are you. There must be something wrong because this isn't what you envisioned teaching to be like. There is.

Figuring out the best ways you can deliver information to students can sometimes be even harder than what students go through in discovering how they learn best. The reason is because every single teacher needs a variety of different teaching methods in their theoretical teaching bag to pull from depending on the lesson, the students, and things as seemingly minute as the time the class is and the subject. Using these different teaching methods, which are rooted in theory of different teaching styles, will not only help teachers reach their full potential, but more importantly engage, motivate and reach the students in their classes, whether in person or online.

**Teaching Methods**

Teaching methods, or methodology, is a narrower topic because it's founded in theories and educational psychology. If you have a degree in teaching, you most likely have heard of names like Skinner, Vygotsky, Gardner, Piaget, and Bloom. If their names don't ring a bell, you should definitely recognize their theories that have become teaching methods. The following are the most common teaching theories.

## **Behaviorism**

Behaviorism is the theory that every learner is essentially a “clean slate” to start off and shaped by emotions. People react to stimuli, reactions as well as positive and negative reinforcement, the site states. Learning Theories names the most popular theorists who ascribed to this theory were Ivan Pavlov, who many people may know with his experiments with dogs. He performed an experiment with dogs that when he rang a bell, the dogs responded to the stimuli; then he applied the idea to humans. Other popular educational theorists who were part of behaviorism was B.F. Skinner and Albert Bandura.

## **Social Cognitive Theory**

Social Cognitive Theory is typically spoken about at the early childhood level because it has to do with critical thinking with the biggest concept being the idea of play, according to Edwin Peel writing for Encyclopedia Britannica. Though Bandura and Lev Vygotsky also contributed to cognitive theory, according to Dr. Norman Herr with California State University, the most popular and first theorist of cognitivism is Piaget.

There are four stages to Piaget’s Theory of Cognitive Development that he created in 1918. Each stage correlates with a child’s development from infancy to their teenage years.

The first stage is called the Sensorimotor Stage which occurs from birth to 18 months. The reason this is considered cognitive development is because the brain is literally growing through exploration, like squeaking horns, discovering themselves in mirrors or spinning things that click on their floor mats or walkers; creating habits like sleeping with a certain blanket; having reflexes like rubbing their eyes when tired or thumb sucking; and beginning to decipher vocal tones.

The second stage, or the Preoperational Stage, occurs from ages 2 to 7 when toddlers begins to understand and correlate symbols around them, ask a lot of questions, and start forming sentences and conversations, but they haven’t developed perspective yet so empathy does not quite exist yet, the website states. This is the stage when children tend to blurt out honest statements, usually embarrassing their parents, because they don’t understand censoring themselves either.

From ages 7 to 11, children are beginning to problem solve, can have conversations about things they are interested in, are more aware of logic and develop empathy during the Concrete Operational Stage.

The final stage, called the Formal Operational Stage, though by definition ends at age 16, can continue beyond. It involves deeper thinking and abstract thoughts as well as questioning not only what things are but why the way they are popular, the site states. Many times people entering new stages of their lives like high school, college, or even marriage go through elements of Piaget’s

theory, which is why the strategies that come from this method are applicable across all levels of education.

### **The Multiple Intelligences Theory**

The Multiple Intelligences Theory states that people don't need to be smart in every single discipline to be considered intelligent on paper tests, but that people excel in various disciplines, making them exceptional. Created in 1983, the former principal in the Scranton School District in Scranton, PA, created eight different intelligences, though since then two others have been debated of whether to be added but have not yet officially, according to the site. The original eight are musical, spatial, linguistic, mathematical, kinesthetic, interpersonal, intrapersonal and naturalistic and most people have a predominant intelligence followed by others. For those who are musically-inclined either via instruments, vocals, has perfect pitch, can read sheet music or can easily create music has Musical Intelligence. Being able to see something and rearrange it or imagine it differently is Spatial Intelligence, while being talented with language, writing or avid readers have Linguistic Intelligence. Kinesthetic Intelligence refers to understanding how the body works either anatomically or athletically and Naturalistic Intelligence is having an understanding of nature and elements of the ecosystem.

The final intelligences have to do with personal interactions. Intrapersonal Intelligence is a matter of knowing oneself, one's limits, and their inner selves while Interpersonal Intelligence is knowing how to handle a variety of other people without conflict or knowing how to resolve it, the site states. There is still an elementary school in Scranton, PA named after their once-principal.

### **Constructivism**

Constructivism is another theory created by Piaget which is used as a foundation for many other educational theories and strategies because constructivism is focused on how people learn. Piaget states in this theory that people learn from their experiences. They learn best through active learning, connect it to their prior knowledge and then digest this information their own way. This theory has created the ideas of student-centered learning in education versus teacher-centered learning.

### **Universal Design for Learning**

The final method is the Universal Design for Learning which has redefined the educational community since its inception in the mid-1980s by David H. Rose. This theory focuses on how teachers need to design their curriculum for their students. This theory really gained traction in the United States in 2004 when it was presented at an international conference and he explained that this theory is based on neuroscience and how the brain processes information, perform tasks and get excited about education. The theory, known as UDL, advocates for presenting information in multiple ways to enable a variety of learners to understand the information; presenting multiple assessments for

students to show what they have learned; and learn and utilize a student's own interests to motivate them to learn, the site states. This theory also discussed incorporating technology in the classroom and ways to educate students in the digital age.

### **Teaching Styles**

From each of the educational theories, teachers extract and develop a plethora of different teaching styles, or strategies. Instructors must have a large and varied arsenal of strategies to use weekly and even daily in order to build rapport, keep students engaged and even keep instructors from getting bored with their own material. These can be applicable to all teaching levels, but adaptations must be made based on the student's age and level of development.

Differentiated instruction is one of the most popular teaching strategies, which means that teachers adjust the curriculum for a lesson, unit or even entire term in a way that engages all learners in various ways, according to Chapter 2 of the book *Instructional Process and Concepts in Theory and Practice* by Celal Akdeniz. This means changing one's teaching styles constantly to fit not only the material but more importantly, the students based on their learning styles.

Learning styles are the ways in which students learn best. The most popular types are visual, audio, kinesthetic and read/write, though others include global as another type of learner, according to Akdeniz. For some, they may seem self-explanatory. Visual learners learn best by watching the instruction or a demonstration; audio learners need to hear a lesson; kinesthetic learners learn by doing, or are hands-on learners; read/write learners to best by reading textbooks and writing notes; and global learners need material to be applied to their real lives, according to The Library of Congress. There are many activities available to instructors that enable their students to find out what kind of learner they are. Typically students have a main style with a close runner-up, which enables them to learn best a certain way but they can also learn material in an additional way. When an instructor knows their students and what types of learners are in their classroom, instructors are able to then differentiate their instruction and assignments to those learning types, according to Akdeniz and The Library of Congress.

### **Learn more about different learning styles.**

When teaching new material to any type of learner, is it important to utilize a strategy called scaffolding. Scaffolding is based on a student's prior knowledge and building a lesson, unit or course from the most foundational pieces and with each step make the information more complicated, according to an article by Jerry Webster. To scaffold well, a teacher must take a personal interest in their students to learn not only what their prior knowledge is but their strengths as well. This will enable an instructor to base new information around their strengths and use positive reinforcement when mistakes are made with the new material.

There is an unfortunate concept in teaching called “teach to the middle” where instructors target their lessons to the average ability of the students in their classroom, leaving slower students frustrated and confused, and above average students frustrated and bored. This often results in the lower- and higher-level students scoring poorly and a teacher with no idea why. The remedy for this is a strategy called blended learning where differentiated instruction is occurring simultaneously in the classroom to target all learners, according to author and educator Juliana Finegan. In order to be successful at blended learning, teachers once again need to know their students, how they learn and their strengths and weaknesses, according to Finegan. Blended learning can include combining several learning styles into one lesson like lecturing from a PowerPoint – not reading the information on the slides -- that includes cartoons and music associations while the students have the print-outs. The lecture can include real-life examples and stories of what the instructor encountered and what the students may encounter. That example incorporates four learning styles and misses kinesthetic, but the activity afterwards can be solely kinesthetic.

A huge component of blended learning is technology. Technology enables students to set their own pace and access the resources they want and need based on their level of understanding, according to The Library of Congress. It can be used three different ways in education which include face-to-face, synchronously or asynchronously. Technology used with the student in the classroom where the teacher can answer questions while being in the student’s physical presence is known as face-to-face. Synchronous learning is when students are learning information online and have a teacher live with them online at the same time, but through a live chat or videoconferencing program, like Skype, or Zoom, according to The Library of Congress. Finally, asynchronous learning is when students take a course or element of a course online, like a test or assignment, as it fits into their own schedule, but a teacher is not online with them at the time they are completing or submitting the work. Teachers are still accessible through asynchronous learning but typically via email or a scheduled chat meeting, states the Library of Congress.

The final strategy to be discussed actually incorporates a few teaching strategies, so it’s almost like blended teaching. It starts with a concept that has numerous labels such as student-centered learning, learner-centered pedagogy, and teacher-as-tutor but all mean that an instructor revolves lessons around the students and ensures that students take a participatory role in the learning process, known as active learning, according to the Learning Portal. In this model, a teacher is just a facilitator, meaning that they have created the lesson as well as the structure for learning, but the students themselves become the teachers or create their own knowledge, the Learning Portal says. As this is occurring, the instructor is circulating the room working as a one-on-one

resource, tutor or guide, according to author Sara Sanchez Alonso from Yale's Center for Teaching and Learning. For this to work well and instructors be successful one-on-one and planning these lessons, it's essential that they have taken the time to know their students' history and prior knowledge, otherwise it can end up to be an exercise in futility, Alonso said. Some activities teachers can use are by putting students in groups and assigning each student a role within the group, creating reading buddies or literature circles, making games out of the material with individual white boards, create different stations within the classroom for different skill levels or interest in a lesson or find ways to get students to get up out of their seats and moving, offers [Fortheteachers.org](http://Fortheteachers.org).

There are so many different methodologies and strategies that go into becoming an effective instructor. A consistent theme throughout all of these is for a teacher to take the time to know their students because they care, not because they have to. When an instructor knows the stories behind the students, they are able to design lessons that are more fun, more meaningful, and more effective because they were designed with the students' best interests in mind. There are plenty of pre-made lessons, activities and tests available online and from textbook publishers that any teacher could use. But you need to decide if you want to be the original teacher who makes a significant impact on your students, or a pre-made teacher a student needs to get through.

### **After Reading**

#### **1. Answer the questions:**

1. Why is it important for teachers to use a variety of teaching methods in the classroom?
2. What are the most common teaching theories?
3. What is the main thesis of behaviorism?
4. What are the stages to Piaget's Theory of Cognitive Development?
5. What is the essence of the Multiple Intelligences Theory?
6. How does differentiated instruction help address different learning styles among students?
7. What ideas form the basis of student-centered learning?
8. How does student-centered (active) learning change the role of the teacher in the classroom?
9. What does the Universal Design for Learning focus on?
10. What role does technology play in blended learning according to the text?

#### **2. Say if the statement is true or false:**

1. Teaching methods are rooted in educational theories and psychology.
2. Behaviorism suggests that learners are born with fixed abilities that cannot be changed.
3. The experiments involving dogs and stimulus-response learning were held.

4. Piaget’s Theory of Cognitive Development includes four stages from infancy to adolescence.
5. The Preoperational Stage is characterized by strong empathy and perspective-taking skills.
6. The Multiple Intelligences Theory proposes that intelligence exists in only one main form.
7. Constructivism emphasizes that people learn best through active learning and prior experiences.
8. Universal Design for Learning encourages presenting information in only one standard way.
9. Differentiated instruction involves adjusting teaching methods to meet different students’ learning needs.
10. In student-centered learning, the teacher acts mainly as a facilitator rather than the primary source of knowledge.

**3. Fill in the table with crucial information on different teaching methods:**

Method	Main points	History of emergence

**Writing**

1. Write an essay explaining why teachers need to use a variety of teaching methods instead of relying on only one. Use examples from the text to support your ideas.
2. Compare Behaviorism and Constructivism. Explain how each theory views learning and how these theories influence classroom teaching strategies.
3. Describe what student-centered learning is and explain why the text suggests it can be effective. Include at least two classroom activities mentioned in the text.
4. Explain the concept of learning styles and differentiated instruction. Discuss how understanding students’ learning styles can help teachers improve student engagement and achievement.

## UNIT 4. WHY IS LEARNING IMPORTANT? A DEEP DIVE INTO THE BENEFITS OF BEING A LIFELONG LEARNER

### Before Reading

**1. Learn the vocabulary:** to embed, rarely, efficiently, enshrined, to observe, skill, to continue, shift, continuous, to integrate, to contribute, benefit, employee, meaningful, to empower, competitive, to diminish, violence.

**2. Translate into English using the new words.**

1. Це настільки вкорінилося в нашому житті, що ми рідко замислюємося над тим, що це означає. 2. Завдяки педагогічній підтримці, навчання може відбуватися більш ефективно. 3. Саме тому право на безкоштовну початкову освіту закріплено в Загальній декларації прав людини. 4. Вчені спостерігали, як багато різних тварин навчають своїх дітей навичкам, таким як пошук їжі та збереження безпеки. 5. Навчання продовжується по всьому світу протягом всієї історії людства. 6. Одна з головних змін, яку нам усім доведеться здійснити – це перехід від сприйняття освіти як чогось скінченного до чогось, що триває протягом усього нашого життя, оскільки ми набуваємо нових і нових навичок. 7. Майбутнє освіти полягає в тому, щоб ще більше інтегрувати безперервне навчання в наше повсякденне особисте та професійне життя, ніж ми це робимо зараз. 8. Цілком логічно, що виділення часу на ці речі у вашому особистому житті сприятиме вашому загальному щастю. 9. Безперервне навчання, особливо у формі навчання на робочому місці, також пропонує безліч професійних переваг як для співробітників, так і для їхніх організацій. 10. Це також вигідно для окремих співробітників, оскільки бути залученим до роботи зазвичай означає отримувати задоволення від своєї роботи та вважати її значущою. 11. Важливо забезпечити безперервність навчання, оскільки це дає людям необхідні навички для адаптації та дозволяє їм залишатися конкурентоспроможними на ринку праці. 12. Відсутність пріоритетності вивчення інших людей і культур також зменшить нашу здатність розуміти людей, які відрізняються від нас, і це також сприятиме посиленню конфліктів і насильства.

**3. Find definitions to the following terms:**

- Learning is...
- Education is ...
- Continuous learning is ...
- Upskilling is ...

**4. Tell, do we need to be lifelong learners? Does learning support our wellbeing?**

### While Reading

**1. Find in the text the following phrases, explain their meanings:**

- gaining new skills

- benefitting from education
- respect for human rights
- educational practices
- rise of new technologies
- constant technological change
- lifelong learning
- pursuing goals
- beneficial to companies
- to combat a global pandemic
- critical thinking skills
- negative consequences
- cognitive degeneration
- boost their productivity
- mutual values

## 2. Read the text.

### **WHY IS LEARNING IMPORTANT? A DEEP DIVE INTO THE BENEFITS OF BEING A LIFELONG LEARNER**

*<https://www.learnerbly.com/articles/why-is-learning-important>*

#### **What does learning even mean?**

Learning is essential to humanity. It's so embedded in our lives that we rarely consider what it means.

Learning is the process of gaining new skills, knowledge, understanding, and values. This is something people can do by themselves, although it's generally made easier with education: the process of helping someone or a group of others to learn.

With educational support, learning can happen more efficiently. Education is also how we collect and share all the skills and knowledge we learn individually. Benefitting from education instead of having to build new skills and knowledge by ourselves from scratch is part of what it means to live in a society instead of in isolation.

Learning and education impart more than just knowledge and skills. They also transmit the values, attitudes, and behaviours we have decided to share.

For example, education has helped us to create and maintain the shared belief that when someone does something particularly harmful, they deserve a fair legal trial no matter their crime.

In simple terms, learning and education help hold together human life and civilisation as we know it. They are what we use to make our societies better for ourselves, those around us, and those who come after us.

This is why the right to free elementary education is enshrined in the Universal Declaration of Human Rights, which states that “education shall be directed to the full development of the human personality and to the strengthening of respect for

human rights and fundamental freedoms” and that “it shall promote understanding, tolerance and friendship among all nations, racial or religious groups”.

### **What does learning mean for us today?**

Learning is not unique to humans. Scientists have observed many different animals teaching their young skills like how to find food and keep themselves safe.

Among humans, educational practices can be traced back practically as far as human life goes. Evidence of teaching and learning has been found from remnants of human life dating back thousands of years BCE – and that’s just where we’ve found *written* evidence. Oral and practical education (for example, early humans physically teaching their children to hunt and forage for food) likely go back even further.

Learning has continued all over the world throughout the history of human life, in more ways than we have time to write about here. However, the Fourth Industrial Revolution will have a massive impact on how we as a global society approach education going forward.

The Fourth Industrial Revolution refers to the rapid rise of new technologies including big data, artificial intelligence, automation, and the Internet of Things. Life in this new technological landscape demands that we change our approach to education in a number of ways.

One major shift we’ll all have to make is the move from viewing education as something finite (something we do at school and university so we can go into the working world and then never have to study again) to something that keeps going throughout our lives as we gain new skill after new skill.

To face a future of constant technological change, we’ll need to adapt to continuous learning as a new norm. In his book *Future Shock*, US writer and businessperson Alvin Toffler wrote that “the illiterate of the 21st Century will not be those who cannot read and write, but those who cannot learn and relearn.”

The future of education lies in integrating continuous learning into our everyday personal and professional lives even more than we already do.

This might be why the Finnish Innovation Fund Sitra has proposed that compulsory, publicly funded education covers not just elementary school – as the Universal Declaration of Human Rights puts forward – but continuous learning, too.

Sitra cites US American biologist E.O. Wilson, who said “We are drowning in information, but yearn for wisdom. Therefore, the world will be led by those who are able to compile the correct information at precisely the right moment while thinking critically and making important decisions wisely.”

### **How learning supports our wellbeing**

We’ve talked about why education is important to society as a whole, but continuous learning also benefits the personal life of anyone who engages with it. Here's how.

### **Happiness**

Research suggests that people who practice continuous or lifelong learning are happier on average. This may be because lifelong learning helps people to keep developing their passions and interests, which bring us happiness.

Learning about topics that interest us makes most of us feel happy, at least in the moment, as does spending time honing hobbies we are passionate about (which is also an act of lifelong learning!). It stands to reason that building time for these things into your personal life would contribute to your overall happiness.

Continuous learning also helps us to keep pursuing our personal and professional development goals, and all the achievements along the way are a great source of happiness for many of us.

It also helps us keep boredom at bay, which is another way of increasing our happiness.

### **Longevity**

Several scientific studies have shown that lifelong learning activities can help people maintain better brain function as they age.

One study found that people with Alzheimer's who practise more learning throughout their lives start to display dementia symptoms later than those who have spent less time learning. In other words, lifelong learning might be able to slow the onset of Alzheimer's.

Another study found that spending time learning to play a new musical instrument can help delay cognitive decline. A third study found that spending time learning new skills, namely digital photography and quilting, helped elderly people to improve their memories.

### **How learning supports our work**

Continuous learning – especially in the form of workplace learning – also offers a host of professional benefits for both employees and their organisations. These include:

#### **Capacity**

One key way that continuous learning helps both employees and their companies is by helping people upskill, which means improving their existing skill sets and broadening them with new skills.

Upskilling is good for employees because it equips them with the knowledge and skills they need to pursue their personal and professional development goals, for example by upskilling towards a promotion.

Building a more highly skilled workforce through continuous learning is also beneficial to companies. More skilled employees can do their jobs better and faster, and research shows that companies with a strong learning culture are 52% more productive.

Employees learning new skills to pursue promotions also benefits companies because internal promotion is generally a more time-efficient and cost-effective solution than hiring externally.

Lastly, companies who support their employees' continuous learning boast demonstrably higher staff engagement, which in turn boosts productivity and profitability. This is also beneficial to individual employees, because being engaged at work generally means enjoying your job and finding it meaningful.

### **Adaptability**

As we mentioned earlier, the Fourth Industrial Revolution is pushing employees to pursue continuous learning throughout their lives as they will have to constantly adapt to new knowledge and technological changes, which keep appearing faster and faster.

Engaging in continuous learning means becoming accustomed to incorporating new knowledge all the time, and this is essential in order to keep adapting.

It's important to make learning continuous because this gives people the skills they need to adapt, empowering them to stay competitive in the job market, pursue promotions in their current jobs, and keep pace with knowledge and technological changes in their everyday lives.

Investing in an adaptable workforce by supporting continuous learning is also key to any company that wants to remain competitive and relevant in its industry.

### **Innovation**

Learning also drives innovation, which describes the new ideas and technological and cultural developments that people come up with to solve problems and improve their societies.

Research shows that companies that have a strong learning culture are 92% more likely to innovate by developing new products and processes, and 56% more likely to be first to market with these new developments.

Innovation is important for society as a whole because the benefits of these new developments can be shared to help improve all of our lives. The fast-tracking of the Covid-19 vaccines are a great example of an organisational innovation that has been developed to combat a global pandemic.

Learning can also help people build the critical thinking skills they need to view problems in new, innovative ways.

### **What happens if we don't prioritize learning?**

Another way to reflect on why learning is so important is to think about all the potential negative consequences of *not* prioritising learning enough.

The flipside of everything we've said in this article is that a society that didn't prioritise learning would have a lack of shared knowledge and skills for people to benefit from. It would also have a lack of shared ideas and values, which could stoke conflict and war as people and their leaders might struggle more to find common goals on which they can agree.

Not prioritising learning about other people and cultures would also diminish our ability to understand people who are different from us, and this too would contribute to increased conflict and violence.

People who don't prioritise continuous learning enough in their own lives are likely to be less happy or fulfilled, as they spend less time exploring their interests and working on personal development.

Elderly people who spend less time on learning are likely to experience faster cognitive degeneration than those who learn regularly.

Companies that don't prioritise their people's learning are less productive, less profitable, and have lower staff engagement rates than those that do. They're also less likely to remain competitive in their industries or produce novel products or services.

People who don't get enough learning support at work are more likely to be disengaged and see their skills stagnate compared to those who work with companies that invest in their people's learning.

They will also struggle more with pursuing career development, as they have little support for the upskilling they need to do to grow in their work.

Lastly, if we don't prioritise learning enough as we face an uncertain – but certainly technologically advancing – future, we will likely have a more difficult time adjusting to the changes ahead of us and making the most of future opportunities.

### **Summary**

Continuous learning is important because it helps people to feel happier and more fulfilled in their lives and careers, and to maintain stronger cognitive functioning when they get older.

Making learning continuous helps companies boost their productivity, profitability, adaptability to change, and potential to innovate in their industries.

Learning is important to society as a whole because it helps different groups of people to share knowledge, agree on mutual values, and understand one another better.

### **After Reading**

#### **1. Answer the questions:**

1. What does learning mean in the context of human life and society, according to the text?
2. How does education support both individual learning and the sharing of knowledge within societies?
3. Why does the text argue that learning and education are essential for maintaining civilisation?
4. How do learning and education help transmit shared values, attitudes, and behaviours between generations?
5. What evidence does the text provide to show that learning has existed throughout human history and beyond humans?
6. How is the Fourth Industrial Revolution changing the way societies must approach education and learning?

7. Why is continuous or lifelong learning presented as necessary for adapting to technological change?

8. How does continuous learning contribute to personal wellbeing, happiness, and cognitive health?

9. What role does continuous learning play in the workplace in terms of productivity, adaptability, and innovation?

10. What potential consequences does the text describe for individuals, companies, and societies that fail to prioritise learning?

**2. Say if the statement is true or false:**

1. Learning is defined in the text as the process of gaining new skills, knowledge, understanding, and values.

2. Education makes learning more difficult because it limits individual discovery.

3. Learning and education help transmit shared values, attitudes, and behaviours within societies.

4. The right to free elementary education is mentioned in the Universal Declaration of Human Rights.

5. Learning is unique to humans and does not occur among animals.

6. The Fourth Industrial Revolution is described as involving technologies such as artificial intelligence, automation, and big data.

7. Continuous learning is presented as something that should only take place during school and university years.

8. Research mentioned in the text suggests that lifelong learning can help delay cognitive decline in older adults.

9. Companies that support continuous learning tend to be more productive and innovative.

10. Societies that do not prioritise learning may experience increased conflict and difficulty adapting to future changes.

**3. Fill in the table using information from the text:**

<b>Aspect of Learning</b>	<b>Main points</b>	<b>How it supports people or society</b>	<b>Examples</b>
Upskilling			
Learning and work			
Continuous learning			
Learning and wellbeing			

## **Writing**

1. Write an essay defying what learning is according to the text, explain: what learning involves, and how education supports the learning process.
2. Explain how the Fourth Industrial Revolution has changed the way we think about education, what the Fourth Industrial Revolution is, and why it makes continuous learning necessary.
3. Describe How continuous learning affects people's wellbeing and work life?
4. Write two paragraphs on what might happen if individuals, companies, or societies do not prioritise learning? Use examples from the text to support your answer.

## UNIT 5. HIGHER EDUCATION

### Before Reading

**1. Learn the vocabulary:** to foster, to boost, prosperity, poverty, graduate, to expect, critical, to remain, equitable, access, rapid, approach, disseminating, to allow, drop-out, rates.

**2. Translate into English using the new words.**

1. Вища освіта відіграє важливу роль у сприянні розвитку, зменшенні бідності та підвищенні загального добробуту. 2. Рівень економічної прибутковості випускників вищих навчальних закладів є найвищим у всій системі освіти. 3. Очікується, що це значне зростання продовжиться, що зробить питання вищої освіти надзвичайно важливим для державної політики. 4. Вища освіта також залишається недоступною для багатьох найбідніших і найбільш маргіналізованих верств населення світу. 5. Країни усього світу повинні забезпечити, щоб їхня національна політика надавала пріоритет рівному доступу. 6. У зв'язку з швидкими соціальними змінами необхідний новий підхід. 7. Створення та поширення інформації про результати програми дозволяє студентам робити обґрунтований вибір. 8. Вища освіта зазнає значних втрат через високий рівень відмови від навчання та незавершення навчання.

**3. Do you agree with the statements?**

- Higher education benefits not just the individual, but society as well.
- The youth population continues to swell and graduation rates in elementary and secondary education have increased dramatically in recent years.
- Global economy increasingly demands a better-trained, more skilled, and adaptable workforce.
- Even though there is a larger pool of graduates of higher education, many still don't have the relevant skills needed for a successful integration into the labour market.
- Higher education also remains out of reach for many of the world's poorest and most marginalized.

### While Reading

**1. Find in the text the following phrases, explain their meanings:**

- tertiary education
- vocational schools
- economic shocks
- tax revenues
- education degree
- intense demand
- successful integration
- efficient retention

- financial support
- unemployment rates
- assurance mechanism
- online coursework
- in-demand occupations
- student financial aid programs

## **2. Read the text.**

### **HIGHER EDUCATION**

*<https://www.worldbank.org/en/topic/tertiaryeducation#2>*

Higher education, also known as tertiary education in some countries, refers to all post-secondary education, including both public and private universities, colleges, technical training institutes, and vocational schools. Higher education is instrumental in fostering growth, reducing poverty and boosting shared prosperity. A highly-skilled workforce, with a solid post-secondary education, is a prerequisite for innovation and growth: well-educated people are more employable, earn higher wages, and cope with economic shocks better.

Higher education benefits not just the individual, but society as well. Graduates of higher education are more environmentally conscious, have healthier habits, and have a higher level of civic participation. Also, increased tax revenues from higher earnings, healthier children, and reduced family size all build stronger nations. In short, higher education institutions prepare individuals not only by providing them with adequate and relevant job skills, but also by preparing them to be active members of their communities and societies.

The economic returns for higher education graduates are the highest in the entire educational system – an estimated 17 percent increase in earnings as compared with 10 percent for primary and 7 percent for secondary education.

Today, there are around 200 million higher education students in the world, up from 89 million in 1998. In Latin America and the Caribbean, for example, the number of students in higher education programs has nearly doubled in the past decade. This is critical because, according to a World Bank Group (WBG) report, a student with a higher education degree in the region will earn more than twice as much as a student with just a high school diploma.

As the youth population continues to swell and graduation rates in elementary and secondary education have increased dramatically in recent years, especially in regions like South Asia, Sub-Saharan Africa, Latin America and the Middle East and North Africa, there is an intense demand for expanded access to tertiary education. Technical and vocational education and training can provide students with skills and knowledge relevant to the labour market. This massive growth is expected to continue, making higher education a critical public policy issue.

Governments are increasingly realizing that the entire educational system – from early childhood through tertiary education – must reflect the new social and

economic needs of the global economy, which increasingly demands a better-trained, more skilled, and adaptable workforce.

Challenges remain: even though there is a larger pool of graduates of higher education, many still don't have the relevant skills needed for a successful integration into the labour market. At the same time, the large numbers of students puts a strain on publicly-funded institutions of higher learning and many countries with limited resources are struggling to finance the growing needs of a larger student body, without compromising the quality of their educational offerings. Higher education also remains out of reach for many of the world's poorest and most marginalized. In Latin America and the Caribbean, on average, the poorest 50 percent of the population only represented 25 percent of higher education students in 2013.

A number of countries have undertaken major restructuring of their tertiary education systems to enhance their reach and effectiveness. However, progress has been uneven. Countries across the world need to ensure that their national policies prioritize equitable access, improved learning, efficient retention, and increased assurance of the success of all qualified students, regardless of background. Both policies and program degrees need to be better tailored to fit the needs of the local economy. Only then can governments realize the gains in primary and secondary school attainment and turn their successes into increased and sustained economic and social development.

### **STRATEGY**

The WBG supports higher education reforms and innovation through observation and analysis of education reforms, promotion of best practices, and benchmarking exercises from an international perspective. The WBG also provides financial support to country governments and institutions.

In recent years, the WBG has committed to aiding countries achieve universal education goals, with the understanding that increasing access alone is not enough. A new approach is necessary in the face of rapid social changes. A surge of young people eager to enrol in secondary and post-secondary education, growing urbanization in the developing world, and the rise of new middle-income countries looking to boost their economic competitiveness all demand a comprehensive, holistic strategy. Higher education is also critical to enhancing primary and secondary education, as tertiary institutions prepare the teachers, administrators, leaders, and other educational professionals who staff schools for young children.

Using tools of the Systems Approach for Better Education Results (SABER), the WBG is currently assessing relevant policy areas of countries' higher education systems and benchmarking national policies against international best practices. SABER-Tertiary Education collects, synthesizes, and disseminates comprehensive information on tertiary education to enable countries to learn how to address similar policy challenges.

Also, in coordination with the Centre for Mediterranean Integration and other partners, the WBG helps individual higher education institutions benchmark their performance on areas of governance, management and quality.

**Key elements of a higher education strategy include:**

3. **Creating programs that connect with the labour market.** Not all students who seek a tertiary education should, or want to, enroll in a traditional university and many programs confer degrees that are not relevant to the labour market. In Middle Eastern and North African countries, for example, more than half of the population is under 25 years old, and though tertiary education enrollment has increased substantially in the region, youth unemployment rates are higher than anywhere else in the world, even for individuals holding tertiary education degrees. Institutions of higher education need to be responsive to local labour market needs, creating programs that teach marketable skills and encourage students to acquire real labour market experience.

4. **Boosting transparency.** Generating and disseminating information on program performance – including student retention, completion rates, and job outcomes after graduation – allows students to make informed choices. While some programs offer high-quality services, many programs do not and an independent quality assurance mechanism makes it difficult for diploma mills to enter or survive the market. Many countries have developed accreditation mechanisms, but they are bureaucratic, centrally controlled, and not robust enough to equip students, employers, and society at large with the necessary information. Regulations that hold institutions accountable for the services they sell can create a culture of effectiveness. New Zealand, Colombia, and Ireland, among other countries, show that this approach is both feasible and useful.

5. **Improving efficiency and removing unnecessary financial barriers.** The cost of tertiary education is rising globally and better-designed policies can create incentives for both schools and students to achieve good results. Introducing smart and flexible policies such as performance-based financing, for example, can help address soaring costs. Competitive funds have been effective incentives in Denmark, Finland, Chile, and the United States. The Dominican Republic, Malawi, and Uzbekistan have also adopted similar approaches with encouraging results.

6. **Making higher education equitable and affordable.** While tertiary enrollment has surged globally, it remains largely restricted to students from wealthy homes. In Malawi, only four percent of students enrolled in tertiary education are from families representing the poorest 40 percent. In Mexico, the enrollment rate of the wealthiest is 18 times that of the poorest. In Francophone Sub-Saharan Africa, the richest 20 percent accounts for 80 percent of tertiary enrollment, while the poorest 40 percent represent only 2 percent. Policies that combine scholarships and financial aid with measures to overcome non-financial obstacles can boost opportunities for disadvantaged students. In the United States,

Korea, Vietnam, and China, tertiary education is not free, but mechanisms exist that support equitable access.

7. **Levelling the playing field.** Allowing a range of high quality post-secondary public and private (not-for-profit and for-profit) providers – including community colleges, polytechnic institutes, and online institutes – to enter the field and compete for resources gives students more options, while generating healthy competition between providers. Many of the small, private institutions also allow flexibility, such as online coursework, and can quickly respond to labour market changes, which is critical, since many of the in-demand occupations today did not exist 10 or 20 years ago.

8. **Using innovative approaches to make sure that students graduate.** Tertiary education is plagued with high drop-out rates and non-completion. In Italy, only 64 percent of students entering the tertiary level complete a degree. In South Africa, 50 percent of students enrolled in tertiary education institutions drop out in their first three years and many of the dropouts are high-achievers in secondary school, come from poor families, and are indebted to the national student financial aid programs that supported their studies. Reasons for dropping out include academic unpreparedness, due in part to low-quality secondary school, financial difficulty, the long duration of some of the programs and lack of flexibility.

The WBG is also supporting new research on the challenges that policymakers face in improving their countries' higher education systems as well as potential strategies to create better opportunities for young people globally. At a Crossroads: Higher Education in Latin America and the Caribbean provides an in-depth look at the quality, variety and equity of higher education in the region, with suggestions for innovative solutions to improve, and ultimately transform, the region's higher education systems.

### **After Reading**

#### **1. Answer the questions:**

1. What is higher education, and which types of institutions does it include according to the text?
2. How does higher education contribute to economic growth, poverty reduction, and shared prosperity?
3. Why does the text argue that higher education benefits society as a whole, not just individuals?
4. What evidence does the text provide to show the economic returns of higher education compared to primary and secondary education?
5. How has global demand for higher education changed in recent decades, and what factors are driving this growth?
6. Why is access to higher education considered a critical public policy issue today?

7. What major challenges do higher education systems face in terms of quality, funding, and equity?
8. How does the World Bank Group (WBG) support higher education reforms and innovation?
9. What are the key elements of a higher education strategy aimed at improving labour market relevance and student success?
10. Why is it important for higher education policies to ensure equitable access for students from disadvantaged backgrounds?

**2. Say if the statement is true or false:**

1. Higher education includes post-secondary institutions such as universities, colleges, technical training institutes, and vocational schools.
2. Higher education benefits only individuals and has little impact on society as a whole.
3. Graduates of higher education are described as having healthier habits and higher levels of civic participation.
4. The economic return of higher education is lower than that of primary education.
5. The number of higher education students worldwide has increased significantly since 1998.
6. In Latin America and the Caribbean, students with higher education degrees earn less than those with only a high school diploma.
7. Governments are recognizing the need for an adaptable and highly skilled workforce in the global economy.
8. Many higher education graduates still lack the skills needed for successful integration into the labour market.
9. Higher education is equally accessible to students from all economic backgrounds across the world.
10. The World Bank Group supports higher education through policy analysis, benchmarking, and financial assistance.

**3. Fill in the table giving definition and examples:**

Aspect	Definition	Examples
Benefits of higher education		
Challenges in higher education		
Strategies to improve higher education		

**Writing**

1. Write an essay defying what learning is according to the text, explain what learning involves, and how education supports the learning process.

2. Discuss this statement using arguments and examples from the text: Higher education benefits society more than it benefits individuals.
3. Write two paragraphs analysing the main challenges facing higher education systems today and suggesting solutions mentioned in the text.
4. Write an essay supporting your opinion, using evidence and ideas from the text: Should governments prioritise equitable access to higher education?

## UNIT 6. TERTIARY EDUCATION

### Before Reading

**1. Learn the vocabulary:** to be required, consequence, underinvestment, drain, insufficient, to exacerbate, gap, agenda, income, to expand, to ensure, critical, to reframe.

**2. Translate into English using the new words.**

1. Системи вищої освіти є основою великих перетворень, необхідних для економіки та суспільства в цілому. 2. Наслідки недостатнього інвестування включають втрату кадрів та талантів. 3. Десятиліття недостатніх і неефективних інвестицій у вищу освіту та розвиток професійних навичок, що здобуваються завдяки можливості отримати вищу освіту, лише поглибили глобальні розбіжності у рівні добробуту. 4. Це програма для країн з високим і середнім рівнем доходу. 5. З огляду на стрімке розширення сектору вищої освіти в усьому світі та низький рівень доходів груп населення і країн, що відстають у цьому плані, технологія може бути єдиним способом ефективного забезпечення соціальної справедливості та стабільності. 6. Ці п'ять пріоритетів є важливими складовими, за допомогою яких лідери та інституції можуть переосмислити та зміцнити свої системи вищої освіти для більшого впливу на навчання, зростання, інновації та соціальний розвиток.

**3. Tell what do you know about tertiary education?**

### While Reading

**1. Find in the text the following phrases, explain their meanings:**

- leadership
- global knowledge
- health service
- resultant growth rates
- strategic development
- reinforce
- provide a framework
- resilient recovery
- policymakers and stakeholders
- strong contribution
- the power of technology
- digital ecosystem
- persist, flourish, and deliver agreed goals

## 2. Read the text.

### STRATEGIC POLICY ADVICE FOR IMPROVEMENT OF TERTIARY EDUCATION

*<https://www.worldbank.org/en/topic/tertiaryeducation>*

As the world seeks to build back better into a new era of green and equitable economic growth, tertiary education systems are at the heart of the big transformations required throughout economies and societies. Tertiary education is vital for the development of human capital and innovation. Strategic and effective investments in tertiary education can serve every country from the poorest to the richest by developing its talent and leadership pool, generating and applying knowledge to local and global challenges, and participating in the global knowledge economy. Effective tertiary education systems ensure that countries have well-trained doctors, nurses, teachers, managers, engineers, and technicians who are the main actors of effective education and health service delivery and public and private sector development.

The imperative for investing in tertiary education derives from two major questions: What are the benefits of investing, and what are the consequences of not investing? The benefits include higher employment levels (that is, lower levels of unemployment), higher wages, greater social stability, increased civic engagement, and better health outcomes. Even more significant and, perhaps, revealing, is examining what happens when countries underinvest in their tertiary education systems. The consequences of underinvestment include brain drain and talent loss, limited access to applied research capacity for local problem solving, limitations to economic growth due to low levels of skills in the workforce, low-quality teaching and learning at every level of education, and, perhaps most glaringly, expanded wealth inequality within and among nations, with those investing proportionately more experiencing resultant growth rates far outpacing those with lower levels of investment and.

#### **Key elements of strategic policy advice for tertiary education**

Decades of insufficient and ineffective investment in postsecondary education and the advanced skills developed through higher learning opportunities have only exacerbated global equity gaps. The World Bank's new **STEERING Tertiary Education: Toward Resilient Systems that Delivery for All** policy approach paper describes the approach of the World Bank to support the development of effective, equitable, efficient, and resilient tertiary education systems and institutions.

The paper seeks to: (i) reinforce the imperative that every country – regardless of level of development – invest thoughtfully and strategically in diversified, well-articulated, and inclusive tertiary education systems; (ii) provide a framework for policymakers and other tertiary education stakeholders to examine critical traits

responding to the needs for advanced skills and lifelong learning in support of growth and development and key interventions for tertiary education systems in the decades ahead; (iii) examine the impact of the COVID-19 pandemic on the global tertiary education sector and share ideas that promote a resilient recovery from the crisis; and (iv) provide key information about the decades of commitment the World Bank has shown to utilizing tertiary education for sustainable development, including context, concepts, and scale of the World Bank's operational and analytical work.

Within this steering framework and with a view to turning the challenges wrought by the COVID-19 crisis into opportunities for impactful reforms, this paper encourages tertiary education policymakers and stakeholders to STEER their tertiary systems and institutions toward greater relevance and impact, utilizing five framing principles:

**I. Strategically diversified systems** – supporting all postsecondary institutions, ensuring agile, articulated pathways and diversity of forms, functions, and missions:

- Developing **future-oriented strategies** that center on a strong contribution of tertiary education not only to growth and competitiveness but also to social cohesion and human development more broadly for the tertiary education sector, subsectors, and institutions. This is an agenda for high- and middle-income countries but is particularly important for fragile and low-income countries that need to kick-start the technological innovation and adaptation engine and provide the young generation a productive and peaceful future.

- Positioning tertiary education in a **lifelong learning** context with flexible pathways, second-chance options, and greater adaptability to the needs and opportunities afforded by employers, civil society, and governments. This means permeability across pathways and providers, modularization of learning offers, and student-centered credit systems to allow for flexible pathways as well as bridging and mentoring programs to boost tertiary remedial education to give everyone a good start and adequate support in tertiary education.

**II. Technology** – designed and applied in a purposeful and equitable manner:

- Harnessing **the power of technology** to improve teaching and research capacity while simultaneously acknowledging and countering the impact of expanding digital divides. With tertiary education sectors massively expanding across the globe and low-income groups and countries trailing behind, technology might be the only way to effectively ensure equity and resilience.

- Building a digital ecosystem with the help of **National Research and Education Networks (NRENs)** and effective collaboration across government portfolios. Harnessing the power of technology means that tertiary education institutions not only profit from digitalization but also advance digitalization through the development of digital skills, and application of digitalization across its functions and related research and development.

III. **Equity** – a universal approach to the benefits and opportunities of postsecondary learning:

- Acknowledging that **inequity is a form of injustice**.

- Acting to ensure that **equity and inclusion in access and success** are a driving ethos for an effective and relevant tertiary education system.

IV. **Efficiency** – a goal-oriented, effective use of resources

- Improving **information systems** so that sectors, subsectors, and institutions can be managed and enhanced utilizing evidence and sound information

- Devising and **deploying governance, financing, and quality assurance instruments** that are designed to weather the current and potential future crises.

- For **financing**, this means, for example, that systems and institutions diversify their funding base and reduce dependency on a single income source (which will require revisiting questions of cost-recovery and are thinking of student grant and loan schemes in many countries) and use innovative funding mechanisms.

- For **quality assurance**, this means that remote options for accreditation and evolution are established and applied when the environment requires such agility in ensuring quality under all conditions.

- For **governance**, this means ensuring the external governance, legislative and ministerial oversight, and institutional governance, boards and oversight bodies are developed and operated in such a manner that promotes effective connections with external actors and the world of work and allows for rapid innovations to be tested and embraced in such a way that institutions are able to continue their operations within the scope of their charters and missions.

V. **Resilience** – the ability to persist, flourish, and deliver agreed goals despite adversity

- Acknowledging the need for **resilience planning**, by taking stock of the successes and failures of the COVID-19 response at the systems and institutional levels and analyzing options that would have mitigated the failures.

- Utilizing **adaptive governance frameworks** to embed immediate, strategic resilience interventions to address significant short- and long-term challenges facing tertiary education systems and institutions as a result of the shocks brought on by the pandemic, including diminished resources for institutions, personal and academic challenges for institutions and students, demand for improved infrastructure to support continued distance and blended learning models, reduced mobility placing pressures to improve regional and local tertiary institutions, questions of sustainability of funding models, and much more.

These five priorities present critical building blocks with which leaders and institutions can reframe and strengthen their tertiary education systems for greater impact on learning, growth, innovation, and social development.

## After Reading

### 1. Answer the questions:

1. Why is tertiary education described as central to green and equitable economic growth?
2. How does tertiary education contribute to the development of human capital and innovation?
3. What benefits result from strategic investment in tertiary education according to the text?
4. What consequences are outlined for countries that underinvest in tertiary education?
5. Why does the text consider wealth inequality a major result of insufficient investment in tertiary education?
6. What is the purpose of the World Bank's STEERing Tertiary Education policy approach paper?
7. How has the COVID-19 pandemic influenced the need for reforms in tertiary education systems?
8. What does the principle of strategically diversified systems involve?
9. How is technology expected to improve equity and resilience in tertiary education?
10. Why are efficiency and resilience considered essential principles for tertiary education systems?

### 2. Say if the statement is true or false:

1. Tertiary education plays a key role in transforming economies and societies.
2. Investment in tertiary education benefits only high-income countries.
3. Underinvestment in tertiary education can lead to brain drain and talent loss.
4. Higher employment levels and better health outcomes are among the benefits of investing in tertiary education.
5. The STEERing Tertiary Education paper focuses only on increasing enrollment numbers.
6. Equity in tertiary education is described as a matter of justice.
7. Technology is presented as a way to reduce, rather than worsen, digital divides when applied purposefully.
8. Efficiency in tertiary education includes improving governance, financing, and quality assurance systems.
9. Resilience planning is unnecessary once tertiary education systems return to normal after a crisis.
10. The five strategic principles are intended to strengthen tertiary education systems' impact on development and innovation.

**3. Fill in the table writing down key elements of strategic policy advice for tertiary education and their main points:**

<b>Strategy</b>	<b>Explanation</b>

**Writing**

1. Write a 2–3 paragraph summary of the text explaining the importance of tertiary education, the benefits of investing in it, and the consequences of underinvestment. Include the World Bank’s STEER framework and briefly describe its five principles.

2. Choose a country and analyze how the STEER principles could improve its tertiary education system. Discuss current challenges, potential benefits, and barriers to implementation, providing examples where possible.

3. Write a short essay taking a position on whether investing in tertiary education is more important than primary or secondary education for economic growth. Support your argument with evidence and address possible counterarguments.

4. Imagine you are a policy advisor and draft a brief strategic plan to strengthen a country’s tertiary education system. Highlight initiatives aligned with STEER principles, short- and long-term goals, and how these actions could improve growth, equity, and resilience.

## UNIT 7. DISTANCE EDUCATION

### Before Reading

**1. Learn the vocabulary:** roughly, synonymously, pave the way, background, enrolment, increase, extend, satellite, elsewhere, instead of, to aim, broadly, particular, flexible, to enrol, employee, enthusiasm, to overcome, to denote.

### 2. Translate into English using the new words.

1. Ряд термінів використовуються приблизно як синоніми дистанційної освіти. 2. Товариство проклало шлях для подальшого створення коледжів імені сера Айзека Пітмана по всій країні. 3. Передумовою цієї інновації було те, що ця установа була неконфесійною. 4. Наприкінці 19 століття кількість студентів постійно зростала. 5. Вільям Рейні Харпер відстоював концепцію розширеної освіти, згідно з якою дослідницький університет мав би філії в інших регіонах. 6. Зростання було пов'язане з розсилкою повних підручників замість окремих уроків. 7. Звичайна технічна школа або коледж має на меті загальноосвітню підготовку студентів. 8. Ми прагнемо, щоб наші курси відповідали конкретним потребам студентів, які їх відвідують. 9. За межами великих міст приватні заочні школи пропонували гнучке рішення з вузькою спеціалізацією. 10. Приватні школи пропонували спеціалізовану технічну підготовку всім, хто вступив до них, а не тільки співробітникам однієї компанії. 11. Його природний ентузіазм щодо проєкту значною мірою допоміг подолати технічні труднощі. 12. Деякі відкриті університети виростили до мегауніверситетів, термін, який був введений для позначення навчальних закладів, що мають понад 100 000 студентів.

### 3. Tell what do you know about distance learning?

### While Reading

#### 1. Find in the text the following phrases, explain their meanings:

- correspondence courses
- online education
- network technologies
- student feedback
- crucial innovation
- compromise solution
- access to higher education
- coal miners
- family responsibilities
- planning committee
- respectable learning alternative
- at low cost

## 2. Read the text.

### **DISTANCE EDUCATION**

*[https://en.wikipedia.org/wiki/Distance\\_education](https://en.wikipedia.org/wiki/Distance_education)*

**Distance education**, also called **distance learning**, is the education of students who may not always be physically present at a school. Traditionally, this usually involved **correspondence courses** wherein the student corresponded with the school via post. Today, it involves **online education**. A distance learning program can be completely distance learning, or a combination of distance learning and traditional classroom instruction (called hybrid or blended). Massive open online courses (MOOCs), offering large-scale interactive participation and open access through the World Wide Web or other network technologies, are recent educational modes in distance education. A number of other terms (distributed learning, e-learning, m-learning, online learning, virtual classroom etc.) are used roughly synonymously with distance education.

One of the earliest attempts was advertised in 1728. This was in the *Boston Gazette* for "Caleb Philipps, Teacher of the new method of Short Hand", who sought students who wanted to learn through weekly mailed lessons.

The first distance education course in the modern sense was provided by Sir Isaac Pitman in the 1840s, who taught a system of shorthand by mailing texts transcribed into shorthand on postcards and receiving transcriptions from his students in return for correction. The element of student feedback was a crucial innovation in Pitman's system. This scheme was made possible by the introduction of uniform postage rates across England in 1840.

This early beginning proved extremely successful, and the Phonographic Correspondence Society was founded three years later to establish these courses on a more formal basis. The Society paved the way for the later formation of Sir Isaac Pitman Colleges across the country.

The first correspondence school in the United States was the Society to Encourage Studies at Home, which was founded in 1873.

Founded in 1894, Wolsey Hall, Oxford was the first distance learning college in the UK.

### **UNIVERSITY CORRESPONDENCE COURSES**

The University of London was the first university to offer distance learning degrees, establishing its External Programme in 1858. The background to this innovation lay in the fact that the institution (later known as University College London) was non-denominational, and given the intense religious rivalries at the time, there was an outcry against the "godless" university. The issue soon boiled down to which institutions had degree-granting powers and which institutions did not.

The compromise solution that emerged in 1836 was that the sole authority to conduct the examinations leading to degrees would be given to a new officially recognized entity called the "University of London", which would act as examining body for the University of London colleges, originally University College London and King's College London, and award their students University of London degrees. As Sheldon Rothblatt states: "Thus arose in nearly archetypal form the famous English distinction between teaching and examining, here embodied in separate institutions."

With the state giving examining powers to a separate entity, the groundwork was laid for the creation of a program within the new university which would both administer examinations and award qualifications to students taking instruction at another institution or pursuing a course of self-directed study.

Referred to as "People's University" by Charles Dickens because it provided access to higher education to students from less affluent backgrounds, the External Programme was chartered by Queen Victoria in 1858, making the University of London the first university to offer distance learning degrees to students. Enrollment increased steadily during the late 19th century, and its example was widely copied elsewhere. This program is now known as the University of London International Programme and includes Postgraduate, Undergraduate and Diploma degrees created by colleges such as the London School of Economics, Royal Holloway and Goldsmiths.

In the United States, William Rainey Harper, founder and first president of the University of Chicago, celebrated the concept of extended education, where a research university had satellite colleges elsewhere in the region.

In 1892, Harper encouraged correspondence courses to further promote education, an idea that was put into practice by Chicago, Wisconsin, Columbia, and several dozen other universities by the 1920s. Enrollment in the largest private for-profit school based in Scranton, Pennsylvania, the International Correspondence Schools grew explosively in the 1890s. Founded in 1888 to provide training for immigrant coal miners aiming to become state mine inspectors or foremen, it enrolled 2500 new students in 1894 and matriculated 72,000 new students in 1895. By 1906 total enrollments reached 900,000. The growth was due to sending out complete textbooks instead of single lessons, and the use of 1200 aggressive in-person salesmen. There was a stark contrast in pedagogy:

The regular technical school or college aims to educate a man broadly; our aim, on the contrary, is to educate him only along some particular line. The college demands that a student shall have certain educational qualifications to enter it and that all students study for approximately the same length of time; when they have finished their courses they are supposed to be qualified to enter any one of a number of branches in some particular profession. We, on the contrary, are aiming to make our courses fit the particular needs of the student who takes them.

Education was a high priority in the Progressive Era, as American high schools and colleges expanded greatly. For men who were older or were too busy with family responsibilities, night schools were opened, such as the YMCA school in Boston that became Northeastern University. Outside the big cities, private correspondence schools offered a flexible, narrowly focused solution. Large corporations systematized their training programs for new employees. The National Association of Corporation Schools grew from 37 in 1913 to 146 in 1920. Starting in the 1880s, private schools opened across the country which offered specialized technical training to anyone who enrolled, not just the employees of one company. Starting in Milwaukee in 1907, public schools began opening free vocational programs.

Only a third of the American population lived in cities of 100,000 or more population in 1920; to reach the rest, correspondence techniques had to be adopted. Australia, with its vast distances, was especially active; the University of Queensland established its Department of Correspondence Studies in 1911. In South Africa, the University of South Africa, formerly an examining and certification body, started to present distance education tuition in 1946. The International Conference for Correspondence Education held its first meeting in 1938. The goal was to provide individualised education for students, at low cost, by using a pedagogy of testing, recording, classification, and differentiation. The organization has since been renamed as the International Council for Open and Distance Education (ICDE), with headquarters in Oslo, Norway.

### **OPEN UNIVERSITIES**

The Open University in the United Kingdom was founded by the then Labour government led by Prime Minister, Harold Wilson, based on the vision of Michael Young. Planning commenced in 1965 under the Minister of State for Education, Jennie Lee, who established a model for the Open University (OU) as one of widening access to the highest standards of scholarship in higher education and set up a planning committee consisting of university vice-chancellors, educationalists, and television broadcasters, chaired by Sir Peter Venables. The British Broadcasting Corporation (BBC) Assistant Director of Engineering at the time, James Redmond, had obtained most of his qualifications at night school, and his natural enthusiasm for the project did much to overcome the technical difficulties of using television to broadcast teaching programs .

The Open University revolutionized the scope of the correspondence program and helped to create a respectable learning alternative to the traditional form of education. It has been at the forefront of developing new technologies to improve the distance learning service as well as undertaking research in other disciplines. Walter Perry was appointed the OU's first vice-chancellor in January 1969, and its foundation secretary was Anastasios Christodoulou. The election of the new Conservative government under the leadership of Edward Heath, in 1970; led to budget cuts under Chancellor of the Exchequer Iain Macleod (who had earlier

called the idea of an Open University "blithering nonsense"). However, the OU accepted its first 25,000 students in 1971, adopting a radical open admissions policy. At the time, the total student population of conventional universities in the United Kingdom was around 130,000.

Athabasca University, Canada's Open University, was created in 1970 and followed a similar, though independently developed, pattern. The Open University inspired the creation of Spain's National University of Distance Education (1972) and Germany's FernUniversität in Hagen (1974). There are now many similar institutions around the world, often with the name "Open University" (in English or in the local language).

Most open universities use distance education technologies as delivery methods, though some require attendance at local study centres or at regional "summer schools". Some open universities have grown to become mega-universities, a term coined to denote institutions with more than 100,000 students

### **After Reading**

#### **1. Answer the questions:**

1. What is distance education, and how has it changed from its traditional form to the present day?
2. What are MOOCs, and how do they fit into modern distance education?
3. Who was Sir Isaac Pitman, and why was his approach to distance education significant?
4. How did the introduction of uniform postage rates in England contribute to the development of distance learning?
5. What role did the University of London play in the history of distance education?
6. Why was the University of London's External Programme referred to as the "People's University"?
7. How did distance education expand in the United States during the late 19th and early 20th centuries?
8. Why were correspondence education methods particularly important in countries such as Australia and South Africa?
9. How did the Open University in the United Kingdom transform perceptions of distance education?
10. What characteristics define open universities, and how do they differ from traditional universities according to the text?

#### **2. Say if the statement is true or false:**

1. The University of Oxford was the first university to offer distance learning degrees.
2. At University of London teaching and examining were embodied in separate institutions."

3. London University was given powers to administer examinations and award qualifications to students taking instruction at another institution.

4. Charles Dickens called London University as "People's University" because it provided access to higher education to students from less affluent backgrounds.

5. The idea of correspondence courses to further promote education was not put into practice in the USA.

6. The regular technical school or college aims to educate a man broadly.

7. Education was a high priority in the Progressive Era.

8. Australia was not active in introducing correspondence techniques.

9. South Africa started to present distance education tuition in 1946.

10. The goal of correspondence education was to provide individualised education for students, at low cost, by using a pedagogy of testing, recording, classification, and differentiation.

**3. Fill in the table writing down main ideas of distance learning genesis:**

<b>Aspect of distance education</b>	<b>Key information from the text</b>	<b>Important people / institutions</b>	<b>Dates</b>
Early distance education			
Distance education in the UK			
Distance education in the USA			
Distance education worldwide			
Open universities			

**Writing**

1. Write a brief summary of the text explaining the history and evolution of distance education, from early correspondence courses to modern online learning and open universities. Highlight key milestones, including Sir Isaac Pitman, the University of London External Programme, and the Open University.

2. Analyze how distance education evolved differently in the UK, the US, and other countries. Discuss the factors that influenced these developments such as technology, geography, and social needs.

3. Write a short essay evaluating the benefits and challenges of distance education compared to traditional in-person education. Consider aspects like accessibility, flexibility, quality, and social interaction.

4. Imagine you are designing a new distance education program for your country. Briefly outline the program, including the mode of delivery, target learners, and methods to ensure quality and accessibility, inspired by historical and modern practices described in the text.

## UNIT 8. ONLINE DISTANCE LEARNING: THE NEW NORMAL IN EDUCATION

### Before Reading

**1. Learn the vocabulary:** support, query, intermittent, quality, challenge, to preserve, communication, to ensure, engaging, to motivate, wherein, remotely, assessment, gap, tool, current, to concern, resource, leadership, experience, drawbacks, to stem, transmission, lockdown, to implement, access, to retrieve.

### 2. Translate into English using the new words.

1. Підтримка доступна в режимі онлайн для відповідей на запитання учнів. 2. Перебої у підключенні до Інтернету також можуть призвести до погіршення якості онлайн-навчання. 3. Вчителі стикаються з викликом – знайти всі можливі засоби комунікації зі своїми учнями, щоб зберегти зв'язок і забезпечити спілкування. 4. Це ставить перед вчителями завдання зробити уроки цікавими, щоб мотивувати учнів зосередитися на навчанні. 5. Дистанційне навчання або DL – це форма навчання, при якій процеси викладання та навчання відбуваються дистанційно. 6. Оцінка потреб – це бізнес-інструмент, який дозволяє організації визначити розрив між бажаними результатами та поточним станом. 7. Установа також повинна дбати про свої людські ресурси, управління та керівництво з метою навчання та підвищення кваліфікації. 8. Незважаючи на позитивний досвід вчителів та інших зацікавлених сторін щодо такої організації роботи, не можна заперечувати її недоліки. 9. Вищезазначені переваги та недоліки базуються на досвіді як викладачів, так і студентів. 10. У більшості країн школи були закриті, щоб зупинити поширення вірусу. 11. Оскільки карантинні обмеження були введені повсюдно, школи також були закриті. 12. Учні отримують доступ до порталу, де вони можуть переглядати свої уроки або навчальні матеріали в будь-який час протягом дня.

### 3. Tell what is your attitude to distance learning?

### While Reading

#### 1. Find in the text the following phrases, explain their meanings:

- distance learning
- trade restrictions
- devastating conditions
- adverse effects
- alternative mode
- flexible model
- blended learning
- synchronous learning
- asynchronous learning
- real-time interaction

- potential of this modality
- advantages and disadvantages of
- financial obligations
- beat the traffic
- rural province
- online resources
- materials expenses
- time-consuming
- technology issues
- gadget complexity
- additional training
- readiness model
- primary concern
- eventually
- access to communication
- hardware and software

## **2. Read the text.**

### **ONLINE DISTANCE LEARNING: THE NEW NORMAL IN EDUCATION**

*By Clyde Ericson Nolasco*

*<https://elearningindustry.com/online-distance-learning-the-new-normal-in-education>*

Summary: To stem the transmission of COVID-19, establishments were closed, including schools. Thus, the education system adapted distance learning. Distance learning or DL is a modality wherein the teaching and learning processes are happening remotely.

#### ***Readiness: The Key To ODL (Online Distance Learning) In The Time Of Pandemic***

The COVID-19 pandemic is changing our lives and bringing a lot of challenges to our era. Aside from being a health crisis, it also caused economic meltdowns across the globe. Companies closed, many people were laid off and unexpectedly became unemployed. The World Health Organization also mentioned that food shortages became a problem during this global lockdown as closures between borders and trade restrictions limited the movement of food supplies from rural to urban areas. COVID-19 is producing profound devastating conditions in our daily lives including in the individual, cultural, public health, and economic dimensions (Ferreira and Serpa, 2021).

Along with all these, schools in most countries were closed to stem the transmission of the virus. Onyema, Eucheria, Obafemi, Sen, Atonye, Sharma, and Alyased (2020) concluded that the pandemic has adverse effects on educational

systems including research, academic programs, staff professional development and jobs in the academic sector, etc. These changes were felt not just by schools but also by teachers, students, and even parents. As lockdowns were implemented everywhere, schools were also closed. Educational institutions abandoned face-to-face classes and on-campus activities were halted for the safety of the population (Filho et al., 2021).

To respond to the challenges posed by COVID cases worldwide, schools offered distance learning (DL) as the available learning method in this time of the pandemic. According to Justin Simon (2021), pre-pandemic there were only 6.6 million students enrolled in distance learning but this figure skyrocketed to 400 million due to the spread of COVID-19. Because schools were closed and not allowed to accommodate students in their classrooms, distance learning was offered. DL has now become the new normal in education.

### ***Distance Learning***

Distance learning is any kind of remote learning in which the student is not physically present in the classroom. The student may be anywhere while learning takes place. Distance learning is educating students online. Over the years, DL has become an alternative mode of teaching and learning (Alsoliman, 2015). It has become another venue for education and instruction.

Though opposed by many, the Philippines' Department of Education (DepEd) and the Commission on Higher Education (CHED) adopted and implemented a flexible model of blended learning. According to CHED (2020), flexible learning is learning interventions and delivery of programs with the consideration of the learner's unique needs, that may or may not involve the use of technology. In the Philippines, DL is being offered in two forms: online distance learning (ODL) and modular distance learning (MDL). But most parents and students would prefer ODL, considering and hoping that the interaction between students and the teacher can ensure learning.

DL has become the new normal in education in the country. DepEd (2020), without sacrificing the quality of education, came up with the Learning Continuity Plan (LCP) for the school year 2020–2021. This provides learning interventions that teachers can utilize during the pandemic. This was the jumping board for schools as they offered DL to their stakeholders. However, for this article, we are going to focus only on online distance learning.

This kind of DL can either be synchronous or asynchronous learning. Juliana Scheiderer of Ohio State University simply differentiated the two as follows: synchronous learning is learning from a distance by attending a class virtually on a regular schedule, while asynchronous learning is learning at one's pace and schedule but within a certain timeframe.

Synchronous learners are advised to attend an online class as if having it face-to-face. They are gathered in a virtual classroom where everybody can interact with their fellow students and their teachers/instructors. Asynchronous learning is

different from synchronous learning. Students are given access to a portal where they can retrieve their lessons or instructional materials at any given time of the day. This learning method does not include live video discussion, though recorded videos may be viewed by the learners. However, real-time interaction is not possible.

Though DL has been used for many years already in the education system, its implementation in the time of pandemics may be different and challenging. With the emergence of advanced technology, it is acceptable to say that DL is very promising. However, to fully maximize the potential of this modality, it would be best to identify the experiences of the students, teachers, and stakeholders in this setup, the advantages and disadvantages of this modality in the time of the pandemic, and recommendations to improve the DL offerings of schools. Identifying the experiences of those involved in this modality would allow us to gather the pros and cons of DL. This would allow us to modify our recommendations.

### ***Advantages Of Distance Learning***

DL offers a lot of advantages as a mode of teaching and learning. Bijeesh (2021) enumerated some practical advantages of DL such as saving money and time. Most often, the fee for online classes is much lower than for the usual on-campus classes. As students save money because of reduced financial obligations, schools also save money because of less expense in maintaining their facilities. Students can also save time because of shorter travel times. There's no need to be on the road to beat the traffic just to be inside the classrooms. Study materials are available and just need to be downloaded.

Along with the advantages mentioned above, Oxford Learning College (2015) adds flexibility, comfort, and instant updates to the list. Because DL can be student-centered, the learner can control the schedule within the timeframe given by the teachers. Also, one can learn anywhere and at any time. Online learning can be done in any place, at home wearing comfortable clothes, or somewhere in the rural province, as long as there's an internet connection. And because of technology, the updating of materials and other online resources can be instantaneous. Support is available by online means to answer queries from the learners.

### ***Disadvantages Of Distance Learning***

On the other hand, Bijeesh (2021) also mentioned the disadvantages of DL. He first mentioned the tendency for high distraction. Because students are not in the classroom and are in the comfort of their homes, distractions can't be avoided. They may be torn between classes and the desire to listen to music, sleep, or do something else. This can result in poor performance of the students. This challenges teachers to make their lessons engaging, to motivate their students to focus on the lesson. He also mentioned hidden costs and complicated technology. Yes, online classes may save money because of less transportation and materials

expenses, but it can't be denied that there might be hidden costs, like buying software and other computer applications to support the online classes. The technology used may also be complicated. Navigating through the applications used in online classes may also be demanding and time-consuming, especially for younger students and their learning coaches.

In her article on eLearning, Gautam (2020) also mentioned the following as the disadvantages of online learning: technology issues, sense of isolation, teacher training, and managing screen time. When she mentioned technology issues, she meant more than just computer or gadget complexity; she also meant poor internet connection. With the pandemic and DL imposed on all students, the quality of internet connections was tested. Sadly, not all students have access to a strong internet connection. Intermittent connectivity may also lead to poor quality of online learning. This may be detrimental to the teaching and learning process.

Gautam continued by mentioning the sense of isolation. Because of DL, interactions are very minimal. We regard human beings as social beings. Teachers are then challenged to open every possible means of communication with their students to preserve the connection and ensure communication. Teacher training is also on the list of disadvantages mentioned by Gautam. The lockdowns were imposed suddenly and classes migrated online abruptly, but teachers may need additional training to teach online so as to be able to guide their students properly. So to ensure quality education, schools must always offer their teachers technological educational advancement through training and online courses.

Lastly, Gautam mentioned managing screen time as one of the disadvantages. Because students are required to attend their classes online and finish their requirements through their computers or other devices, parents are afraid of this hazard for their children. Thus, teachers must also remind the students to be responsible and mindful of the time they spend in front of their screens and to take breaks. Also, because of the synchronous classes and asynchronous tasks, parents, and teachers as well, are challenged to remind their students to consider physical activities in between, to maintain their health and wellness.

The advantages and disadvantages mentioned above were all based on the experiences of both teachers and students. They were satisfied and at the same time frustrated with DL. But with the data and information gathered, there are many opportunities available to improve this modality taking into consideration that technology is flexible and capable of accommodating changes and improvements. We should also mention the eagerness of teachers to develop their skills because of their untiring dedication to their profession.

Bijesh, Oxford Learning College, and Gautam were able to mention experiences that are significant as we discuss DL as the new normal in education. They were able to list the advantages and disadvantages of DL being experienced at the time of this pandemic.

To address these issues in online distance learning, what is needed is summed up by the word "readiness." Readiness, in terms of eLearning or learning through technology, may be vague or broad because of its never-ending and fast-paced evolution. In 2015, after analyzing a number of models, Demir and Yurdugül proposed three models of readiness for students, teachers, and institutions.

### ***The Readiness Models***

The readiness model for students consists of six components: competency of technology usage, self-directed learning, access to technology, confidence in prerequisite skills and in themselves, motivation, and time management. The model implies that the student must have computer and technology skills prior to eLearning, must have good study habits and independent learning skills, and must be motivated in attending online classes.

Demir and Yurdugül's readiness model for teachers includes eight components: acceptance, access to technology, motivation, time management, institution and policy, content, pedagogical competency, and competency in technology usage. Basically, teachers must first absorb the nature of their setup, that the learning and teaching process will occur online or in a technology-driven environment. They must also be aware of the content of their lessons, as well as the methods and strategies they may be able to utilize as they teach in DL. Having knowledge about the institution and its policies is also helpful in being prepared. This may include rules regarding the school's online instruction.

With regard to the institution's readiness, there are seven components: finance, ICT infrastructure, human resources, management and leadership, content, culture, and lastly, competency in technology usage. The capacity of the institution to invest in the right and appropriate technology is the institution's primary concern when it comes to learning and teaching with technology, as they need to invest in their ICT infrastructures. The institution must also be concerned with its human resources, management, and leadership for training and updating.

With Demir and Yurdugül's models, we can justify how readiness can help address the seven disadvantages mentioned above: distractions, costly technology and apps, demanding online classes, isolation, lacking teacher training, managing screen time, and poor internet connection. Distraction may be avoided if students with the right motivation are focused on learning. This can also be avoided if teachers are competent pedagogically and technologically. Teachers' well-prepared lessons with enticing activities will decrease students' boredom in online distance learning. This also proves that teachers are well-trained and prepared to teach online. With all these considerations, the teachers can now help their students manage their screen time and develop study habits. Eventually, students will not find online classes as demanding if they have developed time management skills. More so, access to technology also means access to communication, thus students will not feel isolated if they have open communication with their teachers and classmates. Lastly, students, teachers, and the institution must invest in proper

technology. For DL to be successful and fruitful, technology should not be neglected. This will help avoid problems with a poor internet connection, failing devices, and inappropriate learning apps and tools.

### ***Conclusion***

To stem the transmission of the Coronavirus or COVID-19, establishments were closed, including schools. Thus, the education system adapted distance learning. Distance learning or DL is a modality wherein the teaching and learning processes are happening remotely. Despite the positive experiences of teachers and stakeholders regarding this setup, we cannot deny its drawbacks. Studies found that in DL students may encounter

- Distractions
- Costly technology and apps
- Demanding online classes
- Isolation
- Teachers who lack training
- Problems managing screen time
- Poor internet connection compromising the quality of education

In conclusion, to be able to avoid these issues in DL, readiness must be ensured. The students, the teachers, and the administration or the institution must be prepared. The closure of schools may have happened abruptly; however, as the schools continue to offer DL they must prepare. Some components in the models presented by Demir and Yurdugül may help address the issues or disadvantages of the online learning setup.

With this conclusion, distance learning can continue as the new normal in education, especially during a pandemic or if a lockdown must be imposed. In spite of the issues mentioned, there were suggested components that can be done differently to avoid such problems. Education can still continue in spite of the fact that it is done remotely.

### ***Recommendations***

In our conclusion, we analyzed the seven advantages that were mentioned and we can justify that readiness is the key to all these. And this readiness is the preparation of the students, the teachers, and the institution (the school administration). Thus, orientation for students, training for teachers, and a needs assessment for the institution is recommended, to prepare those who will be involved in distance learning.

First, orientation for the students is an activity that would give the students an idea of how distance learning would happen. They would be aware of the things that they need to prepare for their DL to be successful and fruitful. The institution, through its teachers, would inform the students of the software, applications, and technology tools they would need. Also, this can serve as an opportunity for students to ask questions or for any clarifications about class schedules and the Learning Management System (LMS) that they will use in their online classes.

Second, training for teachers is necessary. The pandemic happened in the middle of the school year. Most teachers were not ready. However, as the pandemic continues and online classes are still utilized, the institution must provide, and ensure that teachers will undergo, training. In-service training seminars were provided even before the pandemic, thus it is not new to teachers. But with the demand for online learning, teachers must be given updated training especially on conducting online classes. These training sessions may include familiarity with hardware and software. This also guarantees that the teachers are capable of assisting their students during the school year.

Lastly, the institution must undertake a needs assessment. Needs assessment is a business tool that allows the organization to determine the gap between their desired output and their current state. This allows the organization to identify what should be prioritized or improved. For schools, this will allow the administration to name certain aspects in the school system that need to be given attention as they offer online classes. The school will then be able to properly orient their students and also train their teachers with the appropriate programs or tools.

References:

- [Advantages & Disadvantages Of Distance Learning](#)
- [ADOPTION OF THE BASIC EDUCATION LEARNING CONTINUITY PLAN FOR SCHOOL YEAR 2020-2021 IN LIGHT OF THE COVID-19 PUBLIC HEALTH EMERGENCY](#)
- *A strategic approach to the implementation of quality distance learning in Saudi Arabia: an embedded case study*
- [Advantages and Disadvantages of Distance Learning](#)
- Demir, Ö., and H. Yurdugül. 2015. The Exploration of models regarding e-learning readiness: Reference model suggestions. *International Journal of Progressive Education*, 11 (1).
- [COVID-19 and Social Sciences](#)
- [Advantages And Disadvantages Of Online Learning](#)
- [Needs Assessment: Definition, Overview and Examples](#)
- [COVID-19: the impact of a global crisis on sustainable development teaching](#)
- [Impact of Coronavirus Pandemic on Education](#)
- [What's the Difference Between Asynchronous and Synchronous Learning?](#)
- [What is Distance Learning? The Complete Guide \(2021\)](#)
- [Impact of COVID-19 on people's livelihoods, their health and our food systems](#)

## **After Reading**

### **1. Answer the questions:**

1. Why did schools around the world shift to distance learning during the COVID-19 pandemic?

2. What is distance learning, and how is it defined in the text?
3. How did the number of students enrolled in distance learning change during the pandemic?
4. What forms of distance learning are offered in the Philippines, and which one do students generally prefer?
5. What is the difference between synchronous and asynchronous online learning?
6. What advantages of distance learning are mentioned in the text?
7. What challenges or disadvantages of distance learning do students and teachers experience?
8. Why is “readiness” considered the key to effective online distance learning?
9. What are the main components of Demir and Yurdugül’s readiness model for students, teachers, and institutions?
10. What recommendations does the text give to improve the implementation of distance learning?

**2. Say if the statement is true or false:**

1. Distance learning was widely adopted because schools were closed to prevent the spread of COVID-19.
2. Before the pandemic, more than 400 million students were already enrolled in distance learning programs.
3. Distance learning can be delivered through synchronous or asynchronous methods.
4. Modular distance learning is more preferred by students than online distance learning in the Philippines.
5. One advantage of distance learning is flexibility in time and place of study.
6. Distance learning eliminates all distractions for students because they study at home.
7. Poor internet connection is identified as a major challenge in online distance learning.
8. Teachers do not need special training to effectively conduct online classes.
9. Readiness involves the preparation of students, teachers, and institutions.
10. Orientation for students, teacher training, and institutional needs assessment are recommended to improve distance learning.

**3. Fill in the table writing down advantages and disadvantages of distance learning:**

advantages of distance learning	disadvantages of distance learning

## **Writing**

1. Write a short summary explaining how the COVID-19 pandemic forced schools to adopt distance learning, the types of online learning, and the advantages and disadvantages experienced by students, teachers, and institutions. Include the role of readiness in making DL effective.

2. Analyze the main challenges of online distance learning during the pandemic, such as distractions, technology issues, and isolation. Discuss how the readiness models for students, teachers, and institutions can address these challenges.

3. Write a brief essay evaluating whether distance learning can fully replace face-to-face education during crises. Consider both the benefits, like flexibility and cost savings, and the drawbacks, like lack of interaction and technology barriers.

4. Imagine you are a school administrator implementing distance learning. Write a short plan recommending steps for student orientation, teacher training, and institutional needs assessment to ensure a smooth and effective DL program.

## UNIT 9. PROFESSIONAL MASTER'S VS. RESEARCH MASTER'S

### Before Reading

**1. Learn the vocabulary:** to share, ranging, duration, to enhance, to pursue, to expand, particular, supervisor, guidance, suitable, resume, publication, to explore, benefit, section, additional, support.

**2. Translate into English using the new words.**

1. Хоча вони мають деякі спільні риси, між ними є й істотні відмінності, починаючи від тривалості курсу і закінчуючи формою навчання та змістом курсу. 2. Ви шукаєте академічні нові виклики чи хочете вдосконалити свою кар'єру? 3. Ви також можете отримати ступінь магістра, якщо хочете розширити свої знання з певної дисципліни для власного розвитку та інтересу. 4. Для поглибленого дослідницького проекту вам буде призначено відповідного наукового керівника, який надасть вам рекомендації та підтримку. 5. Вважається більш підходящим для тих, хто хоче зробити кар'єру в академічній сфері. 6. Ваше резюме повинно містити перелік ваших публікацій, навіть якщо вони були опубліковані в студентських журналах. 7. Завжди є можливість досліджувати інші сфери, де магістерська ступінь може бути корисною. 8. Щоб отримати уявлення про те, чим ви можете займатися після отримання ступеня магістра, відвідайте розділ «Кар'єра» на веб-сайті університету, де ви знайдете додаткові поради та підтримку.

**3. Tell what do you know about pursuing a postgraduate degree?**

### While Reading

**1. Find in the text the following phrases, explain their meanings:**

- application process
- undergraduate degree
- timetable of lectures
- comprehensive exam
- completing all requirements
- obvious choice
- to learn independently
- extensive academic research
- career path
- to be discouraged

**2. Find the terms in the text that match the following definitions. These words are essential for navigating the academic environment.**

*Postgraduate degree* – A stage of higher education study following a bachelor's degree.

\_\_\_\_\_ – A multifaceted assignment that serves as a culminating academic and intellectual experience for students (often in the final year).

\_\_\_\_\_ – A long essay or dissertation involving personal research, written by a candidate for a university degree.

\_\_\_\_\_ – Optional courses or modules that students can choose as part of their program of study.

\_\_\_\_\_ – A position at a university where a graduate student helps a professor with instructional responsibilities.

\_\_\_\_\_ – The environment or community concerned with the pursuit of research, education, and scholarship.

### 3. Read the text.

#### **PROFESSIONAL MASTER’S VS. RESEARCH MASTER’S: WHAT YOU NEED TO KNOW**

*By Stephanie Lukins Professional Master’s vs. Research Master’s: What You Need To Know TopUniversities*

When it comes to pursuing a postgraduate degree, you might find yourself wondering whether you should opt for a research master’s or a professional master’s. While they share some similarities, they also have key differences, ranging from course duration to mode of learning, course content, how you’re assessed, and even the application process.

We’ve teamed up with [Clarkson University](#) in the United States to find out what you need to know about both options.

#### **What you learn and how you learn**

It’s important to ask yourself what you want from your master’s experience and what your reasons are for studying one. Looking back at your undergraduate degree, did you like having a set timetable? Or did you enjoy the freedom that came with researching your capstone or thesis project? It’s these questions that can help you come to a final decision.

Here’s a breakdown of what you can expect:

#### **Professional master’s**

A professional master’s is perfect for a student who wants to move forward in a field or add new skills. Typically, they are more course-based and more structured with a timetable of lectures, seminars and lab sessions made up of a certain number of core modules and electives. Most professional master’s programs assess students throughout the year via set assignments, group projects, presentations and exams.

Many professional master’s conclude with a significant project, similar to a thesis, but of an applied nature, rather than theoretical. Other programs end with a comprehensive exam and some are entirely course based, where students graduate after completing all requirements.

If you want to work towards a particular profession and develop a more well-rounded skillset, a professional master's is usually the best option. You may also wish to pursue a professional master's if you want to expand your knowledge of a particular subject for your own personal development and interest.

For Ryan Coleman, the MS in Engineering & Management Systems at Clarkson University was an "easy decision to make."

"I wanted to absorb as much classroom education as possible for my degree, so when I was presented with the option to do research vs taking additional classes, it was an obvious choice," said Ryan.

### **Research master's**

A research master's is an advanced research-based degree with a heavy emphasis on self-directed work. You should be prepared to learn independently and have a good sense of self-discipline as there may be very few timetabled classes (or none at all!), as your time will instead be dedicated to completing a single large project. For the extended research project, you will be assigned a suitable supervisor who can offer guidance and support.

A research master's is ideal if you have a keen interest in extensive academic research, want to develop your research skills and ultimately narrow your focus to a more specialized field of study.

This is something which Joshua Fontana realized after completing an internship at Naval Nuclear Laboratories in 2017.

"I had planned to pursue a master's, but I didn't know when, or what focus area, until I came back from my internship. After learning more about the optimization of using computers to fine-tune and maximize the efficiency of design, I was fascinated," said the mechanical engineering graduate from Clarkson University.

"I knew then that I wanted to pursue a master's immediately after my bachelor's and that I wanted to do research in optimization. The MS in Mechanical Engineering at Clarkson University gave me that opportunity," he said.

Because a research master's is far more research focused, it's considered more suitable for those who want to pursue a career in academia or progress to a PhD.

After graduating from his research master's, Joshua revisited the idea of pursuing a PhD – something which he hadn't given much thought since his bachelor's.

"I thought, 'maybe I would like to earn a doctorate and become a professor', but the idea of actually pursuing a PhD seemed distant, almost unattainable," said Joshua. "I did consider the fact that the research master's kept the door open to a PhD more so than a professional master's, but I wasn't planning on pursuing a PhD just then [during his bachelor's]."

Fast forward to today, and Joshua is currently completing his PhD in mechanical engineering.

## **The application process**

Similar to the course content and format, the application process for both types of master's come with similarities and differences which you should pay close attention to. At Clarkson University for example, CVs are a requirement for all applications.

"They [CVs] provide a great opportunity to get relevant information that doesn't appear elsewhere in the application file in front of the admission committee," said Colleen Thapalia, Senior Director of Graduate Recruitment & Enrollment Marketing at Clarkson University.

"If you are a research-oriented applicant, your resume should include publications you've had, even if they were in student journals," she explained. "Similarly, mention any research presentations you've given. Do you have teaching experience? Put that on the resume so that you will be a good candidate for teaching assistantships."

But what if you're applying for a professional master's?

"Include all work experience on the resume," said Colleen. "This can include student internships, if they were significant, especially if you haven't graduated from your bachelor's degree or graduated only recently.

"Activities or achievements in professional organizations can help applicants distinguish themselves from the crowd," she added.

### **Looking to the future**

Earlier we mentioned how a professional master's may be more suited to those who have a specific career path in mind, while a research master's offers a strong foundation if you want to work in a research-based career.

Joshua is currently studying for his PhD, but is hoping to get involved in developing engineering software, more so with a company where he can "see the real benefit to society that the product brings."

That's not to say a career in academia isn't an option either. "I think I would like teaching and research, but the competition is tough, and the work-week is long for that kind of occupation.

"I will have to see what kinds of opportunities are available when I graduate, but these are my thoughts right now."

After completing the MS in Engineering & Management Systems, Ryan plans to continue working as an engineer at Naval Nuclear Laboratories. However, there's always the possibility of exploring other avenues where a master's can be of a benefit.

It's important to not be discouraged if you're having difficulty choosing between one master's program versus another. A professional master's doesn't mean you can't pursue a PhD if that is what you'd like to do, and a research master's doesn't mean you can't pursue a career that's not in academia. To get a good idea of what you can go on to do after your master's, visit the careers section

on the university's website to find out more, or contact the admissions office for additional advice and support.

### After Reading

#### 1. Choose the correct answer based on the text "Professional Master's vs. Research Master's".

1. According to the text, what is the main focus of a professional master's degree?

- A) Self-directed research
- B) Advancing in a specific field or adding new skills
- C) Preparing exclusively for a PhD
- D) Teaching undergraduate students

2. How are students usually assessed in a professional master's program?

- A) Through a single large-scale research project
- B) Primarily through a comprehensive final thesis
- C) Via assignments, group projects, and exams throughout the year
- D) By their performance in teaching assistantships

3. Which student preferred the professional path because they wanted to "absorb as much classroom education as possible"?

- A) Joshua Fontana
- B) Colleen Thapalia
- C) Ryan Coleman
- D) Ryan's supervisor

4. What is a key characteristic of a research master's degree?

- A) A strictly set timetable of lectures and seminars
- B) A heavy emphasis on independent, self-directed work
- C) The requirement to complete only elective modules
- D) The lack of any supervision

5. Why did Joshua Fontana decide to pursue a research master's?

- A) He wanted to avoid taking exams.
- B) He became fascinated by optimization after an internship.
- C) He wanted to move into engineering management immediately.
- D) He was required to do so by his employer.

6. For which career path is a research master's considered most suitable?

- A) Working in a corporate management role
- B) A career in academia or progressing to a PhD
- C) Entry-level engineering positions
- D) Professional organizations

7. According to Colleen Thapalia, what should a research-oriented applicant include in their CV?

- A) All part-time jobs unrelated to the field
- B) Any publications and research presentations

C) Only their final grades from their bachelor's degree

D) A list of all extracurricular sports activities

8. What advice is given regarding work experience on a professional master's application?

A) Only mention experience gained after graduation.

B) Exclude internships as they are not "real" jobs.

C) Include all work experience, including significant internships.

D) Focus only on volunteer work.

9. True or False: Pursuing a professional master's makes it impossible to ever earn a PhD.

A) True

B) False

10. What is the author's final advice if you are having difficulty choosing a program?

A) Choose the one with the shortest duration.

B) Do not be discouraged and seek advice from the admissions office or university website.

C) Always choose the research master's to keep your options open.

D) Ask your current employer to make the decision for you.

**2. Answer the questions:**

1. What are the main differences between a research master's and a professional master's degree?

2. What factors should students consider when choosing between a research and a professional master's?

3. How is a professional master's degree usually structured and assessed?

4. What type of student is a professional master's most suitable for, according to the text?

5. How does a research master's differ in terms of learning style and course structure?

6. Why is a research master's considered more suitable for students interested in academia or a PhD?

7. How did Ryan Coleman decide that a professional master's was the right choice for him?

8. How did Joshua Fontana's internship influence his decision to pursue a research master's?

9. What advice is given for preparing a CV when applying for a research master's versus a professional master's?

10. What message does the text give about future career options after completing either type of master's degree?

**3. Say if the statement is true or false:**

1. Research and professional master's degrees are identical in structure and assessment.

2. Professional master's programs are usually more structured and course-based.
3. A professional master's always requires students to write a purely theoretical thesis.
4. Research master's students are expected to work more independently than professional master's students.
5. A research master's is better suited for students who want to pursue a PhD.
6. Ryan Coleman chose a research master's because he preferred independent research.
7. Joshua Fontana completed a research master's before beginning his PhD.
8. CVs are required for both research and professional master's applications at Clarkson University.
9. Applicants to professional master's programs are encouraged to include work experience on their CVs.
10. Choosing a professional master's prevents students from pursuing a PhD in the future.

**4. Based on the text, complete the table to contrast the two types of master's programs. This will help you develop skills in structuring academic information:**

<b>Feature</b>	<b>Professional Master's</b>	<b>Research Master's</b>
<b>Primary Goal</b>	Career advancement / New skills	
<b>Learning Mode</b>		Independent, self-directed
<b>Assessment</b>	Exams, group projects, applied projects	
<b>CV Focus</b>		Publications, presentations

### **Writing**

1. Write a short summary explaining the differences between a professional master's and a research master's, including their focus, learning style, assessment methods, and typical career paths. Include key points about the application process and examples from Clarkson University.
2. Analyze the factors a student should consider when deciding between a professional and a research master's, such as career goals, learning preferences, and desire for independent research. Use examples from the text to support your analysis.
3. Write a brief essay evaluating whether a professional or research master's is better suited for someone unsure about their career path. Consider flexibility, preparation for a PhD, and opportunities for practical or academic work.
4. Write a short plan recommending which type of master's a student should pursue based on the goals, learning style, and future career aspirations, referring to examples from the text.

5. In academic writing it is crucial to compare phenomena accurately. Rewrite the sentences using the following connectors: while, whereas, in contrast to, on the other hand:

- Professional master's programs are more course-based. Research master's programs emphasize self-directed work.

- Ryan Coleman chose additional classes to absorb classroom education. Joshua Fontana preferred optimization research.

- For a professional degree, you should include internships on your CV. For a research degree, you should highlight publications.

## UNIT 10. ENCOURAGEMENT: THE KEY TO REFORMING CLASSROOMS

### Before Reading

**1. Learn the vocabulary:** movement, aspect, cooperative, responsible, to conduct, cheerleaders, to practice, to commend, worth, unsuccessfully, encouraging, to resolve, consequence, curriculum, to foster, limited, to be apt, conscientious, to recognize, willingness.

### 2. Translate into English using the new words.

1. Група реформаторів не врахувала найважливіший аспект освіти. 2. Чим більше учнів залучені до співпраці, тим відповідальнішими вони стають; і чим відповідальнішими вони стають, тим сильніше відчувають приналежність до колективу. 3. Вони також навчають студентів проводити батьківські збори, які замінюють батьківські збори з вчителями. 4. Студенти вирішили, що чирлідери повинні приходити на тренування та ігри. 5. Хвалити дітей означає визнавати їхню цінність. 6. Розгляньте іншу стратегію, яку використав вчитель після невдалої спроби заспокоїти клас. 7. Вони також регулярно підбадьорюють один одного і вирішують суперечки, розуміючи, як наслідок пов'язаний з причиною. 8. Її учні зараз досягли такого рівня, що використовують класні збори, щоб допомогти їй вирішити, як освоювати навчальну програму. 9. Під час тренінгу з мотивації вчителі вчать розвивати відповідальність учнів, пропонуючи їм обмежений вибір. 10. Учні більш схильні до заохочення, якщо їхні батьки та вчителі самі відчувають заохочення. 11. Хороші вчителі часто дуже скрупульозні і не помічають своїх сильних сторін. 12. Таким чином, модель заохочення значною мірою покладається на готовність вчителів змінити власну поведінку з метою поліпшення ситуації.

### 3. Tell what do you know about encouragement training?

### While Reading

#### 1. Find in the text the following phrases, explain their meanings:

- encouragement training
- academically successful
- stimulus-response psychology
- respectful dialogue
- practicing encouragement
- shared involvement
- resolving conflict
- sense of belonging
- positive self-concept
- verbal responses
- student's dignity

- responsible for actions
- logical consequences
- to make decisions
- agenda items
- logical consequence
- in democratic fashion
- sense of belonging
- encouragement sessions
- to convey respect
- power struggles
- precise technique
- to provide an opportunity
- cooperative relationship
- disruptive behaviour

## **2. Read the text.**

### **ENCOURAGEMENT: THE KEY TO REFORMING CLASSROOMS**

*Timothy D. Evans*

*<https://www.ascd.org/el/articles/encouragement-the-key-to-reforming-classrooms>*

Encouragement training changes the way teachers run their classrooms and relate to students, resulting in students who are more involved, responsible, and academically successful.

Because of strides in school reform, schools are becoming more democratic organizations. Yet teachers are usually trained in stimulus-response psychology: a psychology of traditional classroom management that runs counter to the democratic principles of school reform (Graves 1991, Schaps and Lewis 1991). In short, what the reform movement has not addressed is the most critical aspect of educating, what happens in the classroom between teachers and students:

1. Making relationships a priority;
2. Carrying on respectful dialogue;
3. Practicing encouragement and affirmation daily;
4. Making decisions through shared involvement (for example, classroom meetings);
5. Resolving conflict;
6. Having fun on a regular basis.

#### **Involvement and Belonging**

The more students are involved in a cooperative atmosphere, the more responsible they become; and the more responsible they become, the more they feel a sense of belonging. Conversely, their sense of belonging gives them the courage to contribute and participate, and the result is a more cooperative and

democratic classroom (Meredith and Evans 1990). The teachers in the Florida programs invite their students into the learning process by asking them to evaluate their own coursework with portfolios, self-evaluations, and so on. They also train students to conduct parent-student conferences, which replace parent-teacher conferences. Students help create rubrics, and they often work in teams. They manage their own discipline problems through classroom meetings. John Leanes, the principal of Carwise Middle School, applied the principles of involvement and belonging to the selection of the school's cheerleaders. Traditionally, schools hold tryouts and judge winners and losers. Leanes, however, asked his students to develop a rubric for cheerleading. The students decided that cheerleaders must come to practice and the games; wear uniforms and no heavy makeup or jewelry; get along and be helpful; arrange their own transportation; and never eat, drink, or chew gum during the games. The result is that Carwise has 85 cheerleaders of every shape, size, and colour. Everyone who met the criteria had the opportunity to belong.

### **TO ENCOURAGE, NOT PRAISE**

To learn the language of encouragement, one must first distinguish it from praise. Praise flatters, rewards, compares, or includes superlatives ("you're the best"). To praise children is to commend their worth. Praise can easily lead to discouragement by fortifying the idea that unless work is praised, it has no value. The focus is on winning the reward rather than on doing the task for the satisfaction that comes with learning (Hitz and Driscoll 1988).

Research suggests that the common use of praise also works against a positive self-concept. Rowe (1974), for example, found that it lowered students' confidence in their answers and reduced the number of verbal responses they offered.

In contrast, encouraging statements are less judgmental and controlling. They help children appreciate their own work and behaviour while separating their work from their worth. Instead of saying "Thomas, your writing is great," thus evaluating the finished product, the teacher points out some strength or improvement, such as, "Thomas, I noticed you worked hard on this last paragraph." The focus is now on specific behaviour.

### **WAYS TO DISCOURAGE:**

1. Setting high expectations or unreasonable standards;
2. Focusing on mistakes to motivate;
3. Making pessimistic interpretations;
4. Comparing people; and
5. Dominating by being too helpful.

We all need to learn how some of our seemingly innocuous behaviour irritates others. Grousing (gripping or complaining), for example, is a common behaviour that is destructive to relationships, no matter how nicely it is done. In our grousing exercise, teachers are directed to think of a specific student or colleague and not grouse to that person for four consecutive days. Teachers who have followed

through with this assignment usually were more encouraging, felt better about themselves, and reported improved, less tense relationships (Evans and Corsini 1994). This technique is an extremely good way to prepare teachers to apply the principles and practices of encouragement.

**NATURAL AND LOGICAL CONSEQUENCES:**

- relate logically to the behavior;
- be reasonable by focusing on the immediate situation or event;
- respect the student's dignity and not judge the student as good or bad; and
- allow the student to be responsible (accountable) for his actions (Platt 1991).

Consider this other strategy that a teacher used after attempting unsuccessfully to quiet his class. He informed the students that when they got noisy, he would leave the room and would return only when they decided to behave and sent someone to get him. The teacher recalled waiting on pins and needles. Eventually, two boys did come and get him, and since then, the students have been more cooperative.

Using natural and logical consequences is one of several more advanced encouragement methods that help promote cooperation and responsibility.

Others include classroom meetings and limited choices, described below, and conflict resolution.

**MANAGING THROUGH MEETINGS**

Classroom meetings have several purposes. They are opportunities to make decisions about the operations of the class, to help students resolve interpersonal problems, and to give encouragement. They should also be fun. Before teachers can conduct these meetings, they must master the attitudes and skills I've described. They also must teach students some very basic behaviour, such as how to sit in a circle, give statements of encouragement, write agenda items, vote, and apply the characteristics of a logical consequence.

In the three Florida programs, these meetings have turned out to be the most effective way to manage a democratic class. Teachers using the meetings have the best relationships with their students and the most orderly classes. So, 4th and 5th graders conduct the meetings to solve their problems. They also say encouraging things to one another regularly and resolve disputes by understanding how a consequence is related, reasonable, respectful, and promotes responsible behaviour. For example, a group of students decided in democratic fashion to ask two classmates who were fighting to meet alone and work out their differences by talking about them.

The students went on to challenge the classroom meeting process and voted to have no required homework. Their teacher boldly supported their decision, but she had the students write a letter notifying their parents of their decision and of the meeting process itself. Two weeks later, these students decided they would like to study subjects outside class. They asked to have an "assignment box" placed in the

classroom, a box containing descriptions of topics beyond those covered in class that they could pursue on their own.

By taking a chance and giving her students control over homework, this teacher won their cooperation. Her students have now advanced to the point where they use classroom meetings to help her decide ways of learning the curriculum. Many teachers at the Challenge School have reported that their students' increased sense of belonging and power has greatly improved their academic performance. Teachers with Creativity in ChildCare have expanded classroom meetings into the Encouragement Exchange, a weekly meeting that teachers and other staff members may attend to discuss concerns and encourage one another. They may focus, for example, on a student, a staff problem, or a featured article or book. In all three Florida schools, the teachers begin their staff meetings with encouragement sessions. They may take 10 minutes of valuable time, but the sessions set the tone and reduce conflict.

### **LIMITED CHOICES**

During encouragement training teachers learn how to foster responsibility by giving students limited choices. Teachers have asked their students, "Do you want to work on the even or odd numbered problems?" "Do you want to hold my hand, or do you want me to hold yours?" A principal may ask a student, "Do you want to apologize to the teacher today or tomorrow?" Such questions convey respect, solicit cooperation, and provide freedom while maintaining order. They are more apt to work than ordering students around or engaging in power struggles.

For example, one teacher reported that getting her students to the art lab frequently precipitated a power struggle. She would tell them to hurry or threaten them with failure or a visit to the principal's office, but evoked only tension and conflict. Out of desperation, she decided to ask, "Do you want to get to the art lab before or after I do?" "Do you want me to take attendance before class or at the end of class?" Almost all the students got to class before or at the same time as the teacher (Platt 1991). An obvious question is: What if the students had said they preferred neither alternative? In that case, the teacher would simply reply that these are the only possible choices. Naturally there will always be some students who will respond in this way, but for many others, the invitation to be involved in a decision will be a new experience. Further, as with all the encouragement model's practices, it's not so much the precise technique that's important as the teacher's attitude. If the teacher continues to give students limited choices and a chance to talk about it, the practice eventually will pay off.

### **ENCOURAGING PARENTS, TEACHERS, AND CLASSES**

Students are more apt to be encouraged if their parents and teachers are encouraged themselves. In fact, whole classes sometimes need encouragement. For these purposes, the Florida programs have used these additional techniques.

Letters of encouragement. Parents are likely to be discouraged if their child is having problems at school. Instead of adding to their discouragement, teachers

send parents letters that recognize their children's' strengths or improvement in school.

Frankenstein. Good teachers are often very conscientious and fail to recognize their strengths. This exercise will help them do so, although it is designed only for effective teachers whom the students like. In a class discussion, a facilitator says, "I am Dr. Frankenstein. I am going to make the ideal teacher. Now you tell me what to put in". After a list is drawn up, the facilitator asks the kids how their teacher compares. Predictably, teachers soon recognize their strengths and how well they are doing (Mosak 1970).

Rich school, poor school. This activity measures the degree of classroom encouragement or discouragement. It requires two jars and a roll of pennies. One jar is labelled "strengths," the other, "weaknesses." Each student describes the school's or class's strengths and weaknesses, dropping a penny in the appropriate jar for each one. If the strength jar ends up being fuller, this alone encourages the group. If the weakness jar is fuller, it provides an opportunity to discuss why the students are discouraged and what can be done about it (McCawley-Walton 1993). They may decide to work together to improve things.

#### **ALTERING ATTITUDES**

Technique alone cannot create a democratic and cooperative relationship; it is the spirit that counts. The encouragement model therefore relies heavily on teachers' willingness to change their own behaviour to improve a situation, as well as a willingness to cooperate and overcome difficulty. In my experience, a combination of one-day workshops followed by monthly two-hour training sessions seems to be most effective. Those teachers who found the training useful spurred on those who were pessimistic and cautious about the changes. By contrast, teachers who took only one- or two-day workshops tended to use encouragement as just another technique for controlling and rewarding students. One teacher, for example, used classroom meetings as a way to coerce students into obeying her rules instead of getting the students involved in establishing the rules.

Learning new behaviour takes time, practice, and many mistakes. It's worth the effort, however. Since implementing the encouragement model, program leaders at Creativity in ChildCare have seen a 60 percent reduction in incidents of misbehavior among the more than 2,600 students served. They also report vastly improved parent and student satisfaction, a 75 percent reduction in staff turnover, and a 49 percent increase in enrollments. At St. Petersburg Challenge, teachers reported a dramatic decrease in suspensions and incidents of misbehaviour after implementing classroom meetings. At Carwise Middle School, not all the teachers have opted to use all the encouragement techniques, but those who have seen disruptive behaviour in their classrooms disappear and referrals and discipline problems dwindle to the few that require special services outside regular classrooms. Further, Carwise students' standardized test scores are now above

county, state, and national averages. In 1994, the school received the Governor's Sterling Showcase Award for leadership in quality and teamwork. All three Florida programs support what psychologist Rudolf Dreikurs (1971) maintained: The most important skill for raising a child in a democracy is the ability to encourage that child.

### **After Reading**

#### **1. Answer the questions:**

1. How does encouragement training change the way teachers manage their classrooms and interact with students?
2. Why does traditional stimulus-response psychology conflict with democratic school reform?
3. What classroom practices are emphasized to support encouragement and democracy in learning?
4. How are involvement and a sense of belonging connected to student responsibility?
5. In what ways do teachers involve students in the learning and evaluation process?
6. How did Carwise Middle School change the traditional cheerleader selection process, and what was the result?
7. What is the difference between praise and encouragement according to the text?
8. Why can praise sometimes discourage students rather than motivate them?
9. How do natural and logical consequences promote responsibility and cooperation?
10. What evidence does the text provide to show that encouragement training improves student behavior and academic performance?

#### **2. Say if the statement is true or false:**

1. Encouragement training helps students become more responsible and academically successful.
2. School reform has fully addressed what happens between teachers and students inside the classroom.
3. Democratic classrooms emphasize respectful dialogue and shared decision-making.
4. A stronger sense of belonging leads students to participate more actively in class.
5. At Carwise Middle School, cheerleaders are selected through competitive tryouts only.
6. Praise focuses on specific behaviors and improvements rather than judging worth.
7. Encouragement separates a student's worth from their academic performance.

- 8. Grouching is described as a behavior that can damage relationships.
- 9. Classroom meetings are used to help students solve problems and make decisions together.
- 10. Schools that implemented encouragement techniques reported decreases in misbehavior and improvements in academic outcomes.

**3. Fill in the table writing down key concepts and their main points:**

<b>Key Concept</b>	<b>Main points</b>	<b>Examples from the Text</b>
<b>Teacher–Student Relationships</b>		
<b>Encouragement vs. Praise</b>		
<b>Ways Teachers Discourage Students</b>		

**Writing**

- 1. Write a brief summary explaining how encouragement training changes classroom dynamics, including the key strategies such as classroom meetings, limited choices, and natural consequences. Highlight the reported benefits for students, teachers, and school performance.
- 2. Analyze the difference between encouragement and praise, and explain why encouragement is considered more effective in promoting student responsibility, cooperation, and self-confidence. Use examples from the Florida programs to support your points.
- 3. Write a short essay evaluating potential challenges teachers might face when implementing encouragement training in their classrooms. Consider factors like teacher attitudes, time for training, and student adaptation.
- 4. Imagine you are a teacher applying encouragement training. Write a brief plan showing how you would use classroom meetings, limited choices, and parent engagement to promote cooperation, responsibility, and a sense of belonging among your students.

## UNIT 11. PEDAGOGY: A DEFINITIVE GUIDE TO LEARNING PRACTICES

### Before Reading

**1. Learn the vocabulary:** generation, to inspire, to develop, encourage, discovery, to acquire, to condense, to rephrase, to promote, interdependence, tool, engagement, quiz, to facilitate, participation, approach, to replace, to absorb, to allow, core, obstacle, to implement.

### 2. Translate into English using the new words.

1. Освіта впливає на наймолодше покоління, вона надихає дітей мислити по-іншому та розвиває критичне мислення у молодих, відкритих до впливу думках. 2. Якщо викладання є діяльністю, що заохочує до навчання через відкриття та набуття знань, то педагогіка є методом викладання, як академічною дисципліною, так і теоретичною концепцією. 3. Такі учні можуть краще засвоювати інформацію, узагальнюючи та перефразовуючи її. 4. Співпраця у навчанні, тим часом, сприяє зростанню відповідальності та взаємозалежності. 5. За допомогою правильних інструментів і методів залучення учнів до навчання стає набагато легшим. 6. Наприклад, вікторини можуть сприяти активній участі учнів. 7. Молодші учні можуть віддавати перевагу цифровому підходу до навчання, але варто зазначити, що використання технологій заради самого використання є недостатнім. 8. Проте роль викладача залишається найважливішим аспектом навчання; інтерактивні інструменти не можуть замінити традиційну педагогіку. 9. “Зворотнє навчання” дозволяє учням засвоювати основну інформацію вдома, а більш широкі питання та пропозиції залишати для уроків у класі. 10. Існують деякі перешкоди для впровадження “зворотнього навчання”.

### 3. Tell what do you know about modern teaching methods?

### While Reading

#### 1. Find in the text the following phrases, explain their meanings:

- recurring impact
- collaborative learning
- flipped learning
- deep learning
- to absorb knowledge
- learner’s exploration or application
- enhanced and holistic learning
- previous generations
- flipped learning
- core skills
- modern teaching methods

## 2. Read the text.

### **PEDAGOGY: A DEFINITIVE GUIDE TO LEARNING PRACTICES**

*<https://resourced.prometheanworld.com/pedagogy-learning-practices/>*

The principles and practices of teaching are both an art and a science, here's what pedagogy means and the latest modern teaching methods.

***“Generally in life, knowledge is acquired to be used. But school learning more often fits Freire’s apt metaphor: knowledge is treated like money, to be put away in a bank for the future.” Seymour Papert, The Children’s Machine: Rethinking School In The Age Of The Computer***

The principles and practices of teaching are both an art and a science. Education influences our youngest generations, it inspires children to think differently and it develops critical thinking in young, influenceable minds.

In school, children acquire language, science and mathematical skills that they can use later on in life. Education has a recurring impact, long after children become adults.

The principles of teaching are constantly evolving; collaborative learning, flipped learning and deep learning are all a mainstay of the modern classroom.

#### **What is pedagogy?**

If teaching is the act of encouraging learning activities through discovery and acquired knowledge, pedagogy is the method of teaching, both as an academic subject or theoretical concept.

Within pedagogy, there are four core learning profiles:

- **Auditory learners** benefit from listening to the information presented to them in class. They learn orally from both listening to instruction from the teacher and audio recordings.

- **Tactile/kinaesthetic learners** absorb knowledge through touch and movement. They prefer to work with hands-on devices and learning aids.

- **Visual learners** prefer to see information in order to visualise the relationship between ideas and concepts to understand them.

- **Reading and writing learners** prefer to take on information by reading texts. These learners can further absorb information by condensing and rephrasing it.

Today, teachers have the advantage of utilising traditional learning practices while incorporating new educational technologies to create a diverse, differentiated classroom, ready for mixed-ability pupils.

#### **Why should learning be collaborative?**

Collaborative learning is a method of active learning that relies on the principle of two or more students working together, towards a common goal. These activities vary widely, but most centre on the learner’s exploration or application of the curriculum, not simply on the teacher’s point of view.

**Collaborative learning** arms pupils with the confidence to teach and learn from their peers and teachers, too. In primary schools especially, **collaborative learning will help develop soft skills** at an earlier age, helping children become more effective communicators.

The differences between **collaborative learning and cooperative learning** can be interchangeable for educators, however, collaborative learning encourages students to make individual progress in tandem with others. Co-operative learning, meanwhile, promotes accountability with interdependence.

### **Which is more effective modern or traditional learning?**

Today, school education often involves the use of technology and a variety of teaching styles. Many of today's modern teaching methods, however, are an evolution of more traditional learning techniques.

The key to enhanced and holistic learning is by taking principles from both traditional and modern teaching, and combining them for a fully immersive learning environment.

### **How teachers can boost pupil engagement**

Keeping the attention of pupils is a constant battle for teachers. With the right tools and techniques, however, pupil engagement is far more achievable.

Student engagement can be measured on three levels:

- **Behavioural** engagement with demonstrating good behaviour in the classroom
- **Emotional** engagement by valuing what they are learning
- **Cognitive** engagement through displaying maximum effort to understand a subject

The more **inspired and engaged pupils are**, the more they will consider the subject matter carefully, facilitating a stronger learning experience.

Younger generations are surrounded by technology, so edtech can be a strong classroom differentiator to **keep them engaged**, but it must support the pupils' needs and learning outcomes.

Ultimately, learning should be fun. It should inspire activity and stimulate discussion points among pupils. Quizzes, for example, can facilitate active participation by pupils.

### **Does Gen Z learn differently to Millennials and older generations?**

Those born after 1995 are considered Neo-millennials, or Generation Z. This is the most tech-savvy, digitally-native generation yet. So, do teachers need to adapt their teaching methods to account for their preferences? Or do younger pupils just need to learn in the same way as all the generations before them?

Younger pupils might prefer a digital approach to learning, but it's worth noting that using more technology for the sake of it is not enough. Neomillennial learning, meanwhile, is a specific technique that involves a greater use of technology and multimedia to provide 360 degrees learning experience.

This is because Gen Z or **Neo-millennials have different preferences**, goals and values to previous generations, even Millennials. As such, some pedagogy experts have suggested that teaching methods should be adapted to the preferences of this group.

Unlike older generations, Gen Z learns better through:

- Interactive activities
- Collaborative projects
- Hands-on challenges

Yet the role of the educator is still the most important aspect of learning; interactive tools cannot replace traditional pedagogy.

### **How and why should teachers use social media in learning?**

In a digital-first world, pupils are surrounded by **social media platforms**. Considered largely a distraction by teachers, or a risk to e-safety, can there be a place for social media in education?

“Technology used for education can have a beneficial effect. Social media, however, is one of the biggest issues to behaviour and engagement in schools today.” Deputy Headteacher, Hartlepool, The State of Technology in Education Report 2016/2017

In some scenarios, however, can be beneficial to **adapt social media platforms** like Twitter, Facebook, and even Snapchat for the modern classroom.

- Help pupils research topics and identify fake news on Twitter
- Boost collaborative learning and foster creative thinking with Pinterest
- Suggest pupils report on a school events with Snapchat

### **Why is flipped learning effective?**

Flipped learning is a technique that gives students time at home to engage with a subject or topic, before undertaking relevant tasks and learning practices in school hours.

“Formal learning is like riding a bus: the driver decides where the bus is going; the passengers are along for the ride. Informal learning is like riding a bike: the rider chooses the destination, the speed, and the route.” Jay Cross, Informal Learning: Rediscovering the Natural Pathways That Inspire Innovation and Performance.

**Three quarters of surveyed teachers** report better levels of engagement in the classroom after implementing flipped learning. So why is flipped learning so effective in the modern classroom?

**Could it be the flexible approach?** Flipped learning enables students able to access materials at a time that best suits them best.

**Is the reduced burden of homework?** Flipped learning allows pupils to absorb core information at home, and save wider questions and suggestions for class hours.

There are some **obstacles to implementing flipped learning** like self-discipline in pupils and a lack of resources, but overall this approach keeps class time more active.

### **What is deep learning?**

Deep learning allows a student to take **principles from one situation** and apply it to another.

Preparing students for the future can be incredibly challenging for teachers.

Even more so in an increasingly data-driven, automated world; today's pupils are growing up in a scenario in which half of tomorrow's jobs don't yet exist. So, learning transferable, real-world skills is even more important for today's pupils than yesterday's.

"The skills that are easiest to teach and test method and recall are also the easiest to automate." Lifelong Learning Report, Institute of Directors

Pupils need six core skills for deep learning:

- Collaboration
- Creativity
- Critical thinking
- Citizenship
- Character
- Communication

### **How should schools teach mixed-ability classes?**

A pupil's learning ability is not synonymous with their readiness or their motivation. There are **three principal learning conditions** that will affect a pupil's approach to learning.

- **Readiness** to learn
- Learning **ability**
- Learning **interest**

Teaching a classroom of **mixed-learning profiles** is problematic; it can take differentiated learning to engage the whole class. Teachers with mixed-ability classes rely on creative teaching methods and interactive resources. Importantly, teachers should:

- **Individualise** their teaching content
- **Pluralise** their teaching methods

It is important to first identify the differences between **learning profiles in the classroom**. These include:

- The **invisible** child
- The **underachiever**
- The **right place, wrong time** learner
- The learner with a **potential specialism**
- The **unmotivated** learner
- The **perfectly primed** learner
- The **learner in need**

There are **methods of differentiation** that can be deployed to engage all learner profiles. Ultimately, engagement is key to fostering motivation and confidence in the classroom.

### **After Reading**

#### **1. Answer the questions:**

1. Why are the principles and practices of teaching described as both an art and a science?
2. How does education continue to influence individuals even after they become adults?
3. What is pedagogy, and how is it different from teaching itself?
4. What are the four core learning profiles described in the text, and how do they differ?
5. Why is collaborative learning considered important in modern classrooms?
6. What is the difference between collaborative learning and cooperative learning?
7. Why is combining traditional and modern teaching methods seen as the most effective approach?
8. How can teachers measure student engagement, and why is engagement important for learning?
9. Why might teaching methods need to be adapted for Generation Z learners?
10. How do flipped learning and deep learning help prepare students for future challenges?

#### **2. Say if the statement is true or false:**

1. Pedagogy refers to the method and theory of teaching rather than the act of teaching itself.
2. All learners absorb information best through the same learning style.
3. Collaborative learning focuses on students working together toward shared goals.
4. Cooperative learning emphasizes individual progress without accountability to others.
5. Modern teaching methods are completely separate from traditional learning practices.
6. Student engagement includes behavioural, emotional, and cognitive components.
7. Technology alone is enough to ensure effective learning for Generation Z students.
8. Flipped learning allows students to engage with learning materials before class time.
9. Deep learning focuses on memorization and recall of information only.
10. Teaching mixed-ability classes requires differentiated instruction and varied teaching methods.

**3. Fill in the table writing about different modern types of learning:**

<b>Learning</b>	<b>Example mentioned in the text</b>	<b>How this could be used in a real classroom</b>
Collaborative learning		
Flipped learning		
Mixed-ability classes		
Use of technology in learning		

**Writing**

1. Write a brief summary explaining the key principles of modern pedagogy, including collaborative learning, flipped learning, and deep learning. Highlight how these methods aim to engage different learning profiles and prepare students for future challenges.

2. Analyze the four core learning profiles (auditory, tactile/kinesthetic, visual, and reading/writing) and discuss how teachers can adapt their methods to engage all students. Provide examples of strategies mentioned in the text that support mixed-ability classrooms.

3. Evaluate the role of technology and social media in modern classrooms. Consider both the benefits, like collaboration and research, and potential challenges, such as distraction and resource limitations.

4. Imagine you are designing a lesson for a mixed-ability class. Write a short plan describing how you would combine traditional and modern teaching methods, use flipped learning, and incorporate deep learning skills to engage all students effectively.

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Електронне видання

## **ENGLISH FOR SPECIFIC PURPOSES: PEDAGOGY**

### **АНГЛІЙСЬКА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ: ПЕДАГОГІКА**

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41400, м. Глухів, Сумська обл., вул. Київська, 24

тел/факс (05444) 2-33-06.

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