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PROFESSIONAL TRAINING OF ENGLISH LANGUAGE TEACHERS IN THE UK: BASED ON THE EXPERIENCE OF NEWCASTLE UNIVERSITY

Abstract. There appears to be an acute need for foreign language teachers to be trained on the principles of the New Ukrainian School. The innovative experience of the UK might be very helpful, since British universities are worldwide recognized for quality education and adhere to the principles of innovative, competency-based, profession-oriented training, humanism, democratism, learner autonomy and goal orientation. Therefore, the current research aims to describe professional training of foreign language teachers, in particular English language teachers, based on the example of Newcastle University (UK). While researching, such methods as analysis and synthesis, induction and deduction, prognostic method have been used. The conducted research proves that professional training of English language teachers at Newcastle University cultivates the personality of these specialists with the help of modern intellectually stimulating and goal-oriented methodologies. English language students are provided with many opportunities to reveal their potential, master the chosen course in depth and apply what they have learnt. The content of the training and teaching and assessment methods allow future English language teachers to acquire critical skills, data collection skills, presentation skills, communication skills and intercultural skills.

Keywords: the English language; English Studies; the English Language student; the UK; university; modules; skills.

Introduction. Nowadays, the process of training a highly qualified foreign language teacher in Ukraine is directly connected with education modernization and European integration and is also greatly affected by the trends in development of the world community caused by the changes in the cross-disciplinary and sociocultural contexts of foreign language learning. As a result, there appears to be an acute need for foreign language teachers to be trained on the principles of the New Ukrainian School, which are pedagogy of partnership, readiness for innovation, new standards and learning outcomes, the school and teacher autonomy, education funding, so that they should be able to discover novel methodological and practical ways to introduce the latest innovative information and communication technologies into foreign language teaching and learning and consequently facilitate these processes. It is imperative that modern foreign language teachers should be acquainted with the up-and-coming teaching technologies, which they can effectively employ to teach students the 21st century skills, namely critical thinking, creativity, collaboration, communication, information literacy, media literacy, technological literacy, flexibility, leadership, initiative, productivity and social skills.

In this regard, the problem of updating the content, forms and methods within professional training of future foreign language teachers remains particularly critical and, therefore, requires considering advanced foreign experience, so that its positive aspects may be effectively implemented into the system of philological education in Ukraine. In our opinion, the innovative experience of the UK might be very helpful. British universities are worldwide recognized for quality education and adhere to the principles of innovative, competency-based, profession-oriented training and cultivate the personality of future specialists, in particular foreign language teachers, based on humanism, democratism, learner autonomy and goal orientation.

So, the current research aims to describe professional training of foreign language teachers, in particular English language teachers, based on the example of Newcastle University (UK).

Overview of recent researches and publications. After analyzing appropriate data on the research problem,

we can conclude that professional training of English language teachers has been thoroughly justified in the scientific discourse. However, the implicit aspects of its conceptual and somehow practical nature have not been paid specific attention. Therefore, we have attempted to generalize the views of certain prominent scholars on this problem and then present our own vision. We believe it to be the core of the research in general, as it might help to clearly define the recommendations to enhance professional training of foreign language teachers within the Ukrainian system of higher education.

Since the late 19th century, English has been seen as «the competitor and then substantially the successor of Classics, Rhetoric and Theology at the centre of the liberal arts curriculum» (Pope, 2005, p.13). During the past few decades, English has embraced and simultaneously has been displaced by other areas, namely Cultural, Communication, Composition and Media Studies, etc. Therefore, modern English studies is a complex legacy of specifically national (British, Australian, American) views of the subject and regional and global conceptions.

Indeed, English is considered to be the language of the international communication. This statement can be supported by S.Gupta's views on the globalism of the English language and, in particular, English Studies, which disclose its dominant role in «humanistic pedagogy and scholarship worldwide», since «English Studies has become a site of sustained and ongoing pluralization; ... the conventional intergrities and geopolitical centrings of the academic discipline now seem anachronistic» (Gupta, 2015, p.2).

Despite its expected stability, R.Pope notices continuing fundamental changes inherent in English Studies and indicates, «the overall trend is still clearly towards a multicultural and cross-disciplinary construction of the subject» (Pope, 2005, p.5). The scholar points out to an increasing attention to «previously marginal and/or excluded genres such as life-writing (auto/biography), travel writing, and utopian and science fiction; and above all in an increasingly broader and deeper engagement with postcolonial and women's writing, literatures in Englishes (plural), etc.» (Pope, 2005, p.5). Based on this, the following conclusion may be drawn: English studies has rather broadened its scope

and now incorporates the areas frequently excluded before, which proves its influence on academic thinking and intellectual innovation. In Ukraine, language studies are rather limited only to the study of language and literature combined, which, unfortunately, destructively affects the process of cultivating future specialists' personality and does not encourage them to go beyond the limits of the curriculum.

Still, R. Pope exemplifies some counter-trend of the process, namely «a distinctly «literary» emphasis, and upon a return to or consolidation of narrower, often national «canons» and critical traditions» and justifies it with «a result of the independent development of Cultural, Communication and Film and Media Studies, and a corresponding attempt to define English more exclusively, less exclusively» (Pope, 2005, p. 5). The scholar views it as a national or regional response to the perceived threat (rather than promise) of globalisation (Pope, 2005, p.5). So, we can conclude that English Studies, which incorporates such interrelated fields of study as language, literature, culture, communication and media, is rather interdisciplinary.

It must be noted, though, that R. Eaglestone (R. Eaglestone 2003) and N. Gildea, H. Goodwyn, M. Kitching & H. Tyson (Gildea et al, 2015) assume that humanities and English Studies in UK universities are under threat. The scholars agree with Andrew McGettigan, author of *The Great University Gamble: Money, Markets and the Future of Higher Education*, who writes, «an experiment is being conducted on English universities; ... part of this «great gamble» involves the cuts to Higher Education made by the Current UK Coalition Government. While medicine, science, engineering and technology teaching budgets have been (to some extent) protected, the public funding of the humanities has been abolished in a move towards privatization» (Gildea et al, 2015, p.4).

P. Childs (Childs, 2008) also points out to the fact that the government funds academic subjects not in the same way. In addition, the scholar states that employability skills in practical and vocational subjects, which traditionally do not include English studies, are now more in demand. Yet, P. Childs indicates, «a suite of subjects such as English literature, English language and creative writing is well placed to attract interesting numbers of students who wish both to develop their interest in expression and analysis and also cultivate knowledge and understanding that will allow them enter a range of professions with confidence» (Childs, 2008, pp. 7–8).

As evidenced by the above information, English studies is a broad, cross-cultural and interdisciplinary subject, which has undergone the long process of formation, witnessed certain fundamental changes, accepted and rejected certain trends in its development. Despite its worldwide significance, it is still under development and takes into account the trends of globalisation, internationalisation, multiculturalism and even emancipation. We, as comparativists, should bear in mind these aspects of English studies, when we outline recommendations, which might enhance the quality of philological education in Ukraine, since such intricate findings can really shift the paradigm of perception of the subject and broaden the professional outlook of English language teachers.

Unrevealed aspects of the research problem. Despite many researches on the problem of professional education for English language teachers, we believe it necessary to continue studying and following the trends in philological education abroad, in particular in the UK. Indeed, the above-mentioned trends of globalisation and

internationalisation being rather «political phenomena» constantly push new ideas on how to facilitate the process of language teaching and learning, since modern educators attempt to catch their essence and benefit from it, allowing students to reveal their potential under the existing conditions and comply with the requirements of the labour market. Available researches on professional training of English language teachers prove that the respective experience of Newcastle University has not been properly studied yet. Therefore, this research attempts to outline positive aspects of such experience, which can be further effectively implemented into the system of philological education in Ukraine. While researching, we have used such **methods** as analysis and synthesis, induction and deduction and prognostic method.

Results. As evidenced by the results generated from the UK University Course Search (2018), there are 10 higher education institutions, which offer 24 undergraduate language studies courses in total. It must be noted that 125 postgraduate language studies are offered under the umbrella of postgraduate linguistics by 51 higher education institutions. According to the University Subject Tables 2018, in the UK there are 108 higher education institutions, whose English Studies and Comparative Literary Studies range «from Shakespearean sonnets to the laws of grammar and countless variations of English» (Complete University Guide, 2018). R. Pope (2005) illustrates general tensions within English Studies by two models. He views the traditional «university» English as «a tutor with a small group of students all intently talking about the text in hand» (p. 8). He believes such a face-to-face model of learning to be one of the main reasons why people wish to pursue an academic degree. At the same time, the scholar mentions a more contemporary model, namely a virtual academic community, in which «online tutors provide or point to verbal and audio-visual resources and monitor the work of students they «meet» electronically; ... students, meanwhile, work «at a distance» but perhaps in collaboration with fellow students, producing a range of work that is individually customized but may be collaboratively framed and perhaps multi-media in mode» (Pope, 2005, p.9).

The Newcastle University offers 3 undergraduate degrees related to English studies, namely English Language BA Honours, English Language and Literature BA Honours, English Literature with Creative Writing BA Honours. According to the data provided by UNISTATS (UNISTATS, 2018a), the website allowing to compare official course data from universities and colleges, *overall student satisfaction* with English Language BA Honours *amounts to 88%*. Among others, we would like to highlight several statements of such sections as The Teaching on My Course, Learning Opportunities, Academic Support, Learning Resources (see Table 1).

As we can see from Table 1, Newcastle University perfectly combines two described (university and contemporary) models of language learning. English Language students are taught with the help of modern thought provoking, intellectually stimulating and goal-oriented methodologies and techniques, are provided with many opportunities to reveal their potential and master the chosen course in depth. Most importantly, they are motivated to apply what they have learnt and continue to gain valuable professional experience. Academic support allows English Language students to be heard by their teachers and receive feedback on their academic achievements when they need it. The latest IT resources enhance digitalization of language teaching and learning and provide English Language students

Table 1

**Student satisfaction with English Language BA Honours
(3-year course, full-time) at Newcastle University (individual aspects)**

SECTION	STATEMENT	PERCENTAGE
<i>The Teaching on My Course</i>	Staff are good at explaining things	96%
	Staff have made the subject interesting	81%
	The course is intellectually stimulating	85%
	My course has challenged me to achieve my best work	81%
<i>Learning Opportunities</i>	My course has provided me with opportunities to explore ideas or concepts in depth	81%
	My course has provided me with opportunities to bring information and ideas together from different topics	92%
	My course has provided me with opportunities to apply what I have learnt	81%
<i>Academic Support</i>	I have received sufficient advice and guidance in relation to my course	73%
	I have been able to contact my staff when I needed to	92%
	Good advice was available when I needed to make study choices on my course	84%
<i>Learning Resources</i>	The IT resources and facilities provided have supported my learning well	96%
	The library resources (books, online services and learning spaces) have supported my learning well	92%
	I have been able to access courses-specific resources (equipment facilities, software, collections) when I needed to	96%

with the opportunity to access all necessary resources when necessary, be flexible with their study schedule and interact with their teachers online.

To begin with, undergraduate programmes in the University usually consist of three stages. These stages, in turn, combine compulsory and optional modules, which encompass a wide range of interdisciplinary and related subjects. Interestingly, not all British universities provide first-year students with the opportunity to study optional modules. In our opinion, they should be incorporated into the beginning of the study, since it can help students to follow their interests and choose those courses they find the most relevant or even reconsider the choice of the profession if necessary. It must be noted that most British universities send applicants a reading list from English Language Departments (department names may vary) for the first term or semester, which includes all of the essential reading. They believe it to be worth acquiring the habit of doing the principal reading of the course in the summer vacation before each year of study. In addition, this is vital so that they are prepared when they begin their dissertation or other major independent-study work in the third year of study. Considering the degree's content, it explores acquisition and development of the English language in the mind; English grammar and phonetics/phonology; social, regional and stylistic distinctions; historical and social contexts of the English language development; methodologies on the study of human language (Newcastle University, 2018).

Thus, Stage 1 aims to acquaint students with the core of the English language, namely the structure of the language (syntax and phonology, morphology and lexicology), language variations and changes. Optional modules (40 credits) can include other subject areas. Those students who are at A level in other languages (French, Spanish, German) may choose the following modules: Introduction to Linguistics, Level B (intermediate) French, Level B (intermediate) Spanish, Level B (intermediate) German. As we can see, the first degree includes a strong element of linguistics. In contrast to the previous one, Stage 2 requires students to master only 2 compulsory modules related to sociolinguistics, sociology of the language, Early English (texts, patterns, varieties) and aims to diversify the optional component

of the degree. Thus, optional modules of Stage 2 may cover such areas as popular performances, theatre script and prose workshops, modernisms, Old English poetry, Victorian values, revolutionary Britain (1789-1832), child and adult language acquisition, mind and cognitions, etc. Also students are offered to study career development as an optional module, since they are allowed to apply for 9-12-month (optional) work placement at any organization between Stages 2 and 3. It must be noted that Newcastle University cultivates academic mobility of its students and has established Erasmus partnership with other international universities (Leiden in the Netherlands, Peter Pazmany in Hungary, Gdansk in Poland, Ghent in Belgium). Consequently, English Language students can study abroad for a semester at Stage 2 through the Erasmus programme provided they have not applied for the optional work placement. Stage 3 is primarily targeted at mastering optional modules. However, the majority of them are still language-oriented, namely extended study of linguistics and English language, language origins and evolution, topics in phonological theory, immigrant second language and literacy acquisition, English grammar through time, accents of English, the history of linguistic ideas, language and ethnicity in the 21st century, language development and cross-disciplinary approaches.

It must be noted that the content of all degrees at Newcastle University is shaped by the research specialism of the faculty, many of whom are international leaders in their field and focuses on 5 key areas such as English Language and Linguistics, Literature, Creative Writing, Children's Literature, Film. Considering teaching methods, English Language students are expected to spend approximately 10 hours per week attending lectures, seminars, workshops and film screenings. They also spend approximately 25 hours per week on class preparation, reading, writing and other kinds of independent research recommended by their tutors. Assessment methods may include written course work, group presentations, discussion-board postings, end-of-semester examinations (Newcastle University, 2018).

Based on the content of the degree and teaching and assessment methods at Newcastle University, it can be stated that future English language teachers acquire the

most in-demand skills of the 21st century, which are the following:

1. *Critical skills.* The labour market needs specialists who are able analyze, that is a critical skill fundamental to research in English Language. Researching some organizational aspects such as the essence of processes, shifts within a system, creation of a new project involves a range of steps. The first step implies some critical thinking in order to clarify the research problem. English Language students are able to deal with complex issues and look at them from different angles, since they are quite familiar with the complexity of the language and its interdisciplinarity.

2. *Data collection skills.* English Language students are able to work with different data, since they interact with human participants and look at the aspects of communication through different sources of information. They are particularly aware of different types of text and are able to collect and process information.

3. *Presentation skills.* English Language students are able to construct views and attitudes through language, since they study the processes of language understanding and how different text and discourses work. Therefore,

they skillfully include their insights into their presentations. In addition, they are able to construct cogent arguments and are aware of the language aspects of new communication technologies.

4. *Communication skills.* English Language students are able not only to present ideas, but also enhance the quality of communication. During their studies, English Language students improve their listening skills to become experts at «reading between the lines». Therefore, they are considered to be good at negotiations.

5. *Intercultural skills.* English Language students are aware of how language and culture can be connected, and how many assumptions human interaction can have. Under the conditions of globalisation, the contacts between different cultural groups can change the English language itself, since they bring new varieties to these new levels of connectedness. English Language students are able to understand the communication processes of the modern world (Goddard, 2005, pp. xii-xiii).

As UNISTATS shows, 70% of students who studied English Language BA Honours at Newcastle University go on to work six month after finishing the degree (see Figure 1) (UNISTATS, 2018b).

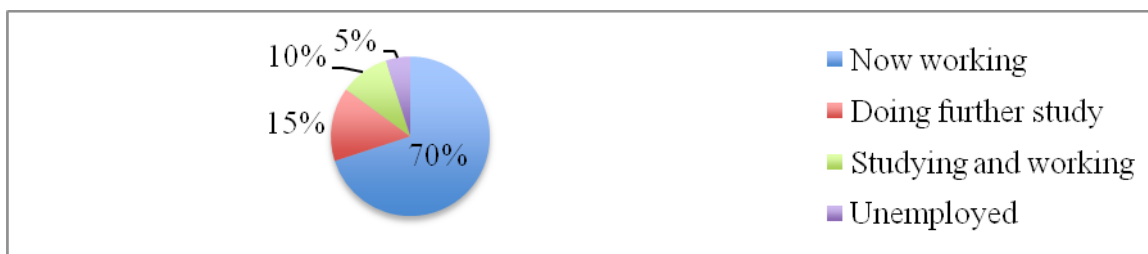


Fig. 1. Employment outcomes for BA (Hons) English Language at Newcastle University

Conclusions and prospects for further research.

Therefore, the conducted research proves that professional training of English Language teachers at Newcastle University cultivates the personality of these specialists with the help of modern thought provoking, intellectually stimulating and goal-oriented methodologies and techniques. English language students are provided with many opportunities to reveal their potential, master the chosen course in depth and, most importantly, to apply what they have learnt and be motivated to gain valuable professional experience. The content of BA (Hons) English Language and teaching and assessment methods allow future English Language teachers to acquire the most in-demand skills of the 21st century, namely critical skills, data collection skills, presentation skills, communication skills, intercultural skills. The statistics provided by the UNISTATS confirms the appropriateness of the educational paradigm chosen by Newcastle University, since the number of its students who have managed to find employment in the chosen field amounts to 70%.

Based on the obtained results, we suggest the following recommendations, which, in our opinion, can enhance the quality of philological education, in

particular English language teaching and learning, in Ukraine: 1) it is imperative to reconsider the content of professional training for English Language teachers, since the subject constantly changes and accumulates the global trends, which directly affect the conceptual framework of language teaching and learning in general; 2) it is essential to provide the opportunities for English Language students to effectively apply their acquired knowledge and skills, that is to intensify practical training; 3) it is crucial to attract funding to higher education institutions so that classrooms may be equipped with the latest ICTs; 4) it is important to motivate English Language students to seize the opportunities of independent-study work and, consequently, prove themselves while presenting their projects, essays, etc.; 5) it is relevant to ensure high employment rates so that future English Language teachers may be aware of the advantages of the chosen profession. Prospects for further research are seen in describing the peculiarities of French, German and Spanish Language Studies at the universities in the UK, so that their positive aspects can be efficiently implemented into the system of higher education in Ukraine.

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ПРОФЕСИОНАЛЬНА ПІДГОТОВКА УЧИТЕЛЕЙ АНГЛІЙСЬКОГО ЯЗЫКА В ВЕЛИКОБРИТАНИИ: НА ОСНОВЕ ОПЫТА УНИВЕРСИТЕТА НЬЮКАСЛА

Аннотация. На данном этапе развития украинского высшего образования остро стоит необходимость обучения филологов иностранных языков на основе принципов Новой украинской школы. Инновационный опыт Великобритании может быть очень полезен, поскольку британские университеты придерживаются принципов инновационного, компетентностного, профессионально-ориентированного обучения, гуманизма, демократизма, самостоятельности студентов и ориентации на цели. Данное исследование направлено на то, чтобы описать профессиональную подготовку филологов иностранных языков, в частности филологов английского языка, на примере Университета Ньюкасла (Великобритания). При исследовании использовались такие методы, как анализ и синтез, индукция и дедукция, прогностический метод. Проведенное исследование доказывает, что профессиональная подготовка филологов английского языка в Университете Ньюкасла культивирует личность этих специалистов с помощью современных интеллектуально стимулирующих и целеустремленных методик преподавания и обучения. Будущим филологам английского языка предоставлено множество возможностей для раскрытия их потенциала, углубленного изучения выбранного курса и применения полученного опыта. Содержание методов обучения, преподавания и оценивания позволяет будущим филологам английского языка приобретать критические навыки, навыки сбора данных, навыки презентации, навыки общения и навыки межкультурного общения.

Ключевые слова: английский язык; изучение английского языка; филолог английского языка; Великобритания; университет; модули; навыки.

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ПРОФЕСІЙНА ПІДГОТОВКА ФІЛОЛОГІВ АНГЛІЙСЬКОЇ МОВИ У ВЕЛИКІЙ БРИТАНІЇ: НА ОСНОВІ ДОСВІДУ НЬЮКАСЛСЬКОГО УНІВЕРСИТЕТУ

Анотация. На сучасному етапі розвитку української вищої освіти і зокрема філологічної освіти гостро постає необхідність якісної професійної підготовки філологів іноземних мов на основі ключових принципів Нової української школи (педагогіка партнерства, готовність до інновацій, впровадження нових стандартів та орієнтація на очікуванні результати навчання, автономія шкіл та вчителів, покращення фінансування освіти). Інноваційний досвід Великої Британії є надвичайно корисним, оскільки британські університети дотримуються принципів інноваційного, компетентнісного, професійно-орієнтованого навчання, гуманізму, демократизму, самостійності та мобільності студентів, а також орієнтуються на досягнення очікуваних результатів навчання. Наше дослідження спрямоване на те, щоб описати професійну підготовку філологів іноземних мов, зокрема філологів англійської мови, на прикладі Ньюкаслського університету (Велика Британія). Під час дослідження використовувалися такі методи, як аналіз і синтез, індукція і дедукція, прогностичний метод. Проведене

дослідження свідчить про те, що професійна підготовка філологів англійської мови в Ньюкаслському університеті культивує особистість цих фахівців за допомогою сучасних інтелектуально стимулюючих і цілеспрямованих методик викладання та навчання, інноваційних інформаційних та комунікативних технологій. Майбутні філологи англійської мови, які навчаються у цьому університеті, мають безліч можливостей для розкриття їхнього потенціалу, поглибленого вивчення обраної спеціальності, застосування одержаних знань та навичок, а також здобуття цінного професійного досвіду. Зміст методів навчання, викладання та оцінювання дозволяє майбутнім філологам англійської мови розвивати критичні навички, навички збору даних, навички презентації, навички спілкування та навички міжкультурного спілкування.

Ключові слова: англійська мова; вивчення англійської мови; філолог англійської мови; Велика Британія; університет; модулі; навички.