

Methods of English Language Teaching (ELT)
Year II/4, Semester 1

Aims of the course:

- to provide trainees with theoretical and practical background in order to help them in the process of becoming an independent and competent teacher;
- to prepare trainees for the four-week long individual teaching practice;
- to provide opportunities for designing lessons and teaching aids necessary in the teaching process.

Contact hours: 46 (10 lectures & 36 seminars)

Requirements:

- the accepted norm for being absent from classes is twice the weekly hours (i.e., 2x135 min.);
- being late twice will be counted as an absence;
- students are not to come to class unprepared (except once in a semester – “**BAD DAY**” / must be claimed at the start of the class);
- active participation in discussions is required;
- doing the readings;
- language awareness task – in Lecture 1;
- writing 10 mini-tests to check how well the students acquired the previous material from the readings (this will count for 10% of the pass/fail exam mark in June, 2018) – in class;
- learning language pedagogy terms (to be asked after 15 May, 2018 – exact date to be negotiated);
- compiling a list of 100 most often taught words on five different primary and secondary school topics, their pronunciation and explanations in English, as well as the Hungarian/Ukrainian equivalent; deadline for submission: **Monday, 14 May, 2018;**
- reading and learning who is who in language pedagogy from Bárdos Jenő's (2005) 'Nyelvtanítás-történeti panteon' (to be asked after 15 May, 2017 – exact date to be negotiated);
- reporting on an academic article on language pedagogy read by the students (5 to 7 minutes in length) in class;
- an 800-1000 word long LITERATURE REVIEW of a language pedagogy issue (typed and printed, font type: Times New Roman, font size 12, margins 3 cm, single spaced; the referencing style of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education should be followed). Deadline for submission: **Monday, 14 May, 2018;**
- self-requirement/duty, deadline for submission/completion: **Monday, 14 May, 2018;**
- doing personalized tasks for extra grade points.

Assessment: pass/fail exam.

Independent student work:

1. The use of the software HOT POTATOES to download for free from the Internet. Preparing vocabulary or grammar practice exercises of different types – one student should prepare at least one type of exercise on a chosen topic. Ready products must be sent to college@kmf.uz.ua by **Monday, 14 May, 2018.**
2. Preparing a tentative lesson plan on the topic 'Education in Ukraine' to be discussed at the pass/fail exam. (Text provided: from Solutions, Pre-Intermediate Workbook, Oxford University Press). Deadline for submission: **Monday, 14 May, 2018.**

Course content and syllabus:

Class	Topic	Reading	Tasks	Student reports
1L	English language methodology: Mainstream approaches	—	Language awareness task	—
2S	English language methodology: alternative approaches	Celce-Murcia (1991); Richards & Rodgers (2001) 3-17, 73-99; Chastain (1988),	Group work: 'My language teaching	

		Kontra (2006) 123-137	approach' Kontra (2006) Task 5 p. 136	
3L	Introduction to learner variables or individual differences (IDs)	Ur (1996) Modules 19, 20; Huszti (2005); Brown (1980) 100-115, 122-128; Heitzman (2009); Henkel (2010); Bárdos (2000) 235-241, 261-266; Tóth (2009); DeKeyser (2013); Harmer (2012) 92-93, 98-99	Characterizing each other in terms of IDs	—
4S	Effective presentations, explanations, instructions	Harmer (2012) 108-115	Presenting a student selected topic in class	
5S	Oral and written practice	Ur (1996) Modules 1, 2	Conducting oral and written practice activities (Microteaching)	
6L	Lesson planning and a lesson plan	Scrivener (1994) 44-49; Kontra, 2006, 49-52; S. Lányi-Medgyes, (1991) 200-209; Harmer (2012) 156-157, 176-179	Kontra (2006) Task 3, p. 52; preparing a lesson plan on a selected topic for Form 9	—
7S	Syllabus and curriculum design	Kontra (2006) 53-58; Kurtán (2001) 13-16, 96-120; Holló et al. (1996) 55-75; Scrivener (1994) 44-58	Kontra (2006) Task 1, p. 56	
8S	Module Test 1			
9L	Teaching English pronunciation	Holló et al. (1996) 102-111; Kenworthy (1995) 113-122;	'Hear/say' pronunciation drill	—
10S	Developing and practising learners' English pronunciation	Panova <i>et al.</i> (2010) 90-100; Harmer (2012) 56-57, 66-69	Report on the interview results with a non-native English teacher	
11L	Introducing new language structures (vocabulary and grammar)	Holló et al. (1996) 89-101; Medgyes (1997) 127-134; Panova <i>et al.</i> (2010) 101-128;	—	—
12S	Using dictionaries	Harmer (2012) 182-183	Designing practical activities for working with dictionaries	
13S	Practising new language structures (vocabulary and grammar)	Scrivener (1994) 72-92, 114-139; Thornbury (1999) 14-28, 29-33, 49-55 (grammar); Harmer (2012) 54-55, 102-105; Thornbury (2002) 13-31, 75-105 (vocabulary);	Allen (1983) 57-58 – activities	
14S	The role of homework in FL learning	Harmer (2012) 168-169	Practising writing effective home	

			assignment instructions	
15S	Teaching the productive skills: speaking	Lizák (2004); Scrivener (1994) 59-72; Harmer (2012) 116-121; Panova <i>et al.</i> (2010) 140-170	Speaking activities: ‘Why have you got a monkey in your bag?’	
16S	Teaching the productive skills: writing	Byrne (1988) 21-69; Harmer (2012) 128-133; Panova <i>et al.</i> (2010) 190-213	Kontra (2006) Tasks 1, 2 p. 28	
17S	Teaching the receptive skills: reading	Fábíán (2004); Scrivener (1994) 146-163; Farrell (2001); Fernandez de Morgado (2009); Harmer (2012) 122-127; Panova <i>et al.</i> (2010) 171-189; Renandya (2017)	Kontra (2006) Task 1, p. 17	
18S	Teaching the receptive skills listening	Scrivener (1994) 146-163; Harmer (2012) 134-139; Panova <i>et al.</i> (2010) 129-139	Brainstorming for tips to help listening comprehension	
19S	Module Test 2			
20S	Microteaching 1	Students:		
21S	Microteaching 2	Students:		
22S	Microteaching 3	Students:		
23S	Microteaching 4	Students:		

Bibliography

- Allen, V. F. (1983). *Techniques in teaching vocabulary*. New York: Oxford University Press.
- Bárdos J. (2000). *Az idegen nyelvek tanításának elméleti alapjai és gyakorlata*. Budapest: Nemzeti Tankönyvkiadó.
- Bárdos J. (2005). *Élő nyelvtanítás-történet*. Budapest: Nemzeti Tankönyvkiadó.
- Brown, H. D. (1980). *Principles of language teaching and learning*. Englewood Cliffs, New Jersey: Prentice Hall. – központi olvasóterem 1 példány 2018.01.11.
- Byrne, D. (1988). *Teaching writing skills*. London: Longman.
- Celce-Murcia, M. (1991). (Ed.). *Teaching English as a second or foreign language*. Budapest: Akadémiai Kiadó.
- Chastain, K. (1988). *Developing second language skills: Theory and practice*. New York: Harcourt Brace Jovanovich.
- DeKeyser, R. M. (2013). Age effects in second language learning: Stepping stones toward better understanding. *Language Learning*, 63(Suppl. 1), 52-67.
- Fábián M. (2004). Nyelvi készségek fejlesztése kisgyermekeknél. In I. Huszti (Szerk.), *Idegennyelv-oktatás kisebbségi környezetben* (pp. 82-93). Ungvár: Poliprint.
- Farrell, T. S. C. (2001). Teaching reading strategies: 'It takes time!' *Reading in a Foreign Language*, 13(2), 631-646.
- Fernandez de Morgado, N. (2009). Extensive reading: Students' performance and perception. *The Reading Matrix*, 9(1), 31-43.
- Harmer, J. (2012). *Essential teacher knowledge: Core concepts in English language teaching*. Harlow: Pearson.
- Heitzmann, J. (2009). The influence of the classroom climate on students' motivation. In R. Lugossy, J. Horváth, & M. Nikolov (Eds.), *UPRT 2008: Empirical studies in English applied linguistics* (pp. 207-224). Pécs: Lingua Franca Csoport.
- Henkel, B. (2010). Ukrainian and English motivational self system of minority learners in Transcarpathia. *WoPaLP*, 4, 86-107.
- Holló D., Konráné H. E., & Tímár, E. (1996). *A krétától a videóig*. Budapest: Nemzeti Tankönyvkiadó. 2 példány
- Huszti, I. (2005). Learner variables — a different approach to every child? In: *Сучасні проблеми лінгвістики та навчання іноземних мов у контексті болонського процесу: Збірник наукових праць*. [Modern problems of linguistics and teaching foreign languages in the context of the Bologna process: A collection of scientific works.] Хмельницький: Хмельницький національний університет. pp. 181-184.
- Huszti, I. (2013). *Glossary on language teaching and learning*. Available online: <http://www.genius-ja.uz.ua/sites/default/files/csatolmanyok/magyar-nyelvu-oktatasi-jegyzetek-es-magyar-nyelvu-szaknyelvi-szotarok-nyerteseinek-dokumentumjai-472/glossaryonlanguage-teaching-and-learning-husztii-lona.pdf>
- Kenworthy, J. (1995). *Teaching pronunciation*. London: Longman.
- Kontra, E. H. (2006). *Topics in the methodology of teaching EFL*. Budapest: OKKER. – szakirodalmi kölcsönző 4 példány 2018.01.11.
- Kurtán Zs. (2001). *Idegen nyelvi tantervek*. Budapest: Nemzeti Tankönyvkiadó. Szakirodalmi kölcsönző 19 példány
- Lizák K. (2004). A beszéd-készség-fejlesztés feladatairól, kudarcaink okairól és sikereink titkairól. In I. Huszti (Szerk.), *Idegennyelv-oktatás kisebbségi környezetben* (pp. 69-81). Ungvár: Poliprint.
- Medgyes P. (1997). *A nyelvtanár: A nyelvtanítás módszertana*. Budapest: Corvina. 2 példány 2018.01.11.
- Panova et al. Панова, Л. С., Андрійко, І. Ф., Тезікова, С. В., Потапенко С. І., Чекаль, Г. С., Палій, О. А., Жилко, Н. М., Близнюк, О. І., Шевченко, С. І., Сидоренко, М. М., Литвиненко, С. П., Тимченко, Т. М. (2010). *Методика навчання іноземних мов у загальноосвітніх навчальних закладах*. Київ: Видавничий центр «Академія». 327 с. 6+1 зждвэтя 2018.01.11.
- Renandya, W. (2017). Should you be teaching reading intensively or extensively? Available online at: https://www.academia.edu/31778450/Should_you_be_Teaching_Reading_Intensively_or_Extensively
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- S. Lányi I. & Medgyes P. (1991). *English language teaching (kézirat)*. Budapest: Tankönyvkiadó. 16 példány 2018.01.11.
- Scrivener, J. (1994). *Learning teaching*. Oxford: Macmillan. – szakirodalmi kölcsönző 1 példány, központi olvasóterem 1 példány 2018.01.11.
- Thornbury, S. (1999). *How to teach grammar*. Harlow: Pearson Longman.

Thornbury, S. (2002). *How to teach vocabulary*. Harlow: Pearson.

Toth, Zs. (2009). Foreign language anxiety: For beginners only? In R. Lugossy, J. Horváth, & M. Nikolov (Eds.), *UPRT 2008: Empirical studies in English applied linguistics* (pp. 225-246). Pécs: Lingua Franca Csoport.

Ur, P. (1996). *A course in language teaching*. Cambridge: Cambridge University Press.

Recommended readings:

Bárdos J. (2002). *Az idegen nyelvi mérés és értékelés elmélete és gyakorlata*. Budapest: Nemzeti Tankönyvkiadó.

Finocchiaro, M., & Bonomo, M. (1973). *The foreign language learner: A guide for teachers*. New York: Regents Publishing Company.

Husztai I. (2010). *Nyelvtanítás: módszerek és eljárások*. (Rákóczi-füzetek 72.) Ungvár: PoliPrint. 166 old.

Richards, J. C., Platt, J., & Platt, H. (Eds.). (1992). *Longman dictionary of language teaching and applied linguistics*. Harlow: Longman.

Журнал *Іноземні мови*

Журнал *Іноземні мови в навчальних закладах*

Методика викладання іноземних мов у середніх навчальних закладах: Підручник. Вид. 2-е, випр. і перероб. / Кол. авторів під керівн. С. Ю. Ніколаєвої. Київ: Ленвіт, 2002, 328с.

Ніколаєва, С. Ю., & Бадалянц, Г. С. (2001). *Практикум з методики викладання іноземних мов у середніх навчальних закладах*. Київ: Ленвіт. (296pp)

Виробничі функції, типові задачі діяльності та вміння учителя іноземної мови (спеціаліста) / Кол. авторів під керівн. С. Ю. Ніколаєвої. Київ: Ленвіт, 1999, 96с.

Tutor: dr. Ilona Husztai, PhD

Language pedagogy terms list (from Husztai, 2013)

A	Body language	Communicative approach
Accuracy	Book	Competence
Achievement test	Brainstorm (v.)	Comprehension
Acquisition (n.), acquire (v.)	Brainstorming	Content-based ESL
Action rhyme		Context
Active vocabulary	C	Correction / Echo correction
Activity-based learning	CALL (Computer Assisted Language Learning)	Correction code
Aids	Caretaker talk	Coursebook
Alphabetic method	Case study	Criterion-referenced test
Anxiety	CEFR	Critical Period Hypothesis
Approach	Chant (n., v.)	Crossword puzzle
Aptitude	Chart	Cue card / prompt card
Assessment (n.), assess (v.)	Checklist	Culture
Assessment tools	Choral repetition / chorus repetition	Curriculum (pl. curricula)
Attention span	Classroom interaction	D
Attitudes	Classroom management	Demonstration lesson
Audio-lingual method	Closed question	Detail, read for detail, listen for detail
Audio-visual aid	Cloze procedure	Diagnostic test, diagnose (v.)
Authentic material	Cloze test	Dictation (n.), dictate (v.)
Authentic task (or real world task)	Clue	Dictionary
Authentic text	Code-switching	Dictocomp
B	Cognitive strategies	Differentiated instruction
Backwash effect (in testing)	Cognitive style	Digital literacy
Basic skills	Communication strategies	Direct Method
Bilingualism	Communicative activity	Discipline (n., v.)
Board game		

Discrete-point test	Grouping	Learning contract
Disruptive behaviour	Guided writing	Learning outcome(s)
Draft (n., v.)		Learning strategies
Drill	H	Learning style
	Handout, worksheet	Lesson plans
E	Heterogeneous groups	Lexical approach
EAP	Home language	Lexical item
Educator	Homework	Lexical set
EFL	Humanistic Methods	Lexis (also vocabulary)
E-learning		Linguistic competence
Elementary	I	Linguistic repertoire
Elicit (v.)	IATEFL	Listen and do/make/draw
Elicitation	Ice-breaker	Look-and-say method
ELL	ICT / IT (Information	Lower primary forms/classes
ELT	[Communication]	Lower secondary education
English as a Second Language	Technology)	
(ESL)	Immersion method	M
E-Portfolio	Independent learning	Matching task
Error	Independent study	Materials
Error analysis	Individual learner	Materials adaptation
ESL	differences	Meaning-focused tasks
ESP	Inductive learning	Meta-cognitive strategy
European Language Portfolio	Information gap	Method
(ELP)	Information-gap activity	Methodology
Evaluation	Input (n., v.)	Micro-teaching
Extensive listening/reading	In-service teacher	Mime (n., v.)
Extra-curricular activities	Intensive listening/reading	Mingle (n., v.)
Extrinsic motivation	Interaction patterns	Minimal pair drill
Extroversion/introversion	Interference	Mistake
	Interlanguage	Mixed ability, mixed level
F	Intermediate	Model (n., v.)
Fairy story	Intrinsic motivation	Mother tongue
False beginner	Introductory activity	Motivation (n.), motivate (v.)
Feedback (n., v.), give / provide	Item	Multilingualism
feedback		Multi-media materials
Field dependence/independence	J	Multiple intelligences (also <i>MI</i>)
First Certificate	Jigsaw listening/reading	Multiple-choice questions/items
Flashcard	Jumbled letters /	
Flipchart	paragraphs / pictures /	N
Fluency	sentences / words	Native language
Foreign language		Native speaker
Foreign language acquisition	L	Natural approach
Foreigner talk	L1	Natural order
Formal instruction	L2	Needs
Formative assessment	LAD (Language	Norm-referenced assessment
Formative evaluation	acquisition device)	
Functions	Language laboratory	O
	Language practice	Odd-one-out
G	Language proficiency	Off task
Game	Language use	On task
Gap-fill	Language variety	One-minute paper
Gifted students	Lead-in (n.), lead in (v.)	Open class, whole class
Gist, global understanding,	Learner autonomy (n.),	Open(-ended) comprehension
listening/reading for gist,	autonomous (adj.), learner	questions
listening/reading for global	independence	Oral test
understanding	Learner feedback	Outcome
Good language learner	Learner strategy	Overhead projector (OHP)
Grade (n.)	Learner-centred	Overhead transparency (OHT)
Graded reader / simplified reader	Learning	
Grammar Translation Method	Learning by doing	P
Grid	Learning by using	Pair Work
Group/class dynamics	Learning content	Pairs

Parent-teacher conference
 Passive vocabulary
 Peer assessment
 Peer teaching
 Peers
 Perception
 Performance
 Performance assessment
 Phonics
 Picture dictation
 Picture stories
 Portfolio
 Portfolio assessment
 PPP
 Practice
 Presentation (n.), present (v.)
 Preservice education / preservice training
 Pre-teach (vocabulary)
 Problem solving
 Procedure
 Productive skills
 Professional development
 Proficiency (n.), proficient (adj.)
 Project assessment
 Project work
 Prop (n.)
 Puppet

Q
 Quiz (esp. AmE)

R
 Reader
 Reading
 Reading approach
 Realia (pl.)
 Recall (n., v.)
 Recast
 Receptive skills
 Recycle
 Reference materials
 Reflecting teaching
 Reflective (teachers)
 Refresher course
 Repetition (n.), repeat (v.)
 Report card (AmE), school report (BrE)
 Resources
 Review (n., v.), revision (n.), revise (v.)

Revise (BrE), review (AmE), study (for an exam)
 Rhyme
 Risk-taking
 Role-play
 Routine
 Rubric

S
 Scaffolding
 Scan
 Schema theory
 Scheme of work
 Seating arrangement, seating plan
 Second language / L2
 Second language learners
 Self-access centre, learning centre
 Self-access materials
 Self-assessment
 Sentence completion
 Sentence transformation
 Silent period
 Silent Way
 Simplified texts
 Skill
 Skim
 SLA
 Standardized test
 Storybook
 Strategies
 Strategy training
 Structural approach
 Subskill
 Substitution
 Substitution table
 Subtest
 Suggestopaedia
 Summative evaluation
 Supervision
 Supplementary material (n.), supplement (v.)
 Survey (n.)
 Syllabus (pl. syllabi)

T
 Tapescript, audio script, transcript
 Target language

Target language culture
 Task
 Task type
 Task-based
 Task-based learning (TBL)
 Teacher role
 Teacher talk
 Teacher-centred
 Team teaching
 Team work
 Technique
 TEFL
 TELL (Technology Enhanced Language Learning)
 Tertiary education (BrE)
 TESOL
 Test
 Text
 Text types
 Textbook
 The three R's ("reading, 'riting, and 'rithmetic")
 Thematic unit
 Timing
 TOEFL test
 Topic
 Total Physical Response (TPR)
 Turn, turn-taking
 Tutor
 Tutorial
 Tutoring

U
 Usage
 Use
 Utterance

V
 Visual aid

W
 Wait time
 Warmer (n.), warm up (v.)
 Whole class
 Whole language
 Whole-word-method
 Word bank
 Word map, mind map
 Word snake
 Wordsearch
 Workbook

CULTURE EXTRA 1 EDUCATION IN UKRAINE

1 Work in pairs. Tell your partner about:

- your favourite school subjects
- a teacher you admire
- a good friend at school
- a memorable day at school

2 In two minutes write as many words related to school as you can. Compare your words with your partner. How many are the same?

3 Complete the text with the words in the box.

elective exams primary extensive kindergarten
subjects alphabet specialized private upper



Pre-school years

In Ukraine most parents send their children to ¹ _____ or nursery school at the age of three. Between the ages of three and six children develop social skills and learn to get on and play with each other. They also take their first steps in literacy and numeracy and are taught to

count and to read the letters of the Ukrainian ² _____. They have lessons in art and craft and sometimes English.

Compulsory education

Compulsory education in Ukraine begins at the age of six when children start ³ _____ school (grades 1–4). Then at the age of ten they go to basic or lower secondary school (grades 5–9) where they study until they are fifteen. Education is compulsory up to the end of grade 9. After this students can either continue their studies in ⁴ _____ secondary school (grades 10–11) or leave school and go to college or a vocational school.

Core curriculum

Ukrainian students have a wide choice of ⁵ _____. They study literature, mathematics, history, science, information technology, art, music and foreign languages. Most students start to learn a foreign language – usually English, German or French – when they are in grade 2. Students who go to ⁶ _____ language schools learn a foreign language from the first year of school. Some students begin to learn a second foreign language in grade 5.

Finishing school

Students in senior grades usually take ⁷ _____ courses in addition to their compulsory subjects. These are intended to prepare them for their future studies and to help them decide which profession to choose. After finishing grade 11 of upper secondary school, students can go into higher education. All applicants must take ⁸ _____ called the National Independent Testing. The exams test students' knowledge of core school subjects at the end of their school education.

4 Read the text again. Answer the questions.

- 1 What skills do children develop in kindergarten?
- 2 What can students do after grade 9?
- 3 When do most students start to learn a foreign language?
- 4 Who can take elective courses?
- 5 How many schools are there in Ukraine?

5 Write questions to ask your parents about their schooldays. Use phrases from the box and your own ideas. Then write a short text based on their answers.

how old/start school favourite subjects be good at
study hard take exams do sport go on school trips
have many friends/a strict teacher be late
wear a uniform enjoy school

Types of schools

There are more than 20,000 schools in Ukraine and 95% of them are state schools. The other 5% of Ukrainian schools are ⁹ _____ schools where parents pay for their children's education. There are now more and more different types of schools such as gymnasiums, lyceums and specialized schools which offer ¹⁰ _____ learning in particular subjects, for example foreign languages, information technology, maths, law or art. In these schools students have access to interesting new subjects in addition to more traditional ones.

Extra-curricular activities

School isn't just about hard work. It's also about making friends and having fun. Some of the best learning experiences come from going on school trips and taking part in extra-curricular activities. There are clubs and activities covering a range of interests from literature to environmental issues and science. Students can choose to do sport, join an art or drama club, have dance lessons or learn handicrafts such as embroidery, sewing or knitting. There is indeed something for everybody!



Language awareness task

Please complete this task. You may like to refer to a grammar book when preparing your answers - e.g. 'Oxford Learner's Grammar, Grammar Finder' by John Eastwood or 'Grammar for English Language Teachers' by Martin Parrott, published by Cambridge University Press.

The task is made up of three sections: correcting student's mistakes, helping students understand differences in meaning and a writing task. Please complete all sections.

Correcting student's mistakes
Each of the exchanges below contains a mistake. In each case:
a) Write down the mistake b) Write the corrected version c) Write in simple terms, as if speaking to a learner of English, how you would make the correction clear
"I'd like some informations about your courses." "Certainly here's our brochure."
a) The mistake is ... b) The corrected version is ... c) I would make this clear by ...
"Have you got any money?" "Yes, I've been to the bank yesterday."
a) The mistake is ... b) The corrected version is ... c) I would make this clear by ...
"Is John ill? He's lost a lot of weight." "Yes, he is rather slender these days, isn't he?"
a) The mistake is ... b) The corrected version is ... c) I would make this clear by ...
"Why didn't you answer the phone?" "Because I had a bath."
a) The mistake is ... b) The corrected version is ... c) I would make this clear by ...

Helping students understand differences in meaning

In the following examples:

- a) Comment on the differences in meaning between the following pairs of sentences.
- b) Outline some ideas on how you might teach these differences in meaning.

If I had the money, I would buy a new car.

If I have the money, I'll buy a new car.

a) The difference in meaning is...

b) I would teach this by...

The house was very isolated.

The house was very secluded.

a) The difference in meaning is...

b) I would teach this by...

Give me a hand with this bag, will you?

Could you give me a hand with this bag, please?

a) The difference in meaning is...

b) I would teach this by...

Writing task - Your learning experience

In approximately 300 words describe either a successful or an unsuccessful learning experience you've had.

State your reasons why the experience was successful or otherwise.