

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ КЫРГЫЗСКОЙ РЕСПУБЛИКИ

ЖАЛАЛ-АБАДСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

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Учебно-методический комплекс материалов по дисциплине «Методика преподавания английского языка» для 3-курса разработан в соответствии с требованиями Государственного образовательного стандарта высшего образования и предназначен для студентов, обучающихся по направлению 550300 Филологическое образование профиль Иностраный (английский) язык

Учебно-методический комплекс содержит учебную программу курса, учебно-тематические планы проведения практических занятий, список основной и дополнительной учебной литературы, конспекты основных рекомендаций, задания по выполнению самостоятельной работы, структуру и балльную оценку рейтингового контроля знаний, перечень контрольных вопросов по дисциплине, темы и задания для самопроверки.

Аннотация

«Методика преподавания английского языка» имеет тесную связь с практическим курсом современного английского языка, делового иностранного языка. Освоение данной дисциплины является одним из компонентов в процессе подготовки преподавателя иностранного языка и необходимо для успешного прохождения научно-педагогической и педагогической практики, подготовки к итоговой государственной аттестации. Структура и содержание курса «Методика преподавания английского языка» позволяют обеспечить необходимый уровень профессионально-методической рефлексии и опору на собственный опыт изучения / обучения иностранным языкам, а также установление и реализацию междисциплинарных связей с дисциплинами языковой и профессиональной подготовки.

Цели изучения дисциплины.

Целью освоения дисциплины «Методика преподавания английского языка» является развитие у выпускников общекультурных и профессиональных компетенций в соответствии с требованиями подготовки специалистов по направлению подготовки «Филологическое образование» в рамках формирования научно-методической базы как основы их будущей профессионально-педагогической деятельности.

Реализация данной цели предполагает решение следующих задач:

в области воспитания:

- формирование социально ответственной, критически мыслящей личности, члена гражданского общества, занимающего гуманную, осмысленную, активную жизненную позицию;

в области развития:

- формирование целостной личности, развитие интеллектуальной сферы и раскрытие творческих возможностей студента;

- формирование и развитие осмысленной необходимости постоянного профессионального роста и саморазвития, повышения квалификации;

- формирование профессионально-методических навыков и умений;

- развитие методического мышления;

- развитие навыков самостоятельной работы с учебной и научной литературой;

в области обучения

- теоретическая и практическая подготовка выпускника к профессиональной деятельности в сфере преподавания иностранного языка, которая подразумевает:

* знакомство выпускников с основными положениями современной методики обучения иностранным языкам в общеобразовательной и высшей школе;

* формирование готовности к овладению содержанием дисциплины и формированием практических навыков и умений преподавания курса иностранного языка в условиях общеобразовательной и высшей школы;

* сравнение различных, принятых в отечественной и зарубежной практике, подходов и методов обучения иностранному языку как средству межкультурного общения, формирование умения эффективного и творческого их применения на практике;

* ознакомление выпускников с особенностями формирования межкультурной и социокультурной компетенций в рамках обучения иностранному языку в школе и вузе;

* изучение вопросов, связанных с формированием и существующими формами контроля языковых, речевых и социокультурных навыков и умений с учетом

национальных требований и в свете современных тенденций обновления содержания иноязычного образования в школе и вузе;

* ознакомление выпускников с требованиями планирования, проведения, анализа и самоанализа занятия по иностранному языку в свете современных требований подготовки специалистов общеобразовательной и высшей школы;

- выработка у выпускников системного подхода к решению методических задач в области обучения иностранному языку.

Профессиональные компетенции.

В результате освоения дисциплины формируется ряд общекультурных и профессиональных компетенций:

1. Компетенции обучающегося, формируемые в результате освоения дисциплины:

Владеет способами решения методических проблем (модели, методы, технологии и приёмы обучения) и способен применять технологии оценивания качества обучения _____ (ПК-2)

Способен осуществлять педагогическую деятельность, используя интерактивные формы и методы обучения _____ (ПК- 8);

Владеет навыками восприятия, понимания, а также многоаспектного анализа устной и письменной речи на изучаемом языке _____ (ПК-11);

В результате освоения дисциплины студент должен:

Знать:

- цель обучения иностранному языку на различных ступенях в вариативных учреждениях школьного образования и в соответствии с уровневой дифференциацией содержания иноязычного образования в условиях высшей школы;

- современные методики и технологии обучения иностранному языку, в том числе и информационные, принципы, приемы, формы обучения, процесс обучения аспектам языка и видам речевой деятельности;

- ценностные основы профессиональной деятельности в сфере образования;

- нормативно-правовые акты в сфере образования, правовые нормы реализации педагогической деятельности в школе и вузе;

- теоретические основы методики и актуальные проблемы обучения ИЯ; основные методические категории и закономерности их функционирования в учебно-воспитательном процессе;

- системно - деятельности и компетентности подходы к обучению иностранным языкам в системе школьного и высшего профессионального образования;

- особенности обучения различным видам речевой деятельности на различных этапах обучения;

- современные методические направления в нашей стране и за рубежом;

- возможности использования в учебном процессе современных средств обучения;

- современные методы диагностирования достижений обучающихся и воспитанников;
- обобщенные способы решения методических задач.

Уметь:

- формировать образовательную среду, применяя инновационные подходы к системе организации процесса образования;
- определять формируемые и используемые универсальные учебные действия, речевые навыки или речевые умения;
 - анализировать и формулировать учебную ситуацию;
 - проводить комплексный поиск и систематизацию нормативно-правовой информации в сфере образовательного права;
 - выражать и обосновывать свою точку зрения по актуальным методическим проблемам в ходе дискуссии и полемики;
 - применять теоретические и практические знания, применять современные методики и технологии обучения в ходе планирования и проведения как моделируемого, так и реального урока иностранного языка; выбирать единицы учебного материала, приемы и средства обучения;
 - самостоятельно разрабатывать и применять методы, приемы и технологии обучения иностранному языку;
 - анализировать эффективность применения методик и технологий обучения иностранному языку;
 - дозировать учебный материал, количество и объем упражнений, речевых ситуаций, текстов;
 - контролировать понимание обучающимися материала и уровня сформированности навыков и умений обучающихся;
 - общаться в рамках профессионально ориентированных тем (участвовать в научно-практических и научно-методических конференциях, форумах, заседаниях методического общества);
 - применять современные методики и технологии обучения иностранному языку, в том числе и информационные, на любой образовательной ступени и в образовательном учреждении любого типа;
 - осуществлять поиск необходимой методической информации в глобальной компьютерной сети.

Владеть:

- методикой обучения иностранному языку в рамках учебных программ базовых и элективных курсов по иностранному языку в образовательных учреждениях различного типа;
- речевой профессиональной культурой;
- навыками технологической деятельности (отбор и организация языкового и речевого материала, составление упражнений, диалогов, тематических текстов, диктантов);
- навыками работы с научно-педагогической литературой и проведения исследовательской работы;

- навыками диагностики и оценивания качества результатов обучения иностранному языку;
- приемами и способами организации сотрудничества.

Сфера применения результатов изучения дисциплины.

Знание иностранного языка на сегодняшний день позволит молодому поколению обладать большей возможностью при трудоустройстве и работать в различных образовательных учреждениях, где ведутся занятия иностранного языка.

Методы изучения дисциплины.

Изучение данной дисциплины предполагает использование следующих методов;

- информационно-аналитического;
- информационно-поискового;
- тренинги на заданную тему;
- подготовка самостоятельных работ студентами;
- подготовка презентаций на заданную тему

Материально-техническое обеспечение изучения дисциплины (литература).

Занятия по дисциплине «Методика преподавания английского языка» проводятся в аудиториях. Дополнительно можно использовать фонд библиотеки университета, библиографического отдела библиотеки, читальный зал и информацию всемирной информационной сети Интернет, Америка Ордосу (American corner).

Рекомендуемая литература для самостоятельного изучения:

1. “A training course for TEFL”: Hubbard Jones Thornton Wheeler 1994
2. “Methods of teaching English” Z.B Jayloobaeva, B.T. Eralieva, Jalal-Abad 2001
3. “Methods of teaching English” G.V.Rogova Leningrad 1996
4. Oswald A, Aitieva A “Introduction to teaching methodology” Osh 2004
5. Morrison J. “Feedback and Four-part thematic lesson plan” Bishkek 2005

V семестр**Объем и содержание аудиторных часов.***Содержание дисциплины*

Week	Topic	Hours (for lectures and seminars)
1	A Variety of Methods	1+1
2	Traditional language teaching methods	1+1
3	Grammar-translation method	1+1
4	Direct method / Demonstrative lesson on grammar (verb “to have”)	1+1
5	Direct method	1+1
6	Audio-lingual method / Demonstrative lesson on grammar (modal verbs)	1+1
7	Audio-lingual method	1+1
8	Communicative language teaching methods	1+1
9	Communicative approach	1+1
10	Total Physical Response / Demonstrative lesson on grammar (prepositions)	1+1
11	Competency-based approaches	1+1
12	Competency-based approaches	1+1
13	Innovative language teaching methods	1+1
14	Suggestopedia,	1+1
15	Silent Way	1+1
16	Silent Way	1+1
17	Community language teaching	1+1
18	Community language teaching	1+1
19	Teaching pronunciation	1+1
20	Teaching pronunciation	1+1
21	Teaching vocabulary	1+1
22	Teaching vocabulary	1+1
23	Teaching grammar	1+1
24	Teaching grammar	1+1
25	Teaching reading	1+1
26	Teaching reading	1+1
27	Teaching writing	1+1
28	Teaching listening	1+1
29	Teaching listening	1+1
30	Teaching speaking	1+1
	Total	30/30
		60 (30 lecture hours and 30 seminar hours)

Краткий конспект лекций
V Семестр
Lecture 1 (1 h)
A variety of Methods

Plan:

A Variety of Methods

- Approaches
- Techniques
- Methods

Approach refers to theories about the nature of language and language learning that serves as the source of practices and principles in language teaching.

A method is the practical realization of an approach. Method may be defined as a way of governing or guiding the learning. In a teaching – learning process method may be considered as a structural – functional component of Teacher – Learner activity. Teacher and learner are interrelated. This interrelation is carried out through methods.

The methods of teaching – learning process include:

1. The acquisition of new info about a new linguistic or language phenomenon (the pupil gets knowledge of what he is to learn).
2. The drill and exercises (the pupil performs exercises to form habits on the material he learns).
3. Making use of the acquired habits in the act of common, i.e. in listening, speaking, reading, writing, in other words, in language skills.

Each method is realized in **techniques**. A technique is a way to organize a learning procedure. By a technique we mean an individual way in doing something, in gaining a certain goal in teaching – learning process. For example, while organizing pupils' acquisition of a new sound the teacher can use either demonstration of the pronunciation of the sound or an explanation of how the sound should be pronounced in the target language or he uses both demonstration and explanation. To help pupils to grasp this sound and produce it correctly as an isolated element, then in a word in which it occurs and in various sentences with the word. An activity is a procedure of getting involved in learning. An exercise is a skill-developing procedure.

The choice of techniques is of great importance for effective teaching. When organizing pupils' acquisition of a new material the teacher thinks of the techniques which are more suitable for his pupils: he takes into consideration pupils' age, the progress in language learning (the stage of learning), their intellectual development, the conditions under which pupils learn.

Pre-communication methods.

The way towards communicative teaching has been a long and controversial one with advances and set backs. The **focus of attention** has gradually shifted from the **language as a systematic code** to the **language as a means of communication** with the search for an **effective method** of instruction and consideration of the **learner's personality**.

Grammar translation method included detailed analysis of grammar rules, translating sentences and texts into and out of the target language, memorizing rules and manipulating morphology and syntax, reading and writing.

Direct method encouraged the use of foreign language in the classroom. Classroom teaching was conducted in the target language only. The learning process was mostly based on imitation and memorization.

Audio-lingual method applied the principles of structural linguistics to language teaching. Pattern practice became a basic classroom technique. Audio-lingual method was the combination of structural linguistic theory and fundamentals of behaviorism (stimulus, response, reinforcement).

Literatures:

1. Oswald A, Aytieva A “Introduction to teaching methodology” Osh 2004
2. Morrison J. “Feedback and Four-part thematic lesson plan” Bishkek 2005
3. Teaching English is easy Bishkek 2014

Practicum (1 hour)

A variety of methods:

- Traditional language teaching
- Innovative language teaching
- Communicative language teaching

Lecture 2 (1 h)

Traditional language teaching methods

Plan:

Traditional language teaching methods

- Grammar – Translation method

The Grammar-Translation Method (further on referred to as the GMT) is considered to be one of the oldest methods and approaches in English language teaching. “It dominated European and foreign language teaching from the 1840s to the 1940s, and in modified form it continues to be widely used in some parts of the world today” (Richards and Rogers 6). Stern claimed that the GMT became popular in the late eighteenth century and highlighted that there is evidence that it was the regular combination of grammar rules with the translation into the target language. Stern said that its focus is on “accuracy and not fluency” (453); on learning of rules of grammar and their application in translations from mother tongue into the target language and vice versa. In this way students learn more about the language than the language itself (Lindsay and Knight 16). Richards and Rogers claimed that “it is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory” (7). The skills practiced were only reading and writing. It is general knowledge that it is necessary to practice all four skills (reading, writing, listening and speaking) in order to have students who take active part in the process of communication.

Literatures:

1. A course in English language teaching Penny Ur Cambridge university press 2012

2. “Methods of teaching English” Z.B Jayloobaeva, B.T. Eralieva, Jalal-Abad 2001
3. Learning teaching Macmillan books for teachers Adrian Underhill 2016

Practicum (1 hour)

- Grammar – Translation method
- Demonstrate grammar translation method

Lecture 3 (2 h)

Direct method

Plan:

Traditional language teaching

- Direct method
- Audio- lingual method

The Direct Method (further on referred to as the DM) is also known as Reform Method / Natural Method / Phonetic Method / Anti-Grammatical Method (Direct Method). The development of the DM is associated with L.Sauyeur , who argued that “a foreign language could be taught without translation or the use of the learner’s native language if meaning was conveyed directly through demonstration and action” (Richards and Rogers 12). Enthusiastic supporters of DM introduced it in France and Germany at the turn of the century and it became widely known in the United States through its use by Sauveur and Maximilian Berlitz in successful commercial language schools (Richards and Rogers 12). According to Stern the DM is characterized by the use of the target language as a means of instruction and communication in the language classroom, and by the avoidance of the use of the first language and of translation as a technique (456). Lindsay and Knight mentioned that “DM was an important step forward - the use of the target language as the language of instruction underpins a lot of teaching today” (17). Its aims are only speaking, reading, understanding and having good pronunciation. The learners are encouraged to speak, but not forced. Writing is postponed as much as possible.

Literatures:

1. Oswald A, Aytieva A “Introduction to teaching methodology” Osh 2004
2. Morrison J. “Feedback and Four-part thematic lesson plan” Bishkek 2005
3. Teaching English is easy Bishkek 2014

Practicum (2 hours)

- Direct method
- Audio- lingual method

Lecture 4 (2 h)

Audio-lingual method

Plan:

Audio-lingual method

According to Richard and Theodore’s Framework this method was developed by professors at Michigan and Pennsylvania University and it became known as Oral, Aural-Oral or Structural Approach (English Teaching Methodology). In the 1950s and 1960s, it was believed that learning a language was similar to learning new habits (Lindsay and Knight 18). Nunan said that “it was, in fact, the first approach which could be said to have developed a ‘technology’ of

teaching and based on ‘scientific’ principles” (2000: 229). Stern described Audio-Lingual Method (ALM) as follows “the dominant emphasis is placed on listening and speaking. While reading and writing are not neglected, they are given priority in the teaching sequence precede reading and writing. Audiolingualism tries to develop target language skills without reference to mother tongue” (464). Harmer mentioned that this method was based on stimulus-response-reinforcement model (32), which basically means drilling. Mistakes were immediately criticized and correct utterances were immediately praised. Its objectives are accurate native-like pronunciation and grammar, an ability to respond quickly and accurately in any speech situations and knowledge of sufficient vocabulary to use the grammar patterns (Orwig).

Literatures:

1. A course in English language teaching Penny Ur Cambridge university press 2012
2. “Methods of teaching English” Z.B Jayloobaeva, B.T. Eralieva, Jalal-Abad 2001
3. Learning teaching Macmillan books for teachers Adrian Underhill 2016

Practicum (2 hours)

- Audio-lingual method
Demonstrate

Lecture 5 (1 h)

Communicative language teaching

Plan:

Communicative language teaching methods

- Communicative approach
- Total Physical Response
- Competency – based approach

Communicative Language Teaching is one of the most common teaching methods in the field of teaching English as a foreign language nowadays. It is based on a number of important assumptions about the nature of language and the nature of language learning.

The most important thing that teachers have to remember is that **language is a tool for communication**. This means that teachers need to be aware of their individual students’ needs, and cater to them as much as possible. They need to vary their ways of presenting and practicing language to appeal to different learning styles. Furthermore, there is no “right way” to learn, and teachers need to respect the different needs and wants of their students.

Teachers often forget that **learners are individuals; they learn in different ways and have different needs**. This means that teachers need to be aware of their individual students’ needs, and cater to them as much as possible. They need to vary their ways of presenting and practicing language to appeal to different learning styles. Furthermore, there is no “right way” to learn, and teachers need to respect the different needs and wants of their students.

Research suggest that **people learn best when they feel comfortable and relaxed**. Therefore, teachers must try to create an atmosphere of trust and mutual respect in their classes. Learners should feel that their opinions are valued and that they can make mistakes without fear of losing their face. Moreover, teachers should not behave as if they are superior, but should be friendly with their students and should support them.

Another assumption of Communicative Language Teaching is **that learners should be involved in the learning process**. They should be active, which means that every student needs

to participate in the lesson. Furthermore, the teacher should not do for the students what they can do themselves. The teacher needs to help her students, but not to over help. The teacher should not speak in the class more than her students. To increase students' involvement and students talking time, the teacher can organize pair and group work whenever possible.

Experts in Communicative Language Teaching believe that **vocabulary is more important than grammar** because although without grammar very little can be expressed, nothing can be expressed without vocabulary. This means that focus of teaching should not be on grammar at the expense of vocabulary. New vocabulary should be introduced in almost every lesson.

Finally, teachers need to understand two important concepts: accuracy and fluency. Accuracy means correctness of speech in all areas of language, i.e. grammatically – correct structures, correct pronunciation and vocabulary usage. Fluency means the ability to keep the conversation going, i.e. speaking without fear and expressing ideas easily. Communicative Language Teaching suggests developing both because **fluency is as important as accuracy**. Therefore, teachers should be selective in their correction of learners. They need to plan lessons that allow students to be selective in their correction of learners. They need to plan lessons that allow students to speak freely and correction of learners. They need to plan lessons that allow students to speak freely as well as speak with restrictions and correction.

Literatures:

1. Grammar Practice Activities, Penny Ur Cambridge University Press , 1995
2. Vocabulary activities Penny Ur Cambridge university press 2012

Practicum (1 hour)

- Communicative language teaching methods
- Demonstrate a lesson

Lecture 6 (1 h)

Communicative language teaching

Plan:

Communicative language teaching methods

- Communicative approach
- Total Physical Response
- Competency – based approach

Such wide acceptance of CA and its varied way of interpretation and application can be attributed to the fact that practitioners from different educational traditions can identify with it and therefore interpret it in different ways (Richards and Rogers 1986). Richards and Rogers also mentioned that “for some, Communicative Language Teaching means little more than an integration of grammatical and functional teaching”.

Littlewood stated, “One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language” (1). According to Lindsay and Knight some of the other features of CA are that oral and written activities may be used from the start; one role of the teacher is that of a ‘facilitator’ who helps learners to communicate in English and motivates them to work with the language; learners often interact with each other through pair and group work and the four skills are developed simultaneously.

Literatures:

1. A course in English language teaching Penny Ur Cambridge university press 2012
2. “Methods of teaching English” Z.B Jayloobaeva, B.T. Eralieva, Jalal-Abad 2001
3. Learning teaching Macmillan books for teachers Adrian Underhill 2016

Practicum (1 hour)

- Communicative approach
- Total Physical Response
- Competency – based approach

Lecture 7 (1 h) **Total Physical Response**

Plan:

Communicative language teaching methods

- Communicative approach
- Total Physical Response
- Competency – based approach

The Total Physical Response method (further on referred to as TPR) is based on James J. Asher’s idea that the more active learning is, the more effective it becomes (Nunan 2000: 134). According to Krashen’s theory of first language acquisition, children are first exposed to the language and through listening and following simple instructions; they slowly acquire the language (8). TPR lessons are based on teachers’ instructions and students’ physical response (Harmer 36). Asher saw successful adult second language learning as a parallel process to child first language acquisition. He felt that adults should recapitulate the processes by which children acquire their native language (Richards and Rodgers 73). Harmer reminded us that TPR allows a pre-speaking phase where students are not forced to speak until they feel confident to do so (36). From my own experience this method is very useful for kinesthetic students, especially children and beginner learners. Its limitation is that mostly imperative form is used and only limited language structures can be introduced.

Literatures:

1. A course in English language teaching Penny Ur Cambridge university press 2012
2. “Methods of teaching English” Z.B Jayloobaeva, B.T. Eralieva, Jalal-Abad 2001
3. Learning teaching Macmillan books for teachers Adrian Underhill 2016

Practicum (1 hour)

- Communicative approach
- Total Physical Response

Competency – based approach

Lecture 8 (2 hours) **Competency based approach**

Plan:

Principles of teaching foreign languages

- Principles of Conscious
- Activity

- Visualization

It would seem fairly obvious that in order for our students to learn something new (a text, a new word, how to perform a task) they need to be first able to perceive and understand it. One of the teacher's jobs is to mediate such new material so that it appears in a form that is most accessible for initial learning.

This kind of mediation may be called 'presentation'; the term is applied here not only to the kind of limited and controlled modelling of a target item that we do when we introduce a new word or grammatical structure, but also to the initial encounter with comprehensible input in the form of spoken or written texts, as well as various kinds of explanations, instructions and discussion of new language items or tasks.

People may, it is true, perceive and even acquire new language without conscious presentation on the part of a teacher. We learn our first language mostly like this, and there are some who would argue for teaching a foreign language in the same way - by exposing learners to the language phenomena without instructional intervention and letting them absorb it intuitively.

However, raw, unmediated new input is often incomprehensible to learners; it does not function as 'intake', and therefore does not result in learning. In an immersion situation this does not matter: learners have plenty of time for repeated and different exposures to such input and will eventually absorb it. But given the limited time and resources of conventional foreign language courses, as much as possible of this input has to become also 'intake' at first encounter. Hence the necessity for presenting it in such a way that it can be perceived and understood.

Another contribution of effective teacher presentations of new material in formal courses is that they can help to activate and harness learners' attention, effort, intelligence and conscious learning strategies in order to enhance learning - again, something that does not necessarily happen in an immersion situation. For instance, you might point out how a new item is linked to something they already know, or contrast a new bit of grammar with a parallel structure in their own language.

The ability to mediate new material or instruct effectively is an essential teaching skill; it enables the teacher to facilitate learners' entry into and understanding of new material, and thus promotes further learning.

What happens in an effective presentation?

Attention

The learners are alert, focusing their attention on the teacher and/or the material to be learnt, and aware that something is coming that they need to take in. You need to make sure that learners are in fact attending; it helps if the target material is perceived as interesting in itself.

Perception

The learners see or hear the target material clearly. This means not only making sure that the material is clearly visible and/or audible in the first place; it also usually means repeating it in order to give added opportunities for, or reinforce perception. Finally, it helps to get some kind of response from the learners in order to check that they have in fact perceived the material accurately:

repetition, for example, or writing.

Understanding

The learners understand the meaning of the material being introduced, and its connection with other things they already know (how it fits into their existing perceptions of reality, or

'schemata'). So you may need to illustrate, make links with previously learnt material, explain. A response from the learners, again, can give you valuable feedback on how well they have understood: a restatement of concepts in their own words, for example.

Short-term memory

The learners need to take the material into short-term memory: to remember it that is, until later in the lesson, when you and they have an opportunity to do further work to consolidate learning. So the more 'impact' the original presentation has - for example, if it is colourful, dramatic, unusual in any way - the better. Note that some learners remember better if the material is seen, others if it is heard, yet others if it is associated with physical movement (visual, aural and kinaesthetic input): these should ideally all be utilized within a good presentation. If a lengthy explanation has taken place, it helps also to finish with a brief restatement of the main point.

Explanations and instructions

When introducing new material we often need also to give explicit description or definitions of concepts or processes, and whether we can or cannot explain such new ideas clearly to our students may make a crucial difference to the success or failure of a lesson.

Literatures:

1. A course in English language teaching Penny Ur Cambridge university press 2012
2. "Methods of teaching English" Z.B Jayloobaeva, B.T. Eralieva, Jalal-Abad 2001
3. Learning teaching Macmillan books for teachers Adrian Underhill 2016

Practicum (2 hours)

- Principles of Conscious
- Activity
- Visualization

Lecture 9 (1 h)

Innovative language teaching method

Plan:

Innovative language teaching methods

- Suggestopedia
- Silent way
- Community language learning

There are a lot of origins of Communicative approach (further on referred to as CA). It could be said that it is the product of educators and linguists who had not been satisfied with the ALM and the GMT (Morea). Lindsay and Knight said that these methods put little, if any, emphasis on the ability to communicate or interact (20). Communicative language teaching was also influenced by developments in the way the language was described - taking into account the communicative function of language.

If we want to characterize the pedagogy of the last fifteen to twenty years in one word it would definitely be "communicative". Widdowson said that it is of course the CA which is in current fashion in methodology (102-103). He continued his description of the CA as following: ***The Silent Way*** was based on the premise that the teacher should be silent as much as possible in the classroom, while the learners will produce more language. A typical feature of the Silent Way is the use of color charts and rods as memorable images and signals to help in verbal

responses. The proposition underlying this method of instruction was that learning is facilitated if the learners discover or create even with minimal language skills rather than rehearse and remember.

Suggestopedia aimed at optimising learning by music and rhythm, authoritative teacher's behavior and 'infantilisation' of learners, physical and psychological relaxation. The focus was on the memorization processes, which according to the authors, was 25 times faster than in conventional learning.

...it concentrates on getting learners to do things with language, to express concepts and to carry out communicative acts of various kinds. The content of a language course is now defined not in terms of forms, words and sentence patterns, but in terms of concepts, or notions, which such forms are used to express, and the communicative functions which they are used to perform. (159)

Literatures:

1. Oswald A, Aytieva A "Introduction to teaching methodology" Osh 2004
2. Morrison J. "Feedback and Four-part thematic lesson plan" Bishkek 2005
3. Teaching English is easy Bishkek 2014

Practicum (1 hour)

- Suggestopedia
- Silent way
- Community language learning

Lecture 10 (2 h) **Communicative techniques**

Plan:

Communicative language teaching methods

- Communicative approach
- Total Physical Response
- Competency – based approach

A technique is a way for teacher to organize a learner activity. The purpose of communicative techniques is to teach communication.

Communicative techniques can develop in learners productive, receptive and interactive skills that are necessary for effective communication. Activities with listening and reading aim at developing in learners skills of receiving information. Activities with speaking and writing develop in learners skills of producing information. Both can be learner interactive and thus promote communication.

Some activities are more associated with reading and listening (receptive skills), while others are more often used with speaking and writing (productive skills).

An information gap is organized to promote speaking activities. An information gap is a situation in which a participant or a group possesses information which others do not have, while others command information that the first party is missing. E. g. a student in a pair with another student might have the train timetable for odd numbers, while her partner might have the train timetable for even numbers. Their task is to use communication for finding out complete

information on how the train runs. An information gap can take the format of an opinion gap when the participants differ in their opinions. The gap is filled in the course of active communication.

Any activity with an information gap can be turned into a communicative game if there are rules to name the winner. The information gap is a frequent technique used in order to organize a communicative game. E. g. you have new neighbors. They can tell you about themselves only what is given on their role cards. Try to guess their professions. Ask any questions. Direct questions about professions are excluded.

A popular speaking activity is *reading from cues*. It is organized when the participants write information about themselves on sticky labels in the form of separate words, dates, names, etc. Other students ask questions trying to find as much as possible about person. To achieve this goal they have to think first what a date on the sticky label might mean and ask a questions like “Were you married in 1991? ”, “Maybe you got your first job in 1991? “ etc.

Reading and speaking processes can be boosted by a “*matching*” activity, in which the participants are to match pictures and texts, pictures and pictures, texts and texts (both oral and written) by using questions.

Literatures:

1. Oswald A, Aytieva A “Introduction to teaching methodology” Osh 2004
2. Morrison J. “Feedback and Four-part thematic lesson plan” Bishkek 2005
3. Teaching English is easy Bishkek 2014

Practicum (2 hours)

- Communicative approach
- Total Physical Response
- Competency – based approach

Lecture 11 (2 h)

Innovative language teaching method.

Plan:

- Suggestopedia
- Silent way
- Community language learning

Howard distinguished between a ‘strong’ and a ‘weak’ version of Communicative language teaching:

There is, in a sense, a ‘strong’ version of the communicative approach and a ‘weak’ version. The weak version which has become more or less standard practice in the last ten years stresses the importance of providing learners with the opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching... The ‘strong’ version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as ‘learning to use’ English, the latter entails ‘using English to learn it’.

Whichever description of CA is more accurate; its aim is students' communicative competence, which is "a subconscious knowledge of language use, and of language as discourse" (Harmer 14). Harmer also claimed that communicative competence does not include only language competence, but also knowledge of how language is used appropriately and how it is organized as a discourse. Rivers described it as "developing a smooth transition between 'skill-getting' and 'skill-using' (qtd. in Revell 5).

Lindsay and Knight said that the "CA is very widely used all over the world. It has shifted the focus in language teaching from learning about the language to learning to communicate in the language. However, there are problems associated with it. ... The most serious criticism of CA is that it is not as effective as it claims to be".

Literatures:

1. A course in English language teaching Penny Ur Cambridge university press 2012
2. "Methods of teaching English" Z.B Jayloobaeva, B.T. Eralieva, Jalal-Abad 2001
3. Learning teaching Macmillan books for teachers Adrian Underhill 2016

Practicum (2 hours)

- Communicative approach
- Total Physical Response
- Competency – based approach

Lecture 12 (2 h) **Teaching pronunciation**

Plan:

- Difficulties in teaching pronunciation
- Activities, exercises for teaching pronunciations

Pronunciation is not only important for oral communication, but it is closely linked with listening comprehension, spelling, grammar, and reading. Therefore, a language teacher should not abandon pronunciation instruction because of the mistaken belief that pronunciation means only sounds.

Much of the concern about teaching pronunciation has focused on the exact pronunciation of vowel and consonant sounds. However, if the goal of teaching learners is to enable them to communicate in English, communicative effectiveness means not only the correct pronunciation of these vowels and consonant sounds but also being comprehensible.

While introducing word-stress, it is necessary to point out that in English word-stress can fall in different places (as opposed to Czech, for examples, where stress generally falls on the first syllable and in French – on the last syllable). Any teacher of English should know the word stress rules and make students know them very well in order to pronounce and speak accurate English. Those rules are:

1. Stress on first syllable

Most two syllable nouns and adjectives have stress on the first syllable:

e.g. BUTter PREty

2. Stress on last syllable

Most two-syllable verbs have stress on the last syllable:

e.g. beGIN proDUCE

3. Stress on penultimate syllable (second from the end)

e.g. STAtic realistic

word ending in 'sion' and 'tion' e.g. teleVIsion solution

It is very important to consider the communicative importance of intonation. When we communicate using sounds, we clearly do a good deal more than simply string allophones together to make up words. The messages we convey depend just as much on how we say something as on what we actually say.

Teaching intonation is very difficult. Actually in general classes teaching intonation is limited by "say this after me" exercises. Though this technique is used by many language teachers it's not rewarding and effective. The learners are right communicative situation.

Here below is an example of how to present intonation in question tags and how to practice intonation in question tags through a racing game with arrow cards.

Literatures:

1. Games for vocabulary Cambridge university Felicity O'Dell 2012
2. Grammar games Cambridge university Mario Rinvoluceri 2012
3. 500 activities for the primary classroom Macmillan books for teachers Carroll Read 2012

Practicum (2 hours):

- Difficulties in teaching pronunciation
- Activities, exercises for teaching pronunciations

Lecture 13 (2 h) **Teaching vocabulary**

Plan:

- Importance of teaching vocabulary
- Ways of teaching vocabulary
- Exercises and activities for teaching vocabulary

1. You can introduce new vocabulary by

- A) Giving the definition
- B) Giving synonyms/antonyms
- C) Demonstrating or mime-acting out through gestures/actions
- D) Giving translation
- E) Having students guess the word from the context, e.g. *The police interrogated the subject to try and find out what he knew about the crime.*
- F) Using realia (things we use every day: real objects, or pictures from magazines or drawn by yourself)
- G) Using flash cards (cards with small pictures or words written in them)

Jigsaw reading activity is organized most often with the texts that are meant for reading or listening ("jigsaw" reading and "jigsaw" listening). A text is divided into several parts. Every participant has access to only one part of the oral or written text. They ask each other questions and provide information to pool the parts of the text together and to know the contents of the

whole text. Another variant is jigsaw listening when each participant or a small group listens to only some information as part of the whole. These pieces can be brought together only in the course of active communication efforts.

Another activity for reading is sequencing (re-ordering). The task consists in asking the learners to restore the logical order between parts of the text. This can produce an “opinion gap” and boost communication.

Productive skills of speaking and writing are developed in simulations. A simulation means that an episode of the real world is reproduced in the classroom environment in the form of a role-play, discussion (problem solving), piece of writing or project work.

An important aspect of communicative teaching is classroom interaction. This form of communication develops between the learners and the teacher. Learners’ interaction is organized in pairs, small groups, moving circles, parallel lines of pairs, etc. Classroom interaction promotes a communicative classroom atmosphere and successful communicative teaching.

Communicative teaching is often organized in the three-phase framework. Three-phase framework means subdivision of the teaching process into three phases: pre-activity, while-activity and post-activity. Pre-activity is organized to arouse interest in the learners towards the main task, to motivate performance, to activate in learners their prior knowledge and to prepare them for the language that may be necessary to perform the main task. While-activity is organized as oral or written communication and is based on engaging the learners in the communicative tasks. Post-activity is reflection on the ideas and language that was produced during the main activity. This phase also includes additional language drills and integration with other skills.

Literatures:

1. Grammar Practice Activities, Penny Ur Cambridge University Press , 1995
2. Vocabulary activities Penny Ur Cambridge university press 2012

Practicum (2 hours):

- Importance of teaching vocabulary
- Ways of teaching vocabulary
- Exercises and activities for teaching vocabulary
- Demo lesson for teaching vocabulary

Lecture 14 (2 hours) **Teaching vocabulary**

Plan:

How to teach pronunciation

- Exercises
- Activities
- Games

2. You can make students practice new vocabulary through:

A) Drills

B) Total Physical Response (TPR) activities, i.e. students act out commands given by the teachers (or another student)

- C) Games
- D) Matching words to synonyms, antonyms, pictures, etc. – e.g., *Match a word in the left column with a related word in the right column:*

Kangaroo	roars
Parrot	jumps
Lion	speaks
- E) Crossword puzzles
- F) Word search activities – Generate fun words activities. Select the directional layout the words, whether to use just a word bank or add clues, and provide coordinates for easy marking.
- G) Making out a new word: *WATERMELON – lemon, term, warm, let, meet, and etc.*
- H) Information gap/interview activities
- I) Brainstorming words as part of groups like: FRIUT, FURNITURE, CLOTHES, TOOLS.
- J) Using scrambled words that are either based on a certain topic or theme, or that have definitions associated with them: **eumsum-museum**
- K) Have the students find the “odd-word-out”- *human dolphin shark whale*

Literatures:

1. Games for vocabulary Cambridge university Felicity O’Dell 2012
2. Grammar games Cambridge university Mario Rinvoluceri 2012
3. 500 activities for the primary classroom Macmillan books for teachers Carroll Read 2012

Practicum (2 hours)

Teaching pronunciation

- Difficulties in teaching pronunciation: sounds, stress and intonation

Lecture 15 (2 h)

Teaching grammar

Plan:

Teaching grammar

- Importance
- Difficulties

Students come to our classroom in order to learn how to communicate in English in real life. We teach them to understand written texts and oral speech. We also teach them new vocabulary and of course new grammatical structures. It seems that grammar is the most difficult part, both for students and for teachers. Very often students know the grammar rule but cannot make an accurate sentence.

It is a good idea to use SITUATIONAL PRESENTATION for teaching grammar. First of all, teachers do not need any course books or expensive materials; secondly, the fact that the target grammar is given in context, makes it clearer for students. So what should a teacher remember about the situational presentation?

First of all, you should think of the situation when this or that grammar is used. The situation should be life like and provide many examples, so that the students could have enough opportunities to practice and absorb the target language. It is always better to involve the

students into creating the context. Easy question such as – *What's this boy's name?*, *How old is he?*, *What's his favorite fruit?* – will make the lesson less teacher – centered, and your students will get a chance to demonstrate the language they have learned before.

While presenting the grammar, the teacher should teach the **meaning**, the form (**structure**), and the **pronunciation**. The meaning should be presented first, so that the students know what structure they work on. **Oral form** should be presented and drilled before the students see the **written structure**; otherwise they will read only what they see on the board. Comprehension check questions that are asked during the presentation will help the teacher to know whether the students understood the meaning of the target language.

Comprehension check question is a question that has only one correct answer. For examples, Is it about past, future or present? Does he do it every day? Do you know when he was in Italy? And etc. These questions could be asked at any stage of the presentation and should clarify the usage of this or that grammatical structure.

Below you will find some ideas for presenting different grammatical structures. Please adapt the presentation according to your student' level, age, interest, background knowledge.

Literatures:

1. Grammar Practice Activities, Penny Ur Cambridge University Press , 1995
2. Vocabulary activities Penny Ur Cambridge university press 2012

Practicum (2 hours)

Teaching grammar

- Exercises, activities, games in teaching grammar
- Write a lesson plan and conduct

Lecture 16 (2h)

Teaching reading

Plan:

Teaching reading

- How to teach reading

Reading is one of the main skills that a student must acquire in the process of mastering a foreign language students enrich their knowledge of the world around them.

Reading develops intelligence. It helps to develop memory, will, and imagination. Reading helps student to review vocabulary and grammar. It also enriches the vocabulary with new word-combination, idioms, and proverbs. Readers must be able to recognize words and connect their knowledge and experience to a text to create meaning.

There are many types of reading and many different reading skills and strategies to master to become a proficient reader. To develop reading skills, teachers need to help their students to do the following:

- Learn the meaning of unfamiliar words (vocabulary development).
- Understand explicitly stated information.
- Infer implicit information from the text.
- Identify the relationships between parts of the text.
- Distinguish the main ideas from supporting details.

Students need to learn the skills of **skimming** a text for a general impression of the ideas by focusing on key content words and the topic sentences. Students also need to learn how to scan a text for specific items of information such as a particular phrase, number, name or fact within a text.

Basic reading comprehension can be checked through true/false statements or multiple-choice questions, matching or sequencing activities, open ended questions or preparing short reviews and summaries.

Readers also need to learn how to use their experience and outside knowledge to interpret and deconstruct new material. Student need to learn how to categorize new learning as an aid to understanding and remembering information as well as determining how to use the new learning to accomplish a task. For example, a simple health or environmental text can provide useful personal information or information for planning a special event in your school.

At a higher level, readers should be able to summarize the author's point of view and use their own experience and knowledge to agree or disagree with the author's position. Intermediate readers should be able to compare information from multiple sources and demonstrate their understanding of texts by creating scripts, role-plays, stories, debates or writing reviews. Students need to be exposed **to intensive reading** (reading for details and specific information) and **extensive reading** (encourage discussion in a conversation lesson then you need to read extensively. This means you will introduce the text, pre-read, go through comprehension of the main ideas with a task, and then go on to discussing those ideas or using them as the basic for a group speaking task.)

Literatures:

1. Games for vocabulary Cambridge university Felicity O'Dell 2012
2. Grammar games Cambridge university Mario Rinvolutri 2012
3. 500 activities for the primary classroom Macmillan books for teachers Carroll Read 2012

Practicum (2 hours)

Exercises, activities for teaching reading

Lecture 17 (2 h) **Teaching writing**

Plan:

Teaching writing

- Importance
- Difficulties

Writing is considered to be the most difficult skill to develop. Therefore, students do not do much writing in class. They prefer to communicate verbally. However, it does not necessarily mean that this skill should not be developed. Those students may need writing skills for exams and possibly, later, for writing memos, business letters etc. at work.

Writing could also be thought of a sub skill, as it always helps to develop other skills, such as reading (every piece of writing is for someone to read). Furthermore, students usually have some time for writing, so they think carefully of grammatical structures and check spelling with the reference books.

There are 2 types of writing in the English classroom, **writing for learning** and **writing for writing**. **WRITING FOR LEARNING** or writing for accuracy helps to improve students

spelling that is very important at lower levels and this type of writing encourages students to focus on accurate language use.

Writing for writing is to help students to become better writers and to learn how to write in various genres. In other words, students study written text in order to become better writers. Do not just ask your students to write something (e.g. a description of the classroom). Make your tasks as close to real life as possible. For examples, the same task could sound like – write a letter to a friend and describe your classroom.

It was not your students' idea to write a paragraph, it was the teacher who chose the topic, so in order to involve your students do some PRE-WRITING. You can show some pictures, pre-teach some words, you can brainstorm some ideas together with the whole class. WRITING stage should take enough time. Students should know who the reader will be and they should have a chance to improve their writing. So it is always better to ask the students to exchange their pieces of writing and help each other to improve them. Remember the students should be informed about the aims of the activity because they are to help each other, not to criticize.

Literatures:

1. Games for vocabulary Cambridge university Felicity O'Dell 2012
2. Grammar games Cambridge university Mario Rinvoluceri 2012
3. 500 activities for the primary classroom Macmillan books for teachers Carroll Read 2012

Practicum (2 hours)

Teaching writing

- Exercises and games in teaching writing
- Write a lesson plan and conduct

Lecture 18 (1 h)

Teaching listening

Plan:

Teaching listening

- Intensive listening
- Extensive listening

Listening requires listeners to take in information and process it with their current knowledge. Listening means paying attention to and understanding what you hear. It is an essential skill for communication. The aim of listening tasks should be to prepare students for interaction in the real world.

Some basic principles for teaching listening

Listening should be the main part of beginning – level language lessons. The teacher can ask students to follow instructions and do something to show that they understand the English that the teacher is speaking.

The first stage of language development is a 'silent period' when learners need to listen to English before being asked to speak. Beginning – level classes should listening activities such as Total Physical response. TPR is used primarily to teach beginning classes with the emphasis on listening comprehension. Basically the teacher gives a command and models the action (with some volunteers from the class) and then students obey the command with a physical response. Students remain silent until they feel ready to speak the commands themselves to the other

students. As student's comprehension increases many commands are combined. No memorization is required. Little error correction is necessary because the teacher can understand immediately by the students' actions if students understand. Meaning is made clear through body movements so only English is used.

Use materials that are relevant to the student's real lives. Motivation to understand is higher when students are listening to topics that interest them; comprehension increases with increased interest in the topic; interest in the topic increases when students are actively participating in an activity.

Always tell the learners the purpose of the listening activity. Purpose including listening

1. For the gist (or general understanding)
2. For specific information
3. To establish a context (where is it happening? What is happening? Who is speaking to whom?)
4. To gather information for a later discussion for a later discussion, role – play, or information exchange

The main functions of a listening task should be to help learners gain confidence in their listening ability and to build strategies that help learners make sense of what they hear.

Literatures:

1. Games for vocabulary Cambridge university Felicity O'Dell 2012
2. Grammar games Cambridge university Mario Rinvoluceri 2012
3. 500 activities for the primary classroom Macmillan books for teachers Carroll Read 2012

Practicum (1 hour)

1. Exercises and games in teaching listening
2. Demo-lesson for teaching listening

Lecture 19 (1 h) **Teaching speaking**

Plan:

Teaching speaking

- Importance
- Difficulties

Developing students' speaking skills

Why do people speak?

1. To give information, instruction, commands.
2. To communicate to other people.
3. To express their feelings, opinions.
4. To discuss, to debate.
5. To make a speech, a presentation.

Imagine that today you are in an English class. The teacher comes in and says "today we are going to speak about the poetry of 'Yemen'. How would you feel as a student? You might be in panic because the teacher wants you to talk about something you did not have time to think over or you might not know anything about the poetry of 'Yemen. Your students could be in the same

difficult situation. Therefore, it is very important to make careful lesson plans and use interesting and easily understandable activities for developing communicative skills of students.

A good speaking activities:

1. **Is purposeful and meaningful.** Students should be given interesting activities that are relevant to the students in everyday life and communication needs/
2. **Gives learners opportunities to talk a lot.** The task should require long answers, discussing or expressing opinions and should let students work in pairs or small groups.
3. **Has a task for speakers as well as for listeners.** There should be either an information gap or an opinion gap, i.e. one of the speakers involved in the conversation knows something that other do not. This makes the communication life-like.
4. **Provides even participation.** All students get a chance to speak and participation is even, students try to talk a lot.
5. **Motivates learners.** Learners are eager to speak because they are interested in the topic and have something to say about it.
6. **Requires language knowledge.** Pre-teach or review the vocabulary or grammar students need to know to accomplish the task.
7. **Is time – bound.** Give students specific time for the task. If the time is short, students will work harder. You can always give more later if needed.

Literatures:

1. Grammar Practice Activities, Penny Ur Cambridge University Press , 1995
2. Vocabulary activities Penny Ur Cambridge university press 2012

Practicum (1 hour)

- Write a lesson plan and conduct

Система индивидуальных и групповых занятий.

Основная теоретическая информация для успешного освоения дисциплины дается студентам в ходе аудиторных занятий.

Практические навыки по освоению практики преподавания языка вырабатываются в ходе групповых и индивидуальных презентаций на занятиях.

Все презентации или другие задания выполняются студентами после освоения теоретического материала и оцениваются согласно критериям оценки.

План самостоятельных работ студентов.

Помимо аудиторных заданий студенты выполняют самостоятельные задания и виды работ. Примерами самостоятельной работы являются темы докладов, эссе и топики для устного выступления.

Темы и содержание самостоятельных работ:

Interpret the following statement: "Learning is more important than teaching."

Imagine you are at a teacher-parent meeting. One of the parents questions the efficiency of

student-centred teaching. Explain the main principles of this approach and argue for your position.

Interpret the following statement: "Don't tell students what they can tell you."

Why do you think it's important for a teacher to do needs analysis at the beginning of a course?

List some specific ways of carrying out needs analysis.

"A group is made up of individuals."

a/ Explain this statement

b/ Explain in what specific ways students can differ

c/ List some implications for teaching

What are learning styles and strategies? Give a definition and some examples for each one.

What are the most important characteristics of good learners? List at least 5 aspects.

What is the difference between intrinsic and extrinsic motivation?

Describe the main characteristics and skills which young learners bring to the classroom.

Give a definition of acquisition and learning. Why are these concepts important for language teachers?

What skills and abilities enable the teacher to be a good motivator in class?

Describe some teaching situations where it would be appropriate for the teacher to act as a) an explainer b) an enabler.

Describe five teacher roles and explain why a teacher might take up these roles.

How can eye contact between the teacher and students vary at different stages of the lesson?

What is TTT and what are some of the ways of reducing it?

What do you think are the most important ways of building rapport in the classroom? Give reasons.

What are some of the limitations and some of the advantages of a non-native teacher?

List the five most important characteristics of the Communicative Approach.

Define the term "communicative competence" and explain its significance within the Communicative Approach.

Give a definition of "accuracy" and "fluency". What is their significance within a communicative framework?

Define the term "on-the-spot correction" and "delayed correction". Justify their application.

Explain the significance of skills development within a communicative framework.

What is an information gap activity?

There is no one to one correspondence between form and function. Explain what it means and give an example.

Give an overview of different types of published ELT materials.

Write 5 questions you would want to ask yourself before you choose a coursebook for a particular group of students

In two columns list some possible advantages and disadvantages of using a coursebook.

Interpret the following statement: "Coursebooks are good servants but poor masters."
(Cunningsworth)

What is the difference between a functional syllabus and a structural one?

What is a multi-dimensional syllabus?

How does the syllabus of a coursebook differ from the syllabus of a course?

What are some ways of involving students in syllabus planning?

Describe three activities in order to demonstrate different ways in which you could use visuals in the classroom.

Контроль за изучение дисциплины.

Данная дисциплина состоит из двух блоков (модулей).

График проведения модулей:

Неделя	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Модули								М 1								М 2

Для периодического контроля успеваемости, после каждого тематического модуля проводится устный и письменный опрос по всему блоку. Также необходимо выполнить все задания, выдаваемые во время прохождения практических занятий. И выполнения индивидуальных домашних заданий.

Вопросы для модульно-рейтинговой аттестации.

Questions for Modul I.

1. What is Method
2. What are relations between Methods of Teaching English and Pedagogics, Psychology and Linguistics?
3. What is the difference between approach, technique and methods?
4. What are characteristic features of Grammar-translation method?
5. What are characteristic features of direct method?
6. What is the difference between Grammar-translation method and direct method?
7. What are advantages of using Audio-lingual method in teaching English?
8. What are advantages of using innovative language teaching?
9. What is a Suggestopedia?
10. What is the teacher's role in using Suggestopedia?
11. What is the teacher's role in using Silent Way?
12. What is Community language learning?
13. What are principles of using Community language learning?
14. What is Communicative language teaching?
15. What is "dialogue" and "monologue"?

Questions for Modul II.

1. What is 4mat thematic lesson plan?
2. What is importance of teaching pronunciation?
3. What difficulties are there in teaching pronunciation?
4. How to teach pronunciation?
5. What activities and games in teaching English pronunciation do you know?
6. What is importance of teaching vocabulary?

7. What are “object words”, “structural words” and “abstract words”?
8. How to teach vocabulary
9. What activities and games in teaching vocabulary do you know?
10. What grammar games do you know?
11. How to write a lesson plan?
12. How to organize out-of-class work?
13. What is Total Physical response?
14. What is “prepared” and “unprepared” speech?
15. What are the term “aims” and “objectives” used for?
16. What is practical aim of teaching English?
17. What is educational aim of teaching English?

Grading scale: The grading scale is: 90-100 points excellent
 65-89 points good
 50-64 points satisfactory
 Below 50 points unsatisfactory

Main Literature:

1. A course in English language teaching Penny Ur Cambridge university press 2012
2. “Methods of teaching English” Z.B Jayloobaeva, B.T. Eralieva, Jalal-Abad 2001
3. Learning teaching Macmillan books for teachers Adrian Underhill 2016
4. Oswald A, Aytieva A “Introduction to teaching methodology” Osh 2004
5. Morrison J. “Feedback and Four-part thematic lesson plan” Bishkek 2005
6. Teaching English is easy Bishkek 2014

Additional literature:

3. Games for vocabulary Cambridge university Felicity O’Dell 2012
4. Grammar games Cambridge university Mario Rinvolucri 2012
5. 500 activities for the primary classroom Macmillan books for teachers Carroll Read 2012
6. Grammar Practice Activities, Penny Ur Cambridge University Press , 1995
7. Vocabulary activities Penny Ur Cambridge university press 2012
8. Internet web sites

Требования об академической успеваемости:

Текущий контроль. Практические работы включают в себя, как аудиторное время, так и время для самостоятельной работы студентов. Защита предполагает проверку преподавателем знания соответствующих практических и теоретических разделов дисциплины.

Рубежный контроль. Выполнение письменных и устных заданий по пройденным темам.

Итоговый контроль. Тест для получения экзамена по данной дисциплине.

ВНИМАНИЕ: Прохождение всех видов контроля является обязательным для всех студент

РАЗДЕЛ 3. Глоссарий

Accuracy

Producing [language](#) with few errors.

Achievement test

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

Activate

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

Active listening

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

Active vocabulary

Vocabulary that students actually use in speaking and writing.

Active

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

Audiolingualism

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

Audio-visual aids

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

Aural

Related to listening.

Authentic text

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

Automaticity

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

Bottom-up information processing

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

Brainstorming

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

Burn-out

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

Chorus

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

Classroom climate

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

Classroom management

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

Communicative Competence

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

1. **Grammatical competence** is how well a person has learned that features and rules of the language. This includes vocabulary, pronunciation, and sentence formation. The main question is: How well does a person understand English grammar?
2. **Sociolinguistic competence** is how well a person speaks and is understood in various social contexts. This depends on factors such as status of those speaking to each other, the purpose of the interaction, and the expectations of the interaction. The main question is: how socially acceptable is the person's use of English in different settings?
3. **Discourse competence** is how well a person can combine grammatical forms and meanings to achieve different types (genres) of speaking or writing. The main question is: How well does one properly combine all the languages elements to speak or write in English?
4. **Strategic competence** is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies. The main question is: Can a person find ways to communicate when he or she is lacking some knowledge of English?

Feedback

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

Fluency

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

Free practice

Practice-activities that involve more language choice by the learner. The students focus on the content rather than the language. Used for fluency practice. (see "Controlled practice" and "Guided practice")

Grammatical syllabus

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

Guided practice

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

Idiom

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

Inductive teaching

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

Learning factors

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

Lesson plan

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

Look and say

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

Model/modelling

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

Motivation

In language instruction, the desire to learn. See “TEFL vs. TESL”.

Needs assessment

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

Objectives

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

Oral

Related to speaking.

Over-correction

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

Passive vocabulary

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

Passive

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

Peer correction

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

Student and teacher

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

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

Student feedback

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

Student-centred

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

Task-based syllabus

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

Teacher talk

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

Technique

A way of presenting language.

РАЗДЕЛ 4. Тесты и задания по дисциплине

Group and student name: _____

1. In the Audiolingual Method:
 - a. a) accuracy in pronunciation is emphasized b) correct spelling is emphasized
 - b. c) accurate reading is emphasized d) accurate behavior is emphasized
2. Translation in the Audiolingual Method is:
 - a. a) allowed b) is not allowed c) good d) difficult
3. Learning in the Audiolingual Method is:
 - a. a) tightly controlled by students b) tightly controlled by the teacher
 - b. c) equally controlled by both sides d) not controlled at all
4. The Communicative language teaching has:
 - a. a) two approaches b) three approaches c) one approach d) four approaches.
5. Communicative approach teacher teaches students:
 - a. a) how to give advice to someone b) models *should* and *must*
 - b. c) meaning of *should* only d) doesn't teach *should*
6. In Communicative approach teaching priority is given to:
 - a. a) learners' needs b) teacher's needs c) director's needs d) none of these

7. In Communicative approach _____ language skills are taught from the beginning.
 - a. a) three
 - b) two
 - c) all four
 - d) all five

8. The Communicative approach allows the teacher to explain that different language will be used when complaining to a teacher than when complaining to a close friend.
 - a. a) not true
 - b) true
 - c) not always true
 - d) I don't know

9. Total Physical Response approach attempts to teach language through:
 - a. a) singing
 - b) reading texts
 - c) Listening
 - d) physical activities

10. Total Physical Response approach focuses on the importance of _____ comprehension as the basis for language acquisition.
 - a) writing
 - b) listening
 - c) reading
 - d) speaking

Group and student name: _____

1. The number of traditional approaches to language teaching is:
 - a) three
 - b) two
 - c) one
 - d) four

2. Grammar Translation Method is:
 - a) Communicative language teaching
 - b) Innovative language teaching
 - c) Traditional language teaching
 - d) None of these

3. Grammar Translation Method was commonly used in Europe to teach:
 - a) German
 - b) Spanish
 - c) English
 - d) Latin

4. In a typical Grammar Translation Method the main focus is on:
 - a) Reading, Writing
 - b) Speaking, Listening
 - c) Speaking, Writing
 - d) Reading, Speaking

5. The role of the teacher in Grammar Translation Method is:
 - a) Friendly
 - b) Authoritarian
 - c) Relaxed
 - d) Strict

6. The Direct Method teaches language:
 - a) through reading
 - b) through writing
 - c) with translation
 - d) without translation

7. In Direct Method classes often start with:
 - a) reading aloud a text.
 - b) singing a song
 - c) playing a game
 - d) coming late

8. To help students understand the Direct Method teacher uses:
 - a) songs
 - b) students
 - c) texts
 - d) realia and visual aids

9. Some teachers think that the Direct Method is:
 - a) not time consuming
 - b) time consuming
 - c) not rude
 - d) rude

10. In the Audiolingual Method skills are taught in the order of:
- writing, listening, speaking, and reading
 - listening, speaking, reading, and writing.
 - speaking, listening, reading, and writing
 - Reading, writing, speaking, and listening.

РАЗДЕЛ 5.

Методические указания для практических работ.

Для успешного выполнения практических работ студентам рекомендуется использовать:

- Использовать учебники и интернет ресурсы по курсу деловой английский язык
- Выполнять все задания данные преподавателем
- Готовить презентации по заданной теме с применением необходимых ресурсов
- Ознакомиться с видеоматериалами по данным ссылкам из интернета:

- <http://www.youtube.com/watch?v=ddCuu9LKqZo>
- <http://www.youtube.com/watch?v=1IHbEQTACXQ>
- <http://www.youtube.com/watch?v=e65HhCIYmzQ>
- <http://www.youtube.com/watch?v=uOFVC3PmW5Y>
- http://www.youtube.com/watch?v=c90_3ufYXgE
- <http://www.youtube.com/watch?v=iPYxTXLTOr0>
- <http://www.youtube.com/watch?v=zJV-GfqFQOk>
- http://www.youtube.com/watch?v=H0a_vUhhAks
- http://www.youtube.com/watch?v=7mFhuv5d_dk
- <http://www.youtube.com/watch?v=NWawMZxDh9Y>
- <http://www.youtube.com/watch?v=HaPCvDqaVg0>
- <http://www.youtube.com/watch?v=0GaG1T8-v9k>

РАЗДЕЛ 6.

Методические рекомендации по СРС.

Студентам необходимо самостоятельно просмотреть и ознакомиться со следующими темами:

#	Tasks
1	Learning and the learner
2	Teacher in focus
3	Teacher talking time
4	Student talking time
5	Course books and syllabuses
6	Testing and assessment
7	Teaching vocabulary on different levels
8	Warming ups in teaching

Самостоятельная работа студента под руководством преподавателя.

Студентам необходимо прослушать разъяснения правил преподавания языка и провести мини-уроки по заданным преподавателем темам при присутствии преподавателя, где одноклассники послужат классом. Для проведения урока необходимо иметь при себе:

- Поурочный план
- Раздаточные материалы
- Задания и необходимые ресурсы для проведения урока

РАЗДЕЛ 7. Контрольно-измерительные средства.

1. Working with people
2. Teaching and learning
3. Three kinds of teacher
4. An introduction to classroom management
5. Options, decisions, actions
6. Classroom interaction
7. Potential problems
8. The subject matter of English language teaching
9. Language systems and language skills
10. Activities and lessons
11. Classroom activities
12. Four kinds of lesson
13. Planning
14. Formal and informal planning
15. Syllabus and timetable
16. Ideas for improving speaking
17. The role of games in teaching English Language.
18. Modern techniques of teaching vocabulary.
19. Communicative exercises in teaching speaking.
20. Effective methods in teaching reading.
21. Using critical thinking strategies in learning English.
22. Types of evaluating students' knowledge.
23. A good lesson plan is a source of knowledge.
24. The use of fairy-tales in teaching reading.
25. The role of tongue-twisters, songs and poems in teaching pronunciation.
26. Modern techniques of teaching grammar.
27. Total physical activities improve the students' interest.
28. Technical aids improve listening skills.
29. Teaching vocabulary through total physical response.
30. Authentic materials develop children's' listening skills.
31. The role of visual aids in teaching vocabulary.

Рубежное тестовое задание

Group and student name: _____

11. In the Audiolingual Method:
 - a. a) accuracy in pronunciation is emphasized b) correct spelling is emphasized
 - b. c) accurate reading is emphasized d) accurate behavior is emphasized
12. Translation in the Audiolingual Method is:
 - a. a) allowed b) is not allowed c) good d) difficult
13. Learning in the Audiolingual Method is:
 - a. a) tightly controlled by students b) tightly controlled by the teacher
 - b. c) equally controlled by both sides d) not controlled at all
14. The Communicative language teaching has:
 - a. a) two approaches b) three approaches c) one approach d) four approaches.
15. Communicative approach teacher teaches students:
 - a. a) how to give advice to someone b) models *should* and *must*
 - b. c) meaning of *should* only d) doesn't teach *should*
16. In Communicative approach teaching priority is given to:
 - a. a) learners' needs b) teacher's needs c) director's needs d) none of these
17. In Communicative approach _____ language skills are taught from the beginning.
 - a. a) three b) two c) all four d) all five
18. The Communicative approach allows the teacher to explain that different language will be used when complaining to a teacher than when complaining to a close friend.
 - a. a) not true b) true c) not always true d) I don't know
19. Total Physical Response approach attempts to teach language through:
 - a. a) singing b) reading texts c) Listening d) physical activities
20. Total Physical Response approach focuses on the importance of _____ comprehension as the basis for language acquisition.
 - a) writing b) listening c) reading d) speaking

Group and student name: _____

2. The number of traditional approaches to language teaching is:

- a) three b) two c) one d) four
2. Grammar Translation Method is:
 a) Communicative language teaching b) Innovative language teaching
 c) Traditional language teaching d) None of these
11. Grammar Translation Method was commonly used in Europe to teach:
 a) German b) Spanish c) English d) Latin
12. In a typical Grammar Translation Method the main focus is on:
 a) Reading, Writing b) Speaking, Listening c) Speaking, Writing d) Reading, Speaking
13. The role of the teacher in Grammar Translation Method is:
 a) Friendly b) Authoritarian c) Relaxed d) Strict
14. The Direct Method teaches language:
 a) through reading b) through writing c) with translation d) without translation
15. In Direct Method classes often start with:
 a) reading aloud a text. b) singing a song c) playing a game d) coming late
16. To help students understand the Direct Method teacher uses:
 a) songs b) students c) texts d) realia and visual aids
17. Some teachers think that the Direct Method is:
 a) not time consuming b) time consuming c) not rude d) rude
18. In the Audiolingual Method skills are taught in the order of:
 a) writing, listening, speaking, and reading b) listening, speaking, reading, and writing.
 c) speaking, listening, reading, and writing d) Reading, writing, speaking, and listening.

**Формирование накопленной оценки
(текущий контроль)**

По результатам текущего контроля студент получает накопленную оценку, которая выставляется в ведомость. Для формирования накопленной оценки используются коэффициенты пересчета различных видов работ

Шкала оценок:

ESTS	Баллы	%	Пояснение
A	90-100	90-100	Отлично
B	65-89	65-89	Хорошо
C	50-64	50-64	Удовлетворительно
F	0-49	0-49	Неудовлетворительно

Шкала перевода баллов в оценки:

Все оценки складываются из результатов по каждому заданию, и по финальному зачету выводится средний балл для окончательной оценки за курс. Шкала перевода баллов в оценки следующее:

Критерии оценки знаний студентов:

оценка «отлично» выставляется студенту, который глубоко усвоил программный материал, осмысленно и логично выстроил ответ, изучил обязательную и дополнительную литературу, свободно ориентируется в теоретическом материале, отвечает на все дополнительные вопросы, уверенно применяет теоретические знания при выполнении практических заданий;

оценка «хорошо» - студенту, который относительно полно раскрыл суть экзаменационных вопросов, изучил обязательную литературу, допускает некоторые неточности, не искажая содержание ответа по существу, отвечает на дополнительные вопросы с незначительными ошибками, при выполнении практических заданий допускает от 1 до 3 ошибок;

оценка «удовлетворительно» - студенту, который владеет материалом в пределах программы дисциплины, знает основные категории и термины, освоил примерно половину основной литературы курса, допускает грубые ошибки в ответе, при этом ответ логически не выстроен, при выполнении практических заданий не может применить имеющиеся теоретические знания;

оценка «неудовлетворительно» - студенту, который освоил материал менее, чем на 50 %, не может раскрыть сущность основных терминов, демонстрирует неинформативный ответ, не отвечает на дополнительные вопросы, при выполнении практических заданий допускает много ошибок либо вообще затрудняется при решении подобных заданий.

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10. Morrison J. "Feedback and Four-part thematic lesson plan" Bishkek 2005
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5. Grammar games Cambridge university Mario Rinvolucris 2012
6. 500 activities for the primary classroom Macmillan books for teachers Carroll Read 2012
7. Grammar Practice Activities, Penny Ur Cambridge University Press , 1995
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