

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
КЫРГЫЗСКОЙ РЕСПУБЛИКИ**

**ЖАЛАЛ-АБАДСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ
Б. ОСМОНОВА**

КАФЕДРА «АНГЛИЙСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ»

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**Учебно-методический комплекс дисциплины
«Методика преподавания английского языка»**

Учебно-методический комплекс материалов по дисциплине «Методика преподавания английского языка» для 2- курса разработан в соответствии с требованиями Государственного образовательного стандарта высшего образования и предназначен для студентов, обучающихся по направлению 550300 Филологическое образование специализации «Учитель английского языка».

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 «Педагогическое 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

РАЗДЕЛ 2. Силлабус

«Методика преподавания английского языка»

Краткое описание предмета:

«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 предлагаемого предмета:

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.

Правила поведения в классе: Согласно Общему положению ЖАГУ, преподаватель ожидает, что: студенты не опаздывают на занятия, не пропускают занятия без уважительной причины, отрабатывают пропущенные занятия по согласованию с преподавателем. Во время занятий нельзя разговаривать, покидать аудиторию, слушать музыку, жевать резинку, кушать, читать газеты и журналы...

Политика академического поведения и этики: Быть толерантным, уважать мнение окружающих. Возражения формулировать в корректной форме. Плагиат и другие формы нечестной работы недопустимы. К плагиату относится следующее: отсутствие ссылок при использовании печатных и электронных материалов, цитат, мыслей других авторов. Недопустимы подкашивание и списывание во время тестов, экзаменов, занятий; сдача экзамена за другого студента, неразрешенное копирование материалов.

Требования к студенту при изучении курса: прочитать необходимую литературу, выполнить весь комплекс практических работ, посетить все занятия, своевременно сдать СРС.

Виды занятий и работ студента:

- Лекционные занятия в объеме 15 часов
- практические занятия в объеме 15 часов;
- самостоятельная работа студентов в объеме 30 часов;

Итоговый контроль:

Экзамен

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. Онлайн тест для получения экзамена по данной дисциплине.

IV семестр

Объем и содержание аудиторных часов.

Содержание дисциплины

Week	Topic	Lecture	Practical	Ind work
1	Methods of teaching foreign languages	1	1	2
2	Relation of methods of teaching to other sciences	1	1	2
3	Methods of teaching foreign languages contents	1	1	2
4	Methods of teaching foreign languages contents	1	1	2
5	A variety of methods	1	1	2
6	Unit planning	1	1	2
7	Unit planning	1	1	2
8	Four MAT lesson plan	1	1	2
9	Four MAT lesson plan	1	1	2
10	Giving feedback	1	1	2
11	Out of class work	1	1	2
12	Out of class work	1	1	2
13	Teaching pre and primary school children	1	1	2
14	Teaching pre and primary school children	1	1	2
15	The role of visual aids	1	1	2
	Total	15	15	30

Краткий конспект лекций

IV Семестр

Lecture 1 (1 h)

Methods in English language teaching

Plan:

Methods of teaching English and its relation to other sciences

- Pedagogics
- Psychology
- Linguistics
- Physiology

Anthony stated that an approach is a ‘set of correlative assumptions’; approach to language teaching and learning represents an outline conception of the way in which these should proceed, a seedbed from which a method springs, but is not yet a strategy specifying details of classroom practice (qtd. in Johnson and Johnson). None of the approaches leads to a specific set of prescriptions and techniques to be used in teaching a language. They are characterized by a variety of interpretations as to how the principles can be applied. They can be revised and updated over time as new practices emerge (Richards and Rogers 245). Examples of approaches are Communicative Language Teaching, Lexical Approaches, Task-Based Language Teaching, etc.

A method, on the other hand, refers to a specific instructional design or system based on a particular theory of language and of language learning. All the procedures, including specifications of content, roles of teachers and learners and teaching procedures and techniques, are described in detail. It is fixed in time and there is little scope for individual interpretation (Richards and Rogers 245). Examples of methods are Audio-lingualism, The Silent Way or Total Physical Response.

Methods tend to fall out of favor as they become unfashionable or discredited, but they have several advantages over approaches. Because of their clear definition, they are much easier to use, whereas approaches, which are not as clearly defined, can be a source of frustration and irritation for especially beginner teachers (Richards and Rogers 245).

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)

What are methods; it’s relation to other subjects.

Lecture 2 (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 3 (1 h)

Aims, Content and Principles of foreign Language

Plan:

1. The aims of foreign Language Teaching
2. Content of Foreign Language Teaching
3. Principles of Foreign Language Teaching

The aims of foreign Language Teaching

Aims are the first most important consideration in any teaching. The teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the year term, month, week, and each particular lesson i.e. he should know the aims and objectives of foreign language teaching in schools.

The aims of foreign language teaching are threefold: **Practical, Educational, and Cultural.**

Practical -pupils acquire habits and skills in using a foreign language;

Educational-They develop their mental abilities and intelligence in the process of learning the foreign language;

Cultural-pupils extend their knowledge of the world in which they live.

Practical aims are consequent on the basic function of language, which is to serve as a means of communication. International intercourse is realized directly, through the spoken language or indirectly, through the written language, i.e. through printed, or hand – or type written texts. Therefore the school programs set forth the following practical requirements: the instruction must be such as to ensure that the graduates can converse in the foreign language on simple everyday subjects, using the speech material dealt with in the course, can read and understand without a dictionary an easy text in foreign language, and with the occasional use of a dictionary a text presenting moderate difficulties and can express in written form simple thoughts (wrote a short letter).

The foreign language as a school subject differs from other subjects of the school curriculum. Whereas the teaching, for instance of history is mostly connected with the imparting of historical laws and facts which pupils are to learn and the mother tongue leads to the mastery of the language as a system so that pupils will be able to use it more effectively in oral and written language, the teaching of a foreign language should result in pupils' gaining one more code for receiving conveying information; same purpose as the native language: to use it as a means of communication.

The practical aims in teaching a language are four in number: hearing, speaking, reading and writing.

In foreign language learning all forms of work must be in close interrelation, otherwise it is impossible to master the language. However, attention should be given mainly to practice in hearing, speaking, and reading. Thus pupils must achieve a level in their knowledge of the language, which will enable them to further develop it at an institute or in their practical work.

Educational aims. Learning a second language is of great educational value. Through a new language we can gain an insight into the way in which words express thoughts, and so achieve greater clarity and precision in our own communications. When learning a foreign language the pupil understands better how language functions and this brings him to a greater awareness of the functioning of his own language.

Since large is connected with thinking through foreign language study we can develop the pupil's intellect. Teaching a foreign language helps the teacher develop the pupils' voluntary and involuntary memory, his imaginative abilities, and will power.

Cultural aims: learning a FL makes the pupil acquainted with the life, customs and traditions of the people whose language he studies through visual material and reading material; with the countries where the target language is spoken.

Content of FLT

The first component is habits and skills which pupils should acquire, that is (listening comprehension, speaking, reading and writing).

The second component is a linguistic one. It includes:

1. Language material (sentence-patterns, pattern-dialogues, texts)
2. Linguistic material, i.e. phonology, grammar and vocabulary
3. The third component is a methodological component, i.e. the techniques which pupils should acquire to learn the FL in a most effective way. The content of teaching is laid down in the syllabus and realized in teaching materials and in the teacher's own speech.

Principles of FLT

MFLT are based on the fundamental principles of didactics:

- scientific approach in teaching school subjects,
 - accessibility,
 - durability,
 - conscious approach and activity,
 - Visualization and individual approach to language institutions.
1. **Scientific approach** implies careful determination of what and how to teach to achieve the aims set by the syllabus. Since the leading role belongs to the practical aim, one of the main methodological principles is the principle of practical or communicative approach. It means pupils should be involved in oral and written communications throughout the whole course of learning the FL. Pupils are taught a FL as a means of communication.
 2. The next principle is closely connected with the selection of the material and its arrangement to provide **accessibility** for language learning on the part of the pupils.
 3. The principle of **durability** implies the ability of a pupil to keep in his memory linguistic and language material. The durability is ensured by vivid presentation of the material, by constant revision of drill, by the use of the material for communicative needs, by systematic control.
 4. The principle of **conscious approach** to language learning implies comprehension of a linguistic phenomenon of language material by the pupil. Pupils are supposed to understand both the form and the content of the material and to be aware of how they should treat the material while performing various examples.
 5. The **principle of activity**. In teaching a FL it is necessary to stimulate pupils' activity by involving them in the act of communication in the target language, either in its oral (listening, speaking) or written (reading, writing) form. One needs a lot of practice in the use of the language to master it.

6. The principle of **visualization**. Visualization may be defined as specially organized demonstration of linguistic material and language behavior characteristic of the target language with the purpose of helping the pupil in understanding, assimilating and utilizing this in connection with the task set. Visualization implies an extensive use of audio-visual aids and audio-visual materials throughout the whole course of FLT.
7. The principle of **individualization**. The teacher should assess the progress of each individual in the class and find the way how to manage the classroom activity so that the slowest learners are not depressed by being left behind and the fastest and most able learners are not frustrated by being held back.

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)

Aims. Content and approach

- Points of aims. content and approach.

Lecture 4 (1 h)

METHOD, APPROACH, TECHNIQUE

With regards to Research Reports, the three terms are often used interchangeably. However, these synonymous words can be interpreted to portray different meanings.

An **APPROACH** could be seen as your perspective, ideology, belief or theoretical stance on something. It encompasses a set of logical assumptions that could be made for better comprehension of issues. It could also be seen as a term that births your systematic plans and the strategies that you'll use to achieve particular objectives. A **METHOD** is a target plan or set of orderly procedures that are based on a credible approach. It reveals what needs to be done in a systematic way and how to focus on achieving those goals. A **TECHNIQUE** is a precise strategy, concrete trick or a tested and trusted tip that's designed to help you reach your goals. It could be in form of an exercise or just any activity that you have to do to complete your mission.

When an instructional design is quite explicit at the level of theory of language and learning, but can be applied in many different ways at the level of objectives, teacher and learner roles and activities, it is usually referred to as an approach. Communicative language teaching is generally

regarded as an approach, because the principles underlying it can be applied in many different ways. Teachers adopting an approach have considerable flexibility in how they apply the principles to their own contexts. When an instructional design includes a specific level of application in terms of objectives, teacher and learner roles and classroom activities, it is referred to as a method. With a method, there are prescribed objectives, roles for teacher and learners and guidelines for activities, and, consequently, little flexibility for teachers in how the method is used. The teacher's role is to implement the method. Audiolingualism, Total Physical Response and Silent Way are examples of methods. The era of methods, in this sense, is often said to have lasted until the 1990s, by which time, researchers and applied linguists had shifted the focus to teachers and the process of teaching, rather than methods. The researchers suggested that while teachers may draw on principles and practices from approaches and methods they have studied or been trained in, once they enter the classrooms and develop experience in teaching, their practice is much more likely to reflect an interaction between training-based knowledge, knowledge and beliefs derived from the practical experience of teaching and their own teaching philosophy and principles. Approach and method are two important concepts in performing any task. These two factors can actually decide the success of your task. **Approach is the way you are going to approach the project. Method is the way in which you are going to complete the project.** This is the **main difference** between approach and method. These two meanings can be confusing since they are overlapping. But we hope you'll get a clear understanding of these terms after reading this article.

What is a Method

Method is the way in which something is done. Method is always organized, structured and systematic. It can refer to a step by step description of tasks to be completed in order to perform a task. For example, if you are writing a critical essay on a novel, method would be the areas you are going to analyze and the way in which you analyze. If you are conducting research, method is the way in which you gather data and analyze them. Method basically explains how to do something and how something is done.

What is an Approach

Approach is the way in which you are going to approach a project or task. It refers to the angle you are using or the direction you are going to take. There can be a more than one way to approach a task. In academic field, approach can refer to the theoretical framework you are going to use in a project.

For example, if a teacher gives her students a piece of literature, and ask them to write an analysis, there will be different approaches. Some students will approach the work by analyzing

the language while some students will focus on themes. There will be others who approach the work through an analysis of structure. Similarly, in analyzing a work of literature, students will use different angles and theories. For example, Jean Rhys' *White Saragossa Sea* can be approached by using Postcolonial theories or feminist theories; a combination of the two theories can also be used.

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) Tell differences between Method, Approach and Technique.

Lecture 5 (2 h)

Unit planning

Plan:

Unit planning

The FL syllabus is the main document which lays down the aims and the content of TFL in schools. A school like any other educational institution has a curriculum which states the subjects to be studied, the number of hours (periods) allotted to the study of each subject, the sequence in which the subjects are introduced.

The syllabus lays down the extent of the knowledge; habits and skills pupils must acquire the sequence topics which constitute the academic content of the subject. The syllabus is an essential document for every teacher, and he is responsible for the fulfillment of its requirements.

In the syllabus the teacher will find all the instructions concerning the knowledge he must impart to his pupils, the habits and skills he must develop etc. The textbook for every form should correspond to the syllabus.

Common characteristics of a syllabus

A syllabus is a document which consists, essentially, of a **list**. This list specifies all the things that are to be taught in the course(s) for which the syllabus was designed (a beginner's course, for example, or a six-year secondary-school program): it is therefore **comprehensive**. The actual components of the list may be either **content** items (words, structures, topics), or **process** ones (tasks, methods). The former is the more common. The items are **ordered**, usually having components that are considered easier or more essential earlier, and more difficult and less important ones later. This ordering may be fairly detailed and rigid, or general and flexible

The syllabus generally has **explicit objectives**, usually declared at the beginning of the document, on the basis of which the components of the list are selected and ordered.

Another characteristic of the syllabus is that it is a **public document**. It is available for scrutiny not only by the teachers who are expected to implement it, but also by the consumers (the learners or their parents or employers), by representatives of the relevant authorities (inspectors, school boards), by other interested members of the public (researchers, teacher trainers or

textbook writers). Underlying this characteristic is the principle of accountability: the composers of the syllabus are answerable to their target audience for the quality of their document.

There are other, optional, features, displayed by some syllabuses and not others. A **time schedule** is one: some syllabuses delimit the time framework of their components, prescribing, for example, that these items should be dealt with in the first month, those in the second; the class should have completed this much by the end of the year. A particular preferred **approach** or **methodology** to be used may also be defined, even in a syllabus that is essentially content-based. It may list recommended **materials** – course books, visual materials or supplementary materials - either in general, or where relevant to certain items or sections.

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)

Unit planning

- Points of unit planning

Lecture 6 (2 h) **Lesson planning**

Plan:

Aims

Goals

Objective

LESSON OBJECTIVES:

By the end of the lesson, Ss will be able to:

- describe family relations using basic family vocabulary: *mother, father, sister, brother, son, daughter, grandfather, grandmother, aunt, uncle, husband, wife, parents, children*;
- use “who” in asking/answering basic information questions (*Who is this? It's my father*);
- use possessives to talk about family relations (*She is my mother's sister.*)

MATERIALS AND EQUIPMENT:

- Headstart (p.18)
- Pictures of people and objects that belong to them
- White Board

STAGE (What?)	PURPOSE (Why?)	PROCEDURE (How?)	Int.	Time
Motivation	Check Ss current knowledge		T-Ss S-S	2'

Presentation	Extend Ss current abilities		T-Ss	5'
Controlled practice	Let Ss consolidate new language, oral and written forms.		T-Ss S-S	10'
Semi-controlled practice	Students become aware of and can pronounce poss. 's.	Elicit from students with help of picture on WB. his book = John's book etc. Drill and memory game from exercise.	T-Ss S-S T-Ss	5'-10'
Application Free activities			T-Ss S-S	5-10'
....		

Some principles for effective lesson planning

Lesson Planning is the third step in the planning process – it comes after developing a **syllabus** and making a **timetable**. Your syllabus is will usually be provided for you. Timetabling – breaking up the material in the syllabus into manageable units – may be up to you entirely, or your school administration may provide some assistance. Lesson planning will usually be entirely the teacher's responsibility.

Dependence to Independence

The teacher should ask herself “What will students be able to do at the end of the lesson that they couldn't do before?” In other words, a lesson plan should begin with **clear objectives that are centered on the students and their abilities**.

Natural Timetable Fit

The lesson should have **backward links** – consolidation, revision, practice, skills work, and remedial work

The lesson should have **forwards links** – awareness building, foundation grammar lessons, presentation, practice, preparation for freer activities and projects in later lessons, etc.

Of course not every lesson can have each of these links! But there should be **some logical reason** why this lesson is following last day's, and coming before the next day's.

Assumptions and Anticipated Problems

The teacher should be aware of **what the students already need to know** to successfully complete the lesson you are planning. For example, in presentation of new vocabulary the teacher will assume that the verb tenses and other structures used will not be new, to avoid distraction and confusion.

The teacher should also be aware of **what elements of the lesson might be problematic** for the students, and how she will deal with these problems if they come up. Consider L1 and L2 – are there possible problems in terms of false friends, concepts that do not exist in L1, etc? What about pronunciation? Also consider possible management problems – are there some dominating students? Is the class sure to be the size you require for a game or group activity?

Lesson Shape

A lesson should have balance, variety, and logical progression.

A **balance** of: warmers, input, skills, controlled and free activities, student and teacher centered stages.

Variety of: pace, focus, activity, serious/fun, intensive/relaxed

Logic in: the lesson, the timetable, staging. The stages of the lesson should be clearly indicated on the plan, and the ending and beginning of stages should be made clear to students during the lesson.

Empathy with your students

When considering your lesson and the activities within it, ask yourself, **“How would I feel if I was being asked to do X in this way?”** A large part of our job as teachers is to encourage and foster positive attitudes in our students. So activities and materials should be **interesting and motivating**; students should feel comfortable with each other and the activity.

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)

1. Goals
2. Objective

Lecture 7 (1 h) Giving feedback

Plan:

Giving feedback

- Positive
- Constructive
- Positive

When you have finished explaining, check with your class that they have understood. It is not enough just to ask ‘Do you understand?’; learners will sometimes say they did even if they in fact did not, out of politeness or unwillingness to lose face, or because they think they know what they have to do, but have in fact completely misunderstood! It is better to ask them to do something that will show their understanding: to paraphrase in their own words, or provide further illustrations of their own.

Very useful skill

Important for improving ourselves and others

Builds close relationships with colleagues

Great way to analyze yourself!

3 kinds of feedback

Positive Feedback

Constructive Feedback

Negative Feedback

Things that you liked/enjoyed from the lesson.

What is the teacher doing correctly?

What method did you like?

What activity did you like?

Did the students participate well?

Did they learn?

Did you learn something new?

Is there something you would use in your lesson?

Things a teacher can *improve*

Maybe about a specific method or teaching methodology

Use careful phrasing, “think before you speak!”

‘I noticed you _____, maybe next time you can try _____’

‘This activity works in my classroom, maybe you can try too’

The best constructive feedback comes from self-analysis of the presenter/feedbackee

“What is something you would improve in your lesson if you were to teach it again?”

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)

- Positive
- Constructive
- Positive

Lecture 8 (2 h)

Out of class work

Plan:

1. The role of out of class work
2. How to organize out of class work

Out of class work in foreign language becomes more and more popular. This work is carried out both in town and village schools. Various books and articles on the subject published are a prove of the popularity out of this work among foreign language teachers and each importance and its importance a bounding the aims and objectives by the syllabus. However many schools where teachers either don't carry out of class work at all. These teachers do not realize that their success in foreign language teaching depends to a great and what interest they can awake in their pupils.

Practice proves that out of class work helps teacher to promote greater interest in l. the language. At present the role out of class work is very greet. Out of class w. are different. They are: organizing debate, special parties for holiday's special parties for famous persons, for countries, for seasons, for fruits and vegetables for animals and celebrations on birthday parties (family members)

For young children themes of out of class work are quite different. It depends on their knowledge. The role out of class work emphasized in organizing different forms with the helping out of class work an opportunity to create atmosphere for pupils in communication on different topics, foreign language.

Literatures:

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

Practicum (2 hours)

- Write scenario out of class work

Lecture 9 (2 h)

Teaching pre and primary school children

Plan:

Aims a contents of teaching pre-primary school children.

1. Syllabus a lesson planning.
2. Organization of the classroom.
3. How to teach pre-primary school children.

After world war II the Modern language association in the USA Theodor Andersen at the head began teaching for languages in primary that it is necessary to begin teaching f.l. in a small, grades even in the kinder garden. In the 50th there were a lot of school in Moscow a later in Leningrad a other cities, towns toughs children in f. language in the kinder gardens in primary schools a experience had proved that earlier the children begin to learn a language the better they mustered. The experiences the results that they can achieved are descried in a number of articles published in later they are appeared special guide for teachers a parents in 4 languages (Russian, Germany, French, English) hominids pictures have been include.

Aims of teaching

Once the Minister of Education of Russian had issued a drove program on f.l. for kinder gardens. The aims a objectives of teaching f.l. according to program are to develop elementary in oral language understanding of the spoken language a talking in the for language.

As a result f.l. in the kind a primary school children should be able

- 1) To understand adverts requests in a f.l. a little story on familiar unguis tic materials
- 2) To answer questions and use sentences connected activities
- 3) To reside little rhymes a sing - songs.

Content of teaching

Pre – school and primary – school children must assimilate about 400-500 hundred words
200-250 sentences

15 rhymes and little songs by heart the material arranged to the following topics

- 1) Creating's acquaints requests about family (father, mother) classroom, some word denotes action playing.
- 2) Words, phrases a sentences, connected with children's daily activities, washing, playing, laying the table.
- 3) Holidays, the name of the holidays, some, sentences connected with children preparation.

Literatures:

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

Practicum (2 hours)

- Write a lesson plan
- Demo lesson for teaching pre- and primary school children

Lecture 10 (1 h) **Teaching adult learners**

Plan:

- How to teach adults
- Activities for teaching adults

“Education is no longer viewed as preparation for productive adulthood; it is increasingly being seen as a lifelong necessity for personal and social well-being. Adult education's role in lifelong learning is becoming more prominent as the social context changes” (Merriam and Cunningham 1). Darkenwald and Merriam defined adult education as “a process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values or skills” (9).

Adult education is a specific kind of education because it “assumes the equality of teachers and learners and the interchangeability of teaching and learning roles. Facilitators usually are described in terms that imply; they will assist rather than direct learners” (Merriam and Cunningham 201). The teachers should serve as “resource persons and helpers” (Merriam and Cunningham 201). Knowles said that “facilitators are sometimes described as andragogues, who treat adult learners in ways very different from the ways they would treat children. This concept has had an enormous and far-reaching influence on the field of adult education practice. Central

idea of this practice is adults' capacity for self-direction" (Knowles, 1975; Brookfield, 1985; Long and Associates, 1988 qtd. in Merriam and Cunningham 201-202). Taylor, Marienau and Fiddler claimed that "there has been an expanding need for more experiential, more applied, and more self-reflective approaches to teaching and learning".

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)

- Teaching adult learners
Demo lesson for teaching adults

Lecture 11 (1 h)

The role of the visual aids

Plan:

- How to make visual aids
- Types of visual aids
- The role of the visual aids

Visual aids play a crucial role in education, presentations, and communication by enhancing understanding, engagement, and retention of information. Here's how they contribute:

1. **Enhancing Understanding:** Visual aids help clarify complex concepts by providing visual representations, such as diagrams, charts, graphs, and maps. These visuals can make abstract ideas more concrete and comprehensible, facilitating better understanding among learners or audience members.
2. **Increasing Engagement:** Visuals capture attention and stimulate interest, making presentations or lessons more engaging and interactive. Colorful images, videos, and animations can appeal to different learning styles, encouraging active participation and involvement.
3. **Improving Retention:** Studies show that people retain information better when it is presented visually alongside text or spoken words. Visual aids help reinforce key points, making them more memorable and easier to recall later. This is especially beneficial in educational settings, where students need to retain information for exams or future application.
4. **Facilitating Communication:** Visual aids serve as effective communication tools, enabling presenters to convey messages more effectively and succinctly. They can help speakers organize their thoughts, structure their content, and guide the audience through complex topics or processes.
5. **Supporting Accessibility:** Visual aids can improve accessibility for individuals with diverse learning needs, including those with visual impairments or language barriers. Alternative formats, such as braille, tactile graphics, or subtitles, ensure that information is accessible to all audience members.

6. **Fostering Creativity:** Visual aids provide opportunities for creativity and innovation in presentations and learning materials. Presenters can use a variety of visual elements, including photographs, illustrations, infographics, and multimedia, to convey information in engaging and compelling ways.

Overall, visual aids play a vital role in education, presentations, and communication by enhancing understanding, engagement, retention, and accessibility of information. Integrating visual elements into teaching and communication strategies can significantly enhance the effectiveness and impact of the message conveyed.

Literatures:

1. "Using Visual Aids in English Language Teaching" by M. A. Mohanan (Year: 2008) Grammar games Cambridge university Mario Rinvoluceri 2012
- "Visualizing English: Recognizing the Visual Nature of Literacy Practices in English Language Arts" by Jim Ridolfo and Danielle Nicole DeVoss (Year: 2011)
- "Teaching English Language Learners through Technology" by Tony Erben, Ruth Ban, and Martha Castañeda (Year: 2012)

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 is Unit planning?
5. What is lesson plan?
6. What is the aim?
7. What is objective?
8. What are advantages of writing lesson plan?
9. What does SMART mean ?
10. What is the teacher's role in the lesson?
11. How many objectives should be in the lesson plan?
12. What is Out of class work?
13. What are principles of foreign language teaching?
14. Who writes unit plan?
15. What is Feedback?
16. Types of Feedback?
17. Four MAT Lesson Plan?
18. Types of exercises?
19. What is Educational Aim?
20. What is Practical Aim?

Questions for Modul II.

1. What is 4mat thematic lesson plan?
2. What is importance of teaching pre and primary school children?
3. What difficulties are in teaching pre and primary school children?
4. How to teach pre and primary school children?

5. What activities and games in teaching English do you know?
6. What is importance of teaching vocabulary?
7. What are “object words”, “structural words” and “abstract words”?
8. How to make visual aids?
9. What activities and games in teaching vocabulary do you know?
10. Why we use visual aids?
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?
18. What does it mean PDP frame work?
19. How often we should held Out of classwork?
20. What is teaching materials?

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

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.

Audio-visual aids

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

Authentic text

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

Brainstorming

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

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 behavior.

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 language 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.

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. Methods of teaching English is closely related to.....
 - a. pedagogy, psychology, linguistics
 - b. chemistry, pedagogy, biology
 - c. pedagogy, history, biology
 - d. geography, biology, philosophy
2. What 3 main problems does a method of foreign language cover ?
 - a. technical, mechanical, non-mechanical
 - b. aims, what to teach, how to teach
 - c. educational, practical, cultural
 - d. teacher's book, pupil's book, literature
3. We improve the students' listening skills.....
 - a. through writing
 - b. through swimming
 - c. through dancing
 - d. through auditing
4. Which part of the lesson plan gets students' interest to the lesson?
 - a. practice
 - b. application
 - c. presentation
 - d. motivation
5. What are four skills of learning?
 - a. reading, learning, doing, writing

- b. writing, reading, listening, speaking
 - c. retelling, making, running, sleeping
 - d. writing, thinking, speaking, learning
6. What are 4 MAT lesson plan?
- a. warm-up, presentation, practice, application
 - b. greeting, checking homework, new theme, marking
 - c. warm-up, checking homework, presentation, evaluation
 - d.
7. In what part students will create their own ideas?
- a. in checking home work in practice
 - b. in application
 - c. in motivation
8. You can introduce new vocabulary by....
- a. using pictures, writing, giving translation
 - b. giving the definition, using realia, giving synonyms
 - c. using cards, drilling, matching
 - d. reading, speaking, writing
9. Types of activities are...
- a. checked, free, interesting
 - b. controlled, semi-controlled, free
 - c. purposeful, meaningful, short
 - d. controlled, clear, useful
10. In what part of the lesson students should create what they have learned?
- a. in practice
 - b. in motivation
 - c. in their homework
 - d. in presentation

Group and student name: _____

1. What does 'PDP' mean in planning a lesson?
- a. Presentation, Discovery, Production
 - b. Pronunciation, During, Practice
 - c. Primary, Different, Practical
 - d. Pre-, During, Post-
2. Which part of the 4MAT lesson plan is NOT included in Pre-Reading?
- a. Motivation
 - b. Presentation
 - c. Practice
 - d. Application
3. Which part of the 4MAT lesson plan is During-Reading?
- a. Motivation
 - b. Presentation
 - c. Practice
 - d. Application
4. What writing assignment ISN'T designed for Auditory learners?
- a. Taking dictation

- b. Listening to a song and writing what it makes them think about.
- c. Filling in the blanks in a dialogue they listen to.
- d. Copying a text silently.

5. What are three stages in teaching a foreign language in schools?

- a. secondary, high, primary
- b. pre-school, primary, technical
- c. junior, intermediate, senior
- d. public, independent, free

6. After the mistake the teacher should do....

- a. observation
- b. correction
- c. translation
- d. analyze

7. In teaching primary school children teachers should change techniques in every.... minutes.

- a. 10-15
- b. 5-10
- c. 15-20
- d. 20-30

8. What words are the most difficult for pupils to learn?

- a. structural words
- b. concrete words
- c. abstract words
- d. action

9. What are CCQs?

- a. Critical Check Questions
- b. Comprehension Check Questions
- c. Close Creative Questions
- d. Comprehension Creativity Quizzes

10. Good lesson plan should be SMART. SMART means:

- a. Serious, Measurable, Achievable, Respectful, Terrific
- b. Super, Magnificent, Available, Realistic, Time-Bound
- c. Specific, Measurable, Achievable, Relevant, Time-Bound
- d. Specific, Measurable, Artistic, Real, Temporary

РАЗДЕЛ 5.

Методические указания для практических работ.

Для успешного выполнения практических работ студентам рекомендуется использовать:

1. Использовать учебники и интернет ресурсы по курсу деловой английский язык
2. Выполнять все задания данные преподавателем
3. Готовить презентации по заданной теме с применением необходимых ресурсов
4. Ознакомиться с видеоматериалами по данным ссылкам из интернета:
 - <http://www.youtube.com/watch?v=ddCuu9LKqZo>
 - <http://www.youtube.com/watch?v=11HbEQTACXQ>
 - <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=iPYxTXLTOOr0>
 - <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>
 - http://www.youtube.com/watch?v=Rmqh10-J_i8

РАЗДЕЛ 6.

Методические рекомендации по СРС.

Студентам необходимо самостоятельно просмотреть и ознакомиться со следующими темами:

#	Tasks
1	Methods of teaching foreign languages
2	Relations to other subjects
3	A variety of methods
4	Unit planning
5	Course books and syllabuses
6	Testing and assessment
7	Giving feedback
8	Visual aids and their usage in the lesson
9	4 MAT Lesson Plan
10	Out of class work

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 одногруппники послужат классом. Для проведения урока необходимо иметь при себе:

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

1. language teaching
2. Language systems and language skills
3. Activities and lessons
4. Classroom activities
5. Four kinds of lesson
Planning

Формирование накопленной оценки (текущий контроль)

По результатам текущего контроля студент получает накопленную оценку, которая выставляется ведомость преподавателя. 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.

Main Literature:

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

Additional literature:

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
4. Grammar Practice Activities, Penny Ur Cambridge University Press , 1995
5. Vocabulary activities Penny Ur Cambridge university press 2012
6. Internet web sites