**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ КЫРГЫЗСКОЙ РЕСПУБЛИКИ**

**ОШСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ**

**ФАКУЛЬТЕТ МИРОВЫХ ЯЗЫКОВ И КУЛЬТУР**

**Кафедра методики преподавания английского языка**

**ПРОГРАММА ОБУЧЕНИЯ СТУДЕНТОВ**

***(Syllabus)***

*по дисциплине* ***«Методика преподавания английского языка»***, 3 курс (код Б.3.10.1.), направление 550300, Филологическое образование с присвоением академической степени «бакалавр», относящейся к базовым дисциплинам профессионального цикла дисциплин ГОС.

**Форма обучения**: дневная

**Всего**:4 кредитов

**Курс**: 3

**Семестр**: 5

**Лекции**: 24 часa

**Семинарские**: 36 часов

**Количество рубежных контролей (РК)**: 1- 2

**СРС**:60 часов

**Экзамен**: 5семестр

**Всего аудиторных часов**:60

 **Всего внеаудиторных часов**:60

**Общая трудоемкость**:120 часов

**Составитель**: старший преподаватель кафедры Косо-оглы С.Х.

**Кафедра** МПАЯ, **кабинет** № 408

**Моб. телефон**: 0772605363

**Электронный адрес**: saliya2007@gmail.com

**Дата**:2023-2024 учебный год.

**1. Цели курса «Методика преподавания иностранных языков»**

**Целью** курса методики обучения иностранным языкам в средней общеобразовательной школе является: создание у студентов широкой теоретической базы, включающей кроме методических знаний также знания из смежных с методикой наук психолого-педагогического и филологического циклов, и на этой основе формирование представления о специфике содержания и структуры педагогической деятельности учителя иностранного языка.

**2. Результаты обучения и компетенции, формируемые в процессе изучения дисциплины «Методика преподавания английского языка»**

|  |  |  |
| --- | --- | --- |
| **Код РОоп** | **Компетенции ОП** | **Формулировка РО дисциплины****(Род)** |
| **РО4–** осуществляет педагогическую деятельность, использует различные формы, методы обучения (активные, интерактивные, интегрированные) и технологии оценивания | ИК-2. Способен приобретать и применять новые знания с использованием информационных технологий для решения сложных проблем в области работы и обучения;  | **Знает:**виды и классификации информационных технологий; современное состояние, назначение, функции и цели использования информационных технологий в педагогическом образовании;основные технологии и дидактические принципы создания учебно-методических материалов в электронных форматах;**Умеет**:  работать с различными видами информации и выбирать адекватные формы её представления; использовать мультимедиа и телекоммуникационные технологии при создании и редактировании электронных средств обучения;**Владеет***:*основными методами создания учебно-методических материалов с помощью современных информационных технологий; методами поиска, обработки, размещения и анализа информации; основными приёмами обработки информации средствами компьютерных информационных технологий; методикой создания диагностических материалов по оценке учебных достижений обучающихся;технологиями дистанционного обучения. |
| **ПК-2**Владеет способами решения методических проблем (модели, методы, технологии и приёмы обучения) и способен применять технологии оценивания качества обучения. | ***Знает и понимает****:* методы, приемы и способы обучения произношению, лексике, грамматике, устной речи, чтению и письму;***Умеет:*** анализировать собственную педагогическую деятельность и деятель­ность коллег***Владеет:*** анализом и оценкой индивидуально-психологических особенно­стей учащихся и уровень их владения иностранным языком; |
| ПК-9- способен осуществлять педагогическую деятельность, используя интерактивные формы и методы обучения | ***Знает и понимает:*** интерактивные формы и методы обучения ***Умеет:*** готовить учебные материалы для занятий с учетом этапа и профиля обу­чения практически применять интерактивные приемы и методы обучения иностранному языку***Владеет:*** интерактивными формами и методамив профессиональной деятельности учителя иностранного языка; |

**3. Пререквизиты:** лингвистика, педагогика, психология, педагогическая психология, социология.

**4. Постреквизиты:**педагогическая психология,социальная психология, психолингвистика, лингвокультурология

**5. Технологическая карта дисциплины «Методика преподавания английского языка» 5 семестр**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Модули** | **Всего** | **Лекции** | **Семинары** | **СРС** | **РК** | **ИК** | **Баллы** |  |
| **Аудит.** | **СРС** | **часы** | **баллы** | **часы** | **баллы** | **часы** | **баллы** |  |  |  |
| **I** | 24 | 20 | 10 | 3 | 14 | 7 | 20 | 10 | 10 |  | 30 |
| **II** | 36 | 40 | 16 | 3 | 20 | 7 | 40 | 10 | 10 |  | 30 |
| **ИК** |  |  |  |  |  |  |  |  |  | 40 | 40 |
| **Всего** | **60** | **60** | **26** | **6** | **34** | **14** | **60** | **20** | **20** | **40** | **100** |
| **120** |

1. **Карта накопления баллов по дисциплине «Методика преподавания английского языка»**

|  |  |
| --- | --- |
| **Семи-нар** | **Модуль 1 (30б)**РК-1 |
| **ТК - 1 (7б)** |  | **ТК - 2 (6 б)** | **ТК - 3 (7 б)** |  |
|  |  |  |  |  |  |
| **Темы** | **лекц. лек** | **сем.** | **СРС** | **темы** | **лек****с** | **сем** | **срс****с** | **темы** | **лек** | **сем** | **срс** | **РК 1**1 |
| **ч** | **б** | **ч** | **б** | **ч** | **б** | **ч** | **б** | **ч** | **б** | **ч** | **б** | **ч** | **б** | **ч** | **б** | **ч** | **б** |
| **Т-1** | 2 | 1 | 4 | 2 | 10 | 4 | **Т-2** | 4 | 1 | 4 | 2 | 10 | 3 | **Т-3** | 2 | 0,5 | 2 | 1,5 | 10 | 1,5 |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Т-4** | 2 | 0,5 | 4 | 1,5 | 10 | 1,5 | 1010 |
| **Всего****Всего** | **2** | **1** | **4** | **2** | **10** | **4** |  | **4** | **1** | **4** | **2** | **10** | **3** |  |  | **4** | **1** | **6** | **3** | **20** | **3** | **10** |

|  |  |  |  |
| --- | --- | --- | --- |
| Семи-нар | **Модуль 2 (30б)****РК****-2** |  |  |
| **ТК-1 (7б)** |  | **ТК-2 (7 б)** | **ТК-3 (6 б)** |  |
|  |  |  |  |  |  |  |
| **Темы** | **лекц.** | **сем.** | **СРС** | **темы** | **лекц.****с** | **сем.** | **СРС****с** | **темы** | **лекц.** | **сем.** | **СРС** | **РК2** | **ИК** |
| **ч** | **б** | **ч** | **б** | **ч** | **б** | **ч** | **б** | **ч** | **б** | **ч** | **б** | **ч** | **б** | **ч** | **б** | **ч** | **б** |
| **Т-5** | 4 | 0,5 | 4 | 1,5 | 10 | 2 | **Т-7** | 4 | 0,3Ю. | 4 | 1,5 | 10 | 1 | **Т-9** | 2 | 1эюЮ4 | 2 | 1 | 4 | 1,5 | 10 |
|  |  |  |  |  |  | **Т-8** | 2 | 0,7 | 4 | 1,5 | 10 | 2 |  |  |  | 2 | 1 | 4 | 1,5 |
| **Т-6** | 4 | 0,5 | 4 | 1,5 | 10 | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Всего** | 8 | 1 | 8 | 3 | 20 | 4 |  | **6** | **1** | **8** | **3** | **20** | **3** |  |  | **2** | **1** | **4** | **2** | **8** | **3** | **10** | **40** |  |

1. **Краткое содержание дисциплины**

Программа предусматривает тесную связь теоретического курса методики с практикой. В лекционном курсе и на семинарских занятиях студенты знакомятся как с уже устоявшимися теоретическими положениями в отечественной и зарубежной методике, так и с новыми, иногда дискуссионными идеями. На семинарских занятиях в процессе решения учебно-методических задач, разработки планов уроков, микро преподавания, участия в учебно-методических играх они овладевают основами профессионально-методических умений, обеспечивающих реализацию педагогических функций учителя иностранного языка. Изучение истории методики способствует пониманию студентами становления и эволюции методических направлений на различных этапах ее развития, выявляет их связь и преемственность, а также возможности их применения в современных условиях.

1. **Календарно-тематический план по видам занятий**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **№ и название темы** | **Лекции****Часы, вопросы, методы** | **Семинары****Часы, вопросы, методы** | **Колич.час** | **Компетенции** | **РО по темам уроков** |
| **Лек** | **Сем** | **срс** |
| **1. Methods and approaches** | **Methods of foreign language teaching as a scientific theory. Methods and approaches** **Lecture I.****Plan** 1.Grammar-Translation Method2.The Direct Method3.The Audio-lingual MethodLit.:2,p.13-40;4,p.62.-78  | **Practical lesson 1.****Grammar-Translation Method** *Direct Method* Literature: 1,p.93-97; E-2,p.40-62  | 2 | 1 | 2 | ИК-2ПК-2ПК-9 | Знает основные принципы и понятия о методах и подходах обучения ИЯ.  |
|  | 1.The Communicative Approach2.Task – Based Learning . Lit**.**2.13-40; 4,p.62-7  | **Practical lesson2.***,*Communicative language teachingLit.1,p.93-97 |  | 1 | 3 | ИК-2ПК-2ПК-9 | Умеет использовать коммуникативный подход в обучении учащихся на уроках англ.языка. |
| **2. Lesson planning** | **Lecture II.** 1. The necessity of lesson planning .2.The basic principles and components of lesson planning. 3.Writing aims and objectivesLit.**:** 5,p.1-47;4,p.364-377 Lit.: 2,164-179;6,123-15 | **Practical lesson 3:** Writing lesson objectives Lit.: 1,138-145  | 2 | 2 | 2 |  ИК-2ПК-2ПК-9 | Умеет ставить цели и задачи обучения в составлении тематических планов занятий. |
|  | **Lecture 3.** Lesson plan formats for different skill types1.Formats of a Lesson Plans (PPP, PDP)2.Guidelines for Lesson Planning3.Sample Lesson Plan Lit**.:** 5,p.73-131;p.162-212” | **Practical lesson 4**: **Lesson planning**Lit.: 1,138-145 20.  | 2 | 2 | 3 | ИК-2ПК-2ПК-9 | Знает составлять тематический план занятий по шаблону плана урока. |
| **3. Teaching pronunciation** | **Lecture 4.** 1.**Importance of teaching pronunciation****2.The content of teaching pronunciation****3.Difficulties in teaching pronunciation****3. Exercises for teaching pronunciation**4. Correcting Pronunciation Mistakes Lit**.:** 6.271-284Методика обучения произношению. | **Practical lesson 5: Teaching pronunciation** create a lesson plan for teaching pronunciation use the book by Ann Baker “ Ship or Sheep?” An intermediate pronunciation course **,** Third edition, **or** O.R. Baluta textbook for the 6th grade Unit 12, Lessons 109-111 | 2 | 2 | 5 | ИК-2ПК-2ПК-9 | Знает составлять упражнения по обучению произошению и умеет анализировать методику развития произносительных навыков. |
| **4. Teaching grammar** | **Lecture 5.** Teaching grammar 1.The Place of Grammar in language teaching 2.To Teach or Not to Teach Grammar3.Issues About How to Teach Grammar4.Grammar Techniques5.Grammar Sequencing in Textbooks and Curricula.6.Design of a Grammar LessonLit.**:**A-3,E-6 p.156-180 | **Practical lesson 6:** Teaching grammar. Create grammar activity use O.R. Baluta’s textbook for the 6th grade Unit 10, Lessons 91-98The PPP model Lit.;E-1.p.41-48 7.  | 2 | 2 | 2 | ИК-2ПК-2ПК-9 | Знает коммуникативные методы, приемы и способы обучения грамматике ( по структуре и обучению грамматике без правил). |
|  |  | **Practical lesson 7:**. Students’ micro teaching on grammar.Lit.: E-1.p.41-48 | 2 | 2 | 3 | ИК-2ПК-2ПК-9 | Умеет составлять упражнения по грамматике и планы микро-уроков по обучению грамматике по текстам и упражнениям. |
| **5. Teaching vocabulary** |  **Lecture 6**. Teaching vocabulary 1.Current Issues in Vocabulary Teaching Principles for TeachingVocabulary 2.Active vocabulary and Passive vocabulary3.Techniques for teaching a new vocabulary item (a new word) 4.Presenting new vocabulary Lit.**:**A-4,E-3p.201-214 |  **Practical lesson 8: Teaching vocabulary**Create a vocabulary activity using the techniques for presenting the meaning of new words ( O.R. Baluta textbook for the 6th grade Unit 10, Lessons 91-98) Lit.;E-1-196-205  | 2 | 2 | 2 | ИК-2ПК-2ПК-9 | Знает основные этапы работы с лексическим материалом. |
|  | L.7. 1.Decision-making tasks 2.Production tasks 3.Games4.Testing vocabulary/ assessment/correcting errors.Lit.**:**A-4,E-3p.215- 26.  | Practical lesson 9.design vocabulary teaching activity ( O.R. Baluta textbook for the 6th grade Unit 10, Lessons 91-98) Students’ micro teaching on vocabulary.Lit.: E-1.p.196-205  | 2 | 2 | 3 | ИК-2ПК-2ПК-9 | Умеет составлять микро-уроки по лексике на среднем этапе обучения ИЯ.Владеет навыками анализа упражнений по учебнику. |
| **6. Teaching listening** | L.8. Teaching listening Lit.;A-1,E-2 p.299-331 24. . | **Practical lesson 10:**. write a lesson plan on teaching listening skills ( O.R. Baluta textbook for the 6th grade Unit16 Lessons 153-161) How to teach listening Lit.: E-1.p.84-92 6. | 2 | 2 | 3 | ИК-2ПК-2ПК-9 | Знает и понимает основные механизмы аудирования и способы их формирования и развития речи. |
|  | L.9. 1.Types of Classroom Listening Performance, 2.Principles for Teaching Listening Skills3.Listening Techniques from Beginning to Advanced,4.Assessing Listening in the Classroom 5.Listening Assessment and Test6.Assessing Types of Listening and Micro- and Macroskills Lit.;A-1,E-6,p.249-261 |  **Practical lesson 11**Students’ micro teaching on listening. ( O.R. Baluta textbook for the 6th grade Unit16 Lessons 153-161) Lit.: E-1.p.84-92 | 2 | 2 | 2 | ИК-2ПК-2ПК-9 | Умеет анализировать типологию трудностей, встречающихся при обучении аудированию.Владеет знанием составления микро-уроков по аудированию. Умеет разработать план урока по аудированию и работать с Интернет аудиотекстами. |
| **7. Teaching speaking** | L.10.Teach. speaking1.Oral Communication Skills in Pedagogical 2.Research3.What Makes Speaking Difficult?4.Micro- and Macroskills of Oral Communication5.Types of Classroom Speaking Performance 6.Principles for Teaching Speaking Skills Lit.;E-1 182-190 12.  | **Practical lesson 12:** Create a speaking task. ( O.R. Baluta textbook for the 6th grade)How to teach speak. Lit.;E-1 182  | 2 | 2 | 3 | ИК-2ПК-2ПК-9 | Знает формы речи, реальные ситуации, способы их создания на уроках по говорению.Умеет составлять задания по картинкам. |
|  | L 11. Teach. Speaking 1.Teaching ialogue3.Teaching monologue 4.Types of speaking activitiesa) Controlled activities b)Semi-controlled activitiesc)Free practice activitiesPPPmodelLit**.:**A-5,E-6;211-228 Формы речи и формы общения. | **Practical lesson 13.** Write a lesson plan which includes three stages Students’ micro teaching on speaking.Lit.; E-1, 182-190. ( O.R. Baluta textbook for the 6th grade Unit 14, Lessons 132-142) | 2 | 2 | 2 | ИК-2ПК-2ПК-9 | Владеет навыками составления планов микро-уроков для развития мон.и диал.речи. |
| **8. Teaching reading** | L. 12.Teaching reading Lit**.:**Е-6,р.263,E-3 10.  | **Practical lesson 14** Discuss the different types of reading activities and their purposesDesign an activity ( O.R. Baluta textbook for the 6th grade Unit 5, Lessons43-51)How to teach reading Lit.: E-1,p.161-171  | 2 | 2 | 2 | ИК-2ПК-2ПК-9 | Знает этапы обучения чтению.Различает виды чтения и систему упражнений по их формированию.Разрабатывает план урока по чтению, владеет умением работы с текстом и правилами пользования упражнений Интернет ресурсов. |
|  |   | **Practical lesson 15** Students’ micro teaching on reading. ( O.R. Baluta textbook for the 6th grade Unit 5, Lessons43-51) Lit.: E-1 .161-171  | 2 | 2 | 3 | ИК-2ПК-2ПК-9 |
| **9. Teachingwriting** | L.13 21.TeachingwritingLit.А-2, Е-2,Р.390-417 Е-6,р.234-248 Lit.А-2, Е-2,Р.390-417 Е-6,р.234-248 |  **Practical lesson 16** analyze writing tasks in the textbook O.R. Baluta textbook for the 8th gradeUnit 5, Lesson 5Dpp90-94How to teach writing Lit.: E-1,p.206-213  | 2 | 2 | 2 | ИК-2ПК-2ПК-9 | Знает цели, содержание, этапы формирования навыков письма.Умеет составлять мико-уроки с графическими организаторами для письменных работ по текстам, фильмам, а также аутентичных материалов для развития навыков письма. |
|  | **Practical lesson 17** Discuss the forms of assessment tasks and correcting techniques of **Discuss what the writing process is.** writing Create a chart and draw correction codes.( Harmer Jeremy. “How to Teach Writing”) | 2 | 2 | 3 | ИК-2ПК-2ПК-9 |

**Темы и график приема самостоятельных работ студентов**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№** | **Наименование разделов, модулей, темы и учебных вопросов** | **Форма контроля** | **Кол-во часов** | **Сроки****сдачи** | **Макс.****балл** | **com** |
| **Модуль 1** |  |
| 1 | Grammar-Translation MethodThe Direct MethodThe Audio-lingual MethodE-2,p.62-84;487-522 | Report presentation | 5 | Week 1September | 1 | ИК-2ПК-2ПК-9 |
| 2 | The Communicative ApproachTask-based learningHumanistic ApproachE-2,p.62-84;487-522 | Report presentation | 5 | Week 2September | 2 | ИК-2ПК-2ПК-9 |
| 3 | Summary of Principles in Language TeachingProvided by Dr. Bill Flick, Director of ESL at AuburnE-2,p.62-84;487-522 | Presentation of the created chart | 5 | Week 3September | 1 | ИК-2ПК-2ПК-9 |
| 4 | 1.Writing aims and objectives2.Lesson stages3.Sequencing and transitions4.Elements of lesson plan E-2,p.164-179 | Presentation of writing activity | 5 | Week 4October | 2 | ИК-2ПК-2ПК-9 |
| 5 | Lesson plan formats for different skill typesE-2,p.164-179 | Presentation of lesson plan | 5 | Week 5October | 2 | ИК-2ПК-2ПК-9 |
| 6 | Teaching pronunciation.The Importance of Correct Pronunciation in EnglishPeculiarities of the English Sound System1. The English Vowel System Compared with Russian
2. The English Vowel System Compared with the Kyrgyz
3. The Suprasegmentals
4. Word-Stress
5. Sentence Stress and Rhythm
6. Intonation.

E-6,p.271-279 | Рresentation | 5 | Week 6October | 1 | ИК-2ПК-2ПК-9 |
| 7 | *Teaching grammar (Part I.)*The Importance of Grammar in Learning a Foreign languageInduction and Deduction in the teaching of GrammarThe steps in Teaching Grammatical StructuresTypes of Exercises for Pattern Practice*Teaching Grammar (part II)*Types of Exercises for Assimilation of GrammarReceptive-reproductive ExercisesProductive ExercisesOther Methods Used in teaching grammarIn What Part of the lesson is Grammar to be Taught?E-6,p.271-279 | Рresentation | 5 | Week 7November | 1 | ИК-2ПК-2ПК-9 |
|  |  | **Modul 2** |  |  |  |  |
| 8 | Teaching VocabularyThe Importance of Teaching Vocabulary.Active and Passive VocabularyPossibilities of Introducing New Words and Phrases into a lessonThe Techniques of Word InterpretationThe Foreign Language as a means of Interpreting WordsThe Mother Tongue as means of Interpreting Words. E-2,p.435-441;E-6p.185-205 | Рresentation | 5 | Week 8November | 2 | ИК-2ПК-2ПК-9 |
| 9 | Teaching Listening and Comprehension Listening as one of the Leading Speech ActivitiesDifficulties in Listening a Foreign language Exercise for Developing Listening ComprehensionChecking pupils Comprehension)E-2,p.322-354;E-6p.211-231 | Рresentation | 5 | Week 9November | 2 | ИК-2ПК-2ПК-9 |
| 10 | Teaching speakingPurpose of speakingTypes of speaking tasksCreate a speaking taskE-2,p.299,357;E-6p.211-268 | Presentation of speaking activity | 5 | Week 10December | 2 | ИК-2ПК-2ПК-9 |
| 11 | Teaching reading The importance of reading English.The content of Teaching Reading.Psychological Nature of Reading.Types of reading.Teaching the Technique of reading.Methods of teaching reading.Teaching to read letters.Teaching to read words.Teaching to read structures.Teaching to read Study TextsExercises on teaching the technique of reading. Mistakes and how to correct them”Developing Reading Skills” F.Grellet Cambridge University Press, 1999E-2,p.99-146;E-6p.310-331. | Рresentation | 5 | Week 11December | 1 | ИК-2ПК-2ПК-9 |
| 12 | Teaching writing The importance of spelling in the teaching of English.Exercises for the Acquisition of correct Spelling.Correction of mistakes.CompositionControlled Composition.Semi-Controlled CompositionHarmer Jeremy. “How to Teach Writing”E-6,p.334-346;E-2p.196-209 | Рresentation | 5 | Week 12December | 2 | ИК-2ПК-2ПК-9 |

1. **Учебно-методическое обеспечение курса**

 **Основная литература(Essential literature)**

 1. Aitieva A.,Aitikeeva G.,etal ”Introduction to teaching Methodology”Osh,2004

2. Brown, H. Douglas. (2007). Teaching by Principles, 3rd ed. Pearson,Longman

3. Peregoy, S. F. & Boyle, O. F. (2008). Reading, writing, & learning in ESL: A resource book for K-12 teachers, 5th edition. NY, Pearson, Longman.

4. Harmer Jeremy The practice of English Language Teaching 4thedition(2007) Pearson, Longman

5. Tessa Woodward “Planning Lessons and Courses, Designing sequences of work for the language classroom”Cambridge University Press,2001

6. JimScrivener,Learning Teaching (2011).3rdedition,Macmillan

7. JimScrivener,Classroom Management Techniques(2012),Cambridge University Press

**Дополнительнаялитература (Additional literature)**

**1.**J.J.Wilson**“**How To Teach Listening”, 2008),Pearson Education Ltd.

2.Jeremy harmer How to teach writing (2004),Pearson Education Ltd.

3. Thornbury S. How to teach Grammar(1999),Pearson Education Ltd.

4. Thornbury S. “How to teach Vocabulary”(2002), Pearson Education Ltd

5. Thornbury S. “How to teach speaking”(2005), ), Pearson Education Ltd

6. Michael Swan Practical English Usage(2005),Oxford University Press

 7. Jo McDonoough,Christopher Shaw and HitomiMasuhara.Materials and Methods in ELT

 Blackwell Publishing Ltd,2013,3rd edition.

*Интернет ресурсы*

1. http://www.alleng.ru English – образовательные ресурсы Интернета - Английский язык

2. http://www.alleng.ru/english/txb.htm - книги, учебники, словари, учебные пособия и фильмы on-line, самоучитель, справочники.

3. http://www.learn- English/ru – Английский язык самостоятельно 4. http://www.mystudy.ru – Грамматика английского языка

**10. Политика выставления баллов**

В соответствии с картой накопления баллов, студент может набирать баллы по всем видам занятий.

* На **лекциях и семинарах** за активность,выполнение домашних заданий, презентации микро-уроков, конспекты, итоги индивидуальных заданий - *10 баллов*;
* **СРС** за выполнение презентации конспектов, разработки планов уроков – *10 баллов*;
* **рубежный контроль** - максимум *10 баллов* за выполнение тестов и контрольных работ в аудитории в присутствии преподавателя;
* **итоговый контроль** – максимум *40баллов*:

за выполнение контрольной работы *20баллов*,

|  |  |  |  |
| --- | --- | --- | --- |
| **Рейтинг (баллы)** | **Оценка по буквенной системе**  | **Цифровой эквивалент оценки** | **Оценка по традиционной системе**  |
| 87 – 100 | А | 4,0 | Отлично |
| 80 – 86 | В  | 3,33 | Хорошо |
| 74 – 79 | С | 3,0 |
| 68 -73 | Д | 2,33 | Удовлетворительно |
| 61 – 67 | Е | 2,0 |
| 31-60 | FX | 0 | Неудовлетворительно |

В соответствии с картой накопления баллов, студент может набирать баллы по всем видам занятий.

* На **лекциях и семинарах** за активность,выполнение домашних заданий, презентации микро-уроков, конспекты, итоги индивидуальных заданий

*- 10 баллов*;

* **СРС** за выполнение презентации конспектов, разработки планов уроков *– 10 баллов*;
* **рубежный контроль** - максимум *10 баллов* за выполнение тестов и контрольных работ в аудитории в присутствии преподавателя;
* **итоговый контроль** – максимум *40баллов*:

за выполнение контрольной работы *20 баллов*,

портфолио- *20баллов*.

**TECHNO-CHART: Methods**

**Group: \_\_\_\_\_\_\_\_Term:\_\_\_\_\_\_\_Module:\_\_\_\_ Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| **Module (30points)** |
| **points** |  | **Lecture and Class work activities****10 points** | **Student’s independent work****10 points**  |
|  |  | **Lecture****Notes and questions****1,5+1,5=3** | **Class work,microteaching****,plans 7p** | **Presentations** **of notes .****2.5+2.5=5** | **Activities for teaching skills, lesson plans****2.5+2.5=5** |
|  | **1.Methods and approaches**  | 0,5 | 0,5 |  |  | 0,5 | 0,5 | 1 |  | 1 | 1 |  |  | 1 | 1 |  |  |
|  | **2.Lesson planning** | 0,5 | 0,5 |  |  | 0,5 | 0,5 | 1 |  | 1 | 0,5 |  |  | 0,5 | 1 |  |  |
|  | **3.Teaching pronunciation** | 0,25 | 0,25 |  |  | 0,5 | 0,5 | 05 |  | 0,5 | 0,5 |  |  | 0,5 | 0,5 |  |  |
|  | **4.Teaching grammar** | 0,25 | 0,25 |  |  | 0,5 | 0,5 | 05 |  | 0,5 | 0,5 |  |  | 0,5 | 0,5 |  |  |
|  | **5.Teaching vocabulary** | 0,3 | 0,3 |  |  | 0,5 | 0,5 | 05 |  | 0,5 | 0,5 |  |  | 0,5 | 0,5 |  |  |
|  | **6.Teaching listening** | 0,3 | 0,3 |  |  | 0,5 | 0,5 | 05 |  | 0,5 | 0,5 |  |  | 0,5 | 0,5 |  |  |
|  | **7.Teaching speaking** | 0,1 | 0,2 |  |  | 0,2 | 0,3 | 0,3 |  | 0,25 | 0,25 |  |  | 0,25 | 0,25 |  |  |
|  | **8.Teaching reading** | 0,2 | 0,5 |  |  | 0,7 | 0,7 |  |  | 0,25 | 0,25 |  |  | 0,25 | 0,25 |  |  |
|  | **9.Teaching writing** | 0,3 | 0,5 |  |  | 0,9 | 0,9 |  |  | 0,75 | 0,75 |  |  | 0,75 | 0,75 |  |  |
|  | ***Total***  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **3** |  |  | **7** |  |  | **5** |  |  | **5** |  |  |
| **RK** | CT 1 | 5 |  |
| СТ2 | 5 |
|  |  |
| **30** |  |  |

**11. Политика курса**

**Перечень требований**, предъявляемых к студенту,выполнение которых обеспечивает высокую эффективность учебного процесса и обязательна для студентов:

*- внимательно отслеживать предлагаемый преподавателем сценарий занятия, активно участвуя в нем;*

*- отрабатывать семинарские занятия, пропущенные по уважительным причинам (при наличии допуска из деканата);*

*- СРС для защиты представлять согласно графику учебного процесса (по уважительной причине не позже, чем в предпоследнюю неделю семестра);*

*- самостоятельно заниматься в библиотеке и дома.*

**Для студента недопустимо:**

*- опоздание и уход с занятий;*

*- пользование сотовыми телефонами во время занятий;*

*- обман и плагиат.*

*- несвоевременная сдача заданий.*

**Нормы академической этики:**

***-****дисциплинированность;*

*- воспитанность;*

*- доброжелательность;*

*- честность;*

*- ответственность.*

Конфликтные ситуации должны открыто обсуждаться в учебных группах с преподавателем, а при неразрешимости конфликта доводиться до сотрудников деканата.

**12. Перечень вопросов и заданий по темам и формам контроля**

***Контрольные вопросы, выносимые на экзамен***

1. What learning theory do the grammar translation, the direct and the audio-lingual methods derive from and describe a typical activity for each of these methods.
2. Use the grammar translation method and put down a possible procedure for a short lesson when presenting something new.
3. Use the direct method and put down a possible procedure for a short lesson when presenting something new.
4. Use the audio-lingual method and put down a possible procedure for a short lesson when presenting something new.
5. Compare the learner's and teacher's roles in communicative language learning

and total physical response ( TPR)methods.

1. Choose one method (communicative language learning, direct method, audio-linguamethod

and total physical response) and put down a possible procedure for a short lesson when presenting something new

1. Explain the term ‘learner-centeredness’ and its importance in language teaching.
2. What's the theoretical background to CLT? What are the characteristic features of the approach? How do the theoretical principles appear in practice?
3. What Are the Essential Components of a Lesson Plan?
4. What Are Some Practical Considerations in Planning Lessons?
5. PPP model of language teaching stages. What is the focus of this model?
6. PDP model of language teaching stages. What is the focus of this model?
7. Why is pairwork and groupwork considered to be beneficial in classes? Give an example of both types of activities you have used in your classes.
8. What is grammar? What is the place of grammar in language teaching?
9. Explain the essence of the two approaches to teaching grammar: inductive, deductive
10. What are the stages of a grammar lesson? What are the typical activities used in different stages?
11. Guidelines on presenting and explaining a new grammatical structure.
12. What is the process of teaching and learning vocabulary items? What are the ways of presenting vocabulary?
13. What does it mean knowing a word? Highlight with examples.
14. Explain the terms active and passive vocabulary and different techniques for teaching them.
15. What is the difference between error and mistake? What are the main causes of errors? Give examples.
16. . List some of the techniques to show incorrectness. When and how do you usually use correction techniques in your classes?
17. How are errors treated at different stages of the lesson. Plan one activity to develop oral accuracy and one to develop oral fluency.
18. What are the difficulties of developing speaking skills? What are the most important activities to develop these skills?

**Glossary-Глоссарий**

**Achievement** noun, achieve verb, achievable adjective

Something you succeed in doing usually by making an effort; something done successfully, e.g. Sarah worked hard and passed her exam. This was an achievement. Something which is achievable for learners is something they can succeed in.

**Acquire** verb, acquisition noun (language acquisition).To learn a language without studying it, just by hearing and/or reading it and then using it. This is the way people usually learn their first language.

**Action rhyme** noun.A classroom activity used mostly with young learners which includes words and sentences which end in the same sound. For example 'One, two, three, touch your knee.' Learners say the rhyme and perform the actions

**Activate previous knowledge** phrase.To get learners to think about and to say what they know about a topic. Teachers activate learners' previous knowledge when they are preparing learners to read or listen to a text. For example, a teacher could prepare learners for a text about cooking by asking learners what kind of food they can cook. Research has shown that when learners' previous knowledge is activated, reading and listening comprehension is increased.

**Active role** phrase.Taking part and being involved and interested in something. When learners think about their own learning and what their own needs are and try to do things themselves to learn more, they are taking an active role in their learning.

**Activity-based learning**noun.**An approach** to learning by doing activities and focusing on the activity rather than focusing on grammar and vocabulary. Learners do an activity in groups; e.g. they solve a problem, draw or paint a picture or make or build something. The rules of language used in the activity are looked at either after the activity or not at all. An activity-based learning approach is more common with school- aged children.

**Aids**nounAids are the things that a teacher uses in a class, e.g. handouts, pictures, flashcards. When teachers plan lessons they think about what aids they will need to help learners understand things more easily.

**Aim** noun What the teacher wants to achieve in the lesson or in the course.

**The main aim** is the most important aim; e.g. the teacher's main aim in a lesson could be to teach the present perfect simple or develop listening skills.

**A stage aim** is the aim or purpose of a stage, step or short section of a lesson, e.g. to provide controlled practice of the present perfect simple or to develop listening for gist.

**A subsidiary aim** is the secondary focus of the lesson, less important than the main aim. It could be the language or skills learners use in order to achieve the main aim of the lesson, or a skill or language area which is practised while the teacher is working on achieving the main lesson aim.

**A personal aim** is what the teacher would like to improve in his/her teaching, e.g. to reduce the time I spend writing on the whiteboard.

**Approach noun, Method noun**

A particular **way or a system** for doing something. When teaching a language, there are different ways or systems teachers can use, each based on a belief or a theory about the best way to learn a language. Teachers choose an approach/method which fits in with the beliefs they have about language learning and language teaching. For example, teachers who believe that learners should be able to communicate in the language they are learning choose approaches/methods which include speaking and listening activities. There are many different approaches/methods used for English language teaching. See content and language integrated learning 'CLIL', communicative approach, guided discovery, lexical approach, presentation, practice, production (PPP), test-teach-test, task-based learning.

**Assessment** noun, assess verb To discover, judge, or form an opinion on learners' ability, achievement, proficiency or progress either formally or informally.

**Continuous assessment**

A type of assessment which does not involve a final examination. Some or all of the work that learners do during a course is marked by the teacher on a regular basis and these marks go into the calculation of the final grade given to learners. Continuous assessment may include regularly assessing learners' written work; assessing their listening, reading and speaking skills; talking to learners; observing them in class; looking at self-assessments and thinking about learners' classroom performance.

**Diagnostic assessment A** type of assessment aimed at finding out - diagnosing - what language and skills weaknesses or strengths learners have. Teachers use this information to inform their future lesson planning.

**Formal assessmentWhen** a teacher assesses learners and then gives them a formal report or grade, to say how successful or unsuccessful they have been

**Formative assessmentWhen** a teacher uses formal and informal assessment and information on learners' progress during a course to give learners feedback on their learning or to change their teaching.

**Informal assessment**

When a teacher decides whether a learner is doing well or not, or whether a course is successful or not, by evaluating learners by thinking about their strengths and weaknesses and thinking about their progress rather than setting a test or writing an official report.

**Objective assessment**

When the opinion or judgement of the person marking a test is not needed to assess learners. The questions in the test/assessment have one correct answer. Objective assessment takes place when marking tasks such as multiple-choice questions or true/false questions because the marker does not need to decide if the answer is right or wrong as there are clear correct or incorrect answers.

**Peer assessment**When learners give their opinions on each other's language or work.

**Performance assessment**

This involves teachers thinking about learners' classroom performance to assess how well learners communicate during specific tasks by checking learners' performance against criteria. Teachers can see if learners have achieved the purpose of the task by using the criteria.

**Portfolio assessment**This is used for formative assessment and also continuous assessment. It consists of a collection of learners' work done over a course or a year which shows development of their language and skills.

**Self-assessment**When learners assess themselves, they decide how good they think their progress, learning or language use is.

**Subjective assessment**

When the opinion of the person marking a test is needed to make a decision on the quality of the work being assessed. Subjective assessment takes place when marking, for example, stories, compositions, interviews, conversations. The person marking the test makes a judgement about whether the work is good or not. Subjective assessment can be made more reliable by using assessment criteria.

**Summative assessment**

A type of assessment done at the end of a course where the focus is on learners receiving a grade for their work rather than receiving feedback on their progress.

**Assessment chart, assessment profile** noun

A chart designed by the teacher and used for diagnostic purposes. The chart includes learners' names and assessment criteria. The teacher uses it to record comments on learners' progress and achievement in English. The comments are based on observation of learners working during class time, and/or on samples of written work done for homework.

**Assessment criteria** noun

The qualities against which a learner's performance is judged for assessment. For example, assessment criteria for judging learners' writing may be: accuracy of grammar, use of vocabulary, spelling and punctuation, organisation of ideas.

**Assumptions** noun

When teachers think about what they believe their learners will or will not know or how they will behave in a particular lesson. For example, a teacher plans to teach the present simple using the context of jobs and daily routines. The teacher may make the assumption that learners will know basic job vocabulary (because he/she has already taught it) and so knows he/she will not need to spend time in the lesson presenting these words.

**Attention span** noun

How long a learner is able to concentrate at any one time. Some learners have a short attention span and they cannot concentrate for as long as other learners do. When teachers prepare lessons they think about how long activities will take and about whether their learners will be able to concentrate for as long as it takes to complete the activity.

**Attention spread** noun

This is about teachers giving equal attention to all of the learners in the class. This can involve encouraging quieter learners to participate by asking them to contribute an answer and ensuring that more enthusiastic learners do not dominate.

**Authentic material** noun

Written or spoken texts which a first language speaker might read or listen to. They may be taken from newspapers, radio, the internet etc. The language in the texts is not adapted or made easier for learners or the language learning process.

**Board game** noun

A game played by two or more players on a board using dice. Players throw the dice and move around squares on the board. By writing different instructions in the squares, teachers can use board games for controlled language practice or oral fluency; e.g. the teacher writes daily routines such as eat breakfast in the squares. When a learner lands on a square, they say a daily routine using the present simple (e.g. I eat breakfast at 7.00).

**A coursebook or textbook** is used regularly by learners in the class. It usually contains grammar, vocabulary and skills work and follows a syllabus. A coursebook unit is a chapter of a coursebook.

**A teacher's book** accompanies the coursebook, and contains teaching ideas, audio scripts and answers to coursebook activities.

**Brainstorm** noun and verb

To quickly think of ideas about a topic and also possibly note them down. This is often done as preparation before a writing or speaking activity; e.g. before learners write a description of their city they make a list of all the positive and negative adjectives they know to describe places.

**Chant** noun and verb

To repeat a phrase, sentence, rhyme, verse, poem or song, usually with others, in a regular rhythm. Teachers use chants to practise pronunciation and to help learners remember vocabulary.

**Chart** noun

Information in the form of diagrams, lists or drawings often placed on the classroom wall for learners to use. Common examples are lists of irregular verb forms or drawings illustrating the meanings of prepositions.

**Checklist**nounA list of things that a learner or teacher needs to focus on or consider. Examples could include assessment checklist, resources checklist, lesson planning checklist.

**Classroom management** noun

The things teachers do to organise the classroom, the learning and the learners, such as organising seating arrangements, organising different types of activities, and managing interaction patterns.

**Collaborate**verb, collaborative adjective

To work together. Learners often collaborate in class when carrying out tasks which typically involve working together on planning, creating, discussing, evaluating, etc.

**Communicative activity**nounA classroom activity in which learners need to talk or write to other learners to complete the activity, e.g. a role play.

**Communicative approach**(es) noun

An approach to teaching and practising language which is based on the principle that learning a language successfully involves real written and spoken communication rather than just memorising a series of rules. Teachers using communicative approaches try to focus on meaningful communication by providing activities for learners to do which involve practising language in real life situations. For example, to practise should and shouldn't, learners give each other advice about the best way to improve their English..

**Content and Language Integrated Learning (CLIL)** noun

An approach in which learners are taught a non-language subject such as science or geography through a target language. Subject content and language are interrelated. For example, in Spain, teaching young learners science in English and using science material in English so that learners can think about and then communicate their ideas about science in English.

**Content-based instruction** noun, content-based learning noun

**An approach** to teaching, traditionally associated with the US and Canada, in which non-native speakers, often from minority language groups, learn about a topic or a subject through the target language. For example, migrant children in the US studying science using English only in class and using English material. The children develop their English and learn about science at the same time.

**Co-operation** noun, co-operate verb, co-operative adjective

Working together and helping each other. In some group work activities learners co-operate to find the answer or solve a problem.

**Correct** verb, correction nounTeachers helping learners to make what they write or say better or right.

**Echo correction** - When learners make a mistake, the teacher repeats the mistake with rising intonation encouraging learners to correct themselves, e.g.

Learner: He don't like it.

Teacher: Don't?

Learner: He doesn't like it.

**Finger correction** - A way of drawing attention to where a learner has made a mistake. The teacher counts out the words a learner has said on her fingers. The fingers represent words and the teacher can show clearly in which word (finger) the mistake was made. A teacher may use finger correction to show that a mistake has been made with word or sentence stress, word order, grammar, pronunciation of sounds etc.

**Peer correction** - When learners correct each other's mistakes, perhaps with some help from the teacher.

**Self-correction** - When learners correct language mistakes they have made, perhaps with some help from the teacher.

**Curriculum** nounThe subjects which make up an educational programme; e.g. maths, science and English are subjects on most school curriculums. They are taught differently in different contexts and in different cultures.

**Develop skills** phrase, skills development phrase

To help learners to improve their listening, reading, writing and speaking ability. Teachers do this in class by providing activities which focus on skills development; e.g. learners read a text and answer comprehension questions.

**Discipline** noun and verb, maintain discipline phrase

The system of rules used to keep control of learners in the classroom; e.g. a teacher might maintain discipline by asking learners to stop chatting and listen to his/her instructions.

**Error**noun**A mistake** that a learner makes when trying to say or write something above their level of language or language processing.

**A developmental error** is an error made by a second language learner which could also be made by a child learning their mother tongue as part of their normal development. A second language learner might make the error because they are applying a rule they have learned that doesn't work for this particular case e.g. I goed there last week (I went there last week).

**A slip**. When a learner makes a slip they make a language mistake but they are able to correct themselves, e.g. Learner: He like ice-cream, I mean, he likes ice-cream.

**Extension task** noun, extend verb, extended adjective

An extension task is an activity which gives learners more practice of target language or the topic of the lesson or provides extra skills work; e.g. after learners have practised using the past simple by telling each other about their last holiday, they could do an extension task which involves writing sentences about the holidays they talked about.

**Extensive listening/reading**nounListening to or reading long pieces of text, such as stories or newspapers. Extensive reading is often reading for pleasure.

**Facilitate** verb, facilitator nounTo make something possible. Teachers facilitate learning by planning and delivering lessons, maintaining discipline in the classroom and making it easier for learners to learn.

**Feedback** noun, feedback verb, give, provide feedback verb

 To tell someone how well they are doing. After a test, or at a certain point in the course, teachers might give learners feedback on how well they are doing.

 Teachers also give feedback after an exercise that learners have just completed; e.g. after learners have done a gap-fill activity the teacher conducts feedback by asking learners to tell him/her which words they have put in the gaps. He/she writes the correct answers on the board.

 In addition, learners can give feedback to teachers, and teacher trainers give feedback to trainee teachers about what went well or less well in their lessons.

**Flashcard**nounA card with words, sentences or pictures on it. A teacher can use these to explain a situation, tell a story, teach vocabulary etc.

**Functional approach** noun

An approach to teaching which uses a syllabus based on functions. The syllabus would focus on functions like 'making suggestions', 'giving advice', 'making requests', and would present and practise the language used to express these functions, e.g. Can you ... ?, Could you ... ?, Would you mind...?

**Gap-fill activity** noun

An activity in which learners fill in spaces or gaps in sentences or texts. Gap-fill activities are often used for restricted practice or for focusing on a specific language point, e.g. John to the park yesterday. A gap-fill activity is different from a cloze test, which can focus on reading ability or general language use.

**Get learners' attention** phrase

To make learners listen to the teacher after they have been doing group or pairwork, or at the start of the lesson, for example, the teacher says; Stop everyone now, please, and listen.

**Grammar Translation method** noun

A way of teaching in which learners study grammar and translate words and texts into their own language or the target language. They do not practise communication and there is little focus on speaking. For example, a teacher presents a grammar rule and vocabulary lists and then learners translate a written text from their own language into the second language or vice versa.

**Group, class dynamics**noun.The relationship between learners in the group or class. Teachers think about group dynamics when they are deciding which learners should work together in different groups.

**Handout, worksheet** noun

A piece of paper with exercises, activities or tasks on it that a teacher gives to learners for a range of reasons during a class or for homework; e.g. a teacher gives learners a handout with the lyrics of a song made into a gap-fill activity.

**Ice-breaker** noun

An introductory speaking activity that a teacher uses at the start of a new course so that learners can get to know each other, e.g. a speaking activity which asks learners to find out about other learners' hobbies.

**ICT/ IT (Information [and Communication] Technology**) noun

Using computers and digital technology to communicate and store information. Teachers help learners to use technology to enable them to improve information-processing skills, to explore ideas, to solve problems, to access and surf the internet, to develop collaborative learning with students who are in other places, to participate in video conferencing. The subject is known as ICT, the skills used are IT skills, and the lab is known as the IT lab.

**Instruct** verb, instruction nounTo order or tell someone to do something. Teachers give learners instructions for activities, e.g. Please turn to page 12 and do exercise 1.

**Integrated skills** phraseAn integrated skills lesson combines work on more than one language skill. For example reading and then writing or listening and speaking.

**Intensive listening/reading** phraseOne meaning of intensive listening/reading is listening or reading to focus on how language is used in a text. This is how intensive listening/reading is used in TKT..

**Interaction** noun, interact verb, interactive strategies phrase

Interaction is two-way communication between listener and speaker, or reader and text. Interactive strategies are the ways used, especially in speaking, to keep people involved and interested in what is said or to keep communication going, e.g. eye contact, use of gestures, functions such as repeating, asking for clarification.

**Jigsaw listening**/reading noun

A communicative listening or reading activity.A text is divided into two or more different parts. Learners listen to or read their part only, then share their information with other learners so that in the end everyone knows all the information. In this way, the text is made into an information-gap activity.

**L1 nounL1** is the learner's mother tongue or first language; e.g. if the first language a learner learned as a baby is Spanish then the learner's L1 is Spanish. See mother tongue, native speaker, target language.

**L2 nounL2** is the learner's second language. For example, for a Spanish person who learned English as an adult, English is their L2, Spanish is their L1. See mother tongue, native speaker, target language.

**Learner-centered** adjective

When learners take part actively in a lesson. When learners are at the centre of the activities and have the chance to work together, make choices and think for themselves in a lesson. Pair and group activities make lessons more learner-centred.

**Learner training** noun

Using activities which help learners understand how they learn and help them to become more autonomous, independent learners, e.g. doing an activity which teaches learners to use a dictionary quickly.

**Learning resources** nounThe materials or tools which help learners learn, e.g. books, computers, CDs etc.

**Learning strategies** noun

The techniques which learners consciously use to help them when learning or using language, e.g. deducing the meaning of words from context; predicting content before reading.

**Learning style** noun

The way in which an individual learner naturally prefers to learn something. There are many learning styles. Three of them are below.

**Auditory learner** noun

A learner who remembers things more easily when they hear them spoken.This type of learner may like the teacher to say a new word aloud and not just write it on the board.

**Kinaesthetic learner** noun

A learner who learns more easily by doing things physically.This type of learner may like to move around or move objects while learning.

**Visual learner** noun

A learner who finds it easier to learn when they can see things written down or in a picture. This type of learner may like the teacher to write a new word on the board and not just say it aloud.

**Lesson evaluation** noun

When teachers think about what went well in a lesson they taught and note things that they could improve in future lessons. Lesson evaluation can help teachers to improve their teaching.

**Lexical approach** noun

An approach to teaching language based on the idea that language is made up of lexical units rather than grammatical structures. Teachers using this approach plan lessons which focus on lexical units or chunks such as words, multi-word units, collocations and fixed expressions rather than grammatical structures. An example of an activity using a lexical approach would be for a teacher to ask learners to listen to a text and to note down all of the chunks they hear.

**Methodology** nounA word used to describe the way teachers do different things in the classroom, e.g. the techniques they use in classroom management.

**Mime** verb and nounTo tell a story or to communicate actions or emotions using only body movements; not using words.Teachers might use mime to show learners what a word means.

**Monitor** verb, self-monitor verb

 To watch and listen to learners when they are working on their own or in pairs or groups in order to make sure that they are doing what they have been asked to do, and to help them if they are having problems. For example, while learners are doing a role-play in pairs, the teacher walks around the room listening to them, perhaps noting down errors, and helping when needed.

 To listen to or read the language you use to check if it is accurate and effective. Teachers do this to make sure that learners can understand them.

**Mother tongue** nounThe very first language that you learn as a baby, which is usually the language spoken to you by your parents.

**Also called L1 or first** language. We learn our mother tongue in a different way from the way we learn a second language.

**Motivation** noun, motivate verbFeelings of interest and excitement which make us want to do something and help us continue doing it. Learners who are highly motivated and want to learn English are more likely to be successful.

**Demotivate** verb, demotivated adjectiveTo make someone lose motivation. Learners can become demotivated if they feel a lack of progress.

**Unmotivated** adjectiveWithout motivation; having no motivation. Learners who do not see a reason for learning a particular subject can be unmotivated.

**Multiple-choice** question nounA task-type in which learners are given a question and three or four possible answers or options. They choose the correct answer from the options they are given, e.g.

Listen to the weather report. What will the weather be like tomorrow?

A very sunny B a bit sunny C not at all sunny

**Native speaker** noun, non-native speaker noun

Someone who has spoken a particular language since they were a baby, rather than having learned it as a child or adult. For example, someone whose first language is English is a native speaker of English. The opposite of a native speaker is a non-native speaker.

**Observe** verb, observed lesson noun

To observe means to watch carefully the way something happens. An observed lesson is a lesson that is watched by a teacher trainer or a colleague. Teacher trainers or colleagues usually discuss the lesson they have observed with the teacher and talk about the strengths of the lesson and about things that could be improved.

**Overhead projector** (OHP) nounA piece of equipment that makes images appear on a wall or screen. It can be used in a classroom instead of a whiteboard or blackboard.

**Overhead transparency** (OHT) nounThe plastic sheet a teacher can write on and use with an overhead projector (OHP). Teachers might write the answers to an activity on an OHT to show to learners when they have completed a task.

**Pairs** noun

**Closed pairs** - When learners in the class work with the person sitting next to them but not in front of the class. For example, learners discuss the answers to a task with the person sitting next to them.

**Open pairs -** In open pairs, one pair does an activity in front of the class.This technique is useful for showing how to do an activity and/or for focusing on accuracy.

**Participate** verb, participation nounTo take part in something; e.g. when learners participate in a lesson or classroom activity they are involved and active.

**Peer feedback** noun

Feedback given to a learner by another learner in the class; e.g. learners can give each other feedback on things that are good and things that can be corrected in a piece of written work..

**Picture dictation** noun

A classroom activity in which the teacher describes a scene or an object and learners draw what they hear. The activity can also be for learners to describe a scene or an object and other learners draw what they hear, perhaps in pairs; e.g. learner A describes and learner B draws.

**Picture story** noun

Stories that are shown in pictures instead of words. Teachers use picture stories to present language or for providing practice of language; e.g. learners saying what happened in a series of pictures of a story which took place in the past can practise past tenses

**Portfolio** nounA collection of work that a learner uses to show what he/she has done during a particular course. A purposeful document, regularly added to, that may be part of continuous assessment.

**PowerPoin**t nounA computer program which is used during presentations to show pieces of text, diagrams, drawings, videos or other images. Teachers use PowerPoint in the same way that they use a board in class to show learners pictures, questions and answers for a task, texts or explanations.

**Practical activity** noun

An activity which involves or simulates real events, situations, actions or experiences. For example, learners role-play taking something they bought, which doesn't work properly, back to a shop.

**Presentation** noun, present verb

 When the teacher introduces new language. Teachers present new language, sometimes by using the board and speaking to the whole class, or they might use a text which includes the new language for their presentation. See guided discovery approach, Presentation, Practice and Production (PPP).When learners give a talk to their class or group; e.g. a learner does some research and prepares a PowerPoint presentation about a subject he/she is interested in.

**Presentation, Practice and Production** (PPP) noun

An approach to teaching new language in which the teacher presents the language using a situation, gets learners to practise it in exercises or other controlled practice activities, and then asks learners to use or produce the same language in a communicative and less controlled way. For example, teaching the present simple, John gets up at 7.00, he has breakfast, he gets dressed etc. The teacher shows learners pictures of a person (John) doing these things and shows a calendar to show the learners that the person (John) does these things every day (this is the presentation stage). The teacher checks learners understand the meaning (routine) then gets learners to repeat example sentences, in open class then in pairs (the practice stage). Finally, the learners talk to each other about their daily routines (the production stage).

**Pre-teach** verb (vocabulary)

Before introducing a text to learners, the teacher can teach key vocabulary from the text which he/she thinks the learners do not already know and which they need in order to understand the main points of a text. For example, if learners are going to listen to a weather report, before they listen they match pictures of different weather to words for different types of weather (cloudy, sunny, foggy, etc.). The teacher is pre-teaching key words from the text.

**Problem-solving** activity noun

Learners work in pairs or groups to find the solution to a problem. For example, learners are given a problem situation such as a town centre with too much traffic and they talk together to think of solutions to the problem. Problem-solving activities usually help to develop oral fluency.

**Procedure noun**

A set of actions that describes the way to do something. Teachers write lesson plans and provide details of exactly what is going to happen in each stage of a lesson; e.g. learners practise the language of complaints in a role-play in pairs. The details of the different actions are the procedures of the lesson.

**Process** verb and noun

 To think actively about new information in order to understand it completely and be able to use it in future. Learners need to analyse and think about what a piece of new language means, how it is used and how it is formed, and perhaps see how it fits with their own language. When learners have a better understanding of these things they may be better able to use the language correctly.The series of actions which are taken to achieve a result, for example preparing a grammar lesson, might involve the process of researching and analysing a language point, choosing an approach to teach it, finding materials, and then writing a lesson plan.

**Process** writing noun

An approach to writing, which thinks of writing as a process which includes different stages of writing such as planning, drafting, re-drafting, editing, proofreading.

**Product** writing noun

An approach to writing which involves analysing and then reproducing models of particular text types. For example, learners read a restaurant review, analyse the way it is written, then produce their own review.

**Productive skills** noun

In language teaching we talk about the four skills: reading, listening, speaking and writing. Speaking and writing are productive skills because learners produce language. Reading and listening and not productive skills.

**Project work** noun

An activity which focuses on completing an extended task or tasks on a specific topic. Learners may work in groups to create something such as a class magazine. Learners sometimes do some work by themselves, sometimes outside the classroom.

**Puppet** nounA model of a person or animal often made of paper or cloth, which a teacher or learners can move by putting their hand inside. Puppets are often used when teaching young learners.

**Role-play** noun and verb

A classroom activity in which learners are given roles to act out in a given situation, e.g. a job interview role-play where one learner is the interviewer and the other learner is the interviewee. Role-plays are usually done in pairs or groups.

**Rubric** noun

Written instructions for an exercise, activity or task in a test; e.g. for a multiple-choice task the rubric might be: For questions 1 - 7, choose the best option (A, B or C) to complete each of the statements.

**Situational presentation** noun

A way of presenting new language through a simple story or situation. The teacher may use pictures or other aids to help him/her create the situation, For example, a teacher is teaching If I were you I'd... for giving advice. The teacher shows learners a picture of a young man. He/she tells the learners that this is John and that John has a job interview tomorrow. The teacher says that John needs the learners' help, He wants to know what he should and shouldn't do during the interview to be successful and get the job. The teacher asks learners for their ideas, such as wear a suit, be on time, smile and be friendly etc. Then the teacher asks how they can tell John these things. He/she helps the learners to say: If I were you, I'd wear a suit; If I were you, I'd be on time, etc. Then the learners practise the different sentences in open class, then pairs. Situational presentations are part of the Presentation, Practice, Production (PPP) approach.

**Skills** nounThe four language skills are listening, speaking, reading and writing.

**Skim** verbTo read a text quickly to get a general idea of what it is about - e.g. reading a description of a city to find out if it sounds like somewhere you'd like to visit.

**Smiley** nounA picture of a happy face ©. Teachers can use a smiley to point out good features of learners' written work. Learners can use a smiley to indicate strengths or progress in their own English, or to show features of a lesson they enjoyed.

**Solution** noun, solve verbAn answer to a problem. When teachers are planning a lesson, they think about what their learners might find difficult about the lesson (anticipated problems) and they think about how they can solve those problems. Lesson plans include anticipated problems and solutions.

**Storybook** nounA book with stories for children. Teachers might read stories from storybooks to children in class and encourage children to read storybooks themselves.

**Structural approach** noun

A way of teaching which uses a syllabus based on grammatical structures, e.g. present simple, present continuous, past simple. The order in which the language is presented is usually based on how difficult it is thought to be.

**Student talking time** (STT) phraseThis is about the time learners spend speaking in a lesson.

**Supplementary material** noun, supplement verb and noun

The books and other materials which teachers can use in addition to a coursebook, e.g. pronunciation practice materials. Supportive adjective, unsupportive adjective

Providing help or encouragement. The opposite of supportive is unsupportive, which is not being helpful and encouraging. Effective teachers create a supportive atmosphere in their classes by encouraging learners to help each other and to ask others for help.

**Task** nounAn activity that learners complete. For example, problem-solving activities or information-gap activities are tasks. Task may also be used as another word for activity.

**Task-based learning** (TBL) noun

An approach to teaching in which the teacher asks learners to do a task which has an achievable result. The task the teacher gives is the type of task people might do in real life and which involves communicating with other learners. For example, learners might be given the task of planning the opening of a new restaurant in their town. They then have to decide where the restaurant should be, what kind of food it will serve, how big it will be, how expensive etc. While doing the task, learners use language to prepare a report on their decisions. When they have completed the task and their report, the teacher may ask them to think about the language they used while doing the task, but the main focus for learners is on the task itself.

**Teacher-centred** adjective

When the teacher leads activities in the classroom, usually from the front of the class with the learners' attention on him/her. In teacher-centred parts of the lesson the teacher might be explaining something to the learners or asking individual learners questions or asking learners to repeat models or giving instructions. If a lesson is thought to be too teacher-centred it means that learners are not being given opportunities to work together, to practise, share experiences or think for themselves.

**Teacher role** noun

This is about the different jobs a teacher can have in a class and the different ways a teacher can manage the classroom and the learners; e.g. a teacher can choose to take a controlling role, giving directions or instructions at the front of the class or to take a less controlling role, monitoring learners as they work.

**Teacher roles in the classroom**:

**Assessor** noun

Assessing learners' performance, behaviour, effort and contribution.Evaluating learners' performance, behaviour and contribution.Testing learners' progress and level.Providing feedback on work, progress, behaviour and contribution.

**Contributor** nounContributing ideas or information other than language, e.g. participating in discussions.

**Counsellor** nounGiving learners advice on difficulties they may have outside of their language class. Showing understanding of issues learners bring to the classroom from outside.

**Facilitato**r noun

Developing learner autonomy.Helping learners to access resources.Providing opportunities for individual learning. Language resource noun

Clarifying language.Correcting learner language.Consolidating learner language.Contextualising language.Eliciting language.Explaining language.Modelling language.Checking understanding of language.Personalising language. Providing language input.

**Manager** noun

Managing the learners, the lessons and procedures in the classroom, e.g. controlling the group dynamic, deciding on interaction patterns, demonstrating tasks and activities, building rapport, encouraging learners, giving instructions, motivating learners, maintaining discipline, responding to classroom problems as they happen.

**Monitor/Observer** noun

Monitoring, observing and collecting information about learner performance, behaviour, contribution, effort and progress. Keeping a written record of learners' work.

**Teacher roles outside the classroom**:

The teacher also has roles to play outside the classroom. Before a lesson, the teacher has to plan activities which may involve anticipating problems and suggesting solutions; deciding on a methodology for lessons; designing and adapting texts and materials for lessons; preparing texts and tasks for learners; selecting materials and texts for lessons. After a lesson, the teacher may reflect on his or her own performance. Reflecting on learner's progress and performance may take place after several lessons.

**Teacher talking time** (TTT) nounThis is about the time the teacher spends talking in a lesson.

**A formal assessment** of a learner's language.

**An achievement test** is used to see how well learners have learned the tests are often at the end of term or end of the year and test the main

**A diagnostic test** is used to identify problems that learners have with language or skills. The teacher diagnoses or finds out the language problems learners have. It can also be used to diagnose or find out about learner strengths. Diagnostic tests help the teacher to plan what to teach, or what not to teach, in future.

**An objective test** is a test which has only one correct answer (for each question) and is marked without using the examiner's opinion, e.g. true/false questions, multiple-choice questions. There is a clear right or wrong answer.

**A placement test** is used at the beginning of a course in a language school in order to identify a learner's level of language and find the best class for them.

**A proficiency test** is used to see how good learners are at using the target language. The contents of a proficiency test are not chosen according to what has been taught, but according to what is needed for a particular purpose, e.g. English for hotel receptionists, English for studying at university, English for general communication. Cambridge English: First and IELTS are examples of proficiency tests.

**A progress test** is used during a course in order to assess the learning up to a particular point in the course. Teachers might set progress tests weekly or in the middle of a course.

**A subjective test** is a test in which the examiner's opinion and judgement is used to decide on the quality of the answer. There isn't just one correct answer. There may be many different answers which are correct. Types of subjective test are, for example; written stories, compositions, interviews, conversations. Subjective tests can be made more reliable by using assessment criteria.

**A summative test** is used at the end of a course. The focus is on the mark or grade given and feedback is not usually provided.

**Test-teach-test** noun

An approach to teaching new language. The teacher asks learners to do a task to see how well they know a certain piece of language (this is the first test stage). The teacher then presents the language which is new for the learners (the teach stage).

Finally the teacher asks the learners to do another task using the new language correctly (this is the second test stage). This way of teaching target language can be helpful if the teacher thinks the learners may already know some of the target language. It helps the teacher diagnose what the learners need to learn so that he/she can focus only on this in the teach stage.

**Timetable fit** noun

Teachers plan timetables which provide details of the lessons they will teach in the near future. Timetable fit is about how a lesson fits logically into the sequence of lessons in a timetable; e.g. a lesson where learners talk about their last holiday goes after a lesson in which the past simple was presented and before a lesson where learners write about their last holiday.

**Timing** noun

The likely time different activities or stages in a lesson plan should take. When teachers plan lessons, they think about how long each activity will take and they usually write this on their plan.

**Total Physical Response (TPR**) noun

A method or approach to teaching in which the teacher presents language items in instructions and the learners have to do exactly what the teacher tells them; e.g. the teacher says: Stand up and the learners stand up; the teacher says: Walk to the window and the learners walk to a window in the classroom.

**True/false** question noun

A task-type in which learners read or listen to a text and decide whether statements are correct (true) or not correct (false). True/false questions can be used as comprehension tasks or as a speaking activity in which learners say if they think sentences are right or not and why they think so.

**Tutorial** noun

When a teacher talks to a learner individually or to a small group of learners to discuss their learning and give feedback on their progress in class. The teacher can use tutorials as a way of keeping learners interested and motivated.

**Visual aid** noun

A picture, a diagram or anything else learners can look at which can help teachers illustrate form or meaning..

**Visualise** verb, visualisation noun

To form a mental picture of something.Visualisation can help learners to remember new words or can be used for creative storytelling. A classroom activity where learners close their eyes and create mental images.

**Warmer** noun, warm up phrasal verb

An activity that often involves movement, which a teacher uses at the beginning of a lesson to give the class more energy. Warmers can also be used to introduce the topic of the lesson. For example, the topic of the lesson is Watching TV. The teacher asks learners who watch a lot of TV to move to stand near the door of the classroom, learners who watch a little TV to stand near the board, and learners who don't watch any TV to stand at the other side of the classroom.