

## АННОТАЦИЯ РАБОЧЕЙ ПРОГРАММЫ ДИСЦИПЛИНЫ

Методика обучения английскому языку как глобальному  
(НАИМЕНОВАНИЕ ДИСЦИПЛИНЫ)

<b>Направление подготовки (специальность)</b>	44.04.01 Педагогическое образование
<b>Направленность (профиль) подготовки</b>	Иностранные языки и межкультурная коммуникация (на английском языке)
<b>Цель освоения дисциплины</b>	ознакомление с новейшими тенденциями в области преподавания иностранных языков, с инновационными путями преподавания иностранных языков в условиях глобального кросс-культурного взаимодействия в современном мире.
<b>Общая трудоемкость дисциплины</b>	8 зачетных единиц, 288 часов
<b>Форма промежуточной аттестации</b>	Зачет - 1 семестр Экзамен 2 семестр
<b>Краткое содержание дисциплины:</b>	<p>Teaching English as a Foreign Language in multilingual and multicultural settings. Тема 1. Principles of TEFL teachers. English in the World Today. Non-Native English-Speaking Teachers in the Profession. Classroom Research, Teacher Research, and Action Research in Language Teaching. Reflective Teaching: Principles and Practices. Lesson Planning in Second/Foreign Language Teaching. Effective Professional Development for Language Teachers. TEFL teachers-community. Teaching Language Skills. Second Language Listening Comprehension: Process and Pedagogy. Teaching Second/Foreign Language Literacy to School-Age Learners. Developing Engaged Second Language Readers. Teaching Reading for Academic Purposes. Considerations for Teaching Second Language Writing. Grammar in Second Language Writing. Teaching Grammar. Spoken Grammar. Teaching and Learning Vocabulary for Second Language Learners. Large-Scale Second Language Assessment. Assessment in Second Language Classrooms</p> <p>Fluency-Oriented Second Language Teaching. Critical Thinking in the EFL Classroom as capacity of using language successfully and appropriately to achieve a communicative purpose within the limits of a given context: infer information from oral and written texts; compare and contrast ideas; identify advantages and disadvantages related to different issues; distinguish facts and opinions; write short compositions stating their point-of-view with supporting arguments; conduct surveys and analyze the information collected; examine the contents of different types of readings; use logical thinking to solve fictitious cases; examine and discuss issues from different perspectives (social, political, economic); analyze implications; judge events and peoples' views about them; judge the validity and applicability of alternative solutions; and reflect on the social impact and consequences of various issues on our community.</p> <p>Family and education. Cultural traditions of learning and learning in different countries. Learning priorities in different cultures.</p>

	<p>Teaching styles in different cultures. Styles of motivation for learning and education. Motivation in Second Language Learning Language education in different cultures. Language Learning Strategies and Styles.</p> <p>Language Policy in the Context of Ethnocultural Diversity.</p> <p>Aspects of bilingual/multilingual education. The education of ethnic and cultural minority groups. The children of migrants not being (fluent) speakers of the official/national language(s) of the host country. Bilingual/multilingual children at monolingual school. A multilingual/multicultural classroom. The course Pre-school, primary and secondary education in the context of bilingualism and multilingualism.</p> <p>Integrated Approaches of TESOL. An Overview of Language Teaching Methods and Approaches. Tools and Techniques of Effective Second/Foreign Language Teaching. Communicative Language Teaching. Teaching Language through Discourse. Content-Based and Immersion Models of Second/Foreign Language Teaching. Task-Based Teaching and Learning. Teaching Young Learners in English as a Second/Foreign. Adult Learners in English as a Second/Foreign Language Settings. English for Specific Purposes. English as a Second/Foreign Language Textbooks: How to Choose Them—How to Use Them.</p> <p>Technology-mediated language teaching in multilingual &amp; multicultural education. Adaptation the course content to the blended and online teaching environment. Using the flipped classroom approach in the technology enhanced offline and online language teaching Core principles and best practices of online teaching and learning. Technology tools to support language teaching and learning. Task-based language teaching in the technology-mediated language classroom.</p> <p>Effective instructional interaction in blended and online language classroom in multilingual and multicultural education.</p> <p>The four environments: oral synchronous, written synchronous, oral asynchronous, and written asynchronous environments. Teaching a language focus lesson online. Teaching a skills focus lesson online. Using text, sound and visuals to amplify oral and written venues. Copyright and language teaching materials writing and use. Designing online language teaching curricula. Instructional design. Virtual classroom vs. LMS (Learning Management System) in the blended and online language classroom.</p> <p>Assessment and feedback in technology-mediated language teaching in multilingual &amp; multicultural education. Technology-mediated formative and summative assessment. Test formats and task types for online language assessment. Providing explicit oral and written feedback. Providing implicit feedback. Online test-proctoring. Dealing with technical issues. Managing behaviour in the online classroom. Self-reflection practices for online language teachers.</p>
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Аннотацию рабочей программы составил Чикина Е.Е., доцент кафедры ВИЯИМОИЯ 