

Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение  
высшего образования  
«Владимирский государственный университет  
имени Александра Григорьевича и Николая Григорьевича Столетовых»  
(ВлГУ)

Педагогический институт



УТВЕРЖДАЮ

Директор института

М.В. Артамонова

2021 г.

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ**

**МЕТОДИКА ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ КАК ГЛОБАЛЬНОМУ**

(наименование дисциплины)

**направление подготовки / специальность**

44.04.01 Педагогическое образование

(код и наименование направления подготовки (специальности))

**направленность (профиль) подготовки**

Иностранные языки и межкультурная коммуникация (на английском языке)

(направленность (профиль) подготовки))

г. Владимир  
2021 год

## 1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Целью освоения дисциплины «Методика обучения английскому языку как глобальному» является ознакомление с новейшими тенденциями в области преподавания иностранных языков, с инновационными путями преподавания иностранных языков в условиях глобального кросс-культурного взаимодействия в современном мире.

Задачи дисциплины конкретизируют сформулированную цель и способствуют ее реализации:

- Сформировать у обучающихся максимально целостное представление о современном подходе к преподаванию английского языка «обучение английскому языку для носителей других языков» ( TESOL);
- Ознакомление с проблемами межкультурной образовательной коммуникации
- Ознакомление с проблемами кросс-культурной дидактики в информационном пространстве

## 2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОПОП

Дисциплина «Методика обучения английскому языку как глобальному» относится к обязательной части.

## 3. ПЛАНИРУЕМЫЕ РЕЗУЛЬТАТЫ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ

Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения ОПОП:

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине, в соответствии с индикатором достижения компетенции		Наименование оценочного средства
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	
УК-1 Способен осуществлять критический анализ проблемных ситуаций на основе системного подхода, вырабатывать стратегию действий	УК-1.1. Знает принципы сбора, отбора и обобщения информации, методики системного подхода для решения профессиональных задач. УК-1.2. Умеет анализировать и систематизировать разнородные данные, оценивать эффективность процедур анализа проблем и принятия решений в профессиональной деятельности. УК-1.3. Владеет методологией системного и критического анализа проблемных ситуаций; методиками постановки цели, определения способов ее достижения, разработки стратегий действий.	<u>знать:</u> основы методики преподавания английского языка в рамках TESOL (Teaching English for Speakers of Other Languages), EFL (English as a Foreign Language) <u>уметь:</u> отбирать методы и средства обучения EFL, адекватные уровню развития учащихся <u>владеть:</u> способностью осуществлять диагностику достигнутых результатов обучения учащихся EFL	Тестовые вопросы Практико-ориентированное задание

<p>УК-4</p> <p>Способен применять современные коммуникативные технологии, в том числе на иностранном (ых) языке (ах), для академического и профессионального взаимодействия</p>	<p>УК-4.1. Знает правила и закономерности личной и деловой устной и письменной коммуникации, современные коммуникативные технологии на русском и иностранном языках.</p> <p>УК-4.2. Умеет применять на практике коммуникативные технологии, методы и способы делового общения для академического и профессионального взаимодействия</p> <p>УК-4.3. Владеет методикой межличностного делового общения на русском и иностранном языках, с применением профессиональных языковых форм, средств и современных коммуникативных технологий.</p>	<p><u>знать:</u> современные коммуникативные технологии и подходы в рамках изучения EFL</p> <p><u>уметь:</u> применять на практике коммуникативные, культурно обусловленные технологии, методы и способы делового общения в аудиторной работе в программах изучения EFL</p> <p><u>владеть:</u> методикой Critical Thinking in the EFL Classroom в программах изучения иностранных языков TESOL</p>	<p>Тестовые вопросы</p> <p>Практико-ориентированное задание</p>
<p>УК-6</p> <p>Способен определить и реализовать приоритеты</p>	<p>УК-6.1. Знает основы планирования профессиональной траектории с учетом особенностей</p>	<p><u>знать:</u> особенности планирования занятий по изучению EFL в рамках TESOL с</p>	<p>Тестовые вопросы</p> <p>Практико-ориентированное задание</p>

<p>собственной деятельности и способы ее совершенствования на основе самооценки</p>	<p>профессиональной деятельности и требований рынка труда.  УК-6.2. Умеет планировать самостоятельную деятельность в решении профессиональных задач, подвергать критическому анализу проделанную работу, находить и использовать имеющийся опыт в соответствии с задачами саморазвития.  УК-6.3. Владеет способами управления своей познавательной деятельностью и ее совершенствования на основе самооценки и принципов образования в течение всей жизни.</p>	<p>учетом потребностей обучающихся и требований рынка труда  <u>уметь:</u>  планировать занятия по изучению EFL в рамках TESOL с учетом потребностей обучающихся и требований рынка труда  <u>владеть:</u>  навыками гибкой адаптации планов учебных программ по изучению EFL в рамках TESOL с учетом потребностей обучающихся и требований рынка труда</p>	
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<p>ОПК-2 Способен участвовать в разработке основных и дополнительных образовательных программ, разрабатывать отдельные их компоненты (в том числе с использованием информационно-коммуникационных технологий)</p>	<p>ОПК.2.1. Осуществляет разработку программ отдельных учебных предметов, в том числе программ дополнительного образования (согласно освоенному профилю (профилям) подготовки) ОПК.2.2. Демонстрирует умение разрабатывать программу развития универсальных учебных действий средствами преподаваемой(-ых) учебных дисциплин, в том числе с использованием ИКТ ОПК.2.3. Демонстрирует умение разрабатывать планируемые результаты обучения и системы их оценивания, в том числе с использованием ИКТ (согласно освоенному профилю (профилям) подготовки)</p>	<p><u>знать:</u> – Знать: возможности использования в учебном процессе современных средств обучения EFL (в том числе с использованием информационно-коммуникационных технологий); <u>уметь:</u> – использовать в разработке основных и дополнительных образовательных программ современные средства обучения EFL (в том числе с использованием информационно-коммуникационных технологий); <u>владеть:</u> Способами ориентации в профессиональных источниках информации; современными технологиями обучения EFL.</p>	<p>Тестовые вопросы Практико-ориентированное задание</p>
<p>ОПК-7 Способен взаимодействовать с участниками образовательных отношений в рамках реализации образовательных программ</p>	<p>ОПК.7.1. Определяет состав участников образовательных отношений, их права и обязанности в рамках реализации образовательных программ, в том числе в урочной деятельности, внеурочной деятельности, коррекционной работе ОПК.7.2. Проводит отбор и применение форм, методов и технологий взаимодействия и сотрудничества участников образовательных отношений в урочной деятельности, внеурочной деятельности и</p>	<p><u>Знать:</u> способы психического и педагогического мониторинга обучающихся, в том числе по программам «обучение английскому языку для носителей других языков» (TESOL). <u>Уметь:</u> использовать методы психологической диагностики для решения профессиональных задач. <u>Владеть:</u> способами осуществления психолого-педагогической</p>	

	<p>коррекционной работе в рамках реализации образовательных программ</p> <p>ОПК.7.3. Планирует и организует деятельность основных участников образовательных отношений в рамках реализации образовательных программ с учетом социальных возрастных и иных особенностей участников образовательного процесса</p>	<p>поддержки и сопровождения в условиях мультикультурного и мультилингвального образования;</p>	
<p>ПК-2</p> <p>Способен исследовать и проектировать процесс обучения на основе обоснованных форм, методов и приемов организации деятельности обучающихся в образовательных организациях соответствующего уровня образования</p>	<p>ПК.2.1. Владеет современными методами научно-исследовательской работы в области образования и воспитания</p> <p>ПК.2.2. Способен проектировать процесс обучения на основе обоснованных форм, методов и приемов организации урочной и внеурочной деятельности обучающихся</p> <p>ПК.2.3. Способен формулировать и выполнять исследовательские задачи в своей научно-методической деятельности</p>	<p><u>Знать:</u> современные методы научно-исследовательской работы в области образования и воспитания в условиях мультикультурного и мультилингвального образования</p> <p><u>Уметь:</u> проектировать процесс обучения EFL на основе обоснованных форм, методов и приемов организации урочной и внеурочной деятельности обучающихся в условиях мультикультурного и мультилингвального образования</p> <p><u>владеть:</u> реализовывать на практике исследовательские научно-методические задачи в условиях мультикультурного и мультилингвального образования</p>	

<p>ПК-4. Способен организовать индивидуальную и совместную учебно-проектную деятельность обучающихся в соответствующей предметной области</p>	<p>ПК.4.1. Умеет определять и формулировать цели и задачи индивидуальной и совместной учебно-проектной деятельности обучающихся в своей предметной области ПК.4.2. Применяет различные приемы мотивации к учебно-проектной деятельности и командной работе обучающихся ПК.4.3. Применяет современные формы и методы учебного проектирования в своей предметной области</p>	<p><u>знать:</u> – цели и задачи индивидуальной и совместной учебно-проектной деятельности обучающихся EFL в условиях культурного разнообразия; <u>уметь:</u> – Применять различные приемы мотивации к учебно-проектной деятельности и командной работе обучающихся EFL в условиях культурного разнообразия; <u>владеть:</u> навыками учета культурных особенностей учащихся при реализации совместной учебно-проектной деятельности.</p>	<p>Тестовые вопросы Практико-ориентированное задание</p>
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#### 4 ОБЪЕМ И СТРУКТУРА ДИСЦИПЛИНЫ

Трудоемкость дисциплины составляет 8 зачетных единиц, 288 часов

##### Тематический план

форма обучения – очная

№ П / П	Наименование тем и/или разделов/тем дисциплины	Семестр	Неделя семестра	Контактная работа обучающихся с педагогическим работником				СРС	Формы текущего контроля Успеваемости, форма промежуточной аттестации (по семестрам)
				Лекции	Практические занятия	Лабораторные работы	в форме практической подготовки		
1	Teaching English as a Foreign Language in multilingual and multicultural settings	1	1-6	6				54	Рейтинг-контроль № 1 (6 неделя)
2	Cultural traditions of learning and learning in different countries.	1	7-12	6				54	Рейтинг-контроль № 2 (12 неделя)

3	The foundations of teaching languages with the use of technologies in multicultural education.	1	13-18	6				54	Рейтинг-контроль № 3 (18 неделя)
Всего за 1 семестр			18	18				162	зачет
1	Teaching English as a Foreign Language in multilingual and multicultural settings	2	1-6		6		3	15	Рейтинг-контроль № 1 (6 неделя)
2	Cultural traditions of learning and learning in different countries.	2	7-12		6		3	15	Рейтинг-контроль № 2 (12 неделя)
3	The foundations of teaching languages with the use of technologies in multicultural education.	2	13-18		6		3	15	Рейтинг-контроль № 3 (18 неделя)
Всего за 2 семестр			18		18			45	Экзамен (45 ч.)
Наличие в дисциплине КП/КР									
Итого по дисциплине			18	18	18			180	Зачет - 1 семестр Экзамен (45 ч.) - 2 семестр

### **СОДЕРЖАНИЕ ЛЕКЦИОННЫХ ЗАНЯТИЙ ПО ДИСЦИПЛИНЕ.**

РАЗДЕЛ 1. Teaching English as a Foreign Language in multilingual and multicultural settings.

Тема 1. Principles of TEFL teachers.

Содержание темы.

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.

Тема 2. Teaching Language Skills.

Содержание темы.

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

Тема 3. Critical Thinking in the EFL Classroom.

Содержание темы.

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.

РАЗДЕЛ 2. Cultural traditions of learning and learning in different countries.

Тема 1. Cultural tradition in education..

Содержание темы

Family and education. Cultural traditions of learning and learning in different countries. Learning priorities in different cultures. 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.

Тема 2. Language Policy in the Context of Ethnocultural Diversity.

Содержание темы.

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.

Тема 3. Integrated Approaches of TESOL.

Содержание темы.

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.

РАЗДЕЛ 3. The foundations of teaching languages with the use of technologies in multicultural education.

Тема 1. Technology-mediated language teaching in multilingual & multicultural education.

Содержание темы.

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.

Тема 2. Effective instructional interaction in blended and online language classroom in multilingual & multicultural education.

Содержание темы.

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.

Тема 3. Assessment and feedback in technology-mediated language teaching in multilingual & multicultural education.

Содержание темы.

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.

### **Содержание практических занятий по дисциплине**

**РАЗДЕЛ 1. Teaching English as a Foreign Language in multilingual and multicultural settings.**

**Тема 1. Principles of TEFL teachers.**

**Содержание темы.**

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.

**Тема 2. Teaching Language Skills.**

**Содержание темы.**

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

**Тема 3. Critical Thinking in the EFL Classroom.**

**Содержание темы.**

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**Содержание темы.**

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РАЗДЕЛ 3. The foundations of teaching languages with the use of technologies in multicultural education.

Тема 1. Technology-mediated language teaching in multilingual & multicultural education.

Содержание темы.

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.

Тема 2. Effective instructional interaction in blended and online language classroom in multilingual & multicultural education.

Содержание темы.

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.

Тема 3. Assessment and feedback in technology-mediated language teaching in multilingual & multicultural education.

Содержание темы.

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.

## **5. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ, ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ИТОГАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ И УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ**

### **5.1. Текущий контроль успеваемости**

#### **Примерные задания для проведения рейтинг-контроля**

##### **1 семестр**

##### **Рейтинг-контроль 1**

1. Assessment is only tests and quizzes.

- True
- False

2. Which is a question teachers should consider first when developing assessment?

- How many questions to write for the test?
- When should the test be given?
- Why are the students being assessed?

- What kind of questions should be on the test?
3. Which is an example of direct assessment?
- Fill-in-the blank sentences in a grammar test.
- True-false questions testing reading comprehension.
- A exercise matching vocabulary with definitions.
- Recording short spoken answers to questions about daily life.
4. Why might students prefer a multiple choice question?
- The answer appears in the test.
- Guessing is fun.
- They can use language.
- They are easy to score.
5. What is an advantage of using multiple choice?
- They are easy for teachers to write.
- It is the best way to test grammar directly.
- Beginning learners don't have to produce language.
- It gives students choices.
6. Which is NOT a difference between fill-in-the-blank questions and multiple choice?
- Fill-in-the blank answers are harder to score.
- Multiple choice questions are harder to write.
- Fill-in-the blank answers are easier to control.
- Fill-in-the blank questions elicit production.
7. Indirect assessment is often used in assessing communicative competence.
- True
- False

#### Discussion questions

1. As a teacher, what have you done to promote your professional competence?
2. Discuss in what ways the following can help you develop professionally. Which ones contribute most to your professional development? teaching journal materials development feedback from colleagues learner feedback seminars and workshops
3. Some teachers seem to stop developing at some stage in their career. What do you think are the reasons?
4. How important is your work environment in promoting your professional growth?
5. In what ways has your philosophy of teaching changed over the years? Give some concrete examples.
6. What is the role of in-service, teacher-training programs in teachers' professional development?

#### Рейтинг-контроль 2

1. What is a good reason to use direct assessment?
- To make scoring easier for students and teachers.
- To motivate students to use the language.
- To add variety in the test.

- To punish students who aren't working hard.
2. Teachers should ONLY use direct assessment.
    - True
    - False
  3. Which is a solution to help low proficiency learners with direct assessment?
    - Use examples to show students how to do the task.
    - Give feedback that is numerical.
    - Provide many different tasks for students to choose from.
    - Use longer questions so the teacher is doing most of the talking.
  4. Why is it difficult to interpret the scores from direct assessment? (choose the best answer)
    - Direct assessment is too subjective for scoring numerically.
    - Sometimes students are on the borderline between score levels.
    - The scores need to be considered along with the rubrics used to evaluate the performance.
    - Longer performances take more time to score and teachers may get tired and score lower.
1. The use of a test is important to its validity.
    - True
    - False
  2. Which is an example of a reliability problem?
    - A listening test that requires strong reading skills to perform.
    - A rubric that is confusing to the teacher scoring performances.
    - Test items that are numbered incorrectly.
    - Using both multiple choice and performance tasks in a test.
1. What experience do you have of learning a second or foreign language? How would you characterize the teacher's teaching method? How effective did you find it?
  2. What do you understand by a teaching "method" and what is the source of different methods? How do methods often differ from one another?
  3. Is your teaching based on a particular method of teaching? If so, how did you learn to teach in this way?
  4. Do you agree that the notion of "method" presents a restrictive view of the nature of teaching? When might it be useful to teach according to a specific method?
  5. How do you understand the differences between an "approach" and a "method"? Is this a useful distinction?
  6. Why do you think many teachers are attracted to the idea of "a best method"?
  7. What are the three most important principles that you think a teacher has to be aware of in teaching an ESL class? Where do these (and other principles) come from?
  8. Some learners appear to be more effective language learners than others because they use more effective learning strategies. What do you understand by a "learning strategy"? Can you give examples of strategies that successful learners might use?
  9. How important do you think risk taking is in language learning?
  10. What role do you think motivation plays in learning a language? How can learner motivation be developed?
  11. Which of these words do you think can be used to describe teaching? What view of teaching do these terms suggest to you: a science, a profession, an art, a craft, a technology, an industry?

12. What role does theory play in shaping teaching practice? Is good practice dependent on theory?

Рейтинг-контроль 3

1. What is a benefit of using Assessment for Learning?

- Students build self-awareness about their learning.
- Teachers save time by having students write tests.
- The course curriculum can be separated from assessment.
- It emphasizes communicative language teaching.

2. Which is NOT an example of Assessment for Learning?

- Working as a whole class to score sample speaking performances using a rubric.
- Asking students to define what "good" listening skills are in a second language.
- Explaining to students that their final exam will be the major part of their grade.
- Letting students indicate how well they have understood the material in an assigned chapter.

3. Which strategy is about teaching conversation?

- A) Rules and structure
- B) Perfection versus intelligibility
- C) Input and output

4. Which tasks correlate with teaching Speaking?

- A) Complete the chart with the phrases
- B) Simulate the situation
- C) Fill in the gaps with the correct form of the verb

5. Which of the teacher's roles is characteristic of teaching conversation?

- A) Participant
- B) Facilitator
- C) Supervisor

6. Levels of CC

- A) Low – Middle – High
- B) Beginner – Intermediate - Advanced
- C) Poor – Average – Good – Excellent

7. What are the requirements of the level in English on finishing school?

- A) A2 B) B1 C) B2

8. What is the meaning of the word 'elicit'?

- A) to find out something by asking students whether they know it
- B) to find out some information by asking careful questions
- C) to make sure everybody understands you

**2 семестр**

Рейтинг-контроль 1

Analyze one chosen text-book for EFL. Look for the following seven features:

1. Topics. Will they engage the students' interests? What are they based on — experience, materials in the book such as readings and pictures, activities and inquiries beyond the classroom, or out-of-the-blue random topics? Are the topics culturally appropriate for your students? Is the content relevant and engaging?
2. Types of writing. Are the students writing essays, letters, or paragraphs? Is that what they need to be writing?
3. Opportunities for and instruction in methods of generating ideas. Which of the following are included: brainstorming, free writing, listing, mapping, outlining? Which are appropriate for your students?

4. Instruction on principles of rhetorical organization. What information is provided to help students organize various types of writing — letters, description, narration, exposition, and argument, for example — and which types do your students need to practice?
5. Opportunities for collaboration. Is group work a part of the activities? If so, how are collaborative activities viewed in your culture?
6. Opportunities for revision. Are students encouraged and directed to write drafts? Does the book provide instruction on what to do at various stages? Does your curriculum allow for revision of essays?
7. Instruction in editing and proofreading. What can students learn from the book about how to edit their own work? What instruction is provided in finding and editing grammatical errors?

#### Рейтинг-контроль 2

1. Find three language course syllabuses that are aimed at different groups of learners (from your place of work, online, or in course books, or use the syllabuses in Figures 1, 2, and 3). Create a chart or graphic display that shows how the syllabuses are similar and how they are different. What accounts for the differences?
2. You have been asked to evaluate a new curriculum plan for a language institute. Write a letter to the language institute in which you explain to them what you will need to evaluate the plan.
3. Create your own template for a syllabus.
4. Rewrite a syllabus from one of your courses (or a course that you are familiar with), incorporating ideas and information from this chapter.

#### Рейтинг-контроль 3

1. Select a listening text based on a subject matter that your classmates are unlikely to be familiar with. Play the recording, or read the text out loud to your classmates. Do not at any time tell them what the text is about. At the end of the listening, have each person reflect on the experience, telling the others what they think the text is about and how they tried to make sense of what they heard. Review some of the cognitive processes explained in this chapter, and use your understanding to explain what your classmates were trying to do.
2. For each task, plan a one-hour listening lesson for a group of students you have in mind, decide what listening skills are being practiced and what listening outcomes are appropriate for the task, and then explain what type of listening text or interaction scenarios you would use for the lesson. Your lesson should include a pre-listening and a post-listening activity. One of the activities must include a clear metacognitive dimension. Write the outline of the lesson in the format that is recommended in your course. If you have access to an ESL/EFL class, present the lesson in the class and share with your classmates how the lesson went.
3. Make a list of useful questions and phrases that you can teach your students to say when they need to ask for: (a) repetition; (b) explanation; (c) verification; (d) rephrasing; and (e) examples.
4. Work with a partner.. Listen/view the text, and make notes individually. Then share your notes with each other, and identify differences and similarities in what you thought and did. Discuss the reasons for these similarities and differences, and identify one or two things you have learned about the listening process through this activity. Share your ideas with the rest of the class.

### **5.2 Промежуточная аттестация по итогам освоения дисциплины (1 семестр, зачет)**

#### **Примерная тематика вопросов к зачету:**

1. English in the World Today. Non-Native English-Speaking Teachers in the Profession. Principles of TEFL teachers.
2. Classroom Research, Teacher Research, and Action Research in Language Teaching.
3. Reflective Teaching: Principles and Practices.
4. Lesson Planning in Second/Foreign Language Teaching.

5. Effective Professional Development for Language Teachers. TEFL teachers-community.
6. Second Language Listening Comprehension: Process and Pedagogy.
7. Teaching Second/Foreign Language Literacy to School-Age Learners.
8. Developing Engaged Second Language Readers. Teaching Reading for Academic Purposes.
9. Considerations for Teaching Second Language Writing. Grammar in Second Language Writing. Teaching Grammar. Spoken Grammar. Teaching and Learning Vocabulary for Second Language Learners.
10. Assessment in Second Language Classrooms
11. Fluency-Oriented Second Language Teaching. Critical Thinking in the EFL Classroom
12. Cultural traditions of learning and learning in different countries. Learning priorities in different cultures.
13. Teaching styles in different cultures.
14. Styles of motivation for learning and education. Motivation in Second Language Learning
15. Language education in different cultures. Language Learning Strategies and Styles.
16. Aspects of bilingual/multilingual education. The education of ethnic and cultural minority groups.
17. Bilingual/multilingual children at monolingual school. A multilingual/multicultural classroom.
18. The course Pre-school, primary and secondary education in the context of bilingualism and multilingualism.

**(2 семестр, экзамен)**

**Примерная тематика вопросов к экзамену:**

1. An Overview of TESOL Methods and Approaches.
2. Teaching Language through Discourse.
3. Content-Based and Immersion Models of Second/Foreign Language Teaching.
4. Task-Based Teaching and Learning.
5. Teaching Young Learners in English as a Second/Foreign.
6. Adult Learners in English as a Second/Foreign Language Settings.
7. English for Specific Purposes.
8. English as a Second/Foreign Language Textbooks: How to Choose Them—How to Use Them.
9. Adaptation the course content to the blended and online teaching environment.
10. The flipped classroom approach in the technology enhanced offline and online language teaching.
11. Core principles and best practices of online teaching and learning.
12. Technology tools to support language teaching and learning.
13. Task-based language teaching in the technology-mediated language classroom.
14. The four environments: oral synchronous, written synchronous, oral asynchronous, and written asynchronous environments.
15. Teaching a language focus lesson online.
16. Teaching a skills focus lesson online.
17. Using text, sound and visuals to amplify oral and written venues. Copyright and language teaching materials writing and use.
18. Designing online language teaching curricula. Instructional design.
19. Virtual classroom vs. LMS (Learning Management System) in the blended and online language classroom.
20. Technology-mediated formative and summative assessment.
21. Test formats and task types for online language assessment.
22. Providing explicit oral and written feedback. Providing implicit feedback.
23. Online test-proctoring.
24. Dealing with technical issues.



25. Managing behaviour in the online classroom. Self-reflection practices for online language teachers.

### 5.3. Организация самостоятельной работы студентов

Самостоятельная работа студентов является неотъемлемой частью дисциплины «Основы коммуникативистики» и рассматривается как отдельный вид учебной деятельности, который выступает как важный резерв фактора учебного времени.

Виды самостоятельной работы: проблемные вопросы, обсуждение проблемных ситуаций, практические задания и кейсы по курсу. Контроль самостоятельной работы осуществляется на практических занятиях посредством устных ответов и представления презентаций.

Учебно-методическое обеспечение самостоятельной работы студентов:

1. Основы профессиональной межкультурной коммуникации: Учебник / Н.В. Барышников. - М.: Вузовский учебник: НИЦ ИНФРА-М, 2014. - Режим доступа: <http://www.iprbookshop.ru/3788.html>.— ЭБС «IPRbooks»

2. Колкова М.К. Современная методика соизучения иностранных языков и культур. — СПб.: КАРО, 2011. - Режим доступа: <http://www.iprbookshop.ru/19985.html>.— ЭБС «IPRbooks»

3. Енбаева Л.В. Практикум по профессионально-ориентированному общению. Профессиональная коммуникация учителя английского языка — Пермь: Пермский государственный гуманитарно-педагогический университет, 2013. - Режим доступа: <http://www.iprbookshop.ru/8397.html>.— ЭБС «IPRbooks»

#### **Примерные задания для самостоятельной работы студентов**

1.

- Locate an English as a second language (ESL) or EFL student who is taking courses through the medium of English. Interview this student about the academic listening challenges that he or she encounters.
- Search for lectures on the Internet. You could try, for example, MIT Open Courseware (<http://ocw.mit.edu/index.htm>) or Open Yale Courses (<http://oyc.yale.edu/>). Record a short extract of a lecture and transcribe it.
- Based on your lecture transcription from Activity 2, identify the features that characterize it as an academic text.
- Design some additional tasks or activities that might accompany the lecture text used in this chapter.

2.

- Drawing on the ideas presented in this chapter, discuss what you believe are the essential differences between literary and nonliterary texts. Which of these types of texts do you read primarily and why?
- Discuss what you believe are the major advantages and disadvantages of using literary texts with L2 students.
- Do you think explicit attention should be given to examining the form of literary texts in L2 classrooms? What reasons do you have for your opinion? Do you believe this attention to form detracts from students' aesthetic experience with a text? Why or why not?
- *...even though there are differences between dialogues in literary texts and natural conversation, such material is valuable in developing students' pragmatic competence...* Do you agree? Why or why not?

3.

Select a short story that you believe will be engaging for a group of language learners you are familiar with. Then design one of the following activities:

- an activity that encourages students to draw on the text to support their opinion of a particular character in the story

- an activity that encourages students to explore how the text would be different if told from another point of view
- a series of activities that involves the development of all four skills: reading, writing, speaking, and listening

Select a piece of literature that exhibits several cultural schemata. Begin by analyzing the cultural schemata that exist in the text, listing specific details that contribute to each of the schemata. Then describe how you can make these schemata accessible to a particular group of language learners.

Select a second language textbook that uses literary texts as content. Then review the follow-up activities that are included in the text, and discuss whether you believe the activities contribute primarily to students' aesthetic reading of the text or to their efferent reading of the text.

4.

- In your state, region, or country, what is meant by the term *bilingual*? Which languages does this term usually refer to, and which of these are found in the educational system? At what levels are they used/taught?
- In your teaching context, why are teachers, students, and families interested in bilingual approaches to language learning? What kinds of goals do they hope to achieve?
- In your locality, are there any other institutions, community groups, or broadcast media where the use of a language other than the dominant one is usual? Identify any settings where the use of another language is a regular occurrence; comment on whether and how the use of language in such a setting might promote an interest in bilingual instruction in that language.
- In your view, is comprehensive academic literacy in two languages a reasonable goal for students enrolled in the bilingual programs you know about? Why or why not? What conditions are conducive to the development and maintenance of literacy in two languages?
- U.S. instructors: Look at the content of propositions such as California's Proposition 227 (1998) or Arizona's Proposition 203 (2000). Then search for websites advocating English-only policies. Summarize the arguments presented. Based on the information provided in this chapter and your own experiences, how would you counter these arguments?
- Observe an ESL or EPB class that uses literary texts. Describe the activities in the class that contribute to students' awareness of the language in the text and activities that develop students' awareness of the cultural schemata in the text.

5.

- Call your local school district to find out whether they have any classrooms that follow a bilingual model. If they do, visit a class for an hour or two to observe some typical classroom activities and see how the teachers and students negotiate the use of two languages.
- If there are any bilingual programs located at schools (public or private) near you, arrange to talk with one of the teachers in the program. Ask the teacher how the curricular design and materials are employed to develop proficiency in two languages. Examine the materials used for literacy instruction in each language to get some idea of the language models used to help students become biliterate.
- Gather some information on student assessment from one or two schools or school districts with bilingual programs. What kinds of student assessments are regularly administered and in what language? If the district includes non-native speakers of English, are testing and assessment requirements modified or altered in any way to accommodate them? If so, how?
- Ask staff members from schools serving different levels of students (elementary, middle school, or secondary) how they address issues of family contact and community outreach. Gather samples of any communications sent to students' homes. Find out which languages are used to communicate with families; also find out how often and why families are asked to

come to the school. Do you think such modes of outreach are likely to engage students' families? Why or why not?

Contact the legislative analyst's office for your state or region to see whether any legislation affecting language use or study has been proposed within the last two years. Identify the sponsors and the intent of this legislation. If it has passed, ask some bilingual and teachers of English language learners if it has affected their work in any way.

Фонд оценочных материалов (ФОМ) для проведения аттестации уровня сформированности компетенций обучающихся по дисциплине оформляется отдельным документом.

## 6. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

### 6.1. Книгообеспеченность

Наименование литературы: автор, название, вид издания, издательство	Год издания	КНИГООБЕСПЕЧЕННОСТЬ
		Наличие в электронном каталоге ЭБС
<b>Основная литература</b>		
1. Основы профессиональной межкультурной коммуникации: Учебник / Н.В. Барышников. - М.: Вузовский учебник: НИЦ ИНФРА-М	2014	<a href="http://znanium.com/catalog/product/408974">http://znanium.com/catalog/product/408974</a>
2. Колкова М.К. Современная методика соизучения иностранных языков и культур.— СПб.: КАРО	2011	<a href="http://www.iprbookshop.ru/19985.html">http://www.iprbookshop.ru/19985.html</a>
3. Енбаева Л.В. Практикум по профессионально-ориентированному общению. Профессиональная коммуникация учителя английского языка — Пермь: Пермский государственный гуманитарно-педагогический университет	2013	<a href="http://www.iprbookshop.ru/8397.html">http://www.iprbookshop.ru/8397.html</a>
<b>Дополнительная литература</b>		
1. Кочетунова Н.А. Телекоммуникационные проекты в обучении иностранному языку — Новосибирск: Новосибирский государственный технический университет	2010	<a href="http://www.iprbookshop.ru/44860">http://www.iprbookshop.ru/44860</a>
2. Новые педагогические и информационные технологии в системе образования : учебное пособие для вузов / Е. С. Полат [и др.] ; под ред. Е. С. Полат .— 3-е изд., испр. и доп. — Москва : Академия	2008	
3. Матвиенко, Л. М. Современные образовательные технологии в преподавании иностранного языка: презентации и проекты. Учебно-методическое пособие / Л. М. Матвиенко, Н. А. Сысоева. — Саратов : Вузовское образование	2017	<a href="http://www.iprbookshop.ru/59229.html">http://www.iprbookshop.ru/59229.html</a>

### 6.2. Периодические издания

Журнал «Иностранные языки в школе»

### **6.3. Интернет-ресурсы**

Forum [English Teaching Forum]

The Internet TESL Journal

EFL ESL ELL: Free Journals

<https://www.schoology.com/blog/flipped-classroom>

<https://elearningindustry.com/the-flipped-classroom-guide-for-teachers>

## **7. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ**

Для реализации данной дисциплины имеются специальные помещения для проведения занятий лекционного типа, оборудованные мультимедийным проектором.

Перечень используемого лицензионного программного обеспечения:

Microsoft office 2007-2010

Media Player Classic

Daum pot player

