

Образовательная программа курсов повышения квалификации педагогов «Современная методика преподавания английского языка в соответствии с государственным общеобязательным стандартом образования Республики Казахстан» для учителей английского языка организаций среднего образования с казахским и русским языками обучения.

1. Общие положения

1. Образовательная программа курсов повышения квалификации педагогических кадров «Современная методика преподавания английского языка в соответствии с государственным общеобязательным стандартом образования Республики Казахстан» (далее – Программа) разработана Общественным объединением учителей английского языка Северо-Казахстанской области и г.Петропавловска «АТЕНК» с учетом требований государственного общеобязательного стандарта образования РК для учителей английского языка организаций среднего образования с казахским и русским языками обучения.

2. Программа направлена на развитие у учителей профессиональных компетенций по современной методике преподавания английского языка в соответствии с требованиями государственного общеобязательного стандарта образования Республики Казахстан (далее – ГОСО).

2. Глоссарий

Action plan - something an observer and teacher might agree on at the end of an observation.

Activity - an activity is a general term to describe what learners are required to do, using the target language, at any one stage in the course of a lesson, and can include anything from exercises and drills (where the focus is primarily on the manipulation of the forms of the language) to tasks and project work (where the emphasis is on creating meaningful interaction or meaningful texts).

Acquisition - the way people learn their mother tongue.

Approach – method.

Appropriacy, appropriateness - if you use language *appropriately*, you use it in a way that is suitable for the context, including the cultural context.

Assessment - assessment refers to the different ways of collecting information about a learner's progress and achievement. One of these ways is by testing the learner but testing and assessment are not necessarily the same thing. Assessment

may include informal procedures such as those carried out by the teacher in the course of a lesson.

Authentic - something produced for native speakers rather than language learners.

Authentic text Text (written or spoken) that is produced for native speakers, not learners.

Bilingual - able to speak two languages fluently.

Bodily/kinesthetic intelligence - this is one of Dr. Howard Gardner's Multiple Intelligences, and refers to the ability to understand, move and use one's body well. Dr. Gardner published his theory in 1983. He believes that everyone is born with several intelligences. Some people are stronger in some areas than others, but everyone has the potential to develop every intelligence. Dr. Gardner believes that each intelligence should be developed, as each will improve overall intelligence.

Buzz group - this is a method of livening up a discussion or a lecture. Every so often during a discussion/lecture, pair or group pupils and have them summarise the previous part and decide if they agree or disagree, then move on to the next part and do the same.

Cognitive skills - thinking skills.

Cohesive devices - the glue that holds a text together, such as conjunctions, (and, but, however, consequently), substitution and referencing.

Communicative approach - is an umbrella term used to describe a major shift in emphasis in language teaching that occurred in Europe in the 1970s. Essentially, the shift was away from teaching language systems (such as vocabulary and grammar) in isolation to teaching people how these systems are used in real communication. Put another way, there was a shift from viewing *linguistic competence* along as being the goal of language learning.

Concept question - a concept question is a question designed to check or to guide learners' understanding of the meaning of a new word or grammar item.

Constructive - helpful.

Constructivism - constructivism is a theory of learning that claims that individuals actively construct knowledge, rather than passively receiving it. They do this by filtering and organizing their experience so as to match their existing knowledge (or mental representations) of the world. If there is a mismatch between their experience and their existing mental representations, they restructure the latter to accommodate the new information.

Content and language integrated learning - teaching a subject, such as geography, natural science, or history, *through* English, to learners whose first language is not English. Is known as content and language integrated learning (CLIL). It is also known as content-based teaching. CLIL belongs firmly in the tradition of the strong form of the communicative approach, in that there is no predetermined language syllabus. Instead, instruction is organized slowly around the content.

Controlled activities - activities that have language and an output largely controlled by the teacher, rather than the learners.

Criteria-based assessment - evaluation of student learning achievements against predefined criteria. It differs from “norm referenced” assessment approach, in which work/people are assessed in terms of how well other people do.

Deductive learning, deduction - deductive learning occurs when a rule or generalization is first presented to the learners, and then they go on to apply it in practice activities. This contrasts with an inductive approach, where the learners themselves generalize the rule from examples, before practicing it.

Developmental feedback - feedback that promotes positive change and gives examples of how to bring about the change.

Drills (where the focus is primarily on the manipulation of the forms of the language) to tasks and project work (where the emphasis is on creating meaningful interaction or meaningful texts).

Extensive listening skills - when we listen to a long text over an extended period of time.

Facilitation - to facilitate a process, such as language learning, is to help make it happen. Facilitation is a way of thinking about teaching that recognizes the fact that teachers do not directly *cause* learning, but that they can provide the conditions in which learning happens.

Feedback - feedback is the information, either immediate or delayed, that learners get on their performance.

First draft - the first piece of writing produced by the writer, which will probably need rewriting after editing.

Freer activities - activities that have language and an output produced largely by the learners, rather than the teacher.

Genre - a type of writing, which usually has an identifiable style or format, e.g. a formal letter, a postcard, a news article, a book review, etc.

Genre approach - a method of studying content by analysing different text types in terms of vocabulary, grammar, format, etc.

Grammar-translation method - grammar-translation is a language teaching method that developed out of the way that classical languages (such as Latin and Greek) were traditionally taught. It wasn't fully formalized until the mid-nineteenth century, when it became institutionalized in schools in Germany. First known as the Prussian Method, it was only later called *grammar-translation*. The *grammar* part comes from the fact that grammar is taught deductively (→ deductive learning) and that grammatical accuracy is highly prioritized.

Inductive learning, induction - induction is the process of working out rules on the basis of examples. It is also called discovery learning. It contrasts with deductive learning, in which learners are presented with rules which may then go on to apply.

Information gap - this is a speaking activity where each participant needs information from the other. Typically, each has half the information, and they need to ask for the rest of the information. It can also be between more than two people.

Input - input is the spoken or written language that learners are exposed to. You cannot learn a language without input. Less clear is whether input alone is enough.

Intensive listening skills - when we listen in order to examine a piece of language; for example, to study the grammar or pronunciation of it.

Interactional listening - when the main purpose is to establish a relationship with the speaker(s).

Interlanguage - the learner's version of the target language, before s/he has learnt to use it correctly.

Language learning - the process of learning a second/third language, usually at school.

Lead-in - a short activity that introduces a topic.

Learner-centered instruction, learner-centeredness - learner-centered instruction aims to give learners more say in areas that are traditionally considered the domain of the teacher of the institution.

Learning style - your learning style is your preferred way of learning.

Lesson plan - a lesson plan is a document that maps out the teacher's intentions for the lesson. It reflects the teacher's planning decisions as well as the teacher's understanding of the principles of lesson design.

Lexical chunks - phrases or groups of words that can be learned as one lexical item, e.g. 'looking forward to it', 'see you later', 'give me a break', etc.

Method - a method is a system for the teaching of a language that is based either on a particular theory of language or on a particular theory of learning, or (usually) on both. The well-known methods are grammar-translation, the direct method, and the communicative approach.

Multiple intelligence - intelligence is usually thought of as being a single, inborn capacity. But the theory of multiple intelligences (MI), as first proposed by Howard Gardner, views intelligence as being multidimensional. These are:

- verbal/linguistic
- logical/mathematical
- visual/spatial
- bodily/kinesthetic
- musical/rhythmic
- interpersonal, ie, the ability to understand other people's feelings and wishes
- intrapersonal, ie, the ability to understand oneself

The last two share characteristics of what has also been called *emotional intelligence*.

Open-ended questions - questions that do not require a yes or no answer.

Outcome - end result.

PPP - PPP stands for *presentation-practice-production*. It describes a three-stage model of lesson design that has prevailed in ELT methodology for the past half-century. It also underpins the sequencing of most published ELT materials.

Passive - not actively participating in something.

Peer check - this is a method of checking answers. Before eliciting feedback from the whole class, the teacher will often tell pupils to check their answers together in pairs or groups. This builds confidence and will mean the teacher gets more response to elicitations.

Post-reading task - a task that encourages learners to use information they gained from reading a text.

Pre-reading task - a task that helps learners tune into a text before reading it, which aids their understanding.

Pre-teach – a stage to help students prepare for a more challenging activity to follow.

Procedure - the detail of what is happening at each stage of the lesson.

Process-oriented activities - writing activities that guide learners through some or all of the stages of the natural process of writing, i.e. thinking about the readers' needs, gathering ideas, planning the writing, writing a first draft, editing, writing a final draft, etc.

Product-oriented activities - writing activities that give learners practice in producing the final writing product, usually by interacting with it in some way, e.g. a gap-fill.

Reflection, reflective teaching - when you reflect on your teaching, you think back on it, in order to understand it better, and to take steps to improve it. Reflection is seen as a key stage in an experiential learning cycle that also includes *planning*, *action* and *learning*.

Remote monitoring - this is a method of monitoring classes, where the teacher remains in the background and monitors unobtrusively. The teacher will then give feedback after the task is finished.

Role play - this is a speaking activity that requires the participants to adopt roles. It very often has role cards and requires preparation for the role. Examples could include a shopkeeper and customer; a debate between businesspeople and environmentalists; a call centre staff member and a member of the public.

Scaffolding - scaffolding is the temporary support that surrounds a building under construction. The term is used metaphorically to describe the temporary *interactional* support that is given to learners while their language system is 'under construction'.

Schemata - the mental picture a person has about a topic, based on past experiences.

Self-conscious - very aware of what other people think of you.

Settler - an activity to calm students down.

Schemata - the mental picture a person has about a topic, based on past experiences.

Spatial reasoning test - a test requiring you to think about objects in relation to space.

Speech genre - this is a variety of speech found in a particular place, for a particular purpose or result, between particular people, using a particular channel (i.e. face-to-face; mobile). Examples could include chatting with a friend, giving instructions, making a presentation or telling a joke.

Stirrer - an activity that quickly gets students engaged, interested and excited.

Synthesise - to combine different parts to make a new and more complex product.

Teachers' association - most countries and regions have professional, non-governmental, associations for teachers of English. Membership normally entails an annual fee, in return for which members may attend national and/or regional conferences and workshops, as well as receive a newsletter or magazine. These associations may also function as lobby groups, representing the interests of English teachers and students to the relevant government authorities.

Teacher talk - teacher talk is the term used to describe the variety of language used by teachers when addressing learners.

Transactional listening - when the main purpose is to transfer knowledge from the speaker(s).

Verbal/linguistic intelligence - this is one of Dr. Howard Gardner's Multiple Intelligences and refers to one's ability to understand and use language well to communicate. Dr. Gardner published his theory in 1983. He believes that everyone is born with several intelligences. Some people are stronger in some areas than others, but everyone has the potential to develop every intelligence. Dr. Gardner believes that each intelligence should be developed, as each will improve overall intelligence.

Visual or graphic organiser - a tool for displaying content visually.

Webquest - webquest is the term that has been coined to refer to an educational task that is carried out by means of the internet.

Warmer – a short activity normally at the beginning of the lesson.

While-reading task - a task that motivates learners to read a text.

3. Тематика Программы

Учебно-тематический план курса в режиме очного обучения

№	Тематика занятий	Тренин г	Заняти я по выбор у	Презентац ия мини- урока /	Тестирован ие	Всег о

1	Модуль 1. Законодательные и нормативно- правовые акты регламентирующ ие профессиональну ю деятельность учителей английского языка	4				4
1.1	ГОСО, ГПРОН 2020-2025	2				2
1.2	Закон «О статусе педагога», Приказ «Об утверждении Правил присвоения (подтверждения) квалификационны х категорий педагогам»	2				2
2	Модуль 2. Психолого- педагогическое обеспечение образовательной деятельности педагогов	6				6
2.1	Обучение тому, как учиться. Освоение vs. изучения языка	2				2
2.2	Теория множественного интеллекта: стили обучения	2				2
2.3	Эмоциональный интеллект и профессиональное выгорание педагогов	2				2

3	Модуль 3. Современная методика преподавания английского языка в контексте обновленного содержания образования	58		4		62
3.1	Введение в обучение	1				1
3.2	Обзор учебной программы и учебных планов по предмету «Английский язык»	2				2
3.3	Постановка SMART целей урока с учетом таксономии Б.Блума	4				4
3.4	Использование стратегий критического мышления на уроках английского языка	2				2
3.5	Принципы оценивания: модель критериального оценивания	2				2
3.6	Формативное и суммативное оценивание на уроках английского языка	2				2
3.7	Активные методы обучения на уроках английского языка	4				4

3.8	Обучение навыков и под-навыков чтения на уроках английского языка	4				4
3.9	Обучение навыков и под-навыков говорения на уроках английского языка	4				4
3.10	Обучение навыков и под-навыков аудирования на уроках английского языка	4				4
3.11	Обучение навыков и под-навыков письма на уроках английского языка	4				4
3.12	Обучение лексико-грамматическому компоненту на уроках английского языка	4				4
3.13	Дифференциация заданий и скаффолдинг на уроках английского языка	2				2
3.14	Планирование урока по предмету «Английский язык» в контексте обновленного содержания образования РК	4				4
3.15	Микропреподавание	4				4
3.16	Презентация и защита плана урока			4		4
3.17	Особенности планирования	2				2

	урока в условиях дистанционного обучения					
3.18	Использование перевернутого класса (Flipped classroom) в условиях дистанционного обучения	2				2
3.19	Предметно-языковое интегрированное обучение (CLIL) на уроках английского языка	4				4
3.20	Управление учебным процессом	2				2
3.21	Обзор и рефлексия курса	1				1
4	Модуль 4. Развитие ИКТ грамотности педагогов	4				4
4.1	Использование образовательных онлайн ресурсов на уроках английского языка (Bilimland, British Council, American English и тд)	2				2
4.2	Веб-культура, нетикет (netiquette, культура общения по электронной почте)	2				2
5	Модуль 5. Вариативный		2		2	4
5.1	Международные экзамены IELTS,		2			2

	TOEFL, TKT CLIL для присвоения квалификацион- ной категории педагогам английского языка					
5.2	Тестирование (входное\выходно- е)				2	2
	Всего:	72	2	4	2	80

Примечание: 1 академический час – 45 минут

Учебно-тематический план курса в режиме дистанционного обучения

№	Тематика занятий	Самостоятельное обучение 40 ч.		
		Тренинг	Презентация видео-урока	Всего
1	Модуль 1. Психолого-педагогическое и законодательное обеспечение образовательной деятельности педагогов	4		4
1.1	Законодательные и нормативно-правовые акты, регламентирующие деятельность учителей английского языка.	2		2
1.2	Эмоциональный интеллект и профессиональное выгорание педагогов	2		2
2	Модуль 2. Современная методика преподавания английского языка контексте обновленного содержания образования	28		28

2.1	Обзор учебной программы и учебных планов по предмету «Английский язык»	2		2
2.2	Постановка SMART целей урока с учетом таксономии Б.Блума	2		2
2.3	Использование стратегий критического мышления на уроках английского языка	2		2
2.4	Принципы оценивания: модель критериального оценивания	2		2
2.5	Активные методы обучения на уроках английского языка	2		2
2.6	Обучение навыков и под-навыков чтения на уроках английского языка	2		2
2.7	Обучение навыков и под-навыков говорения на уроках английского языка	2		2
2.8	Обучение навыков и под-навыков письма на уроках английского языка	2		2
2.9	Обучение навыков и под-навыков письма на уроках английского языка	2		2
2.10	Обучение лексико-грамматическому компоненту на уроках английского языка	2		2
2.11	Планирование урока по предмету «Английский язык» в соответствии с требованиями типовой учебной программы по предмету.	2		2
2.12	Планирование микропреподавания	2		2
2.13	Особенности планирования урока в условиях дистанционного обучения	2		2
2.14	Предметно-языковое интегрированное обучение (CLIL) на уроках английского языка	2		2

3	Модуль 3. Развитие ИКТ грамотности педагогов	4		4
3.1	Использование образовательных онлайн ресурсов на уроках английского языка (Bilimland, British Council, American English и тд)	2		2
3.2	Веб-культура, нетикет (netiquette, культура общения по электронной почте)	2		2
4	Модуль 4. Вариативный	2	2	4
4.1	Международные экзамены IELTS, TOEFL, ТКТ CLIL для присвоения квалификационной категории педагогам английского языка	2		2
4.2	Презентация мини-урока (защита проекта)		2	2
Всего:		38	2	40

Примечание: 1 академический час – 45 минут.

4. Цель, задачи и ожидаемые результаты Программы

Целью Программы является повышение профессиональной компетенции педагогов в области методики преподавания английского языка в рамках обновленного содержания образования.

4. Задачи Программы:

- развить навык постановки SMART целей урока с учетом Таксономии Б.Блума
- развить умение использовать стратегии критического мышления на уроках английского языка
- углубить знание и понимание принципов оценивания в рамках Модели критериального оценивания
- расширить понимание сути процессов формативного и суммативного оценивание на уроках английского языка
- ознакомить с инновационными методами активного обучения на уроках английского языка

- развить навыки и под – навыки преподавания в направлениях: аудирование, чтение, письмо и говорение на уроках английского языка
- расширить представление о лексико – грамматическом компоненте на уроках английского языка
- сформировать умение разработки и предоставления дифференцированных заданий и скаффолдинга на уроках английского языка
- развить навык планирования эффективного урока по предмету «Английский язык» в контексте обновленного содержания образования РК
- углубить знание и понимание особенностей планирования урока в условиях дистанционного обучения
- сформировать навыки использования метода «Перевернутый класс» (“Flipped classroom”) в условиях дистанционного обучения
- расширить понимание особенностей предметно – языкового интегрированного обучения (CLIL) на уроках английского языка
- развить навык применения ИКТ на уроках английского языка
- расширить представление о возможностях использования образовательных онлайн ресурсов на уроках английского языка (Bilimland, British Council, American English, etc.)
- ознакомить со структурой и содержанием международных экзаменов IELTS, TOEFL, TKT CLIL для присвоения квалификационной категории педагогам английского языка

По завершении курса слушатели:

- владеют навыком постановки SMART целей урока с учетом Таксономии Б.Блума
- демонстрируют умение использовать стратегии критического мышления на уроках английского языка
- знают и понимают принципы оценивания в рамках Модели критериального оценивания
- демонстрируют понимание сути процессов формативного и суммативного оценивание на уроках английского языка
- знакомы с инновационными методами активного обучения на уроках английского языка
- владеют навыками и под – навыками преподавания в направлениях: аудирование, чтение, письмо и говорение на уроках английского языка
- имеют представление о лексико – грамматическом компоненте на уроках английского языка
- демонстрируют умение разработки и предоставления дифференцированных заданий и скаффолдинга на уроках английского языка
- владеют навыком планирования эффективного урока по предмету «Английский язык» в контексте обновленного содержания образования РК

- знают и понимают особенности планирования урока в условиях дистанционного обучения
- владеют навыком использования метода «Перевернутого класса» (“Flipped classroom”) в условиях дистанционного обучения
- демонстрируют понимание особенностей предметно – языкового интегрированного обучения (CLIL) на уроках английского языка
- владеют навыками применения ИКТ на уроках английского языка
- имеют расширенное представление о возможностях использования образовательных онлайн ресурсов на уроках английского языка (Bilimland, British Council, American English, etc.)
- знакомы со структурой и содержанием международных экзаменов IELTS, TOEFL, TKT CLIL для присвоения квалификационной категории педагогам английского языка

5. Структура и содержание Программы

Программа состоит из 5 модулей:

Модуль 1. Законодательные и нормативно-правовые акты, регламентирующие профессиональную деятельность учителей английского языка

Модуль содержит описание законодательных и нормативно - правовых актов в области преподавания английского языка. Направлен на ознакомление с профессиональными стандартами педагога (ГОСНО, ГПРОН 2020-2025), Законом о статусе педагога, процедурами аттестации учителей.

Модуль 2. Психолого-педагогическое обеспечение образовательной деятельности педагогов

Содержание Модуля представлено описанием стратегий развития практических навыков педагогов по формированию метакогнитивных навыков обучающихся (Обучение тому, как учиться). Знакомит с Теорией множественного интеллекта Г.Гарднера. Формирует представление о стилях обучения.

Модуль 3. Современная методика преподавания английского языка в контексте обновленного содержания образования

Модуль раскрывает основную тему курса, ее практическую значимость и новизну в рамках направлений: планирование, преподавание, обучение и оценивание.

Содержание модуля отражено обзором учебных программ и учебных планов по предмету «Английский язык», описанием особенностей планирования, включая планирование в условиях дистанционного обучения, на основе принципов оценивания в рамках Модели критериального оценивания, описанием особенностей предметно – языкового интегрированного обучения (CLIL) на уроках английского языка.

Модуль 4. Развитие ИКТ грамотности педагогов

Содержание модуля представлено описанием возможностей использования образовательных онлайн ресурсов на уроках английского языка (Bilimland, British Council, American English, etc.) в рамках развития ИКТ грамотности педагогов.

Модуль 5. Вариативный

Модуль знакомит со структурой и содержанием международных экзаменов IELTS, TOEFL, TKT CLIL для присвоения квалификационной категории педагогам английского языка согласно приказу Министра образования и науки Республики Казахстан от 11 мая 2020 года № 192, "Об утверждении Правил присвоения (подтверждения) квалификационных категорий педагогам".

Дифференциация содержания Учебной Программы обусловлена образовательными потребностями педагогов.

Модуль содержит описание процедуры суммативного оценивания результатов обучения на курсе

6. Организация учебного процесса

Курсы повышения квалификации организуются в режиме:

1. очного обучения в соответствии с учебно-тематическим планом курса в режиме очного обучения (далее – УТП). Продолжительность очных курсов составляет 80 часов. При организации очных однонедельных курсов количество часов в УТП сокращается в два раза, темы и форма проведения занятий остаются без изменений;
2. дистанционного обучения в соответствии с учебно-тематическим планом курса к настоящей Программе и включают два этапа обучения: дистанционное (онлайн) – 30 часов, самостоятельное (оффлайн) – 50 часов.

При организации образовательного процесса в очном и дистанционном режимах в целях контроля и оценки знаний слушателей проводятся: самостоятельная работа, проектная работа, презентация мини-урока (мини-мероприятия), итоговое тестирование, а также промежуточное тестирование для курса в режиме дистанционного обучения. Задания для самостоятельной работы, тестовые задания, темы проектных работ и мини-уроков (мини-мероприятий) включены в учебно-методический комплекс (далее – УМК) курса.

1. Образовательный процесс включает интерактивные формы и методы обучения: лекция, семинар, практическая работа, выездное практическое занятие (далее – ВПЗ), тренинг, мастер-класс, конференция, круглый стол, презентация мини-урока, ролевые игры, метод кейсов,

обсуждение видеофильмов, совместное решение вопросов, а также вебинар, онлайн-форум, онлайн-консультация и самостоятельное обучение слушателя для курса в режиме дистанционного обучения на платформе ZOOM.

2. При организации образовательного процесса в целях контроля и оценки знаний слушателей проводятся входное и выходное тестирование, защита мини-урока/проектной работы и итоговое тестирование.

7. Учебно-методическое обеспечение Программы

Учебно-методическое обеспечение – это совокупность всех учебно-методических документов и материалов по модулям тематики Программы, необходимых для организации и осуществления с их помощью обучения учителей английского языка организаций среднего образования с казахским и русским языками обучения.

Учебно-методическое обеспечение – это планирование, разработка и

Модуль 1: «Законодательные и нормативно-правовые акты, регламентирующие профессиональную деятельность учителей английского языка»

Структура Модуля

Продолжительность – 2 часа

Занятия в очном режиме (лекция - 2 часа)

1) Цели и задачи модуля

Цель. Изучение основных аспектов нормативно-правовых актов в области образования, регламентирующими образовательную деятельность учителей английского языка (требования ГОСО, ГПРОН 2020-2025)

Задачи:

- Познакомить с перечнем законов, регламентирующих образовательную деятельность учителей английского языка в образовательной организации;
- Изучить детально содержание отдельных требований в данных нормативно-правовых документах;
- Повысить уровень знаний относительно содержания рассматриваемых нормативно-правовых и законодательных актов в области образования.

Тема	<p>Закон «Об образовании» от 27 июля 2007 года; Государственный общеобразовательный стандарт образования РК; Государственная программа развития образования и науки РК 2020-2025. Закон «О статусе педагога» от 19 декабря 2019 года.</p>
Форма проведения:	Практическое занятие
Часы: 2	
Цель	Ознакомить слушателей курса с основными положениями ГОСО, ГПРОН 2020-2025, относящиеся к деятельности учителей английского языка.
Деятельность	<p>Введение: «Современный этап развития системы образования Республики Казахстан связан с переменами, направленными на совершенствование поддержки педагогов, использующих английский язык в профессиональной деятельности в школах страны. Обеспечение соответствующего мировым стандартам качества образования выходит на первый план. В этой связи были разработаны и утверждены Министром образования и науки РК ряд законов, регламентирующих работу педагогов школ, направленную на совершенствование качества обучения иностранному языку. При этом следует отметить, что большинство казахстанских школ, в целях реализации задач государственного стандарта образования по предмету «Иностранный язык», ведут обучение английскому языку по установленной государственной учебной программе, так как по статусу английский язык является международным языком общения.</p> <p>В целях аналитического обзора законодательных актов в области преподавания английского языка вам следует рассмотреть и изучить некоторые положения в следующих документах:</p> <ul style="list-style-type: none"> ● Закон «Об образовании» от 27 июля 2007 года; ● Действующий Государственный общеобразовательный стандарт образования Республики Казахстан от 31 октября 2018 года; ● Приказ МОН РК «Об утверждении Правил присвоения (подтверждения) квалификационных категорий педагогам.» Приказ Министра

образования и науки Республики Казахстан от 11 мая 2020 года № 192;

- Государственная программа развития образования и науки Республики Казахстан на 2020-2025 годы от 27 декабря 2019 года.

Работа в группах (10-12).

- Изучить следующие положения действующего **Закона «Об образовании»** по тезисам основных разделов Закона регламентирующие профессиональную деятельность учителей английского языка. **(Использовать прием Jigsaw)**

- статья 9 «Язык обучения и воспитания»;

- статья 11 «Задачи системы образования».

• Изучить Приказ Министра образования и науки Республики Казахстан от 31 октября 2018 года № 604 **«Об утверждении государственных общеобязательных стандартов образования всех уровней образования»** по следующим тезисам основных разделов Закона регламентирующие профессиональную деятельность учителей английского языка:

- глава 1 «Общие положения» пункте 3-3;

- глава 2 «Требования к содержанию образования с ориентиром на результаты обучения», Параграф 1 «Требования к обновленному содержанию начального образования с ориентиром на результаты обучения» пункт 9-1, 9-2;

- глава 2. Требования к содержанию образования с ориентиром на результаты обучения, Параграф 1. Требования к обновленному содержанию основного среднего образования с ориентиром на результаты обучения пункт 23-3;

- приложение 3 глава 4. Требования к уровню подготовки обучающихся Параграф 1. Требования к уровню подготовки обучающихся по обновленному содержанию основного среднего образования пункт 70;

- приложение 4 Глава 2. Требования к содержанию образования с ориентиром на результаты обучения Параграф 1. Требования к обновленному содержанию общего среднего образования с ориентиром на результаты обучения пункт 23.

(Каждая группа составляет от 5 до 8 вопросов по

следующим разделам документа. Обсуждают в дискуссии «Вопрос-ответ»)

3) Изучить Постановление Правительства Республики Казахстан от 27 декабря 2019 года № 988 «Об утверждении Государственной программы развития образования и науки Республики Казахстан на 2020 - 2025 годы» по следующим тезисам:

- профессиональное развитие и повышение квалификации педагогов;
- ключевая идея обучения на трех языках;
- особенности уровневого обучения английскому языку;
- предметные ассоциации и методические инновации в образовании.

(Каждая группа разрабатывает презентацию относительно содержания разделов, регламентирующих деятельность учителей английского языка в организациях образования)

4) Вопросы от тренера для рефлексивной беседы:

1. Какими документами регламентирована профессиональная деятельность педагога в частности учителя английского языка в общеобразовательной школе?
2. Назовите основные направления деятельности учителя английского языка для реализации задач государственного стандарта образования по предмету для подготовки обучающегося в соответствии с требованиями стандарта к уровню подготовки учащегося школы?
3. Назовите основной характер (направление) содержания нормативно-правовых актов в области обучения иностранным языкам?
4. С учетом изученной информации, представленной в данных законодательных документах, охарактеризуйте содержательность и стабильность информации в них?
5. Назовите основные причины высокой динамики изменений и поправок в основных законодательных актах в области образования?
6. Как вы считаете, каким образом Государство должно отслеживать качество предоставляемых образовательных услуг по предмету «Английский язык»

	<p>в организациях образования страны?</p> <p>7. Почему в документе «Постановление Правительства Республики Казахстан от 27 декабря 2019 года № 988 «Об утверждении Государственной программы развития образования и науки Республики Казахстан на 2020 - 2025 годы» уделяется внимание предметным ассоциациям учителей? Подумайте и назовите основные направления деятельности предметных ассоциаций учителей страны?</p> <p>Заключение: По итогам обсуждения содержания нормативно-правовых и законодательных актов в области преподавания английского языка мы определили, что ключевой идеей содержания данных документов является качество образования и положительные результаты обучения учащихся школ, где над стандартизацией уровня подготовки обучающихся работают непосредственно педагоги организаций образования, которые должны обладать соответствующим уровнем квалификации для реализации задач государственного стандарта образования в школах Республики. Более того, следует отметить необходимость в своевременном повышении квалификации ввиду относительно происходящей динамики изменений в образовательной сфере и внесения поправок в законодательные акты в области образования.</p>
Ресурсы	<ol style="list-style-type: none"> 1. Закон «Об образовании» от 27 июля 2007 года № 319-III; http://adilet.zan.kz/rus/docs/Z070000319 2. Постановление Правительства Республики Казахстан от 27 декабря 2019 года № 988 «Об утверждении Государственной программы развития образования и науки Республики Казахстан на 2020 - 2025 годы»; http://adilet.zan.kz/rus/docs/P1900000988 3. Приказ Министра образования и науки Республики Казахстан от 27 января 2016 года № 83. Зарегистрирован в Министерстве юстиции Республики Казахстан 29 февраля 2016 года № 13317. «Об утверждении Правил и условий проведения аттестации педагогов, занимающих должности в организациях образования, реализующих общеобразовательные учебные программы дошкольного воспитания и

	<p>обучения, начального, основного среднего и общего среднего образования, образовательные программы технического и профессионального, послесреднего, дополнительного образования»; http://adilet.zan.kz/rus/docs/V2000020618</p> <p>4. Приказ Министра образования и науки от 31 октября 2018 года «Об утверждении государственных общеобязательных стандартов образования всех уровней образования»; http://adilet.zan.kz/rus/docs/V1800017669</p>
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Модуль 1: «Законодательные и нормативно-правовой акты, регламентирующие профессиональную деятельность учителей английского языка»

Структура Модуля

Продолжительность – 2 часа

Занятия в очном режиме (практическое занятие - 2 часа)

1) Цели и задачи модуля

Цель. Изучение основных аспектов нормативно-правовых актов в области образования, регламентирующими образовательную деятельность учителей английского языка (Закон Республики Казахстан «О статусе педагога» от 27 декабря 2019 года № 293-VI ЗРК,

Приказ Министра образования и науки Республики Казахстан от 27 января 2016 года № 83. «Об утверждении Правил и условий проведения аттестации педагогов, занимающих должности в организациях образования, реализующих общеобразовательные учебные программы дошкольного воспитания и обучения, начального, основного среднего и общего среднего образования, образовательные программы технического и профессионального, послесреднего, дополнительного образования и специальные учебные программы, и иных гражданских служащих в области образования», Приказ Министра образования и науки от 11 мая 2020 года № 192 «Об утверждении Правил присвоения (подтверждения) квалификационных категорий педагогам»)

Задачи:

- Познакомить с перечнем законов, регламентирующих профессионально-педагогическое развитие педагогов;
- Изучить детально содержание отдельных требований в данных нормативно-правовых документах;
- Повысить уровень знаний относительно содержания рассматриваемых нормативно-правовых и законодательных актов в области образования.

Тема	<p>Закон «О статусе педагога» от 19 декабря 2019 года; Приказ Министра образования и науки Республики Казахстан от 27 января 2016 года № 83. «Об утверждении Правил и условий проведения аттестации педагогов, занимающих должности в организациях образования, реализующих общеобразовательные учебные программы дошкольного воспитания и обучения, начального, основного среднего и общего среднего образования, образовательные программы технического и профессионального, послесреднего, дополнительного образования и специальные учебные программы, и иных гражданских служащих в области образования»; Приказ Министра образования и науки от 11 мая 2020 года № 192 «Об утверждении Правил присвоения (подтверждения) квалификационных категорий педагогам»</p>
Форма проведения	Практическое занятие
Часы: 2	
Цель	Ознакомить слушателей курса с основными положениями рассматриваемых законодательных актов, регламентирующих стимулирование к развитию в профессии учителей английского языка.
Деятельность	<p>Введение: «Педагогическая деятельность неоднозначный деятельный процесс, который определяется прямым и разносторонним влиянием общества в зависимости от уровня его развития. Уровень развития общественного сознания диктует требования к образованию и требованию к педагогам, в частности. Регламентирование педагогических профессиональных стандартов со стороны государства обеспечивается правовой поддержкой посредством законодательных актов, устанавливающих перечень требований к данной профессии, а также методы стимулирования развития в профессии и защиты профессии в обществе через предоставление перечня социальных гарантий в обществе.</p> <p>В целях аналитического обзора законодательных актов в области преподавания английского языка вам следует рассмотреть и изучить некоторые положения в следующих документах:</p>

1. Закон «О статусе педагога» от 19 декабря 2019 года;
2. Приказ Министра образования и науки Республики Казахстан от 27 января 2016 года № 83. «Об утверждении Правил и условий проведения аттестации педагогов, занимающих должности в организациях образования, реализующих общеобразовательные учебные программы дошкольного воспитания и обучения, начального, основного среднего и общего среднего образования, образовательные программы технического и профессионального, послесреднего, дополнительного образования и специальные учебные программы, и иных гражданских служащих в области образования»;
3. Приказ Министра образования и науки от 11 мая 2020 года № 192 «Об утверждении Правил присвоения (подтверждения) квалификационных категорий педагогам»

● Изучить следующие положения действующего **Закона «О статусе педагога»** по тезисам основных разделов Закона регламентирующие поддержку и стимулирование профессионально-педагогической деятельности учителей английского языка. **(Использовать прием Mind-map – разработка в группе-презентация-обратная связь)**

- Статья 4. Статус педагога;
- Статья 5. Педагогическая этика;
- Статья 6. Обеспечение профессиональной деятельности педагога;
- Статья 7. Права педагога при осуществлении профессиональной деятельности;
- Статья 8. Право педагога на материальное обеспечение;
- Статья 9. Право педагога на поощрение;
- Статья 10. Педагогическая переподготовка;
- Статья 12. Социальные гарантии;
- Статья 14. Присвоение (подтверждение) педагогу квалификационной категории;
- Статья 15. Обязанности педагога;
- Статья 17. Профессиональная подготовка педагога;
- Статья 18. Повышение квалификации педагога;

● Изучить следующие положения действующего Приказа «Об утверждении Правил и условий проведения аттестации педагогов, занимающих должности в организациях образования, реализующих общеобразовательные учебные программы дошкольного воспитания и обучения, начального, основного среднего и общего среднего образования, образовательные программы технического и профессионального, послесреднего, дополнительного образования» по тезисам основных разделов Закона регламентирующие поддержку и стимулирование профессионально-педагогической деятельности учителей английского языка. **(Использовать прием Jigsaw).**

- Глава 2. Порядок и условия проведения аттестации педагогов, занимающих должности в организациях образования, реализующих общеобразовательные учебные программы дошкольного воспитания и обучения, начального, основного среднего и общего среднего образования, образовательные программы технического и профессионального, послесреднего, дополнительного, специализированного и специального образования, и иных гражданских служащих в области образования и науки, пункты 3-11, 45-49;

- Приложения к настоящему Приказу № 1-3, 6-7, 16.

3) Изучить Приказ МОН РК от 11 мая 2020 года № 192, «Об утверждении Правил присвоения (подтверждения) квалификационных категорий педагогам» по следующим тезисам основных разделов Закона регламентирующие профессиональную деятельность учителей английского языка:

- параграф 2 «Порядок досрочного присвоения квалификационных категорий педагогам»;

- параграф 3 «Порядок присвоения квалификационной категории педагогам без прохождения процедуры присвоения квалификационной категории».

(Каждая группа разрабатывает вопросы для отражения содержания основных разделов документа).

4) Вопросы от тренера для рефлексивной беседы:

1. Какими документами регламентировано профессиональная деятельность и стимулирование

профессиональной деятельности учителя английского языка в общеобразовательной школе?

2. Назовите основной характер (направление) содержания нормативно-правовых актов в области стимулирования и развития в педагогической профессии?

4. С учетом изученной информации, представленной в данных законодательных документах, охарактеризуйте содержательность и стабильность информации в них?

5. Назовите основные причины высокой динамики изменений и поправок в основных законодательных актах в области образования?

6. Как вы считаете, каким образом Государство обеспечивает правовое сопровождение профессиональной деятельности педагогов?

7. Приведите примеры профессиональной активности педагогов? Какие преимущества при прохождении государственной аттестации имеют педагоги, являющиеся активными участниками предметных ассоциаций в регионе?

7. Считаете ли вы профессию педагога привлекательной? Почему? Если нет, то назовите основные характеристики привлекательности профессии и чего необходимо достичь для этого?

Заключительное слово тренера: По итогам обсуждения содержания нормативно-правовых и законодательных актов в области поддержки и стимулирования педагогической деятельности учителей английского языка мы можем наблюдать системный подход государства в стремлении повысить социальный статус, усилить государственную поддержку и совершенствовать механизмы стимулирования труда педагогических работников, повышение квалификации и переподготовка педагогов. Государство определило перечень социальных гарантий педагогическим работникам, что безусловно делает профессию педагога привлекательной для молодежи. Нельзя оставить без внимания стимулирование и поддержку педагогов, владеющих английским языком, для которых предусмотрен ускоренный процесс получения квалификационной категории в досрочном порядке либо без процедуры аттестации. Работа в предметных объединениях и ассоциациях поощряется и

	предусматривает прохождение педагогами процедуру аттестации в досрочном порядке.
Ресурсы	<ol style="list-style-type: none"> 1. Закон Республики Казахстан «О статусе педагога» от 27 декабря 2019 года № 293-VI ЗРК http://adilet.zan.kz/rus/docs/Z1900000293 2. Приказ Министра образования и науки Республики Казахстан от 27 января 2016 года № 83. Зарегистрирован в Министерстве юстиции Республики Казахстан 29 февраля 2016 года № 13317. «Об утверждении Правил и условий проведения аттестации педагогов, занимающих должности в организациях образования, реализующих общеобразовательные учебные программы дошкольного воспитания и обучения, начального, основного среднего и общего среднего образования, образовательные программы технического и профессионального, послесреднего, дополнительного образования»; http://adilet.zan.kz/rus/docs/V2000020618 3. Приказ Министра образования и науки от 11 мая 2020 года № 192. «Об утверждении Правил присвоения (подтверждения) квалификационных категорий педагогам»; http://adilet.zan.kz/rus/docs/V2000020618 .

Модуль 2. Психолого-педагогическое обеспечение образовательной деятельности педагогов

2) Краткое содержание модуля

Тема: Обучение тому, как учиться. Освоение vs. изучения языка

Title:	How Learners Learn Language
Type of session:	Training
Hours:	2
Objective:	By the end of the workshop, participants will be able to: <ul style="list-style-type: none"> • describe the main differences between language acquisition

	<p>and language learning</p> <ul style="list-style-type: none"> • identify practical ways to increase their learners' exposure to English • understand the value of errors and how best to deal with them • apply some typical characteristics of teenage learners to lesson planning • understand the benefits of using background music • incorporate some of the explored theories into their lessons.
Activities	<p>1 Personal experiences This section aims to introduce and personalise the workshop, by encouraging participants to think about their own language learning experiences. They will participate in a speaking activity that they could use with their own learners.</p> <p>2 Language acquisition vs. language learning This task builds on the previous one and aims to explore the differences between language acquisition and language learning, and whether any features of the former should be applied to the latter.</p> <p>3 Increasing learners' exposure to English This section focuses on how participants can increase their learners' exposure to English.</p> <p>4 Learners' errors This section guides participants to explore their beliefs about making and dealing with learners' errors, with the aim of aligning those beliefs to the theory that learners' errors aren't all bad and don't all need to be corrected by the teacher.</p> <p>5 Characteristics of teenage learners This section examines the typical learning characteristics of teenagers and encourages participants to reflect on the suitability of some classroom practices. If appropriate, they will participate in a running dictation, which is an activity that they could use with their own learners.</p> <p>6 Background music This section aims to explore the benefits of using background music to aid learning in language classrooms. Participants will participate in a pair dictation, which is an activity that they could use with their own learners.</p> <p>7 Theory into practice In this section, participants will begin to put theory into practice. They will think about their own learners and complete a simple lesson plan for them, incorporating relevant theories from this workshop. They will also consider</p>

	how to deal with their learners' predicted errors.
Resources	Teaching English Certificate in Secondary English Language Teaching (CiSELT) Module 1: How Learners Learn Language Trainer book

Тема: Теория множественного интеллекта: стили обучения

Title:	Multiple Intelligences: different learning styles
Type of session:	Training
Hours:	2
Objective:	To familiarise trainees with different learning styles and MI To practise identifying suitable activities for particular learning styles and MI
Activities	<p>Lead-in "What are you good at?"</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Problem A</p> <p>My 1st is in bug but not in rug. My 2nd is in please but not in peas. My 3rd is in shut but not in shot. My 4th is in one but not in two. When you find me, I will be sad.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Problem B</p> <p>Your two best friends are very unhappy. They both like you very much but they don't like each other. How can you help them?</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Problem C</p> <p>1 3 7 15 31 ?</p> </div> <p>Tell another participant which problem you chose and why you chose it. Who do you know who is intelligent? Why do you think they are intelligent? Write down the names of the famous people that your trainer gives you. Put these people in order with the most intelligent person first. Dr Howard Gardner developed the theory of 'Multiple Intelligences'. He says that there are eight kinds of intelligence, not just one. People are intelligent in different ways and therefore they learn things in different ways. We should see all the different types of intelligence as important</p>

and valuable. Education should help people to learn in different ways. Brainstorm the eight different intelligences identified by Dr Howard Gardner. One of them is done for you:

Divide the class into groups of four. Hand out a set of learning styles cards to each group. Have each group match each learning style to its definition.

Match the activities with the intelligences. There are four for each intelligence. Look at Worksheet to check your answers.

Activity	Intelligence
asking questions about how	
being individual	
copying actions	
doing experiments in nature	
doing jigsaw puzzles	
doing maths in my head	
doing sports	
drawing	
having lots of friends	
helping my friends	
humming tunes	
leading meetings and games	
learning about nature	
learning from films and pictures	
learning from my mistakes	
learning vocabulary	
listening to other people's problems	
making things from paper or wood	
playing a musical instrument	
playing chess	
playing number games	
telling jokes and stories	
reading maps	
recognising different types of things	
tapping rhythmically	
remembering people's	

	names	
	saying tongue twisters	
	studying alone in the library	
	sewing	
	singing	
	sorting things into groups	
	spending time on my own	
	<p>Have trainees identify their own learning styles by placing their finger(s) on the card(s) which they most identify with. Ask a couple of volunteers to explain their choices, e.g. I'm a visual learner as I need to see words and phrases written down before I can memorise and use them, but I also learn well in groups. I lose motivation if I have to study too much on my own! Finally, elicit which learning style this activity most appeals to.</p>	
Resources	<p>What are you good at? worksheet- © BBC British Council 2005</p> <p>The TKT Course training activities, Joanne Welling</p>	

Тема: Эмоциональный интеллект и профессиональное выгорание педагогов

Title:	Emotional intelligence and professional burnout of teachers
Type of session:	Training
Hours:	2
Objectives:	<ol style="list-style-type: none"> 1. The important role emotions play throughout your work interactions and performance. 2. Specific ways to leverage your emotional intelligence skills to improve leadership effectiveness. 3. Strategies and tools you can use right away to regulate your emotional response to triggers. 4. The importance of practicing empathy by imagining yourself in someone else's shoes.
Activi	Lead-in. "Sharing our stories..."

ties	<p>Please think of a positive emotional experience in your teaching/ learning of a second language</p> <p>Write in the ‘chat box’/Share with your partner:</p> <ul style="list-style-type: none"> • what your emotion was • a few words about where it came from <p>Emotions and Objects (Ahmed, 2004). ‘a cultural politics approach to emotions, informed by feminism and cultural studies, Ahmed (2004) is interested in what emotions do, that is: to which ideas and objects they adhere, giving those ideas and objects intensity and charge. [...] There is a reciprocal relationship between emotions and objects: “Emotions [...] shape, and are also shaped by, contact with objects” (Ahmed, 2004: 7). The Positive Psychology movement and Exploratory Practice • Positive Psychology (Seligman & Csikszentmihaly, 2000) is about helping ‘people lead better lives’ (MacIntyre & Mercer 2014: 154)</p> <ul style="list-style-type: none"> • Whatever we do, we need to focus on ‘making life more enjoyable’ (Allwright & Hanks, 2009: 241). • How do we flourish? • What is the role of positive emotions? • Not just for individuals, but also for groups and institutions <p>Exploratory Practice: Quality of Life and Wellbeing “Quality of life (QoL) does not mean that all things are good and/or easy; rather, it may include working very hard, but on something that is interesting, rewarding, and relevant to those working on it.” (Hanks, 2017: 101)</p> <p>Personal: Teacher self-care</p> <ul style="list-style-type: none"> • Amal (Diary): I feel that this is luxury for me to pass [a particular shop] and get a cup of coffee I mean that I feel this is a luxury so it makes me really happy. <p>Interpersonal relations: relationships with students</p> <p><i>Wafa (diary): After finishing the Mid Module Exam I brought pizza and surprised my students. They were so excited and grateful for me. I told them that you study and worked hard, so you need now to take a break and reward yourself. Of course, I joined them and we talked about our life and some of their interests. I felt so great because I was able to know more about my students and what they are interested in.</i></p> <p>Pedagogic aspects</p> <ul style="list-style-type: none"> • Karen (Diary): This was the only student who combined info. together in her homework task. I felt positive as I realised she had not only understood the source she'd read but that she had taken responsibility for, and had advanced her own learning.
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Student achievement: pride and trust

We played kahoot spelling game and I told them the rule I before e except c. They all looked amazed. One student told me he had always struggle spelling was quite happy to find out about the rule. His eyes were showing. I couldn't believe how such small detail could make a change in the learning process. When students start to learn, they start to trust the teacher. Trust makes learning easier!

Institutional aspects:

- Choice and autonomy
- Creating materials
- Student-centred teaching

Environment: Social context

- Amal (Diary): As I was getting out of my car this morning, I noticed some teachers and students parking their cars and walking towards the University gates. It was such a happy moment because there was a point where I thought this would never happen and women would not be able to drive.

Enhancing the positive in your teaching. Celebrate your success!


Write in the chat box. How can you record and remember the positives?

Enhancing the positive in workplaces

What 'secret door' could you ask your institution provide? What is your institution doing in CV19 times?

What can teachers do?**What can institutions do?**

- Care for staff
- Trust
- Autonomy
- Resources
- Showing value and appreciation

	<p>What can teacher education do?</p>  <p>A final positive note ...</p> <p>“Teaching is a radical act of hope. It is an assertion of faith in a better future in an increasingly uncertain and fraught present. It is a commitment to that future even if we can’t clearly discern its shape.... We teach because we believe it matters.” Kevin Gannon (2020:5)</p>
<p>Resou rces</p>	<ol style="list-style-type: none"> 1. Understanding emotional and social intelligence among English language teachers Christina Gkonou and Sarah Mercer. ELT Research Papers 17.03. British Council 2017. https://www.teachingenglish.org.uk/sites/teacheng/files/pub_G211_ELTRA_Gkonou%20and%20Mercer%20paper_FINAL_web.pdf 2. Sticky Objects and positive emotions: researching teacher wellbeing and resilience British Council ELTRA webinar. Judith Hanks University of Leeds, UK Siân Etherington University of Salford, UK Eman Alshehri University of Jeddah, Saudi Arabia. https://www.teachingenglish.org.uk/sites/teacheng/files/v2sticky%20objects%20British%20council%20Dec20.pdf 3. Agnes Enyedi: How to avoid teacher burnout. https://www.teachingenglish.org.uk/article/agnes-enyedi-how-avoid-teacher-burnout 4. Vicky Saumell - Avoiding teacher burnout https://www.teachingenglish.org.uk/blogs/vicky-saumell/vicky-saumell-avoiding-teacher-burnout 5. Rachael Roberts - staying motivated and avoiding burnout as a teacher https://www.teachingenglish.org.uk/blogs/rachael-roberts/rachael-roberts-staying-motivated-avoiding-burnout-a-teacher 6. Mutual supervision - Mario Rinvolucris https://www.teachingenglish.org.uk/article/mutual-supervision-mario-rinvolucris

Тема: Введение в обучение

Title:	Introduction into the course
Type of session:	Training
Hours:	1
Objectives:	<ul style="list-style-type: none"> ● Review and clarify their beliefs about teaching and learning; ● Establish their teaching profiles with reference to beliefs, approach and style and explain how these have changed with experience; ● Self-evaluate skills, experience and areas for development.
Activities	<p>1 Name picture dictionary</p> <p>Tell participants they are going to create a new dictionary of names in English.</p> <p>Distribute sheets of paper or post-it notes. Ask participants to:</p> <p>Look at the example of the dictionary extract for Tami (reproduced below).</p> <p>Think of words beginning with the letters of their name - don't write these down.</p> <p>Draw a simple sketch, stick figures or diagram to illustrate the words.</p> <p>Mingle, asking each other questions to guess what the sketches or diagrams refer to.</p> <p>Note, if participants are unable to produce a sketch they can write down a word or a phrase instead – though without giving away too much information.</p> <p>If it is too difficult to find words beginning with the letters of their name, allow them to use other letters in their names, for example: Tami - reflective, task-based, swimming and knitting.</p> <p>Follow-up (optional):</p> <p>Discuss with participants how they can adapt the activity for their learners. For example:</p> <ul style="list-style-type: none"> • Vocabulary revision: teacher gives groups different letters of the alphabet to produce a 'dictionary' or; alternatively, learners can select their own words to make a dictionary • Topics, e.g. dictionaries for food, hobbies, clothes • Build a class or individual learner dictionary and use it periodically to review • Make classroom posters <p>The activity can be used with all levels of learners and all age-groups.</p> <p>For discussion of icebreakers and other activities for developing</p>

emotional awareness,
visit:www.teachingenglish.org.uk/think/articles/emotional-intelligence-elt

2 My profile

This activities in this section provide an opportunity for participants to reflect on their beliefs about teaching and learning and their own approaches and styles. There are five stages. The first three stages are preparatory activities leading to the creation of a teaching profile. The final stage involves a brief discussion to highlight how teaching changes with experience.

2.1 My beliefs

Explain to participants that they are going to create brief profiles of themselves as teachers. Divide them into groups. Ask them to:
Read the teachers' opinions.

Discuss them, explaining why they agree or disagree with the opinions.

Elicit opinions. Briefly explain that British Council courses are underpinned by communicative language teaching. This does not exclude the teaching of grammar, reading and writing practice, but these are carried out in ways which involve learners proactively in the learning process as opposed to merely completing exercises which practice a particular structure and have no communicative value.

2.2 My approach

Elicit from participants what is meant by 'approach'. For example - the way they teach, or their teaching style. Ask them to discuss the questions and add any other approaches they know to the list.

Consider your teaching approach. Do you use a mix of approaches, or do you tend to follow one approach?

Some examples of approaches are listed below. Discuss them with your group.

What do they mean?

Add any other approaches you know to the list.

Suggested answers:

- Teacher-centred is where teachers lead and control activities, do most of the talking and learners are receptive rather than active.
- Learner-centred approach encourages learners to be proactive, work

collaboratively and take on responsibility for their own learning.

- Communicative approach focuses on developing skills to engage in meaningful communication.
- Inclusive approach involves recognising and valuing diversity. Adjustments are made to ensure that all learners' needs are met and no-one is discriminated against.
- Task-based approach involves learners working through a series of stages to complete a specific task. It is learner-centred and communicative; learners select and plan the language they will use, and the teacher facilitates but does not control.
- Traditional approach is similar to a teacher centred approach and focuses more on reading and writing than speaking and listening; learners are not usually encouraged to engage in pair work and group discussions.
- Most teachers will tend not to follow one approach, but are likely to mix approaches according to the needs of learners and the teaching context.

2.3 Teaching styles

Here are some adjectives which describe teaching styles.

Work in groups.

Discuss whether these adjectives apply to your teaching style.

Can you think of any other adjectives for describing teaching styles?

Add them to the box.

Democratic	Controlling
Formal	Inclusive
Approachable	Supervisory
Authoritarian	Creative
Motivational	Inspirational

2.4 My teaching profile

Create your teaching profile. Use ideas from the discussions you had in the previous activity. Make notes in the spaces provided.

My profile
My beliefs about teaching and learning
My approach

	<div data-bbox="400 232 549 277" data-label="Text"> <p>My style</p> </div>	
<div data-bbox="209 1442 368 1520" data-label="Text"> <p>Resources</p> </div>	<div data-bbox="395 1442 1442 1565" data-label="Text"> <p>TeachingEnglish Trainer Development Course Introductory Workshop Trainer Notes https://www.teachingenglish.org.uk https://www.teachingenglish.org.uk/article/emotional-intelligence-elt</p> </div>	

**Модуль 3. Современная методика преподавания английского языка
контексте обновленного содержания образования**

Тема: Обзор учебной программы и учебных планов по предмету
«Английский язык»

<div data-bbox="209 1980 301 2016" data-label="Text"> <p>Title:</p> </div>	<div data-bbox="491 1980 1362 2018" data-label="Text"> <p>Review of the subject programme and course plans of the</p> </div>
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	English language
Type of session:	Training
Hours:	2
Objective:	Revise the key terminology and documentation of the updated curriculum (subject programme and course plans) • revise the content and coverage of the updated curriculum
Activities	<p>Warm-up Brainstorming</p> <p>Introduce the session objectives. Make the participants brainstorm about what are the main key features of the updated curriculum they know.</p> <p>Presentation of the key features of the curriculum: communicative approach, active learning, HOTS and LOTS, differentiation, scaffolding etc.</p> <p>Pair or Small Group Work</p> <p>Analysis of the Subject Programme with SWOT analysis: strengths, weakness, opportunities and threats.</p> <p>Whole group discussion</p> <p>Wrap-Up</p> <p>K-W-L chart</p>
Resources	Негізгі орта білім беру деңгейінің 5-9-сыныптарына арналған «Ағылшын тілі» пәнінен жаңартылған мазмұндағы үлгілік оқу бағдарламасы

Тема: Постановка SMART целей урока с учетом таксономии Б.Блума

Title:	Setting SMART objectives of the lesson in accordance with the Blooms taxonomy.
Type of session:	Training
Hours:	4
Objective:	<ul style="list-style-type: none"> - Identify the uses of A.B.C.D. model for writing learning objectives/outcomes; - Demonstrate learning by producing aligned learning objectives for own teaching course.
Activities	<p>Warm-up Brainstorming</p> <p>Make the participants brainstorm something about learning objectives/outcomes.</p> <ul style="list-style-type: none"> • What do you already know about learning objectives or outcomes?

	<ul style="list-style-type: none"> • In small groups, write a definition of learning objectives/outcomes. <p>After they brainstorm in pairs or small groups, have a large group discussion to share their ideas.</p> <p>Presentation about ABCD model</p> <p>This learning workshop focuses on writing learning objectives or learning outcomes. I will be using both terms since different people use different terms. In this workshop we will focus on using A.B.C.D. method and ensuring that learning objectives are smart. What are learning objectives? Learning objectives are statements that describe what the learner will be able to do after completing instruction (course, unit, seminar, class, etc.). Learning objectives specify what learners will be able to do or perform, or to be considered competent. When we refer to L.O. we are talking about specific learning objectives. Not goals, not aims, not general objectives, but specific objectives that tell exactly what the learner should be able to do at the end of the lesson. These are written in very specific terms.</p> <p>Components of ABCD:</p> <p>Audience – who will be doing the behavior?</p> <p>Behavior – what should the learner able to do?</p> <p>Condition – under what conditions do you want the learner to be able to do?</p> <p>Degree – How well it must be done?</p> <p>For instance: Given a sentence written in the past or present tense, students will rewrite the sentence in future tense with no errors or tense contradictions.</p> <p>Pair or Small Group Work</p> <ul style="list-style-type: none"> • Divide participants into small groups. Cut pictures from a magazine as number of members of the group. Each person takes one piece from a hat. Complete the whole picture. • Give each group 8 examples of learning objectives in A.B.C.D. format and ask them to read each context and learning objective. Then, put a check in the box that best describes each learning objective: Good, Bad or Ugly. Remember to consider Audience, Behavior, Condition, and Degree. Next, fix the objective, as necessary. Make sure that behaviors are measurable and observable. Behaviors must contain strong, active verbs. • Ask each group to design their own example of learning objectives with A.B.C.D. format. Then have each group present their creation to the class.
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	<ul style="list-style-type: none"> Ask each group to design a lesson that uses A.B.C.D. learning objectives. Then have each group explain their ideas to the class. Ask the audience to give feedback and discuss each presentation. <p>Discussion</p> <p>Divide the audience into pairs or small groups and gives them discussion prompts (5 minutes to discuss each prompt). Then reunite as a large group to share ideas (10 minutes per prompt). This is also a good time for the group to reflect on what they just learned in the workshop.</p> <p>Prompts:</p> <ul style="list-style-type: none"> How can you adapt ABCD model to different levels of students? What topics can you use with the ABCD model? What are the advantages and disadvantages of using the ABCD model in an English class? How can you adapt the ABCD model for use with your own students? <p>Plenary</p> <p>Allow time for audience questions and comments. You might give your audience a handout with resources where they can get more information (recommended websites, articles, books, etc).</p>
Resources	<p>H. Douglas Brown. Language Assessment: Principles and Classroom Practices (2nd Edition), Pearson Education ESL; 2 edition (March 20, 2010)</p> <p>http://hermes.webster.edu/elnassio/abcd-model.html</p> <p>https://cole2.uconline.edu/courses/46295/pages/objectives-the-a-dot-b-c-dot-d-method</p>

Тема: Использование стратегий критического мышления на уроках английского языка

Title:	Using Critical Thinking Strategies in English Lessons
Type of session:	training
Hours:	2

Objective:	to know how to describe a range of cognitive skills to be able to match cognitive skills with activities and with question types
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Activities

What are cognitive skills?

Cognitive skills or thinking skills are the processes our brains use when we think and learn. Cognitive skills develop from a very young age. Learners progress from information processing or concrete thinking skills, such as identifying and organizing information (the what, when, where, which, who and how many questions), to abstract thinking, such as reasoning and hypothesising (the why and what if questions). Other examples of thinking skills are:

- creative thinking and synthesis, for example when we use our knowledge to imagine, to solve problems and to think of new ideas;
- enquiry skills, for example when we ask questions and plan how to do research
- evaluation skills, for example when we use criteria to comment on how good our work is.

Learners need to develop a range of cognitive skills as well as language for thinking.

As we saw in Unit 1, they need to develop cognitive academic language proficiency (CALP) so they can study curriculum subjects in a non-native language.

Key concepts

What cognitive skills can you think of? Think about the activities your learners do and which cognitive skills they use. Look at the examples of cognitive skills in the table below. Read the classroom activities used to develop the cognitive skills and the example activities from different subjects. It is important that learners have opportunities to develop these skills.

What are LOTS and HOTS?

Cognitive skills can be divided into lower order thinking skills (LOTS) and higher order thinking skills (HOTS). The table on the next page gives examples of why we use lower order and higher order thinking skills. We can link these reasons to the cognitive skills in the table above. For example, remembering and dividing are examples of LOTS, while reasoning and evaluating are examples of HOTS.

LOTS	HOTS
to remember information	to develop reasoning skills

to order information	to develop enquiry and discussion
to define objects	to develop creative thinking
to check understanding	to evaluate the work of oneself and others
to review learning	to hypothesise about what could happen

Key concepts in the English language classroom

- Learners need progressively challenging tasks so they can develop thinking skills. e.g. (maths) Measure the radius of the circle. How can you calculate the diameter? (music) How many beats are in the bar? Why does the composer change the rhythm?
- Learners benefit from a language-rich classroom which helps them to think and learn well, e.g. posters related to the subject on the wall labelled with key content vocabulary and with two or three questions beside them.
- Learners need wait time. They need opportunities to stop, think and process new curricular concepts and language before they respond to questions, particularly in the first years of learning. This helps them give longer answers, become more involved, add to what other learners say and offer alternative ideas.
- We need to look at tasks and be aware of the cognitive demands required of the learners. Are the concepts too easy? Are the concepts too difficult?

Plenary	Recap on session and training objectives. Lead discussion on any questions or points which require clarification from the session or the whole day. Outline what will happen the next session/day. Teachers complete a daily self-evaluation form and write down any questions they have from the day for the trainer.
Resources	<ol style="list-style-type: none"> 1. Bently Kay. The TKT Course CLIL Module. Cambridge University Press, 2010 — 124 p. 2. TKT: Content and Language Integrated Learning (CLIL) Glossary. Издательство Cambridge University Press for ESOL Examinations, UCLES, september 2009, 15 p. 3. Churches, Andrew. (2009) Bloom's taxonomy: introduction, Educational orgami. Retrieved 4 November 2009, from http://edorigami.wikispaces.com/Bloom%27s+-+Introduction 4. Forehand, M. (2005). Bloom's taxonomy: Original and revised. In M. Orey (Ed.), Emerging perspectives on learning, teaching, and technology. Retrieved 3 November 2009, from http://projects.coe.uga.edu/epltt/ 5. Krathwohl, D. R. (2002). A revision of bloom's taxonomy: An overview. Theory into Practice, 41 (4), 212-218. 6. Wilson, Leslie Owen. (2006) Beyond Bloom-A new version of the cognitive taxonomy. Retrieved 3 November 2009, from http://www.uwsp.edu/education/lwilson/curric/newtaxon

Тема: Принципы оценивания: модель критериального оценивания

Title:	Assessment principles: criteria-based assessment
Type of session:	Training
Hours:	2
Objective:	<p>understand the CBA model;</p> <p>distinguish between different types of assessment;</p> <p>know how to help teachers understand what makes a good assessment.</p>
Activities	<p>Lead-in.</p> <p>Think about what you know about assessment in the classroom. Using the Blob tree, where it shows how you feel about your knowledge of assessment?</p>

How we assess our learners.

Work in groups. Match each of the strips to an assessment type.
Write your answers under each type.

Read the table. Tick the assessment that you use for each type of task.

Linguistic factors	Formal	Informal	Selfassessment	Peer assessment
Written homework				
Written grammar activities				
Speaking activities				
Integrated skills activities, e.g. projects				
Listening tasks				
Reading tasks				
Writing tasks				

	<table><tr><td>Vocabulary activities</td><td></td><td></td><td></td><td></td></tr></table> <p>Work with a partner. Interview four other participants about the types of assessment they use.</p> <p>Presentation of the criteria-based model: Explain the CBA model. What types includes the CBA according to the Updated Curriculum.</p>	Vocabulary activities				
Vocabulary activities						
Resources	British Council: Understanding assessment for learning for primary. Assessing learning. Participant book.					

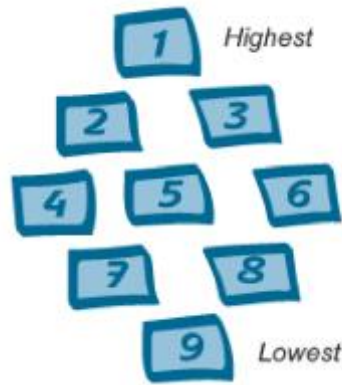
Тема: Формативное и суммативное оценивание на уроках английского языка

Title:	Formative and summative assessment in teaching English
Type of session:	Training
Hours:	2
Objective:	<ul style="list-style-type: none"> • distinguish between different types of assessment • explain the purpose of assessment for learning • use informal assessment in the classroom • collect evidence of learners' progress • relate knowledge of assessment for learning to your teaching contexts.
Activities	<p>Lead-in</p> <p>Participants use the Venn Diagram and compare formative and summative assessment. What are the differences? What are the similarities?</p> <p>Group presentation and whole class discussion on the presentations.</p> <p>Participants are exposed to the FA tasks and design own FA tasks based on the model.</p> <p>Participants are exposed to the SA tasks and design own SA tasks based on the model.</p>

Resources	Формативное (формирующее) оценивание: методическое пособие / Е.Н. Кохаева. – Астана: АОО «Назарбаев Интеллектуальные школы» Центр педагогического мастерства, 2014. – 66 с.
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Тема: Активные методы обучения на уроках английского языка

Title:	Active learning in teaching English
Type of session:	Training
Hours:	4
Objective:	<ul style="list-style-type: none"> • understand what active learning is • explain the purpose of active learning • justify the reasons to use active learning
Activities	<p>What is Active Learning?</p> <p>You have 2 minutes on your table to agree a definition of ‘active learning’ of up to two sentences. Write it on a large sheet of paper. What is Active Learning?</p> <p>“Active learning is a process that has student learning at its centre. Active learning focuses on ‘how’ students learn not just on ‘what’ they learn.”</p> <p>What is Active Learning?</p> <p>“Active Learning is not about a particular activity, but about getting students to think and think hard!”</p> <p>It can promote success in examinations. On your desks... (20-25 minutes)</p> <ul style="list-style-type: none"> • ...are descriptions of different teaching and learning activities. • You need to... <ul style="list-style-type: none"> – Decide which you will discard – For the rest, split them into three groups – good, better, best – For the top 9, create a diamond shape, showing which is best, which are in the middle and which is at the bottom. – “a diamond nine”



Envoy top and bottom (10 minutes)

- Once you all have your diamond shapes
 - I will say ‘go’
 - Send two envoys to another group and listen to them justify the placement of the top piece of the diamond and the bottom piece of the diamond.
 - Your envoys should justify your own top and bottom pieces to that group.
 - The envoys should return, explain what you have heard to your own group, and change your diamond if you think it is appropriate.

Another challenge!

- You have up to five minutes to agree and write on separate post-its, six skills that are developed through Active Learning.
- This involves you reflecting on your experience so far this morning.
- As a group stand up when you have completed this task.

Back to original groups- revise and amend!

Following your learning from these activities:

- review your original definition of ‘active learning’
- make any amendments from your learning in this session or rewrite your definition
- Be prepared to share your definition and the thinking behind it!

What are the implications for learning from this quotation?

“Give the pupils something to do, not something to [rote] learn; and if the doing is of such a nature as to demand thinking, learning naturally results.” John Dewey

What are the implications for learning from this quotation?

“If I ran a school, I’d give all the average grades to the ones who gave me all the right answers, for being good parrots. I’d give the top grades to those who made lots of mistakes and told me

	about them and then told me what they had learned from them.” Buckminster Fuller, Inventor
Resources	Active learning. Cambridge Schools Conference. Helen Morgan, Lin Whyte, South Africa, April 2016.

Тема: Обучение навыков и под-навыков чтения на уроках английского языка

Title:	Teaching reading skills and sub-skills
Type of session:	Training
Hours:	4
Objective:	<p>By the end of this workshop participants will be able to:</p> <ul style="list-style-type: none"> • describe their beliefs about the skill of reading • identify text types that are suitable for their learners to read • describe six reading strategies that we use to understand written text • identify several motivating activities that develop learners' reading strategies • write some comprehension questions • plan a reading lesson with three stages • use their own reading strategies for interpreting English texts.
Activities	<p>Lead-in T asks Ss to recommend a very good place/café/restaurant to eat out in Petropavlovsk tonight. T elicits some ideas and reasons (maybe good service, low prices, delicious food, etc.)</p> <p>SS work in pairs and discuss the following questions: “1. How often do you eat out? 2. What's your favourite restaurant/cafe? What's special about it?”</p> <p>Open-class feedback</p> <p>Pre-reading activity T distributes Handout 1.1 and asks SS to discuss in pairs what the text is going to be about. T elicits some ideas. T elicits/presents what SS see on these pictures. What kind of industry is it? Is it food service industry? Is it restaurant service? – catering industry.</p> <p>Pre-teaching vocabulary T says, “Just before you read the text and check your predictions let's look at some new words.”</p> <p>Handout 1. T shows two pictures and explains the two words</p>

and Ss repeat them:

1. **blindfolded** (with eye covered with a cloth)
2. **blind man's bluff** (a game when one player is blindfolded and he/she tries to catch other players)

T asks, “Does anyone know the word for serving food, drinks at a party? What is another word for that?”

T asks, “the second one of two, what is it?”

Ss try to answer, if not T says “**latter**”

T writes on the board the following words and explains their meanings.

intently – showing concentration, great attention

book solid – very crowded

crave – to have very strong desire

First reading - reading for gist

Handout 2. T says, “I'm going to ask you to read the article quickly on your own and I'll give you 3 min to do that.”

Before Ss read, to check understanding, T asks, “Are you going to read every word or are you going to get the general idea of the text? - Ss answer (general idea)

After reading Ss work in pairs and compare their answers with partners for 3 min.

Open-class feedback.

Second reading - reading for detail

T says, “I'm going to ask you to read the text again. The first time you read it, Did you read in detail or just for general idea? - Ss answer (general idea)

While-reading activity

T: This time I'll give you more time to read the text again, in detail, 6 min. I'll ask you to answer questions in **Handout 3** while you are reading the text.

When finish, Ss work in pairs and check answers with a partner. (The peer check promotes discussion)

Then T asks different Ss to share their ideas.

Post-reading activity

T says, “Did you find the text interesting? - Ss answer..

T: I'm going to ask you to complete the sentences in Handout 4. You do it alone, just write your own ideas.

Then Ss work in groups of four. They stand up with their

sentences and discuss them within their groups and see if anybody completed the same sentences, listen to other people's ideas about the text. They have 5 min. Then T asks a student from each group to report.

Handout 5. Ss look at the advertisement of a restaurant. Ss read only the first paragraph and use it as an example.

Then Ss describe a restaurant they know using info in Handout 5 (why the restaurant they've chosen is the best to visit, they should persuade others). Ss might consider it as a unique restaurant. But why?

Each group presents its idea.

Practice activity

Handout 6. Ss work in groups and decide which exercise is pre-reading, while-reading and post-reading. T elicits answers from groups.

[Answer: a, b, c – pre-reading tasks

d- while-reading task(gist reading task w/o details)

e- more detailed questions for while-reading task)

f & g- focus attention at specific vocabulary, post-reading activity.

h- post-reading task which requires Ss to respond to the text through writing

Handout 7. Ss work in groups of 4-5. They design one pre-reading, while-reading and post-reading tasks.

Groups share ideas as an open-class feedback.

Deducing meaning from context

Handout 8. Read the text first, then look at the words which are italicized and try to guess their meaning from the context. Ss work in groups of 4-5.

[To summarise]

T: Understanding a written text means extracting the required information from it as efficiently as possible.

I'm going to ask you three questions:

1. What do we read? - Ss answer....

(novels, short stories, tales; plays poems, letters, postcards, telegrams, notes, newspapers and magazines (headlines, articles, editorials, letters to the editor, stop press, classified ads, weather forecast, TV programmes)articles, reports, reviews, essays, business letters, textbooks, guidebooks Recipes advertisements, travel brochures, rules for games instructions (e.g. warnings),

	<p>directions.</p> <p>2. Why do we read? - Ss answer.... (There are two main reasons for reading: Reading for pleasure. Reading for information (in order to find out something or in order to do something with the information you get).</p> <p>3. How do we read? What techniques did we use today? - Ss answer. [skimming, reading for detail, deducing meaning from context] T asks if they know any other strategies. [jigsaw reading(re-ordering mixed up parts of a text)] Handout 9. Ss work in groups. Ss complete the table by identify the reasons for reading and the ways of reading for these different text types (more than one way of reading may be possible, as reader alternates between different modes, according to his or her purpose)</p> <p>Handout 10. Ss work in groups and put the stages of a reading lesson in a logical order. [Answer: c, h, f, d, a, b, g, e] Stages of a reading lesson Handout 11. Ss are divided into 6 groups and each group gets a question to answer. (6 questions, 6 groups) Open-class feedback</p>
Resources	<ol style="list-style-type: none"> 1. Spratt M., Pulverness A., Williams M. The TKT Course. Modules 1, 2 and 3. – Cambridge: Cambridge University Press, 2011. — 256 p. — ISBN 978-0-521-12565-9. 2. Издательство Cambridge University Press for ESOL Examinations, UCLES, 2011, 49 p. 3. TKT Glossary of English Language (ELT) Terminology 2015 4. Welling J. The TKT Course Training Activities. Cambridge: Cambridge University Press, 2009. — ISBN 978-0-521-14442-1. 5. Thaine C. Teacher Training Essentials. Workshops for Professional Development. Cambridge: Cambridge University Press, 2010. — 128 p. — (Cambridge Copy Collection). — ISBN 978-0521172240. 6. Thaine Craig. ESOL Teaching Skills Taskbook. Ako Aotearoa. — 303 p. 7. Thornsbury Scott. The CELTA Course. Cambridge University Press, 2007. — 216 p.— ISBN 8130903113. 8. Gower R., Phillips D., Walters S. Teaching Practice Handbook. Oxford: Macmillan Education, 2006. — 224 p. —

	ISBN 978-1405080040.
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Тема: Обучение навыков и под-навыков говорения на уроках
английского языка

Title:	Teaching speaking skills and sub-skills
Type of session:	Training
Hours:	4
Objective:	<p>By the end of this workshop participants will be able to:</p> <ul style="list-style-type: none"> • use a variety of techniques and tools to teach speaking • read about communicative activities • participate in a number of speaking activity types • discuss the benefits and problems of using pair and group work • reflect on their own attitudes to teaching speaking • prepare and deliver speaking activities.
Activities	<p>Lead-in.</p> <p>As a fun lead-in and as demonstration of an information gap activity, play ‘hot seat’ (also known as Backs to the Board). Divide the participants into groups of 4 or 5. Each group is a team. One person in each team should sit with his/her back to the board and have a pen and paper ready. You then write words or phrases on the board – you could use words from earlier sessions (error correction, classroom management, feedback, lesson stages) – and the other members of the team have to explain them – without using any of the words on the board – to the person in the ‘hot seat’. When the person in the ‘hot seat’ has understood what the word or phrase is, they should write it on their paper and hold the paper in the air for you, the trainer, to see. The first team to write down the word(s) correctly wins a point. Team members should change places so that everyone has a turn in the ‘hot seat’. Don’t let the activity go on too long.</p> <p>Types of activities</p> <p>Activity 1 Survey and presentation</p> <p>Divide a group in 5 groups (A, B, C, D, E) of 4 people. Tell you trainees: In groups of 4, prepare a survey on topic: Teaching speaking.</p> <p>Prepare 4 questions that you will ask the other students in the class.</p> <p>For example: What activities do you use to develop speaking</p>

skills?

How often do you have speaking activities? A) Every lesson B) sometimes etc

ICQ: Are you going to interview a person from your group?

Form new groups, so that each student in the new group comes from the groups A, B, C, D, E. Ask the other students your questions and write down their answers.

Once students finish, tell them: Return to your groups and share the results of your survey. Prepare the presentation of your findings. Use expressions like 5 out of 10 trainees always have speaking activities at the lesson.

Once trainees finish interviewing ask them: Come back to your groups please and present the answers to your groupmates.

Some questions for surveys: Do you correct errors when students speak? If yes, how?

What difficulties do you face with when you teach speaking?

Activity 2. Handout 1. Role play.

Divide trainees into pairs. Distribute handout 2 for each pair and ask trainees to role play.

Choose one trainee and model an example. When trainees finish the task, you can ask one pair to role play in front of the class.

Activity 3. Handout 2. Information gap

Show a handout and tell trainees: This is your diary for next week. Fill in five of the spaces with arrangements you have made.

For example: meeting with parents, going to the cinema with a friend.

Give 2-3 minutes to complete the diary.

When they finish, tell: You need to arrange a meeting with two colleagues. Work in groups of three. Use your diaries to find a time when you can all meet.

Choose one trainee and model the task.

Teacher asks: "What activities have we done to get you speaking?" (Answer: survey and presentation, role play, information gap.) Set a time limit of 2-3 minutes. If the group finds this difficult, give them one or two examples. Conduct the

feedback and list the ideas on the board. Elicit other types of activities for speaking (discussion, debates, storytelling, guessing game)

Handout 3

Divide the class into 5 groups of 4 people. Give a card with one speaking task type for a group and say: Please, identify advantages and disadvantages of the speaking task that you and think how you can adapt/apply the task for your learners. Monitor and help.

Each group presents with the ideas they have come up with.

Task performance

Lead-in

Go to page 8 English Intermediate SB and ask sts to look at the pictures and answer questions in ex 1a.

Hook: ask students to do ex 1c and compare the answers with a partner. Do ex 1e and d.

Then ask sts:1.” What modal verb do we use to say what we think is a right thing or a good thing? (Should, useful language p8)

2.“What phrases do we use to express agreement or disagreement? (I fully agree, I don’t think so, I don’t agree)?

Write the phrases on the board,

Divide the class into groups of 3-4 and ask to do ex 1e , p8.

Monitor and write down the common mistakes.

When sts finish take one statements and discuss as an open class.

Tell students that they have done good job and mention some good reasons.

Write down some sentences with common mistakes and ask learners to correct them in groups and then correct as an open class.

Challenges

Handout 4

Divide the class into groups of 4-5. Give trainees time to discuss the comments by learners and then complete the table.

Marco	Learners can feel very intimidated if the teacher demands that they speak. Ideally the classroom should be a safe and relaxing
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		place in which learners can experiment and practice with language. Teachers need to try to create a relaxed environment. At lower levels, learners may need quite a lot of preparation before they are ready to undertake a speaking task.	
	Lee Joo	Teachers need to consider cultural differences that exist between themselves and learners. Topics that the teacher may feel comfortable discussing may not be considered appropriate by everybody.	
	Vera	While not all learners may not want to speak, it is very important that the teacher ensures that those who do not want to speak get opportunities to do so. Sometimes the teacher can help by forming groups based on the level- so that all the stronger learners together and weaker learners are together- this will reduce the risk of weaker learners being dominated by stronger peers	
	Ali	Different learners have different tastes-and so teachers need to include a variety of activity types to appeal as many people as possible	
Reflection. Handout 5 Put trainees into groups of and ask trainees to discuss the following questions in handout #5: 1)What should be taken into consideration while planning/choosing speaking tasks? Why? 2) what is the teaching role while speaking tasks?			
Resources	1. Spratt M., Pulverness A., Williams M. The TKT Course. Modules 1, 2 and 3. – Cambridge: Cambridge University Press, 2011. — 256 p. — ISBN 978-0-521-12565-9. 2. Издательство Cambridge University Press for ESOL Examinations, UCLES, 2011, 49 p. 3. TKT Glossary of English Language (ELT) Terminology 2015 4. Welling J. The TKT Course Training Activities. Cambridge: Cambridge University Press, 2009. — ISBN 978-0-521-14442-1. 5. Thaine C. Teacher Training Essentials. Workshops for Professional Development. Cambridge: Cambridge University Press, 2010. — 128 p. — (Cambridge Copy Collection). —		

	<p>ISBN 978-0521172240.</p> <p>6. Thaine Craig. ESOL Teaching Skills Taskbook. Ako Aotearoa. — 303 p.</p> <p>7. Thornsbury Scott. The CELTA Course. Cambridge University Press, 2007. — 216 p.— ISBN 8130903113.</p> <p>8. Gower R., Phillips D., Walters S. Teaching Practice Handbook. Oxford: Macmillan Education, 2006. — 224 p. — ISBN 978-1405080040.</p>
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Тема: Обучение навыков и под-навыков аудирования на уроках английского языка

Title:	Teaching listening skills and sub-skills
Type of session:	Training
Hours:	4
Objective:	<p>By the end of this workshop participants will be able to:</p> <ul style="list-style-type: none"> • identify reasons for listening and the factors which make listening tasks easier or more difficult when selecting audio and setting tasks • adapt tasks to teach listening skills • identify which subskills are being exploited and reflect on how they will highlight these to their learners • discuss monitoring techniques and identify remedial tasks.
Activities	<p>Lead-in.</p> <p>As a fun lead-in and as demonstration of an information gap activity, play ‘hot seat’ (also known as Backs to the Board). Divide the participants into groups of 4 or 5. Each group is a team. One person in each team should sit with his/her back to the board and have a pen and paper ready. You then write words or phrases on the board – you could use words from earlier sessions (error correction, classroom management, feedback, lesson stages) – and the other members of the team have to explain them – without using any of the words on the board – to the person in the ‘hot seat’. When the person in the ‘hot seat’ has understood what the word or phrase is, they should write it on their paper and hold the paper in the air for you, the trainer, to see. The first team to write down the word(s) correctly wins a point. Team members should change places so that everyone has a turn in the ‘hot seat’. Don’t let the activity go on too long.</p> <p>Types of activities</p> <p>Activity 1 Survey and presentation</p> <p>Divide a group in 5 groups (A, B, C, D, E) of 4 people.</p>

Tell you trainees: In groups of 4, prepare a survey on topic: Teaching speaking.
Prepare 4 questions that you will ask the other students in the class.

For example: What activities do you use to develop speaking skills?

How often do you have speaking activities? A) Every lesson B) sometimes etc

ICQ: Are you going to interview a person from your group?

Form new groups, so that each student in the new group comes from the groups A, B, C, D, E. Ask the other students your questions and write down their answers.

Once students finish tell them: Return to your groups and share the results of your survey. Prepare the presentation of your findings. Use expressions like 5 out of 10 trainees always have speaking activities at the lesson.

Once trainees finish interviewing ask them: Come back to your groups please and present the answers to your groupmates.

Some questions for surveys: Do you correct errors when students speak? If yes, how?

What difficulties do you face with when you teach speaking?

Activity 2. Handout 1. Role play.

Divide trainees into pairs. Distribute handout 2 for each pair and ask trainees to role play.

Choose one trainee and model an example. When trainees finish the task, you can ask one pair to role play in front of the class.

Activity 3. Handout 2. Information gap

Show a handout and tell trainees: This is your diary for next week. Fill in five of the spaces with arrangements you have made.

For example: meeting with parents, going to the cinema with a friend.

Give 2-3 minutes to complete the diary.

When they finish tell: You need to arrange a meeting with two colleagues. Work in groups of three. Use your diaries to find a time when you can all meet.

Choose one trainee and model the task.

Teacher asks: "What activities have we done to get you speaking?" (Answer: survey and presentation, role play, information gap.) Set a time limit of 2-3 minutes. If the group finds this difficult, give them one or two examples. Conduct the

feedback and list the ideas on the board. Elicit other types of activities for speaking (discussion, debates, storytelling, guessing game)

Handout 3

Divide the class into 5 groups of 4 people. Give a card with one speaking task type for a group and say: Please, identify advantages and disadvantages of the speaking task that you and think how you can adapt/apply the task for your learners.

Monitor and help.

Each group presents with the ideas they have come up with.

Task performance

Lead-in

Go to page 8 English Intermediate SB and ask sts to look at the pictures and answer questions in ex 1a.

Hook: ask students to do ex 1c and compare the answers with a partner. Do ex 1e and d.

Then ask sts: 1. "What modal verb do we use to say what we think is a right thing or a good thing? (Should, useful language p8)

2. "What phrases do we use to express agreement or disagreement? (I fully agree, I don't think so, I don't agree)?"

Write the phrases on the board,

Divide the class into groups of 3-4 and ask to do ex 1e, p8.

Monitor and write down the common mistakes.

When sts finish take one statements and discuss as an open class.

Tell students that they have done good job and mention some good reasons.

Write down some sentences with common mistakes and ask learners to correct them in groups and then correct as an open-class.

Challenges

Handout 4

Divide the class into groups of 4-5. Give trainees time to discuss the comments by learners and then complete the table.

Marco	Learners can feel very intimidated if the teacher demands that they speak. Ideally the classroom should be a safe and relaxing place in which learners can experiment and
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		practice with language. Teachers need to try to create a relaxed environment. At lower levels, learners may need quite a lot of preparation before they are ready to undertake a speaking task.	
	Lee Joo	Teachers need to consider cultural differences that exist between themselves and learners. Topics that the teacher may feel comfortable discussing may not be considered appropriate by everybody.	
	Vera	While not all learners may not want to speak, it is very important that the teacher ensures that those who do not want to speak get opportunities to do so. Sometimes the teacher can help by forming groups based on the level- so that all the stronger learners together and weaker learners are together- this will reduce the risk of weaker learners being dominated by stronger peers	
	Ali	Different learners have different tastes-and so teachers need to include a variety of activity types in order to appeal as many people as possible	
Reflection. Handout 5 Put trainees into groups of and ask trainees to discuss the following questions in handout #5: 1)What should be taken into consideration while planning/choosing speaking tasks? Why? 2) what is the teaching role while speaking tasks?			
Resources	1. Spratt M., Pulverness A., Williams M. The TKT Course. Modules 1, 2 and 3. – Cambridge: Cambridge University Press, 2011. — 256 p. — ISBN 978-0-521-12565-9. 2. Издательство Cambridge University Press for ESOL Examinations, UCLES, 2011, 49 p. 3. TKT Glossary of English Language (ELT) Terminology 2015 4. Welling J. The TKT Course Training Activities. Cambridge: Cambridge University Press, 2009. — ISBN 978-0-521-14442-1. 5. Thaine C. Teacher Training Essentials. Workshops for Professional Development. Cambridge: Cambridge University Press, 2010. — 128 p. — (Cambridge Copy Collection). — ISBN 978-0521172240.		

	<p>6. Thaine Craig. ESOL Teaching Skills Taskbook. Ako Aotearoa. — 303 p.</p> <p>7. Thornsbury Scott. The CELTA Course. Cambridge University Press, 2007. — 216 p.— ISBN 8130903113.</p> <p>8. Gower R., Phillips D., Walters S. Teaching Practice Handbook. Oxford: Macmillan Education, 2006. — 224 p. — ISBN 978-1405080040.</p>
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Тема: Обучение навыков и под-навыков письма на уроках английского языка

Title:	Teaching writing skills and sub-skills
Type of session:	Training
Hours:	4
Objective:	<p>By the end of this workshop participants will be able to:</p> <ul style="list-style-type: none"> • explain why it is important to teach the skill of writing • understand the value of the writing process • categorise the given writing activities into controlled and freer and product-oriented and process-oriented groups • respond to and correct their learners' writing appropriately • evaluate and adapt writing activities in their course material.
Activities	<p>Lead-in.</p> <p>Tell trainees: "I have a friend, who is also an English teacher. She wants to teach abroad and is looking for a job. I came across with this advertisement." Show an ad on PPT or distribute the handout #1.</p> <p>T asks SS "What actions does she need to take to apply for this position?" T elicits SS' ideas (send a CV, have an interview, write a cover letter, etc.) and places more emphasis on CV. T also elicits ideas how a good CV should be designed (this practice will help SS to get better in further tasks)</p> <p>Task performance</p> <p>Handout 2</p> <p>Say: I have my friend's CV, but it's cut. Work in pairs and match the headings of CV with the content. For example: Personal details are ... (elicit from the group).</p> <p>You have 4 minutes.</p> <p>Display the answers on PPT, when trainees finish</p> <p>Monitor and explain if there are some questions. Highlight the main points of CV and the content.</p> <p>T asks SS "Do you think my friend's qualifications and</p>

	<p>experience suit that position? / Why? /Why not?" Make students discuss their opinion in pairs. Then discuss as an open class.</p> <p>T asks SS' opinions about the job advert whether they like it or not/would or wouldn't like to apply for this position. Then SS work in pairs and prepare/write an ideal CV for that job on the poster</p> <p>Model lesson discussion</p> <p>When Sts finish ask them to display their Cvs on the wall and say: Go around and read all CVs and choose the one that suits best to the job advertisement and put "like" under it. (there should be sticker). When sts finish discuss with the class which is the best and why.</p> <p>Ask trainees to think about the lesson framework you demonstrated and put the stages in handout #3 in correct order. Give feedback as an open –class and tell that this method is called product approach to writing. Ask students to discuss in groups of 3-4 when it's better to use this approach and what strengths and weaknesses of this approach are. Then discuss as open- class.</p> <p>Answer key:</p> <p>Formal letters, for example, or postcards, in which the features are very fixed, would be perhaps more suited to a product-driven approach, in which focus on the layout, style, organisation and grammar could greatly help students in dealing with this type of writing task.</p> <p>Strengths</p> <p>It is easy to use with large classes.</p> <p>It is really useful when teaching beginners.</p> <p>It is easier to grade because this approach mainly focuses on form.</p> <p>Difficulties and errors are usually minimized since this is based on imitation.</p> <p>Students know how the end results looks like.</p> <p>Weaknesses</p> <p>This approach doesn't teach students to write independently.</p> <p>It discourages creativity since this approach relies heavily on the imitation of model text.</p> <p>It devalues the learner's linguistic and personal potential.</p> <p>Marking written work</p>
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	<p>Handout 4</p> <p>Distribute handout with an application letter containing mistakes and say: I have an application letter but it has some mistakes. Work in pairs, correct and mark the mistakes. T also should ask SS how they have understood the task (CCQs). You have 4 min. Check together which mistakes they have corrected. Probably trainees will mark them in different ways. T elicits some ideas for common ways to mark some types of mistakes. Then T presents them an error (handout 5) code and then ask them to mark an application letter again using error code</p> <p>Reflection</p> <p>PPT</p> <p>Writing is sometimes called “Cinderella skill” because it is the easiest to ignore. Do you feel this case with your own teaching? How do you try and provide a balanced writing programme? Trainees discuss the questions in groups of 3</p>
Resources	<ol style="list-style-type: none"> 1. Spratt M., Pulverness A., Williams M. The TKT Course. Modules 1, 2 and 3. – Cambridge: Cambridge University Press, 2011. — 256 p. — ISBN 978-0-521-12565-9. 2. Издательство Cambridge University Press for ESOL Examinations, UCLES, 2011, 49 p. 3. TKT Glossary of English Language (ELT) Terminology 2015 4. Welling J. The TKT Course Training Activities. Cambridge: Cambridge University Press, 2009. — ISBN 978-0-521-14442-1. 5. Thaine C. Teacher Training Essentials. Workshops for Professional Development. Cambridge: Cambridge University Press, 2010. — 128 p. — (Cambridge Copy Collection). — ISBN 978-0521172240. 6. Thaine Craig. ESOL Teaching Skills Taskbook. Ako Aotearoa. — 303 p. 7. Thornsbury Scott. The CELTA Course. Cambridge University Press, 2007. — 216 p.— ISBN 8130903113. 8. Gower R., Phillips D., Walters S. Teaching Practice Handbook. Oxford: Macmillan Education, 2006. — 224 p. — ISBN 978-1405080040.

Тема: Обучение лексико-грамматическому компоненту на уроках английского языка

Title:	Use of English in teaching English
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Type of session:	Training
Hours:	4
Objective:	<p>By the end of this workshop participants will be able to:</p> <ul style="list-style-type: none"> • evaluate teaching methods that help learners memorise, organise and store vocabulary • evaluate the advantages and disadvantages of context when presenting and practising (new) vocabulary • list criteria to help when presenting vocabulary to appeal to different learning styles • reflect on their own ways of presenting and practising vocabulary in the classroom • evaluate a variety of reviewing and revising activities to have better insight into what will appeal to different learners and learning styles.
Activities	<p>Lead-in</p> <p>[T demonstrates a grammar lesson that follows the text-based approach. Lesson plan (describing regular events in the past, the lesson focuses on Past Simple of regular verbs)]</p> <p>T writes on the board: Right place, wrong time Have you experienced anything while travelling when something went wrong? Ss share their ideas, discuss and give examples. T asks if anybody visited Thailand. Ss answer. Then T plays the video “The Impossible official international trailer” [A couple with three children went to Thailand for Xmas. They had a party, next day went to the pool. It was an ideal holiday unless the tsunami struck. Finally they all went back home.]</p> <p>T asks Ss if they know or can predict how many people suffered from the natural disaster. Open-class discussion. T provides Ss with facts: (The tsunami hit the southwest coast of southern Thailand which was about 500 km (310.69 miles) from the epicenter (Indonesia). The region is heavily visited by foreigners during the Christmas season. Since the tsunami hit during high tide, its damage was severe. Approximately 5,400 people were killed and 3,100 people were reported missing.) killing an estimated 227,898 people in 14 countries along the coasts of the Indian ocean.</p>

T says, “One of the disaster survivors is Simon Jenkins, who was in Thailand when the tsunami struck. You are going to read his interview.”

Pre-teaching vocabulary

Handout 1.

T says, “But before you read the text, look at the picture and tell me what you can see.”

Ss guess the word (shoreline). Then they are given definitions of new words:

shoreline – a coast or shore

propel – to push or drive (someone or something) forward or in a particular direction

depict = portray – to describe (someone or something) using words, a story

mind-blowing – very exciting, shocking

aftermath – the period of time after destructive event (In the aftermath of the fire, many people were in need of shelter.)

override – to have more influence than (something)
(Don't let anger override common sense.)

Handout 3. Have Ss read the text again (scanning) and answer the questions.

T asks Ss about their reaction to the story. Ss share thoughts.

T asks Ss, “How many lives did the Thais save?”

Then writes down the Ss' answer on the board:

Thai people saved thousands of lives.

T asks Ss questions:

1. Did it happen in the present, past or future? - Ss answer.....
2. Does this sentence refer to the Present, Past or Future? - Ss answer...
3. Is it finished action? - Ss answer...
4. Do we know when it happened? - Ss answer...

T draws Ss' attention by saying:

- Past action
- Finished action
- Specific date

T summarises the meaning of the grammar item, “When we talk about Past action, which is finished and it happened at a specific time in the past, we use Past Simple.

	<p>T asks a student, “When do we use the Past Simple tense? - Student answers. T can ask more Ss. T asks the following questions related to the same sentence (Thai people saved thousands of lives.) a) What is the subject of the sentence? - Ss answer... b) Who saved thousands of lives? - Ss answer.... c) How many lives did they save? - Ss answer... T asks Ss, “Do we add any ending to the verb? -Ss answer... What ending is it? - Ss answer... Handout 4 Ss work in groups. Compare the following grammar practice activities and answer the questions. What is the sequence of grammar exercises? [Answer key: 1. Don'ts (Give a lecture; Always use the same presentation technique)</p>
Resources	<ol style="list-style-type: none"> 1. Spratt M., Pulverness A., Williams M. The TKT Course. Modules 1, 2 and 3. – Cambridge: Cambridge University Press, 2011. — 256 p. — ISBN 978-0-521-12565-9. 2. Издательство Cambridge University Press for ESOL Examinations, UCLES, 2011, 49 p. 3. TKT Glossary of English Language (ELT) Terminology 2015 4. Welling J. The TKT Course Training Activities. Cambridge: Cambridge University Press, 2009. — ISBN 978-0-521-14442-1. 5. Thaine C. Teacher Training Essentials. Workshops for Professional Development. Cambridge: Cambridge University Press, 2010. — 128 p. — (Cambridge Copy Collection). — ISBN 978-0521172240. 6. Thaine Craig. ESOL Teaching Skills Taskbook. Ako Aotearoa. — 303 p. 7. Thornsbury Scott. The CELTA Course. Cambridge University Press, 2007. — 216 p.— ISBN 8130903113. 8. Gower R., Phillips D., Walters S. Teaching Practice Handbook. Oxford: Macmillan Education, 2006. — 224 p. — ISBN 978-1405080040.

Тема: Дифференциация заданий и скаффолдинг на уроках английского языка

Title :	Differentiation and scaffolding in English lessons
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Type of session:	Training
Hours :	2
Objective:	<p>By the end of this training the participants will be able to:</p> <ul style="list-style-type: none"> • recognise the various ways their learners can differ • state how teaching resources can help with differentiation in the classroom • consider how the differentiation of tasks can lead to the achievement of learning outcomes in different ways for different learners • identify and evaluate differentiated support in their context • prepare a differentiated activity to suit their learners.
Activities	<p>Let's look at some ways in which we can differentiate without having to spend hours on preparation.</p> <p>1 Differentiation by outcome</p> <p>The first thing to remember is that many of the tasks we are already doing will enable us to differentiate quite well. Any task which is open (has more than one acceptable answer or can be approached in different ways) will allow students to work at their own level. Similarly, any tasks which provide choices, or which are personalised or require interaction with others are likely to be naturally quite differentiation-friendly, and will allow for different outcomes. Some people use differentiated outcomes on their lesson plans.</p> <p>For example: By the end of the lesson all students will be able to.. most will be able to..some will be able to.. This can be a useful reminder that what we teach is not necessarily what is learnt, but, personally I am not hugely keen on this approach, as it starts the lesson by assuming that some students cannot achieve. The point is to provide options, not to limit them.</p> <p>2 Differentiation by task.</p> <p>We can provide students with these options by 'tweaking' tasks so that we provide either extra support, or extra challenge.</p> <p>3. Differentiation by teaching method</p> <p>As mentioned in the table above, an activity which involves active learning and group or pair work is likely to differentiate more effectively because – Students can work at their own level. – Students can support each other and learn from each other. Most of us have experimented with putting stronger students with weaker ones and, it has to be said, the results can vary quite a bit. Sometimes it works really well. The stronger student consolidates their knowledge by explaining to the weaker student and the weaker student feels supported. Sometimes, however, the</p>

	<p>stronger student dominates or resents the role and/or the weaker student feels embarrassed or says nothing. Mixing things up so that the same pairings aren't used all the time certainly helps, but there are also some techniques you can use, such as Scribe, which I first saw in Jill Hadfield's excellent book, Classroom Dynamics. When carrying out a small group discussion, appoint a scribe, or note taker for the group. They should only listen and take notes. After the discussion, they will feed back to the whole class. If the strongest student is the scribe, this will prevent them from dominating, but still give them an important role and a chance to shine at the end. If a weaker student takes this role, the pressure is taken off them to produce language spontaneously, but they can prepare something to say at the end, which will provide a sense of achievement. Questioning techniques can also be modified to provide better differentiation. Give students enough time and space to answer and nominate, by asking the question before you name the student, so it doesn't always fall back to stronger students. Consider how easy the question is and don't choose students who can't answer. Use monitoring while students are working in pairs or groups to identify who can answer which question. Ask different types of questions. A useful model is Bloom's mastery and developmental tasks (Bloom's taxonomy) Mastery tasks can be mastered by all learners, they are straightforward-you might ask a learner to describe something or define something. A developmental task is more stretching and requires a deep understanding. These kinds of questions might ask the students to judge or critically appraise for example. But perhaps the easiest and most effective thing you can do when asking questions is to wait longer for an answer, and discourage the stronger students from jumping in. Just waiting a couple of seconds longer has a huge impact in terms of both the number of students who are willing to answer and, in the length, and complexity of their answers. Obviously, none of these ideas is going to provide every student in the class with a 1-2-1 tailor-made course. However, I do think they can go some way towards helping to address the different needs, interests and abilities of the learners.</p>
Resources	<p>https://www.teachingenglish.org.uk/sites/teacheng/files/BC%20Planning%20for%20Differentiation%20handout-%20RRoberts.pdf</p> <p>https://esol.britishcouncil.org/content/teachers/staff-room/teaching-articles/differentiation-esol-classroom</p>

Тема: Планирование урока по предмету «Английский язык» в контексте обновленного содержания образования РК

Title:	Планирование урока по предмету «Английский язык» в контексте обновленного содержания образования РК
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Type of session:	Training
Hours:	4
Objective:	<p>By the end of this training participants will be able to:</p> <ul style="list-style-type: none"> • discuss everything they know about lesson planning • explain why teachers write lesson plans • establish the content of lesson plans • write effective lesson plan aims • put a lesson plan together • establish tips for writing lesson plans.
Activities	<p>Lead-in “Board race”</p> <p>In this activity participants brainstorm vocabulary connected to lesson planning. Participants also experience an activity that can be used as a motivating warmer – a board race.</p> <p>Materials</p> <ul style="list-style-type: none"> • The board or one flipchart per group • Coursebook Activity 1 – Board race <p>Instructions</p> <p>Divide the class into two teams. Write ‘lesson planning’ vertically (one each for a team). Tell the teams they have to take it in turn to write a word connected to ‘lesson planning’ on the board. If this is a new activity for the class, demonstrate it using the word ‘films’ before setting up the team competition with ‘lesson planning’. Elicit words connected to ‘films’ that use the letters in ‘films’ (see below for example).</p> <p>2 Why write lesson plans?</p> <p>In this activity participants brainstorm the reasons for lesson planning in order to underline the importance of lesson planning.</p> <p>Instructions</p> <ul style="list-style-type: none"> • Write a spidergram heading on the whiteboard: ‘Why plan lessons?’ Group participants. Tell participants to look at Activity 2 – Why write lesson plans? in their coursebook. Give out one Photocopiable worksheet Activity 2 – Spidergram per group and tell them to work together to complete it with relevant ideas. They can add or change the circles and add or change the verbs. Give them a time limit of eight minutes. • Tell participants that they will now share ideas. Give a board pen to one member of each group. Tell one group at a time to come up and record an idea on the spidergram. Tell participants to record the collective information from the

	<p>spidergram in their coursebooks.</p> <ul style="list-style-type: none"> • Make sure the ideas in the answer sheet are included in the spidergram; input them into different groups and clarify where necessary. <p>3 Lesson plan content</p> <p>In this activity participants brainstorm the headings in a lesson plan, and then match them against headings from the cover page and the procedural detail in a lesson plan template. They also match the heading and its definition in order to check understanding and to provide a record.</p> <p>4 Lesson aims</p> <p>In this activity participants examine what constitutes an effective aim, match aims and language points, produce aims for tasks from their own school textbooks and receive feedback on their aims.</p> <p>5 Lesson plan</p> <p>In this activity participants are given the opportunity to organise a lesson plan that has been cut up.</p> <p>6 Tips for lesson planning</p> <p>In this activity participants are given the opportunity to listen to secondary school teachers in the United Kingdom giving their tips for lesson planning on a number of different subjects, and then explore one in more detail.</p> <p>7 Reflection on learning</p> <p>Participants will reflect on the session, share their evaluation of it with their peers and talk about ideas they would like to try out.</p>
Resources	Teaching English Certificate in Secondary English Language Teaching (CiSELT) Module 1: Lesson Planning Trainer book

Тема: Микропреподавание

Title:	Microteaching
Type of session:	Training
Hours:	4
Objective:	<p>By the end of this training participants will be able to:</p> <ul style="list-style-type: none"> • establish criteria for observation, apply the criteria and give feedback on microteaching • recognise a variety of observation documentation and select appropriate ones for their institutional setting • explore damaging and useful feedback behaviour • use effective methods in giving feedback

	<ul style="list-style-type: none"> • reflect on their own learning.
Activities	<p>1 Introduction – activate prior knowledge In this activity participants play ‘slap the board’ with 15 terms associated with observation and feedback. It establishes and reviews what participants know about the topic.</p> <p>2 Criteria for teacher observation and feedback In this activity participants explore best practice criteria and standards for lessons in order to determine the basis for observation and feedback.</p> <p>Instructions</p> <ul style="list-style-type: none"> • Tell participants that, before we can observe teachers effectively, we must agree on what best practice is. • Reveal four examples of best practice (overhead projector/flipchart) that have been scrambled. • Group participants. Tell participants to unscramble them. Elicit the unscrambled ones from the groups. • In groups, participants brainstorm other criteria for best practice. <p>3 Best practice criteria and teacher behaviour In this activity participants will match best practice criteria to teacher behaviour in class.</p> <p>Instructions</p> <ul style="list-style-type: none"> • Tell participants that criteria must be evidenced in the teacher or learner behaviour in the classroom. For example, if the criterion is ‘Teacher checked understanding of target language’, then the behaviour would be ‘the use of effective concept-checking questions or timelines at appropriate times in the lesson’. • Group participants. Give out evidence cards and criteria cards, and tell participants to match them. Monitor, helping and correcting where necessary. • Tell participants to check the answer sheet at the back of the coursebook. Clarify where necessary. <p>4 Using criteria to observe a lesson In this activity participants observe a 20-minute lesson and complete a lesson observation form based on the criteria for best practice.</p> <p>Instructions</p> <ul style="list-style-type: none"> • Pair participants. Give out observation form. Tell participants that the observation form was based on the best practice criteria in the last activity. Tell them to notice differences between the list and form (i.e. the ones that

refer to the plan are not there).

- Tell participants that they are going to observe a teacher teaching. Tell them the class profile and lesson fit (based on a selection of videos provided as separate resources). As they observe they make notes using the observation form.
- Put participants into small groups and tell them to compare their notes. Tell them that their notes and what they feed back to the teacher might be very different. Tell them to identify what they would feed back to the teacher. Tell them to pick out two positives and one negative that they feel are the most important to feed back to the teacher.

5 Observation documents

In this activity participants discuss a variety of different observation documents (i.e. Self-reflection, peer observation, spy missions, noticing tasks, etc.) and decide when each document could be used and why. They also evaluate them.

6 Effective vs. ineffective feedback

In this activity participants watch a role play between a teacher and an observer. The observer gives very ineffective feedback. Participants identify why the feedback is ineffective and come up with a list of ways of giving effective feedback. This activity is extended into participants considering and categorising potentially damaging and useful behaviour.

7 Golden rules for effective feedback

In this activity participants are given 'golden rules' for giving feedback, with some examples of the language used for each rule. They need to come up with other examples of language for each of the rules.

8 Putting theory into practice

In this activity participants are given the opportunity to role play a feedback situation as both the teacher and the observer. They should try and include as many of the techniques that have been discussed in the session.

An observer watches the role plays and gives feedback on the feedback techniques used and how effective/ ineffective the feedback was.

9 Reflection on learning

In this activity participants reflect on the session and to relate it to their own teaching situation.

Instructions

- Pair participants. Tell them to refer to the outcomes and to state one or two ideas connected to each outcome.
- Tell them to tell each other one surprising thing they learnt,

	<p>one thing that was completely new to them and one thing they agree strongly with.</p> <ul style="list-style-type: none"> • Tell participants to discuss their own institutional observation and feedback scenario and if they would change anything about it based on the session.
Resources	Teaching English Certificate in Secondary English Language Teaching (CiSELT) Module 4: Observation and feedback Trainer book

Тема: Особенности планирования урока в условиях дистанционного обучения

Title:	Features of lesson planning in the remote learning
Type of session:	Training
Hours:	2
Objective:	<p>discuss the need for collaboration tools;</p> <p>explore and evaluate a few collaborative tools;</p> <p>consider some of the aspects of using collaboration tools</p>
Activities	<p>Introduction</p> <p>While there are many similarities between face-to-face lessons and online lessons, there are a lot of differences too. These things are the same: the basic structure of beginning, middle and end, the principles of good teaching, the importance of learning objectives and the need for explanations. However, the delivery is different, the interactions between learners are different and, more importantly, online learning is much more intense for everyone.</p> <p>Getting started</p> <p>Converting face-to-face lessons to online ones is extremely difficult, so it's best to start your online lesson planning from scratch. Here's a checklist to get you started. Have you decided what you want the learners to achieve by the end of the lesson/course of lessons? Do you know how you will present the new material? What tools will you use (PowerPoint/audio/video/ images/Word doc/coursebook)? Have you decided who your learners will interact with during the lesson, when and how? Do you know how you will check your learners' answers to the different activities? Do you know which different resources you will use? (Keep these to a minimum.) Have you worked out how long each section will</p>

take? Do you have a plan B in case the technology fails?
Conducting an online lesson for the first time can feel like the first time you ever taught, so remember to keep it simple. Use fewer rather than more resources.

- Have you decided what you want the learners to achieve by the end of the lesson/course of lessons?
- Do you know how you will present the new material?
- What tools will you use (PowerPoint/audio/video/images/Word doc/coursebook)?
- Have you decided who your learners will interact with during the lesson, when and how?
- Do you know how you will check your learners' answers to the different activities?
- Do you know which different resources you will use? (Keep these to a minimum.)
- Have you worked out how long each section will take?
- Do you have a plan B in case the technology fails?

Conducting an online lesson for the first time can feel like the first time you ever taught, so remember to keep it simple. Use fewer rather than more resources.

Lesson ideas

The beginning of the lesson

- Have a holding slide at the beginning, welcoming learners to the class. Include instructions of what they need for the lesson. Include a note to tell learners to test their microphone and video before beginning. Add the topic of the lesson.
- Do a short warmer activity – see Online lessons: a menu of ideas: <https://bit.ly/RTTOnlineMenu>
- Display the lesson objectives on the screen.
- Do a short lead-in to the topic: — learners brainstorm on paper what they already know, then hold it up to the camera or shout out their ideas — poll/quiz on the topic — jumbled word/unclear picture – guess what it is — give a letter – learners write down as many words related to the topic beginning with that letter — learners say what they can see around them connected to the topic.

The middle of the lesson

Use a PowerPoint slide/picture/video/realia/coursebook activity to introduce the topic. One huge advantage of online lessons is being able to plan your board work in advance. Use font size and colour to show different parts of speech and pronunciation, objects that move to show how sentences become questions, and images – all add to a good online

	<p>lesson. Here are some ideas.</p> <ul style="list-style-type: none"> • Grammar: Provide a situation that involves the use of the grammar point. Elicit example sentences and show these in context. Annotate on screen or use bold/italics to show the grammar. Elicit the rules. Learners practise in context either in breakout rooms or nominated in pairs/threes. • Reading: Put a text on the screen. Set a timer. Learners mark where they got up to. Learners mark unknown words on screen. Learners use their own dictionary (online or paper) to look up new words. Discuss in chat/ breakout rooms or nominated groups. Set comprehension questions. • Listening: Play video with audio off. Learners predict dialogue. Listen with audio and ask what was the same or different. Do a quiz/poll to answer comprehension questions. • Speaking: Learners use fingers or puppets to act out a dialogue with microphones off, then nominate pairs or small groups to have the conversation in front of the others. • Writing: Show a model. Use annotate to mark points of interest in the model. Give lots of examples. Learners do their own draft. Encourage them to ask each other for help. See Online lessons: a menu of ideas: https://bit.ly/RTTOnlineMenu for tips on how to check answers and give feedback. Remember to consider learners with different needs. See Inclusion in remote teaching contexts: https://bit.ly/RTTInclusiveteaching <p>The end of the lesson</p> <ul style="list-style-type: none"> • Use the shared whiteboard for a collaborative ending. • Use the chat for favourite words or new sentences. • Get learners to summarise the lesson.
Resources	Teaching English Remote teaching tips www.teachingenglish.org.uk

Тема: Использование перевернутого класса (Flipped classroom) в условиях дистанционного обучения

Title:	Flipped classroom use in remote learning
Type of session:	Training
Hours:	2
Objective:	<p>After the session, participants will be able to:</p> <ol style="list-style-type: none"> 2. identify what makes a class a “flipped” class 3. explain the advantages and challenges of teaching a

	<p>flipped class</p> <ol style="list-style-type: none"> identify which course-related concepts could be taught more effectively in a flipped class design a flipped class experience and identify relevant technologies, in-class learning activities, and assessments
Activities	<p>Why flip?</p> <ol style="list-style-type: none"> In a lecture, the attention of most students starts to decrease after ten or fifteen minutes, so flipping the class can help keep students focused and learning for the whole period. Flipping the classroom means that students have time to process and reflect on concepts and increase their knowledge base before coming to class to apply their learning. Instructors can get a sense of where students are having difficulty with the course material or have questions or misconceptions about concepts (possibly through an online assessment or discussion forum) before they come to class. Instructors can then adjust what will be done in class depending on this feedback. This is often called “just-in-time teaching” (JITT). <p>A planning model for flipped classes</p> <p>Often when instructors are planning to flip a class they focus all their attention on planning the activities that the students will do in class and on what the students will do online to prepare for that active learning in class.</p> <p>Introduce the task</p> <p>The goal of this stage of the flipped class is to maximize student participation/readiness for the activities they will be doing online and in-class.</p> <p>Out-of-class task</p> <p>Carefully consider the choice of media for the online activities and materials. Instructors can create their own materials such as narrated PowerPoints, screencasts and podcasts, or reuse online content such as websites, readings and videos.</p> <p>Assess the learning</p> <p>Before the in-class session both the instructor and the students can benefit from knowing if the students are adequately prepared for the in-class activity.</p>
Resources	<p>https://uwaterloo.ca/centre-for-teaching-excellence/workshop-resources/introduction-flipped-classroom</p>

Тема: Предметно-языковое интегрированное обучение (CLIL) на уроках английского языка

Title:	Content and language integrated learning in English classroom
Type of session:	Training
Hours:	4
Objective:	<p>By the end of this training participants will be able to:</p> <ul style="list-style-type: none"> • construct a working definition of CLIL and its main aims and principles • differentiate between language, communication, cognitive and learning skills • identify and use the three outcomes and two common approaches to CLIL • analyse a CLIL lesson and lesson plan • identify and deal with language demands of subject content • identify and define the purpose of common visual organisers • reflect on their own learning.
Activities	<p>1. CLIL: principles and knowledge In this activity, the 4 Cs, which drive the CLIL model, are introduced. Participants then match the 4 Cs with example classroom activities.</p> <p>2 Four skills of CLIL lessons In this activity, participants examine the four skills that are being developed in a CLIL classroom (language, communication, thinking and learning) and identify activities that are examples of these four skills.</p> <p>3 Outcomes and approaches In this activity participants identify examples of the three outcomes of CLIL lessons. They match the definitions of the two approaches to the terms, and then order day plans of the same content/language being covered by the two approaches. The day plans and one set of outcomes all come from the same lesson.</p> <p>4 A CLIL lesson in practice In this activity participants watch a CLIL lesson (or just read the lesson plan) and answer comprehension questions about what decisions the teacher has made to deal with the content, the language and to consolidate the learning in the previous</p>

	<p>activity.</p> <p>5 Dealing with language and content In this activity participants discuss and make notes on the key vocabulary, structures and functions necessary to cover when teaching areas of content.</p> <p>6 Visual or graphic organisers In this activity participants discuss the main kinds of visual and graphic organisers and how they help to organise content by highlighting the relationships between concepts and make decisions on appropriate organisers for different content.</p> <p>7 Reflection on learning In this activity participants reflect on the session and relate it to their own teaching situation. .</p>
Resources	Teaching English Certificate in Secondary English Language Teaching (CiSELT) Module 6: Content and Language Integrated Learning Trainer book

Тема: Управление учебным процессом

Title:	Classroom management		
Type of session:	Training		
Hours:	2		
Objectives:	<p>By the end of this workshop participants will be able to:</p> <ul style="list-style-type: none"> • reflect on how they manage their classes and highlight areas they need to work on/develop • list/look at a set of issues that affect management of learners and classrooms, and to focus on those they ‘can change’ and think about improving • evaluate a variety of management techniques and routines to discuss the pros and cons of using such techniques within their classrooms • look at a variety of classroom situations, discuss reasons for learners’ behaviour, suggest how they could manage each situation and role play suggestions • evaluate what they do and their behaviour in the classroom. 		
Activities	<p>A. Warm-up Read the following statements. Do you agree or disagree? Compare your answers with a partner.</p>		
		Agree	Dissagree

a Avoid using too many gestures - they are very distracting for learners.

b Don't point at learners - it can seem very aggressive.

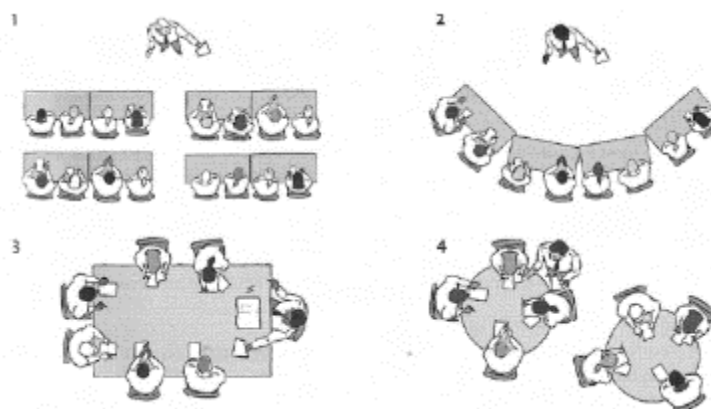
c Classrooms are places of study – so they should be largely quiet.

d If learners want to make a contribution, they should put up their hand and wait to be asked.

e Demonstrating activities is sometimes better than explaining activities.

B. Classroom organisation

1 Look at these diagrams and say which arrangement (1-4) would be most suitable for the classes below. Give some reasons for your choices.



- a large class
- a small, business English class
- a grammar presentation
- pairwork
- groupwork
- written exam

A foreign language lesson

A teacher will give you a short lesson in a foreign language.

C. After your lesson

Work in pairs or groups of three. Try to remember as much as you can of the lesson.

1 Write down the order in which things happened in the lesson.

2 Divide what happened into stages ('chunks' of the lesson).

3 Describe how you felt during each stage of the lesson.

4 Say how the teacher:

- set up activities
- involved the learners
- made meanings clear

- presented new words or expressions
- dealt with errors

D. Comparing languages

Work in pairs. Tell your partner about any differences you noticed between the language you learned and English. Think about:

- word order
- unfamiliar sounds
- the way sounds combined
- pieces of grammar or vocabulary (such as how plurals are signalled).

Reflection.

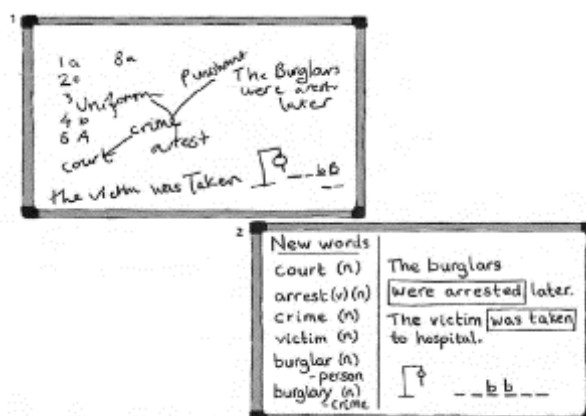
Think about the questions. When you are ready, compare your ideas with a partner's.

1. Do you think you will be able to remember what you learned in seven days' time?
- 2 What have you learned from this experience about learning a new language?
3. What have you learned from this experience about teaching a new language?

2 Think back to the foreign language lesson and answer these questions.

- What activities did you do in pairs or groups? What was the purpose of these stages?
- What are the benefits of pair work and groupwork in a language classroom?
- What are the potential drawbacks to using pair work and group work?

3 Work in pairs. Say what the pictures below suggest about the best use of the whiteboard.



C. Grading language

One of the most important things that teachers have to learn is how to adjust their language to make it appropriate for different groups of learners, particularly lower-level learners.

Read sentences a-g. Tick five sentences that offer good advice. Cross out the other two sentences. Then compare your answers with a partner.

a Pronounce each word slowly and deliberately.

b Use gestures, pictures and other things that will support what you are saying to make it easier to understand.

c Speak with natural rhythm and intonation.

d Miss out small words (articles, prepositions, auxiliary verbs and so on) so that learners can focus on the 'content' words and understand the message.

e Speak at a natural speed, but pause slightly longer after each 'chunk', if necessary.

f Try to avoid 'difficult' vocabulary (for example, very idiomatic language).

g Try to avoid complex grammar patterns.

D. Giving instructions

Read the descriptions. Which teacher is easier to understand?

Both teachers are giving instructions for the same activity to an intermediate class.

Teacher 1:

OK, so if you wouldn't mind, open your books and look at the pictures about what the man does now and what he used to do – OK yeah, they're on page 87 - yeah you can find them in just a sec, doesn't really matter now - OK- they're just some ideas for you to think about. OK, and then what I want you to do is, you're going to write some sentences, about four, maybe a few more - don't worry if you find it difficult, just have a go anyway. So, write some sentences about things you used to do, but you don't do now. OK? And when you've done that I want you to compare them with your partner - or you can work in threes, if you'd rather - I don't think it matters too much - OK, so do you understand all that? - and then I want you to mingle around and then find someone that you have something in common with. Have you got that? All right, so let's start - I would like you to write some sentences.

Teacher 2:

So look at these pictures. [Teacher holds up the book and points to the pictures.] You can use these for ideas, if you want. And then write some sentences about things you used to do, but you don't do now. Write four sentences, please.

[Learners write some sentences.]

OK, let me stop you there - don't worry if you've only written three. Now compare your sentences with a partner.

[Teacher indicates who should work with who and then learners compare.]

OK- good - now, I want you to stand up - talk to as many people as you can and find people that used to do the same things as you. OK? So, for this do you speak or write? [Learner answers 'speak'] OK, and do you speak to one person or lots of people?

[Learner answers: 'speak' OK, so, stand up, please.]

[Learners stand up and mingle.]

Explain how Teacher 2 makes the instructions easier for the learners to understand.

Trainees' queries

As part of the training process, trainees are asked to write an evaluation of their own lessons.

Read the trainees' reflective comments and discuss possible solutions to the problems that they express.

Trainees' comments

- 1 I wasn't sure what to do when they were writing sentences. I knew they hadn't all finished but I didn't want the others to wait too long doing nothing.
- 2 I didn't enjoy it much. There were a few students who just spoke their own language the whole way through. I did say 'in English' once but it didn't do much good.
- 3 I wasn't sure what to do in the pairwork bit. I thought my instructions were OK, but it was obvious when they started that some of the students hadn't understood, and so I tried to go round to each group and sort it out. I think they did get it in the end.
- 4 The students were all doing the pairwork exercise and I just stood there. I wasn't sure what I should do really.
- 5 I tried to ask more learners questions today. I know I just kept asking the same people in my last lesson. But it was embarrassing. I asked Kim what she thought and it was so quiet I couldn't hear her. Even when I got really close to her it was still difficult.
- 6 I really wanted to use pairwork but I had an odd number, so I did the activity with one of the students. Was this right?

Now match the trainees' comments (1-6) with the trainer's advice (a-f).

Trainer's advice

A. You did OK here. You were there to help if they needed it, but don't interrupt if everything is going well. Just listen to what they say.

B. OK - you did well to sort the problem out, but quite a lot of time was wasted, particularly for the last pair you got to. If there's a fairly general problem, don't be afraid to stop the activity and give the instructions again.

	<p>C. Well, that learner is quiet. But if you get closer to learners they often get even quieter because they talk to you - not the class. Try getting further away and just saying something like 'a bit louder, so everyone can hear'.</p> <p>D. I thought you made a pretty good decision here. You have to get the right balance. Reassure learners that they don't always have to finish - or alternatively, have something ready for the quick finishers to do.</p> <p>E. If you do this it becomes very hard for you to know what the other learners are doing, or to respond if they need help or guidance. You need to think about how you will deal with awkward numbers before the lesson - usually a group of three is fine.</p> <p>F. I think part of the problem was that they didn't quite understand what you wanted them to do at, times. It was good that you said something but you probably needed to be a little more assertive about it - at least repeat it. You could try to move learners around a bit so that they are not always sitting next to people who speak the same language.</p> <p>Ask your trainer any other questions you have about classroom management.</p> <p>F. Classroom application</p> <p>Think about your next teaching practice lesson.</p> <ul style="list-style-type: none"> • What will be the best seating arrangements? Will they be the same throughout the lesson? • Plan the instructions that you will need to give. • Will you use the board in the lesson? What will you need to write? When would it be appropriate to erase what you write? • At what points in the lesson will you monitor the learners? <p>What will you be looking and listening for?</p> <p>Reflection.</p> <p>Work in pairs or groups of three. Write some advice about classroom management using these terms:</p> <ul style="list-style-type: none"> • seating • language grading • boardwork • pairwork • giving instructions • early finishers • monitor
Resources	<p>Thornbury, S., & Watkins, P. (2007). <i>The CELTA course: Trainee book</i>. Ernst Klett Sprachen.</p>

Тема: Обзор и рефлексия курса

Title:	Course review and reflection
Type of session:	Training
Hours:	1
Objectives:	<ul style="list-style-type: none"> • apply at least one aspect of learned from this course to professionals in your institution, country, or region; • exchange action plans with colleagues and discuss how to make an impact; • explore online and social media tools for connecting with other English teaching professionals and sourcing new ideas for improving teaching practice.
Activities	<p>Reflection on the course We have learned a lot together! Now think about how your approach to teaching young learners changed. Write at least two things you will start, stop, and continue doing based on what you learned in this course.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> As a result of this course, I will start... when teaching young learners English. </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> As a result of this course, I will stop...when teaching young learners English. </div> <div style="border: 1px solid black; padding: 5px;"> As a result of this course, I will continue... when teaching young learners English. </div> <p>CPD Action Plan Now, write your Action Plan for your CPD. For writing the objectives, use the SMART model for writing objectives, which you learned during the course.</p> <p>Writing SMART Objectives for the Project</p>

In writing meaningful objectives, many education coordinators have found a set of criteria, summarized by the acronym SMART, to be helpful. A SMART objective is:

Specific: Describes an action, behavior, outcome, or achievement that is observable. (e.g., follow Department of Ecology's protocol in determining the ordinary high-water mark; volunteer in community shoreline cleanups; incorporate educational materials on aquatic invasive species).

Action words also serve to group the objectives into specific learning domains.

Examples of Action Words Used to Help Set Objectives for Different Levels of Learning					
Know	Comprehend	Apply	Analyze	Synthesize	Evaluate
define	discuss	demonstrate	distinguish	design	appraise
record	explain	employ	debate	construct	assess
list	differentiate	illustrate	calculate	create	judge
name	identify	translate	diagram	propose	predict

Measurable: Details quantifiable indicator(s) of progress towards meeting the goal (e.g., all local shoreline planners responsible for implementing Washington State Shoreline Management Act, 70% of participants, identify five or more aquatic invasive species).

Audience: Identifies the audience (e.g., local shoreline planners responsible for implementing Washington State Shoreline Management Act, workshop participants, community members) and describes outcomes from the perspective of the audience (i.e., what the audience will be able to do).

Relevant: Is meaningful, realistic, and ambitious; the audience can (given the appropriate tools, knowledge, skills, authority, resources) accomplish the task or make the specified impact.

Time-bound: Delineates a specific time frame (e.g., six months after participating in the Ordinary High Water Mark class, at the conclusion of the workshop, three months after receiving outreach materials).

Action Plan template:

General Area of interest	SMART Target	Who	Time scale	Resources	Action to take	Impact
1.						
2.						
3.						

Trainer monitors and gives feedback to the trainees.

After you share your action plan, you will provide peer feedback to at

	<p>least one of your classmates' action plans. Choose one action plan on the discussion board and use the P-Q-P format for your feedback. P-Q-P stands for Praise – Question – Polish. This is a great way to give critical feedback to a peer in a positive way.</p> <p>P – Praise</p> <p>First, tell your classmate at least one thing you liked about his or her action plan.</p> <p>Q – Question</p> <p>Then, ask your classmate a question about something you didn't understand in the action plan.</p> <p>P – Polish</p> <p>Last, give your classmate one suggestion for "polishing" or making the action plan even better.</p>
Resources	Day-Miller, E. A., & Easton, J. O. (2009). Designing education projects: A comprehensive approach to needs assessment, project planning and implementation, and evaluation. National Oceanic and Atmospheric Administration.

Модуль 4. Развитие ИКТ грамотности педагогов

Тема: Использование образовательных онлайн ресурсов на уроках английского языка (Bilimland, British Council, American English и тд)

Title:	Using educational online resources in English lessons (Bilimland, British Council, American English, etc.)
Type of session:	Training
Hours:	2
Objectives:	<ul style="list-style-type: none"> • Identify what is online resource • Navigate the Bilimland, BC, AE website and main areas of content • Recognize specific online resources that can be applied to Kazakhstan's English education program and how to adapt them to different topics • Utilize a web quest activity and explore the BC and AE website and its online resources through a practical demo
Activities	<p>Вопросы для обсуждения</p> <ul style="list-style-type: none"> - Что такое ЦОР? - Каковы основные педагогические цели использования цифровых образовательных ресурсов? - Какие виды цифровых образовательных ресурсов используют в процессе преподавания уроков

английского языка?.

Курс английского языка

Этот суперсовременный курс английского языка включает в себя широкий ассортимент интерактивных уроков, разработанных на основе международной программы изучения английского языка как иностранного.

В его разработке принимали участие ведущие британские специалисты, имеющие многолетний опыт создания виртуальных языковых курсов.

Он полезен не только школьникам, но и пользователям разных возрастов и уровней подготовки, изучающим английский язык. Курс можно использовать как для преподавания языка в школе, так и для самостоятельного изучения в домашних условиях.

Передовые технологии и новейшие методические разработки делают его идеальным учебным пособием для каждого.

Этот ресурс состоит из трех основных разделов:

«Интерактивный курс», «Интерактивная грамматика» и «Грамматика и активный словарь».

«Интерактивный курс» состоит из 509 анимационных уроков и представляет собой курс 12-летнего обучения (стандарт международной программы).

Количество уроков для каждого года обучения составляет от 60 до 110 интерактивных уроков и набор тестов по завершении курса обучения. (на примере демонстрации 9го года обучения)

(на примере демонстрации урока №14 «What's the time?» на 3 году обучения)

<http://bilimland.kz/ru#lesson=7188>

Каждый урок содержит анимационное видео, где вводится новая тема (введение в новую тему, введение нового лексического материала, структуры построения предложений), затем дается практическая часть урока, где прорабатывается освоенность той или иной темы и закрепление пройденного материала.

Последняя страница урока - упражнения по развитию навыка говорения.

Второй раздел **«Интерактивная грамматика»** состоит из 240 обширных, поэтапных, интерактивных заданий.

Курс разделен на основные уровни (Elementary, Intermediate и Advanced). А уровни, в свою очередь,

подразделяются еще на такие разделы как Grammar, Listening и Vocabulary, которые формируют определенные навыки говорения, понимания речи носителя языка и грамматические знания.

<http://bilimland.kz/ru#lesson=6759>

<http://bilimland.kz/ru#lesson=9280>

<http://bilimland.kz/ru#lesson=6750>

Третий раздел «**Грамматика и активный словарь**» состоит из уровней изучения языка, начиная от 4-7 лет и до Основ делового английского языка и включает в себя большой набор уроков по изучению английского языка.

Free English language teaching resources

If you are an English language teacher or ELT professional, the British Council has lots of free resources to support your work.

You can download free lesson plans and classroom materials; get tips, articles and information about professional development, conferences and qualifications. Also, you can join discussion groups and access training materials.

Visit the <https://www.teachingenglish.org.uk/> website for more resources and materials.

Lesson plans

If you are an English language teacher looking for materials, the British Council can help you with regularly updated lesson plans and classroom materials. Find out more about our lesson plans.

English teaching resources

If you are a busy English language teacher or trainer looking for support and development materials for your classroom, we can help you with the collection of free materials, updated regularly from the British Council website for teachers. Find out more about English teaching resources.

Phonemic chart

Help your students hear and understand the sounds of English using the British Council Phonemic Chart tool. Find out more about how the 'Phonemic Chart' can help develop students' English listening skills.

Articles

If you are an English language teacher and you want to develop your understanding of teaching methodology and practice, the British Council can help you with regularly updated articles.

Classroom activity

If you are an English language teacher looking for materials, we can help you with our regularly updated classroom activities.

Literature in English language teaching

If you are an English teacher looking for literature-based materials, we can help you with texts, activities and listening materials. Find out more about these resources to help teachers using literature in the classroom.

Teacher training courses

The British Council offers a range of teacher training courses which will soon be available online. These cover areas such as primary and secondary teaching, learning technologies and many other subjects. For more information see the British Council's teacher training.

Webquest

Welcome to www.learnenglishbritishcouncil.org website!
Explore the website to find the answers.

1. Go to Learn English (a green website) → IELTS → IELTS interview skills → What are the names of the first three videos?
2. Go to Learn English → Apps → Which app offers a series of short videos about UK culture?
3. Go to Learn English Kids (an orange website) → Grammar and Vocabulary → What does “cheeky” mean?
4. Go to Learn English Kids → Read and Write → Writing practice → Level 3 → Pen pal letter → Where's Juan from?
5. Go to Learn English Teens (a purple website) → Skills → Listening → Elementary A2 → Listen to the “Weather forecast” → What is the weather like in the north of the country?
6. Go to Learn English Teens → Grammar → Watch one of the videos → What is the name of the blonde boy?
7. Go to Teaching English (a blue website) → Teaching teens → Resources → Look through materials → Can you download lesson plans?
8. Go to Teaching English → Teacher development → Teaching radio → What's the name of a program 4?

American English resources:

Highlighted American English Online Resources for Kazakhstan Education Program

1. AE website >> Resources >> Teacher's Corner >> Which

	<p>Teacher's Corner topic discusses about a social media platform for educators? *</p> <p>2. AE website >> Resources >> Teaching the Four Skills >> Who is the author of More Dialogs for Everyday Use? *</p> <p>3. AE website >> English Teaching Forum >> Current Issue >> What article focuses on improving your usage of technology? *</p> <p>4. AE website >> Resources >> U.S. Culture, Music, & Games >> What is an item that shows various celebrations and special occasions from America? *</p> <p>5. AE website >> Resources >> Webinars >> Browse by Category >> What webinar features Chris Stillwell and focuses on teacher-to-teacher engagement? *</p> <p>6. AE Website >> About Us >> Social Media >> Which Facebook site is designed to help English language learners? *</p> <p>7. AE Website >> Resources >> Teacher's Corner >> What are the 4 trends discussed in the Teacher's Corner topic that focuses on educational trends and issues? *</p> <p>8. AE Website >> Resources >> Comics for Language Learning >> What is the title of the 2nd instructional article? *</p> <p>9. AE Website >> Resources >> U.S. Culture, Music, Games >> In the games section >> What are two resources that provides you each with 13 songs for young learners which includes a poster, lyrics, and an audio track? *</p>
Resources	<p>Blimland.kz</p> <p>https://www.teachingenglish.org.uk/</p> <p>https://learnenglishkids.britishcouncil.org/</p> <p>https://learnenglish.britishcouncil.org/</p> <p>https://learnenglishteens.britishcouncil.org/</p> <p>https://americanenglish.state.gov/</p>

Тема: Веб-культура, нетикет (netiquette, культура общения по электронной почте)

Title:	Web-culture, netiquette and email culture
Type of session:	Training
Hours:	2
Objective:	<p>By the end of this workshop participants will be able to:</p> <ul style="list-style-type: none"> • explain why it is important to follow netiquette • understand the value of web-culture • respond to and write emails appropriately

Activities	<p>EMAIL and 'NETIQUETTE</p> <p>Before you start roaming the globe from your desktop computer it helps to learn the language and customs of the country - the virtual world.</p> <p>Internet etiquette, or netiquette, is a set of informal rules that should be followed whenever using the electronic communications. Netiquette rules are really just a set of suggested guidelines to be followed so as to make use of the Internet as friendly as possible.</p> <p>Electronic Mail Netiquette Tips:</p> <ol style="list-style-type: none"> 1. Messages should be short and to the point. <ul style="list-style-type: none"> • Neatness and spelling count. Your e-mails reflect you, your professionalism, competence and ability to use the technology appropriately. • Use the Subject line creatively to summarize the content of your message and to encourage your contact to read your mail right away. Some people get dozens of e-mails a day, so make yours stand out! • Use bcc (blind copy send) feature. Nobody needs to scroll through long lists of the other people to whom you sent your message. • Your "sig" file, the footer on your outgoing e-mail, is a useful place to advertise your upcoming events or current issues, in addition to listing your contact information. 4. Your e-mail alerts will find an audience outside of your usual mailing list, just by people forwarding it along. Plan for that by providing enough information in the alert so that someone new to the issue can get more information. <ul style="list-style-type: none"> • Be careful of who is receiving your mail. Make sure you have the correct person. • Remember that every time you send an e-mail, you are sending someone an impression of who you are. • Sarcasm and humor may not be well communicated via electronic mail (e-mail). There are no non-verbal cues from which other people can infer any underlying meaning to your message. • Use upper and lower case only where appropriate. UPPERCASE may be used to HIGHLIGHT. Typing an entire message in uppercase is considered equivalent to shouting and is annoying. 5. Email is not private. Don't send anything in email that you wouldn't want your boss, your spouse, your mother or your kids to read.
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	<ul style="list-style-type: none"> - Do not send junk mail or chain letters. • Don't forward virus warnings without checking to see if it is a hoax. 4. Do keep track of your email contacts and build a contact address list • Do keep important communications electronically filed. • Do forward important items to other people and build your reputation as an information resource person. 4. Do respond to your email. You are forming relationships. • Do sign off from e-lists if you are going to be gone - otherwise your mailbox will overload and you'll get nasty notes from your web hosting service. <p>Netiquette for Accessing Information</p> <ul style="list-style-type: none"> • Just because you can access information does not mean you should. Access only the information you need. 6. Refrain from unnecessarily criticizing people (also called flaming). 5. Obey copyright and license agreements. • Respect the wishes of any site you may be accessing. <p>Web Time Traps: (or where did the day go?)</p> <ul style="list-style-type: none"> • Rabbit chasing – stay focused while searching the Internet • Email overload – sort or delete. If it piles up you are done for! 5. Lack of organization -- Organize as you go: your incoming mail, your outgoing mail, and your bookmarks. If you don't have time to do it now - when will you do it?
Resources	<ol style="list-style-type: none"> 1. http://www.cyber-sierra.com/workshops/99workshops/email.htm 2. English for Emails: Formal and informal language https://www.youtube.com/watch?v=3-QoPcJHQws 3. English for Emails: Organising your writing https://www.youtube.com/watch?v=nPc9LI2Yq9A 4. English for Emails: Subjects and attachments https://www.youtube.com/watch?v=UV2VRpD3MVQ 5. English for Emails: Cc and Bcc explained https://www.youtube.com/watch?v=ZnSfEklfo34

Модуль 5. Вариативный

Тема: Международные экзамены IELTS, TOEFL, TKT CLIL для присвоения квалификационной категории педагогам английского языка

Title:	International exams IELTS, TOEFL, TKT CLIL for assigning a qualification category to teachers of English
Type of session:	Training
Hours:	2
Objective:	<ul style="list-style-type: none">• Qualification category to teachers of English and international exams• Introduce international English language exams• Introduce the Teaching Knowledge Test CLIL module
Activities	<p>Introduction to the order of the Minister of Education and Science of the Republic of Kazakhstan dated May 11, 2020 No. 192</p> <p>Introduction to IELTS/TOEFL. Test format. Frequently asked questions about the test.</p> <p>https://www.ielts.org/</p> <p>https://www.ets.org/toefl</p> <p>Introduction to TKT. Test format. Frequently asked questions about the test.</p> <p>Instructions</p> <ol style="list-style-type: none">1. Divide the trainees into pairs or small groups, preferably from different teaching backgrounds.2. Hand out one copy of the quiz to each group and model predicting the answer to the first question, taking the decision as a group.3. Ask trainees to continue working through the quiz, discussing and guessing the correct option in each of the sixteen sentences. Explain that the correct answers will be supplied later.4. Set a time limit of 10 minutes.5. Regroup the trainees and have them compare their answers and discuss only points of dispute.6. Hand out the remaining quizzes so that each trainee has a copy. Conduct feedback, checking the answers and eliciting opinions about the most surprising TKT fact/feature. <p>The TKT quiz</p> <p>Choose the correct option.</p> <ol style="list-style-type: none">1. There are 2 / 3 / 4 core modules of the TKT.

	<p>2. There are also 1 / 2 / 3 additional modules.</p> <p>3. Each module has 1 / 2 / 3 / 4 / 5 exam paper(s).</p> <p>4. Each paper lasts for 60 / 80 / 100 minutes.</p> <p>5. Each paper has 80 / 100 / 120 questions.</p> <p>6. Each question is worth the same number of points / weighted differently.</p> <p>7. Lesson planning is tested in module 1 / 2 / 3.</p> <p>8. Background to language learning is tested in module 1 / 2 / 3.</p> <p>9. Classroom management is tested in module 1 / 2 / 3.</p> <p>10. Which of the following is NOT one of the task types in the TKT? matching / multiple-choice / sequencing / odd-one-out / true and false</p> <p>11. How is the TKT graded? pass–fail / distinction–pass–narrow fail–fail / bands 4–3–2–1 / A–B–C–D–F</p> <p>12. Only the top two / All bands receive a certificate.</p> <p>13. To demonstrate a more than basic knowledge on the TKT (i.e. be awarded bands 4 or 3) you need to score at least 45–50 / 55–60 / 65–70 points (out of 80).</p> <p>14. You get 5 / 3 / just 1 certificate(s) if you sit all the core TKT modules.</p> <p>15. The certificates arrive 2–3 days / 2–3 weeks / 2–3 months after you sit the exam.</p> <p>16. You can take each paper only once / twice / as many times as you like.</p> <p>Follow-up Close the activity by using the ideas below to lead a discussion about the TKT in your local context:</p> <ul style="list-style-type: none"> • TKT is graded in bands to allow local conditions to dictate the required level for trainees to achieve. Which band level is expected of teachers completing the TKT in your area? • Each TKT module may be taken independently of the others and retaken if desired. How do you think these policies support teachers' ongoing professional development?
Resources	<p>Об утверждении Правил присвоения (подтверждения) квалификационных категорий педагогам. Приказ Министра образования и науки Республики Казахстан от 11 мая 2020 года № 192.</p> <p>https://adilet.zan.kz/rus/docs/V2000020618</p> <p>https://www.ielts.org/</p>

	https://www.ets.org/toefl https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/tkt/ Welling J. The TKT Course Training Activities
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8. Оценивание результатов обучения

Структура презентации мини-урока/ проекта

Педагоги планируют урок по предмету и предоставляют фрагмент урока на разных этапах в качестве действий по планированию преподавания с учетом обновления содержания образования

Требования по планированию мини-урока

Цель - оценивание понимания и применения педагогических подходов, системы критериального оценивания в соответствии с обновлённой программой по учебному предмету.

1. Оценивание на соответствие целям обучения:
 - цели мини - урока согласованы с целями обучения;
 - оценивание ориентации на особенности предмета;
 - цели сформулированы в формате SMART.
 2. Формативное оценивание для поддержки достижений обучающихся:
 - применение активных методов обучения в соответствии с темой учебному предмету;
 - методы способствующие достижению целей урока;
 - приемы и методы, направленные на вовлечение субъектов образования в процесс обучения.
 3. Выбор методов дифференциации:
 - разработка дифференцированных заданий с учётом потребностей обучающихся;
 - способы дифференциации заданий.
 4. Критерии оценивания:
 - 0- «доказательства не предоставлены», 1 – «доказательства слабые», 2 – «доказательства сильные», 3 – «доказательства очень сильные»
- (Максимальный балл по каждому критерию – 3).
- Длительность презентации: 5-7 мин.*

Критерии оценивания

Цели урока	Активные методы обучения	Методы дифференциации	Критериальное оценивание
- цели урока согласованы с	- выбор методов	- задания дифференцируются	- оценивание соответствуют

целями обучения - цели урока ориентированы на особенности предмета - цели сформулированы в формате SMART с учётом потребностей обучающихся	определён содержанием темы по предмету; - методы способствуют достижению целей обучения; - методы направлены на вовлечение обучающихся в процесс обучения	с учётом потребностей обучающихся; - планируются различные способы дифференциации (задания, источники, поддержка обучающихся и др.); - методы дифференциации способствуют достижению целей каждым обучающимся	целям обучения - формативное оценивание поддерживает обучение; - используются критерии оценивания
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Критерии оценивания мини-урока.

№	Критерии оценивания	Баллы
1	Цели урока сформулированы в формате SMART.	
2	Активные методы вовлекают всех обучающихся в процесс обучения и направлены на реализацию цели обучения.	
3	Формативное оценивание способствует улучшению результатов обучения.	
4	Учет потребностей обучающихся. Использование дифференцированного подхода.	
5	Использование ресурсов, в т.ч. IT-технологий	
6	Доступность и логичность изложения.	
7	Соблюдение тайм-менеджмента	

Для оценивания презентации мини-урока выделяются следующие критерии:

- 0 балл – отсутствует элемент оценивания;
- 1 балл – доказательства слабые;
- 2 балла – доказательства средние;
- 3 балла – доказательства сильные.

Оценка знаний слушателей по презентации мини-урока осуществляется переводом баллов в пятибальную систему:

- 1) «Отлично»: 19-21 баллов;
- 2) «Хорошо»: 15- 18 баллов;
- 3) «Удовлетворительно»: 11-14 баллов.

Микропреподавание

Using criteria to observe a lesson

Criteria	Y/N	Comment/evidence
1 There was a positive classroom atmosphere.		
2 Instructions were clear and checked.		
3 Teacher encouraged learner talk and controlled teacher talk.		
4 Teacher set the scene and engaged the learners' interest in the topic.		
5 New language was presented clearly and correctly.		
6 Teacher elicited information/language from learners whenever possible.		
7 Teacher checked understanding of target language.		
8 Learners were given opportunity to practise new language through spoken and written activities.		
9 Skills were developed/practised effectively.		
10 Teacher monitored unobtrusively and gave support when needed.		
11 Learner errors and feedback were dealt with in different ways and at appropriate times in the lesson.		
12 Pace was varied to suit learners' needs.		
13 There was a variety of interaction.		
14 Teacher re-grouped learners		

appropriately and efficiently.		
15 Timing was observed and managed well throughout the class.		
16 Teacher used mime, gesture/body language.		
17 Teacher used board effectively and wrote new language up.		
18 The learners were engaged and involved throughout.		
19 The coursebook was adapted suitably.		
20 There was a logical progression to the lesson and the teacher clearly signposted the learners throughout, letting them know what was happening.		

Итоговое тестирование

Модуль 1: «Законодательные и нормативно-правовой акты, регламентирующие профессиональную деятельность учителей английского языка»

1. Государственный общеобязательный стандарт образования:

A Содержание общего образования

B Обязательный уровень требований к общеобразовательной подготовке выпускников и соответствующие этим требованиям содержание, методы, формы, средства обучения и контроля

C Документ, отражающий специфику отдельно взятого образовательного учреждения

D Технологии непрерывного самообразования по отраслям знаний, наукам и видам

деятельности

2. Педагогические работники имеют социальные гарантии на:

A Жилище+

B Премирование

C Заработную плату

D Досрочную аттестацию

3. Педагоги, окончившие высшее учебное заведение с правом преподавания предмета (дисциплины) на английском языке, имеющие сертификат (удостоверение), подтверждающие знание английского языка не

ниже уровня C1 (по шкале CEFR) имеют право на досрочное присвоение квалификационной категории.

- A «Педагог-мастер»
- B «Педагог-исследователь»
- C «Педагог-эксперт»
- D «Педагог-модератор»**

4. Согласно Закону РК «Об образовании», образовательные организации страны обеспечивают:

A Реализацию требований типовой учебной программы «Английский язык»

B Изучение одного из иностранных языков

C Изучение государственного, русского нескольких иностранных языков

D Реализацию трехязычного обучения на уроках по предметам рабочего учебного плана

Модуль 2. Психолого-педагогическое обеспечение образовательной деятельности педагогов

5. Match the definition to Dr Gardner's intelligences. Being sensitive to feelings of others and responding well:

- A. Intrapersonal**
- B. Interpersonal
- C. Logical-mathematic
- D. Spatial

6. Understanding our own feelings and controlling our own behaviour.

- A. Logical-mathematic
- B. Naturalist
- C. Interpersonal**
- D. Intrapersonal

7. Which statement is NOT true about language acquisition (mother tongue/s):

- A. Begins at birth (or before)
- B. The learner is exposed to the target language constantly
- C. The process takes many years to complete
- D. The learner encounters the target language for a few hours per week**

8. How does language acquisition (mother tongue/s) happen?

- A. Learners do not explicitly learn language rules**
- B. Learners often speak right from the beginning, in full sentences
- C. Learners make lots of vocabulary and grammar errors
- D. Learners explicitly learn language rules

9. The team of students who usually gain most from picking up a language is

A. Children under 5

B. Teenagers from 15-19 years old

C. People who are over the age of 20

D. People who are over the age of 30

10. A silent period is:

A. A time used by students to do written work.

B. A time students use to process the language.

C. A time for students to study the language.

D. A time for students to play while using the language.

11. A visual learner

A. The learner learns best through hearing

B. The learner learns best through using the body

C. The learner learns best through seeing

D. The learner learns best through working with others

12. A kinaesthetic learner

A. The learner learns best through using the body

B. The learner learns best when able to respond immediately

C. The learner learns best when given time to consider choices

D. The learner learns best through working alone

13. Emotional intelligence is ...

A. The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

B. A psychological condition that leads to exhaustion, depersonalization, and decreased teacher achievement and self-worth.

C. The process of exchange of information, ideas and feelings between two or more people through verbal or non-verbal methods

D. The qualities and **abilities** that allow you to work well with others during conversations, projects, meetings or other collaborations.

14. The main documents of the updated programme are

A. Subject guidance, course plan, formative assessment guidance, test specification

B. Subject programme, course plan, formative assessment guidance, test specification book

C. Subject programme, lesson plan, formative assessment guidance, test specification

D. Subject programme, course plan, formative assessment guidance.

15. Teacher-centred is where
A. Teachers lead and control activities, do most of the talking and learners are receptive rather than active.
 B. Teachers encourage learners to be proactive, work collaboratively and take on responsibility for their own learning.
 C. Teachers are as ‘enablers’, facilitators.
 D. Teachers are as organizers of knowledge.
16. SMART learning objectives mean
A. Specific, measurable, attainable, realistic, timely
 B. Specific, motivating, attainable, realistic, timely
 C. Specific, measurable, attractive, realistic, timely
 D. Specific, measurable, attainable, rural, timely
17. The revised B.Bloom’s taxonomy cognitive levels from LOTs to HOTs are :
 A. Remembering, applying, analyzing, evaluating, understanding, **composing**
 B. Understanding, applying, analyzing, evaluating, creating, knowing
 C. Remembering, understanding, synthesizing, applying, evaluating, creating
D. Remembering, understanding, applying, analyzing, evaluating, creating
18. Critical thinking is
A. the analysis of facts to form a judgment
 B. to speak about somebody critically
 C. To remember somebody’s activities
 D. To be aware of some facts
19. An example of the lower order thinking skills in the list below is:
A. To recall information
 B. To develop reasoning skills
 C. To develop enquiry and discussion
 D. To hypothesise about what could happen
20. An example of the higher order thinking skills in the list below is:
 A. To develop rote learning
 B. To check understanding
C. To evaluate the work of oneself and others
 D. To order information
21. Formative assessment is
 A. Assessment of learning

- B. Assessment on learning
- C. Assessment for learning**
- D. Assessment at learning

22. Which one is an example of assessing students' reading skills:

- A. Students read the text aloud. The teacher corrects pronunciation mistakes
- B. Students answer True or False questions after reading the text**
- C. Students read and translate the text
- D. Teacher reads the text. Students repeat after the teacher

23. Which of the following is an example of assessing students' listening skills:

- A. After listening to the audio about global warming, write a short email to your friend on what you think about it
- B. Ticks the words you have heard in the audio about global warming
- C. Read the sentences and repeat them with the same intonation.
- D. After listening to the audio track, students read the text

24. Which one is an example of assessing students' writing skills:

- A. Write down the new words you have just heard
- B. Write your own ending of the story
- C. Complete the questionnaire with the personal information of the character from the movie clip.
- D. Write down new words from the text you've read

25. Which of the following is an example of assessing learner's speaking skills:

- A. Discuss possible consequences of the COVID-19 in an email to a friend**
- B. Repeat the dialogue with your peer
- C. Talk about the given topic with your classmate.
- D. Elaborate on the given topic in an essay

Модуль 4. Развитие ИКТ грамотности педагогов

26. Netiquette is

- A. The customary code of polite behaviour in society or among members of a particular profession or group.
- B. A code of polite behavior in society, netiquette is a code of good behavior on the Internet.
- C. Conventional requirements as to social behavior; proprieties of conduct as established in any class or community or for any occasion.
- D. All answers right

27. Basic email culture features

- A. Include a clear, direct subject line.
- B. Use professional greetings and use an introduction.
- C. Reply within 24 hours
- D. All answers right

Модуль 5. Вариативный

28. The International English Language Test (IELTS) is graded on a scale of

...

- A. 1-6
- B. 1-7
- C. 1-8
- D. 1-9

29. IELTS and TOEFL exams' validity is

- A. 2 years
- B. 3 years
- C. 4 years
- D. 5 years

30. There are core modules of the TKT.

- A. 2 modules
- B. 3 modules
- C. 4 modules
- D. 1 module

9. Посткурсовое сопровождение

Программа посткурсового сопровождения направлена на отслеживание применения учителями английского языка полученных профессиональных навыков и компетенций в дальнейшей профессиональной деятельности.

По итогам прохождения курсов повышения квалификации, учителя составляют дальнейший план действий (Action plan) относительно своей практики преподавания. В данных планах обозначены SMART-цели профессионального развития, что является стартом для организованной посткурсовой активности. В дальнейшей работе педагоги могут корректировать как план действий, так и цели в нем согласно своим потребностям.

Ассоциация «АТЕНК» осуществляет посткурсовую поддержку педагогов, прошедших курсы повышения квалификации через реализацию работы Амбассадоров «АТЕНК» в течение одного календарного года и более. Согласно Уставу Ассоциации учителей английского Северо-Казахстанской области и г. Петропавловска «АТЕНК», в 14 районах СКО назначены 15 «Амбассадоров «АТЕНК». Амбассадор – это представитель Ассоциации,

осуществляющий выполнение задач Ассоциации в регионах Республики Казахстан.

Амбассадоры «АТЕНК» сопровождают и осуществляют поддержку педагогов в районах области в целях достижения качественной реализации на практике полученных знаний с итоговым мониторингом и анализом изменений в профессиональной деятельности педагога, который предоставляется педагогу, в том числе в дистанционном режиме.

На первом этапе деятельность по сопровождению учителей английского языка осуществляется через проведение Амбассадорами «АТЕНК» курса консультационных методических вебинаров посредством использования электронной почты, мессенджеров социальных сетей, интернет-платформ, веб-сайта www.atenk.kz

На втором этапе сопровождения, Амбассадорами Ассоциации изучается профессиональная компетентность учителя при выборе методической темы и постановке цели профессионального развития учителя. Изучается опыт работы учителей через электронную почту, мессенджеры, социальные сети. При необходимости тренер курса обеспечивает учителей необходимыми методическими и цифровыми ресурсами.

На третьем этапе посткурсового сопровождения Амбассадорами «АТЕНК» изучается профессиональный рост учителя английского языка в целях привлечения к участию по обмену опытом, публичного признания достижений в профессиональной деятельности (публикации в средствах массовой информации), популяризации прогрессивных идей и обобщения передового педагогического опыта в преподавании английского языка.

Формы проведения посткурсового сопровождения деятельности учителей английского языка, прошедших курсы повышения квалификации:

№	Мероприятия посткурсовой поддержки педагогов	Форма проведения	Ответствен ные
1	Составление Action Plan	Последний день курса	Тренер курса
2	Корректировка (при необходимости) и постановка SMART-цели профессионального развития при выборе методической проблемы исследования в практике преподавания	Вебинар-консультация	Амбассадоры «АТЕНК» Тренер курса
3	Проведение методического	Вебинар-консультация	Амбассадоры «АТЕНК»

	семинара по актуальным вопросам реализации требований типовой учебной программы «Английский язык»		Тренер курса
4	Проведение мероприятий для изучения профессиональных потребностей или возникающих проблем при реализации на практике полученных профессиональных компетенций	Вебинар\семинар	Амбассадоры «АТЕНК»
5	Участие на профессиональных конкурсах, организованных Ассоциацией «АТЕНК»	Интеллектуальные олимпиады\творческие конкурсы	Амбассадоры «АТЕНК» члены Ассоциации «АТЕНК»
6	Информационная поддержка посредством регулярного оповещения о новшествах в сфере преподавания английского языка	Почтовая рассылка «АТЕНК-Newsletter» (через Google Groups), www.atenk.kz , Instagram: https://www.instagram.com/atenk2030/ , Facebook: https://www.facebook.com/atenk2030	Ассоциация «АТЕНК»
7	Проведение мероприятий по изучению опыта успешных педагогов в области преподавания английского языка	Конференция\семинар (вебинар)	Амбассадоры «АТЕНК», члены Ассоциации «АТЕНК»
8	Популяризация прогрессивных идей в преподавании английского языка	Публикации в источниках методической литературы, в СМИ на веб-сайте www.atenk.kz	Амбассадоры «АТЕНК», члены Ассоциации «АТЕНК»
9	Проведение мероприятий, направленных на обмен	Конференция\семинар (вебинар)	Ассоциация «АТЕНК», члены

	опытом среди широкой педагогической общественности с привлечением зарубежных коллег и партнеров Ассоциации «АТЕНК»		Ассоциации «АТЕНК»
10	Обобщение и распространение передового и инновационного опыта в практике преподавания английского языка	Анализ\мониторинг профессиональных достижений	Ассоциация «АТЕНК», члены Ассоциации «АТЕНК»

Мониторинг посткурсового сопровождения деятельности педагога Ассоциацией «АТЕНК» проводится в течение трех лет один раз в год.

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