

**Образовательная программа курсов повышения квалификации педагогов
«Содержание и методика преподавания английского языка для младших
школьников в соответствии с государственным общеобязательным
стандартом начального 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 «Содержание и методика преподавания английского языка для младших школьников в соответствии с государственным общеобязательным стандартом начального образования Республики Казахстан» (далее – Программа) разработана Общественным объединением учителей английского языка Северо-Казахстанской области и г.Петропавловска «АТЕНК» с учетом обновленного содержания 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 методике преподавания английского языка в соответствии с требованиями Государственного общеобязательного стандарта образования Республики Казахстан (далее – ГОСО), Профессионального стандарта педагога.

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 pre-defined 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 - type of text, e.g. formal report, newspaper article, letter, etc.

Genre - types of listening that have specific social purposes, particular overall structures and specific linguistic features shared by particular cultures (e.g. news, conversations, telephone messages, complaints, 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.

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

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

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

Settler - an activity that calm students down.

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 multi-dimensional. 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 elicitation.

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.

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.

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.

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.

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	Презентаци я мини- урока /	Тестировани е	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 многовещного интеллекта: стили обучения	2				2
2.3	Эмоциональный интеллект и профессиональное выгорание педагогов	2				2
3	Модуль 3. Современная методика преподавания	58		4		62

	английского языка в контексте обновленного содержания образования					
3.1	Введение в преподавание английского языка младшим школьникам	2				2
3.2	Обзор учебной программы и учебных планов по предмету «Английский язык» в начальной школе	2				2
3.3	Управление классом с младшими школьниками	2				2
3.4	Использование стратегий критического мышления на уроках английского языка	2				4
3.5	Формативное и суммативное оценивание на уроках английского языка	4				2
3.6	Активные методы обучения на уроках английского языка	4				2
3.7	Использование песен, песнопений и стихов с младшими школьниками	4				2
3.8	Метод физического реагирования, «Натуральный	2				4

	подход», «Период молчания» в преподавании английского языка младшим школьникам					
3.9	Обучение чтению и письму на уроках английского языка младших школьников	4				4
3.10	Обучение говорению и аудированию на уроках английского языка младших школьников	4				4
3.11	Обучение лексико-грамматическому компоненту на уроках английского языка	4				4
3.12	Сторителлинг	4				4
3.13	Дифференциация заданий и скаффолдинг на уроках английского языка	4				4
3.14	Особенности планирования урока для младших школьников	2				2
3.15	Микропреподавание	4				4
3.16	Презентация и защита плана урока			4		4
3.17	Особенности планирования урока в условиях дистанционного обучения	2				2
3.18	Предметно-языковое	4				2

	интегрированное обучение (CLIL) на уроках английского языка					
3.20	Использование перевернутого класса (Flipped classroom) в условиях дистанционного обучения	2				2
3.21	Обзор и рефлексия курса	2				2
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, TOEFL, ТКТ CLIL для присвоения квалификационной категории педагогам английского языка		2			2
5.2	Тестирование (входное\выходное)				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	Введение в преподавание английского языка младшим школьникам	2		2

2.2	Управление классом с младшими школьниками	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	Использование песен, песнопений и стихов с младшими школьниками	2		2
2.7	Метод физического реагирования, «Натуральный подход», «Период молчания» в преподавании английского языка младшим школьникам	2		2
2.8	Обучение чтению и письму на уроках английского языка младших школьников	2		2
2.9	Обучение говорению и аудированию на уроках английского языка младших школьников	2		2
2.10	Обучение лексико-грамматическому компоненту на уроках английского языка	2		2
2.11	Сторителлинг	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	2		2

	(CLIL) на уроках английского языка			
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		4
4.1	Международные экзамены IELTS, TOEFL, TKT 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.

Задачи Программы:

- ознакомить с методами управления классом при обучении младших школьников
- развить умение использовать стратегии критического мышления на уроках английского языка

- сформировать представление о преподавании английского языка младшим школьникам посредством «Метода физического реагирования», «Естественного подхода», «Периода молчания»
- ознакомить со способами и методами использования песен, речевок и стихов при обучении младших школьников
- углубить знание и понимание принципов оценивания
- ознакомить с инновационными методами активного обучения на уроках английского языка
- развить навыки преподавания в направлениях: чтение, письмо, говорение и аудирование на уроках английского языка при обучении младших школьников
- расширить представление о лексико-грамматическом компоненте на уроках английского языка
- сформировать представление о дифференциации заданий и скаффолдинге на уроках английского языка
- ознакомить с особенностями планирования урока для младших школьников
- ознакомить с принципами планирования микропреподавания
- сформировать навыки презентации и защиты плана урока
- ознакомить с особенностями планирования урока в условиях дистанционного обучения
- сформировать представление о педагогическом подходе «Сторителлинг»
- сформировать представление о предметно-языковом интегрированном обучении (CLIL) на уроках английского языка
- 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 с возможностями профессионального развития учителей английского языка онлайн
- ознакомить со структурой и содержанием международных экзаменов IELTS, TOEFL, TKT CLIL для присвоения квалификационной категории педагогам английского языка

По завершении курса слушатели:

- знакомы с методами управления классом при обучении младших школьников
- демонстрируют умение использовать стратегии критического мышления на уроках английского языка

- демонстрируют знание и понимание сути преподавания английского языка младшим школьникам посредством «Метода физического реагирования», «Естественного подхода», «Периода молчания»
- знакомы со способами и методами использования песен, речевок и стихов при обучении младших школьников
- знают и понимают принципы оценивания
- знакомы с инновационными методами активного обучения на уроках английского языка
- демонстрируют навыки преподавания в направлениях: чтение, письмо, говорение и аудирование на уроках английского языка при обучении младших школьников
- имеют расширенное представление о лексико-грамматическом компоненте на уроках английского языка
- демонстрируют умение разработки и предоставления дифференцированных заданий и скаффолдинга на уроках английского языка
- знакомы с особенностями планирования урока для младших школьников
- знакомы с принципами планирования микропреподавания
- демонстрируют навыки презентации и защиты плана урока
- знакомы с особенностями планирования урока в условиях дистанционного обучения
- демонстрируют знание и понимание сути педагогического подхода «Сторителлинг»
- имеют представление о предметно-языковом интегрированном обучении (CLIL) на уроках английского языка
- демонстрируют понимание особенностей предметно – языкового интегрированного обучения (CLIL) на уроках английского языка
- демонстрируют навык 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 с возможностями профессионального развития учителей английского языка онлайн
- 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 (Закон «Об образовании» от 27 июля 2007 года; Государственный общеобразовательный стандарт начального образования РК; Государственная программа развития образования и науки РК 2020-2025.).

Модуль 2. Психолого-педагогическое обеспечение образовательной деятельности педагогов

Содержание Модуля представлено описанием особенностей преподавания английского языка младшим школьникам, а также описанием стратегий развития практических навыков педагогов по формированию метакогнитивных навыков обучающихся (Обучение тому, как учиться). Модуль 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 рекомендациями по управлению классом при обучении младших школьников, описанием особенностей планирования урока для младших школьников, 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 рекомендациями по использованию образовательных онлайн ресурсов на уроках английского языка (Bilimland, British Council, American English, etc.) в рамках развития ИКТ грамотности педагогов, а также описанием возможностей профессионального развития учителей английского языка онлайн

Модуль 5. Вариативный

Модуль знакомит со структурой и содержанием международных экзаменов IELTS, TOEFL, TKT CLIL для присвоения квалификационной категории

педагогам английского языка согласно приказу Министерства 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.

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	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.
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> <ol style="list-style-type: none"> 1. Закон «Об образовании» от 27 июля 2007 года; 2. Действующий Государственный общеобразовательный стандарт образования Республики Казахстан от 31 октября 2018 года; 3. Приказ МОН РК «Об утверждении Правил присвоения (подтверждения) квалификационных категорий педагогам.» Приказ Министра образования и науки Республики Казахстан от 11 мая 2020 года № 192; 4. Государственная программа развития образования и науки Республики Казахстан на 2020-2025 годы от 27 декабря 2019 года. <p>Работа в группах (10-12).</p> <ol style="list-style-type: none"> 1. 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».

2. 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» в организациях образования страны?
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?

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

	<p>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	<ul style="list-style-type: none"> • Закон «Об образовании» от 27 июля 2007 года № 319-III; http://adilet.zan.kz/rus/docs/Z070000319 • 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 • 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 • 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

Модуль 1: «Законодательные и нормативно-правовые 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	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»
Форма проведения	Практическое занятие
Часы: 2	
Цель	Ознакомить слушателей курса с основными положениями

	<p>рассматриваемых законодательных актов, регламентирующих стимулирование к развитию в профессии учителей английского языка.</p>
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> <ol style="list-style-type: none"> 3. Закон «О статусе педагога» от 19 декабря 2019 года; 4. 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»; 5. Приказ Министра образования и науки от 11 мая 2020 года № 192 «Об утверждении Правил присвоения (подтверждения) квалификационных категорий педагогам» <ul style="list-style-type: none"> • 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

	<p>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 процедуры аттестации в досрочном порядке.</p>
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:	<p>By the end of the workshop, participants will be able to:</p> <ul style="list-style-type: none">• describe the main differences between language acquisition and language learning• 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</p> <p>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</p> <p>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</p> <p>This section focuses on how participants can increase their learners' exposure to English.</p>

	<p>4 Learners' errors</p> <p>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</p> <p>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</p> <p>This section aims to explore the benefits of using background music to aid learning in language classrooms.</p> <p>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</p> <p>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 how to deal with their learners' predicted errors.</p>
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: 10px; margin: 10px 0;"> <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: 10px; margin: 10px 0;"> <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: 10px; margin: 10px 0;"> <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.</p> <p>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.</p> <p>Put these people in order with the most intelligent person first.</p> <p>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 and valuable. Education should help people to learn in different ways.</p>

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>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!</i> 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:	<ul style="list-style-type: none"> • The important role emotions play throughout your work interactions and performance. • Specific ways to leverage your emotional intelligence skills to improve leadership effectiveness. • Strategies and tools you can use right away to regulate your emotional response to triggers. • The importance of practicing empathy by imagining yourself in someone else's shoes.
Activities	<p>Lead-in. "Sharing our stories..." Please think of a positive emotional experience in your teaching/ learning of a 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 emotion (2004) is interested in what emotions do, that is: to which ideas and objects the charge. [...] There is a reciprocal relationship between emotions and objects: "with objects" (Ahmed, 2004: 7).</p> <p>The Positive Psychology movement and Exploratory Practice • Positive Psych 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) • 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) do rather, it may include working very hard, but on something that is interesting, n (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 g so it makes me really happy. <p>Interpersonal relations: relationships with students</p>

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.

Pedagogic aspects

- Karen (Diary): This was the only student who combined info. together in her not only understood the source she'd read but that she had taken responsibility

Student achievement: pride and trust

We played kahoot spelling game and I told them the rule I before e except c. T always struggle spelling was quite happy to find out about the rule. His eyes w could make a change in the learning process. When students start to learn, they 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 te towards the University gates. It was such a happy moment because there was a women would not be able to drive.

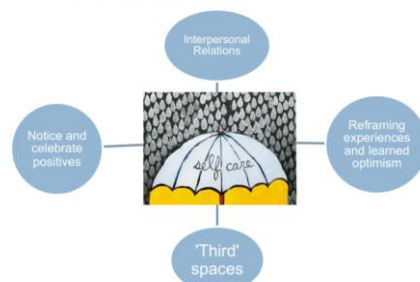
Enhancing the positive in your teaching. Celebrate your success!

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

Enhancing the positive in workplaces

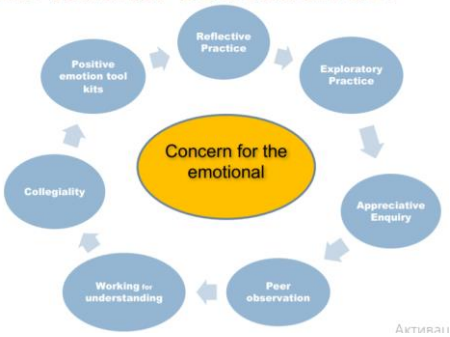
What 'secret door' could you ask your institution provide? What is your institu

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 ... “Teaching is a radical act of hope. It is an assertion of faith in a better future in commitment to that future even if we can’t clearly discern its shape... We teach (2020:5)</p>
Resources	<ol style="list-style-type: none"> 1. Understanding emotional and social intelligence among English language teachers. Research Papers 17.03. British Council 2017. https://www.teachingenglish.org.uk/sites/teacheng/files/pub_G211_ELTRA_C 2. Sticky Objects and positive emotions: researching teacher wellbeing and resilience. University of Leeds, UK Siân Etherington University of Salford, UK Eman Al-Jarrah https://www.teachingenglish.org.uk/sites/teacheng/files/v2sticky%20objects%20and%20positive%20emotions.pdf 3. Agnes Enyedi: How to avoid teacher burnout. https://www.teachingenglish.org.uk/article/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 6. Mutual supervision - Mario Rinvold https://www.teachingenglish.org.uk/article/mutual-supervision-mario-rinvold

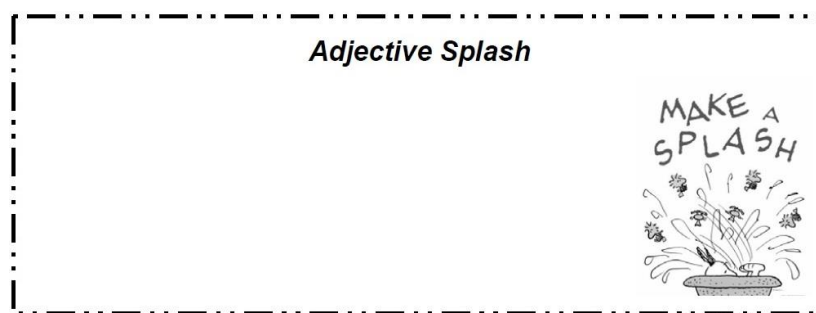
Модуль 3. Современная методика преподавания английского языка в контексте обновленного содержания образования

Тема: Введение в преподавание английского языка младшим школьникам

Title:	Introduction to Teaching English to Young Learners (TEYL)
Type of session:	Training
Hours:	2
Objective:	<ul style="list-style-type: none"> - develop a rationale for starting English as a foreign language instruction earlier - describe the characteristics of young learners and distinguish “young learner”

	<p>- describe what kind of classroom environment and activities are appropriate for characteristics and how they learn language</p>	
Activities	<p>3. Introduction.</p> <p>Task #1. Give teachers “Think-Pair-Share” card.</p> <div style="border: 1px dashed black; padding: 10px; margin: 10px auto; width: 60%;"> <p style="text-align: center;">I. Introduction: T-P-S <i>(Think-Pair-Share)</i> TEYL? Think about it!</p> <ol style="list-style-type: none"> 1. What is the purpose for starting English instruction in primary school? 2. What kind of approach should we take in a young learner classroom? <p style="text-align: center;">_____</p> </div>	
	<p>4. Considerations for Teaching Young Learners.</p> <p>Task #2.As you go through the basic principles of teaching young learners, please apply them to your TEYL classroom situation.</p>	
	<ul style="list-style-type: none"> • 	
	<p>A. How children learn Children are active learners and thinkers. (Piaget, 1970)</p>	<p>Children construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their own individual actions and exploration.</p>
	<p>Children learn through social interaction. (Vygotsky, 1962)</p>	<p>Children construct knowledge through other people, through interaction with adults. Adults/teachers work actively with children in the Zone of Proximal Development (ZPD). <i>Zone of Proximal Development (ZPD)</i> = <i>difference between the child's capacity to solve problems on his own and his capacity to solve them with assistance</i></p>
	<p>Children learn effectively through scaffolding by adults. (Bruner, 1983)</p>	<p>The adult’s role is very important in a child’s learning process. Like Vygotsky, Bruner focused on the importance of language in a child’s cognitive development. He showed how the adult uses “scaffolding” to guide a child’s language learning through finely-tuned talk. (Cameron, 2001)</p>
	<p>Effective Scaffolding (Bruner, 1983)</p> <p>Parents who scaffolded effectively</p>	

- created interest in the task;
 - broke the task down into smaller steps;
 - kept child “on task” by reminding him of the purpose or goal;
 - pointed out the important parts of the task;
 - controlled the child’s frustration during the task;
 - modeled the task, including different ways to do the task.
- **Characteristics of YLs. Give teachers “Adjectives Splash” to fill.**



VYs (under 7)	Ys (7-12)
<ul style="list-style-type: none"> - acquire through hearing and experiencing lots of English, in much the same way they acquire L1 - learn things through playing; they are not consciously trying to learn new words or phrases – for them it’s incidental - love playing with language sounds, imitating, and making funny noises - are not able to organize their learning 	<ul style="list-style-type: none"> - are learning to read and write in L1 - are developing as thinkers - understand the difference between the real and the imaginary - can plan and organize how best to carry out an activity - can work with others and learn from others

	<ul style="list-style-type: none"> - not able to read or write in L1; important to recycle language through talk and play - their grammar will develop gradually on its own when exposed to lots of English in context 	<ul style="list-style-type: none"> - can be reliable and take responsibility for class activities and routines <p>For more information, see: Slatterly, M., & Willis, J. (2001). <i>English for primary teachers</i>. Oxford: Oxford University Press.</p>	
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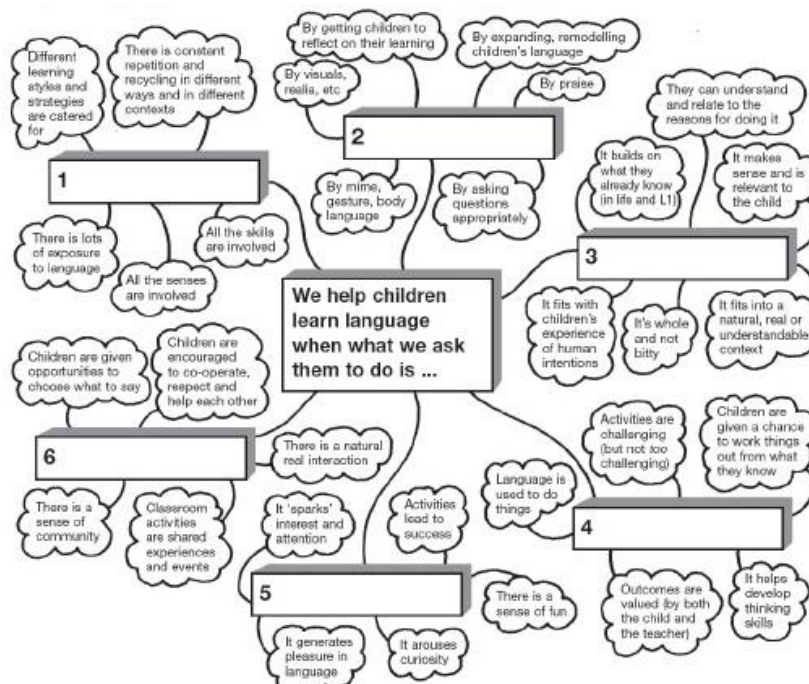
C. Language Learning Environment

Although children may use similar processes for acquiring L1 and L2, the environment for L1 and L2 acquisition can be quite different (Brewster, Ellis & Girard, 2004). L1 environment	L2 environment
<ul style="list-style-type: none"> - language highly contextualized - in the real world the language used is authentic - learner highly motivated 	<ul style="list-style-type: none"> - language more decontextualized - in the classroom the language used tends to be artificial - learners may not be highly motivated

III. Teaching Approaches for Young Learners

Task #3. Now that we have looked at different learning styles and characteristics boxes in this mind map. With a partner, take turns reading each bubble before d

The challenges in teaching children



Use these words to fill in the boxes: **Enjoyable Full of practice Meaningful Purposeful**

IV. Conclusion: Role Play

Think about what you have seen and learned in this workshop about learning and teaching. Then do these two role plays with a partner.

Role Play #1

Person #1

You are an English teacher in a primary school. Your supervisor comes to visit and finds all the students out of their seats playing games and having fun. She thinks that you are not doing your job.

Respond to her and explain why you are teaching English this way.

Person #2

You are a supervisor at a primary school. You visit a teacher's class and are surprised to find the students playing games and having fun. You think that this teacher is not doing her job. You think she is irresponsible. Demand that she explain herself to you!

Role Play #2

	<p>Person #1</p> <p>You are a parent of a primary student. You notice that your child brings back an assignment from English class. You think it looks fun, but you aren't sure that he is really learning. He isn't bringing home more grammar and vocabulary exercises. After all, it is English class. This is good English instruction.</p> <p>Person #2</p> <p>You are an English teacher in a primary school. A parent of one of your students asks you about assignments like art projects and stories are fun but do not seem like good English instruction. Explain to her why you are teaching English this way.</p>
Resources	Shin, J. K., & JoAnn (Jodi) Crandall. (2014). <i>Teaching young learners English: A Guide to Geographic Learning</i> .

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

Title:	Review of the subject programme and course plans of the English language
Type of session:	Training
Hours:	2
Objective:	<p>Revise the key terminology and documentation of the updated curriculum (subject programme and course plans)</p> <ul style="list-style-type: none"> • 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:</p> <p>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: Взаимодействия в классе

Title:	Increasing Classroom Interaction
Type of session:	Training
Hours:	2
Objective:	<ul style="list-style-type: none"> • describe the various ways teachers are managers in the classroom • create a classroom environment that is conducive to learning English • develop a class structure plan that implements classroom routines and rules • manage the use of English and the native language in the classroom • share ideas for game and classroom management techniques that are appropriate for young learners of different ages
Activities	<p>I. Introduction: Questionnaire</p> <p>Please fill out this questionnaire related to the interaction in your classroom. Try to reflect honestly and openly on the types of interactions that occur in your class. When you are finished, compare your answers with a partner.</p> <p>1. On average, what is the ratio of teacher talk to student talk in your classroom?</p>

(Teacher talk : student talk)

90 : 10 75 : 25 50 : 50 25 : 75 10 : 90

Put a check mark (✓) in the appropriate box.

Often, Some-times, Hardly Ever, Never

2. How often do you ask students questions in class?
3. How often do you get your students to ask questions (to you or another student)?
4. How often do you use classroom language in English during your instruction?
5. How often do your students use classroom language in English during class?
6. How often do you ask for volunteers?
7. How often do you call on students by name to participate?
8. How often do your students call on each other to participate?
9. What do you usually do when a student cannot answer your question?
 - a. Wait a few seconds while the student looks down at his/her desk and then ask for a volunteer.
 - b. Wait until the student is sufficiently red in the face and then ask your star student who always knows the right answer.
 - c. Rephrase the question, wait a few seconds, and then give the answer yourself.
 - d. Other:

10. When a student gives a one-word response, what do you usually do?
 - a. Say, "Great!" feeling glad that the student said anything at all.
 - b. Cue the student to make a complete sentence.
 - c. Call on another student to turn the response into a full sentence.

d. Other:

11. Are you satisfied with the **amount** of student participation in your classroom?

Yes No So so Not sure

12. Are you satisfied with the **quality** of student participation in your classroom?

Yes No So so Not sure

Share with a partner!

With a partner, discuss the challenges you face increasing the quantity and quality of interaction in your classroom. Write down your answers here.

II. Why use classroom interaction techniques?

Rationale

“Whereas comprehension of a message can take place with little syntactic analysis of the input, production forces learners to pay attention to the means of expression.”

(Ellis, 1994, p.282) referring to Swain’s Comprehensible Output Hypothesis

Benefits of increasing students’ oral English production in the classroom

- o Familiarizes students with using English and helps them to feel comfortable interacting in English rather than afraid
- o Motivates students to learn English so that they can communicate more effectively
- o Builds students’ confidence in using English as they are able to get their ideas across
- o Gives students the opportunity to “notice the gap” between their comprehension of input and their ability to produce comprehensible output
- o Lets students test hypotheses about how English works and get feedback from the teacher

	<p>Teacher and Student Roles in Promoting Classroom Interaction</p> <p>TEACHER’S RESPONSIBILITIES TO THE STUDENTS</p> <ol style="list-style-type: none"> 1. Provide authentic language situations and materials. 2. Create a non-threatening classroom environment in which students will be motivated to participate. 3. Make sure that each student has the opportunity to interact during each class. 4. “Push” students into producing output that is concise, coherent and appropriate in order to develop full grammatical competence. 5. Provide each student with feedback on their progress. <p>STUDENTS’ RESPONSIBILITIES</p> <ol style="list-style-type: none"> 1. Participate and cooperate in classroom activities; interact during each class. 2. Risk making mistakes. Try out, experiment, and create with the language. 3. Learn and use language learning strategies that will enable the student to continue learning English outside of the classroom. 4. Provide feedback to the teacher and supervisors that will help improve the materials and instruction. 5. Ask for help and correction.
<p>Resources</p>	<p>Edwards, T. (2005, January/February). Classroom language is real language, too: providing a support structure for learners. <i>ESL Magazine</i>, 43: 7-9.</p> <p>Ellis, R. (1994). <i>Second language acquisition</i>. Oxford: Oxford University Press.</p> <p>Deckert, G. (2004). The communicative approach: addressing frequent failure. <i>English Teaching Forum</i>, 42(1), 12-17. Retrieved August 1, 2005, from http://exchanges.state.gov/forum/vols/vol42/no1/p12.pdf</p>

	<p>Long, M.H. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. <i>Applied Linguistics</i>, 4: 126-141.</p> <p>Shin, J. K., & JoAnn (Jodi) Crandall. (2014). <i>Teaching young learners English: From theory to practice</i>. National Geographic Learning.</p> <p>Willis, J. (1981). <i>Teaching English through English</i>. Harlow, England: Longman.</p> <p>Winn-Smith, B. (2001). Classroom language. <i>English Teaching Professional</i>, 18: 12-14.</p>
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Тема: Использование стратегий критического мышления на уроках английского языка

Title:	Using Critical Thinking Strategies in English Lessons
Type of session:	training
Hours:	2
Objective:	<p>to know how to describe a range of cognitive skills</p> <p>to be able to match cognitive skills with activities and with question types</p>

Activities	<p>What are cognitive skills?</p> <p>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 <i>concrete</i> thinking skills, such as identifying and organizing information (the <i>what, when, where, which, who</i> and <i>how many</i> questions), to <i>abstract</i> thinking, such as reasoning and hypothesising (the <i>why</i> and <i>what if</i> questions). Other examples of thinking skills are:</p> <ul style="list-style-type: none"> - 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. <p>Learners need to develop a range of cognitive skills as well as language for thinking.</p> <p>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.</p> <p>Key concepts</p> <p>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.</p> <p>What are LOTS and HOTS?</p> <p>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.</p>
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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. 4 November 2009, from http://edorigami.wikispaces.com/Bloom%27s+-+Introduction <p>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/</p> <p>Krathwohl, D. R. (2002). A revision of bloom's taxonomy: An overview. Theory into Practice, 41 (4), 212-218.</p> <ol style="list-style-type: none"> 5. 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: 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	<p>Формативное (формирующее) оценивание: методическое пособие / Е.Н. Кохаева. – Астана: АОО «Назарбаев Интеллектуальные школы» Центр педагогического мастерства, 2014. – 66 с.</p>

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.</p> <p>Write it on a large sheet of paper.</p>

What is Active Learning?

“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.”

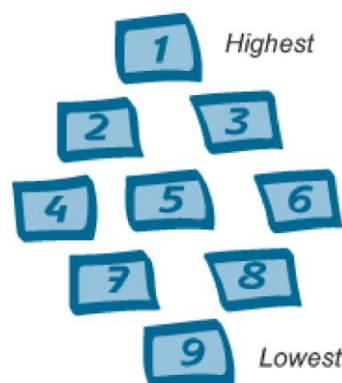
What is Active Learning?

“Active Learning is not about a particular activity, but about getting students to think and think hard!”

It can promote success in examinations.

On your desks... (20-25 minutes)

- ...are descriptions of different teaching and learning activities.
- You need to...
 - 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.

	<p>– Your envoys should justify your own top and bottom pieces to that group.</p> <p>– The envoys should return, explain what you have heard to your own group, and change your diamond if you think it is appropriate.</p> <p>Another challenge!</p> <ul style="list-style-type: none"> • 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. <p>Back to original groups- revise and amend!</p> <p>Following your learning from these activities:</p> <ul style="list-style-type: none"> • 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! <p>What are the implications for learning from this quotation?</p> <p>“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</p> <p>What are the implications for learning from this quotation?</p> <p>“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.”</p> <p>Buckminster Fuller, Inventor</p>
Resources	Active learning. Cambridge Schools Conference. Helen Morgan, Lin Whyte, South Africa, April 2016.

Тема: Использование песен, песнопений и стихов с младшими школьниками

Title:	Songs, chants, and poems in teaching young learners (TEYL)										
Type of session:	Training										
Hours:	2										
Objective:	<ul style="list-style-type: none"> - to explore the importance of using songs and rhymes in teaching English - to get acquaintance with the ways of language acquisition - to recognize the ways of motivation by songs and rhymes - to recognize the support for phonetic development 										
Activities	<p>Introduction to the topic. Sing ABC song.</p> <p><i>Alphabet Chant (Children repeat each line after the teacher.)</i> A B C D E F G (<i>A B C D E F G</i>) School is so much fun to me. (<i>School is so much fun to me.</i>) H I J K L M N (<i>H I J K L M N</i>) Learn and play with all my friends. (<i>Learn and play with all my friends.</i>) O P Q R S and T (<i>O P Q R S and T</i>) We're the best as you can see. (<i>We're the best as you can see.</i>) U V W X Y Z (<i>U V W X Y Z</i>) Now it's time to stop and FREEZE!* (<i>Now it's time to stop and FREEZE!</i>) (<i>When children freeze, quietly give them directions or motion for them to follow you.</i>)</p> <p>Task 1. Give teachers the card to brainstorm and fill in.</p> <p style="text-align: center;"><i>Why use songs, rhymes, and chants?</i></p> <table border="1"> <tr> <td>1. Linguistic resource</td><td></td></tr> <tr> <td>2. Affective resource</td><td></td></tr> <tr> <td>3. Cognitive resource</td><td></td></tr> <tr> <td>4. Cultural resource</td><td></td></tr> <tr> <td>5. Social resource</td><td></td></tr> </table> <p>Task 2. Analyze the theoretical material on the target topic</p>	1. Linguistic resource		2. Affective resource		3. Cognitive resource		4. Cultural resource		5. Social resource	
1. Linguistic resource											
2. Affective resource											
3. Cognitive resource											
4. Cultural resource											
5. Social resource											

Task 3. Identify different children songs on different topics and determine the approaches and advantages of teaching them.

Task 4. Designing Lessons. It's great to use songs, chants, and poems in class. However, you have to make sure that you are using them effectively to teach English. Regarding this, is strongly recommended to use British Council's web-site for kids "Learn English Kids"

<http://learnenglishkids.britishcouncil.org>. The suggested section is "Listen and Watch" – here you can find a variety of different screen casts and podcasts. Here is one way to organize a lesson using a song. Use this page to take notes after watching a demonstration of a lesson.

Lesson title:

Song title:

Content: Vocabulary: Grammar:

Objectives: By the end of the lesson, students should be able to...

Warm-up:

Presentation:

Practice:

Follow-up:

Evaluation

Conclusion

After an active lesson, it is good to finish off with some "downtime." Reflect on today's workshop quietly. Think about the answers to the following questions silently to yourself.

1. Which song can you remember the best? Why?
2. Which chant did you like the most? Why?
3. Which poem gave you a good feeling inside? Why?
4. Do you think you will use songs, chants, and poems in your English class? Why or why not?
5. Which one do you think will be the most difficult to apply to your English class? Why?
6. Do you see any challenges to using songs, chants, and/or poems in the YL class?

Wait for your trainer to end this quiet reflection time. You will

	<i>get a chance to share your thoughts with the group. Maybe your fellow teachers felt the same way you did! Let's find out!</i>
Resources	<ol style="list-style-type: none"> 1. Handbook for Teachers. Second Edition. AEO «Nazarbayev Intellectual Schools» Center of Excellence, Astana, 2015 2. Видео-лекция Teaching reading and spelling with World Wall. Касенова А.Б. http://www.ipksko.kz/index.php/deyatelnost-instituta/v-pomoshch-uchitelyu/videolektsii/2694-teaching-reading-and-spelling-with-world-wall-kasenova-a-b 3. Phonograph Approach by Dr. Barbara Walker 4. Sight Word Teaching Strategies http://www.sightwords.com/sight-words/lessons/ 5. Why is critical thinking so important in choosing a phonics program? The THRASS institute Australasia&Canada, 2013 6. Sight Word Flash Cards https://www.havefunteaching.com/flash-cards/sight-word-flash-cards/ 7. Phono Graphix https://www.youtube.com/watch?v=S__0eb4O2MA 8. Segmenting and Blending https://www.youtube.com/watch?v=V_Gd3hoDXf0 9. Sight Words https://www.youtube.com/watch?v=EppIgnilutw

Тема: Метод физического реагирования, «Натуральный подход», «Период молчания» в преподавании английского языка младшим школьникам

Title:	TPR, Natural approach, Silent period in teaching young learners (TEYL)
Type of session:	Training
Hours:	2
Objective:	<ol style="list-style-type: none"> 5. Identify the Total Physical Response method; 6. Determine when TPR method can be used to enhance teaching in the primary school; 7. Assess the advantages and disadvantages of TPR method in the classroom by listing pros and cons about the room and reporting back to the group;

	<p>8. Participants can recognize when the use of TPR method is beneficial to students based on their own interaction with technology during the master-class;</p> <p>9. Design a lesson plan using the TPR method.</p>
Activities	<p>Warm-up Brainstorming</p> <p>Make the participants brainstorm something about TPR method.</p> <p>5. What do you already know about TPR?</p> <p>6. In small groups, write a definition of TPR.</p> <p>After they brainstorm in pairs or small groups, have a large group discussion to share their ideas.</p> <p>Presentation about TPR method</p> <p>Total physical response (Asher, 1982, 2009) is an approach to second-language acquisition based on first-language acquisition research. In first-language acquisition, children listen and acquire receptive language before they attempt to speak, they develop understanding through moving their bodies, and they are not forced to speak until they are ready. Repetition and active involvement are vital for retention of new vocabulary (Nation, 2005). In total physical response (TPR), the teacher gradually introduces commands, acting them out as she or he says them. Initially, the students respond by performing the actions as the teacher demonstrates them. Gradually, the teacher's demonstrations are removed and the students respond to the verbal commands only. Teaching classroom routines through total physical response helps students gain confidence in classroom participation (Diaz-Rico, 2013).</p> <p><i>Watch how Herbert Puchta engages a group of very young learners by using an action story -- an imaginative idea developed by him and Günter Gerngross on how to use Asher's Total Physical Response (TPR) with very young learners.</i></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.

	<ul style="list-style-type: none"> • Give each group following questions: How can I use it in class? When should I use it? Why should I use it in the classroom? A few useful variations Are there any disadvantages with using TPR? Ask each group to design a lesson that uses TPR method. Then have each group explain their ideas to the class. Ask the audience to give feedback and discuss each presentation. <p>Discussion 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"> • Is it possible to adapt TPR method to different levels of students? • What topics can you use with TPR? • What are the advantages and disadvantages of using TPR in primary school? <p>How can you adapt TPR for use with your own students?</p> <p>Wrap-Up 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>2. Handbook for Teachers. Second Edition. AEO «Nazarbayev Intellectual Schools» Center of Excellence, Astana, 2015</p> <p>3. TotalPhysicalResponseby Herbert Puchta. https://www.youtube.com/watch?v=1Mk6RRf4kKs</p> <p>4. Total Physical Response (TPR) - Teacher Training film https://www.youtube.com/watch?v=bkMQXFOqyQA</p> <p>5. TPR articlehttps://www.teachingenglish.org.uk/article/total-physical-response-tpr</p>

	6. 50 Strategies for Teaching English Language Learners. Adrienne L. Herrell, Michael L. Jordan, p.84., 2015, Panama c. Florida, USA.
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Тема: Обучение чтению и письму на уроках английского языка младших школьников

Title:	Teaching Reading and Writing to Young Learners (TEYL)
Type of session:	Training
Hours:	4
Objective:	<ul style="list-style-type: none"> • describe how young learners learn to read in L1 and L2 • explore multi-sensory ways to start primary literacy • discovering sound picture approach, [phonographic] and sight-word approach, phonographic principles • share different reading and writing activities that are effective for young learners and evaluate the activities suggested in the readings
Activities	<p>Brainstorming</p> <p>Teachers are asked to highlight key features and difficulties of teaching Alphabet to young learners.</p> <p>Exploring multi-sensory ways to start with Primary Literacy.</p> <p>Teachers given a number of multi-sensory activities to do to explore letter and word shapes and assess their effectiveness for different types of learner.</p> <p>Presenting the sound picture approach [phonographic] and sight-word approach</p> <p>An overview of phonographic principles and early literacy skills development they target: blending, segmenting and manipulation. Sight word awareness activity in which teachers are asked to complete top 100 words of English.</p>

	<p>Introduction to activities within course plans based on phonographic principles</p> <p>Teachers take the role learners and then analyse the type of skills being developed through the tasks.</p> <p>Resources for the training:</p> <p>Alphabet picture on a screen</p> <p>A4 papers, glue, play-doh, buckwheat, beans, threads or string for shaping letters</p> <p>Handouts, video about new approaches in teaching early reading</p>
Resources	<ol style="list-style-type: none"> 1. Handbook for Teachers. Second Edition. AEO «Nazarbayev Intellectual Schools» Center of Excellence, Astana, 2015 2. Видео-лекция Teaching reading and spelling with World Wall. Касенова А.Б. http://www.ipksko.kz/index.php/deyatelnost-instituta/v-pomoshch-uchitelyu/videolektsii/2694-teaching-reading-and-spelling-with-world-wall-kasenova-a-b 3. Phonograph Approach by Dr. Barbara Walker 4. Sight Word Teaching Strategies http://www.sightwords.com/sight-words/lessons/ 5. Why is critical thinking so important in choosing a phonics program? The THRASS institute Australasia&Canada, 2013 6. Sight Word Flash Cards https://www.havefunteaching.com/flash-cards/sight-word-flash-cards/ 7. Phono Graphix https://www.youtube.com/watch?v=S__0eb4O2MA 8. Segmenting and Blending https://www.youtube.com/watch?v=V_Gd3hoDXf0 9. Sight Words https://www.youtube.com/watch?v=EppIgnilutw

Тема: Обучение говорению и аудированию на уроках английского языка младших школьников

Title:	Teaching speaking and listening to young learners (TEYL)
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Type of session:	Training
Hours:	4
Objective:	<ul style="list-style-type: none"> • describe the ways in which we communicate orally, and the different skills involved with speaking and listening • discuss ways in which the teacher can make listening input comprehensible as well as how to check comprehension through various techniques • share different listening and speaking activities/strategies that work well with young learners • develop effective activities for teaching vocabulary and pronunciation
Activities	<p>Brainstorming</p> <p>Teachers are asked to highlight key features and difficulties of teaching Alphabet to young learners.</p> <p>Exploring multi-sensory ways to start with Primary Literacy.</p> <p>Teachers given a number of multi-sensory activities to do to explore letter and word shapes and assess their effectiveness for different types of learner.</p> <p>Presenting the sound picture approach [phonographic] and sight-word approach</p> <p>An overview of phonographic principles and early literacy skills development they target: blending, segmenting and manipulation. Sight word awareness activity in which teachers are asked to complete top 100 words of English.</p> <p>Introduction to activities within course plans based on phonographic principles</p> <p>Teachers take the role learners and then analyse the type of skills being developed through the tasks.</p>

	<p>Resources for the training:</p> <p>Alphabet picture on a screen</p> <p>A4 papers, glue, play-doh, buckwheat, beans, threads or string for shaping letters</p> <p>Handouts, video about new approaches in teaching early reading</p>
Resources	<p>10. Handbook for Teachers. Second Edition. AEO «Nazarbayev Intellectual Schools» Center of Excellence, Astana, 2015</p> <p>11. Видео-лекция Teaching reading and spelling with World Wall. Касенова А.Б. http://www.ipksko.kz/index.php/deyatelnost-instituta/v-pomoshch-uchitelyu/videolektsii/2694-teaching-reading-and-spelling-with-world-wall-kasenova-a-b</p> <p>12. Phonograph Approach by Dr. Barbara Walker</p> <p>13. Sight Word Teaching Strategies http://www.sightwords.com/sight-words/lessons/</p> <p>14. Why is critical thinking so important in choosing a phonics program? The THRASS institute Australasia&Canada, 2013</p> <p>15. Sight Word Flash Cards https://www.havefunteaching.com/flash-cards/sight-word-flash-cards/</p> <p>16. Phono Graphix https://www.youtube.com/watch?v=S__0eb4O2MA</p> <p>17. Segmenting and Blending https://www.youtube.com/watch?v=V_Gd3hoDXf0</p> <p>18. Sight Words https://www.youtube.com/watch?v=EppIgnitutw</p>

Тема: Обучение лексико-грамматическому компоненту на уроках английского языка

Title:	Use of English in teaching English
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"> • evaluate teaching methods that help learners memorise, organise and store vocabulary

	<ul style="list-style-type: none"> • 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 or 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: <i>Right place, wrong time</i></p> <p>Have you experienced anything while travelling when something went wrong?</p> <p>Ss share their ideas, discuss and give examples.</p> <p>T asks if anybody visited Thailand. Ss answer.</p> <p>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.</p> <p>Open-class discussion.</p> <p>T provides Ss with facts:</p> <p>(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</p>

were reported missing.) killing an estimated 227,898 people in 14 countries along the coasts of the Indian ocean.

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.

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)]
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: Сторителлинг

Title:	Storytelling
Type of session:	Training
Hours:	2
Objective:	<ul style="list-style-type: none"> - to explore the importance of using songs and rhymes in teaching English - to get acquaintance with the ways of language acquisition - to recognize the ways of motivation by songs and rhymes

	- to recognize the support for phonetic development
Activities	<p>I. Introduction: Reflection</p> <p><i>Take a few moments to reflect quietly. Close your eyes.</i></p> <p><i>Let your trainer guide you through a visualization exercise.</i></p> <p>With a partner, share your visualization. Then discuss what you think the most important aspects of storytelling are...</p> <p>... for the storyteller</p> <p>... for the listener</p> <p>II. Rationale for Using Stories</p> <p>a. Stories use a holistic approach.</p> <p>Stories use a “holistic approach to language teaching and learning that places a high premium on children’s involvement with rich, authentic uses of the foreign language.” (Cameron, 2001)</p> <p>b. Stories support natural acquisition of language.</p> <p>“Young learners acquire language unconsciously. The activities you do in class should help this kind of acquisition. Stories are the most valuable resource you have. They offer children a world of supported meaning that they can relate to. Later on you can use stories to help children practice listening, speaking, reading, and writing.” (Slatterly & Willis, 2001)</p> <p>c. Storytelling is effective for early foreign language classes.</p> <p>Storytelling can be effective for teaching English to young learners for the following reasons given by Wajnryb (1986):</p> <ul style="list-style-type: none"> i. The purpose of telling a story is genuinely communicative. ii. Storytelling is linguistically honest. (It is oral language, meant to be heard.) iii. Storytelling is real! (People do it all the time!) iv. Storytelling appeals to the affective domain. v. Storytelling caters to the individual while forging a community in the classroom.

vi. Storytelling provides listening experiences with reduced anxiety. (Curtain & Dahlberg, 2004)

d. Children love stories!

Children love stories. They...

- are always eager to listen to stories.
- know how stories work.
- want to understand what is happening
- can enjoy hearing stories in English when they start English lessons.
- enjoy looking at storybooks by themselves.
- can reread the stories they like when they can read in English themselves. (Slatterly & Willis, 2001)

III. Techniques for Storytelling

The following are some recommended storytelling techniques from Brewster, Ellis, & Girard (2004):

- o If students are unfamiliar with storytelling, **begin with short sessions** which do not demand too much from them and over-extend their concentration span.
- o If possible, **have younger children sit on the floor around you**, making sure everyone can see you and the illustrations and can hear you clearly.
- o **Read slowly and clearly.** Give your pupils time to relate what they hear to what they see in the pictures, to think, ask questions, make comment. However, do vary the pace when the story speeds up.
- o **Make comments about the illustrations** and point to them to focus the pupils' attention.
- o **Encourage your pupils to take part in the storytelling** by repeating key vocabulary items and phrases. You can invite them to do this by pausing and looking at them with a questioning expression and by putting your hand to your ear to indicate that you are waiting for them to join in. Then repeat what they have said to confirm that they have predicted correctly

and, if appropriate, expand by putting the word into a full phrase or sentence.

- o **Use gestures, mime, facial gestures** to help convey the meaning.

- o **Vary the pace, tone and volume of your voice.** Are you going to whisper to build up suspense? Are you going to introduce an element of surprise by raising your voice?

- o **Pause where appropriate** to add dramatic effect or to give children time to relate what they hear to what they see, and to assimilate details in the illustrations.

- o **Disguise your voice for the different characters** as much as you can to signal when different characters are speaking and help convey meaning.

- o **Make sound effects where possible.**

- o **Ask questions to involve children** *What do you think is going to happen next? What would you do?*

- o **Do not be afraid to repeat, expand and reformulate.** This increases opportunities of exposure to the language and gives children a second (or third) chance to work out the meaning and have it confirmed. If you need to walk around the class to show children the pictures, repeat the text again and again.

IV. Storytelling activities

a. Pre-storytelling activities

Before you start telling a story, you can do any of the following activities to prepare your students:

- o **Capture their attention.** Introduce the story in a fun and interesting way. If you have supplemented the storytelling with visuals, you might want to preview these pictures or realia.

- o **Connect to prior knowledge and experiences.** Brainstorm or web ideas and concepts related to the story or the characters of the story in order to connect students lives to the story.

- o **Review language students have learned.** If the story contains vocabulary and structures that students have learned, it can help to review this language. This is especially important when the

story is a part of a larger thematic unit and recycles language previously learned.

- o **Pre-teach new vocabulary or expressions.** If there are some key words or structures that are necessary to comprehend the story and cannot be inferred from the context, it is better to teach them before the storytelling. Try to do this in the context of connecting to prior knowledge.

- o **Predict what will happen in the story.** Give students a chance to think about what might happen in the story. It is a good critical thinking skill to encourage.

- o **Give students a purpose for listening.** Before you begin, try to give students a purpose for listening in addition to pure enjoyment. If your story has a lesson to learn from it, tell your students to listen for it.

Can you think of any other pre-storytelling activities to do with your students? What else do you do when you begin a storytelling?

b. During and Post-Storytelling Activities

During and after a storytelling, the teacher can do the following activities to check comprehension of the story and encourage students to practice new language:

- o **Q & A.** Prepare comprehension questions for students to answer orally.

- o **TPR (Total Physical Response).** If the story has movements, the teacher can do a TPR with the students.

- o **Group retelling.** Have students work with you to retell the story by retelling it with pauses and gaps for students to fill in. Or have students retell the story and fill in their gaps when they encounter difficulty.

- o **Create your own ending.** Tell the story up to the climax, and have students predict the ending. Have students create multiple endings to the story, then finish telling the story.

- o **Drama.** Do a retelling by having students act out the plot of the story.

	<ul style="list-style-type: none"> o Story mapping. Give students a graphic organizer to map out the plot of the story or compare the characters of the story. o Story boarding. Have students make simple drawings in boxes that show the plot of the story sequentially (like a comic book). The drawing can be accompanied by text or dialog bubbles. o Read & Write Books. Students create their own storybook by drawing and adding text. o Projects. Have students work together in small groups to create a wall display for a story or put on a performance of a story. You could invite students' families or other classes to see the students' work. You may want to do this after reading a few stories and have each group work on a different story. <p><i>Are there other storytelling activities you would recommend? Please share them!</i></p> <p>VI. Conclusion</p> <p>CREATIVITY IS KEY!</p> <p>GET STUDENTS INVOLVED!</p> <p>INCORPORATE SONGS & CHANTS!</p> <p>COLLABORATE & SHARE MATERIALS!</p> <p>BUT MOST OF ALL... HAVE FUN!</p>
Resources	<p>Brewster, J., Ellis, G., & Girard, D. (2004). <i>The primary English teacher's guide</i>. London: Penguin.</p> <p>Cameron, L. (2001). <i>Teaching languages to young learners</i>. Cambridge: Cambridge University Press.</p> <p>Curtain, H. & Dahlberg, C.A. (2004). <i>Languages and children: making the match</i>. Boston: Pearson.</p> <p>Moon, J. (2000). <i>Children learning English</i>. Oxford: MacMillan Heinemann.</p> <p>Scott, W., & Ytreberg, L.H. (1990). <i>Teaching English to children</i>. London: Longman.</p> <p>Slatterly, M., & Willis, J. (2001). <i>English for primary teachers</i>. Oxford: Oxford University Press.</p> <p>Resources</p> <p>Ghosn, I.K. (1997). ESL with children's literature. <i>English Teaching Forum</i>, 35(3), 14-19.</p> <p>http://exchanges.state.gov/forum/vols/vol35/no3/p14.htm</p>

	<p>Hines, M. (2005). Story theater. <i>English Teaching Forum</i>, 43(1), 24-29.</p> <p>Malkina, N. (1995). Storytelling in early language teaching. <i>English Teaching Forum</i>, 33(1), 38-39.</p> <p>http://exchanges.state.gov/forum/vols/vol33/no1/P38.htm</p> <p>Mixon, M., & Temu, P. (2006). First road to learning: Language through stories. <i>English Teaching Forum</i>, 44(2), 14-19.</p> <p>Pedersen, E.M. (1995). Storytelling and the art of teaching. <i>English Teaching Forum</i>, 33(1), 2-5.</p> <p>http://exchanges.state.gov/forum/vols/vol33/no1/P2.htm</p>
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Тема: Дифференциация заданий и скаффолдинг на уроках английского языка

Title:	Differentiation and scaffolding in English lessons
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 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 a lot of money</p> <p>1 Differentiation by outcome</p> <p>The first thing to remember is that many of the tasks we are already doing will work well. Any task which is open (has more than one acceptable answer or can be adapted) will allow students to work at their own level. Similarly, any tasks which provide choice or require interaction with others are likely to be naturally quite differentiated and lead to 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..</p> <p>This can be a useful reminder that what we teach is not necessarily what is learned</p>

Тема: Особенности планирования урока для младших школьников

Title:	Особенности планирования урока для младших школьников
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>

Instructions

- 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 spidergram in their coursebooks.
- Make sure the ideas in the answer sheet are included in the spidergram; input them into different groups and clarify where necessary.

3 Lesson plan content

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.

4 Lesson aims

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.

5 Lesson plan

In this activity participants are given the opportunity to organise a lesson plan that has been cut up.

6 Tips for lesson planning

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>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 • reflect on their own learning.
Activities	<p>1 Introduction – activate prior knowledge</p> <p>In this activity participants play ‘slap the board’ with 15 terms associated with observation and feedback.</p> <p>It establishes and reviews what participants know about the topic.</p> <p>2 Criteria for teacher observation and feedback</p> <p>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>

- 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.

3 Best practice criteria and teacher behaviour

In this activity participants will match best practice criteria to teacher behaviour in class.

Instructions

- 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.

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.

Instructions

- 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.

	<p>9 Reflection on learning</p> <p>In this activity participants reflect on the session and to relate it to their own teaching situation.</p> <p>Instructions</p> <ul style="list-style-type: none"> • 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, one thing that was completely new to them and one thing they agree strongly with. • 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,</p>

more importantly, online learning is much more intense for everyone.

Getting started

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 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 lesson. Here are some ideas.

- 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.

	<ul style="list-style-type: none"> • 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. <p>See Inclusion in remote teaching contexts: https://bit.ly/RTTInclusiveteaching</p> <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	TeachingEnglish Remote teaching tips www.teachingenglish.org.uk

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

Title:	Content and language integrated learning in English classroom
Type of session:	Training
Hours:	2
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

	<ul style="list-style-type: none"> • 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</p> <p>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</p> <p>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</p> <p>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</p> <p>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 activity.</p> <p>5 Dealing with language and content</p> <p>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</p>

	<p>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</p> <p>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: 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> <ul style="list-style-type: none"> • identify what makes a class a “flipped” class • explain the advantages and challenges of teaching a flipped class • 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> <ul 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

	<p>knowledge base before coming to class to apply their learning.</p> <ul style="list-style-type: none"> • 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	https://uwaterloo.ca/centre-for-teaching-excellence/workshop-resources/introduction-flipped-classroom

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
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	(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?. <p>Курс английского языка</p> <p>Этот суперсовременный курс английского языка включает в себя широкий ассортимент интерактивных уроков, разработанных на основе международной программы изучения английского языка как иностранного.</p> <p>В его разработке принимали участие ведущие британские специалисты, имеющие многолетний опыт создания виртуальных языковых курсов.</p> <p>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.</p> <p>Передовые технологии и новейшие методические разработки делают его идеальным учебным пособием для каждого.</p> <p>Этот ресурс состоит из трех основных разделов: «Интерактивный курс», «Интерактивная грамматика» и «Грамматика и активный словарь».</p> <p>«Интерактивный курс» состоит из 509 анимационных уроков и представляет собой курс 12-летнего обучения</p>

(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) →

	<p>Grammar and Vocabulary→ What does “cheeky” mean?</p> <p>4. Go to Learn English Kids → Read and Write →Writing practice →Level 3→Pen pal letter →Where’s Juan from?</p> <p>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?</p> <p>6. Go to Learn English Teens→ Grammar →Watch one of the videos→ What is the name of the blonde boy?</p> <p>7. Go to Teaching English (a blue website) →Teaching teens→ Resources→Look through materials→ Can you download lesson plans?</p> <p>8. Go to Teaching English → Teacher development→ Teaching radio→ What’s the name of a program 4?</p> <p>American English resources:</p> <p>Highlighted American English Online Resources for Kazakhstan Education Program</p> <p>1. AE website >> Resources >> Teacher's Corner >> Which 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>
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Resources	Blimland.kz https://www.teachingenglish.org.uk/ https://learnenglishkids.britishcouncil.org/ https://learnenglish.britishcouncil.org/ https://learnenglishteens.britishcouncil.org/ https://americanenglish.state.gov/
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Тема: Веб-культура, нетикет (netiquette, культура общения по электронной почте)

Title:	Web-culture, netiquette and email culture
Type of session:	Training
Hours:	2
Objective:	By the end of this workshop participants will be able to: <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> <ul style="list-style-type: none"> • Messages should be short and to the point. • 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.

- **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.
1. **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.
- **Do not send junk mail** or chain letters.
7. **Don't forward virus warnings** without checking to see if it is a hoax.
 1. **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.
6. **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.

Netiquette for Accessing Information

10. Just because you can access information does not mean you should. Access only the information you need.
- Refrain from unnecessarily criticizing people (also called flaming).
 - Obey copyright and license agreements.
7. Respect the wishes of any site you may be accessing.

Web Time Traps: (or where did the day go?)

- Rabbit chasing – stay focused while searching the Internet
- Email overload – sort or delete. If it piles up you are done for!
- 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	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. https://www.ielts.org/ 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.

The TKT quiz

Choose the correct option.

1. There are 2 / 3 / 4 core modules of the TKT.

2. There are also 1 / 2 / 3 additional modules.

3. Each module has 1 / 2 / 3 / 4 / 5 exam paper(s).

4. Each paper lasts for 60 / 80 / 100 minutes.

5. Each paper has 80 / 100 / 120 questions.

6. Each question is worth the same number of points / weighted differently.

7. Lesson planning is tested in module 1 / 2 / 3.

8. Background to language learning is tested in module 1 / 2 / 3.

9. Classroom management is tested in module 1 / 2 / 3.

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

11. How is the TKT graded?

pass–fail / distinction–pass–narrow fail–fail / bands 4–3–2–1 / A–B–C–D–F

12. Only the top two / All bands receive a certificate.

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).

14. You get 5 / 3 / just 1 certificate(s) if you sit all the core TKT modules.

15. The certificates arrive 2–3 days / 2–3 weeks / 2–3 months after you sit the exam.

16. You can take each paper only once / twice / as many times as you like.

Follow-up

Close the activity by using the ideas below to lead a discussion about the TKT in your local context:

- 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	Об утверждении Правил присвоения (подтверждения) квалификационных категорий педагогам. Приказ Министра образования и науки Республики Казахстан от 11 мая 2020 года № 192. https://adilet.zan.kz/rus/docs/V2000020618 https://www.ielts.org/ https://www.ets.org/toefl https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/tkt/ Welling J. The TKT Course Training Activities

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
<ul style="list-style-type: none"> - цели урока согласованы с целями обучения - цели урока ориентированы на особенности предмета - цели сформулированы в формате SMART с учётом потребностей обучающихся 	<ul style="list-style-type: none"> - выбор методов определён содержанием темы по предмету; - методы способствуют достижению целей обучения; - методы направлены на вовлечение обучающихся в процесс обучения 	<ul style="list-style-type: none"> - задания дифференцируются с учётом потребностей обучающихся; - планируются различные способы дифференциации (задания, источники, поддержка обучающихся и др.); - методы дифференциации способствуют достижению целей каждым обучающимся 	<ul style="list-style-type: none"> - оценивание соответствует целям обучения - формативное оценивание поддерживает обучение; - используются критерии оценивания

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

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

9. Choose one of the characteristics to describe very young learners:

- A. They have lower levels of awareness about themselves as well as about the process of learning.**
- B. They show growing level of awareness about themselves as language learners and their learning.
- C. They have well-developed skills as readers and writers.
- D. They have a growing awareness of others and their viewpoints.
- E. They begin to show an interest in real-life issues.

10. Choose one of the characteristics to describe very young learners:

- A. They enjoy fantasy, imagination and movement.**
- B. They show growing level of awareness about themselves as language learners and their learning.
- C. They have well-developed skills as readers and writers.
- D. They have a growing awareness of others and their viewpoints.
- E. They begin to show an interest in real-life issues.

11. What method is widely spread in teaching English to young learners?

- A. The Grammar-Translation method
- B. The silent way method
- C. Total Physical Response Method**
- D. Audiolingualism
- E. Synthetic approach

12. Choose one of the principles forming the basis of Total Physical Response Method:

- A. Learners are responsible for their own learning and must develop independence, autonomy and responsibility.
- B. Learners are seen as organisms that can be directed by skilled training techniques to produce correct responses.**
- C. Language is more than a set of rules to be memorized.

D. Learning was seen to be achieved through meaningful tasks involving real communication.

E. Children get a lot of listening practice before they begin to speak. A child is flooded with language from the moment of his birth but doesn't begin speaking until he/she is about 12 months old.

13. _____provides input for the learner.

- A. **Listening**
- B. Speaking
- C. Vocabulary
- D. Writing
- E. Grammar

14. For beginners, extensive _____ opportunities reduce the pressure to produce language immediately.

- A. speaking
- B. writing
- C. reading
- D. pronunciation
- E. **listening**

15. _____ is the process of understanding speech in a first or second language.

- a) **Listening comprehension**
- b) Speaking abilities
- c) Writing activities
- d) Reading exercises
- e) Vocabulary tasks

16. Understanding the sounds that make up words and phrases is called _____.

- a) top-down listening
- b) **bottom-up listening**
- c) dialogic listening
- d) evaluative listening
- e) critical listening

17. Who created Total Physical Response Method?

- a) **James Asher**
- b) Caleb Gattegno
- c) Charles Curran
- d) Stephen Krashen
- e) Tracy Terrell

18. Choose one of the principles forming the basis of Total Physical Response Method:

- a) Learning was seen to be achieved through meaningful tasks involving real communication.
- b) Learners are seen as organisms that can be directed by skilled training techniques to produce correct responses.
- c) Learners are responsible for their own learning and must develop independence, autonomy and responsibility.
- d) Language is more than a set of rules to be memorized.
- c) **Children understand because parents and others only refer to events and objects that are physically present in the “here and now”.**

19. In _____ listening, listeners use their background knowledge to make sense of what they are hearing.

- a) dialogic
- b) bottom-up
- c) **top-down**
- d) evaluative
- e) critical

20. What type of listening needs knowledge of language and content used in a particular situation, for example, the language you need to see the doctor?

- a) **top-down listening**
- b) bottom-up listening
- c) dialogic listening
- d) evaluative listening
- e) critical listening

21. What language teaching method is based on listening skills and physical actions of young learners?

- a) Audiolingualism
- b) The Grammar-Translation method
- c) The silent way method
- d) **Total Physical Response Method**
- e) Synthetic approach

22. Choose a speaking task for beginning learners:

- a) **Learner listens to and reads two-line dialogue and practices with a partner.**
- b) Match the words in the box to the definitions.
- c) Put the topics in the order that you hear them.
- d) Describe one of the people in the photo.
- e) Talk about a teacher that you really liked.

23. Choose a writing activity for beginning-level writers:

- a) writing the sentences they hear
- b) copying sentences**
- c) making negative forms of the sentences
- d) translating sentences into the native language of a student
- e) creating questions to the sentences

24. Choose the example of cognitive learning strategies:

- a) classifying**
- b) cooperating
- c) role-playing
- d) practicing
- e) self-evaluating

25. The tools, techniques, and procedures for finding out what learners can do refer to _____.

- A. evaluation
- B. assessment**
- C. learning strategies
- D. learning styles
- E. classroom management

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

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