Федеральное государственное бюджетное образовательное учреждение высшего профессионального образования
Московский государственный университет имени М.В. Ломоносова

Филиал МГУ в г. Ереване

«УТВЕРЖДАЮ»
Директор Филиала МГУ
имени М.В.Ломоносова в г.Ереване
_____ А.Н.Реймерс
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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

«Профессиональные аспекты языковой деятельности (английский язык)»

Уровень высшего образования:
Бакалавриат (срок обучения 4 года)

Направление подготовки (специальность):

45.03.02 «Лингвистика»
«Перевод и межкультурная коммуникация»

Форма обучения:

Очная

Курс ___3____
Семестр__5___
Лекции_____
Лабораторные занятия_____
Практические занятия_____
Семинары___54_____
Форма контроля -экзамен

Ереван – 2024

Автор программы:

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Программа дисциплины «Профессиональные аспекты языковой деятельности» составлена в соответствии с требованиями к уровню подготовки бакалавра образовательного стандарта, самостоятельно устанавливаемого Московским государственным университетом имени М.В. Ломоносова по направлению подготовки «Лингвистика».

Программа утверждена на заседании Ученого Совета Филиала МГУ имени М.В. Ломоносова в г. Ереване 26.08.2024 г, протокол № 2.

1. ЦЕЛИ И ЗАДАЧИ ИЗУЧЕНИЯ ДИСЦИПЛИНЫ

1.1. Цели изучения дисциплины

Цели:

Целями данной дисциплины является развитие профессионально-ориентированной коммуникативной компетенции студентов – будущих лингвистов-преподавателей и подготовка их к осуществлению эффективной коммуникации в профессиональных ситуациях общения за счет развития их психолого-педагогических, социальных и коммуникативных знаний, навыков и умений. В рамках курса рассматриваются язык общения в классе, стратегии изучения письменных работ учащихся и предоставления письменной обратной связи, оформление документов и участие в интервью для приема на работу, внеклассное общение с учениками и общение с коллегами.

1.2. Задачи изучения дисциплины

Задачи:

- сформировать и расширить у студентов знания современных лингводидактических концепций и достижений российской и зарубежной методики в области преподавания иностранных языков и культур, современных принципов, методов, приемов и моделей содержания обучения иностранным языкам, коммуникативных технологий и инструментов, правил и норм общения на иностранном языке в профессиональной сфере, основных подходов к формулированию целей и задач обучения; составных частей плана занятия, языка классного обихода;
- сформировать, развить и автоматизировать языковые и невербальные навыки, необходимые для грамотного и эффективного общения в профессиональной сфере, а также навыки использования современных ИКТ для построения эффективной коммуникации;
- развивать умения выбирать наиболее подходящие коммуникативные технологии для конкретной профессиональной ситуации общения, эффективно использовать современные средства коммуникации, общаться на иностранном языке на различные темы, связанные с академической и профессиональной деятельностью формулировать цели и задачи обучения, составлять планы занятий, решать коммуникативные задачи в классе, использовать теоретические положения методики обучения иностранным языкам для планирования и осуществления собственной педагогической деятельности, рефлексировать собственное использование теоретических положений методики обучения иностранным языкам.

2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОПОП

А. Информация об образовательном стандарте и учебном плане:
Тип стандарта: ОС_МГУ бакалавриат;

- **направление подготовки** – 45.03.02 «Лингвистика»,
- **наименование учебного плана** – ИБ_Лингвистика_ФЕ

Б. Место дисциплины в образовательном стандарте и учебном плане

- Базовая часть.
- Блок дисциплин: гуманитарный, социальный и экономический
- Тип: обязательный курс
- Курс – 3
- Семестр – 5

В. Перечень дисциплин, которые должны быть освоены для начала освоения данной дисциплины: нет

Г. Общая трудоемкость – 72 ч., 2 з.е.

3. Планируемые результаты обучения

А. Перечень компетенций, формируемых в результате освоения дисциплины «Профессиональные аспекты языковой деятельности»

Цели и задачи курса соответствуют следующим компетенциям:

Универсальные:

УК-9. Способен осуществлять деловую и академическую коммуникацию в устной и письменной формах на иностранном языке (иностранных языках).

Профессиональные:

ПК-4 (Б). Способен планировать и проводить учебные занятия, осуществлять контроль знаний, необходимых навыков и умений у обучающихся в образовательных организациях общего образования и дополнительного образования.

ПК-6. (Б) способен использовать теоретические знания и практические навыки моделирования учебного процесса в области преподавания иностранных языков и культур в образовательных организациях общего образования и дополнительного образования.

Б. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы

Код формируемой компетенции	Содержание компетенции	Перечень планируемых результатов обучения по дисциплине
УК-9. Способен осуществлять деловую и академическую коммуникацию в устной и письменной формах на иностранном языке (иностранных языках).	Знания: • современных коммуникативных технологий и инструментов; • правил и нормы общения на иностранном языке в профессиональной сфере. Умения: • выбирать наиболее подходящие коммуникативные технологии для конкретной профессиональной ситуации общения;	Применяет современные коммуникативные стратегии в академическом и профессиональном контексте; Может общаться на иностранном языке по академическим и профессиональным вопросам, представлять результаты своей работы на иностранном языке.

	• эффективно использовать современные средства коммуникации; • общаться на иностранном языке на различные темы, связанные с академической и профессиональной деятельностью. Навыки: • использования современных ИКТ для построения эффективной коммуникации; • языковые и невербальные навыки, необходимые для построения эффективного общения. Готовность: • к осуществлению устной и письменной академической и деловой коммуникации на иностранном языке.	
ПК-4 (Б). Способен планировать и проводить учебные занятия, осуществлять контроль знаний, необходимых навыков и умений у обучающихся в образовательных организациях общего образования и дополнительного образования.	Знания: • типов целей и задач обучения; • основных подходов к формулированию целей и задач обучения; • составные части плана занятия; • язык классного обихода. Умения: • формулировать цели и задачи обучения; • составлять планы занятий; • решать коммуникативные задачи в классе. Навыки: • письменноречевые лексические и грамматические навыками для написания плана занятия;	Грамотно формулирует цели и задачи занятия по иностранному языку; Составляет грамотные планы занятий. Использует английский язык в течение занятия.

	• устноречевые навыки для проведения занятия на английском языке. Готовность: планировать и проводить занятия на иностранном языке.	
ПК-6. (Б) способен использовать теоретические знания и практические навыки моделирования учебного процесса в области преподавания иностранных языков и культур в образовательных организациях общего образования и дополнительного образования.	Знания: • современных лингводидактических концепций и достижений российской и зарубежной методики в области преподавания иностранных языков и культур; • современных принципов, методов, приемов и моделей содержания обучения иностранным языкам. Умения: • использовать теоретические положения методики обучения иностранным языкам для планирования и осуществления собственной педагогической деятельности; • рефлексировать собственное использование теоретических положений методики обучения иностранным языкам. Навыки: • использования методических приемов; • использования образовательных платформ и других ИКТ-средств в обучении иностранному языку; • фиксации и протоколирования хода и результатов собственной педагогической деятельности. Готовность: • осуществлять преподавательскую деятельностью в организациях общего и	Использует современные методы и приемы обучения иностранным языкам и культурам. Применяет теоретические положения методики обучения иностранным языкам на практике.

	дополнительного образования в соответствии с современными принципами и подходами.	

4. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Общая трудоемкость дисциплины составляет 2 зачетных единицы или 72 ч., из них:

- семинарские занятия - 54 ч.;
- самостоятельная работа - 18 ч.

Форма контроля – экзамен.

4.1. Распределение трудоемкости по разделам и темам, а также формам проведения занятий с указанием форм текущего контроля и промежуточной аттестации.

№ п/п Раздел дисциплины	**Виды учебной работы, включая самостоятельную работу студентов**			**Формы текущего контроля успеваемости (по неделям семестра)**	**Форма промежуточной аттестации (по семестрам)**
	Аудиторная работа		**Самостоятельная работа**		
	Лекции	**Семинары**			
Раздел 1. Планирование занятий. Постановка целей и задач.		**14**	**8**	Практические задание, формулирование целей и задач обучения, разработка плана занятия.	
1.1.Формулирование целей и задач обучения в современном образовательном пространстве		**6**	**4**	Практическое задание	
1.1.1. Диагностика и описание уровня владение. Использование шкал оценивания		2			
1.1.2. Формулирование целей и задач обучения иностранному языку		4	4	Практическое задание	
1.2.Составление плана занятия по		**8**	**4**		

иностранному языку					
1.2.1. Типы занятий. Основные структурные компоненты плана занятия		4		Практическое задание	
1.2.2.Создание плана занятия по иностранному языку		4	4	Проектное задание: составление плана занятия	
Раздел 2. Использование английского языка в классе		**24**	**6**		
2.1. Стратегии эффективной коммуникации в классе		**14**	**4**		
2.1.1. Язык классного обихода.		6	2	Практические задания на онлайн-платформе	
2.1.2. Стратегии педагогической коммуникации.		6	2	Творческое задание	
2.1.3. Формулирование инструкций заданий		2	2	Творческое задание	
2.2. Проведение элемента занятия по иностранному языку		**10**	**2**		
2.2.1. Проведение элементов занятий		8		Подготовка и проведение 15-минутного отрезка занятия	
2.2.2. Рефлексия проведенных занятий		2	2	Написание рефлексивно-аналитического эссе	
Раздел 3. Обратная связь в обучении и оценивании.		**16**	**6**		

3.1. Стратегии предоставления обратной связи		4	2		
3.2. Коррекция ошибок и устная обратная связь		2		Практические задания	
3.3. Письменная обратная связь		8	2	Оценивание письменных работ по иностранному языку	
3.4. Составление и презентация профессионально-ориентированного портфолио		2	2		Составление и презентация профессионально-коммуникативного портфолио

4.2. Содержание дисциплины по разделам и темам – аудиторная и самостоятельная работа:

5 семестр

Раздел 1. **Планирование занятий. Постановка целей и задач.**

1.1.Формулирование целей и задач обучения в современном образовательном пространстве

Типы целей и задач обучения. Формулирование целей и задач. Таксономия Блума.

Примеры практических заданий:

I'VE GOT A PLAN!

You already know your students and now is the time to adapt your teaching and learning goals for them…if you have already set them, of course 😊

In this unit you will learn:

- □ *to set learning goals for a lesson and for the whole course in English;*
- □ *the intricacies of future tenses and verb patterns (gerunds and infinitives) in English;*
- □ *how to pronounce short vowels, long vowels and diphthongs;*
- □ *to set your own learning goals;*
- □ *to describe cognitive processes;*
- □ *to write a lesson plan.*

LEAD-IN. Which of the following quotes would you support more? Why? Give reasons and examples.

"A goal without a plan is just a wish."

— Antoine de Saint-Exupéry

"Failing to plan is planning to fail."

— Unknown

"If plan A doesn't work, the alphabet has 25 more letters. – 204 if you're in Japan."

— Claire Cook



Grammar Point 2. Future Tenses

FUTURE TENSES

FUTURE SIMPLE

I. We use *will* and *shall* to make predictions and to state facts about the future. *Shall* is only used for future time reference with *I* and *we*, and is more formal than *will*.

Form: WILL/SHALL + infinitive (without "to")

Adverbs of time: tomorrow; next week; soon; in a few days; in a year etc.

We will study classroom discourse in a later part of the course.

We shan't know the result of the tests till Tuesday.

The professor will give a presentation on the history of pedagogy next week.

The students will take a midterm exam at the end of the month.

WATCH OUT!

✗ Now ~~we listen~~ to the dialogue.

✓ Now we will listen to the dialogue.

When you explain what is about to happen, use the future simple tense**.**

Will is also used to express an immediate decision.

Enough. I will submit my research proposal to the committee tomorrow.

II. We use *to be going to* to talk about *future* plans and intentions.

Form: be going to + the base form of the verb.

1. ***Going to*** **describes plans or intentions. At the moment of speaking the plans have already been made.**

I am going to present my research findings at the conference next month.

The department is going to organize a seminar on the role of ICT in the sphere of language teaching.

2. **We use *be going to* to predict something that we think is certain to happen or which we have evidence for now:**

Look at that bookcase! It's going to fall!

3. We use *be going to* when we give commands or state that something is obligatory:

You're going to pick up all of those crayons right now. This classroom is a mess!

The main difference between to be going to *and the Future Simple tense is that we use the former when we talk about something that we have planned for the near future.*

E.g. *I am going to ask you something very pleasant. How many vacation days do teachers get?*

FUTURE CONTINUOUS

We can use the future continuous to talk about future actions that will be in progress at a specific time in the future.

Form: WILL/WON'T BE + -ING

Adverbs of time: next week; at this time next year; when etc.

Next week, Professor Birch will be giving a lecture on plagiarism in academic writing.

The students will be studying for their final exams during the last week of the semester.

FUTURE PERFECT

The Future Perfect Tense refers to time which we imagine looking back at from a future point. We use the Future Perfect Simple to talk about something that will be completed before a specific time in the future.

Form: WILL/WON'T + HAVE + past participle

Adverbs of time: we can use phrases like *by the time, by tomorrow, by 2050* and *in a day's time / in three months' time / in two years' time* etc. to give the time period in which the action will be completed.

In three years' time, I'll have graduated from university.

I won't have written all the reports by next week.

Do you think she'll have seen the headmaster by four o'clock?

By the time the new academic year starts, the university will have renovated all the classrooms.

Самостоятельная работа



Exercise 1. Complete the sentences using the correct form of the verb in brackets.

1. Dear all! I have a little announcement. I_____ (be, not) here next week. I _____ (attend) a seminar in Saint-Petersburg. Mr. Lazarev _____ (be) the sub. When I return, I _____ (expect) you to be ready for the module test.
2. This time tomorrow my sister _____ (take) her entrance exam.
3. A: Elena Petrovna, we don't have any chalk in our classroom.
   B: I know. I _____ (take) some from the staff room.
4. A: Mrs. Sidorova, I'm really cold.
   B: Don't worry, Sasha. I_____ (turn) the heating on.
5. A: What are your plans after you leave university?
   B: I _____ (work) in an international language centre in Belarus.
6. A: Mr. Lucas, all the lights have gone off! We can't see anything!
   B: Don't panic. I _____ (take) a look.
7. A: Why are you carrying your laptop?
   B: I_____ (do) some homework on the train.
8. A: Jim's starting university tomorrow.
   B: What _____ (study)?
9. This homework is very easy. I know you_____ (do) it very quickly.
10. In 2 years time, I _____ (be) at university. Can you believe it?
11. Careful! Max, you_____ (drop) your books.
12. This time on Monday Sam _____ (exercise) in a PE lesson.
13. Ten years from now I _____ (work) as the CEO of a multinational educational company.
14. This time next week we _____ (write) a test.

Exercise 2. Complete the following sentences using the future perfect tense of the verbs from the table.

gather / prepare / finish / earn / complete x2 / publish / study / present / gain

1. By this time next year, I _____ my degree.
2. By the end of the week, she _____ all the required readings.
3. By the time the conference starts, they _____ their research findings.
4. By the time the project is due, we _____ all the necessary data.
5. By the time the professor returns, the students _____ the exam.
6. By the end of this semester, she _____ her research project.
7. The students _____ for the final exams for two weeks by the time they take them.
8. Professor Smith _____ several research papers by the conference next year.
9. I am confident that he _____ a deep understanding of the subject matter by the end of the course.
10. They _____ their presentations for weeks before the conference.

Exercise 3. Write down 5 instructions using *the Future Simple Tense* or *be going to.*

*E.g. Today we **are going to** practice conjugating irregular verbs in Spanish.*
*You **will hear** part of a radio interview with a travel writer called Colin McGregor. For questions 15 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.*



Exercise 4. Write a short paragraph (100-120 w.) describing your academic goals using *the future simple, the future perfect and the future continuous tenses*. Make sure to include at least one example of each tense.



Language Point 3.

So what is a goal and how is it different from an aim or an objective? Or are they all synonyms?

WORD	*AIM*	*GOAL/* *OBJECTIVE*	*TARGET*
DEFINITION	a general result that your plans or actions are intended to achieve	a more concrete purpose that you want to achieve	a level or situation that you want to achieve
DIFFERENCE	This is the most general word of all. Aims can be broad and abstract.	Goals and objectives are usually specific. Sometimes they are also measurable.	This word is often used to indicate the direction in which you are going
Adjective+Word	*broad, general, overall, basic, central, essential, fundamental, first, key, main, major, primary, principal*	*immediate, short-term, long-term, ultimate, main, major, primary, prime, achievable, attainable, realistic, personal*	*achievable, attainable, low, modest, realistic, ambitious, demanding, difficult, high, tough, unrealistic, main, major, primary*
Verb+Word	*to have an aim, to set an aim, to fulfil an aim, to further an aim, to pursue an aim.*	*to have a goal/an objective, to set (smb) a goal/ an objective, to pursue/ strive for/ work towards a goal/ an objective, to achieve/ attain/ reach a goal/an objective; to fulfil an objective, to succeed in an objective*	*to set a target,* *to aim for a target,* *to achieve/meet/reach a target,* *to exceed a target*
Can this word be used as a verb	Yes	No	Yes, but it has a different meaning (to attack)

1.2.Составление плана занятия по иностранному языку

Форматы планов урока. Написание плана урока. Анализ плана урока. Подготовка языка инструкций в плане урока.

Language Teaching Area 2.

In teaching, we often need to describe cognitive processes, and the efficiency of learning and teaching is interpreted as how much knowledge and skill one has gained during a lesson or a course. It is impossible to measure human knowledge and skills directly. That is why educators have always tried to agree on what it means to know something or to be able to do something.

For example, one of the most widely accepted models of critical thinking is Bloom's taxonomy, published by Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl in 1956. This framework is particularly useful when we need to categorize learning goals.

This framework can be used to describe the goals of a single lesson, or of the whole course in a very specific manner that will allow you to assess the achievement of these goals and reflect on the efficiency of learning and teaching. Once again, it is very important to formulate learning goals in terms of what YOUR STUDENTS will be able to do, and NOT as what YOU are planning to do while teaching them as the latter lies in the area of teaching methods.

Самостоятельная работа

Exercise 6. Put the verbs below in the column according to the thinking processes that they represent. Some verbs can be used in more than one column.

act out, assess, categorize, classify, combine, compare, compose, construct, create, criticize, defend, describe, design, develop, distinguish, draw, evaluate, explain, give examples, hypothesize, identify, illustrate, interpret, invent, judge, label, list, locate, match, memorize, organize, paraphrase, plan, prepare, prioritize, produce, recite, recognize, recommend, select, sketch, solve, state, subdivide, summarize, support.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation



Exercise 7. Pairwork. Work with a partner. Choose one grammar or vocabulary topic. Set learning goals for one lesson for a group of teenagers, using the verbs from Exercise 4. Set 7-12 learning goals and try to include all levels of thinking (use at least one verb from every column in the table above).

Learning goals:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.



Exercise 8. A. Make a list with the names of all the English coursebooks that you have used in your work/studies so far.

B. Complete the following sentences.

E.g. My all-time favourite English coursebook is _____, because…

The worst/best textbook to teach English is _____, because…

C. What are the characteristics of an efficient English coursebook? Discuss with a partner, using vocabulary items from the box. What would you add to this list?

engages the learner effectively ∗ informative ∗ authentically sourced ∗ genuine communication ∗ cost effective ∗ hardcover binding ∗ qualified author/s ∗ up-to-date content ∗ based on psychological principles ∗ appealing visuals ∗ well-explained grammar ∗ additional resources ∗ gamification elements ∗ online resources ∗ glossy pages

Reading. Choose three English coursebooks: one for level A1 or A2, one for B1 or B2 and one for C1 or C2. Look at the 'course/book/content map' (usually provided at the beginning of the Student's book or the Teacher's book – e.g. see pp. … of this book).

1) Analyse them and compile a table with at least five examples from the book maps for every aspect (*content topics, vocabulary areas, grammar skills, listening skills, reading skills, writing skills, speaking skills, other skills*).
2) Show your table to a partner. Did you choose the same books or different books? If you chose the same books, discuss the similarities and differences in your tables. If you chose different books, discuss the similarities and differences of the books for similar levels. What are the advantages and disadvantages of using these books?
3) Imagine stumbling upon a thread in an online ELT community where a novice teacher seeks recommendations for a C1 coursebook. Write a 3-sentence review of the appropriate coursebook, mentioning its advantages, disadvantages, and your general impression.

Раздел 2. Использование английского языка в классе

2.1. Стратегии эффективной коммуникации в классе

Язык проведения урока. Управление процессами в классе и регулирование дисциплины. Инструкции и задания. Объяснение и реакция на ответы обучающихся. Использование различных типов вопросов. Лексические единицы, обозначающие предметы в классе, типы заданий, понятия методики преподавания иностранных языков, прилагательные, употребляемые для оценивания.

Самостоятельная работа

Part 1. Teaching Methods

I. Выберите наиболее подходящий ответ из четырёх предложенных. Если Вы не знаете ответ, выберите вариант «E».

1. Which of the following is NOT a CEFR level?

A. B1

B. A2

C. C1

D. D4

E. I don’t know.

2. What is the aim of language learning, according to the CEFR?

A. Development of communicative competence.

B. Acquisition of new vocabulary.

C. Learning the most fundamental grammar rules.

D. Exam preparation

E. E. I don’t know.

3. What is the ideal balance of STT (student talking time) to TTT (teacher talking time) in the classroom?

A. 70%-30%.

B. 50%-50%.

C. 30%-70%.

D. 20%-80%.

E. I don’t know.

4. Which activity is better for elicitation?

A. Roleplay

B. Writing an essay

C. Questions

D. Debates.

E. I don’t know.

5. Which of the following can be a good concept-checking question?

A. Is it clear?

B. Can we use Present Continuous with *always*?

C. Do you all understand?

D. Have you ever seen Present Continuous being used with *always*?

E. I don’t know.

6. Assessment for learning is the main principle of _____ assessment.

A. summative

B. standardized

C. formative

D. high-stakes

E. I don’t know.

7. What does *the test construct* characterize?

A. Assessment format

B. Skills and knowledge to be assessed

C. Assessment procedure

D. Assessment design

E. I don’t know.

7. What do you call the circled element in the picture below?

A. Stimulus

B. Input

C. Rubric

D. Output

E. I don’t know.

8. Which tool can be used to assess the difficulty of a text?

A. Grammar reader

B. Readable matrix

C. Vocabulary profiler

D. Proofreader

E. I don’t know.

9. What is the natural leading activity for teenagers (according to Elkonin)?

A. Interpersonal communication

B. Learning

C. Play

D. Work

E. I don’t know.

10. Which crisis do most people experience during their teenage years (according to Erikson)?

A. Family

B. Identity

C. Existential

D. Affective

E. I don’t know.

2.2 Проведение элемента занятия по иностранному языку

Prepare a 15-minute element of a language lesson where you introduce some vocabulary or grammar and then give your students some practice task(s). Use the checklist below during your preparation:

- □ *I have chosen the topic*
- □ *I have written a lesson plan*
- □ *The timing for the introduction of the topic is no more than 5 minutes*
- □ *I have planned which method(s) I am going to use.*
- □ *I have prepared suitable questions, materials and examples.*
- □ *I have revised the necessary classroom language (instructions, linking words etc.)*
- □ *I have discussed my idea with at least one peer student and got their feedback on my idea.*

Instructions for Preparing a 15-Minute Microteaching Session

Introduction:

1. Objective Statement:

- Clearly define the objective of the microteaching session, specifying the language ability level, target age group, and topic chosen by the students.

2. Lead-In:

- Engage the learners with a captivating activity or question related to the chosen topic.

- Create a relaxed atmosphere conducive to learning.

Presentation:

1. Content Delivery:

- Provide a clear and concise explanation or demonstration of the language concept or skill to be taught.

- Use visual aids, realia, or multimedia tools to enhance understanding.

2. Modeling:

- Demonstrate examples or scenarios illustrating the language in context.

- Encourage active participation and observation.

Practice:

1. Guided Practice:

- Facilitate structured activities or exercises allowing learners to practice the language skill under supervision.

- Provide feedback and guidance as needed.

2. Interactive Activities:

- Incorporate pair work, group discussions, or role-plays to promote interaction and collaboration among learners.

- Ensure activities are tailored to the language ability level and interests of the learners.

Production:

1. Independent Practice:

- Encourage learners to apply the language skill independently through tasks or activities.

- Provide opportunities for creative expression and personalization of the language.

2. Feedback and Reflection:

- Offer constructive feedback on learners' performance, highlighting strengths and areas for improvement.

- Encourage self-reflection and peer feedback to promote continuous learning.

Conclusion:

Recap and Summary:

- Summarize key points covered during the session.

- Reinforce understanding of the language concept or skill.

Additional Tips:

- Ensure the session is well-paced and adheres to the time limit of 15 minutes.

- Encourage creativity and innovation in designing activities and materials.

- Demonstrate effective classroom management and communication skills throughout the session.

- Consider your CCQs, ICQs, classroom language in general. Avoid any errors in pre-planned lesson content.

When you have taught your micro-lesson, write down your reflections on it:

General impressions:

Things that went well:

Things that did not go so well:

Areas of improvement:

Самостоятельная работа

Written Reflection on Microteaching

Task Title: Written Reflection on Microteaching Sessions

Task Description:

In this task, you will write a reflective essay on your recent microteaching sessions. Reflecting on your teaching practices is essential for personal growth and professional development. Your reflection should demonstrate your understanding of the teaching process, highlight key insights gained from the microteaching experience, and identify areas for improvement.

Task Guidelines:

1. Introduction:

— Introduce the purpose of the reflection and provide a brief overview of the microteaching sessions you participated in.

2. Teaching Strategies:

— Describe the teaching strategies you employed during the microteaching sessions. Discuss why you chose these strategies and how they align with your teaching philosophy.

3. Lesson Effectiveness:

— Evaluate the effectiveness of your lessons. Discuss what aspects were successful and contributed to student engagement and learning.

4. Student Response:

— Reflect on student reactions and interactions during the microteaching sessions. Analyze how students responded to your teaching methods and content delivery.

5. Challenges Faced:

— Identify any challenges or difficulties you encountered during the microteaching sessions. Explain how you addressed these challenges and what you learned from overcoming them.

6. Strengths and Weaknesses:

— Reflect on your strengths as a teacher, such as communication skills, classroom management, or content delivery. Also, identify areas where you can improve and strategies for enhancing these aspects.

7. Feedback Integration:

— Discuss any feedback received from peers, mentors, or observers during the microteaching sessions. Explain how you integrated this feedback into your teaching practice.

8. Future Goals:

— Set out specific goals for future teaching sessions based on your reflection. Outline actionable steps you plan to take to enhance your teaching skills and address areas for improvement.

9. Conclusion:

— Summarize the key insights gained from your reflection and highlight the importance of continuous self-assessment and improvement in your teaching practice.

Task Requirements:

— Your reflection should be well-structured with clear introduction, body, and conclusion.

— Utilize examples and anecdotes from your microteaching sessions to support your reflections.

— Consider the feedback received and how it influenced your reflection.

— Use appropriate language, tone, and academic writing standards throughout the reflection.

Submission Details:

— The written reflection should be submitted in digital format by [insert deadline].

— Ensure that your reflection adheres to the prescribed format and guidelines outlined in the task.

1. Language Proficiency

— 0: Major grammatical errors and language barriers hinder comprehension.

— 1: Numerous grammatical errors and lack of coherence affect readability.

— 2: Some grammatical errors and awkward phrasing, but the overall message is discernible.

— 3: Minor grammatical errors present but do not detract significantly from understanding.

— 4: Few grammatical errors; language proficiency is evident with clear expression.

— 5: Exceptional language proficiency; demonstrates mastery of grammar, syntax, and vocabulary.

2. Vocabulary and Terminology

— 0: Limited vocabulary; inappropriate or irrelevant terminology.

— 1: Basic vocabulary used inconsistently; limited domain-specific terms.

— 2: Basic vocabulary appropriate to the context; minimal use of subject-specific terminology.

— 3: Adequate range of vocabulary; relevant terminology employed effectively.

— 4: Varied and precise vocabulary selection enhances expression.

— 5: Advanced vocabulary and nuanced use of terminology enrich the reflection.

3. Coherence and Structure

— 0: Lack of structure and coherence; random organization of ideas.

— 1: Incoherent and disjointed; ideas are poorly connected.

— 2: Basic structure with some coherence; lacks smooth transitions.

— 3: Clear structure with logical flow; ideas are well-connected.

— 4: Well-structured with cohesive progression of ideas.

— 5: Seamless organization; ideas flow smoothly and logically.

4. Clarity of Expression

— 0: Unclear and convoluted expression hampers understanding.

— 1: Difficult to follow due to ambiguous or vague language.

— 2: Expression is somewhat clear but lacks precision.

— 3: Clear expression with adequate detail and explanation.

— 4: Concise and clear expression enhances understanding.

— 5: Exceptionally clear and articulate expression; communicates complex ideas effectively.

Раздел 3. Обратная связь в обучении и оценивании.

Проверка письменных работ учащихся и предоставление различных типов письменной обратной связи. Предоставление развернутой устной обратной связи. Стратегии исправления ошибок в устной и письменной речи.



Language Teaching Area 6. Features of effective teacher feedback.

Feedback is any response regarding a student's performance or behavior. The purpose of feedback in the assessment and learning process is to improve a student's performance - not put a damper on it. Negative feedback experience can discourage student effort and achievement. Instructors have the distinct responsibility to nurture a student's learning and to provide feedback in such a manner that the student does not leave the classroom feeling defeated. In this article, we will share with you six features of teacher feedback that will make it work.

1. Feedback to students should be a balance of comments on both strengths and weaknesses of their performance.

The focus of the feedback should not be primarily on what the student is doing wrong, as this may demotivate them. However, a balance between not wanting to hurt a student's feelings and providing proper encouragement is essential too.

Feedback means giving students an explanation of what they are doing both correctly and incorrectly. It is most productive to a student's learning when they are provided with an explanation and example as to what is accurate and inaccurate about their work. You may want to use the concept of a "feedback sandwich" to guide your feedback: Compliment, Correct, Compliment.

2. Make feedback to students specific.

It can feel frustrating to receive feedback that is generic. *"Do better on this essay." "Read the material more deeply." "Give better explanation to your answers."* What does this feedback even mean? Instead of spending your time writing generic comments that students are likely to make very little use of, point directly to what they are doing well and what needs to improve. Use evidence. It is easiest to fix an issue when you can identify it. It is also worth considering the amount of feedback you give. Often if there is too much feedback, it can feel unspecific. Thus, try to focus on no more than three or four specific areas of improvement at a time.

3. Be sensitive to the individual needs of a student.

It is vital that we take into consideration each individual when giving feedback to students. Our classrooms are full of diverse learners. Some students need to be nudged to achieve better results, while others need to be handled very gently so as not to discourage learning and damage their self-esteem. Making your feedback comments personalised and tailored to each individual students' learning styles, strengths, weaknesses and areas of interest is crucial. It will let students know that you are paying attention and enable you to build trustworthy relationships with them, which is important for feedback to work well.

Some practical strategies of how to make feedback comments personalised would be starting off by addressing your student by name and also possibly finishing it by signing yours.

In your feedback, it is also useful to make references to students' previous works, performance during the class, questions they had or difficulties they experienced. In order to do so, you may want to keep a section of a notebook for each student and write, daily or weekly, dated comments about each student as necessary. Keep track of good questions the student asks, behavior issues, areas for improvement, test scores etc. Of course this requires a lot of essential time management but when it is time to conference with a student or parent, you are ready to go.

4. Provide students with constructive feedback.

Constructive feedback is intended to be useful and helpful. Instead of merely describing negative, or even positive aspects of a work, focus on what a student should do in order to enhance their future performance. For instance, instead of saying "*Your conclusion is too short*", give your student a clue of how to improve it: "*I would advise that you add another sentence or two to your conclusion that would summarise the ideas in your body paragraphs".*

Take specific feedback even further by offering detailed explanations of why you chose to make those suggestions. For example, "U*se more descriptive words*" may be helpful feedback for students' writing, but it can be made even more useful with a reason why: "*Adding more descriptions here will help paint a picture in your readers' mind*."

5. Be respectful.

Even most constructive criticism may be hard to swallow, so make sure you use respectful language in your feedback comments. Keep them concise, friendly, and calm. Avoid sarcasm, comparisons and subtle putdowns. You do not want your feedback to create an undesirable emotional impact and make your students defensive and unresponsive to your comments.

6. Keep it neat.

The language we use with our language learners inevitably serves as a model to them. Written feedback that you provide your students with in their notebooks or via a learning-management system is also reference information that they may turn to repeatedly when working on their future assignments. Although to make mistakes is human, we should still aim at minimising our

students' exposure to the unnatural or erroneous language use and typos. Thus, always make sure that before you hit the 'send' button, you have proofread the comment you have written and double checked the use of words and grammar even if everything seems correct at a cursory glance.

Adopted from: https://www.opencolleges.edu.au/informed/features/giving-student-feedback/

Самостоятельная работа

Exercise 4. In Unit 1, you learned about the strategies of how to read and use language assessment scales. What are they?



A. Read the Cambridge Assessing Writing Performance Level B2 scale bottom-up. Underline the words that mark the difference between different levels.

B2	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	Performance shares features of Bands 3 and 5.			

3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.		

(Retrieved from: https://teachtravelbudget.com/wp-content/uploads/2019/10/b2-cambridge-english-assessing-writing-performance.pdf)



B. You are going to read essays and assess them using the scale above. Fill in the table with comments.

	Content	**Communicative Achievement**	**Organisation**	**Language**	**Band assigned**

Essay 1					
Essay 2					
Essay 3					
Essay 4					

ESSAY 1. Task: Research says that young people today are not as healthy as they were twenty years ago. Why is it so and can we do anything about it?

Nowadays, young people are prone to be less healthier than they were twenty years ago and also to suffer from a lot of illnesses. These problems are mainly caused by the busy way of life we live.

Twenty years ago, young people were healthier since, although they did not look after their health conciously, they did it by eating food without additives, because they lived more quiet, they spent much time in touch with nature as well as, despite not doing sports, they did more physical activities by working than young people do now.

In contrast, nowadays a lot of people give more importance to their appearance rather to their health. Added to this most of the time they eat fast food and also some of them are not fond of practising sports so, they lead a sedentary life. All of these problems make them to be unfit and unhealthy.

To conclude, young people today can look after their health since there are a lot of medical treatment for curing and preventing illnesses as well, as there is more information available than

years ago. However, the responsabilities , stress and the lack of time lead us to leave aside the care of our health.

ESSAY 2. Task: 'Cars should be banned from the centres of all the major cities'. To what extent do you agree with this statement?

Nowadays, most of the people have their own car. In a survey that was made here in Romania, most of those who were questioned said that they couldn't live without a car. It would be too difficult for them to go somewhere because of the madding crowd.

It's true that cars are a must in people's life, but in the same time they are a major factor of pollution. What people haven't thought about is that 1 car pollute less the air than 20 cars. So, it's more convinient to use public transport instead of your own car, if you do think about the nature and the air you breath every second.

Another problem are the frequent traffic jams that happen mostly because of careless drivers or because of the rush hours. No one would like to be in the centre of Bucharest at hours like 7 a.m. or 4 p.m. because it would be like throwing yourself into a labyrinth you could hardly manage to get out of.

People should use more public transport than their own car, first of all because it would be cheaper, second of all because it would reduce pollution rate by aproximately 80% and the city it would be also less noisy. All these improvements would make our life much easier, because an unpolluted air makes our bodies healthier and we can do as much physical effort as usual, but with less energy consumed.

ESSAY 3. Task: Consider advantages and disadvantages of learning English abroad compared to learning in your own country.

The English language is one of the most popular and used languages in the world.

Some people claim that studying English in your own country is better. They think that when you are studying English in your own country you will understand the word definitions clearly. I think that they are wrong. If you want to know English well you have to know the meaning of the word in English-English translation.

In my opinion studying English abroad is a good opportunity, because you will be in English environment. You won't be able to speak your native language and will feel on you the real English influence. You will have the chance to learn the way of speaking the English language.

In my view a disadvantage of studying English in your own country is that sometimes there are English teachers, who have been graduated "somewhere" and their English is awful. You will have to learn more in your country, especially of your native language has nothing to do with the English.

To sum up, the most appropriate way to learn English is to study abroad in a certain English-speaking country.

ESAY 4. Task: Consider advantages and disadvantages of learning English abroad compared to learning in your own country.

Learning English is very important in studying, doing business, or even in visiting foreign countries.

Learning English abroad, especially in UK, has a great advantage as you have to speak the language all the time whether during classes or in daily activities such as shopping, asking for directions, and watching TV. It will certainly improve my accent and make myself used to think in English - not in my native language. Not anyone can afford studying English abroad as it is very expensive. On the other hand, some people cannot get along with a different culture and suffer homesick.

Learning English in my own country has its pros and cons. Being with students speaking the same language and have the same problems make studying fun, and sometimes competition urge students to work harder. At the same time using the native language in class limit the ability of speaking English fluently.

Taking in consideration the high expenses of learning abroad, I prefer to study in my own country and make efforts to improve my English by making friendships with English native-speakers who live or visit my country.

(Adapted from: https://www.flo-joe.co.uk/)

5.ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

Интерактивные задания, включающие слайд-презентации; личностно-ориентированные технологии, интегративно рефлексивный подход, поддерживающий диагностический веб-сайт.

6. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ, ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ИТОГАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ.

Итоговая оценка складывается из общих баллов контрольных заданий (40%), посещения (30%) и промежуточного оценивания – составления и презентации профессионально-коммуникативного портфолио.

Возможные типы заданий текущего контроля:

1. Создание собственных планов занятий;
2. Проверка письменных работ по шкалам оценивания;
5. Подготовка к участию и участие в дискуссиях;
6. Написание комментария по письменной работе;
7. Написание эссе;
8. Проведение элементов урока на английском языке.

Материалы промежуточной аттестации

English for Professional Communication

Final assessment specification

Test format: Portfolio presentation

Assessment objectives:

The test is aimed at assessing the students written and spoken English language skills within the course target content. Students must be able to:

1. describe their learning goals and expectations in speaking and writing;
2. select the most important samples of their work for presentation;
3. present the results of their work in English;
4. reflect on their personal strengths and weaknesses;
5. summarize the results of their work;
6. set further learning goals.

Assessment procedure:

The students prepare in advance a portfolio that consists of four main parts:

1. Overall learning report – in this part that must be 250-300 words long you should reflect on what you have expected from the course, what and how you have learned during the course and what further learning goals you can set based on this course. The course in this case is seen as a one-year course, including both semesters.
2. Course content analysis and materials – a summary of the most important course materials that can be used later (a list + short comments on the most important elements).
3. Selected assignments analysis – in this part you should select 7 samples of work produced during the course (assignments and/or tests) and reflect on what you have learned while completing them and how they helped you understand your strengths and weaknesses. The reflections should be presented as a short text of 100-150 words for each assignment that can be structured as: what I learned, how I learned it, my strengths and my weaknesses.
4. Self-assessment – a completed checklist with self-assessment of learning outcomes.

During the exam, every student will deliver a 3-minute presentation where they will comment on the elements of their portfolio and reflect on their learning during the course. The presentation should be based on the content of the portfolio. You can use google-drive or Yandex.storage. All portfolio files must be uploaded at least 24 hours before the scheduled examination time.

Every presentation will be followed by a short discussion (2-3 minutes) where the instructor will ask questions based on the content of the portfolio and the presentation.

The group leader must design an assessment schedule where every student should be given a 10-minute slot for their presentation with a 15-minute break after 7 presentations.

The final examination mark and the overall course mark will be communicated either immediately, or at the end of all presentations (to be decided by the examiner).

The Final Examination Assessment Scale

Criterion	Excellent (3)	Good (2)	Satisfactory (1)	Poor (0)
Portfolio content	Includes all necessary elements with detailed reflections	Includes all necessary elements	Includes most of the necessary elements with no more than 2 omissions	Includes only few elements from the required list
Written Reflection	Demonstrates in-depth reflection on their own learning during the course with extensive evidence and analysis	Demonstrates good reflection with sufficient evidence and analysis	Demonstrates adequate reflection with some evidence and analysis	Attempts at reflection on the course performance
Written Language Skills	The portfolio is designed with no evident language errors and demonstrates excellent use of professional language with only few (1-2) minor inappropriacies.	The portfolio is designed with only few (1-2) evident language errors and demonstrates a confident command of professional language.	The portfolio is designed with some evident language errors (3-5), but overall demonstrates an adequate command of professional language.	The portfolio contains numerous language errors which significantly impede its overall message.
Portfolio presentation	The presentation dwells on the main reflections from the portfolio, explains assignment	The presentation includes the main reflections from the portfolio and explains some of the choices made by the student. The overall	The presentation demonstrates some reflections from the portfolio and explains some of the	The presentation of the portfolio mentions some of the reflections in it, but can hardly be perceived as spoken reflection

	choices and is well-structured.	structure of the presentation is clear.	choices made by the student.	at the target level.
Spoken Language Skills	The presenter demonstrates fluent command of the professional target language and professional interaction skills. There are no evident language errors.	The presenter demonstrates good command of the professional target language. There are only few evident language errors (1-2) that do not impede communication.	The presenter demonstrates some command of the professional target language. There are a few evident language errors (3-5) that do not impede communication.	The presenter attempts at using the professional target language, even though their accuracy and/or fluency seem insufficient for professional communication.

Self-assessment checklist

This checklist must present the learning outcomes of this course for you in a numerical way. You will need to assess your performance and confidence on a scale of 5 from 1 to 5, where 5 is 'very well', and 1 is 'not at all'. The marks that you give yourself on this checklist will not influence your final examination mark or the overall course mark in any way.

I can..	1 Not at all	2 Poorly	3 Adequately	4 Well	5 Very well	Comments
communicate with students in the classroom in English						
assess my students' written work						
translate syllabi						
write my own syllabus in English						
comment on my students' progress in English						
write a letter of reference in English						
apply for a teaching job in English						
write a conference proposal in English						

assess the language proficiency level of a person						
design my own activities and exercises						
design assessment procedures						
reflect on my learning and teaching						
communicate on various educational topics in English						

Now let's see how you have improved various skills during the course. Put a cross (**X**) on every scale to mark the level, at which you think you have improved the following skills compared to the previous period of study (1 year):

Grammar	0		100
Language Teaching Vocabulary	0		100
Professional Reading	0		100
Professional Listening	0		100
Professional Speaking	0		100
Professional Writing	0		100
Language Pedagogy	0		100
Teamwork	0		100
Self-Awareness	0		100
Presentation Skills	0		100
Flexibility	0		100
Creativity	0		100

7. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

7.1. Основная литература (по всем изучаемым разделам):

	Автор Редактор	**Название книги/статьи**	**Место издания**	**Издательство**	**Год издания**

1.	Коренев А.А., Гущина Ю.А., Ершова Т.А.	English for Teachers of English	Москва	Релод	2024
2.	Spratt, M.	The TKT Course	Cambridge	The TKT Course	2005

7.2. Дополнительная литература:
– к разделу 1:

	Автор	**Название книги/статьи**	**Место издания**	**Издательство**	**Год издания**
1	Hughes, A., Moate J., Raatikainen, T.	Practical Classroom English	Oxford	Oxford University Press	2009
2	Hall, D.	Advanced Learner's Grammar	London	Pearson	2018
3.	Ellis R.	A typology of written corrective feedback types	Oxford	ELT journal	2008
4.	Ferris, D.	Preparing teachers to respond to student writing	Oxford	Journal of Second Language Writing	2007
5.	Басова И.А., Коренев А.А., Титова С.В. и др.	Карта компетенций языкового педагога в условиях цифровизации образования	Москва	Эдитус	2023

7.4. Программное обеспечение и Интернет-ресурсы

Программное обеспечение:

Перечень лицензионного программного обеспечения, в том числе отечественного производства (подлежит обновлению при необходимости).

Интернет-ресурсы:

Поддерживающий веб-сайт: https://relod-online.ru/ete

Теоретический материал: **https://www.cambridgeenglish.org/Images/tkt-handbook-modules-1-3.pdf**

8. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)

А. Помещение – лекционные и семинарские аудитории.

Б. Оборудование: компьютер, проектор, доска, экран, Интернет.