

Тренинг «Professional practices for English language teaching»

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«Professional practices for English language teaching» – тренинг, адресованный преподавателям английского языка. Данный тренинг поможет развить навыки практической работы, необходимые для постоянного повышения квалификации, который поможет добиться успехов в работе (планирование учебного процесса, учебного занятия, подбор материалов). Данный тренинг разработан на основе многолетнего опыта British Council в сфере подготовки и повышения квалификации учителей в разных странах.

Тема. Реализация современных подходов в преподавании иностранного языка.

Цель: повышение уровня профессиональной компетентности учителей иностранного языка в сфере использования социальных технологий в обучении учащихся иностранному языку.

Оборудование: лист бумаги формата А3, флипчарт с бумагой, разноцветные карточки, маркеры, доска объявлений.

Ход тренинга

Тренинг начинается с приветствия участников со стороны организаторов (до 5 минут). Затем слово передается ведущему, который находится в центре и знакомит присутствующих с форматом тренинга.

Все информационные плакаты вывешиваются по периметру расположения участников, все рабочие зоны для работы малых групп, все worksheets с заданиями и сервис-центр группы сопровождения также обозначаются и готовятся заранее.

Тренинг ведется на английском языке.

Module 1. Aims

В первом модуле участникам предлагается обсудить целеполагание на уроках английского языка. Также участники получают карточки с заданиями: подобрать приемлемые словосочетания, относящиеся к различным этапам урока английского языка. Главной задачей первого модуля является дифференциация целей: основные (main), дополнительные (subsidiary), личностные (personal). (Ключи прилагаются)

Discussion questions – suggestions

What are lesson aims?

• *Statements which describe what learners will know or be able to do at the end of the lesson*

- A focus on what learners will learn rather than what teachers will teach
- There are three types:

Participants work in groups. Give out the cut up cards. On each card there is a part of a collocation.

Participants match the collocation

Collocation

NB: some words are used more than once. You may also need to deal with other plausible collocations (e.g. class feedback, personal needs, lesson aims).

lesson	plan	pair	work
main	aims	learner	needs
anticipate	problems	subsidiary	aims
arouse	interest	personal	aims
class	profile	assumed	knowledge
give	feedback	learner	centred
raise	awareness	communication	activities
set	the scene	achieve	aims

Main aims

- *The overarching aim of the lesson. These tend to be worded very specifically, The language*

learners will understand or be able to use, and the context they will understand be able to use this language are usually stated. e.g., learners will be able to discuss leisure plans for the coming week, using the present continuous form.

Subsidiary aims

- *Second in importance to the main aim. These tend to be worded less specifically than main aims, and are linked to the main aims of the lesson. e.g.: to enable learners to review/activate previously learnt lexis relating to leisure interests.*

Personal aims

- *These focus on an aspect of teaching the teacher him or herself would like to practise/experiment with/improve on, e.g.: to provide learners with more effective feedback.*

Why is setting lesson aims important?

- *They provide a purpose and direction for teaching and learning*
- *They enable teachers to focus on what their learners need to achieve*
- *They help teachers to adapt textbooks to their learners' needs*
- *They provide a framework for the lesson*
- *They help teachers to select appropriate materials and activities*
- *They help teachers to anticipate possible problems and build in solutions*
- *They can serve as a reference point for teachers to measure learners' achievements*

Writing effective aims

Look at the following two aims. Which one do you think is more effective? Which one is less effective?

1) Learners will be able to use the present perfect simple to describe situations in their lives which began in the past and are still continuing.

2) To teach the present perfect simple with time adverbials.

Now think about the less effective aim. What made it less effective?

How do you check whether lesson aims are effective? Write your ideas in the box.

Writing effective aims – answer sheet

Look at the following two aims. Which one do you think is the most effective? Which one is less effective?

1) Learners will be able to use the present perfect simple to describe situations in their lives which began in the past and are still continuing. *Most effective*

2) To teach the present perfect simple with time adverbials. *Least effective*

Now think about the less effective aim. What made it less effective?

- *It doesn't say what learners will be able to do*
 - *It doesn't give a context*
 - *It is vague and lacking in detail*
 - *It would be difficult to measure if learners had achieved the aim*

How do you check lesson aims are effective? Write your ideas in the box.

Suggested checklist for writing effective lesson aims

- *Learning - centred, focus on what learners will be able to do*
- *Say which situation, context etc, the language will be used in*
- *State exactly which sub-skills will be developed, and the context*
- *Ensure the aims are measurable, ie, how will teachers know that learners can understand and perform the target language/situations described in the aims*

Identifying different learning aims

*Discuss these learning aims. Are they **main, subsidiary or personal**?*

1. To use strategies for dealing with unknown words in reading comprehension passages: deducing meaning from context, using knowledge of the world, using word structure

1. To improve handwriting on the board

3. To revise language for describing people

4. To use narrative tenses simple past and past continuous to create stories on the theme of Halloween

5. To develop learners' ability to express opinions

6. To give learners a chance to speak without correcting them every time they make a mistake

7. To give instructions to learners in English

8. To use imperatives to write instructions for making hot drinks

9. To expand vocabulary on the topic of the environment

Identifying different learning aims – answer sheet

*Discuss these learning aims. Are they **main, subsidiary or personal**?*

Keys

Main aims

1,4,8

These aims are specific about language and context, and are therefore measurable.

Subsidiary aims

3,5,9

These aims are less specific about language, and do not provide a context.

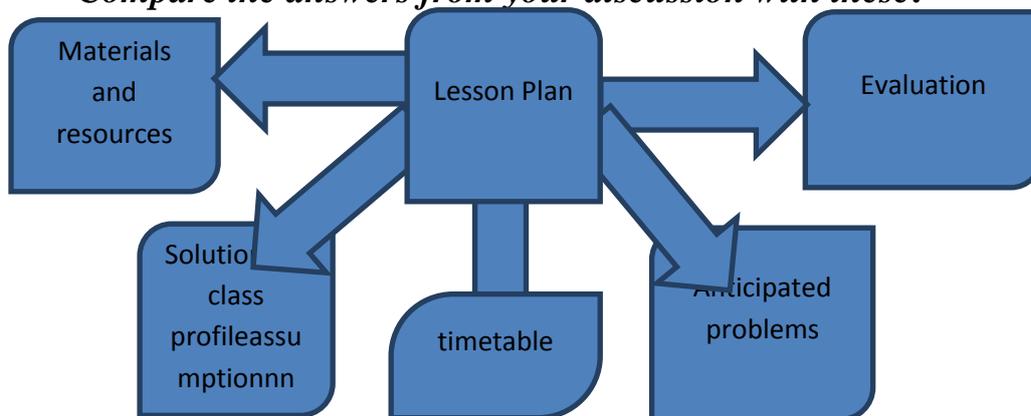
These are softer aims, and therefore less easy to measure.

Personal aims

2,6,7

These aims all relate to an aspect of teaching that the teacher him/herself would like to develop.

Compare the answers from your discussion with these.



Module 2. Lesson plan components

Второй модуль посвящен главным компонентам урока английского языка, участникам предлагается совместить компоненты урока с их определениями.

What do they mean?

Cut up one set of cards per group. Participants match the component of a lesson with the definition.

Class profile	Age, level and gender of the learners. How many there are, their strengths and weaknesses. Any problems with individual students, class dynamics, - who does and doesn't work well together.
Timetable fit	How the lesson fits into the syllabus – what the class have studied recently – how it links back and forwards.
Aims	What learners will be able to do by the end of the lesson that they couldn't do at the start
Assumptions	What learners will be able to do by the end of the lesson that they couldn't do at the start.
Anticipated problems and solutions	What linguistic knowledge, skills, etc,

	learners will be able to bring to the lesson.
Materials and resources	Items learners may have difficulties with, or be unsure about. Issues for teachers, such as classroom management etc. How the teacher will deal with these.
Procedure	What the teacher will use to support learning aims, e.g. pictures, games, tapes, DVDs etc.
Evaluation	The lesson plan stages the teacher will follow, e.g., lead-in, speaking practice etc.
Class profile	The teacher's thoughts about the lesson after he/she has taught it. What went well? What would the teacher do differently if he/she taught the lesson again?

Lesson plan components.

В третьем модуле участники тренинга обсуждают важность планирования учебного занятия, ниже приведены комментарии педагогов из разных уголков мира, задача участников - выразить свое отношение к необходимости планировать учебное занятие.

Why plan?

Look at these comments from teachers. Which ones reflect how you feel about planning?



Module 3. Individual lesson

Find 5 – Answer sheet

Go around the classroom as quickly as you can and find 5 examples for each of the following 5 categories.

Task and activities	Visualisation Information gap Role-Play Brainstorming Jigsaw reading/Listening
Lesson Plan Components	Class Profile Aims Assumed Knowledge Anticipated problems Procedure
Lesson Plan stages	Warmer Lead-in PPP (presentation, practice, production)
Skills development	Deducing meaning from the context Oral fluency Process writing Listening for gist
Teaching approaches	Task-based learning Teach test Teach Guided Discovery

Match the lesson stage to the description. On example has been done for you.

Now compare you answers in groups

- 1. Put the stages into the order you think they would come in.*
- 2. What kind of teaching approach does this lesson illustrate?*
- 3. Do you stage your lesson plans in this way?*

Module 4. Individual lessons

В четвертом модуле участникам необходимо совместить этапы урока с их непосредственным описанием, далее участники обсуждают вопросы, связанные с этапами урока.

Stages – Answersheet

Working groups, match the lesson stage to the description, like the example.

Warmer	An activity which precedes the main input part of the lesson to help to arouse interest, set the scene, establish the context. For example, a short discussion, brainstorming around a topic.
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Controlled Practice	At the end of the lesson, teacher comments on performance, gives suggestions as to where learners can improve, praises what was done well and may also give examples to reinforce the target language.
Presentation	A short activity at the start of the lesson to get learners 'in the mood' – to engage them with the language. For example, a vocabulary game, a brief mingle activity with questions, e.g. did you have a good weekend?
Lead-in	Teacher gives a model illustrating the target language in context. The teacher may support the model with flashcards, text, video, audio recording etc.
Free practice/production	Learners practise the target language, focusing on grammatical accuracy and pronunciation. This can be through drills, sentence completion, information gap etc. Teacher monitors closely and steps in to correct if errors stop learners from communicating.
Feedback	Learners carry out an activity to practise the language with a focus on fluency. For example, role plays, discussions, projects etc. Teacher monitors as learners experiment with the new language.

1) Put the stages into the order you think they would come in. *Warmer, lead-in, presentation, controlled practice, free practice, feedback.*

2) What kind of teaching approach does this illustrate? *PPP (Presentation, Practice, Production).*

3) Do you stage your lesson plans in this way? *Open question to prepare participants for next stage, perhaps ask participants to compare how they stage lessons.*

What are the differences between **PPP** and **TBL**?

- Are there any similarities?
 - In which approach does the teacher seem to be more in control?
 - In which approach do learners seem to be more in control?
 - Which approach has more opportunities for fluency practice?
 - Which approach focuses more on specific target language from the start?

Module 5.

В пятом модуле участники обсуждают разницу между уроками по типу PPP и TBL. На доске объявлений вывешивается расшифровка. Обсудите следующие вопросы:

PPP&TBL – (Presentation, Practice, Production) (Team Based Learning)

Look at the following framework for task-based learning (TBL) and discuss the questions.

• What are the differences between PPP and TBL? *With PPP there is a greater degree of teacher control over the language used, whilst in TBL learners are activating their own language resources. PPP specifies a context for presenting and practicing target language. With TBL the learners use their own experiences to create the context. The language analysis section of TBL explores language from the point of view of learners' needs. With PPP the language input is decided by the syllabus.*

• Are there any similarities?

The pre-task (TBL) and lead-in (PPP) may use similar activity types. The task in TBL may consist of similar outcomes to the production stage in PPP.

- In which approach does the teacher seem to be more in control? *PPP*
- In which approach do learners seem to be more in control? *TBL*
- Which approach has more opportunities for fluency practice? *TBL*
- Which approach focuses on specific target language from the start? *PPP*

Module 6. Individual lessons

В шестом модуле участники обсуждают план урока, представленный на worksheets на каждом рабочем столе.

Lesson Plan

Analyse this lesson plan and then answer the questions which follow it

1.	<ul style="list-style-type: none"> • Brainstorm hobbies – write suggestions on WB. • In groups, classify into : <i>sports, things you do alone, things you do in groups</i> • Work individually, plan what to say about hobbies (3 minutes) • Elect a group leader • Play the dialogue • Students note down any phrases they find useful. • Modify their plans as appropriate
2.	Learners take it in turns to tell the group about their hobbies. Group leader manages the group, gives each person 1 minute to speak. Group leader goes last
3.	Each learner reports to the whole class about one of their classmates – rehears together. Write up any useful language they ask for
4.	Present reports to class with the purpose of finding out which hobbies are the most/least common and reasons why. Learners listen and make notes which they'll use to write the survey
5.	Play tape again while learners read transcript and underline words and

	<p>phrases for talking about hobbies:</p> <p><i>I do a lot of sport</i></p> <p><i>I like tennis</i></p> <p><i>I love playing football</i></p> <p><i>I'm good at swimming</i></p> <p><i>I don't really enjoy it</i></p> <p><i>We're really into films</i></p> <p>We like going to the cinema</p> <p>Mohamed plays a lot of computer games</p> <p><i>I don't like sitting in front of the computer</i></p> <p><i>I love reading film books</i></p> <p><i>I hate dancing</i></p> <p><i>I really love listening to music</i></p> <p><i>I enjoy playing the guitar</i></p> <p><i>I don't like playing the piano</i></p>
6.	<ul style="list-style-type: none"> • Make two lists : positive and negative expressions • Which phrase shows how well you do something? And the opposite? • Which phrase is 'slang'? • There are two examples of the word 'it' what does it refer to? • Which verb form is used for describing likes and dislikes? • Which word is used to make the statement stronger? • Are any of these statements the same for you? Select any you feel are useful.
7.	<ul style="list-style-type: none"> • Make two lists : positive and negative expressions • Which phrase shows how well you do something? And the opposite? • Which phrase is 'slang'? • There are two examples of the word 'it' what does it refer to? • Which verb form is used for describing likes and dislikes? • Which word is used to make the statement stronger? • Are any of these statements the same for you? Select any you feel are useful. • Discuss which phrases will be useful for a written survey
8.	<p>Groups finalise their individual surveys and present to class</p> <p>Possibly write whole class survey</p>

Report – present reports to class with the purpose of finding out which hobbies are the most/least common and reasons why. Learners listen and make notes which they'll use to write the survey.

Language focus: to expand language and relate to context.

Post-task.

Play tape again while learners read transcript and underline words and phrases for talking about hobbies:

I do a lot of sport
I like tennis
I love playing football
I'm good at swimming
I don't really enjoy it
We're really into films

We like going to the cinema

Mohamed plays a lot of computer games

I don't like sitting in front of the computer

I love reading film books

I hate dancing

I really love listening to music

I enjoy playing the guitar

I don't like playing the piano

Make two lists: positive and negative expressions

Which phrase shows how well you do something? And the opposite?

Which phrase is 'slang'?

There are two examples of the word 'it' what does it refer to?

Which verb form is used for describing likes and dislikes?

Which word is used to make the statement stronger?

Are any of these statements the same for you? Select any you feel are useful.

Discuss which phrases will be useful for a written survey

Homework.

Write a draft of your group's findings to work on in next class

Follow up.

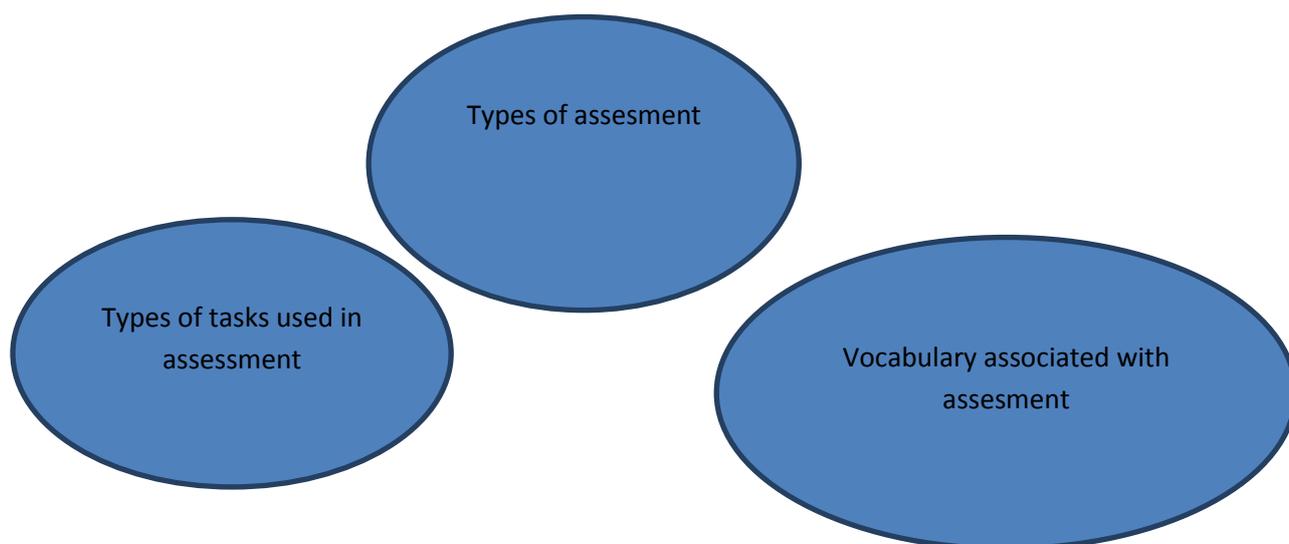
Groups finalise their individual surveys and present to class, and then write whole class survey

Module 7. Assessment activities

В 7 модуле участники обсуждают типы рефлексии учащихся на уроках английского языка. Участникам предлагается в каждом круге дописать фразу или слово, которое ассоциируется с данным словосочетанием.

Assessment word association

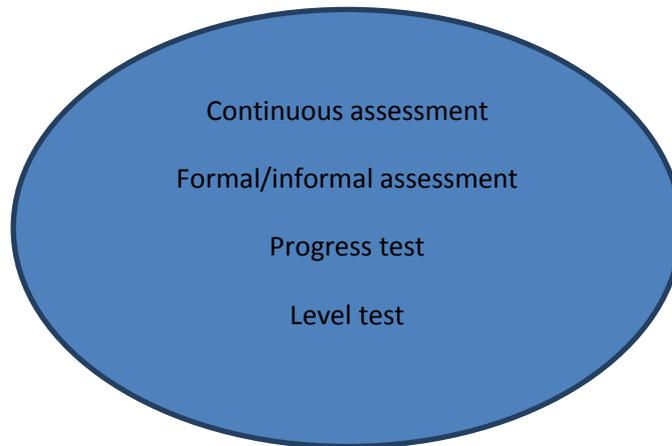
Brainstorm together the words and phrases you associate with the headings below and write them in the circle



Assessment activity

Assessment word association – suggestions for trainers

Brainstorm together the words and phrases you associate with the headings below and write them in the circles.



Как и почему мы проводим рефлексию, как обеспечиваем обратную связь?

Why assess?

Brainstorm all the reasons you can think of for why we assess learners.

- *to provide feedback to learners on their progress (e.g. what they have done well and what they need to improve)*
- *to provide feedback to learners on their achievement (ie how much they have learned at a particular point in time)*
- *to get information about learners' ability to understand or use target language structures or vocabulary help teachers know how to help their learners*
- *to get information about learners' skills development*
- *to find out whether learners like or dislike specific classroom activities (you could collect this information by asking and by observing)*
- *For diagnostic purposes: to use information about learners' strengths and weaknesses to provide information which can feed in to planning*
- *to let learners know what standards they need to reach*
- *to see whether learning objectives are being achieved*
- *to provide records for schools*
- *to provide information to parents*

Обратите внимание на разные способы проведения рефлексии.

Look at the table of different methods of classroom-based assessment and assessment out of class

Consider possible pros and cons of each method of assessment, and then compare ideas with your colleague

- *Asking learners about activities they like/dislike, strengths/weaknesses in English*
- *First-hand information from learners can reveal unexpected and useful information*
- *Showing an interest in learners in this may help to create a productive environment for learning*
- *Some learners may not want to give opinions in front of classmates*

- *Some learners may say what they think the teacher wants to hear*
- *Observing learners as they do classroom activities*
- *Practical: integrating assessment with teaching in this way is time-efficient, and in learners' interests, as it means that learning time is not taken up by formal assessment*
- *Record keeping (e.g. using band descriptors, or a pupil profile grid) may take time at first*
- *It's usually possible to form an impression of only a few learners in any one observation. The teacher needs therefore to be organised enough to look at different learners in each lesson*
- *Informal testing*
- *May motivate some learners*
- *May put others off*

In class

- *Formal testing*
- *May prepare learners for content and format of exams they need to take*
- *May eat up time that could be more usefully employed in learning. Pencil and paper tests do not tally with how younger children tend to learn (i.e. through social activities in which language is embedded, rather than in solo pencil and paper tests)*

Out of class

- *Marking homework*
- *Homework may help learners to consolidate language learned in class.*
- *Assessing learners'*
- *Can be time-consuming to mark, chase up absences*

Evaluation

Подведение итогов.

Каждая группа сама подводит итоги и ведет протокол, который заполняется в свободной форме по принципу KISS: «кратко, просто и ясно». Протоколы озвучиваются и вывешиваются на «доске объявлений» для всеобщего ознакомления.

Conclusions:
