

Київський столичний університет імені Бориса Грінченка
Факультет романо-германської філології
Кафедра лінгвістики та перекладу

**РОБОЧА ПРОГРАМА СЕМЕСТРОВОГО ЕКЗАМЕНУ
З НАВЧАЛЬНОЇ ДИСЦИПЛІНИ
ПРАКТИЧНА ПЕДАГОГІКА І МЕТОДИКА НАВЧАННЯ**

Практична педагогіка

для студентів 2 курсу (семестр 4)
спеціальності 035 ФІЛОЛОГІЯ
освітнього рівня ПЕРШИЙ (бакалаврський)
освітня програма 035.041.01 Мова і література (англійська)
спеціалізація 035.041 Германські мови та літератури (переклад включно), перша - англійська

Київ – 2024

Семестр 4. Екзамен.

Форма проведення: усне опитування.

Тривалість проведення: 20 хвилин.

Максимальна кількість балів: 40 балів.

Час, який відводиться на підготовку: 20 хвилин.

Критерії оцінювання:

Усне опитування включає 2 теоретичних та 1 практичне запитання. Теоретичні запитання відображають тематику першого та другого семестрів вивчення дисципліни.

Практичне запитання передбачає аналіз запропонованої навчальної ситуації (дії вчителя, учнів, продукти навчальної діяльності) з точки зору опрацьованих тем (психологічні аспекти навчання та учіння, підходи і методи навчання, управління роботою в класі).

Максимальна оцінка за кожне теоретичне запитання – 10 балів, за практичне завдання – 20 балів.

1. Орієнтовний перелік питань для семестрового контролю (екзамену).

Теоретичні запитання:

1. Affective factors in language learning (self-esteem, inhibition, risk-taking, anxiety, attitude).
2. Motivation in language learning (intrinsic, extrinsic; internal/external factors of motivation.).
3. Learning styles (visual, auditory, kinesthetic).
4. Multiple Intelligences (Bodily-kinaesthetic, Interpersonal, Intrapersonal, Linguistic, Logical-mathematical, Naturalistic, Visual-spatial, Musical).
5. Cognitive factors in language learning (transfer, interference, overgeneralization)
6. Memory and memorization strategies (noticing, organizing words into groups (semantic map, spidergram etc), visualization, association, memory 'hooks', spaced repetition, generative use).
7. Bloom's Taxonomy (low order thinking skills: remembering, understanding; high order thinking skills: application, analysis, evaluation, creation)
8. Learning strategies (surface approach and deep approach).
9. Language learning and language acquisition (environment, social interaction, meaningful input, intake, silent period, output).
10. The factors in SLA (internal, external, affective)
11. Hypotheses about SLA: the natural order hypothesis, the Monitor hypothesis (acquisition of grammatical structures, stages of acquisition: preproduction, early production, speech emergence, intermediate fluency, advanced fluency. Fluency and accuracy. Conscious learning)
12. Hypotheses about SLA: the Input hypothesis, the Affective Filter hypothesis (finely-tuned input, roughly-tuned input, $(i+1)$ input level, comprehensible input; Motivation, confidence, anxiety, attitude; high/low affective filter)
13. SLA mechanisms: (implicit/explicit input, intake, output)
14. Interlanguage. The implication of interlanguage for SLA (learner's current version of the FL, fossilized errors, interference)
15. Ways of encouraging SLA in the classroom (exposure/guided exposure, noticing, authentic materials).
16. Notion of learner autonomy (decision-making, planning, responsibility)
17. Conditions for developing learner autonomy (learner-centered approach, social and supportive learning environment, transfer of autonomy beyond the classroom, awareness of the learning process, motivation, collaboration, choice, flexibility, reflectivity)
18. Autonomy in the classroom (Group-oriented approaches to developing autonomy; collaboration, shareability, flexibility, reflectivity).
19. Autonomy beyond the classroom (self-access, distance learning, out of class learning, self-instruction).
20. European Language Portfolio (structure, functions, implementation).
21. Levels of autonomy. Elements of learner autonomy. (Awareness, Involvement, Intervention, Creation, Transcendence. Responsibility, self-awareness, decision making).
22. Methods and approaches in ELT: Grammar Translation

23. Methods and approaches in ELT: Audio-Lingual
24. Methods and approaches in ELT: Total Physical Response
25. Methods and approaches in ELT: PPP
26. Methods and approaches in ELT: CLIL
27. Methods and approaches in ELT: TBL
28. Methods and approaches in ELT: Lexical Approach
29. Methods and approaches in ELT: Dogme
30. The main principles and features of CLT (communicative competence, communication, communicative context, active learning, cultural awareness, 4 communicative skills).
31. Views on language and language learning in CLT (structural/functional view of language, active learning)
32. The roles of teachers and learners in CLT (learner centered approach)
33. The place of grammar in CLT (deep/shallow end approaches)
34. Classroom layouts for different purposes (semi-circle, one large table, zones, full circle, rectangular, curved rows, arrowhead, diagonal, reverse, no tables, facing, islands)
35. Establishing and maintaining rapport (role of rapport, rules for teachers)
36. Modes of interaction in the classroom (Groupwork, Closed-ended teacher questioning, Individual work, Choral responses, Collaboration, Full-class interaction, Teacher talk, Self-access, Open-ended teacher questioning)
37. The teacher's roles (Manager, Organiser, Participant, Assessor, Motivator, Facilitator, Tutor, Observer, Guide, Language expert).
38. Giving feedback (Effective feedback: Descriptive, Specific, Constructive, Prompt, Questioning, Receiver need based, Understanding checked, Praise first, "Sandwich" principle)
39. Key teacher interventions (questioning, eliciting, being supportive)
40. Teacher's body language (eye contact, gestures, posture, facial expression; voice).

Приклади практичного завдання:

Instruction: Analyze the English language teaching situation focusing on the teaching / learning processes and procedures involved. Dwell on psychological aspects / features of the learner(s) revealed in the situation, teaching approach and classroom management techniques involved. Do teacher's actions meet the standards of 21st century teaching?

1.

Ss: Sorry I no come class. My mum she broke the leg.

T: Broke?

Ss: Yes, broke.

T: No, it's broke. It's irregular.

Ss: Oh, yes. My mum, she broke the leg.

T: Good.

(Based on Hugh Dellar (2018) Putting our words to work: rethinking Teacher Talking Time. - <http://www.lexicallab.com/2018/05/putting-our-words-to-work-rethinking-teacher-talking-time/>)

2.

Ss: Sorry I didn't come to class. My mum hurt her leg.

T: Oh no! Is she all right now?

Ss: Mmm.... Not really. They put plaster on.

T: Oh dear! How long has she got to have it on for? (writes this question on the board). Two weeks? Three weeks? What?

Ss: Six weeks.

T: Six weeks! What a pain! Can she walk?

Ss: Now no. Two weeks in bed.

T: Oh, right. She's GOT TO SPEND TWO WEEKS IN BED! What a drag. Well, if you need to take more time off, don't worry, yeah?

Ss: OK, thank you.

(Based on Hugh Dellar (2018) Putting our words to work: rethinking Teacher Talking Time. - <http://www.lexicallab.com/2018/05/putting-our-words-to-work-rethinking-teacher-talking-time/>)

3.

Student (describes his learning experience): We had to imagine that we were going to be on an island and decide in groups what ten things to take with us from a list of items. Then we presented our list to other groups. As a result we had to decide which group had best chances to survive on the island. We tried to speak English all the time. If we couldn't remember a word we could ask our teacher and she helped us by saying it and writing it on the board. It took us the whole lesson to make lists and discuss them, but we didn't notice the time.

(Based on TKT sample test)

4.

T: Whenever we're writing an introduction to an essay we should always try to include one of two things. Do you remember them?

S: A Quote or a surprise.

T: Exactly, two different hooks to draw the reader in, right? So you just gave me two different examples, they could be a quote, they might be a surprising fact, do you remember some other things we sometimes include?

S: A little short story.

T: Yeah, an anecdote or a little short story that you can relate to.

(Based on Jang E.E.(2014) Focus on assessment)