ПРОГРАММА ВСТУПИТЕЛЬНОГО МЕЖДИСЦИПЛИНАРНОГО ЭКЗАМЕНА В МАГИСТРАТУРУ

по направлению подготовки

44.04.01 Педагогическое образование

Магистерская программа

«Теория и методика преподавания иностранных языков и культур»

(английский язык)

Квалификация (степень)
Магистр

Форма обучения: очная, заочная

Псков

2019
В связи с вступлением в силу с 01.09.2017 Порядка организации и осуществления образовательной деятельности по образовательным программам высшего образования - программам бакалавриата, программам специалитета, программам магистратуры, утвержденного приказом Минобрнауки России от 05.04.2017 № 301,
на 2017 / 2018 учебный год:
программа вступительных испытаний обновлена решением кафедры английского языка, протокол № 6 «29» декабря 2017 г.

Зав. кафедрой английского языка

«29» декабря 2017 г.

Н.В. Питолина

Программа пересмотрена и рекомендована к утверждению на заседании кафедры английского языка, протокол № 7 от 31 января 2019 г.

Зав. кафедрой английского языка

«31» января 2019 г.

Н.В.Питолина
I. Пояснительная записка

Программа вступительного экзамена составлена в соответствии с требованиями федерального государственного образовательного стандарта по направлению подготовки «Педагогическое образование», квалификация «магистр».

Данная программа предназначена для подготовки к вступительному экзамену в магистратуру факультета иностранных языков по направлению «Педагогическое образование» по магистерской программе «Теория и методика преподавания иностранных языков и культур».

Вступительное испытание проводится для лиц, получивших высшее профессиональное образование по направлениям подготовки бакалавра 44.03.05 «Педагогическое образование», бакалавра 45.03.02 «Лингвистика», 45.03.01 «Филология», специалиста 050303 «Иностранный язык с дополнительной специальностью Иностранный язык» и другим гуманитарным направлениям подготовки.

Магистерская программа «Теория и методика преподавания иностранных языков и культур» обеспечивает получение глубоких теоретических знаний в области теории и методики обучения иностранным языкам. Студент магистратуры должен овладеть такими видами профессиональной деятельности, как профессионально-практическая, научно-методическая, научно-исследовательская, организационно-управленческая. В процессе обучения студент магистратуры должен овладеть общекультурными и профессиональными компетенциями, получить фундаментальную подготовку в области теории обучения иностранным языкам и смежных с ней науками, овладеть профессиональными умениями преподавания иностранных языков с использованием классических и современных методов и технологий изучения и преподавания иностранных языков.

Практическая и исследовательская деятельность магистра по направлению «Педагогическое образование» сосредоточена в области гуманитарного знания, теории и практики преподавания иностранных языков и культур.

II. Цели и задачи вступительного экзамена

Цель — определить готовность и возможность абитуриента освоить выбранную магистерскую программу.

Задачи:
- проверить уровень знаний претендента по теории и методике обучения иностранным языкам;
- определить уровень владения иностранным языком;
- определить уровень готовности к научно-исследовательской деятельности.
III. Форма проведения вступительного экзамена

Экзамен проводится в устной форме и состоит из одного модуля, который включает в себя чтение текста на иностранном языке из области методики обучения иностранным языкам и ответы на проблемные вопросы. Объекты контроля: иноязычные речевые навыки и умения, знания основ теории и методики преподавания иностранных языков, умения анализировать полученную информацию и критически её оценивать.

Время выполнения задания – 40 минут.

IV. Содержание экзамена

Примерные образцы текстов и заданий

№1

Read the article and answer the following questions using 100 – 120 words for each answer.

1. Which students’ needs do you think teachers might ignore presenting new lexical items?
2. Which ways to present vocabulary do your teachers prefer at different levels of language learning? Which way do you consider the most efficient?
3. Which alternative ways of teaching vocabulary would you choose among the given below?

Presenting vocabulary

This article looks at what needs to be taught when teaching vocabulary and ways to present and teach vocabulary.

- Introduction
- What a student may need to know about an item
- Waystopresentvocabulary
- Alternativewaysofteachingvocabulary
- Otherthingstoconsider

Introduction

With hundreds of thousands of words in the English language, teaching vocabulary can seem like a very daunting prospect. Remember though that the average native speaker uses around only five thousand words in everyday speech. Moreover, your students won't need to produce every word they learn, some they will just need to recognize. Selecting what to teach, based on frequency and usefulness to the needs of your particular students is therefore essential. Once you have chosen what to teach, the next important steps are to consider what students need to know about the items, and how you can teach them.

What a student may need to know about an item

- What it means

It is vital to get across the meaning of the item clearly and to ensure that your students have understood correctly with checking questions.
• *The form* Students need to know if it is a verb/a noun/an adjective etc to be able to use it effectively.

• *How it is pronounced* This can be particularly problematic for learners of English because there is often no clear relation between how a word is written and how it is pronounced. It is very important to use the phonemic script in such cases so the students have a clear written record of the pronunciation. Don't forget also to drill words that you think will cause pronunciation problems for your students and highlight the word stresses.

• *How it is spelt* This is always difficult in English for the reason mentioned above. Remember to clarify the pronunciation before showing the written form.

• *If it follows any unpredictable grammatical patterns* For example, man-men / information (uncountable) and if the word is followed by a particular preposition (e.g. depend on)

• *The connotations that the item may have* Bachelor is a neutral/positive word whereas spinster conjures a more negative image.

• *The situations when the word is or is not used* Is it formal/neutral/informal? For example, spectacles/glasses/specs. Is it used mainly in speech or in writing? To sum up is usually written whereas mind you is spoken. Is it outdated? Wireless instead of radio.

• *How the word is related to others* For example, synonyms, antonyms, lexical sets.

• *Collocation or the way that words occur together* You describe things 'in great detail' not 'in big detail' and to ask a question you 'raise your hand' you don't 'lift your hand'. It is important to highlight this to students to prevent mistakes in usage later.

• *What the affixes (the prefixes and suffixes) may indicate about the meaning* For example, substandard sub meaning under. This is particularly useful at a higher level.

Which of these areas you choose to highlight will depend on the item you are teaching and the level of your students. Now it's time to think about how we can get the meaning across.

**Ways to present vocabulary**
There are lots of ways of getting across the meaning of a lexical item.

• **Illustration**
This is very useful for more concrete words (dog, rain, tall) and for visual learners. It has its limits though, not all items can be drawn.

• **Mime**
This lends itself particularly well to action verbs and it can be fun and memorable.

• **Synonyms/Antonyms/Gradable items**
Using the words a student already knows can be effective for getting meaning across.
Definition
Make sure that it is clear (maybe check in a learner dictionary before the lesson if you are not confident). Remember to ask questions to check they have understood properly.

Translation
If you know the students' L1, then it is fast and efficient. Remember that noteveryword has a direct translation.

Context
Think of a clear context when the word is used and either describe it to the students or give them example sentences to clarify meaning further. Again which you choose will depend on the item you are presenting. Some are more suitable for particular words. Often a combination of techniques can be both helpful and memorable.

Alternative ways of teaching vocabulary
- Give your students a few items of vocabulary and tell them to find the meaning, pronunciation and write an example sentence with the word in. They cannot teach each other in groups.
- Prepare worksheets and ask your students to match words to definitions.
- Ask students to classify a group of words into different categories. For example, a list of transport words into air/sea/land.
- Ask students to find new vocabulary from reading homework and teach the other students in the class. Other things to consider
- Review the vocabulary you teach through a game or activity and encourage your students to do the same at home
- Encourage autonomy in your learners. Tell them to read, watch films, listen to songs etc and note the useful words.
- Have a section of your board for vocabulary items that come up as you are teaching. Use different colours for the word / the phonemics / the prepositions / the part of speech.
- It is a good idea to teach/learn words with associated meanings together.
- Encourage your students to purchase a good dictionary and use class time to highlight the benefits of one.
- Teach your students the grammatical names for the parts of speech and the phonemic script.
- Always keep a good dictionary by your side in case a student asks about a word you don't know.
- If you don't and have never heard of the word, tell the student you will check and get back to them. Do get back to them.
- Give extra examples sentences to the students if they are unsure and encourage them to write the word in an example sentence (maybe for homework).

Card 2
Read the text and answer the questions below using 100 -120 words for each answer.
1. Do you share the opinion that communicative language teaching is the best way to teach a language?

2. What do you think is more important for a student for effective intercultural communication: to be fluent in speech and produce errors while expressing thoughts or to be correct and understandable in speech but be reluctant to express thoughts?

3. Which motivating activities offered in the text do you consider to be worth using in class?

**The Advantages of Communicative Language Teaching**
Rebecca Belchamber

**Introduction**

As a teacher trainer working with international groups, I am frequently asked to include an overview of communicative language teaching (CLT), and discuss ways of adapting materials to make lessons more communicative or interactive.

Most groups are enthusiastic about the lesson opportunities which CLT offers. However, some also indicated they felt constrained by the system under which they operated, especially those teaching in settings which are particularly exam-focused. In addition, they queried the relevance of CLT to their situation, where many of the students never used English outside the classroom. In contrast, I had shifted across a spectrum of learners, enthusiastically taking CLT along with me as universally appropriate.

Taking my colleagues' concerns on board, I began to question the appropriateness of CLT for some of these diverse learner groups. This was supported by current reading on the topic; the titles of some articles (see the Reference list) made me think I should give up the support for CLT then and there. However, the more I read on the topic, the more I defended the continued suitability of CLT. It really does benefit the students in a variety of ways.

**Elements of CLT**

**Communication – According to Ability**

Whether CLT should be considered an approach or a methodology is a more abstract debate and here I want to deal with its more practical aspects. In fact, it is those very elements, and the name itself, which have been used to challenge the future relevance of CLT. Firstly, the label implies a focus on communication and some might argue that this method cannot be employed genuinely with low levels as there is no authentic communication, due to a limited vocabulary and restricted range of functions. Initially, many of a learner's utterances are very formulaic. As an aside, consider just what percentage of our own English expressions are unique, and how often we rely on a set phrase; just because it is delivered
unselfconsciously and with natural intonation does not make it original. The aim is that the length and complexity of exchanges, and confident delivery, will grow with the student's language ability.

With the emphasis on communication, there is also the implication that spoken exchanges should be authentic and meaningful; detractors claim that the artificial nature of classroom-based (i.e. teacher-created) interactions makes CLT an oxymoron. Nevertheless, a proficient teacher will provide a context so that class interactions are realistic and meaningful but with the support needed to assist students to generate the target language. We need to consider that producing language is a skill and when we learn a skill we practise in improvised settings. For example, before a nurse gives a real injection, they have punctured many a piece of fruit to hone their technique.

Accuracy as Well as Fluency

It might also be argued that the extent of some of the structures or functions may never be used in real life. One example is adjective order; I have given students an exercise where they have to produce a phrase with a string of adjectives, such as "a strong, orange, Norwegian, canvas tent." This is very unnatural, as most times we only combine two or three adjectives. The other example is directions – we have students follow a map and negotiate exhaustive directions which suggest maze-like complexity. In reality, most of us probably are only involved in a three-phase set of directions. In fact, what we are doing with these exercises is exposing students to patterns which they can later activate.

This focus on accuracy versus fluency is one of the issues not often considered in a discussion of CLT. The teacher decides to pay attention to one or other end of this band, depending on the type of lesson, or the stage of a particular lesson, and accuracy is their choice if they want to deal with students getting things right, take an opportunity for correction, or gauge the success of their teaching, for example. Freer speaking involves more choice, therefore more ambiguity, and less teacher intervention. While CLT implies the lessons are more student-centred, this does not mean they are un-structured. The teacher does have a very important role in the process, and that is setting up activities so that communication actually happens. There is a lot of preparation; accuracy practice is the bridge to a fluency activity. By implication, CLT involves equipping students with vocabulary, structures and functions, as well as strategies, to enable them to interact successfully.

The reference to strategies introduces the matter of grammatical versus communicative competence. If we view the two as mutually exclusive, then we are likely to champion one over the other, in terms of approach, curriculum or whatever else determines and defines our classroom teaching. In fact, Canale and Swain's model of communicative competence, referred to by Guangwei Hu, includes four sub-categories, namely grammatical, sociolinguistic discourse and
strategic. They consider someone competent in English should demonstrate both rules of grammar and use.

Promoting Learning

This returns us to the consideration of who we are teaching, and why. Are our students aiming to learn or acquire English? Do they need to know lexical items and linguistic rules as a means of passing an exam, or do they want to be able to interact in English? For those inclined to maintain the dichotomy between learning and acquisition, and who argue that our primary focus is learners, CLT still has relevance. It is timely to review an early definition of CLT. According to Richards and Rodgers, in Guangwei Hu, CLT is basically about promoting learning.

Then again, Mark Lowe suggests that we follow Halliday's lead and drop the distinction between learning and acquisition, and refer to language mastery instead. After all, if the students master the language, they will certainly be able to perform better in exams, if that is their goal. In addition, those who do see a purpose beyond classroom-related English will be better equipped for using the language socially.

Motivation

One of the constant discussions in all my teacher training groups was how to motivate students. This suggests that the focus on passing the exam was not always enough. Motivation relates to engaging students but also includes confidence building. If there is a climate of trust and support in the classroom, then students are more likely to contribute. One way of developing this is to allow pair-checking of answers before open-class checking occurs. Another way is to include an opportunity for students to discuss a topic in small groups before there is any expectation that they speak in front of the whole class. Evelyn Doman suggests that "The need for ongoing negotiation during interaction increases the learners' overt participation..." It is this involvement we need to harness and build on. Sometimes the participation is hardly what we would define as 'negotiation', but merely a contribution. For a few students, just uttering a word or a phrase can be an achievement. Indeed, some of the teachers in the training sessions said this was the goal they set for their more reticent pupils. And I have had students who, after writing their first note or e-mail in English, expressed their pride at being able to do so.

If teachers consider an activity to be irrelevant or not engaging enough, there are many other tasks which may be more appropriate, such as surveys, using a stimulus picture and prompt questions (Who... Where... When...What...), or a series of pictures which need to be sequenced before a story is discussed. In this respect, CLT addresses another area which constantly challenges teachers, the mixed-ability class. When the lesson progresses to a freer-speaking activity, students can contribute according to their ability and confidence, although I acknowledge both need to be stretched. So there is a challenge for the more capable students, while
those with an average ability still feel their effort is valid. This compares with the less creative opportunities offered by some textbooks, where students read a dialogue, perhaps doing a substitution activity, for example. A basic responsibility is considering and responding to the needs of our students, so if the course book is inadequate we need to employ the following steps: select, adapt, reject and supplement. Moreover, because each class we teach has its own characteristics and needs, CLT will vary each time we employ it.

Conclusion

Too often, a 'new' approach appears to completely dismiss the previous one. This is not always the intention, but probably more a result of the enthusiasm of practitioners exploring and implementing fresh activities or opportunities. Also, throughout the CLT debate, there seem to be dichotomies which are employed to argue for its irrelevance. It is evident that CLT has gathered a range of characteristics, perhaps more through misunderstanding or by association, but it is actually not as incompatible with other valued practices as it is sometimes made to appear. In practical terms, whether assisting mixed-ability classes, aiding motivation, leading from a focus on form to one of fluency, or supporting learning, it has a lot to offer the EFL teacher.

V. Критерии оценки

Экзамен оценивается по 100 балльной системе: 60 баллов максимум – содержание ответов на вопросы (понимание вопроса, анализ прочитанной информации и включение её в ответ, ссылка на личный опыт и его критическое осмысление); 30 баллов – использование адекватных лингвистических средств и осуществление речевой деятельности (фонетика, лексика, грамматика); 10 баллов – умения взаимодействовать с собеседниками (interaction).
Оценка «отлично» – 100 – 70 баллов.
Оценка «хорошо» - 69 – 56 баллов.
Оценка «удовлетворительно» - 55- 30 баллов.

VI. Рекомендуемая литература

Основная литература
1. Гальская Н.Д., Васильевич А.П., идр. Основы методики обучения иностранным языкам. Кнорус, Москва, 2018.
8. Щукин А.Н. Методика обучения речевому общению на иностранном языке. Учебное пособие для преподавателей и студентов языковых вузов. -М.: Икар, 2011.

Дополнительная литература


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