TOMSK POLYTECHNIC UNIVERSITY

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ENGLISH FOR DIDACTIC PURPOSES OF TEACHING

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АНГЛИЙСКИЙ ЯЗЫК В ДИДАКТИЧЕСКИХ ЦЕЛЯХ ОБЕСПЕЧЕНИЯ УЧЕБНОГО ПРОЦЕССА

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Лемешко Е.Ю.
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Пособие направлено на формирование устойчивого навыка устной коммуникации на английском языке в ситуациях педагогического общения.

Предназначено для слушателей программ повышения квалификации по английскому языку – преподавателей нелингвистических специальностей, сотрудников Томского политехнического университета, осуществляющих образовательную деятельность или планирующих вести занятия на английском языке, в том числе для иностранных студентов, в рамках double degree-программ.

Рецензенты

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TO THE LEARNERS

Данное учебно-методическое пособие предназначено для слушателей программ повышения квалификации по направлению «Теория и методика преподавания иностранного языка».

Материалы пособия подобраны для реализации курса «Английский язык в дидактических целях обеспечения учебного процесса» программы повышения квалификации «Формирование профессиональной дидактической компетенции средствами английского языка».

Целевой аудиторией указанного курса являются научно-педагогические работники технического вуза, преподаватели нелингвистических специальностей, реализующие профессиональные дисциплины на английском языке для российских и иностранных студентов (бакалавров, магистрантов), для которых английский язык не является родным языком.

Материалы данного пособия структурированы в соответствии с рабочей программой курса и отражают потребности обучающихся в отношении устной коммуникации на занятиях.

Курс «Английский язык в дидактических целях обеспечения учебного процесса» имеет веб-поддержку в электронной образовательной среде Moodle. Слушателям предоставлена возможность работать с материалами курса онлайн, выполнять домашние, контрольные задания по дисциплине.

Среди материалов пособия можно встретить ссылки на электронный образовательный ресурс **English for Academic Purposes (EAP) Toolkit** (ресурс) – комплексный инструментарий интерактивных дидактических единиц[1]. Данный ресурс планируется в качестве аудиторной и самостоятельной работы слушателей.

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[1] EAP ToolKit закуплен по лицензионному соглашению у Университета Саутгемптона, Великобритания, и адаптирован под специфику подготовки на английском языке студентов и сотрудников ТПУ, внедрен в учебный процесс с 16 сентября 2013 г.
Доступ к ресурсу открыт до 16 сентября 2016 г.

ICONS USED IN THE BOOK

Answer some questions
Do the task

Do your Moodle task
See the list of tasks

EAP TOOLKIT
Study the links in the
https://www.elanguages.ac.uk/tomsk/
Remember your password

Practice. Discuss

Read about something useful

Some more on the net

Test or Check

Watch

MOODLE TASKS

Английский язык в дидактических целях обеспечения учебного процесса

Доступ в образовательную среду Moodle: dop.tpu.ru → логин и пароль ТПУ → http://dop.tpu.ru/course/view.php?id=8251

кодовое слово: *Didactics*

№ п/п	Тема занятия	ауд. час	Задания для СРС в Moodle
1.	Politeness Conventions	2	English for Teaching: Bore or Use? Опрос TEST 1 Forum «I work at TPU» Форум
2.	Classroom Interaction	2	Forum «Giving instructions» Форум
3.	Classroom Safety	2	Forum «Being a GOOD TEACHER» Форум TEST 2
4.	Key and Professional Competences	2	Forum «Active methods of learning and teaching» Форум TEST 3
5.	Teaching Practice	2	Forum «Using visuals»
6.	Improving Learning Process	2	Forum «New standard of a university lecturer»
	Всего	12	
	Контрольное задание		FINAL CONTROL TASKS
			Final reflection questions

SECTION 1

POLITENESS CONVENTIONS

Section 1 goal: to introduce the attendees into the politeness conventions appropriate in the modern English language in term of both general social and classroom communication.

Section 1 objectives:
- to practice 4 politeness strategies;
- to revise basic communication patterns in different registers.

Section 1 outcomes.
>After completing the section the attendees will:
- recognize and apply four different politeness strategies in their F2F communication and using CMC;
- differentiate various speech registers and acquire the academic register features;
- use appropriate vocabulary of politeness conventions in their classroom communication.

POLITENESS THEORY

1. **Give your associations to the word «politeness». Fill in the spidergram.**
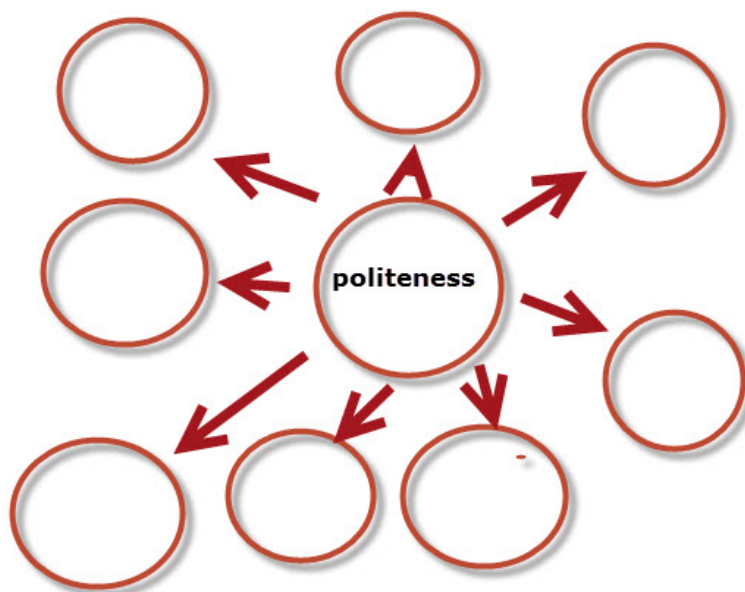
2. Study the following chart (see Fig. 1) and give an opinion about intercultural perceptions. Answer the following questions:
1) Give examples of some cultural stereotypes you know about.
2) Have you had any experience of a stereotype being failed? Share your story.
3) What is the relation of stereotypes and politeness?
4) Can you think of some examples of people's behavior that is considered polite in one culture and impolite in the other? For example, hand shaking at a business meeting is polite in most European countries but might be absolutely inappropriate in the United Arab Emirates.

Different Politeness Systems
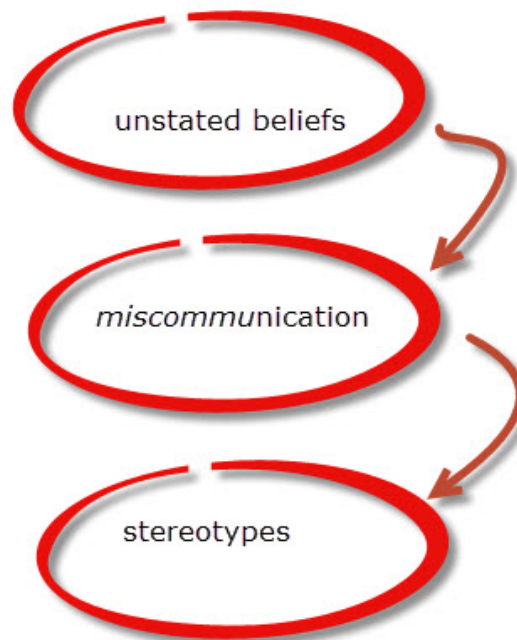
Fig. 1. Different politeness systems

3. Read about politeness theory and answer the questions below.
Politeness is described as a social norm, or a set of prescriptive social 'rules'. Politeness is often defined as using communicative strategies to create and maintain social harmony.

This can be done in various ways:
- being contextually appropriate;
- following social and cultural norms;
- being socially positive by addressing face needs.

Brown and Levinson (1987) developed their 'face theory' based on the principles of our desire to be liked and to not be imposed upon.

It is first important that you understand the concept of 'face'.

Face is defined as the public self-image every adult portrays, which must be attended to in interaction.

There are two aspects of this face: positive and negative (see Fig. 2).

Positive face is the desire to be appreciated and liked.

Negative face is the desire to have freedom and not to be imposed upon.
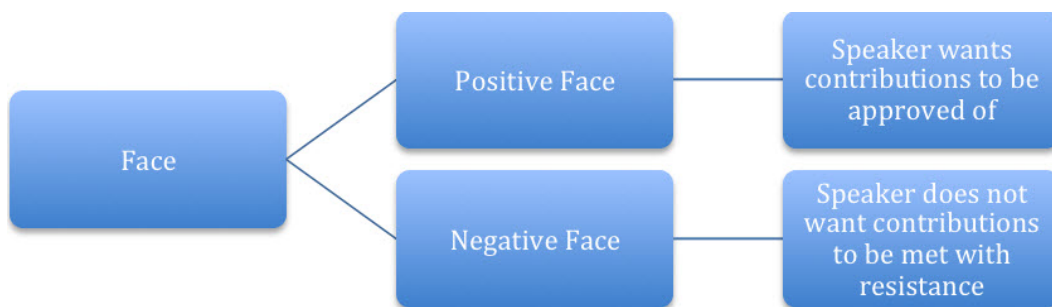
Fig. 2. Face principle

A Face Threatening Act (FTA) is an act which deliberately threatens the face needs of others (see Fig. 3).
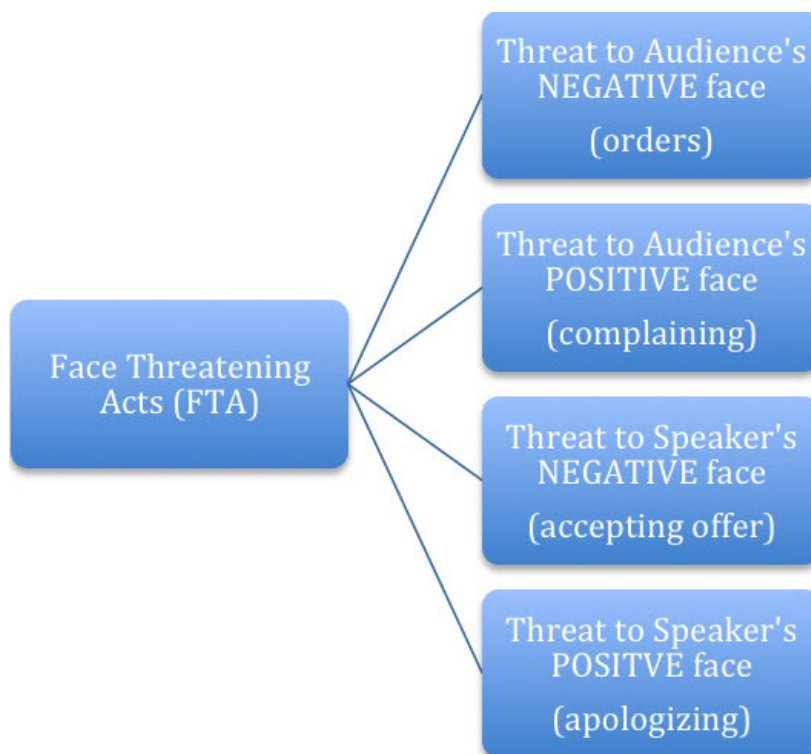
Fig. 3. Face threatening acts

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Politeness strategies are used to formulate messages in order to save the hearer's positive face when face-threatening acts are inevitable or desired. Brown and Levinson outline four main types of politeness strategies: bald on-record, negative politeness, positive politeness, and off-record (indirect).

In order to save face, people have the option to use politeness superstrategies with FTAs (see Fig. 4):
- Bald on-record is not attempting to minimise the face threat.
- Positive politeness is showing you value someone so minimising the threat to the positive face.
- Negative politeness is not impeding on someone so minimising the threat to the negative face.
- Off-record is avoiding responsibility for the FTA often by being indirect.

Politeness superstrategies are determined by contextual factors:
- Power relations between speaker and listener.
- Social distance between speaker and listener.
- How great the threat of the face threatening act is.
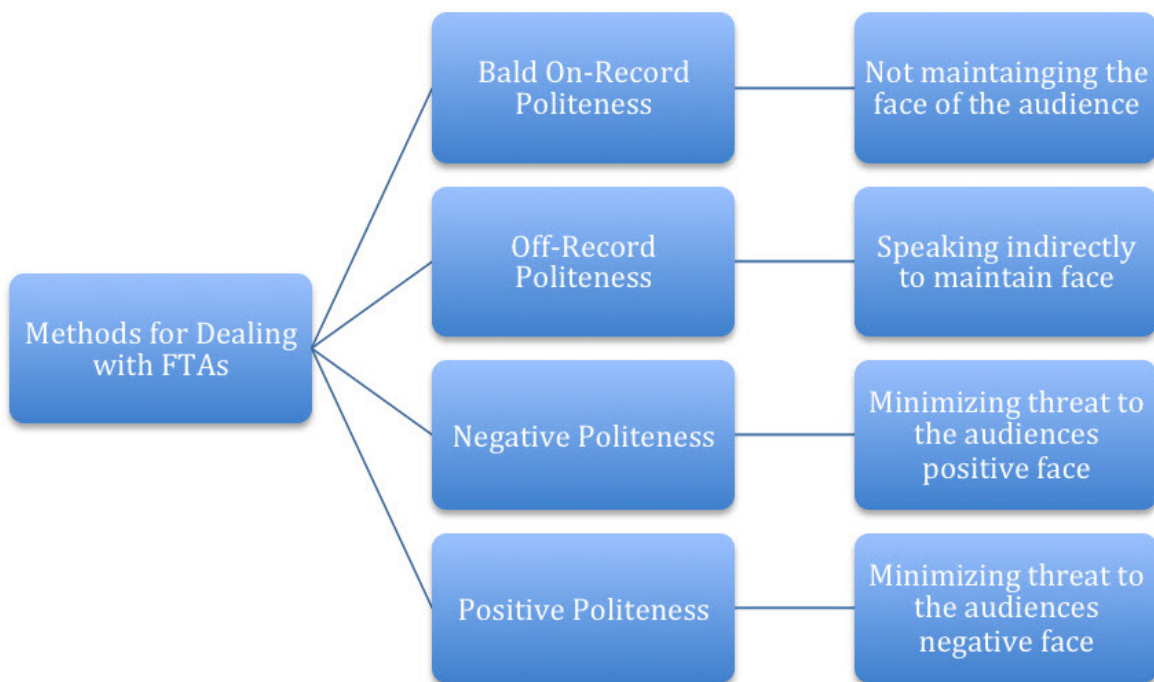
Fig. 4. Methods of dealing with FTAs

Abridged from: https://sites.google.com/a/sheffield.ac.uk/all-about-linguistics/ branches/pragmatics/example-research-face-theory-and-politeness

4. Answer the following questions:

1) Do you agree with the given definitions of politeness? Give your own definition of politeness.
2) Can you think of any real life examples of face threatening acts?

5. Read about methods of dealing with FTA and practice them.

Bald on-record

Bald on-record strategies usually do not attempt to minimize the threat to the hearer's face, although there are ways that bald on-record politeness can be used in trying to minimize face-threatening acts implicitly. Often using such a strategy will shock or embarrass the addressee, and so this strategy is most often utilized in situations where the speaker has a close relationship with the audience, such as family or close friends.

Instances in which threat minimizing does not occur:
Great urgency or desperation
Watch out!

Speaking as if great efficiency is necessary
Hear me out:...

Task-oriented
Pass me the hammer.

Little or no desire to maintain someone's face
Don't forget to clean the blinds!

Doing the face-threatening act is in the interest of the hearer
Your headlights are on!

Instances in which the threat is minimized implicitly
Welcomes
Come in.

Offers
Leave it, I'll clean up later.
Eat!

Positive politeness

Positive politeness strategies seek to minimize the threat to the hearer's positive face. They are used to make the hearer feel good about himself, his

interests or possessions, and are most usually used in situations where the audience knows each other fairly well.

Attend to H's interests, needs, wants
You look sad. Can I do anything?

Use solidarity in-group identity markers
Heh, mate, can you lend me a dollar?

Be optimistic
I'll just come along, if you don't mind.

Include both speaker (S) and hearer (H) in activity
If we help each other, I guess, we'll both sink or swim in this course.

Offer or promise
If you wash the dishes, I'll vacuum the floor.

Exaggerate interest in H and his interests
That's a nice haircut you got; where did you get it?

Avoid Disagreement
Yes, it's rather long; not short certainly.

Joke
Wow, that's a whopper!

Negative politeness

Negative politeness strategies are oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. These strategies presume that the speaker will be imposing on the listener and there is a higher potential for awkwardness or embarrassment than in bald on record strategies and positive politeness strategies.

Be indirect
Would you know where Oxford Street is?

Use hedges or questions
Perhaps, he might have taken it, maybe.
Could you please pass the rice?

Be pessimistic
You couldn't find your way to lending me a thousand dollars, could you?
So I suppose some help is out of the question, then?

Minimize the imposition
It's not too much out of your way, just a couple of blocks.

Use obviating structures, like nominalizations, passives, or statements of general rules
I hope offense will not be taken.
Visitors sign the ledger.
Spitting will not be tolerated.

Apologize
I'm sorry; it's a lot to ask, but can you lend me a thousand dollars?

Use plural pronouns
We regret to inform you.

Favor seeking
I was wondering…
What d'you reckon.
I've tried everywhere but can't get one.
You're the only person I can turn to.
I knew you would say yes. You're an angel.

Off-record (indirect)

This strategy uses indirect language and removes the speaker from the potential to be imposing.
Wow, it's getting cold in here (Instead of asking to turn the heater up)

From http://en.wikipedia.org/wiki/Politeness_theory

6. Watch the video on politeness superstrategies and practice with the speakers.
http://youtu.be/SFteRPzKc_4

7. Practice communication in the following situations using different methods of dealing with FTAs:
1) It is too noisy in the classroom.
2) The whiteboard is dirty with lots of things written on it, but you need to use it.
3) One of the students is misusing the laboratory equipment.
4) You need the lab manuals be distributed among the students of the group.
5) You want your students to work on a project in groups of four.

8. Watch.
Here are some youtube videos on politeness:

- http://www.youtube.com/watch?v=ZYQkBN4IXZA politeness theory
- http://www.youtube.com/watch?v=Jbu-eMcEF3s American and British Politeness

9. EAP TOOLKIT.
Study the links.

- **Consider different ways of communicating in social situations which you may find yourself in while studying in the UK and different norms for communicating in the classroom.**
  https://www.elanguages.ac.uk/tomsk/communication/communicating_politely_across_cultures.html

- **Get introduced to ways of understanding culture, and its effect on language and communication, with a focus on the English language.**
  https://www.elanguages.ac.uk/tomsk/communication/the_effect_of_culture_in_communication.html

- **Practise distinguishing between features of generalisations and stereotypes and consider some stereotypes about the UK and your country.**
  https://www.elanguages.ac.uk/tomsk/communication/cultural_stereotypes_and_generalisations_in_communication.html

- **Think about the appropriate use of online communication channels in an academic context. You will consider what rules there might be for communicating online and explore some examples of email communications to decide what is, and what is not appropriate.**
  https://www.elanguages.ac.uk/tomsk/communication/communicating_online.html

- **Think about the appropriate use of online communication channels in an academic context. You will consider what rules there might be for communicating online and explore some examples of email communications to decide what is, and what is not appropriate.**
  https://www.elanguages.ac.uk/tomsk/communication/communicating_online.html

10. Some more on the net.
Read more about politeness strategies:
http://www.nottingham.ac.uk/english/documents/innervate/09-10/0910gilksbrownlevinson.pdf

11. Test your conversational English:

http://www.bbc.co.uk/apps/ifl/russian/quizengine?quiz=918_le_conversation;pagerType=pages;pagerData=1;ContentType=text/html;pagerType=pages;pagerData=1

12. Read about patterns for greetings and saying farewell in different registers.

Once you have been introduced to someone, the next time you see that person it is important to greet them. We also greet people as we leave them. In English (as in all languages), there are different ways to greet people in formal and informal situations.

Greetings

1. Formal Greetings: Arriving
    Good morning / afternoon / evening.
    Hello (name), how are you?
    Good day, Sir / Madam (very formal)

2. Informal Greetings: Arriving
    Hi / Hello
    How are you?
    What's up? (very informal)
    How are you doing? (very informal)

It's important to note that the question «How are you?» or «What's up?» doesn't necessary need a response. If you respond, these phrases are generally expected:
Very well, thank you. And you? (formal)
Fine / Great (informal)

3. There are a number of phrases that are commonly used to introduce strangers.
    (name), I don't think you've met (name).

I don't think you know (name).
May I introduce you to (name).
(name), do you know (name)?
(name), I'd like you to meet (name).

When you meet someone for the first time, it is common to greet the person with «How do you do?», the correct response is «How do you do.» Here is a short introductory conversation:

Ken: Peter, I'd like you to meet Mary.

Peter: How do you do?

Mary: How do you do.

Ken: Mary works for ...

Please, note the phrase «How do you do?» should never be used when speaking to the same person again.

A variation is also «It's a pleasure to meet you.» or «Pleased to meet you.».

Ken: Peter, I'd like you to meet Mary.

Peter: It's a pleasure to meet you.

Mary: How do you do.

Ken: Mary works for ...

Ken: Peter, I'd like you to meet Mary.

Peter: How do you do?

Mary: Pleased to meet you.

Ken: Mary works for ...

In informal situations, especially in North America, introductions are also made simply saying: «This is (name).» It is also common to just say «Hi» or «Hello» as a response in this informal setting.

Ken: Peter, this is Mary.

Peter: How do you do?

Mary: Pleased to meet you.

It is also quite common to shake hands when you are introduced. After the initial introduction, hand shaking generally takes place in more formal, business situations. Otherwise, people just say «Hi».

Departing

4. Formal Greetings: Departing
   Good morning / afternoon / evening.
   It was a pleasure to meet you.

It was nice seeing you.
So long. Good bye for the present.
See you later. See you soon (tomorrow, in a few days).
Bye-bye.
I hope to see you soon.
I must be going / I must be off.
I won't take any more of your time.

5. Informal Greetings: Departing
Come on.
Where shall I see you again?
Remember me to your wife / husband.
My kind regards to your scientific supervisor / colleagues.
My best wishes to your …
Have a good weekend.
Have a nice journey.
Have a safe trip.

13. Practice greetings and saying farewell to your colleagues and students.

14. Test your conversational English in the following situations:

a) Introduce a friend of yours to your mother. Tell her about the things you have in common.
b) Introduce a senior colleague to your supervisor. Tell him about her sphere of interests.
c) Introduce a bright student to your colleague. Wait for the reaction.
d) Introduce your supervisor to the participants of a conference.

ENGLISH FOR SPONTANEOUS SITUATIONS

15. Read about spontaneous language and learn the phrases.

If we use English in spontaneous situations:
- we relate the target language to the learner's immediate environment;
- we take advantage of spontaneous situations to use the target language;
- we exploit contexts which are not directly linked to the syllabus (language in use).

Here are some common situations in which spontaneous English can be used:

a) Special events • Happy birthday! • Many returns (of the day). • .... has his/her 19th birthday today. • Let's sing «Happy Birthday». • I hope you all have a good Christmas. • Happy New Year! • All the best for the New Year. • Happy Easter. • Congratulations!	**b) Apologizing** • I'm sorry (about that). • Sorry, that was my fault. • I'm terribly sorry. • Excuse me for a moment. • I'll be back in a moment. • Carry on with the exercise while I'm away. • I've got to go next door for a moment. • Excuse me.
c) Wishing luck • Best of luck. • Good luck. • I hope you pass.	**d) Passing by** • Could I get past, please? • You're blocking the way. • I can't get past you. • Get out of the way, please.
e) Praising • Well done! • Good job! • Good of you!	**f) Not feeling well** • I'm afraid I can't speak any louder. • I seem to be losing my voice. • I have a sore throat. • I have a headache. • I'm feeling under the weather. • Do you mind if I sit down?
g) Sympathizing • Hard lines! • Never mind. • Better luck next time.	**h) Checking presence** • Who's not here today? • Who isn't here? • What's wrong with ... today? • Do you feel better today? • Are you better now? • Have you been ill? • What was the matter?

16. Practice the spontanious situations from your teaching practice and react to.

17. Test.
   Read the news and react properly.

	News		Reaction
1.	I'm going to London on my holidays!	a)	Good luck to you!
2.	I have to take my exam tomorrow.	b)	Take it easy!
3.	It's my birthday today!	c)	So long. It was a pleasure to meet you!
4.	My pet fish died!	d)	Congratulations!
5.	I'm going on a date tonight!	e)	You don't say so!
6.	I can't find my gloves anywhere!	f)	My warmest greetings to you, too!
7.	The meeting is postponed. Tell others about it, please.	g)	That's a pity! I'm sorry!
8.	My best friend is still in hospital!	h)	Have a happy holiday!
9.	Happy New Year!	i)	Happy Birthday to you!
10.	I finished the report on time!	j)	Never mind. No trouble at all!
11.	We got married yesterday!	k)	Have a good time!
12.	I must apologize to you. I forgot to bring your book.	l)	Let's hope for the best!
13.	We won a million in a lottery!	m)	Sure. It goes without saying!
14.	I'm in a hurry. I must be off.	n)	Glad to hear it.

ASKING PEOPLE TO REPEAT

18. Read the common phrases for asking people to repeat.

Sometimes, it is important to understand each piece of information when writing down a telephone number, or taking notes. Here are some phrases which you can use to ask people to repeat:

Would you mind repeating that?
Could I read that back to you?
Let me repeat that to double-check.

Example Dialogues
Person 1:   The telephone number is 503 466-3978.
Person 2:   Let me repeat the number to double-check. 503 466-3978.
Person 1:   First, go down 3rd Ave to Black Street. Take a left, and continue on until you reach Henry street.
Person 2:   Would you mind repeating that?

If you are at some other place where noise may interfere with your understanding, it's common to raise your voice a little and use one of the following phrases:

\# I'm sorry, I didn't catch (your name, the address, the name of the restaurant, etc.).
\# Could you repeat that?
\# I'm having a problem understanding you. What's that again? (this phrase is also used on the telephone).

Example Dialogues
Person 1: Hi, my name is Peter. What's your name?
Person 2: Hi, I'm sorry, I didn't catch your name.
Person 1: It's a beautiful day today, isn't it?
Person 2: I'm having a problem understanding you. What's that again?

19. Practice some situations from your teaching practice and ask your partner to repeat:
   a) Ask your student to repeat his / her name.
   b) Ask your colleague to repeat the number of his / her student group.
   c) Ask your student to repeat his / her question which you failed to hear because of the noise in the corridor.

20. Test.
   Read the dialogue below and do the language test task.

Man: (Mumbling «Have you seen a green pen anywhere?»)
Woman: I'm sorry, I didn't quite catch that.
Man: (Mumbling)
Woman: Could you say that again?
Man: (Mumbling «Green pen, see it anywhere?»)
Woman: I'm sorry...er I still didn't get that.
Man: (Trying very hard but still mumbling)
Woman: Could you say that again?
Man: (slightly frustrated and mumbling again)
Woman: One more time?
Man: (Mumbling)
Woman: No. Sorry. Nothing.
Man: (Mumbling)
Woman: Look! I can't hear a word you're saying.
Man: I said «Have you seen a green...pen»...oh, there it is!

Read the following lines from the dialogue.

In each of them there is a mistake.
1. Can you spot the mistake and correct it?
2. I'm sorry, I didn't quite make that.
3. Could you speak that again?
4. I'm sorry ... er I still didn't get this.
5. One more time?
6. Look! I can't hear the words you're saying.

21. Watch the video, listen to the dialogue0

http://learnenglish.britishcouncil.org/en/how/how-ask-someone-repeat-something

AGREEING, DISAGREEING, EXPRESSING OPINION

22. Read and learn the following phrases.

The way people state their opinion, agree or disagree in an argument or discussion varies in different languages. It is worthwhile saying that silence is not understood as agreement. If you agree with an opinion or an idea, you are expected to say so. Expressing disagreement is always respected as honest, and sometimes as courageous. You can also agree but with reservation especially when there is a doubt or feeling of not being able to accept something completely.

Stating an opinion	In my opinion... The way I see it... If you want my honest opinion.... According to Lisa... As far as I'm concerned... If you ask me...
Asking for an opinion	What's your idea? What are your thoughts on all of this? How do you feel about that? Do you have anything to say about this? What do you think? Do you agree? Wouldn't you say?
Expressing agreement	I agree with you 100 percent. I couldn't agree with you more.

	That's so true. That's for sure. (slang) Tell me about it! You're absolutely right. Absolutely. That's exactly how I feel. Exactly. I'm afraid I agree with James. I have to side with Dad on this one. No doubt about it. (agree with negative statement) Me neither. (weak) I suppose so. / I guess so. You have a point there. I was just going to say that.
Expressing partial agreement	It is only partly true that... That's true, but… I can agree with that only with reservations. That seems obvious, but... That is not necessarily so. It is not as simple as it seems. I agree with you in principle, but… I agree with you in part, but… Well, you could be right.
Expressing disagreement	I don't think so. (strong) No way. I'm afraid I disagree. (strong) I totally disagree. I beg to differ. (strong) I'd say the exact opposite. Not necessarily. That's not always true. That's not always the case. No, I'm not so sure about that.
Interruptions	Can I add something here? Is it okay if I jump in for a second? If I might add something... Can I throw my two cents in? Sorry to interrupt, but...

	(after accidentally interrupting someone) Sorry, go ahead. OR Sorry, you were saying... (after being interrupted) You didn't let me finish.
Settling an argument	Let's just move on, shall we? Let's drop it. I think we're going to have to agree to disagree. (sarcastic) Whatever you say. / If you say so.

https://www.englishclub.com/speaking/agreeing-disagreeing-expressions.htm
http://www.myenglishpages.com/site_php_files/communication-lesson-agreement-disagreement.php#.VNHwmZ2sVMI

23. Practice your agreeing, disagreeing on one of the topics below.

Topics for Debate

a) TPU is the most important University in Siberia.
b) Swimming in the ocean is better than swimming in a public pool.
c) Alcohol should be illegal.
d) Children should provide room and board for their aging parents.
e) Studying grammar is more important than practising conversation skills.
f) Television is the leading cause of violence in today's society.
g) Dogs make better companions than cats.
h) Smoking should be permitted in public places.
i) Females are better students than males.
j) A parent shouldn't pierce a baby's ears.
k) Women should be allowed to go topless in public.
l) Lawyers should make a higher salary than nurses.
m) Everyone should plan their own funeral.
n) Reading English is more difficult than writing English.
o) Summer is the best season of the year.
p) Children under 13 should not be allowed to babysit.
q) High school students should wear uniforms.
r) 21 should be the legal driving age around the world.
s) Rock and Roll is the best kind of music.
t) The government should pay for post secondary education.

https://www.englishclub.com/speaking/agreeing-disagreeing-topics.htm

24. Test.
Identify phrases for agreeing and disagreeing.
Write A if the sentence expresses an agreement.
Write D if the sentence expresses a disagreement.

1. ____I agree with you.

2. ____You are right.

3. ____I don't agree with you.

4. ____My point of view differs from yours.

5. ____I think we are looking at this the same way.

6. ____I think our perspectives are different.

7. ____Actually, in my point of view…

8. ____I see your point of view, but…

9. ____I don't see your point of view.

10. ____I think you might be wrong.

11. ____You have a good point.

12. ____I think you might be right about that.

13. ____I see. However, …

14. ____Oh, that's interesting. I see what you mean.

25. Watch and practice the way how to agree and disagree in English.
http://www.youtube.com/watch?v=gU8hzuiwXmo

SECTION 2

CLASSROOM INTERACTION

Section 2 goal: to introduce the attendees into the basic of oral classroom communication appropriate in the modern English.

Section 2 objective:
- to practice oral communication at each stage of the lesson.

Section 2 outcomes.
After completing the section the attendees will:
- use appropriate vocabulary to manage classroom communication at different parts of the lesson being delivered in English.

BEGINNING THE CLASS

R **1. Read and learn the phrases for the beginning of the lesson.**

1. Good morning!
   - Good morning, everybody.
   - Good afternoon, everybody.
   - Hello, everyone. Hello there, James.

2. How are you?
   - How are you today, James?
   - How are you getting on?
   - How's life?
   - How are things with you, Ann?
   - Are you feeling better today, Nick?

3. Introductions
   - My name is Mr / Mrs / Ms Kim. I'm your new … teacher.
   - I'll be teaching you … this year.
   - I've got four classes with you each week.

4. Time to begin:
   - Let's begin our lecture / seminar now.
   - Is everybody ready to start?
   - I hope you are all ready for your…seminar"/"test.

- I think we can start now.
- Now we can get down to work.

5. Waiting to start
   - I'm waiting for you to be quiet.
   - We won't start until everyone is quiet.
   - Stop talking and be quiet.
   - Settle down now so we can start.

6. Put your things away
   - Close your books.
   - Put your books away.
   - Pack your things away.
   - Put all the equipment / samples away.

7. Checking presence / calling the register:
   - Who is absent today?
   - Who isn't here today?
   - What's the matter with Anna today?
   - What's wrong with Jim today?
   - Why were you absent last Friday, Alex?

8. Tardiness:
   - Where have you been?
   - We started ten minutes ago. What have you been doing?
   - Did you miss your bus?
   - Did you oversleep?
   - Don't let it happen again.

2. Now choose the phrases from the box above to greet your students, introduce yourself as their teacher and begin the class.

LANGUAGE FOR SIMPLE INSTRUCTIONS

3. Read, analyze the given tips for effective instructions in English and add your own.

How to Explain Something Clearly

Explaining something clearly can be a challenge to anyone. You need to think about what you want to say and you need to explain it differently depending on whom you are explaining it to. Explaining a computer program to someone who doesn't understand programming is different than explaining it to someone who does programming.

Instructions

1. Understand exactly what you want to explain. Make sure you have it clearly in your mind and write down the key points you want to cover. This works whether you are explaining to one person or several people.

2. Know your audience. If you are a teacher, be sure you talk to the level of student that you are dealing with. In other words, you want to gear a class in English to the grade level you are teaching. However, keep an eye on your students – not everyone will understand a foreign language at the first time.

3. Speak clearly and in simple sentences to explain something easily. Many people are trying to grasp the concepts you are talking about so you need to make sure you are as clear as possible. It is ideal if you can explain things one on one since you then know exactly whether the person is grasping the point right away and you can change your approach.

4. Get feedback as quickly as possible. Again, if you are teaching a class you can have a quiz ready to give right after you have explained the concepts. This will give you an idea of who has understood what you have said and who hasn't and how to continue so you can clearly explain your points. If you are training someone, it is easier to get feedback and know if the person understands you right away.

5. Be prepared to explain clearly by providing examples as well as by speaking.

Read more: How to Explain Something Clearly | eHow.com
http://www.ehow.com/how_2257726_explain-something-clearly
html#ixzz2AvvmsQ4k

4. Read some simple phrases that can be used for instruction and try to change the phrases using 4 different politeness strategies.

Here are some common instructions which the class can easily understand:
- Come in.
- Go out.
- Stand up.
- Sit down.
- Come to the front of the class.
- Stand by your desks.

- Put your hands up.
- Put your hands down.
- Hold your books/pens up.
- Show me your pencil.

A number of instructions can be used at the beginning of a session, and as the semester continues:
- Pay attention to this, everybody.
- You need pencils / rulers.
- We'll learn how to ...
- Are you ready?
- Open your books on page ...
- Turn to page ...
- Look at activity five.
- Listen to this tape.
- Repeat after me.
- Again, please.
- Everybody ...
- You have five minutes to do this.
- Who's next?
- Like this, not like that.

A number of instructions can be used at the end of a session, and as the semester continues:
- It's time to finish.
- Have you finsihed?
- Let's stop now.
- Stop now.
- Let's check the answers.
- Any questions?
- Collect your work, please.
- Pack up your books.
- Are your desks tidy?
- Don't forget to bring your ... tomorrow.

Instructions can also be sequenced:
- First, find and study the literature.
- Next, analyze the latest research.
- After that, prepare a report.
- Then, make a presentation of your findings.
- Finally, draw a conclusion.

Comprehension language:
- Are you ready?
- Are you with me?
- Are you OK?
- OK so far?
- Do you get it?
- Do you understand?
- Do you follow me?
- What did you say?
- One more time, please.
- Say it again, please.
- I don't understand.
- I don't get it.
- Like this?
- Is this OK?

5. Practice.

1. Use the phrases above and write the instructions for your group of students how to prepare the final work / project work / lab work.
2. Invite a group of students to show their presentation.
3. Ask if everyone follows your explanations and understands you.
4. Ask the students to finish doing the lab work and put away the samples / chemicals.
5. Give instructions how to write a report / article on your subject.

LANGUAGE FOR CLASSROOM MANAGEMENT

6. Read and learn some useful phrases for classroom management.

In some situations when grouping students the following phrases can be used:
- Make groups of four.
- Move your desks into groups of four people.
- Turn your desks around.
- Make a horseshoe shape with your desks.
- Make a circle with your desks.
- Make a line of desks facing each other.
- Make groups of four desks facing each other.
- Sit back to back.
- Work together with your friend.
- Find a partner.

- Work in pairs / threes / fours / fives.
- Work in groups of two / three / four.
- I want you to form groups.
- Form groups of three.
- Here are some tasks for you to work on in groups of four.
- There are too many in this group.
- Can you join the other group?
- Only three people in each group.
- I asked for four people in a group.
- Everybody, work individually.
- Work by yourselves.
- Work independently.
- Ask your neighbor for help.
- Work on the task together.
- Ask other people in the group0
- Ask others in the class.
- Interview someone else.
- Ask everyone in the class.
- Stand up and find another partner.
- Have you finished?
- Do the next activity.
- Move on to the next activity.

Organization
Giving instructions
- Open your books on page 52.
- Come out and write it on the board.
- Listen to the tape, please.
- Get into groups of four.
- Finish off this task at home.
- Let's listen to the interview with...
- Everybody, repeat, please.
- All together now.
- The whole class, please.
- I want you all to join in.
- Could you try the next one?
- I would like you to write this down.
- Would you mind switching the lights on?
- It might be an idea to leave this till next time.
- Who would like to read the possible variant / answer?
- Which topic will your group report on?
- Do you want to answer question 3?

Sequencing
- First of all, today, ...
- Right. Now we will go on to the next exercise.
- Have you finished?
- For the last thing today, let's ...
- Whose turn is it to read?
- Which question are you on?
- Next one, please.
- Who hasn't answered yet?
- Let me explain what I want you to do next.
- The idea of this exercise is for you to ...
- You have ten minutes to do this.
- Your time is up.
- Finish this by twenty to eleven.
- Can you all see the board?
- Have you found the place?
- Are you all ready?

Supervision
- Look this way.
- Stop talking.
- Listen to what ... is saying.
- Leave that alone now.
- Be careful.

Interrogation
Asking questions
- Where's Ron?
- Is Leroy in the canteen?
- Tell me where Nick is.
- What was the article like?
- What do you think?
- How can you summarize it?

Responding to questions
- Yes, that's right.
- Fine.
- Almost. Try again.
- What about this idea?

Metalanguage
- What's the English for «…»?

- Explain it in your own words.
- It's spelt with a capital «J».
- Can anybody correct this sentence?
- Fill in the missing words.
- Mark the right alternative.

Reference
- After they left the USA, the Beatles ...
- The church was started in the last century.
- This is a picture of a typical English castle.
- In the background you can see ...
- While we're on the subject, ...
- As I said earlier, ...
- Let me sum up.

Affective attitudes
- That's interesting!
- That really is very kind of you.
- Don't worry about it.
- I was a bit disappointed with your efforts.

7. Practice.

1. Use the phrases above to organize a group work on several small project tasks. Explain students that they should find a partner, interview several people on the chosen theme, collect and present the results.
2. Tell students about the deadline of the task / report.
3. Ask students to explain the main ideas in their words.

LANGUAGE FOR PRAISING, ERROR CORRECTION

8. Here are some phrases that can be used when giving feedback to students.

Praising
- Very good.
- That's very good.
- Well done.
- Very fine.
- That's nice.
- I like that.

- Marvellous!
- You did a great job.
- Magnificent!
- Terrific!
- Wow!
- Jolly good!
- Great stuff!
- Fantastic!
- Right.
- Yes.
- Fine.
- Quite right.
- That's right.
- That's it.
- That's correct.
- That's quite right.
- Yes, you've got it.
- You've got the idea.

Showing partial agreement
- It depends.
- It might be, I suppose.
- In a way, perhaps.
- Sort of , yes.
- That's more like it.
- That's much better.
- That's a lot better.
- You've improved a lot.

The student is mistaken
- Not really.
- Unfortunately not.
- I'm afraid that's not quite right.
- You can't say that, I'm afraid.
- You can't use that word here.
- Good try, but not quite right.
- Have another try.
- Not quite right. Try again.
- Not exactly.
- You were almost right.
- That's almost it.
- You're halfway there.
- You've almost got it.

Encouraging
- You're on the right lines.
- There's no need to rush.
- There's no hurry.
- We have plenty of time.
- Go on. Have a try.
- Have a go.
- Have a guess.
- There's nothing wrong with your answer.
- What you said was perfectly all right.
- You didn't make a single mistake.
- That's exactly the point.
- That's just what I was looking for.
- Don't worry about your pronunciation.
- Don't worry about your spelling.
- Don't worry, it'll improve.
- Maybe this will help you.
- Do you want a clue (hint)?

Paying a compliment
- You have good pronunciation.
- Your pronunciation is very good.
- You are communicating well.
- You speak very fluently.
- You have made a lot of progress.
- You still have some trouble with pronunciation.
- You need more practice with these words.
- You'll have to spend some time practising this.
- You're getting better at it all the time.
- You've improved no end.

9. Practice.
Give the examples of correcting the students' mistakes.

10. Answer the following questions.

1. Explain the system of grading the students you usually apply.
2. What type of evaluation of your students do you mostly approve of? (oral evaluation, credits, other score scales).
3. Give your ideas of the beginning / structure / end of the seminar / lecture for your students.

4. Do you give any home task to your students? How do you motivate them?

LANGUAGE FOR THE END OF THE CLASS

R **11. Here are some phrases that can be used when finishing the lesson.**

1. Time to stop:
   - It's almost time to stop.
   - I'm afraid it's time to finish now.
   - We'll have to stop here.
   - There's the bell. It's time to stop.
   - That's all for today. You can go now.
   - So, let's make a conclusion.

2. Not time to stop:
   - There are still five minutes to go.
   - We still have a couple of minutes left.
   - The lesson doesn't finish till five past.
   - Your watch must be fast.
   - We seem to have finished early.
   - We have extra five minutes.

3. Wait a minute:
   - Hang on a moment.
   - Just hold on a moment.
   - Stay where you are for a moment.
   - Just a moment, please.
   - One more thing before you go.
   - Back to your places.

4. Next time
   - We'll do the rest of this chapter next time.
   - We'll finish this discussion next seminar.
   - We've run out of time, so we'll continue next lesson.
   - We'll continue this chapter next Monday.

5. Homework
   - Remember your homework.
   - This is your homework for tonight.
   - Do exercise 10 on page 23 for your homework.
   - Prepare the next chapter for Monday.
   - There is no homework tonight.

- Take a worksheet as you leave.

6. Goodbye:
   - That's all for now. Goodbye, everyone.
   - See you again next Wednesday.
   - See you tomorrow afternoon.
   - See you in room 317 after the break.
   - Have a good holiday.
   - Enjoy your holidays.

7. Leaving the room:
   - Take all your things and go home.
   - Get into a queue.
   - Wait for the bell.
   - Everybody, outside! (rude)
   - Try not to make any noise as you leave.
   - Be quiet as you leave. Other groups are still working.

12. Practice.

1. Use the phrases above to tell your students that they have to stay for some more time to finish the experiment…
2. Give the examples of finishing the group / pair / individual work and showing the results.

SECTION 3

CLASSROOM SAFETY

Section 3 goal: to introduce the attendees into the metalanguage of safety in the classroom.

Section 3 objectives:
- to practice oral communication about safety in the classroom;
- to practice numerals of all kinds to be pronounced in English.

Section 3 outcomes.

After completing the section the attendees will:
- properly pronounce numerals in English;
- be able to talk about safety in their classrooms.

NUMBERS

1. Phone Numbers.

Each figure in a phone number is said separately.
29 – *two nine*

The figure 'O' is called 'oh'.
103 – *one oh three*

Pause (‖) after groups of 3 or 4 figures (last group).
376 4705 – *three seven six ‖ four seven oh five*

If two successive figures are the same, in British English you would usually use the word double (in American English you would just say the figure twice)
376 4775 – BE: *three seven six ‖ four ‖ double seven ‖ five*
376 4775 –AE: *three seven six ‖ four seven seven five*

2. Practice to say your contact number and phone number at work.

3. Date.

General information

How to say the year
1900   nineteen hundred
1906   nineteen hundred (and) six
        nineteen oh-six

1998   nineteen ninety-eight
2000   two thousand
        twenty hundred

2002   two thousand (and) two
        twenty oh-two

2010   two thousand (and) ten

You normally «split up» the year in tens.
1985 is split up in 19 and 85 – nineteen eighty-five.
From 2000 until 2009 the year is normally not split up. You say: two thousand; two thousand (and) one. The word «and» is often left out.

Writing and saying the date in *British English*
rule: day – month – year

				day	month	year
You write:				1st	January,	2010
You say:	The	first	of	January		two thousand (and) ten

Note: the two letters at the end of the number and the comma are often left out.

Writing and saying the date in *American English*
rule: month – day – year

			month	day	year
You write:	January,			1st	2010
You say:	January	the	first	two thousand (and) ten	

Sample sentences and the correct prepositions
I was born in 1999. (Use **in** with the year.)
I was born in August. (Use **in** with the month.)
I was born on 12th May, 2000. (Use **on** in the complete date.)

Sometimes BC or AD is added after the year.
1060 BC (ten sixty Before Christ).
1060 AD (ten sixty Anno Domini) – this comes from Latin.

It is common to use numbers instead of months
the thirteenth of November two thousand (and) ten.

British English
13/11/2010
13-11-2010
13.11.2010

American English
11/13/2010
11-13-2010
11.13.2010

If you write 4/8/1995, it is the 4th August 1995 in Britain, but it is April 8th, 1995 in the USA.

Taken from http://www.englisch-hilfen.de/en/words/date.htm

4.   Some more on the net.

Practice to say / write the date. – URL: http://www.englisch-hilfen.de/ en/exercises/ various/date_pronunciation.htm

Do the exercises to spell the numbers correctly. – URL: http://www.ego4u.com/ en/cram-up/vocabulary/numbers/exercises

Practice to tell the time correctly. – URL: http://www.ego4u.com/ en/cram-up/ vocabulary/time/exercises

5.   Math vocabulary.

+	plus
2 + 2	Two plus two
–	minus
6 – 4	Six minus four
× or *	times
5 × 3 or 5 * 3	Five times three
=	equals
2 + 2 = 4	Two plus two equals four
<	is less than
7 < 10	Seven is less than ten
>	is greater than

12 > 8	Twelve is greater than eight
≤ 4 + 1 ≤ 6	is less than or equal to Four plus one is less than or equal to six
≥ 5 + 7 ≥ 10	is more than or equal to Five plus seven is equal to or greater than ten
≠ 12 ≠ 15	is not equal to Twelve is not equal to fifteen
/ OR ÷ 4 / 2 OR 4 ÷ 2	divided by four divided by two
1/2 1½	one half One and one half
1/3 3⅓	one third Three and one third
1/4 2¼	one quarter Two and one quarter
5/9, 2/3, 5/6 4⅔	five ninths, two thirds, five sixths Four and two thirds
% 98 %	percent Ninety eight percent

6. Test.

Check your listening to the numbers. – URL: http://esl.about.com/
library/beginnercourse/bl_beginner_course_lis_beg_number_
quiz.htm

SAFETY & HAZARD WARNING SIGNS

7. Read the information and do the tasks.

Safety and hazard warning signs are important elements in a workplace and
are necessary for the safety and well-being of workers, employers and the
general public. They are most common in workplaces with potentially
dangerous equipment or chemicals, but they can be seen anywhere where
there is a potential safety hazard. Different countries have their own

standards and regulations dictating the design and placement of safety and hazard warning signs.

Function

Workplace safety signs serve distinct purposes. They are bulletin warnings of potentially unsafe areas, and also alert people to the degree of danger that is present such as with chemicals being stored in certain areas. To avoid accidents and potential injuries at your place of employment, you would take different precautions for a flammable gas hazard than you would for a poisons chemical hazard. Safety signs are designed to help bring your attention to what should or should not be done in particular areas of your work place and aid you in better understanding what the potential danger is.

Employees who ignore the workplace safety signs risk causing themselves and fellow co-workers injury and even death. Because of the severity on non-compliance, employers are obligated by law to discipline those who fail to adhere to warning signs. Employers are also liable by law to post signs to protect and inform employees of compliance requirements.

Types

Workplace safety signs are not only color-coded, but also come in different shapes and sizes. A Prohibition sign warns that particular actions or behaviors are prohibited in certain areas such as «No Smoking» signs. A warning triangle which is yellow with a black border denotes a hazard is present such as a «High Voltage» signs or «Wet Floor» signs. Mandatory warning signs are blue and white and they notify you that certain actions must be taken, such as «Hard Hat Required» or «Protective Eyewear Required», in jobs related to construction or whenever there is a danger of being injured from airborne hazards.

Regulations

In the United States, the Department of Labor regulates safety and hazard warning signs at workplaces, through the Occupational Safety and Health Administration (OSHA). The federal Department of Transportation (DOT) regulates road and vehicle warning signs. Safety signs must be uniform in design and these standards are developed and published by the American National Standards Institute (ANSI).

Images

Often, safety and hazard warning signs incorporate more than the simple signal words caution, danger and warning, and are accompanied by a pictograph

which may depict the nature of the risk, or safety precautions that are necessary. This may also include a brief message such as «hardhats required». The image is designed to be nearly universally understandable. As with the signal words, the image and accompanying text are designed to stand out, typically in black on a white or yellow background.

Considerations

In every state in the United States warning signs such as the «Wet Floor» are required by law. If there are accidents in the workplace that are caused by hazards such as wet floors without warning signs being posted it can lead to lawsuits against not only the company, but the manager or supervisor on duty at the time of the accident or injury.

Hazardous Materials

The safety and hazard warning signs regulated by the DOT are less often seen but are present on most large vehicles used for shipping. United States federal law requires that vehicles used to carry dangerous goods must have hazardous materials placards attached to them. These diamond-shaped signs warn of flammable, radioactive or toxic materials and often have a numerical value allocated according to the severity of the danger. They are typically brightly colored and include a pictograph.

Taken from http://www.ehow.com/about_6599071_safety-hazard-warning-signs.html

8. Some more on the net.

Safety Sign Facts for Science | eHow.com http://www.ehow.com/about_6196863_safety-sign-science.html#ixzz2Ac6wJ5x6

9. Read about safety sign facts for science.

Symbols in science are important

There are a number of signs used for safety purposes in and around science labs, both in professional and educational settings. The signs usually have a symbol or a small amount of information that demonstrate their purpose and element of safety that needs to be observed. Science experiments require different levels of safety equipment and behavior, depending on the experiment. The signs around a lab inform scientists and students of the required gear and safety precautions.

Goggles

Safety signs on cabinets containing chemicals and posted throughout many classrooms or laboratories remind individuals to wear safety goggles when working with chemicals. Many chemicals used in scientific experiments can cause blindness or severe eye and skin irritation if the chemicals come into contact with an exposed part of the body. Signs will remind workers to put on goggles before handling chemicals.

Shower Station

Signs for a shower station frequently show a picture of eyes or running water, marking the location of the lab's emergency shower. An emergency shower or faucet is used when a person spills or splashes a dangerous chemical on himself. The shower sign is often displayed near the shower, making it easy to find in an emergency.

Disposal

When disposing of used or damaged lab materials, some objects and substances that must be handled differently to avoid exposing others to dangerous chemicals or causing environmental damage. These signs denote what to do with hazardous chemicals. In some cases, certain disposal containers are used for specific items. Images show the type of objects or waste allowed.

Biohazards

Bacteria, fungi and tools that have been used on biohazards – dangerous organic materials or chemicals – are represented by the biohazard sign. When a scientist is exposed to biohazards, she's normally required to wear protective gear. The hazardous material is often contained to specific sealed locations or inside containers that prevent the material from being exposed to the open air. Rooms that contain biohazards clearly display a sign on doors.

Considerations

There are other important safety signs, including the radioactivity image used when scientists work with radioactive material, the open flame sign that warns fire could cause an explosion and safety clothes signs that remind students and scientists to wear aprons or other gear for their safety and others. Safety signs are designed to warn and protect people conducting scientific experiments and others nearby by making everyone aware of any potential dangers associated with a classroom or laboratory.

http://www.ehow.com/about_6196863_safety-sign-science.html#ixzz2Ac6wJ5x6

10. Decide if the statement is True or False.

1. Different countries have their own standards and regulations concerning the design and placement of safety and hazard warning signs.
2. There can be a sign in the classroom or laboratories that reminds individuals to wear safety goggles when working with chemicals.
3. Workplace safety signs are not only colored in a special way, but also come in different shapes and sizes.
4. A warning triangle which denotes a hazard is usually blue and white with a black border («Wet Floor» sign for example.).
5. Safety signs are designed to warn and protect people conducting scientific experiments and others nearby by telling everyone about any potential dangers associated with a classroom or laboratory.

11. Match the signs with their descriptions.

a) This information is to prevent people from getting inside the closed territory because of the real danger for both sides.
b) These signs are used in areas of high voltage as well as areas where there may be uncontrolled energy bursts, such as lightning, which can be extremely dangerous
c) This sign may be placed on the fire extinguisher box to open in case of emergency.

d) This sign helps visitors and workers to remember to wear their personal safety equipment.
e) This sign is aimed to warn about the importance of having a free corridor.
f) The sign can be on the road to warn about not letting big lorries to enter the area.

1

3

5

2

4

6

All pictures are taken from google picture search engine

12. Think of your own sign that you would like to have at your workplace. Draw a picture.

13. Watch about «How to build a turbine».
http://www.youtube.com/watch?v=OIivg-__nZI

14. Write your instructions about how to apply some equipment you use for teaching / working in laboratory / doing the research.

Use: at first, then, after that, later, after some time, finally.

For example: **To use a laser pointer you don't need any special skills. At first you take it into the hand, press the button on it and then point onto the place in your graph or presentation. After that you can move the pointer in such a way to attract attention to the words you wanted to. Finally, switch it off.**

SECTION 4

KEY AND PROFESSIONAL COMPETENCES

Section 4 goal: to introduce the attendees into key and professional competences of a teacher in a technical university.

Section 4 objectives:
- to practice metalanguage to talk about key and professional competences;
- to practice key competences which are sufficient for a teacher-engineer in a technical university.

Section 4 outcomes.

After completing the section the attendees will:
- use proper vocabulary to talk about key and professional competences in teaching;
- describe characteristics of a teacher;
- distinguish the stages of such important activities and time management, brainstorming and problem solving.

COMPETENCES OF AN ENGINEER

1. Match the beginning and the ending of the phrase.

1) concentrate	on	a) changing environments
2) contribute	to	b) what societies value
3) calls	for	c) solving problems
4) adjust	with	d) the development of critical thinking
5) cope	out	e) the manifold complex demands
6) depend		f) an overall successful life
7) carry		g) a task successfully

2. Match the word to its definition.

1) cognitive	1. the complex of social and cultural conditions affecting the nature of an individual or community
2) environment	2. complex

3) flexible   3. responsive to change; adaptable
4) holistic   4. evident
5) marketplace   5. strong enough to continue existing or happening for a long time
6) observable   6. the world of business and commerce
7) sustainable   7. having a basis in or reducible to empirical factual knowledge

3. State if the following sentences are true or false, then read the article about the competences of an engineer.

                                                         True   False

1. Engineering jobs nowadays require well developed collaboration skills.
2. Communication to decision makers is normally beyond responsibilities of an engineer.
3. Higher education is not supposed to prepare an engineer for the demands of modern marketplace.
4. Professional competences cannot be developed but are inborn qualities.
5. Professional competences can be tested only in particular situations.
6. Cognition is the only basis of competences.
7. The choice of key competences depends on the needs of society.

4. Read and check.

An engineer of today no longer sits in the office and concentrates on solving technical problems on his own. In today's world he works together with different people from different disciplines. He must be able to explain his findings to experts as well as to clients and decision makers. He must adjust to changing environments and situations and find flexible solutions. University education must enable future engineers to meet the demands of industry, of an increasingly developing international marketplace and of society. To do so, it is necessary to (a) define relevant competencies and to (b) apply didactic methods which are suited to developing/strengthening these competencies.

Competences are defined as the ability «to meet demands or carry out a task successfully». Competences «consist of both cognitive and non-cognitive

dimensions». In some sources it is further stated that «competences are only observable in actual actions taken by individuals in particular situations». In others the authors define competences as «levels of knowledge, skills and experience required by an individual or group in relation to the range of jobs he, she or they may be called upon to perform».

Key competences are «important across multiple areas of life and contribute to an overall successful life and a well-functioning society. The definition and selection of key competencies depends on what societies value. Basic principles of human rights, democratic values, and objectives associated with sustainable development constitute a common, normative basis for selecting key competencies. Coping with the manifold complex demands and challenges of modern life facing individuals and society as a whole calls for the development of critical thinking and a reflective and holistic approach of life.»

5. Read the following key competences and arrange them into the three categories.

Acting autonomously	Using tools interactively	Functioning in socially heterogeneous groups

1) ability to act within the big picture/the larger context;
2) ability to cooperate;
3) ability to defend and assert one's rights, interests, responsibilities, limits, and needs;
4) ability to form and conduct life plans and personal projects;
5) ability to manage and resolve conflicts;
6) ability to relate well to others;
7) ability to use (new) technology interactively;
8) ability to use knowledge and information interactively;
9) ability to use language, symbols, and text interactively.

6. Read the following text about competences of an engineer and fill in the gaps with articles, where necessary.

As stated above, 1 _____ these competencies are relevant in 2 _____ multiple areas of 3 _____ life. 4 _____ degree of 5 _____importance of 6 _____ single competencies depends on 7 _____ specific characteristics of 8 _____ context of 9 _____ individuals and 10 _____ groups.

11 _____ required level of competence equally depends on 12 _____ specific context.

Performing successfully as 13 _____ engineer requires 14 _____ medium to high level of competence in 15 _____ all competencies mentioned above.

16 _____ development of these competencies is 17 _____ life-long process which starts in 18 _____ early childhood and is not concluded on acquisition of 19 _____ university degree. In 20 _____ fact, education at 21 _____ university level marks 22 _____ key period in defining and developing 23_____ students' personalities.

7. **Read the following text about competences of an engineer and fill in the gaps with the correct tense forms of the verbs in brackets.**

A wide range of competencies 1 _____ (develop) within this setting. We describe competencies using the terminology of J. Gonzales and R. Wagenaar. They 2 _____ (divide) the competencies into *instrumental*, *interpersonal* and *systemic* competencies.

Instrumental Competencies

Instrumental competencies 3 _____ (include) cognitive abilities, methodological capacities, technological and linguistic skills. Students 4 _____ (use) different instrumental competencies during their project.

They 5 _____ (need) to *analyze* and *understand* the field of enquiry to develop their own project idea.

They must *communicate* within their group, i.e. they must be able to communicate with colleagues from other disciplines. Students also 6 _____(require) to report to their coaches and discuss current project ideas with them. Students need to *plan* their project and to *organize* their tasks. To define their own project and to find a solution, they must *retrieve* and *analyze* information from different sources. Furthermore, a successful project 7 _____ (depend) on *problem-solving* and *decision-making* competencies. A wide range of instrumental competencies 8 _____ (foster) through the project assignment.

Interpersonal Competencies

The students 9 _____ (work) on their project in a *multidisciplinary team*. Inherent in their work is the development of a wide array of competencies. They must become aware of, be willing to defend and assert their personal

professional interests, strengths, limits and needs. They should develop an interest in and accept contributions and criticism from other persons and disciplines. They must learn to function in a heterogeneous group: cooperating, assuming responsibilities, and managing and resolving conflicts. These competencies 10 _____ (assess) continually during the term.

Systemic Competencies

The projects 11_____ (allow) students to apply their professional knowledge and to gain research skills in *finding solutions* to the problem they defined. *Creativity* 12 _____ (require) in *developing new ideas*.

During the project, students *acquire new knowledge* and *apply* it. As problem-based learning in multidisciplinary teams 13 _____ (be) new to our students, they have to *adapt to new situations*.

Abridged from http://www.cclass.ch/Dokumente/34thEES-Class.pdf

8. Answer the question.

Can you name the basic competences of a future engineer and then define some of the university lecturer?

PROBLEM SOLVING

9. Answer the questions.

1. What kind of decisions do you have to make at work?
2. What's the hardest decision you've ever had to make?
3. How do you solve the problems you have?

10. Read about problem-solving techniques.

The following techniques are usually called problem-solving strategies:

1. *Abstraction:* solving the problem in a model of the system before applying it to the real system.
2. *Analogy:* using a solution that solves an analogous problem.
3. *Brainstorming:* (especially among groups of people) suggesting a large number of solutions or ideas and combining and developing them until an optimum solution is found.
4. *Divide and conquer:* breaking down a large, complex problem into smaller, solvable problems.
5. *Hypothesis testing:* assuming a possible explanation to the problem and trying to prove (or, in some contexts, disprove) the assumption;

6. *Lateral thinking:* approaching solutions indirectly and creatively.
7. *Means-ends analysis:* choosing an action at each step to move closer to the goal.
8. *Method of focal objects:* synthesizing seemingly non-matching characteristics of different objects into something new.
9. *Morphological analysis:* assessing the output and interactions of an entire system.
10. *Proof:* try to prove that the problem cannot be solved. The point where the proof fails will be the starting point for solving it.
11. *Reduction:* transforming the problem into another problem for which solutions exist.
12. *Research:* employing existing ideas or adapting existing solutions to similar problems.
13. *Root cause analysis:* identifying the cause of a problem.
14. *Trial-and-error:* testing possible solutions until the right one is found.

http://en.wikipedia.org/wiki/Problem_solving#Problem-solving_strategies

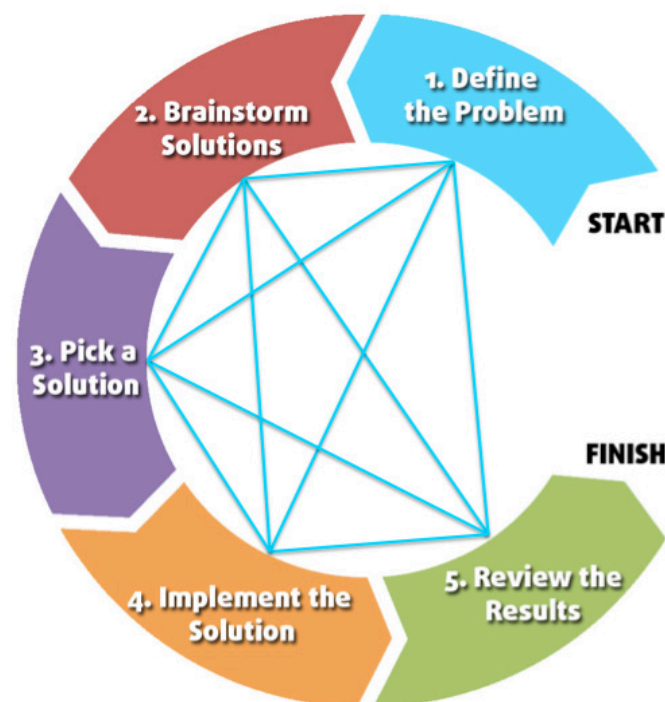**11. Look at the diagram and explain the way you can solve a problem (see Fig. 5).**

Fig. 5. Problem-solving technique

12. Answer the question and do the task.

Do you have a special procedure for dealing with complex problems?
Complete the checklist below using the verbs in the box below:

review	select	criticize	brainstorm	invite	define
draw up	break	explore	restate	eliminate	assign

Step	Activities
Step One: (1) _____ the basic problem	(2) _____ the problem down into parts (3) _____ the problem as a challenge
Step Two: (4) _____ ideas	(5) _____ everyone to speak (6) _____ nothing at this stage
Step Three: (7) _____ your ideas so far	(8) _____ the possibilities of each idea (9) _____ impractical suggestions
Step Four: (10) _____ the best solution	(11) _____ an action plan (12) _____ different tasks to different people

13. The following sentences were used in a problem-solving meeting. Match each sentence with steps from the previous task.

Step	Step One	Step Two	Step Three	Step Four
Sentences				

   a. Now, what we need are as many ideas as possible.
   b. How could we make this idea work?
   c. On balance, I think we should go with this idea.
   d. Let's think about what we can do, instead of what we can't.
   e. I'd like to hear what you all have to say.
   f. OK, basically, the problem is this.
   g. OK, let's see what we've got so far.
   h. I think we'll have to reject this idea for now.
   i. Now, how do we implement this?
   j. OK, that's a nice idea.
   k. Joanne, can I leave the details to you?
   l. I think there are three main aspects to the problem.

R **14. Read about time management.**

Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity.

Its goal is to maximize the overall benefit of a set of other activities within the boundary condition of a limited amount of time.

Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects, and goals complying with a due date. Initially, time management referred to just business or work activities, but eventually the term broadened to include personal activities as well. A time management system is a designed combination of processes, tools, techniques, and methods. Time management is usually a necessity in any project development as it determines the project completion time and scope.

The major themes arising from the literature on time management include the following:
- Creating an environment conducive to effectiveness.
- Setting of priorities.
- Carrying out activity around those priorities.
- The related process of reduction of time spent on non-priorities.
- Incentives to modify behavior to ensure compliance with time-related deadlines.

Time management has been considered to be a subset of different concepts such as:

Project management. Time Management can be considered to be a project management subset and is more commonly known as project planning and project scheduling. Time Management has also been identified as one of the core functions identified in project management.

Attention management. Attention Management relates to the management of cognitive resources, and in particular the time that humans allocate their mind (and organize the minds of their employees) to conduct some activities.

Personal knowledge management. A collection of processes that a person uses to gather, classify, store, search, retrieve, and share knowledge in his or

her daily activities and the way in which these processes support work activities.

http://en.wikipedia.org/wiki/Time_management
http://en.wikipedia.org/wiki/Personal_knowledge_management

15. Answer the questions.

1. What do you do to manage your personal time?
2. What do you do to manage your work labour?
3. Which time management technique do you find the most successful?

16. Read the following time management tips and say which you would recommend to your students to improve their learning progress.

Here are some tips to help you:

- Make a to-do list. It seems corny, but actually putting down on paper the things you have to get done, and watching the list grow shorter as the day progresses, can be a wonderful way to boost your productivity.

- Schedule blocks of time for each task. If you have not given yourself enough time to finish your taxes, but you must move on to something else, try to make up time with another task on your list. This way, you can get everything done that you must, and improve your time management skills.

- Mark your list in order of priority. The most important tasks should be tackled first. There are some things you may have to put off from one day to the other, but the point of improving time management skills is to get the important tasks and errands taken care of regularly.

- Be reasonable about what you can accomplish each day. You need to start by seeing where you have free time and could be more productive in the future. It may mean that you have to cut your television time in half, but your daily lists can become manageable with time.

- Cut your larger projects down to size. If you have a goal of putting all of your photos into albums, but cannot find the large quantity of time to do it all at once, try doing one event, box or set of pictures at a time. This way you can see progress, and by doing a bit every day you'll have it done in a matter of weeks.

- Pair things up to improve your time management skills. Instead of ditching your sister when she calls, use the time on the phone with her to do a mindless task like loading the dishwasher or sweeping the front stoop. Staying in touch with family and friends is important, but it doesn't mean you should sit idly by while chatting.

- Take the time to relax. As you improve your time management skills, you can carve out stretches of time in every day to do the things you want. That is the whole point. So, when you have done most or all of your to-do list for the day, and you have no commitments, sit down and reward yourself with a book, puzzle or your journal.

Read more: How to Improve Time Management Skills | eHow.com
http://www.ehow.com/how_2295154_improve-time-management-
skills.html#ixzz2Am4PHNB9

17. EAP TOOLKIT.
### Study the links.

- **Consider your own use of time in general, and practise planning how to use your study time in the most effective way.**
https://www.elanguages.ac.uk/tomsk/learning/managing_your_study_time.html

- **Explore the differences between short and long-term goals, and identify and plan how to achieve short and long-term goals of your own.**
https://www.elanguages.ac.uk/tomsk/learning/setting_your_own_goals_and_targets.html

- **Consider which tools and conditions are important for creating a good study environment and find out whether or not your own study habits will help you to work well.**
https://www.elanguages.ac.uk/tomsk/learning/the_best_conditions_for_learning.html

- **Consider how to plan and organise the work involved in producing a written assignment and then estimate the amount of time the different stages are likely to need.**
https://www.elanguages.ac.uk/tomsk/learning/planning_how_to_meet_your_workload.html

- **Consider ways of deciding which study tasks to prioritise and apply this to your own workload.**
https://www.elanguages.ac.uk/tomsk/learning/prioritising_study_tasks.html

- **Identify the typical causes and symptoms of stress in student life and turn stress to your own advantage.**
  https://www.elanguages.ac.uk/tomsk/learning/understanding_stress.html

- **Explore some different ways of coping with stress and find out about some practical strategies that can also be adopted to combat stress.**
  https://www.elanguages.ac.uk/tomsk/learning/managing_stress.html

GOOD TEACHER CHARACTERISTICS

18. Give your associations to the word partnership «good teacher». Fill in the spidergram.
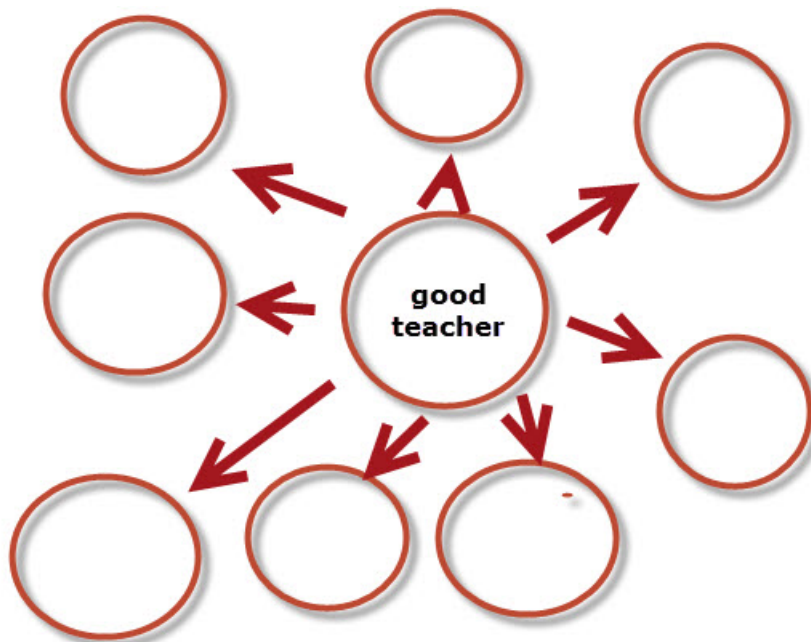
19. Read about the characteristics of a good teacher. See if they match yours from the spidergram.

Being a GOOD TEACHER

Look at Top 5 (Plus 14) Character Traits Of Superior Teachers. If you want to be a great teacher, these are the things you should begin to develop first. Give your opinion about what are the most important traits of great teachers and why.

Top 5 Character Traits of Great Teachers:
1) inspire the student and never let them settle for anything less than their best;

2) compassionate, caring, making the student feel important and welcomed, with a personal connection with him;
3) demanding, pushing hard;
4) with a great sense of humor;
5) have knowledge of the subject matter.

Other special features:
1) is not afraid of what other people think;
2) has passion for the subject matter;
3) challenges the students to think beyond just the answer in the textbook;
4) listens to the students' ideas;
5) teaches the students new things;
6) a terrific fund raiser;
7) keeps things interesting;
8) interactive;
9) adds personal elements to the classroom;
10) organized;
11) isn't fake or shallow with comments to students;
12) disciplined;
13) confident;
14) a problem solver, rather than simply problem identifier.

Taken from: http://sywtt.com/dJqjbw

LIFELONG LEARNING

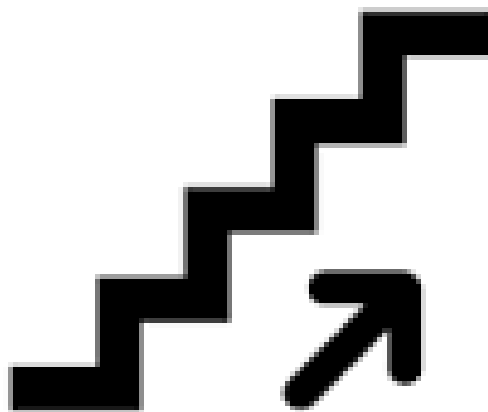**20. Have a look at Fig. 6 and mark the steps of your professional development process on its stairs.**

Fig. 6. Professional development steps

R **21. Read the article about self-development 'Lifelong learning' and explain in your words what it is.**

Lifelong learning is the concept that «It's never too soon or too late for learning», a philosophy that has taken root in a whole host of different organisations. Lifelong learning is attitudinal; that one can and should be open to new ideas, decisions, skills or behaviours. Lifelong learning throws the axiom «You can't teach an old dog new tricks» out the door. Lifelong learning sees citizens provided with learning opportunities at all ages and in numerous contexts: at work, at home and through leisure activities, not just through formal channels such as school and higher education.

Lifelong education is a pedagogy often accomplished through distance learning or e-learning, continuing education, homeschooling or correspondence courses. It also includes postgraduate programmes for those who want to improve their qualifications, bring their skills up to date or retrain for a new line of work. Internal corporate training has similar goals, with the concept of lifelong learning used by organisations to promote a more dynamic employee base, better able to react in an agile manner to a rapidly changing climate. In later life, especially in retirement, continued learning takes diverse forms, crossing traditional academic bounds and including recreational activities.

One of the reasons why lifelong education has become so important is the acceleration of scientific and technological progress. Despite the increased duration of primary, secondary and university education (14–18 years depending on the country), the knowledge and skills acquired there are usually not sufficient for a professional career spanning three or four decades. The European Union adopted a Communication in October 2006 entitled «It's never too late to learn». This document suggests lifelong learning to be the core of the ambitious Lisbon 2010-process, in which the whole of the European Union should become a learning area. The OECD is also conducting research on lifelong learning.

See http://www.oecd.org/dataoecd/10/2/38500491.pdf
Qualifications frameworks and lifelong learning

22. Discuss with your partners the options of professional development at TPU.
Which opportunities does it provide and why?
Which of them do you use and why?

SECTION 5

TEACHING PRACTICE

Section 5 goal: to introduce the attendees into effective methods of teaching and lesson planning.

Section 5 objectives:
- to discuss effective teaching methods;
- to practice lesson planning;
- to revise basic tips on proper lecturing.

Section 5 outcomes.

After completing the section the attendees will<
- apply various methods to make lectures more effective;
- follow the pattern when planning a class;
- use appropriate vocabulary to talk about effective teaching methods.

EFFECTIVE TEACHING METHODS

R   **1.   Read about effective teaching methods.**

Teaching is that profession where the success of the teacher depends on the results achieved by the students but there have been such teachers who have made even the worst of students the best of learners. So it is evident that understanding of a subject taught by a teacher depends on the methods of teaching applied by that teacher. Methods make the material easier to comprehend and assimilate. A teacher would only pay attention towards his methods only when he is completely dedicated towards his profession and if his profession is his passion. There are some effective teaching methods that afford the teacher to get better results from his students in terms of comprehension and reproduction of the material.

Firstly, it is important for the teacher to plan thoroughly and set goals for himself or herself and also for his or her students so that they aim and work towards that goal and when they fail to achieve the target they realize it before it is too late and work upon it.

Secondly, it is important that the teacher underlines the key concepts of a lesson or chapter so that the students learn to identify the main ideas that

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they need to understand and study the material. Besides, it is important that the teacher establishes an interactive environment in the classroom so that the students can speak out and the teacher can also understand which concepts have been studied and understood well and which have not been.

Also, it is advisable to revise the topic that you did in the previous class since revision makes things easier to remember and recollect. Oral questioning of the students or written test helps to revise the previously done things so that you can also assess their understanding.

Definitely, it is quite important to use visual aids in teaching since pictures and images work better than words. Take help of maps and pictures so that the knowledge that you are imparting does not seem vague for the students. Power point presentations and slide shows are inevitable parts of lecturing today.

Different class management also helps to make the process versatile and interesting. After you studied a certain topic divide the class into several groups where in each group there should be a mix of good and average students and grade them on team performance so that the average students copes up with the difficulties with the help of the better student. There are some students who cannot assimilate the routine and inhibited classroom academics but on the other hand they respond well to experiments and demonstration.

Adapted from Buzzle:
http://www.buzzle.com/articles/effective-teaching-methods.html

2. State if the following sentences are TRUE or FALSE according to the article.
   1. The understanding of the material taught by a teacher always depends on the methods of teaching applied by that teacher.
   2. There are hardly any effective teaching methods that afford the teacher to improve the students' comprehension.

3. State if the information in the following sentences is TRUE, FALSE or NOT GIVEN according to the article.
   1. Tests don't help to revise the information and can't always show the real understanding of the material in case of luck/cheating for example.
   2. Grouping the students with different abilities makes the studying process more interesting and beneficial for all.

4. Which of the following was not suggested as an effective method of teaching students (several answers are possible):

a) speaking louder;
b) identification of the main ideas;
c) setting goals;
d) using visual aids;
e) maintaining the discipline;
f) revision of the topic.

5. Some more on the net.
Read more about teaching methods0
http://teach.com/what/teachers-teach/teaching-methods

6. Answer the following questions.

1. What is a teaching method?
2. What does the choice of a teaching method depend on?
3. What are the two main teaching approaches?
4. What is meant by «classroom demographic»?
5. How can subject areas affect the choice of the teaching method?
6. How do you personally choose a teaching method?

7. Arrange the following teaching methods into the categories.

Direct instruction   Inquiry-based learning   Cooperative learning

Teacher-centered approach	Student-centered approach

8. 'Effective teaching methods':

http://dop.tpu.ru/mod/forum/view.php?id=7048

Nowadays many active methods are being adopted to give quality education. The methods like role-play, story or games, seminars, presentations, workshops, conferences, brainstorming, case study, educational trips and modern audio-visual aids like documentary films, computers, internet, etc. have been introduced in education. These new methods have increased the pace of learning and understanding. This also enhances the capability of the students to research and logically think for a given problem.

Do you agree? Go to MOODLE course and write your opinion about what methods work best and give the example from your life.

LESSON PLANNING

R **9.** **Read about lesson planning and lesson components.**

A lesson plan is a teacher's detailed description of the course of instruction for an individual lesson. While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:
- The «title» of the lesson.
- The amount of «time» required to complete the lesson.
- A list of required «materials».
- A list of «objectives». These may be stated as «behavioral objectives» (what the student is expected to be able to «do» upon completion of the lesson) or as «knowledge objectives» (what the student is expected to «know» upon completion of the lesson).
- The «set» or lead-in to the lesson. This is designed to focus students on the skill or concept about to be instructed. Common sets include showing pictures or models, asking leading questions, or reviewing previously taught lessons.
- The «instructional component». This describes the sequence of events which will take place as the lesson is delivered. It includes the instructional input – what the teacher plans to do and say, and guided practice – an opportunity for students to try new skills or express new ideas with the modeling and guidance of the teacher.
- The «independent practice». This component allows students to practice the skill or extend the knowledge on their own.
- The «summary». This is an opportunity for the teacher to wrap up the discussion and for the students to pose unanswered questions.
- The «evaluation». Some, but not all, lessons have an evaluative component where the teacher can check for mastery of the instructed skills or concepts. This may take the form of a set of questions to be answered or a set of instructions to be followed. The evaluation may be formative; that is to say, used to guide subsequent learning, or summative; that is to say, used to determine a grade or other achievement criterion.

- The «analysis». Often not part of a lesson plan, this component allows the teacher to reflect on the lesson and answer questions such as what went well, what needs improving, and how students reacted to the lesson…'The exact format chosen for a lesson plan will be driven by school requirements and personal tastes of the teacher, in that order. «Unit plans» follow much the same format, but are intended to cover an entire unit of work, which may be delivered over several days or weeks.

In today's constructivist teaching style, the individual lesson plan may not be required. Specific objectives and timelines may be included in the unit plan, but lesson plans are more fluid as they cater to student needs and learning styles.

Taken from http://en.academic.ru/dic.nsf/enwiki/1402930

10. Practice task. Read the teachers' beliefs, discuss them in pairs, analyze your way and identify the best.

(Joseph*) I always plan every lesson in detail and in advance. Constant planning helps to achieve good results.*

(Ludmila) *Careful planning is very important but teachers need to be able to adapt their plan to suit the circumstances. It can be a good idea to take a theme as your basis when planning a series of lessons. When considering themes, I start with a list of topics that are of interest to a particular students' level.*

(Anna) *I am an experienced teacher and aware of my teaching aims, so I never write my plans down. I have a draft in my diary and a more or less clear picture in my head.*

(Samuel) *I usually rely on the lesson format given in the coursebook/ teacher's book. Why invent anything if professionals have already done it.*

(Tatyana) *My plan usually looks like brief sketchy notes. I try to follow it during the class but allow minor deviations in terms of timing, etc.*

11. Some more on the net.
   Read more about standard lesson structures which have been used by various library staff at Cardiff University.
   http://ukcle.ac.uk/resources/teaching-and-learning-strategies/lesson-materials-and-teaching-aids

12. Test.
   Match the parts to make up a phrase from the text.

1)	class	1.	goals
2)	cope up	2.	the key concepts
3)	establish	3.	to experimenting
4)	respond well	4.	an interactive environment
5)	revise	5.	with the difficulties
6)	set	6.	aids
7)	underline	7.	the material
8)	visual	8.	management

13. Read and identify 5 Most Common Ways of Teaching.

Group Presentations	Lecture	Homework	Class Discussion	Lecture and Discussion

Teachers can present some information using multiple teaching styles.

The most common teaching methods are used because they have a proven track record of success. While each teaching method engages students in different ways, each has its advantages depending on the information you are teaching. Knowing the differences between these methods helps you select the technique that is best for your class and your personal teaching style.

1 _____ A pure teaching method allows an instructor to present a large amount of information in a clear, factual presentation. During the process, students remain quiet, taking notes on the information the teacher presents and refrains from commenting on the information. After it, teachers can invite student questions to clear up any confusing points for the students. This method is most effective when a teacher needs to relate factual, noninterpretive information to a group of students, such as in a math, history or science class.

2 _____ involve teachers presenting information to a class, but periodically asking students questions or inviting students to comment on the lesson. During the lecture, students remain quiet while the teacher is speaking, offering comments and questions only when the instructor invites them to participate. This method is most effective when a teacher is discussing a subject, which is highly interpretive, such as a literature class

where students need certain information from the lecture to form an educated response.

3 _____ is a guided learning activity where the instructor is a guide more than a demonstrator, encouraging students to lead the class with questions and statements. This involves the teacher leading the class discussion, contributing important information, asking probing questions to the students and helping to keep the discussion moving forward. This method is most effective when a teacher wants to encourage critical thinking in students, such as a philosophical discussion.

4 _____ allow students to teach the class for a short period, after spending time studying one aspect of the course. Instructors can then take on the role of the attentive student, demonstrating how students can actively play a role in class discussions by asking informed questions during class. This method is most effective in subjects that are easily divided into blocks of information, such as a history, divided by eras; literature, divided by periods or critical approaches; or sociology, divided by specific theories, class.

5 _____ is a vital teaching tool, giving students the ability to practice the techniques and skills they learned in class. Homework reinforces the lesson, while helping students develop questions and observations they can ask the teacher later in class. Instructors assign homework as an element of any other teaching method, as it is an effective teaching tool for many class constructs.

LECTURING

14. Answer the questions.

1. Try to remember the speaker you were impressed once. Why did he / she succeed?
2. What do you think of an ideal lecturer?
3. What should he / she avoid doing?
4. When is a lecture a success / failure?

15. Reading.

Lesson structure for a lecture

Typically, a lecture takes the following format:
- beginning – attract attention, explain topic benefits to audience, draw attention to the learning outcomes, outline talk, set out any ground

rules (whether you expect students to take notes, when to ask questions, etc.);

- middle – the substance of the topic, ask audience questions to keep attention and carry discussion forward;
- end – summarise main points;
- questions – ask for questions from audience.

Lectures may be given by one person or more, using a team approach. Short contributions by a number of lecturers can help to sustain student interest.

Taken from http://ukcle.ac.uk/resources/teaching-and-learning-strategies/planning

16. Reading.

Notes on Lecturing
(Adapted from Phil Race, Higher Education consultant)

Getting off to a good start

The art of lecturing is learned by trying to do it! However, some guidelines can help you start to develop this art. Think about your own ideas at the end. (If you're an old hand, these points may seem like stating the obvious of course. If you're new to lecturing however, they may help you start off more comfortably.)

Don't be late! Make sure that you're at the right room at the right time. You don't have to actually start at the advertised time if half the students aren't there yet, but it's important to be seen to be there, ready to start.

Chat to the nearest students while people are settling in. Ask them 'How's the course going for you so far?' for example. Ask them 'What's your favourite topic so far?' or 'What are the trickiest bits so far?'

When you're ready to start, **capture students' attention**. It's often easier to do this by dimming the lights and showing your first slide, than by trying to calm down the pre-lecture chatter by talking loudly.

Introduce yourself, when it's your first lecture with a group. Say a few words about who you are, where you come from, what you're doing now, and what you plan to do.

17. Test.
Check yourself: TRUE or FALSE.
All the tips above are concerned with the beginning of the lecture.

18. Reading.

Notes on Lecturing
(Adapted from Phil Race, Higher Education consultant)

Pointing your students in the right direction

Tell your students **what** they should expect **to get out of the lecture**. It's useful to do this using visuals, so they can see what you're going to do rather than just hear it. Let students know what they should expect to be able to do by the end of the lecture. Find out how many students can do these things already – and adjust your approach accordingly!

Help students to **place the lecture in context**. Refer back to previous material – if there was any (ideally with a short summary of the previous lecture at the beginning) and give them forewarning of how this will relate to material they will cover later.

Let the students know how you are **planning the lecture**. **Tell them** what the lecture will cover and give them signposts so they know where you are going. You might start, for example, with an overhead projector slide showing your main headings at the beginning of the lecture, and put it back on screen at intervals, pointing to the stage reached. You can use it once more at the end as the basis of your summary. Students who can make sense of the structure of a lecture tend to learn more effectively.

19. Test.
Check yourself: TRUE or FALSE.
All the tips above are aimed at making students more involved in the process.

20. Reading.

Notes on Lecturing
(Adapted from Phil Race, Higher Education consultant)

Face the class when using the overhead projector. Practise in a lecture room using slides as an agenda, and talking to each point listed on them. With an overhead projector, you can face the class when talking to a computer screen with your presentation, and by using a laser pointer you can draw attention to the particular point on which you are elaborating.

Ask the students how you are doing. From time to time ask «Can you hear me?», «Am I going too fast?», «Is this making sense to you?». Listen to the answers and try to respond accordingly.

Watch the body language of your audience. You'll soon learn to recognise the symptoms of 'eyes glazing over' when students are becoming passive recipients rather than active participants. That may signal the time for one of your prepared anecdotes.

Give your students **things to do.** Just about all students get bored listening for a full hour, so break the session up with small tasks such as problems for students to work out themselves, applying the item you have just described, reading tasks, or small discussion tasks with the students nearest to them. These 'interruptions' will help them to concentrate harder on what you are telling them when you resume.

Use handout material to spare students from copying down lots of information. It's better to spend time discussing and elaborating on information that students can already read for themselves.

Don't tolerate poor behaviour. You don't have to put up with students talking, eating or fooling around in your lectures. Ask them firmly but courteously to desist, and as a last resort, ask them to leave. If they do not do so, you should leave yourself for a short period to give them a cooling down period. Make your standards clear, and students will (normally) abide by them, particularly if you avoid sarcasm, vacillation and spitefulness yourself.

21. Test.
   Check yourself: choose the best heading of the part you've read:
   1. Class management problems.
   2. Keeping your students under control – productively.
   3. Evaluation stage.
   4. Get them asking questions – and ride with them.

22. Reading.

Notes on Lecturing
(Adapted from Phil Race, Higher Education consultant)

Genuinely **solicit students' questions**. Don't just ask 'any questions' as you are picking up your papers at the end of a class. Treat students' questions with courtesy even if they seem very basic to you. Repeat the question so all students can hear, and then answer in a way that doesn't make the questioner feel stupid. Students' questions in lectures are often a good gauge of what they are learning, so value them.

Don't waffle when stuck! Don't try to bluff your way out of it if you don't know the answers to some of the questions. Tell the questioners that you'll find out the answers to their questions before your next lecture with them – they'll respect you more for this than for trying to invent an answer.

Ask questions of your audience. Ask the question first, then pick on a student either by pointing, or (if you know them) quoting their name. This means that everyone should be thinking of their answer to your question, and not just the person you happen to end up asking.

Coming towards an end

Don't feel you've got **to keep going** for the full hour. Sometimes you will have said all you need to say, and still have ten or fifteen minutes in hand. Don't feel you have to waffle on. It may come as a surprise to you, but your students may be quite pleased to finish early occasionally!

Have **things** for students **to do at the end**. If you find that you're finished with time to spare, you may like to give students a final task, such as making a 5-minute summary or mind-map of your lecture, and comparing with their neighbours' attempts.

Bring your lecture **to a solid ending**. Keep an eye on the time, and when there are only about 5 minutes to go, start summing up and reminding your students what the principal learning points were from your lecture.

Be your own critical friend. Within an hour or two of each lecture you give, try to find five minutes to jot down your own notes about what went well, and what could have gone better.

23. Test.
Check yourself: TRUE or FALSE.
All the last tips were devoted to the ending of the class and getting feedback.

Adapted from http://www.londonmet.ac.uk/deliberations/lecturing/race.cfm

24. Answer the question.

What is your own advice to the younger colleague who is preparing to give a lecture for the first time?

25. Listening and watching.

http://www.freesciencelectures.com/video/walter-lewin-makes-a-battery-out-of-cans-and-water/

26. Watch the lecture and answer the questions.

1. What is the subject he teaches?
2. Did the speaker succeed?
3. In what way are your lectures similar / different from the given?

27. Moodle: http://dop.tpu.ru/mod/forum/view.php?id=7120

Go to the link and watch the part of a lecture and give your opinion on about the objectives of the demonstration, kinds of visuals used by Professor Walter Lewin and how successful it was.

SECTION 6

IMPROVING LEARNING PROCESS

Section 6 goal: to introduce the attendees into effective methods of improving the student learning process and create student autonomy.

Section 6 objectives:
- to learn the concept of student autonomy;
- to practice basic methds of raising student motivation.

Section 6 outcomes.

After completing the section the attendees will:
- recognize and apply the possible methods of creating student autonomy into the teaching process;
- use methods of raising student motivation, various speech registers and acquire the academic register features;
- use appropriate vocabulary to talk about student autonomy and motivation.

AUTONOMOUS LEARNER

1. **Give your associations to the word «autonomous learner». Fill in the spidergram.**
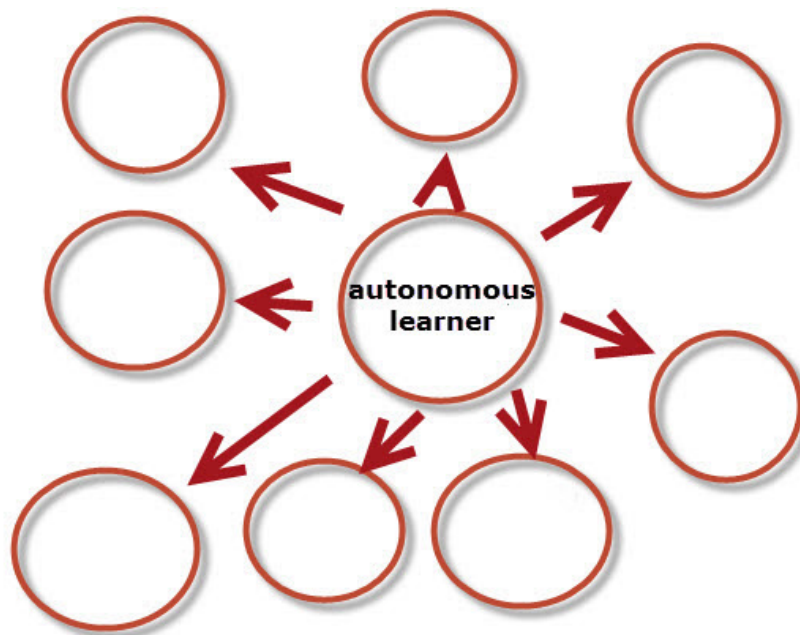
2. Give your definition of the autonomous learner.

3. Read about the characteristics of an autonomous learner.

The characteristics of the autonomous learners are:
- active and thinking, able to identify what's been taught;
- aware of the teacher's and their personal objectives;
- able to choose their own learning strategies and implement the best of them;
- good at self-assessment to monitor their own learning.

4. Answer the questions.

1. Do you agree with the information above? Give your opinion on autonomous students and give the example from your life.
2. Do you agree that web-based teaching environment (e-learning, Moodle…) provides the learners with the information and necessary tools of learning and fosters students' autonomous learning competence?

5. Some more on the net.
   Read more about «College English Teaching Under Web-based Context and Autonomous Learning».
   http://cscanada.net/index.php/ccc/article/view/j.ccc.19236700201 10703.319/1939

6. Moodle course.

   http://dop.tpu.ru/mod/forum/view.php?id=7109 write in a forum your opinion and share the ideas of motivating your students to be more autonomous.

7. Comment on the words:

   «Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.»
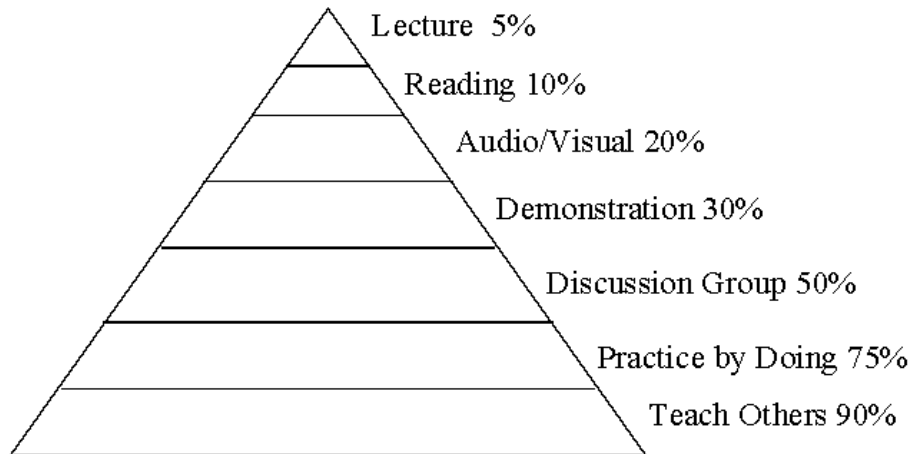
   (Confucius 450 BC)

8. Look at the pyramid below and describe it (see Fig. 7).

a. Do you agree with the figures?

b. How can you explain it to your students and make them more effective in learning your subject?
c. What does it mean in terms of autonomous learning?

Pyramid Learning (Avg. Retention Rates)

Lecture 5%
Reading 10%
Audio/Visual 20%
Demonstration 30%
Discussion Group 50%
Practice by Doing 75%
Teach Others 90%

Jerome S. Brunner - The Process of Learning

Fig. 7. Pyramid learning

EAP TOOLKIT.
Study the links and:

- **Explore the kinds of study skills that you need to develop for active and reflective learning.**
  https://www.elanguages.ac.uk/tomsk/learning/active_and_reflective_learning_skills.html

- **Reflect on how you deal with the feedback you receive and then consider how you can make use of tutor feedback to improve your work.**
  https://www.elanguages.ac.uk/tomsk/learning/using_tutor_feedback_to_improve_your_work.html

- **Explore what is involved in collaborating on study tasks with other students, identify the skills involved and learn some useful ways of managing tasks more easily when working as a group.**
  https://www.elanguages.ac.uk/tomsk/learning/working_with_other_people.html

MOTIVATION

9. Answer the following questions.

a. What do you think about the students' motivation?
b. Is it your problem?
c. Have you ever experienced either loosing or gaining motivation?

10. Read about the factors influencing learner motivation to study a foreign language and define the measures you take to raise the students' motivation to study your subject.

The status of English. Its perceived usefulness in school and after school.

Past learning experience. Students moving to one institution from another where there may have been a negative approach to English need to regain interest and faith in their ability to learn it.

Success and reward. If students have successfully completed previous tasks and lessons and been praised for their achievement then they are more inclined to make an effort.

The content of the lesson. This must be inherently of interest to the age range. They need to be able to identify with the topics chosen.

Self-confidence. Some learners are very disheartened by little failures and some are very nervous about making mistakes, so hindering their progress.

Length of time studying English. At the early stages of language learning everything is new and progress can seem rapid. This sense of achievement is lost or gets slower as the years pass. This is one of the reasons why children at primary school or in their first years of English at lower secondary seem so much more motivated than adolescents in upper secondary school.

Lack of challenge. To get a sense of progress and to create the feelings of effort that students associate with learning, we need to stretch them, e.g. don't tell learners something they can tell you, given a little guidance and encouragement. Help them to guess new words instead of jumping in with translations, or encourage them to try to correct their own mistakes on the basis of their knowledge.

A sense of difficulty. We can create a feeling that English is a difficult language without realising it, with chance remarks like 'there are lots of irregulars in English' or 'this isn't as simple as your language'. It is common to hear students say of their own language 'Italian is very difficult', 'French

grammar is very complicated'. More often than not these negative feelings have been induced by learning approaches which overemphasized difficulties and over-highlighted learners' errors. Such comparisons are fruitless and undermine confidence.

11. Tell how you deal with student motivation.

12. Watch the video on student motivation. Tell which tips you agree with and why.
http://www.youtube.com/watch?v=uWRSRtdkrag

FINAL REFLECTION TASK AND QUESTIONS

1. Make a presentation of a fragment of your lecture / workshop on your specialty in English.

- Formulate the objectives of your class, main stages of your presentation.
- Try to involve your audience in active participation.
- The other colleagues will evaluate your level of competence according to several criteria: contents, visual means, correct and appropriate foreign language and interaction.

2. Answer the following questions.
Self-assessment questions:

After completing the course 'Forming teaching competence in English'
I know how / I can:

1. Give examples of the phrases you can use to begin your lecture / workshop.
2. Start a class. Introduce yourself and your subject to your students.
3. One and the same group of your students is constantly 5 minutes late. Think of your possible reaction and practice it with your partner. What would you say?
4. Do you use warming-up techniques for the beginning of the class? What kind? What for?
5. How much are visual aids used at your lessons?
6. What equipment / instruments / natural materials do you usually use?
7. Give instructions for a group work / changing the activity / doing the project.
8. Invite a group of students to show their presentation.
9. Ask if everyone follows your explanations.
10. Ask the students to finish doing the lab work and put away the samples.
11. Give instructions how to write a report / article on your subject.
12. Give 5 tips for effective instructions in English.
13. Describe the device or equipment your students usually work with. Give instructions how to use it.
14. Give the examples of correcting the students' mistakes.

15. Explain the system of grading the students you usually apply.
16. What type of evaluation of your students do you mostly approve of? (oral evaluation, credits, other score scales).
17. Give your ideas of the end of the seminar / lecture.
18. Do you give any home task to your students? How do you motivate them?
19. What are five most important traits for a good scientific supervisor? Add your own ideas.
20. Prepare a short description of the process of a scientific research or article / dissertation writing.

KEYS

SECTION 1

English for spontaneous situations

17. Test

1 h	3 i	5 k	7 m	9 f	11 d, e	13 d, e
2 a	4 g	6 b, l	8 g, l	10 n	12 j	14 c

Agreeing, disagreeing, expressing opinion

24. Test
    1, 2, 5, 11, 12, 14 – Agree
    3, 4, 6, 7, 8, 9, 10, 13 – Disagree

SECTION 3

Safety & hazard warning signs

10. Practice
    Check the answers:
    1, 2, 3, 5 – True
    4 – False
11. Practice
    Matching   1 f   2 b   3 a   4 c   5 d   6 e

SECTION 4

Problem solving

12. Question
    TASK 1:

1. define	4. brainstorm	7. review	10. select
2. break	5. invite	8. explore	11. draw up
3. restate	6. criticize	9. eliminate	12. assign

13. Question

a 4	c 10	e 5	g 7	i 11	k 12
b 8	d 3	f 1	h 9	j 6	l 2

SECTION 5

Lesson planning

13. Test

1 Lecture	3 Class Discussion	5 Homework
2 Lecture and Discussion	4 Group Presentations	

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Eap toolkit

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2. http://learnenglish.britishcouncil.org/en/how/how-ask-someone-repeat-something - video and tasks on conversational English (asking to repeat)
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GLOSSARY

active methods	активные методы
apply … methods of teaching	применять … методы обучения
autonomous	самостоятельный
brainstorm	мозговой штурм
capture students' attention	удерживать внимание студентов
case study	изучение реального случая
class management	работа с классом
cheating on exam	списывание
comprehension	понимание
cope up with the difficulties	справляться со сложностями
different grouping	разная организация в группы
encourage critical thinking	поощрять критическое мышление
engage students in	вовлекать студентов в …
establish an interactive environment	устраивать интерактивное обучающее пространство
give signposts, present markers	давать указатели
guided learning activity	направляемая учебная деятельность
needs analysis	анализ потребностей
input	information given by the teacher
leading the class discussion	управлять дискуссией в классе
learning style	стиль обучения
maintaining the discipline	сохранение дисциплины
motivation	мотивация
oral questioning	устный опрос
ranking system-evaluation	система оценки
respond to experimenting	отзываться на эксперименты
revise the material	повторять материал
select the technique for	отбирать приемы обучения
set goals	ставить цели и задачи
take notes on	делать пометки
take on the role of the attentive student	брать на себя роль внимательного студента
teaching style	манера преподавания
teaching method	метод обучения
visual aids	средства наглядности
warm-up, ice breaking	«разогрев» студентов
workshop	семинар

ABBREVIATION / ACRONYM

#	Abbriviation / acronym	Meaning
1.	CAE	Certificate of Advanced English
2.	CMC	Computer mediated communication
3.	EAP	English for Academic Purposes
4.	ELF	English as Lingua Franca
5.	ESL	English as a second language
6.	ESP	English for Specific Purposes
7.	F2F	Face to face
8.	FCE	First Certificate of English
9.	IELTS	International English language testing system
10.	NESB	Native English speaking background
11.	URL	Uniform Resource Locator

Учебное издание

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АНГЛИЙСКИЙ ЯЗЫК В ДИДАКТИЧЕСКИХ ЦЕЛЯХ ОБЕСПЕЧЕНИЯ УЧЕБНОГО ПРОЦЕССА

Учебно-методическое пособие