

ENGLISH FOR FUTURE TEACHERS: LANGUAGE LEARNING AND LANGUAGE TEACHING



АНГЛИЙСКИЙ ДЛЯ БУДУЩИХ УЧИТЕЛЕЙ:
ИЗУЧЕНИЕ И ПРЕПОДАВАНИЕ ЯЗЫКА

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**English for Future Teachers:
Language Learning and Language Teaching**

**Английский для будущих учителей:
изучение и преподавание языка**

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Пособие нацелено на развитие у студентов иноязычной коммуникативной компетенции в сфере преподавания иностранного языка как предстоящей профессиональной деятельности. Текстовый материал и система заданий пособия способствуют формированию у студентов знаний в области теории и методики преподавания иностранного языка, умений работы с аутентичными зарубежными источниками и учебно-методическими комплексами ведущих мировых издательств, а также готовности к осуществлению профессиональной коммуникации с зарубежными коллегами. Учебное пособие предусматривает уровень владения студентами иностранным языком не ниже В1.

Предназначено для аудиторной и самостоятельной работы студентов направлений подготовки 44.03.05 «Педагогическое образование» (с двумя профилями подготовки: «Начальное образование» и «Иностранный язык»), 44.03.01 Педагогическое образование (профиль образовательной программы «Языки и литература»). Может быть рекомендована при реализации дисциплин по выбору других направлений подготовки, связанных с преподаванием английского языка.

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Introduction

English for Future Teachers: Language Learning and Language Teaching is a teaching resource to conduct a language improvement course for university or college students whose future profession is connected with foreign language teaching. It focuses both on foreign language teaching itself and the language that teachers need for use in the classroom and for their professional development. The book can also be useful for practicing teachers as part of refresher training courses or for studying on their own.

The primary aim of the book is to provide future teachers with some essential knowledge for teaching English as a foreign language and with a means for developing and extending their English proficiency with the emphasis on language related to teaching. In particular, it deals with the language needed to be used in the classroom, to deal with authentic reference resources, coursebook packages and supplementary materials, for participating in teacher development events and training courses, for conducting research work in the area of foreign language teaching, and for taking part in work-related discussions and conferences. The book also provides future teachers with opportunities to learn about, reflect on and discuss issues related to teaching and learning foreign languages in general and English in particular.

The book contains nineteen units arranged in five thematic areas concerning language learning and teaching: factors, ways and areas of language learning, language skills and the basics of language teaching. These themes have been chosen as being essential to understand how foreign language learning takes place and how teaching could be realized efficiently.

The units are topic-based and stated in a question form to provoke thinking and to arouse interest in the topic to be covered. Each unit has a clear structure, consisting of four sections: *lead-in*, *presentation*, *practice activities* and *revise and check*. These sections have been included in the book on a systematic basis in order to provide regular and integrated coverage of the topic and also to show a typical lesson sequence. Each section develops out of the previous one and consists of an integrated sequence of different kinds of activities, ensuring necessary variety.

The first section (lead-in) introduces the students to the topic without stating it explicitly and activates their prior knowledge in various forms, including discussions, mingle activities, writing and exchanging texts, solving puzzles, etc. This section is designed to stimulate discussion of the new topic and to relate it personally to a student.

The second section (presentation) provides learners with information and also reveals the language of particular relevance to language teaching. This section aims to develop teaching-related language, as well as awareness and evaluation of teaching methodologies. It is recommended to apply the method of jigsaw reading

while working with texts, because it helps to both involve student interaction while presenting their parts, and developing their teaching competence.

The next section (practice activities) contains a wide variety of activities to put theory into practice. These include classifying, prioritizing, multiple matching, open and closed questions, table and diagram completing, discussions, and many others. These activities have been chosen to provide extension and further focus on topics and teaching-related language, and completing them leads to a fuller understanding of the unit's key concepts alongside with practicing the target language items.

The final section (revise and check) is intended to consolidate the knowledge both on topic area and language. It contains different tasks in the test form, most of which have been derived from TKT (Teaching Knowledge Test) – an international certification exam developed by Cambridge ESOL for teachers of English to speakers of other languages. This is a worldwide acknowledged examination, which provides a structured and accessible way for English teachers to commence, consolidate and update their professional development and demonstrate their knowledge of the EFL classroom. Although TKT preparation is not the prior aim of the course, it is supposed beneficial for future foreign language teachers to be acquainted with its content and format.

As far as the book is an electronic rather than paper-based resource, this has been used as an opportunity to provide access to other supplementary materials by means of hyperlinks. These have various purposes. First, they are used as a source of knowledge extension, as, for example in unit 3.1, when following the links students can read more about parts of speech and their subcategories. Second, they provide extra practice, e.g. in unit 3.3 students can use the link to watch a video on different English accents and identify phonological features which distinguish these accents from one another. Finally, these links present useful resources that students can use in their future teaching, such as the link to the British Council website LearnEnglishKids in unit 4.1.

Having been written in English, the book implements the CLIL (Content and Language Integrated Learning) approach to language learning, so language is not obviously focused on, but is extensively practised through discussing teaching-related issues. For this reason, there are no specific language proficiency requirements, but, in general, the material would be most beneficial for students with at least a good intermediate level (B1-B2 and higher). However, as future foreign language teachers often have more varied language-learning histories than many other students of English, this book has a more open approach to level than most foreign language coursebooks.