



Newsletter # 2 - 2003

Tempora mutantur et nos mutamur in illis

Времена меняются, и мы меняемся вместе с ними

EPISTULA

г. Красноярск



13. **Диссеминация подхода KINSET на предметную область «русский язык»** (для команды учителей русского языка)
Серия семинаров.

14. **Организация работы школ-маяков** (для команд школ, заинтересованных в системном развитии англоязычного образования)
Серия семинаров.

С вопросами по содержанию, особенностям и срокам курсов обращайтесь к заведующей лабораторией англоязычного образования **Ольге Борисовне Потехиной** по телефону (39 12) 27 06 37 или электронной почте olga@cross-edu.ru

The Role of Distance Tutor in In -Service Training of Teachers.

I am Shalygina Elena. I live and work in Lesosibirsk. I am a distance tutor of the DINSET programme and I'll tell you some words about my work.

Distance education differs from face-to-face courses. The most important features of learning by distance are the following:

- It is learning without teachers.
- The distant tutor and participants are separated by distance.
- Face-to-face contacts are limited.
- For better fulfillment of the assignments the participants have to use informational technologies.
- Tutor's feedback and his answers to participants' questions are delayed.
- More over, a distant learner takes responsibility for his or her learning.
- Distance participants should have an opportunity to spend at least 4 hours per week for working with distant materials.
- They should communicate with the members of the DINSET NET and ELT community by e-mail, mail or telephone.
- They are to respond to the incoming letters of their colleagues within two days.
- And they have to meet programme deadlines.

I started to work as distance tutor in 2001. By that time distance materials writers had developed five modules and we needed to know their advantages and disadvantages. That's why I enrolled five participants. First, I organized face-to-face meeting where I familiarized the participants with the module structure, types of tasks and modes of



interaction between the participants and the tutor. The participants had a month and a half to study the module and fulfill its tasks. Then I check up their Integrated Assignments and gave feedback. The participants' comments helped the module writers to improve their modules.

My experience as outreach coordinator helped me to cope with this work, though it was a difficult career development.

Having analyzed the first cycle of materials piloting the team came to the conclusion that distance tutors should be specially trained. That's why there were two work-shops for them. The team made the first version of a distance tutor manual, which is piloting now together with the programme.

Now I try to be the manager of the time and build up tutor-independent relationships between the tutor and the participants. I provide consultations by e-mail and phone. My work is person oriented, it is a mean of assisting an individual in the development of his or her teaching skills and habits, and it should be primarily responsive. Distance education is participants learning not the tutor teaching.

*Elena Shalygina
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Кембриджские экзамены в Красноярске



Организовать экзаменационную сессию экзаменов FCE, CAE и IELTS в Красноярске – задача не из лёгких. Сибирь всё-таки, а не туманный Альбион. Но свершилось! И уже во второй раз (первая сессия успешно прошла в 2001 году) в истории нашего края, в первую очередь благодаря энтузиазму, организаторскому таланту и хорошему менеджменту со стороны администратора Кембриджских экзаменов в Красноярске Инги Борисовны Рюминой. Эти экзамены известны во всём мире и признаны университетами, работодателями и национальными образовательными структурами многих стран. Сертификаты не имеют ограниченного срока действия.

В декабре в Красноярск прилетели внешние экзаменаторы Натали Камински и Джейсон Элиот, которые приняли экзамен у 47 человек. Результаты экзамена будут известны через два месяца, проверка работ осуществляется в Англии.

Кто же эти люди, которые выложили кругленькую сумму, чтоб получить заветный сертификат? И для чего он нужен?

Это студенты, которые думают о дальнейшем образовании за рубежом, это работники образования, работающие в международных проектах, участвующие в зарубежных стажировках, это желающие получить работу в других странах или уехать за границу на постоянное место жительства. В конце концов те, кто хочет, чтобы их знания английского языка были оценены независимым экспертом. В крупных западных российских городах при устройстве на работу в солидную фирму также спрашивают



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EPISTULA

г. Красноярск

Полтора года, которые изменили жизнь

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Май 2004 – KINSET празднует свое десятилетие. Много прожито и пройдено за эти годы: смелые начинания, первые успехи и горечь первых поражений. Сейчас KINSET – это кузница передовых педагогических кадров, центр реформирования англоязычного образования в Красноярском крае, объединение нескольких поколений выпускников из самых разных уголков нашего края. Когда-то мы поступили на очные курсы повышения квалификации, но оказалось, что KINSET стал для нас образом жизни.

Но для того, чтобы оценить и осмыслить все те перемены, которые произошли в нашей жизни благодаря KINSET, необходимо вспомнить, как все начиналось... Выпускницы Красноярского педагогического университета вернулись домой и начали свою профессиональную деятельность в сельской школе. У нас было много идей, бьющая ключом энергия и огромное желание стать настоящими педагогами. А в школе все было по-прежнему: не отвечающие современным требованиям методики и морально устаревшие учебники Старкова, традиционные переводы текстов с английского языка на русский, монотонная зубрёжка и формальное отношение к изучению языка. Нельзя сказать, что мы пришли в школу, не имея багажа методических знаний. В институте мы исписали не одну сотню страниц, конспектируя разные научно-методические источники. Но оказалось, что эту теорию не так -то легко применить на практике. Первые годы работы были периодом поиска, переживаний и упорной работы. Интуитивно мы чувствовали, что учить надо не так, как нас учили в школе и в институте. Хотелось, чтобы уроки были интересными, не похожими друг на друга, чтобы дети шли в класс с радостью и учились с удовольствием. Мы знали, что нужно что-то делать, но не знали как.

И вот в мае 1996 года мы узнали, что проводится набор на курсы повышения квалификации, и прошли собеседование в городе Красноярске. Мы с нетерпением ожидали итогов, и радости не было предела, когда в июне мы узнали, что результаты были успешными. Тогда мы и представить себе не могли, как круто изменится наша жизнь. Пять недельных сессий в Гренаде, работа по двенадцать часов в сутки, сложные домашние задания, непонятная и трудная работа над своим первым в жизни проектом. Все это было необычно и сложно. Но вместе с тем мы жили в атмосфере сотрудничества, имели возможность общения с коллегами из других районов края и носителями языка, работали с новинками методической литературы на английском языке, знакомились с зарубежными

учебниками. Мы впитывали все, как губки. И замечательно было то, что процесс обучения был организован таким образом, что мы были не пассивными слушателями, а активными участниками всего происходящего. Мы с нетерпением ждали новых встреч в Гренаде. А вернувшись домой, с увлечением делились с коллегами новым, пробовали новые техники и задания в классе, проводили свои первые, неумелые семинары по материалам KINSETa. И вот защита первого проекта, и первый сертификат «Учитель-мастер».

Хотелось учиться дальше, повышать свое профессиональное мастерство, быть не просто учителем, но и делиться полученными знаниями и опытом с коллегами. Хотелось продолжить сотрудничество с командой KINSETa, чувствовать поддержку старших и более опытных коллег и единомышленников, быть членами сообщества.

Став внешними координаторами, мы получили такую возможность. Были курсы координаторов, выступления на региональных конференциях, активная методическая работа в районах. Нас учили готовить и проводить интерактивные семинары-тренинги, давать консультации по различным вопросам. Работа малых ресурсных центров предоставляла возможность нашим коллегам знакомиться и работать с методической литературой зарубежных и российских авторов.

Мы были не одиноки в своих начинаниях, так как некоторые наши коллеги также прошли курсы повышения квалификации KINSET. Но оставалось большое количество учителей, по разным причинам не имеющих возможности повысить свою квалификацию.

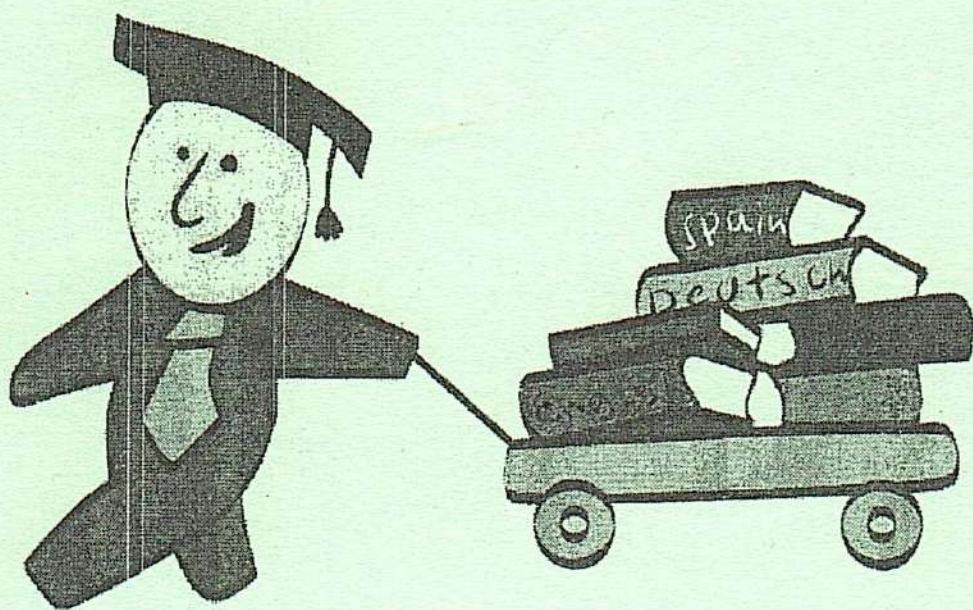
Тогда возникла идея создания дистанционного курса, позволяющего охватить всех учителей, и особенно живущих и работающих в отдаленных территориях края, идеями реформы. Основанная на нуждах каждого отдельного учителя, такая форма повышения квалификации должна была обеспечить помощь и серьезную подготовку кадров для значительного повышения уровня преподавания английского языка в школах края.

Безусловно, опыт работы координатора, полученные знания и приобретенные навыки стали основой для участия в работе над проектом по созданию модели повышения квалификации дистанционным способом. Теперь мы были не участниками проекта, а членами проектной команды. Мы учились работать в новом режиме, выстраивать взаимоотношения внутри команды, вместе с тем приобретая новые квалификационные умения: планирование деятельности команды, рефлексия действий и оценивание полученных результатов, использование информационных технологий для создания дистанционных материалов и взаимодействия с членами команды и участниками курса в сети.

Сегодня есть первые выпускники курса, и думаем, что мы вправе гордиться тем, что еще несколько человек стали членами профессионального сообщества, способными не только выявить проблему, но и найти пути её решения.

Для того чтобы быть успешным в своей профессиональной карьере, нужно не только желание что-то делать. Необходимо иметь возможности для реализации своих способностей. Активное участие в жизни профессионального сообщества дает чувство уверенности и удовлетворения собственных творческих амбиций. Это не только обмен информацией, но и ценность личностного общения и духовного обогащения. Оглядываясь назад на годы, проведенные в KINSETe, отчетливо понимаешь, что самый важный приобретенный за это время опыт - это желание двигаться вперед самому и вести за собой других.

проблемы
иноязычного образования:
теория и практика



ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ
ФГОУ ВПО «Сибирский федеральный университет»
Лесосибирский педагогический институт
Кафедра иностранных языков
Восточно-Сибирский Центр развития
педагогической науки и образования

ПРОБЛЕМЫ ИНОЯЗЫЧНОГО ОБРАЗОВАНИЯ: ТЕОРИЯ И ПРАКТИКА

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HOW TO ASSESS MENTEE'S PROFESSIONAL COMPETENCE

Assessment is defined as a carefully considered opinion or judgment or the measurement of the ability of the person (formative, summative, can be aware).

During the practice we had a possibility and some experience in assessment of mentee's abilities to plan the lesson, to implement and to reflect it.

The following questions were put.

What? We faced the problem how to assess mentee's professional competence effectively.

Why? The purposes of the assessment are to measure mentee's performance, to measure mentee's progress, to diagnose the problems and to provide them with useful feedback.

Where? The research is done during the students' teaching practice, 5-8 grades, at the secondary schools of Leninsk.

Who? The research is done by experienced teachers of English, mentees and school learners.

How? The relevant data are collected, analyzed, systemized and conclusions are made.

When? The data are gathered before, during and after students' school practice.

So what? We think that the results of our research will be instruments for assessing mentees' abilities to plan, implement and reflect. They will be helpful for future mentees, mentors and tutors.

The first ability which assessed was planning.

Methodologists suggest the following criteria for effective lesson planning (table 1):

Table 1

criteria	0 point	1 point	2 points
1. Ability to set up the aims	Mentee can't formulate the aim	Mentee formulate the aim but it is not clear	Mentee starts the lesson aim clearly
2. Ability to select relevant activities	Mentee can't select relevant activities	Mentee can select relevant activities but they are not enough to achieve the aim of the lesson	Mentee can select relevant activities enough to achieve the aim of the lesson
3. Ability to select relevant materials	Mentee can't select relevant materials	Mentee can select relevant materials, but they are not appropriate to students age and interests	Mentee can select relevant materials appropriate to students age and interests
4. Ability to plan stages/ steps of the lesson	Mentee can't plan stages/ steps of the lesson	Mentee plan stages/ steps of the lesson but without logic links between them	Mentee plan stages/ steps of the lesson with smooth links between them
5. Ability to use appropriate patterns of interaction	Mentee can't use different patterns of interactions	Mentee use different patterns of interaction but the aim of the lesson is not achieved	Mentee use different patterns of interaction which help achieve the aim
6. Ability to distribute time during the lesson	Mentee can't distribute time during the lesson	Mentee distribute time during the lesson but it is not enough to achieve the aim	Mentee distribute time during the lesson that is enough to achieve the aim
7. Ability to anticipate difficulties	Mentee can't anticipate difficulties	Mentee can anticipate difficulties but can't organize the work to help the students	Mentee can anticipate difficulties and organize the work to help the students

The second ability which assessed is implementation.

In the Oxford dictionary is given the following definition of the word "Implementation – putting something into effect, carrying something out" [4, 595-596].

We are sure the decisions made by the teacher during the lesson are no less important than those made before the lesson began.

According to Penny Ur during the lesson "Mentors should choose the aspects that are relevant to the lesson you observe [5,346].

From our point of view a traditional lesson consists of at least the three stages:

1. The beginning of the lesson, which includes: Warming-up, Aims of the lesson, Checking of the home task.

2. The main part of the lesson, which includes different steps/stages of the process of learning traditionally based on PPP mode (table 2).

Table 2

Presentation	Practice	Production
Teacher describes and demonstrates the skilled behaviour to be learned, learners perceive and understand.	Teacher suggests exercises, learners practise skill in order to acquire facility automatize, teacher monitors.	Learners continue to use skill on their own, becoming more proficient and creative.

3. The ending of the lesson, which includes giving and explaining home task, feedback, reflection, evaluation.

Everybody knows that there are different types of lessons. For example: presentation of projects, lessons-competitions, lessons-discussions, debates and others. That's why the criteria of assessment may be different. We took into consideration a traditional type of a lesson not all types of lessons. The following table represents the main criteria of the lesson implementation (table 3).

The lesson implementation table.

Table 3

Summary grades	Outstanding	Competent	Inadequate	Insufficient Information.	Teacher's familiarity with class:
					Comments.
Classroom management			+		Pair-work and group-work are used as appropriate. Teacher maintains the discipline.
Introduction and presentation techniques					Instructions are not clear, because the voice is not loud.
Questioning techniques			+		Questioning is appropriate and clear and keeps lesson moving forward.
Language skill development		+			Materials are appropriate to the student's interests.
Use of teaching aids/materials		+			Appropriate to students' needs, aims, types of activities, patterns of interaction.
Awareness/treatment of error				+	Errors are monitored and corrected effectively.
Teacher's language: Accuracy/ appropriacy			+		Good model of English for the pupils.
Pupil's involvement		+			Students were on-task most of the time. Teacher is seldom at a loss.
Ability to extemporize/adapt to needs					
Achievement of aims (objectives)		+			Aims of the lesson are achieved partially.

During the practice we assessed the mentee's ability of implementation with a help of the following "teaching practice evolution form" given by the Teacher's Training Institute (table 4).

Table 4

Criteria	Unsat1	Date of the lesson	Sat 2	Date of the lesson	Exc.3	Date of the lesson
Teacher's behaviour	Impolite, doesn't move, doesn't use names		Smiles, rather polite		Polite, uses names, eye contact, active listener	
Speech	Uses mother language unclear, inaudible		Rather clear, English, some mistakes		Clear, correct English, audible	
Instructions	Unclear, repeats several times		Rather clear, paraphrases		Motivating	
Patterns of interaction	None, only lock-step		Several 1-2		Several more than 2	
Techniques and strategies (appropriate to aims)	Not appropriate to aims		Rather appropriate to aims		Appropriate to aims	
Pupil's involvement	Only some pupils are involved		Partially involved		According to plan	
Questioning strategies	Yes-no questions		Yes-no questions used		Especially why-questions are used	
Pace and timing	Lock of time		Tries to follow time		In time	
Correction techniques	Errors are not corrected		Some errors are corrected		All errors are corrected	
Pupil's attention (drawn)	The attention of pupils isn't important		Attracts some pupil's attention		Attracts attention of all pupils	
Atmosphere	Tries to create a friendly atmosphere		friendly		working	
Achievement of aims	Not achieved		Achieved mostly		achieved	
Accuracy of language	A lot of mistakes		Some mistakes		Few mistakes	
Use of teaching aids and material	Poor-equipped (only books, copy-books)		Partially equipped		Well-equipped (tape, tables etc.)	
Reflection	no		Some material with the pupils		Tries to involve all the pupils	
Evaluation (feedback)	No criteria		Unclear criteria, some marks		Clear criteria, correct marks	

On the whole it was helpful, useful and easy to work. But some more criteria should be added, and descriptors should be improved.

We suggest the following kind of table/form (table 5):

Table 5

Criteria	Unsat1	Date of the lesson	Sat 2	Date of the lesson	Exc.3	Date of the lesson
Teacher's behaviour	Impolite, doesn't move, doesn't use names		Smiles, rather polite		Polite, uses names, eye contact, body language, active listener	
Speech	Uses mother language all the lesson, a lot of mistakes, unclear, inaudible		Rather clear, uses English mostly, some mistakes, uses mother language according to necessity.		Clear, appropriate using of English and mother language, audible, varied pitch and intonation.	
Instructions	Unclear, repeats several times		Rather clear, paraphrases		Motivating, brief.	
Patterns of interaction	None, only lock-step		Several 1-2		Several more than 2, appropriate to the types of activities, managed effectively.	
Techniques and strategies (appropriate to aims)	Not appropriate to aims		Rather appropriate to aims		Appropriate to aims, varied	
Pupil's involvement	Only some pupils are involved		Partially involved		According to plan	

Reflexion of the contents of the lesson can be done in the form of answering questions:

- How did the pupils understand the contents\grammar, etc.? Why do you think so?
- Did the pupils achieve the goal of the lesson? Why do you think so?

Mentee can complete the sentences:

During today's lesson the students got acquainted with...
 found out ...
 learnt ...
 remembered ...

Reflexion of Mentee's activity has the following questions:

- What was I doing during all stages of the lesson?
- What for?
- Why was I doing it in this way?
- What result did I get?
- Which variant is better?

Techniques for reflexion:

1. Descriptions.

- Profiles. Mentee writes report about the lesson.
- Mentee's diary: they record of what they have done in class what they have found, what problems they have had.
- Counselling sessions: mentor talks to mentee individually about his own progress.

2. Rating.

- Rating scales. Mentee rates his own performance or progress using a rating scale with descriptors, f.e. a scale of 1 to 5.
- General rating. Mentee gives himself an "impression" mark for different areas.

- Graphs. Mentee rates his success using a graph.

- Adjectives. Mentee chooses from lists of adjectives to describe his own

- attitudes, eg hard-working, creative, etc.

3. Questionnaires.

- Listing. Mentee lists specific problems for him.
- Ranking references. Mentee ranks activities in terms of which he enjoys.

- Ranking problems. Mentee ranks areas that are difficult for him.
- Multiple choice questions. Mentee answers questions about his actions, f.e. How much improvement does the lesson need?

- a) a lot b) quite a lot c) a little d) not at all

- Agreeing\disagreeing: mentee agrees or disagrees with statements about the lesson.

- Can\cannot questions: mentee answers questions about what he can or cannot do, f.e. *Can you present vocabulary and structures?*

- Short answer questions. Mentee answers questions about his preferences, performance or progress, f.e. *What areas would you like to improve next time?*

1. After the lesson mentee can be offered to fill in a questionnaire, which will help Mentor to evaluate and assess Mentee's reflexion. The questionnaire can have the following questions:

Which moments of the lesson are successful in your opinion?

What did you manage to do best of all?

Which moments of the lesson are not clear to you? What questions would you like to ask your Mentor\Tutor?

Are pupils pleased with the lesson? Why do you think so?

Which moments of the lesson would you like to change? Why?

What did you feel during the lesson? Did you have positive and negative feelings? When? Why?

Would you like to explain something to your Mentor\Tutor? What exactly? Why?

How closely did you follow your plan?

At what point did you depart from it? Why?

Did you achieve the goal which you had put forward before the lesson? Which goals were achieved and which were not?

What should be improved in your opinion?

Which moments of the lesson can be useful to you in your future work?

Which skill was developed most? Did you feel that you neglected any of the skills? Why?

How successfully did pupils seem to learn vocabulary and structures? How do you know that?

What activities did the pupils enjoyed most? Why?

What did the pupils find the most difficult? Why?

Did anything amusing or unusual occur?

How did you respond to different pupils' needs?

Of course, these questions can be asked orally, too.

2. Complete the sentences.

I think the most successful moment of the lesson is...

Some moments of the lesson are not clear to me...

I'd like to ask my Mentor\Tutor some questions...

I think the pupils were pleased with the lesson because...

I would like to change...

I had to depart from the plan of the lesson...
 I think the aim of the lesson was achieved because...
 The pupils were successful in... because...
 It was difficult for pupils ... because... etc.

3. *Self-assessment sheets (questions)*

Questions	Yes! 5 points	Almost 4 points	More or less. 2 points	Not quite... 1 point	No! 0 point
1. ...					
2. ...					
3. ...					

1. Are my instructions short and clear?
2. Did I only speak English?
3. Did pupils understand me?
4. Did I use different patterns of interaction?
5. Did I respond to different pupils' needs?
6. Were pupils pleased with the lesson?
7. Did the students enjoy activities at the lesson?
8. Were activities challenging enough?
9. Did the pupils learn vocabulary and structures successfully?
10. Did I closely follow the plan?
11. Did I set aims from the view point of pupils?
12. Were the learning objectives clear for the learners?
13. Were the pupils able to accomplish their goal?
14. Did I give the pupils time for thinking?
15. Did I correct mistakes effectively?
16. Did I encourage pupils to develop learning strategies?
17. Did I develop learners' study skills?
18. Did I motivate pupils?
19. Was the topic interesting for the learners?
20. Did I give good samples of the language to learn?
21. Did I select the right materials to the pupils' level?
22. Did the material for learning attract pupils' attention?
23. Were visual, auditory and kinaesthetic learners provided with opportunities for learning?
24. Were the activities valid for practicing the target language?
25. Was the volume of practicing activities enough for achieving the learners' aim?
26. Did the activities involve learners of different aptitude for learning?
27. Were the learners provided with opportunities to learn how to use the language in realistic situations?

28. Were the learners enabled to use the language in meaningful utterances?
29. Were the learners enabled to use the language in unpredictable situations?
30. Were the learners provided with the opportunity to develop their listening, reading, speaking and writing skills?
31. Did I wait with corrections until the learners have finished their utterances?
32. Did I show that I was delighted when the learners were successful?
33. Did I respect the learners?
34. Did I cooperate with the learners?
35. Did I involve learners in problem-solving and decision-making activities?
36. Did I develop the learners' ability to assess their performance?
37. Did I develop learners' ability to reflect on their learning?
38. Did I balance activities?
39. Did I anticipate difficulties?
40. Did I use resource pack effectively?
41. Did I use different teaching aids/materials?
42. Did I attract students' attention effectively?
43. Did I create friendly atmosphere?
44. Did I link the stages of the lesson?
45. Was the home task connected with the contents of the lesson?

3. *Self-assessment sheets ('can' statements (table 6)).*

Statements	Poor	Fair	Good	Excellent
1. I can ...				
2. I can ...				
3. I can ...				

1. I can give short and clear instructions.
2. I can use body language if learners don't understand me.
3. I can put clear objectives for learners.
4. I can set aims from the view point of pupils.
5. I can provide learners with interesting and challenging activities.
6. I can select right materials to the students' level.
7. I can involve learners in play activity or entertainment.
8. I can give samples of the language to learn.
9. I can provide information about the language to know.

- 10. I can provide visual, auditory and kinaesthetic learners with opportunities for learning.
 - 11. I can use valid activities for practicing the target language.
 - 12. I can control the time and volume of practicing activities for achieving the learners' aim.
 - 13. I can provide the learners with opportunities to learn how to use the language in realistic situations.
 - 14. I can enable learners to use the language in meaningful utterances.
 - 15. I can enable learners to use the language in unpredictable situations.
 - 16. I can provide learners with the opportunity to develop their listening, reading, speaking and writing skills.
 - 17. I can comment on students' understanding, ideas or attitudes.
 - 18. I can wait with corrections until the learners have finished their utterances.
 - 19. I can provide learners with help with the language if they need it.
 - 20. I can cooperate with learners.
 - 21. I can involve learners in problem-solving and decision-making.
 - 22. I can enable learners to develop learning strategies and study skills.
 - 23. I can develop learners' ability to assess performance.
 - 24. I can develop learners' ability to reflect on their learning.
 - 25. I can use different patterns of interaction.
 - 26. I can organize pair/group work.
 - 27. I can present new vocabulary and structures.
 - 28. I can be flexible at lesson.
 - 29. I can depart from the plan of the lesson if it is necessary.
 - 30. I can accomplish my goal.
 - 31. I can respect learners.
 - 32. I can balance activities.
 - 33. I can anticipate difficulties.
 - 34. I can use resource pack effectively.
 - 35. I can use different teaching materials/aids.
 - 36. I can attract students' attention.
 - 37. I can create friendly atmosphere.
 - 38. I can link the stages of the lesson.
 - 39. I can give short and clear instructions for home work.
- After studying mentee's answers, self-assessment sheets mentor can assess mentee's reflection with the help of criteria and rating scale (table 7).

Table 7

Criteria	Frequency	0 point	1 point	2 points	3 points
1. Ability to use observation sheet	+++				
2. Ability to reconstruct his/her own performance.	++++				
3. Ability to give reasons.	+				
4. Ability to support with the theory.					
5. Ability to give evidence.	++				
6. Ability to define the problem or critical incidents.	+++				
7. Ability to self-criticism.	++				
8. Ability to suggest alternatives.	++++				
9. Ability to plan further actions for improvement.	++				
10. Ability to articulate 't' theory.	+				

Rating scale (table 8)

Table 8

Criteria	0 point	1 point	2 points	3 points
1. Ability to use observation sheet	Mentee can't use observation sheet at all.	Mentee has got difficulties in using and interpreting observation sheet	Mentee can use observation sheet in most cases	Mentee uses and interprets observation sheet widely and effectively.
2. Ability to reconstruct his/her own performance.	Mentee can't say anything about his/her own performance	Mentee can reconstruct only some details/moments of his/her performance.	Mentee can reconstruct almost all details and moments of his/her own performance.	Mentee can reconstruct all details and moments of his/her performance.
3. Ability to give reasons.	Mentee can't give reasons at all.	Mentee gives reasons for only some moments of his/her performance.	Mentee can give reasons for almost all details of his/her performance.	Mentee can give reasons for all moments of his/her performance.
4. Ability to support with theory.	Mentee can't support with theory at all.	Mentee can support only some moments with theory.	Mentee can support most but not all moments with theory.	Mentee can give full and strong support with theory.
5. Ability to give evidence.	Mentee can't give evidence at all.	Mentee has difficulties with giving exact evidence.	Mentee can give evidence but not detailed.	Mentee can give exact and detailed evidence.
6. Ability to	Mentee can't define the problem and critical	Mentee can define only some critical	Mentee can define almost all problems and	Mentee can define all problems and critical

define the problem and critical incidents	incidents at all	incidents	critical incidents	incidents
7 Ability to self-criticism	Mentee doesn't see his/her mistakes at all.	Mentee sees only some mistakes.	Mentee sees most of his/her mistakes and is ready to correct them.	Mentee sees all his/her mistakes and is ready to correct them.
8 Ability to suggest alternatives	Mentee can't suggest alternatives at all.	Mentee has got difficulties with suggesting alternatives.	Mentee can suggest alternatives in most cases.	Mentee gives a wide choice of alternatives. is very creative.
9 Ability to plan further actions for improvement	Mentee can't plan further actions at all.	Mentee has got some difficulties in planning further actions.	Mentee demonstrates good ability to plan further actions, but not all points are clear to him.	Mentee demonstrates strong ability to plan further actions for improvement.
10 Ability to articulate a theory	Mentee can't express his/her own personal theories at all.	Mentee has got difficulties in expressing his/her own theories, is not confident in many cases.	Mentee can express his/her own theories, but not confidently in some cases.	Mentee can articulate a theory clearly, with great confidence and understanding.

28-30 points – 5.

23-27 points – 4.

18-22 points – 3.

Less than 18 points – 2.

While a teacher asks such questions as “What are the results of my activity?”, “How did I do it?”, “Can I do it better?”, “What will I do then?” he develops. Reflection is certainly compulsory for teacher's development.

To sum it up we hope our small research will be helpful for mentors and tutors. Teachers at schools and pedagogical institutes can use these tables with criteria and rating scales as one of the instruments in their work.

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УСЛОВИЯ ДОСТИЖЕНИЯ ПРАКТИЧЕСКИХ ЦЕЛЕЙ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

Включение иностранного языка в программу общеобразовательной школы отражает заказ общества, обусловленный требованиями времени: во всех сферах жизни и деятельности людей

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(обмен научно-технической информацией, туризм, подготовка специалистов для работы за рубежом и т.п.). Однако реализация этого заказа сталкивается с рядом трудностей:

1) отсутствием языковой среды, когда обучение иноязычной речевой деятельности осуществляется, по сути, в искусственных условиях;

2) формированием мотивации, т.е. положительного отношения школьников к иностранному языку как учебному предмету.

Самое высокое место в плане интереса к иностранному языку у учащихся и осознания его значимости иностранный язык как предмет занимает на начальной ступени обучения, что, вероятно, связано с фактором новизны предмета и форм работы. Однако уже в следующих классах можно заметить резкое снижение обоих уровней. В VIII классе эти уровни доходят до особо низкой, критической точки. В старших классах наблюдается некоторое их повышение.

Главной причиной такого отношения школьников к иностранному языку является социальная среда и та информация, которая из неё поступает, - как положительного, так и отрицательного характера. Это кинофильмы, радио- и телепередачи, материалы периодической печати, произведения художественной литературы, кинофильмы, высказывания известных людей, суждения друзей, знакомых, родственников и т.п.

С одной стороны, статьи в газетах и журналах о том, как иностранный язык служит лучшему взаимопониманию людей разных континентов; эпизоды из книг, фильмов, герои которых, владеют иностранным языком, совершенствуют свои знания, опыт и т.п.

С другой стороны, мнение отца, работающего шофером, о том, что можно и работать, не зная иностранного языка, является отрицательной информацией для сына, который собирается выбрать профессию отца. При этом отрицательная информация часто оказывается более действенной и может превалировать над положительной.

Учителю иностранного языка приходится работать в сложных условиях. Он несет ответственность за поддержание высокого уровня мотивации к предмету на протяжении всего процесса обучения. Это и заставляет искать пути формирования положительного отношения школьников к иностранному языку, показывая им его значимость. Здесь важную роль играет целеполагание.

Известно, что обучение иностранному языку преследует комплексную реализацию практической, воспитательной, образовательной и развивающей целей. Поскольку разграничение

Управление образования администрации города Лесосибирска

Муниципальное бюджетное учреждение
«Межшкольный информационно-методический центр»



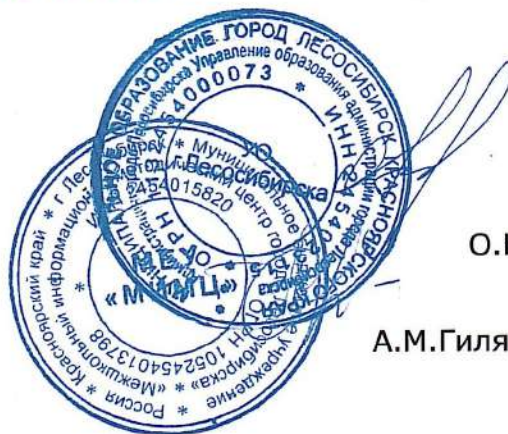
БЛАГОДАРСТВЕННОЕ ПИСЬМО

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МИНИСТЕРСТВО
ОБРАЗОВАНИЯ
КРАСНОЯРСКОГО КРАЯ

БЛАГОДАРСТВЕННОЕ ПИСЬМО

НАГРАЖДАЕТСЯ

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в развитие системы образования в Красноярском крае

И.О. МИНИСТРА



С.И. Маковская
С.И. МАКОВСКАЯ

КРАСНОЯРСК, 2018

ГОУ КРАСНОЯРСКИЙ ПЕДАГОГИЧЕСКИЙ КОЛЛЕДЖ №1
им. А.М.Горького

(Лицензия А159150, регистр.442 от 16 августа 2004 года)

УДОСТОВЕРЕНИЕ № 53

Настоящее удостоверение выдано

Шалыгиной Елене Николаевне

в том, что она

- прошла подготовку по программе «Учитель-наставник» (72 часа) и освоила следующие модули:
 - Развитие профессиональных межличностных отношений
 - Развитие навыков наблюдения
 - Организация совместного планирования урока
 - Организация и проведение обсуждения урока
 - Оценивание профессиональной деятельности

- Представила проектную работу по теме

Как оценивать профессиональную
компетенцию студента-практиканта

Дата апрель 2005 года



Директор ГОУ КПК №1
Лузакова Анна Федоровна

Certificate

Настоящий сертификат выдан

Элеме Шальминой

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Как оценивать профессиональную
компетентность студента-практиканта



Дата апрель 2005 года

Е.А.Ленская
Заместитель директора Британского Совета
в Москве по вопросам преподавания
английского языка и образования

БЛАГОДАРСТВЕННОЕ ПИСЬМО

Красноярский краевой Институт повышения квалификации
работников образования,
Красноярский Центр англоязычного образования,
Британский Совет

выражают благодарность
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методисту-координатору по английскому языку
г. Лесосибирска, за значительный вклад в
реформирование преподавания английского языка в крае.

С.П. Аверин

ректор КК ИПКРО

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2004

г. Красноярск

Министерство образования Российской Федерации
Управление образования Администрации Красноярского края
Красноярский краевой Центр развития образования

СЕРТИФИКАТ

№ 16

Настоящий сертификат выдан Шавыгиной Е.Н.

в том, что он а в 1997 году закончил а курсы по

переподготовке учителей английского языка

Шавыгиной Елене Николаевне

присвоено звание "Учитель - мастер"

(Лицензия Министерства образования

Российской Федерации № 1979 от 19 декабря 1994 года)

Директор Красноярского краевого
Центра развития образования



В.П. Вебер



LETTER OF REFERENCE #2 (for secondary school teacher)

2004 United States-Russia Awards for Teachers of English and American Studies

This letter of reference must be written by a secondary school teacher. This form may be completed in English or your native language. If written in any language besides English, the response to Question III should be translated into English on a separate sheet of paper. The letter of reference may be translated by the applicant.

Name of Candidate: Shalygina Elena

City and Name of Candidate's School: besosibirsk, school nr 9

Name of Person Providing reference: Kolosova Tatyana

- I. How long have you known the candidate? 3 years
- II. Describe the capacity in which you are familiar with the candidate's qualifications as a teacher.
A teacher of English, teachers' trainer
- III. On the back of this page, please write a candid evaluation of the candidate's abilities as a secondary school teacher from your point of view as a colleague. Of particular interest to the selection committees will be your evaluation of the candidate's knowledge of the field, skills as a teacher, professionalism, and leadership potential. If possible, please comment on any evidence of the candidate's creativity or innovation in teaching English language or American Studies. Your statement will be given considerable attention by the selection committees reviewing the application. Preference will be given to those applications with references that have been supported by concrete examples and details.
- IV. In the chart below, rate the candidate in comparison with other teachers whom you have come into contact.

Criterion	Excellent	Very Good	Average	Below Average	Unable to Rate
Intellectual Ability	✓				
Knowledge of Subject	✓				
Work Habits	✓				
Dedication to Teaching	✓				
Innovation in Teaching	✓				
Ability to Engage Students	✓				
Leadership Qualities	✓				
Professionalism	✓				

V. Indicate where the applicant would rank among teachers with whom you have come into contact.

✓

Top 100% 90% 80% 70% 60% 50% 40% 30% 20% 10% 0% Bottom

Response to Question III:

I'm sure that Elena's knowledge of the subject is excellent because I had an opportunity to observe some of her lessons which had the following positive features: the students and the teacher spoke English during all lessons, the learners were motivated by the teacher, the learning objectives were clear for the learners, good models of natural language use were presented, the activities were valid for practising the target language, the learners were enabled to use the language in meaningful utterances, the learners were provided with the opportunity to develop their listening, reading, speaking and writing skills, the learners were respected by the teacher and were enabled to develop study skills.

Elena meets the requirements of a modern teacher of English: she is communicative, intelligent, creative, hard-working, dedicated to her job, flexible, has leadership qualities and teamwork skills. She's always eager to learn innovation in teaching English and to share her knowledge with other teachers. I took part in the seminars organized by Elena: "Features of a good learning task", "Teaching and assessing grammar skills", "Developing reading skills", which supported me with useful ideas and encouraged me in my teaching practice.

Elena observed my lessons too and gave me some helpful advice. When I was a participant of Teachers' Training course "Kinset" in 2002-2003, I often asked Elena for help in my studies and she was ready to respond my needs.

She's always tactful, enthusiastic about her job and friendly.

Name and Title (print): Kolosova Tatyana, a teacher of English

Place and City of Employment: Lesosibirsk, Krasnoyarsk Krai, school n15

Signature and Date: Konuf, 25.11.03