

**Ministry of Education of the Republic of Kazakhstan  
Abai Kazakh National Pedagogical University**



**APPROVED by  
Director of the Institute of Philology**

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« \_\_\_\_\_ » \_\_\_\_\_ 2022 г.

**THE PROGRAM OF THE ENTRANCE EXAM**

**specialty «8D01703 - Foreign language: two foreign languages»**

**Almaty, 2022**

The purpose of the entrance exam for Doctoral Program in the specialty «8D01703 - Foreign language: two foreign languages» is to reveal the level of general cultural, professional and subject competencies development in the field of research activities as a result of mastering the sciences of psychological, pedagogical and philological cycles related to the “*Methodology of foreign language education*” at the Bachelor's and Master's stages.

In particular, the applicant should demonstrate the development of the following competencies, namely:

- 1) To provide an understanding of the laws of socio-historical conditions of Foreign Language education development and the change of fundamental paradigms;
- 2) To identify the scientific view on the current state of Foreign Language education and prospects of its development;
- 3) To create a holistic science-based understanding of modern approaches to Foreign Language education;
- 4) To classify the main categories of modern Foreign Language education in a new interpretation of their conceptual essence;
- 5) To ensure the mastery of innovative pedagogical technologies and Interactive techniques used in the process of Foreign Language education.

**The list and content of sections (topics) should be shown by the applicants**

**Section 1. General problems of the theory of foreign language education**

**Chapter 1. Foreign language education at the present stage of social development**

The concepts of “*foreign language*”, “*English language teaching*” (ELT), “*second language acquisition*” (SLA), “*foreign language education*”. The main factors determining the specifics of the modern system of foreign language education. The role of foreign language and foreign language culture in the modern system of foreign language education. The modern system of foreign language education in its socio-pedagogical context.

**References:**

1. Richards, J., & Rodgers, T. (2001). Approaches and methods in language teaching (2nd ed.). Cambridge: Cambridge University Press.
2. Richards & Renandya (2004). Methodology in Language Teaching Cambridge University Press, 2004. – 422 p.
3. Diane Larsen-Freeman (2001). Techniques and Principles in Language Teaching Oxford University Press. - 190 p.
4. Кунанбаева С.С. Современное иноязычное образование: методология и теории. – Алматы, 2005.
5. Кунанбаева С.С. Теория и практика современного иноязычного образования. – Алматы, 2010.
6. Миролубов А.А. Методика обучения иностранным языкам: традиции и современность. Обнинск, Титул, 2010.
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8. Гальскова Н.Д. Современная методика обучения иностранным языкам. Москва, 2004.
9. Халеева И.Н. Основы теории обучения пониманию иноязычной речи. Москва, 1989.
10. Щукин А.Н. Обучение иностранным языкам. Теория и практика. – М., 2006.

**Chapter 2. Theory of foreign language education as a scientific field**

Aims and Objectives of FLT methodology and its place in the system of professional pedagogical training of the foreign language teacher. The subject and object of FLT methodology. General and private methods of FLT. Factors determining the scientific independence of FLT methodology (the system of basic concepts, methods of research).

General characteristics of the research methods used in FLT methodology as a science. The key methodological concepts are: *principle, method, technique, technology, means, system, exercises, activities*. The dependence of methods,

principles, techniques and means on the aims and stages of teaching. Exercises as the main component of foreign languages teaching.

The interdisciplinary links of *FLT methodology* with other sciences: *psychology, physiology, linguistics, psycholinguistics, cognitive linguistics, pedagogy, etc.*

*Aim of teaching* (pragmatic, cognitive and pedagogical aspects) as a socio-pedagogical and methodological category. Aims at different stages of foreign languages teaching.

The Intercultural paradigm of modern foreign language education. Methods and types of Intercultural interaction. Different approaches to the interpretation of the concept of “*Intercultural communicative competence*” (ICC). *Intermediator of Intercultural communication* as the learning outcome of foreign language education. Intercultural communicative competence as an indicator of Intermediator of Intercultural communication development. The Common European Framework Reference (*CEFR*) for language levels.

### **References:**

1. Кунанбаева С.С. Современное иноязычное образование: методология и теории. – Алматы, 2005.
2. Кунанбаева С.С. Теория и практика современного иноязычного образования. – Алматы, 2010.
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7. Щукин А.Н. Обучение иностранным языкам. Теория и практика. – М., 2006.

### **Chapter 3. The content and principles of foreign language education**

*The content* of foreign language education, its *linguistic, psychological, socio-cultural, methodological components*.

*The principles* of FLT as the initial provisions defining the requirements for teaching and its components. Didactic and private methodological principles of foreign language education.

### **References:**

1. Diane Larsen-Freeman (2001). *Techniques and Principles in Language Teaching* Oxford University Press. - 190 p.
2. Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
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  10. Щукин А.Н. Обучение иностранным языкам. Теория и практика. – М., 2006.

#### **Chapter 4. Methods of foreign language education**

The concept of “*method*” as a scientific category that defines the way of cognition, research of natural phenomena and social life. The main stages of FLT methodology development. The classification of teaching methods. Methods analysis at three levels Edward Anthony (1963); Richards & Rodgers, 2001).  
*Traditional methods of FLT:*

- 1) Grammar-translation method & The Direct Method. Theoretical Background. Objectives, Principles, features. The syllabus, techniques and activities. Advantages & Disadvantages.
- 2) Audio-lingual method. Structural linguistics (Bloomfield 1933) and Behavioral psychology (Skinner 1957). Theoretical Background. Objectives, Principles, features. ALM lesson. The syllabus, techniques and activities. Advantages & Disadvantages.
- 3) The Oral Approach or Situational language teaching (Ch.Fries). Theoretical Background. SLT goals, teaching techniques and activities. SLT lesson and syllabus. Advantages & Disadvantages. The silent way method (Gattegno 1976). Background and Principles, Design and goals. Teaching process, techniques and materials. Structural syllabus.
- 4) Desuggestopedia (Lozanov, 1978). Major Concepts and Features. Anti-Suggestive Barriers. Teaching process, techniques and materials. Desuggestopedia lesson. Advantages & Disadvantages. Total Physical Response (Asher, 1977). Characteristics, principles and activities. Advantages & Disadvantages.
- 5) Community language learning (Curran, 1976). Objectives, key features, typical techniques. CLL lesson and syllabus. Advantages & Disadvantages.

*Current trend methods of FLT:*

Communicative language teaching (Chomsky, 1959, 1965, Hymes 1972, Halliday 1973, van Ek, Canale&Swain, Byram, etc.). Communicative competence and

Intercultural communicative competence: differences (S.S.Kunanbayeva, N.D.Galskova, I.I. Khaleeva). Main features and interactive techniques.

### **References:**

1. Diane Larsen-Freeman (2001). *Techniques and Principles in Language Teaching* Oxford University Press. - 190 p.
2. Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge: Cambridge University Press.
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10. Щукин А.Н. Обучение иностранным языкам. Теория и практика. – М., 2006.

### **Chapter 5. Means and Tools of foreign language education**

Main and supplementary means of FLT. Authenticity of English language classroom.

The specifics of the modern foreign language textbook. Criteria for the analysis and evaluation of English language textbook.

Technical tools of FLT. Use of video in foreign languages education: aims, stages of work, types of activities. Demands and requirements to the selection of the video material.

### **References:**

1. Бим И.Л. К проблеме оценивания современного учебника иностранного языка. *Иностранные языки в школе*, №6, 1999.
2. Гальскова Н.Д. Современная методика преподавания иностранных языков. М., 2000. - с. 127-130.
3. Горлова Н.А. Оценка качества и эффективности УМК по иностранному языку. *Иностранные языки в школе*, №8, 2005.
4. Зеня Л.Я. Выбор учебника иностранного языка в современной школе. *Иностранные языки в школе*, №6, 1996.

5. Пассов Е.И. Учебник как феномен сферы иноязычного образования. Иностранные языки в школе, №4, 2004.
6. Щукин А.Н. Обучение иностранным языкам: теория и практика. М., 2006. - с. 225-234.
7. Якушев М.В. Научно обоснованные критерии анализа и оценка учебника иностранного языка. Иностранные языки в школе, №1, 2000.

## **Chapter 6. Modern interactive techniques and Innovative communication technologies (ICT).**

Innovative communication technologies (ICT) in teaching foreign language communication. The Internet sites in foreign languages teaching. Distance learning, (On-line learning) in foreign languages teaching. E-learning. M-learning. Blended learning in ELT.

Interactive techniques in teaching foreign language communication. Cooperative language learning. Discussion. Brainstorming. Role-playing. Project-based learning. Task-based learning. Inquiry-based learning. Problem-based learning (Case Study). Portfolio. Flipped learning. CLIL as a technology in foreign languages teaching and subject.

### **References:**

1. Diane Larsen-Freeman (2001). Techniques and Principles in Language Teaching Oxford University Press. - 190 p.
2. Richards, J., & Rodgers, T. (2001). Approaches and methods in language teaching (2nd ed.). Cambridge: Cambridge University Press.
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10. Щукин А.Н. Обучение иностранным языкам. Теория и практика. – М., 2006.

## **Section 2. Developing speech skills and linguistic habits**

### **Chapter 7. Teaching pronunciation**

Peculiarities of teaching foreign language pronunciation and Intonation: the role of teaching pronunciation in FLT, the program requirements to teaching pronunciation at school, methods of teaching pronunciation, types of exercises for teaching pronunciation, typical pronunciation mistakes.

### **References:**

1. Richards & Renandya. *Methodology in Language Teaching* Cambridge University Press, 2004. – 422 p.
2. Мильруд Р.П. *Методика преподавания английского языка. English Teaching Methodology. Учебное пособие для вузов.* - М.: Дрофа, 2005. - 256 с. - (Высшее педагогическое образование). - ISBN 5-7107-8495-8.
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7. Халеева И.Н. *Основы теории обучения пониманию иноязычной речи.* Москва, 1989.

### **Chapter 8. Teaching vocabulary**

Peculiarities of teaching foreign language vocabulary: the importance of teaching vocabulary, the program requirements to teaching vocabulary, aims and content of teaching vocabulary, difficulties in teaching vocabulary, methodological typology, procedure of working with vocabulary, types of exercises of teaching vocabulary.

### **References:**

1. Richards & Renandya. *Methodology in Language Teaching* Cambridge University Press, 2004. – 422 p.
2. Мильруд Р.П. *Методика преподавания английского языка. English Teaching Methodology. Учебное пособие для вузов.* - М.: Дрофа, 2005. - 256 с. - (Высшее педагогическое образование). - ISBN 5-7107-8495-8.
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7. Халеева И.Н. *Основы теории обучения пониманию иноязычной речи.* Москва, 1989.



## **Chapter 9. Teaching grammar**

Peculiarities of teaching foreign language grammar: subject of grammar, the role of teaching grammar in FLT, a goal of teaching grammar, difficulties in teaching grammar, procedure of teaching grammar, types of grammar exercises. Different views on the typology of grammar exercises. Assessment of grammar.

### **References:**

1. Richards & Renandya. *Methodology in Language Teaching* Cambridge University Press, 2004. – 422 p.
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7. Халеева И.Н. *Основы теории обучения пониманию иноязычной речи.* Москва, 1989.

## **Chapter 10. Teaching listening comprehension**

Teaching listening comprehension: listening as a communicative skill. Requirements of the State Program for teaching listening in secondary school. Difficulties of listening: the main linguistic and psycholinguistic difficulties in the perception and understanding of speech (pronunciation, the tempo of the sounding speech, the focus of attention, compositional and stylistic features of perceived speech messages); the ways to prevent and overcome them. Three-phase framework of teaching listening, aims, types of activities. Assessment of listening comprehension skills development in various stages of ELT. Assessment Criteria (Rubrics) of listening comprehension skills.

### **References:**

1. Richards & Renandya. *Methodology in Language Teaching* Cambridge University Press, 2004. – 422 p.
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7. Халеева И.Н. Основы теории обучения пониманию иноязычной речи. Москва, 1989.

### **Chapter 11. Teaching reading**

Reading as a communicative skill. The role and place of reading in foreign languages teaching in secondary school. The aims and objectives of teaching reading in secondary school. Reading as a goal and as a means of teaching. The connection of reading with speaking and writing. Types of reading (skimming, scanning), their brief description. Requirements for reading skills development at different levels of secondary school. Selection of texts for different types of reading. Reading strategies. Three-phase framework of teaching, types of activities. Assessment of reading comprehension. Assessment Criteria (Rubrics) of reading comprehension skills.

#### **References:**

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### **Chapter 12. Teaching speaking**

Speaking as a skill. The relationship of speaking with listening, reading and writing. The main linguistic and psychological difficulties of speaking. Concepts: “prepared” and “unprepared” speech. The main types of oral speech: monologue dialogue, polylogue.

The requirements of the State Program for teaching monologue at different stages of secondary school. Psycholinguistic characteristics of monologue. Activities of teaching monologue. Criteria (rubrics) of assessing monologue skills.

Psycholinguistic characteristics of dialogue. Activities of teaching dialogue. Techniques of assessing dialogue skills development. Criteria (rubrics) of assessing dialogue skills.

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1. Richards & Renandya. Methodology in Language Teaching Cambridge University Press, 2004. – 422 p.
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7. Халеева И.Н. Основы теории обучения пониманию иноязычной речи. Москва, 1989.

**Chapter 13. Teaching writing**

Writing as a skill. Psycholinguistic characteristics of writing. The role of writing at various stages of foreign language teaching in secondary school. The connection of writing with speaking and reading. Mastering graphics, calligraphy, spelling at the junior level. Exercises for assessing graphics and calligraphy. Exercises for improving spelling at the middle and senior stages of secondary school: copying, various types of dictation.

Types of writing (types of essays, composition, abstract or review, etc.). Stages of teaching writing. Criteria for assessing written works.

**References:**

1. Richards & Renandya. Methodology in Language Teaching Cambridge University Press, 2004. – 422 p. <https://doi.org/10.1017/CBO9780511667190>
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### **Chapter 14. Planning in foreign language education**

Modern English lesson. Types of Lessons. The most important requirements to Lesson planning. Aims setting. The ratio of the main goal and objectives of the lesson with its content. The main stages of English lesson. Lesson plan or sequence of lessons designing. Selection and use of resources. Time management. Assessment and self-assessment. Giving feedback.

Foreign language Curriculum and Foreign language syllabus designing. Types of syllabuses. Defining characteristics of syllabi. Organising principles of syllabi. Selecting and grading content. Selecting and grading learning tasks. The elements of syllabus designing.

The new Integrated Foreign Languages Curriculum.

#### **References:**

1. David Nunan. *Syllabus Designing*. Oxford University Press, 1988. – 166 p.
2. David Nunan. *Communicative Tasks and the Language Curriculum*, TESOL Quarterly Vol. 25, No. 2, Summer 1991 279 – 295.
3. C. J. BRUMFIT. GENERAL ENGLISH SYLLABUS DESIGN // Curriculum and syllabus design for the general English classroom. The British Council.
4. Prabhu, N.S. *Procedural Syllabuses*, in Read, J.A.S. (ed.) *Trends in Language Syllabus Design*. Singapore: SEAMEO Regional Language Centre.
5. Sheldon, L. *Evaluating ELT textbooks and materials*, English Language Teaching Journal, 42/4, Oxford: Oxford University Press.

### **Chapter 15. Assessment in foreign language education**

Defining Assessment. Assessment & Evaluation & Testing: Significance. Assessment Selection. Types of assessment (Formative and Summative/Diagnostic and Achievement). Types and Approaches to Assessment. Alternative Assessments. The principles of Assessment (authenticity, reliability, validity, and the washback effect). Testing (Types of Tests).

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