



ӘЛ-ФАРАБИ атындағы
ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ
имени АЛЬ-ФАРАБИ

**«БІЛІМ БЕРУ БАҒДАРЛАМАЛАРЫН
ЖАҢҒЫРТУ: АККРЕДИТАЦИЯ ЖӘНЕ
КАДРЛАР ДАЙЫНДАУ САПАСЫНЫҢ КЕПІЛІ»
46-ғылыми-әдістемелік конференция
МАТЕРИАЛДАРЫ**

14-15 қаңтар 2016 жыл

2-кітап

**МАТЕРИАЛЫ
46-й научно-методической конференции
«МОДЕРНИЗАЦИЯ ОБРАЗОВАТЕЛЬНЫХ
ПРОГРАММ: АККРЕДИТАЦИЯ И ГАРАНТИЯ
КАЧЕСТВА ПОДГОТОВКИ КАДРОВ»**

14-15 января 2016 года

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**ЕКІНШІ СЕКЦИЯ
ВТОРАЯ СЕКЦИЯ**

ИННОВАЦИОННОЕ ОБУЧЕНИЕ: ТЕХНОЛОГИИ И МЕТОДЫ

ИННОВАЦИЯЛЫҚ ОҚЫТУ: ТЕХНОЛОГИЯЛАРЫ МЕН ӘДІСТЕРІ

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THE INTERNET AS A RESOURCE FOR ENGLISH TEACHING MATERIALS

The internet provides very useful resources of authentic teaching materials for EFL teachers. It is well known that our new life is highly affected by the era of information technology, and technology plays an important role in today's human society development. Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education. Students trying to learn English as a second language need further language support. They need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills (Ybarra & Green, 2003). For doing such tasks, they are in need of using various tools which can help them learn the language easily and effectively. The term New Technology includes communication techniques for language teaching in which the personal computer plays a central role (Davies & Hewer, 2012). There are, however, other technological tools that can be utilized in language learning besides computers. Each technological tool has its specific benefits and application with one of the four language parts (speaking, listening, reading, and writing). The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor together with the role of the technology can lead to advanced learning results (Sharma, 2009).

The World Wide Web has a lot to offer for language teachers. Firstly, teachers can subscribe to mailing lists related to teaching English as a second language (TESL) or teaching English as a foreign language (TEFL), and can communicate with colleagues and professionals to discuss methodological issues. The Internet is an excellent ground to share practical ideas with other language teachers. Secondly, the Internet is a store of information about latest inventions and teaching materials. Tutors can read electronic journals and newsletters with the help of the Internet. Furthermore, there are a growing number of materials on the Web especially designed for English language lessons. The World Wide Web makes it easier to find alternative texts and activities that coursebooks cannot provide. Moreover, teachers can find authentic texts and ready-made exercises that can be used with great success in the language classroom.

However, finding useful information on the Web requires experiment and decision making. The variety of resources is so great that deciding how to use them is a challenge in itself. It is important to investigate Internet materials as critically as materials from any other source would be looked at, and where necessary they should be adapted to suit the instructor's situation. As Carrier states, every computer-mediated task can be tailored to meet the teacher's methodological goals. He underlines that any technological application is characterised by the teacher's methodological design (1997).

Educational centres help teachers to access appropriate material. The primary goal of these centres is to improve instruction, so they provide a vast database of educational research and articles on topics related to teaching, learning and educational management. Additionally, there are special sites dedicated to different fields of studying, such as linguistics, literature or teaching English as a second or foreign language (ESL or EFL).

Unfortunately, it is sometimes impossible to establish an Internet-connection in the language class. An easy solution to the problem of limited access is printing materials from the Internet and giving them to students. The World Wide Web offers a rich variety of photocopyable sheets that students can do offline. In addition, some online sites can be also operated offline after they have been once loaded. Examples for this can be found further in the article.

BusyTeacher is an extensive repository of affordable e-books, downloadable classroom posters, informative education articles for ESL/EFL teachers and over 10,000 free printable worksheets in dozens of categories. You can find innovative methods for coaching grammar and punctuation, new

teaching ideas, timely lessons specific to the season and more. Free online tools at BusyTeacher include applications for creating word search, jumble and letter tile puzzles as well as a daily warmer that you can slip into your curriculum or use as inspiration for fun exercises of your own.

TEFLnet is a free and independent site for Teachers of English as a Foreign Language, with TEFL pages that include ESL lesson plans, worksheets, TEFL courses and tips, ESL jobs and FAQs, articles, TEFL forums and more. TEFLnet presents its materials mainly in British English, but nevertheless offers a broad spectrum of resources for ESL/EFL teachers in the U.S. and internationally. Features include a worksheet generator, downloadable lesson plans, a discussion board for teachers, basic information about TEFL qualifications and a job board for aspiring ESL/EFL professionals worldwide.

Listening, as we know, is the skill of understanding spoken language. Listening practice in English is also very important because foreign learners of English living and learning English in non-English-speaking countries have limited opportunities for regular long-term oral communication in English with native speakers of English on a variety of topics and issues using comprehensive content and extensive vocabulary.

English Listening Lesson Library Online (ELLLO) is a collection of over 1,000 listening activities that students can view free via the internet. Most listening activities come with a downloadable MP3 audio file, transcript and interactive quiz. ELLLO offers a variety of listening activities that each target a specific listening skill, need or interest. ELLLO recruits speakers from more than 60 countries, helping you introduce your students to a variety of different English accents. On average there are at least five new listening activities each week. Activities are numbered for easy reference. Currently, the listening activities include interviews, newscasts, surveys (Mixer), songs, presentations (Talking Points), and listening games.

Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value. Fortunately, with the expanding prevalence of the Internet and specifically the World Wide Web into both the classrooms and lives of students, access to music and lyrics has been made easier. Saricoban and Metin (2000) have found that songs can develop the four skill areas of reading, writing, listening, and speaking. Eken (1996, p.46) states that songs can be used:

- To present a topic, a language point, lexis, etc.
- To practice a language point, lexis, etc.
- To focus on common learner errors in a more direct way
- To encourage extensive and intensive listening
- To stimulate discussion of attitudes and feelings
- To encourage creativity and use of imagination
- To provide a relaxed classroom atmosphere
- To bring variety and fun to learning

Lo and Li (1998) offer similar suggestions, writing that songs provide a break from classroom routine, and that learning English through songs develops a non-threatening classroom atmosphere in which the four language skills can be enhanced.

Tefltunes is a new website offering song based lesson plans for for EFL/ESL teachers. Tefltunes uses the principle that music is a great teaching tool and memory aid educators in the ESL/EFL field instruct students on English grammar and topical vocabulary at multiple skill levels. The full site operates on a subscription basis, but a handful of lessons are available for free so you can test out the concept as a part of your method. Songs can help relax the classroom atmosphere, introduce students to colloquial English and provide an authentic cultural dimension to your lessons. If you've ever had lyrics stuck in your head, you'll understand how this approach works.

The internet is a fantastic tool for teachers. It's not the answer to simple teaching or learning, but it is an incredibly motivating resource for both teachers and learners. You can find materials for use in traditional classes, you can access message boards and discussion groups for your own interest, development and to get ideas and activities for lessons, you can use it as a communication tool which allows your students to interact with people around the world in English and you can use it as the basis of lessons with students accessing the internet live during lessons. It's not always easy to use and it does have its problems but it's a motivating and engaging resource for both students and the teachers.

Here are some top tips for teachers using the internet.

- Don't be afraid of the technology, it's not difficult to learn to use.
- Learn how to search effectively and evaluate the materials you find

- Prepare internet lessons and materials carefully, remember to have alternative material ready in case of technological or other problems
- Before using the internet in class, check any sites that you will be asking the students to use.
- During the lesson, monitor the students carefully
- Finally - have fun and be creative!

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TRANSLATION TEACHING METHODOLOGY IN 21ST CENTURY

Translation is a peculiar type of communication – interlingual communication.

The goal of translation is to transform a text in the Source Language into a text in the Target Language. This means that the message produced by the translator should call forth a reaction from the TL receptor similar to that called forth by the original message from the SL receptor. The content, that is, the referential meaning of the message with all its implications and the form of the message with all its emotive and stylistic connotations must be reproduced as fully as possible in the translation as they are to evoke a similar response. While the content remains relatively intact, the form, that is, the linguistic signs of the original, may be substituted or replaced by other signs of the TL because of structural differences at all levels. Such substitutions are justified; they are functional and aim at achieving equivalence.

Equivalent texts in the two languages are not necessarily made up of semantically identical signs and grammatical structures and equivalence should not be confused with identity.

Each pedagogic approach is described succinctly so you can quickly understand how the technique might be relevant to your teaching. Written by fellow educators, these descriptions include tips for effectively using each technique, related research on their impacts on learning, as well as a set of example activities. Moreover, demand in highly qualified translators has grown immensely for the last few decades.

Translation has a crucial role to play in aiding understanding of an increasingly fragmentary world. The translator, as the Irish scholar Michael Cronin has pointed out, is also a traveler, someone engaged in a journey from one source to another. The twenty-first century surely promises to be the great age of travel, not only across space but also across time [Michael Cronin, 2000].

Looking back to the nineteenth-century the legacy has also meant that translation study in English has devoted much time to the problem of finding a term to describe translation itself. Some scholars, such as *Theodore Savory*, define translation as an “art”, others, such as *Eric Jacobsen*, define it as a “craft”, whilst others, perhaps more sensibly, borrow from the German and describe it as a