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**610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP
(2019-2023)**

SYLLABUS OF THE UPDATED COURSE



METHODS OF TEACHING FOREIGN LANGUAGES (BA LEVEL)

Prepared by the MultiEd team

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**Summary of a new course under the
MultiEd Project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP**

Methods of Teaching Foreign Languages, BA

**Horlivka Institute for Foreign Languages
SHEI Donbas State Pedagogical University**

Master/bachelor level	Bachelor's level (undergraduate)
Branch of knowledge	014 Secondary Education
Specialization	014.021 Language and Literature (English Language and Another Western European Language)
Qualifications	Teacher of English, Foreign Literature, and Another Western European Language
Form of education	Full time
Status of the discipline	Compulsory course
Course prerequisites	English level B1, 2 or higher
Semester of the course	7
Course Volume	3 ECTS, 90 hours: 44 hours of class work (20 hours of lectures, 18 hours of workshops, 16 hours of laboratory classes) 36 hours of self-study
Form of final control	Exam (passed if A, B, C, D, or E; failed if F)
Course language	English, Ukrainian
Developers	Kokorina, Lyudmyla, Candidate of Pedagogical Sciences, Associate Professor, Horlivka Institute for Foreign Languages SHEI DSPU Lozova, Tetyana, Teacher, Horlivka Institute for Foreign Languages SHEI DSPU Kokhanova, Kateryna, Teacher, Horlivka Institute for Foreign Languages SHEI DSPU

Brief Course Description (up to 2,000 symbols)

The course of Methods of Teaching Foreign Languages helps graduate students acquire theoretical and practical knowledge in methods of teaching foreign languages. This course, promoting different methods of teaching foreign languages, is aimed at enhancing students' awareness of theoretical approaches and practical techniques both in development and improvement of secondary education learners' language capacities and skills in writing, reading, speaking, listening, and use of English.

The basis of studying the course is the pedagogics, psychology, linguistics, foreign literature and information technologies. The subject matter of the course is an educational process planning research with its objectives, tasks, content, methods, forms, learning outcomes in secondary schools.

The course is the main component in the system of modern teacher training in higher education, as it integrates and broadens the knowledge gained by higher education students while studying specific professional, psychological and pedagogical disciplines.

Methodologically, the professor will conduct the course through lecture presentations and practical training at workshop and laboratory classes.

The students are required to attend classes, read and discuss methodological materials, do workshop and laboratory classes assignments on curricula structure and content analysis of foreign languages lessons in secondary education, assessment tests, interactive technologies, preparation of methodological portfolio, engage in peer reviewing, and successfully complete the progress, module and exam tasks.

The students are expected to work individually, in small groups, and in class discussions.

New Components

- A. Key Terms and Notions
- B. Course Aim
- C. Competences
- D. Learning Outcomes
- E. Assessment and Feedback in the Course
- F. Final Assessment
- G. Assessment Criteria
- H. Course Quality Control
- I. Course Layout and Number of Modules
- J. Course Topics
- K. Teaching and Learning Methods
- L. Literature and References

A. Key Terms and Notions

foreign languages teaching, linguistic diversity, critical thinking, media literacy, interactive methods and techniques, communication and information technology, methodological portfolio, STEM-projects, CLIL.

B. Course Aim

The aim of the course is to ensure that the students as would-be teachers of foreign languages become aware of the basic concepts and methods of teaching foreign languages that entails knowledge about the system of secondary education, modern pedagogical, communication and information technologies adjust to the educational process as well as the secondary school students' language competence formation and development due to learning foreign languages in classroom and extracurricular activities.

C. Competences

General competences	<p>The ability to understand and generate the values of civil society, save and enrich national moral and cultural heritage.</p> <p>The abilities to learn and acquire knowledge; the ability to analyse, systematise and evaluate educational and professional activities; the ability to apply communication and information technologies in professional activities.</p> <p>The ability to work in a team and autonomously; the ability to adapt to and act in a new situation.</p> <p>The capability to apply knowledge to practical situations, bearing in mind the regulations of academic integrity.</p>
Specific competences	<p>The ability to use the achievements of modern science in theory and history of teaching foreign languages and literature in the process of practical learning in secondary education.</p> <p>The ability to mould learners' key subject competences and monitor interdisciplinary relations.</p> <p>The ability to research, plan and design the learning process as well as adjust effective approaches in teaching foreign languages in regard with the domestic and international experience.</p>

	<p>The ability to identify and research effective methods to ensure objective control, evaluation, and monitoring of learners' academic achievements in foreign languages and literature.</p> <p>The ability to think critically, evaluate and improve both professional pedagogical activity and experience.</p> <p>The ability to reasonably use a variety of modern approaches and information technologies in order to provide teaching and learning materials for lessons in foreign languages.</p> <p>The ability to interact with local (regional, national, European, global) communities to develop professional knowledge and specific competencies; the ability to follow practical experience and language-literature context to reach the goals of the learning process in secondary education.</p>
D. Learning Outcomes	
LA 1	To know the history of a subject field, the essential concepts of specialty; to apply both national and international standards and practices in professional activities.
LA 2	To know and understand modern approaches, and methods of teaching foreign languages in secondary education.
LA 3	To be aware of the value of independence, territorial integrity and democracy of Ukraine as well as encourage civil society cooperation, enrich national moral and cultural heritage.
LA 4	To select and apply modern information technologies and methods to mould the learners' subject competences; to conduct self-assessment analysis of the lessons effectiveness.
LA 5	To understand and follow modern philological and didactic framework of teaching foreign languages, their norms, and sociocultural situation development; to know, understand and adjust theoretical and methodological principles of teaching foreign languages and literature in basic secondary education.
LA 6	To apply methods of language and specialty content bilingual and integrated learning; to be able to master the basics of multilingualism as well as teaching methods in heterogeneous learning environment.
LA 7	To facilitate cultural diversity and intercultural dialogue in the process of learning foreign languages and literature.
E. Assessment and Feedback in the Course	
<p>The teacher's and peer feedback is given orally and regularly to evaluate the work done during lectures, workshops and laboratory classes. The teacher's feedback to written papers is given in writing. The progress control involves assessment of both workshop and laboratory tasks on various aspects of the course, including independent work assignments. The control is performed as a system of evaluating professionally specific competences of the students in the forms of four progress checkpoints and two module tasks, each aimed at assessing the students' professional and pedagogical competence achieved in the course.</p> <p>The first content module ends with one checkpoint; the second content module ends with the second checkpoint and the first module task; the third content module ends with the third checkpoint; the fourth content module ends with the fourth checkpoint and the second module task.</p> <p>Progress checkpoints 1-4 as well as module tasks 1-2 are aimed at assessing the students' professional</p>	

and pedagogical competence achieved in the course.

F. Final Assessment

The form of the final assessment is an exam. The assessment grade consists of the sum of points for the four progress checkpoints and the two module tasks (60 points at most) during the semester, the written (20 points at most) and oral (20 points at most) parts of the exam. The students take an exam if the accumulated points are not less than 60 during the course.

G. Assessment Criteria

100-90 points, A	Thorough and deep knowledge of the material in a required amount; the ability to do practical tasks entailed by the curriculum completely, proficiently, and productively; showing creativity in understanding and using the acquired knowledge and skills.
89-82 points, B	Thorough and systematic knowledge of the course aspects, with successful completion of practical tasks and the ability to replenish and update knowledge independently. There are only minor errors in the student's oral answers or written work.
81-75 points, C	Systematic knowledge of the course aspects, with completion of practical tasks and the ability to replenish and update knowledge independently. However, there are inaccuracies in the student's oral answers or written work.
74-67 points, D	Basic knowledge of the educational material in the amount sufficient for further study and future professional activities; basic awareness of the course aspects and just satisfactory performance of the course tasks; there are obvious errors in doing practical tasks, but the student can eliminate them with the teacher's help.
66-60 points, E	Basic knowledge of the educational material in the amount sufficient for further study and future professional activities; narrow awareness of the course aspects and just satisfactory performance of the course tasks; there are significant errors in doing practical tasks, and the student can eliminate them only with the teacher's help.
59-0 points, F	The student's answers and performance of tasks in the course are superficial, fragmentary, or absent, and the student has only a vague idea, if any, about the course aspects.

H. Course Quality Control

1. Syllabus feedback from internal and external (peer-)reviewers.
2. Feedback from enrolled students.
3. The students' performance in the course.

I. Course Layout and Number of Modules

Topic	Total hours	Lecture hours	Workshop hours	Laboratory classes	Individual work hours
Content Module 1. Theoretical Fundamentals of Teaching Foreign Languages in Secondary Education					
Topic 1. Alternative methods of teaching foreign languages.	10	2	2	2	4

Topic 2. The peculiarities and forms of teaching foreign languages in secondary education.	11	2	2	2	5
Total of Content Module 1	21	4	4	4	9
Content Module 2. Methods of Foreign Languages Competence Formation					
Topic 1. Teaching receptive language activities.	10	2	2	2	4
Topic 2. Teaching productive language activities.	11	2	2	2	5
Total of Content Module 2	21	4	4	4	9
Content Module 3. Methods of Foreign Speaking Competence Formation					
Topic 1. Teacher-student feedback at a foreign language lesson.	12	4	2	2	4
Topic 2. Correction at a foreign language lesson. Correction in speaking and writing.	11	2	2	2	5
Total of Content Module 3	23	6	4	4	9
Content Module 4. Teaching Foreign Languages in Secondary Education					
Topic 1. Educational process planning at a foreign language lesson.	10	2	2	2	4
Topic 2. Control in teaching a foreign language. Types and forms of control.	15	4	4	2	5
Total of Content Module 4	25	6	6	4	9
Total Course Hours	90	20	18	16	36
J. Course Topics					
<ol style="list-style-type: none"> 1. Teaching receptive language skills. 2. Listening as a language activity. Teaching listening activity. The requirements for teaching listening comprehension skills texts. 3. Teaching productive language skills. 4. Reading as a language activity. Teaching reading activity. The requirements for teaching reading comprehension skills texts. 5. Teaching speaking activity. Teaching monologue and dialogue speaking. 6. Teaching writing activity. The requirements for teaching writing skills texts. 7. Alternative methods of teaching foreign languages. 8. The peculiarities and forms of teaching foreign languages in secondary education. 9. Teacher-student feedback at a foreign language lesson. 10. Correction at a foreign language lesson. Correction in speaking and writing. 11. The motivation of learners. The ways of motivation. The key role of a teacher in learners' motivation and encouragement. 12. The reflection at foreign languages lessons. The types and tools of reflection. 13. The integrated learning. Critical thinking. 14. STEM-projects. 15. The educational planning at foreign languages lessons. Control in teaching a foreign language. Types and forms of control. 16. Teaching receptive language skills. Methods of foreign language competence formation in listening. 					

17. Teaching receptive language skills. Methods of foreign language competence formation in reading.
18. Teaching productive language skills. Methods of foreign language competence formation in speaking.
19. Teaching productive language skills. Methods of foreign language competence formation in writing.
20. Monologue speaking skills.
21. Dialogue speaking skills.
22. Teaching foreign languages. The system of education: objectives, content, principles.
23. The national curricula in teaching foreign languages in secondary education.
24. Scientific study in teaching foreign languages.

K. Teaching and Learning Methods

The methods employed in the course are those of explanation, illustration, observation, search, analysis, research, review, evaluation, and presentation.

L. Literature and References

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