Course Syllabus

ENGLISH AS A FOREIGN LANGUAGE TEACHING METHODOLOGY

Study Programme: Secondary Education. English Language and World Literature
Level: FHEQ 7 – Master's Degree
Credit rating: 6 ECTS
Year: 1; **Semester:** 1&2
Class Meeting Time(s) and Location(s): according to the timetable
Academic Unit: Department of Germanic Philology and Foreign Language Teaching Methodology
Approval: Minutes № 1 of 27.08.2024

Teaching Staff

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Course Overview

The English Language Teaching Methodology course provides a comprehensive practice-ready foundation to equip students from any background with the knowledge and skills required to develop qualities for and expertise in teaching EFL (English as a Foreign Language). This course presents teaching principles and practices based on tenets of reflective teaching and language acquisition research. Included are principles of planning activities and lessons using authentic materials, guiding language acquisition through interactive activities, shaping instruction to meet identified learner needs, and assessing achievement of learner outcomes. This course requires structured practice in a teaching context where candidates apply new knowledge and reflect on their teaching. So post-requisites for the course are Learning Teaching Practice (EC 11) and Teaching Practicum (EC 12). The course is tailored for graduate students with an English proficiency level of B2 or higher.

Competencies and Learning Outcomes

Competencies

This course along with other courses of the 'Secondary Education. English Language and World Literature' study programme attributes to the development of the following competencies:

GC2. The ability to engage in interpersonal interactions, collaborate effectively in teams, and communicate with professionals at various levels.

GC4. The ability to make informed decisions in professional activities, demonstrate a responsible attitude towards duties, and motivate individuals to achieve a common goal.

GC5. The ability to generate new ideas, identify and solve professional problems, and demonstrate critical and self-critical thinking.

GC6. The ability to understand, deepen, integrate, and apply conceptual knowledge from

fundamental and applied sciences in practical professional situations.

PC1. The ability to use the national language and English effectively in oral and written forms during professional communication and interpersonal interactions.

PC2. The ability to innovate in professional activities and utilise modern and effective training methods and technologies.

PC3. The ability to select, adapt, and develop educational material based on the educational process conditions and cultivate the competencies outlined in educational programs among students.

PC4. The ability to plan, organise, and conduct educational and extracurricular activities.

PC5. The ability to use digital educational resources and information and communication technologies to search, process, and exchange information in professional activities, presenting individual and collaborative results, and implementing distance and blended learning.

PC8. The ability to organise the functioning of a safe and inclusive educational environment.

PC9. The ability to utilise forms and methods for quality control of education, evaluate and monitor the learning outcomes of learners based on a competency-based approach, and select and develop effective types of assessment and measurement materials.

PC10. The ability to monitor one's pedagogical activities and identify the needs, opportunities, and available resources for lifelong professional development.

PC14. The ability to use sociocultural and sociolinguistic knowledge for effective English communication and teaching.

Learning Outcomes

This course along with other courses of the 'Secondary Education. English Language and World Literature' study programme attributes to the development of the following learning outcomes:

PLO1. Use both the national and English languages, orally and in writing, to perform various communicative tasks in professional and interpersonal contexts.

PLO4. Select methods and techniques for teaching English and foreign literature that align with the goals and objectives of the educational process; choose and adapt educational materials to fit specific educational contexts; and develop educational and methodological support for English language and foreign literature classes.

PLO5. Plan and conduct educational and extracurricular English language and foreign literature classes in general secondary education institutions, including in distance and blended learning environments, utilising digital educational resources.

PLO6. Evaluate and monitor the educational outcomes of students in English language and foreign literature based on a competency-based approach.

PLO8. Evaluate one's pedagogical activity, identify needs and opportunities for professional development, and generate innovative solutions to challenges in new or unfamiliar contexts, even with incomplete or limited information.

Course Delivery Methodology and Aids

The course is delivered as lectures (28/8* hours) and practical classes/workshops (32/10* hours). The participants must undertake further independent study through weekly pre- and post-session reading and completing assignments (120/ 162* hours). The instructor will use a range of teaching approaches, including task-based learning, case studies, critical incidents analysis, microteaching, problem-solving, group work, opportunities for questions and further

discussion, and blended and flipped learning. These approaches are intended to promote high levels of interaction and student involvement in their learning process. The course uses a range of teaching and learning aids:

-Textbooks and reference materials;
-Presentation tools (PowerPoint et al.);
-Multimedia resources;
-Technology tools (LMS Moodle (UNICOM); virtual classroom (Zoom))
-Personal computers;
-Printed materials (handouts)
-Data collection tools (Google Forms).

Full-time/ part-time learning schemes

Syllabus

Hours	Unit
30	Understanding Learners and Learning
60	Exploring English Teaching Practices
30	Assessment of Learning
36	Specialised Dimensions in EFLT
24	The Teacher as Professional

Lectures

#	Theme	Hours	
		Full-time	Part-time
1	Introduction to EFLT: Orientation Session	2	2
2	Language Acquisition Theories	2	2
3	Learner Characteristics	2	-
4	Learning Styles and Strategies	2	-
5	Learning Challenges and Difficulties	2	-
6	Approaches and Methods in EFLT	2	2
7	Presenting Language in ELT	2	-
8	Types of Assessment in EFLT	2	2

Complete information about the course can be found in the EFLT Methodology Curriculum

9	Assessment Tools and Techniques	2	-
10	Feedback Strategies in EFLT	2	-
11	Teaching Culture in the EFL Classroom	2	-
12	Differentiation and Inclusivity in EFLT	2	-
13	Content and Language Integrated Learning (CLIL)	2	-
14	Professionalism in Teaching EFL	2	-
Total		**28**	**8**

Workshops

#	Theme	Hours	
		Full-time	**Part-time**
1	Presenting Language in ELT	2	2
2	Teaching Language Skills	4	2
3	Tools, Techniques and Activities in EFLT	2	-
4	Classroom Management in EFLT	2	-
5	Material Development in EFLT	2	-
6	Lesson Planning and Design	4	-
7	Criteria and Rubrics in Language Assessment	2	-
8	Feedback Strategies in EFLT	2	2
9	Teaching Culture in the EFL Classroom	-	2
10	Technology in the Language Classroom	4	-
11	Enacting Social and Emotional Learning (SEL) in EFLT	2	-
12	Professionalism in Teaching EFL	-	2
13	Reflective Teaching Practices	2	-
14	Collaborative and Self-directed CPD	2	-
15	Balancing Professional and Personal Life	2	-
Total		**32**	**10**

Independent Study

Complete information about the course can be found in the EFLT Methodology Curriculum

№	Theme/Content*	Hours	
		Full-time	**Part-time**
1	Language Acquisition Theories	6	6
2	Learner Characteristics	4	6
3	Learning Styles and Strategies	4	6
4	Learning Challenges and Difficulties	6	8
5	Approaches and Methods in EFLT	4	4
6	Presenting Language in ELT	8	10
7	Teaching Language Skills	8	10
8	Tools, Techniques and Activities in EFLT	4	6
9	Classroom Management in EFLT	4	6
10	Material Development in EFLT	4	6
11	Lesson Planning and Design	8	12
12	Types of Assessment in EFLT	4	4
13	Assessment Tools and Techniques	4	6
14	Criteria and Rubrics in Language Assessment	4	6
15	Feedback Strategies in EFLT	8	10
16	Teaching Culture in the EFL Classroom	4	4
17	Differentiation and Inclusivity in EFLT	4	6
18	Technology in the Language Classroom	8	12
19	Content and Language Integrated Learning (CLIL)	4	6
20	Enacting Social and Emotional Learning (SEL) in EFLT	4	6
21	Professionalism in Teaching EFL	4	4
22	Reflective Teaching Practices	4	6
23	Collaborative and Self-directed CPD	4	6
24	Balancing Professional and Personal Life	4	6

Complete information about the course can be found in the EFLT Methodology Curriculum

Total		120	162

*Independent study includes pre- and post-session reading/tasks, case study analysis, activity design and lesson planning, teaching mock lessons, item tasks for summative assessment, Future Learn Campus course completion, etc. Complete task information can be found on the EFLT Methodology course page at https://vle.ndu.edu.ua/course/view.php?id=3592.

Assessment Plan

The course uses a range of assessment types at all stages of study. Formative (continuous) assessment is used in all units to provide both students and staff with necessary feedback on learning performance and the achievement of learning outcomes. The purpose of the feedback is twofold: (1) to inform course development and (2) to enable the adaptation of learning opportunities to meet the needs of students. Summative assessment for most units will involve portfolio assignments. The format of all assessments is determined by its appropriateness for measuring the learning outcomes of units. Critical and reflective essays, reports, presentations, projects, lesson plans, posters, materials and test designs, and professional development plans are among the types of assignments used in the course.

Students take an exam at the end of the course, in Semester 2. The exam is conducted in the form of an online quiz. On the exam, students can earn 30 % of their final mark. The other 70% are students' points for their portfolio assignments.

Score*	Assignments
10	Assignment 1 Teaching Demonstration Students will design and deliver a 20-minute microteaching mock session on presenting language (grammar or vocabulary).
10	Assignment 2: Designing and Delivering an Activity with Authentic Materials Students will design and deliver an activity that uses authentic materials to teach speaking, listening, reading, or writing.
10	Assignment 3: Annotated lesson plan The annotated lesson plan assesses students' comprehensive understanding of effective English language teaching practices, including integrating various instructional approaches, classroom management strategies, and applying language acquisition theories.
10	Assignment 4 Using Visuals to Teach Cultural Awareness Students choose a visual (an image or a film clip used to illustrate a story or a message) with a strong representation of culture and design and teach a 10-15-minute classroom activity to develop cultural awareness.
10	Assignment 5 Developing a Summative Assessment Task Students develop a summative assessment task using Google Forms for a unit/ topic in a particular learning context.
10	Assignment 6 Professional Development Plan Students will write a reflective essay (800–1,000 words) evaluating their pedagogical strengths, areas for improvement, and future professional development goals.

Complete information about the course can be found in the EFLT Methodology Curriculum

10	Assignment 7 Online Courses Students will do 30 hours of learning on the Future Learn Campus or British Council Teaching English platforms.
30	Exam (60 online quiz questions, each weighing 0.5 points)
100	Total

*See assessment tasks specifications and criteria in the EFLT Methodology Curriculum.

Course Policies

Safety

When the government issues the "Air Alert" signal during face-to-face class, you must go to the shelter under the teacher's guidance and stay there until the alert is cancelled. If the "Air Alert" signal is activated during distance learning at your location, you must inform the instructor and go to a safe place.

Attendance is required.

All participants can contribute, explore, and challenge their ideas and those of others. Every participant is responsible for fostering a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences. Those students who cannot attend face-to-face classes for objective reasons must complete course tasks and assignments on UNICOM.

Deadlines

The deadline for submitting assignments and quizzes is three days before the exam. Assignments will not be accepted after this date.

Exam Retakes

Exam retakes are conducted in accordance with the current Educational Process Regulations at the university (Link).

Academic integrity

Ethical behaviour is an essential component of learning and scholarship. Students must understand and adhere to the University's academic integrity policy (Link). If you have any doubts about what constitutes a violation of the Academic Integrity policy or any other issue related to academic integrity, please ask your instructor.

Mobile devices in classes are used for educational purposes.

Classroom Conduct

Students should familiarise themselves with and adhere to the university's Internal Work Regulations (LInk) and the principles and rules of conduct outlined in the Ethical Code of Nizhyn Gogol State University (Link).

Disclaimer

The instructor reserves the right to modify this information throughout the semester.

Indicative Textbooks and Resources

1.	Artsymieieva, D., Witt, A., Gable Jr., T., & Others (Eds.). (2024). *Insights into remote learning and teaching: Teacher's guide*. Kyiv: Mlyn Media.
2.	Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion volume with new descriptors*. CEFR

Complete information about the course can be found in the EFLT Methodology Curriculum

3.   Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates, Inc. Link

4.   Frank, J. (2013) Raising Cultural Awareness in the English Language in English Teaching Forum,   51/4. https://americanenglish.state.gov/files/ae/resource_files/ubvcvfxplh3jhrnuhmyghquqz.pdf

5.   Krashen, S. (2009). *Principles and practice in second language acquisition*. University of Southern California. Link

6.   Pokrivčáková, S., & et al. (2015). *Teaching foreign languages to learners with special educational needs: E-textbook for foreign language teachers*. Constantine the Philosopher University. Link

7.   Richards, J. C., & Farrell, T. (2005). *Professional development for language teachers*. Cambridge University Press.

8.   Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching*. Macmillan Education.

9.   Tsagari, D., Vogt, K., Froehlich, V., Csépes, I., Fekete, A., Green, A., Hamp-Lyons, L., Sifakis, N., & Kordia, S. (2015). *Handbook of assessment for language teachers*. TALE Project.

10.   Калініна, Л. В., Прокопчук, Н. Р., & Кузьменко, О. Ю. (2023). *Student-friendly professional training of a new generation school teacher: Студенто-сприятлива професійна підготовка майбутнього вчителя англійської мови нового покоління*. Євро-Волинь. http://eprints.zu.edu.ua/36397/

11.   Навчальні програми з іноземних мов для загальноосвітніх навчальних закладів і спеціалізованих шкіл із поглибленим вивченням іноземних мов. (2017). Навчальні програми