



Co-funded by the
Erasmus+ Programme
of the European Union



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

SYLLABUS OF THE UPDATED COURSE



METHODOLOGY OF TEACHING FOREIGN LANGUAGES (BA LEVEL)

Prepared by the MultiEd team

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



Co-funded by the
Erasmus+ Programme
of the European Union



| Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP | |
|---|--|
| “Methodology of Teaching Foreign Languages”, BA | |
| V.O. Sukhomlynskyi National University of Mykolaiv | |
| Master/bachelor level | Bachelor level |
| Branch of knowledge | 014 Secondary Education |
| Specialization | 014.021 "English Language and Literature" |
| Qualifications | Teacher of foreign languages |
| Form of education | Full-time |
| Status of the discipline | Cycle of professional courses. Compulsory course |
| Course prerequisites | Practical Course of English, Grammatical Categories and Practical Grammar of the English Language, Analytical Reading, English and American Literature |
| Semester of the course | Year 3, semester 1,2 |
| Course Volume | 7 ECTS 210 hours 70 hours of class work 140 hours of self-study and consultations |
| Form of final control | Credit (passed - A, B, C, D, E, failed - F) Exam (passed - A, B, C, D, E, failed - F) |
| Course language | English/Ukrainian |
| Developers | Barkasi Viktoriya, PhD, V.O. Sukhomlynskyi National University of Mykolaiv |
| Brief Course Description (up to 2000 symbols) | |
| <p>The course “Methodology of Teaching Foreign Languages” is intended for students doing a Bachelor degree. It provides theoretical premises of Teaching Foreign Languages Methodology (TFLM) and ensures respective practical skills. The aim of this course is to introduce students to the principal findings, approaches, methods and models of TFLM. The course surveys general issues such as key concepts, findings, theories and models of TFLM, the role of the native language in TFLM, the effects of the first language on TFLM, as well as the specific issues of the acquisition of lexicon, grammar, receptive and productive skills. The empirical component of the course provides students with experience in designing and carrying out studies in TFLM.</p> <p>The course offers a framework in TFLM approaches, methods and techniques, with emphasis on communicative and cognitive language teaching.</p> <p>The course is targeted at enhancing students’ ability to critically assess current teaching approaches, methods, and techniques. A primary focus of the course is examining various aspects of TFLM that pose special problems to learners of different language backgrounds, and psychological and cognitive profiles.</p> <p>Method of instruction: the professor will conduct the course through lectures, Power Point presentations, and through students’ active participation (individually, in small groups, and in class discussions).</p> <p>Course requirements: students are expected to attend classes on a regular basis, complete readings before</p> | |

each class, and be fully prepared for class discussion (with presentations, case studies, completed assignments, questions and contributions).

The course employs CLIL (Content and Language Integrated Learning) approach where the subject is taught in English with the focus on both the content and the language.

The course is updated in terms of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration (MultiEd).

New, Updated, and Modified Components

- A. Assessment and Feedback Approach
- B. Course Quality Monitoring
- C. Course Topics
- D. Literature and References

A. Key Terms and Notions

CLIL (Content and Language Integrated Learning), L1, L2, cognitive factors, language proficiency, linguistic environment, language distinctions, language dominance, a socio-educational model, motivation strategies, language universals, learning and cognitive styles, learning strategies, receptive and productive skills, bilingual and plurilingual methodologies, translanguaging, regulatory framework, teaching aids, learning technology, blended learning, distance learning, professional skills.

B. Course Aim

The aim of this course is to provide methodological training of students for the implementation of a foreign language teacher professional function, i.e. to raise students' awareness of the TFLM agenda in contemporary society and to boost their linguistic and pedagogical skills; to examine basic methods and techniques for teaching receptive and productive language skills as well as grammar and vocabulary; to consider learners' individual characteristics, including learning strategies and styles.

C. Competencies

| | |
|-----------------------|--|
| Generic competencies | ability to communicate in a second language; capacity to learn and stay up-to-date with learning; ability to work in a team; knowledge and understanding of the subject area and understanding of the profession; ability to evaluate and maintain the quality of work produced. |
| Specific competencies | identify linguistic units, the relations among them and processes affecting them; awareness of the relationship between the theoretical approaches and methodological practice. |

D. Learning Outcomes

| | |
|--------|--|
| MTFL 1 | to be able to demonstrate an understanding of the basic theories and key concepts of TFLM |
| MTFL 2 | to employ basic facts about psychological, cognitive factors in TFLM, identify the individual characteristics of Second Language Learners |
| MTFL 3 | to comprehend basic terms, notions and concepts |
| MTFL 4 | to be able to communicate efficiently in different settings employing various lexical, syntactic and stylistic means |
| MTFL 5 | to be able to reflect on personal progress, choose learning strategies, apply strategies for self-improvement |
| MTFL 6 | to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities |

| Assessment and feedback approach for Semester 1 | | |
|--|--------------------|---|
| Teacher-based approach | | |
| Type of work, activity, task | Max points | Extra information |
| The student's participation in: – class and/or online discussions; – independent work – individual work – work in Moodle | Total 15 (3*5) | Feedback is given regularly during the classes |
| Test | Total 30 (3*10) | During the course at the end of each Module A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 1 point. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback. |
| Peer assessment | | |
| Summary | 15 | *1 during the course (Module 1) A comprehensive argumentative essay of up to 250-300 words. Written/oral feedback is given for every essay. |
| Reflective analysis | 20 | *1 during the course (Module 3) Reflective analysis of the student themselves as a learner (in terms of personality types/learning styles, etc.) (250-300 words) Written/oral feedback is given after the reflective analysis. |
| Presentation | 20 | *1 during the course (Module 2) Delivering a 10-minute oral presentation. Can be done in small groups. Written/oral feedback is given after the presentation. |
| Total: | 100 | |
| Assessment and feedback approach for Semester 2 | | |
| Teacher-based approach | | |
| Type of work, activity, task | Max points | Extra information |
| The student's participation in: – class and/or online discussions; – independent work – individual work – work in Moodle | Total 20 (4*5) | Feedback is given regularly during the classes |
| Test | Total 20 (4*5) | During the course at the end of each Module A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback. |
| Peer assessment | | |
| Summary | 20 (2x10) | *1 during the course (Module 6,7) A comprehensive argumentative essay of up to 250-300 words. Written/oral feedback is given for every essay. |
| Presentation | 20 (2x10) | *1 during the course (Module 4, 5) Delivering a 10-minute oral presentation. Can be done in small groups. |

| | | |
|-------------------------------------|-------------------|---|
| | | Written/oral feedback is given after the presentation. |
| Course Final Assessment | | |
| Type of work, activity, task | Max points | Extra information |
| Multiple Choice test | 20 | Comprehensive test online. Test consists of 20 questions with the four variants of the answer. Each correct answer equals 1 point. Questions represent theoretical and practical issues introduced within the course. The explanation for every question is embedded in the test automatic feedback. |
| Total: | 100 | |

| Assessment criteria for Summary (max. score – 10) | | | | | |
|---|--|--|---|---|--|
| Criteria/ Points | Descriptors | | | | |
| | 5 | 4 | 3 | 2 | |
| Content | The essence of the topic (the main idea of the text) is revealed and supported with the most important details. Students reserve their opinions of the topic / text. | The essence of the topic (the main idea of the text) is revealed and supported with some minor details. Students give one opinion of the topic / text. | The essence of the topic (the main idea of the text) is revealed and supported with some quotations / examples from the original text. Most of the minor details are superfluous. Students express some opinions of the topic / text. | The essence of the topic (the main idea of the text) is not clearly stated. Students use a lot of quotations / examples from the original text. Students give opinions of the topic / text. | |
| Language | Students use a wide range of advanced grammatical constructions, vocabulary and transition words | Students use advanced grammatical constructions, vocabulary and transition words making some minor mistakes | Students use simple grammatical constructions, vocabulary and some transition words making minor mistakes | Students use simple grammatical constructions, vocabulary and few transition words making major mistakes | |
| Structure | Logical and coherent presentation of the topic / text. | Logical and coherent presentation of the topic / text with minor structural improvements possible. | Summary has a clearly defined structure but lacks logics of presentation. | Lack of logic and structural parts of the summary are not clearly defined. | |
| *1 – the work does not reach a standard described by any of the descriptors given above | | | | | |
| *0 – the work does not reach a standard described by any of the descriptors given above | | | | | |

| Assessment criteria for Reflective Analysis (max. score – 10) | | | | | |
|---|--|--|--|--|--|
| Criteria/ Points | Descriptors | | | | |
| | 5 | 4 | 3 | 2 | |
| Content | Accomplished purpose of assignment directly and completely in an exceptional manner. All major topics thoroughly supported by specific, accurate, relevant data. | Accomplished assignment in a capable manner. Major topics covered but supporting detail somewhat lacking in specificity, accuracy, or reference. | Accomplished purpose of assignment only partially or indirectly. Little or no supporting data or data presented was not relevant, specific, or accurate. | The purpose of the assignment is not accomplished. No supporting data. | |
| Language | No more than two errors throughout in use of Standard English rules of grammar, spelling, | Not more than four errors per page in use of Standard English rules of grammar, spelling, punctuation, | Not more than ten errors per page in use of Standard English rules of grammar, spelling, punctuation, | Lack of proper terminology, More than ten distracting errors per page in use of Standard | |

| | | | | | |
|---|---|---|--|--|--|
| | punctuation, capitalization, and use of terms. | capitalization, and use of terms but did not affect overall clarity. | capitalization, and use of terms that made the paper unclear or difficult to read. | English rules of grammar, spelling, punctuation, capitalization, and use of terms. | |
| Structure | Logical and coherent presentation of the analysis | Logical and coherent presentation with minor structural improvements possible | Essay has clearly defined structure, but lacks logic presentation | Lack of logic and structural parts of the essay are not clearly defined | |
| *1 – the work does not reach a standard described by any of the descriptors given above | | | | | |
| *0 – the work does not reach a standard described by any of the descriptors given above | | | | | |

| Assessment criteria for Presentation (max. score – 10) | | | | | |
|---|--|---|---|---|--|
| Criteria/ Points | Descriptors | | | | |
| | 5 | 4 | 3 | 2 | |
| Content | The content fully meets the objectives of the task. The conclusions are clearly stated. | The presentation is coherent and covers the main tasks, but the conclusions are not clearly stated. | The content of the presentation does not fully cover the task, though it is relevant to the main goal. | The presentation is not coherent, the goals and conclusions are missing. | |
| Language | The presentation is well delivered (clear, accurate and well-organized speech with a wide range of advanced grammatical structures, complex vocabulary and transition words). | Students use a wide range of advanced grammatical structures, complex vocabulary and transition words with some minor grammatical, lexical, pronunciation mistakes. | Students use simple grammatical structures and vocabulary, make grammatical, lexical and phonetic mistakes. | Students use simple grammatical structures, vocabulary and make gross mistakes. | |
| Structure | Logical and coherent presentation of the topic: information is clearly structured, smoothly flows from one section to another, and can be easily followed and understood. Charts, audio, video and visuals are appropriately employed. | The information is logically structured. Charts, audio, video and visuals are appropriately used with minor mistakes. | The information is not well-structured. Charts, audio, video and visuals are employed, but not always appropriately. | The information is poorly structured. Charts, audio, video and visuals are not employed. | |
| Research | The research is profound, relevant to the topic, uses up-to-date resources, follows the principles of academic integrity. | The research is relevant to the topic, uses appropriate resources, follows the principles of academic integrity.. | The research is superficial, not always relevant to the topic, uses only basic resources, follows the principles of academic integrity. | The research is superficial, not quite relevant to the topic, uses few resources, follows the principles of academic integrity. | |
| *1 – the work does not reach a standard described by any of the descriptors given above | | | | | |
| *0 – the work has not been done | | | | | |
| | | | | | |
| Course Quality Monitoring | | | | | |
| 1. Syllabus feedback from internal and external (peer-)reviewers | | | | | |
| 2. Feedback from enrolled students | | | | | |
| 3. Students' performance in the course | | | | | |