**Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education**

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| **Level of the course unit** | Bachelor,  Master | **Form of study** | Full time | **Academic year / semester** | 2021/2022  1st semester |

**Syllabus**

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| **Course Title** | Effective foreign language teaching |
| **Department** | Philology |
| **Programme of Studies:** |  |
| **Course Type (e.g. core, elective), Student workload: Number of ECTS credits, Modes of instruction/work hours (lectures / seminars, laboratory classes / independent study)** | Course Type: elective course  Number of ECTS credits: 4  Lectures: 10 (Learning centred and interactive)  Seminars: 20  Independent study: 90 |
| **Course coordinator**  **Course Lecturer(s)**  **Assistant(s)**  **(Name, surname, Academic degree and rank, e-mail address)** | Dr Lőrincz Marianna, DSc, Professor of the Philology Department  Леврінц Маріанна Іванівна  marianna@kmf.uz.ua |
| **Course Prerequisites** | - |
| **A tantárgy általános ismertetése, célja, várható eredményei, főbb témakörei**  **Анотація дисципліни, мета та очікувані програмні результати навчальної дисципліни, основна тематика дисципліни**  **Course description, Course overview, Course Objectives Content, Learning outcomes**  **Main topics**  Competences to be developed: | The course "Effective foreign language teaching" was developed and implemented with the aim of updating the content of preparation of specialists of English as a foreign language (EFL), in particular, language teachers. The content of the discipline is based on the principles of interdisciplinarity, integrating the fields of pedagogy, psychology, second language acquisition, foreign language teaching methodology, communication studies, conflict studies, etc.  The course **aims** at familiarising students with the principles of foreign language education and language teachers’ instructional and other professional activities, theoretical, methodological approaches in studying the quality of language teachers’ performance, attributes of effective language teaching, language teachers’ competence, skills and abilities essential in organising effective EFL teaching.  Special attention is paid to the essence of communication in the educational process, characteristics of effective communication, its composition (willingness to communicate, teacher clarity, teacher immediacy), communication styles in teaching, difficulties, barriers experienced by teachers, and mistakes committed by teachers in the educational process. The course is based on the principles of an integrated approach to the preparation of prospective EFL specialists, grounded on simultaneous development of professional competences (methodical, psychological-pedagogical and communicative).  **Purpose of the Course**   1. To provide an insight into attributes of effective foreign language teaching based upon theory, practicum, and reflection. 2. To prepare the prospective foreign language teachers/lecturers with the necessary know-how, dexterity, and confidence to be an effective teacher of foreign languages.   **Course content**  The discipline subsumes the study of the following modules:  1. Fundamentals of effective EFL teaching.  2. Communication in effective EFL teaching and learning. Applied aspects of learning to teach effectively.  3. Ineffective EFL teaching.  Theme 1. Foundations of an EFL teacher’s professional activity. Roles, functions, responsibilities of an EFL teacher. The main components of the EFL teaching.  Theme 2. Attributes of an effective EFL teaching. Essential criteria of effective teaching. EFL teachers’ pedagogical activity (essence, structure, characteristic components of pedagogical activities). Interaction with students. The main qualities of a competent teacher. Pedagogical skills and abilities.  Theme 3. Pedagogical technique. The concept definition. Communication in EFL teaching. Communication tool-kit of an EFL teacher. Self-regulation of a teacher. Effective techniques of self-regulation.  Theme 4. Communication in teaching. Components of instructional communication: willingness to communicate, teacher clarity, immediacy in classroom communication.  Theme 5. Communication style: the basics. EFL teachers’ communication style. Barriers in communication with students and models of teachers’ behaviour. EFL teachers’ communicative competence. Ethics of professional communication.  Theme 6. Strategies of effective communication. Nonverbal and verbal communication. Classification of nonverbal and verbal means of communication. Interpersonal space in communication. Diction and the clarity of pronunciation; ways to improve diction.  Theme 7. Ineffective teaching. Difficulties experienced by novice EFL teachers. Mistakes committed by language teachers.  Theme 8. Conflicts in EFL education. Expertise in identifying and dealing with pedagogical conflicts. Ways of attending to pedagogical conflicts.  The expected learning outcomes:  **Knowledge**   1. knowledge of the essence, tasks and functions of the EFL teachers’professional activity; 2. principles of effectiveEFL teaching, gaining personal experience in organising effective EFL instruction; 3. attributes of effective EFL teaching and acquisition on the basis linguistic and pedagogic theories (second language acquisition, psycholinguistics, EFL teaching methodology, etc.), philosophy of education; 4. analysis of basic terminology and concepts related EFL education, EFL teacher communication, pedagogical techniques, etc. .; 5. learning motivation, learning strategies of EFL students; 6. identification of problem situations in EFL education and selection of adequate ways of dealing with conflicts;   **Skills:**   1. choose and apply principles of organising, managing, selecting content in organising effective EFL instruction; 2. analyse their teaching performance in accordance with the standards of language education; 3. engage in reflection; 4. carry out a self-analysis of their personal and professional qualities; 5. develop and justify a personal plan for professional development; 6. select appropriate verbal and nonverbal means of communication in English; 7. identify and attend to problematic situations in the educational process; 8. develop students' learning motivation and their own professional motivation;   **Dispositions**  1. Demonstrate an attitude that will convey to students the value of foreign language learning and cross-cultural understanding.  2. Demonstrate the ability to accept linguistic and cultural diversity.  3. Display enthusiasm for teaching/learning foreign languages.  4. Appreciate the role of theory and research in the teaching process and appreciate the importance of keeping current with developing theory, research, and practice. 5. Understand the importance and benefits of belonging to a professional community. |
| **Grading Policy, Methods of Assessment** | Elements of final grade:  Active participation in seminar work is on a five-tiered scale (1–5) and comprises 10% of the total mark.  Seminar: Detailed explanation of an item, defining concepts. Evaluation of the detailed item explanation is on a five-tiered scale (1–5). The definitions of the concepts also on a five-tiered scale (1–5).  The grade for active and informed participation includes discussion (quality and qantity), attitude and attendence (you are allowed to miss two scheduled lessons over the semester).  The evaluation of seminar test comprises 10% of the total mark.  Module test evaluation over the theory of the course material  comprises 20% of the total mark.  Presentation is on a five-tiered scale (1–5) and comprises 10% of the total mark.  The course will be completed with an oral exam.  The exam comprises 50% of the final grade  Grading scale: 0-59 fail, 60-74 pass, 75-89 good, 90-100 excellent |
| **Course Policy** | Students are required to attend lectures and seminars regularly and they are expected to be active participants of both the lectures and seminars.  Students are expected to complete all homework independently (unless otherwise required). Working together for anything other than group work and/or plagiarising published research is considered cheating.  Students who meet the course requeremnts will sit the exam during the examination session. |
| **Basic literature of the discipline and other information resources** | Леврінц, М. (2019). Умови ефективності професійної діяльності вчителів іноземних мов у США. *Revistă ştiinţifică progresivă*, *1*, 16−20.  Лузік, Е.В. (2016). *Педагогічна психологія.* Київ.  Кайданова, Л.Г. (2009). *Педагогічна майстерність викладача: Навч.посібник*. Х.: Вид-во НФаУ.  Brookfield, S. (2006). *The Skillful teacher: On technique, trust, and responsiveness in the classroom*, 2nd ed. San Francisco: Jossey-Bass.  Larsen-Freeman, D., Anderson, M. (2011). *Techniques and Principles in Language Teaching*. Oxford: OUP.  Levrints (Lőrincz), M. (2020). *Learning to teach effectively*. Берегове: Закарпатський угорський інститут ім. Ференца Ракоці ІІ.  Levrints (Lőrincz), M. (2018). Relationship between communication style and effective teaching. *Науковий вісник Ужгородського національного університету. Сер.: Педагогіка. Соціальна робота*, *2*(43), 147– 151.  Schmitt, R., Rodgers, M. (2020). *An introduction to applied linguistics*. London and New York: Routledge. |