

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

<b>Level of the course unit</b>	Master	<b>Form of study</b>	Full time	<b>Academic year / semester</b>	2021/2022
---------------------------------	--------	----------------------	-----------	---------------------------------	-----------

**Syllabus**

<b>Course Title</b>	Current Approaches to Foreign Language Teaching
<b>Department</b>	Philology
<b>Programme of Studies:</b>	03 "Humanities" 035 "Philology" (English Language and Literature)
<b>Course Type (e.g. core, elective), Student workload: Number of ECTS credits, Modes of instruction/ work hours (lectures / seminars, laboratory classes / independent study)</b>	Course Type: core course Number of ECTS credits: 3 Lectures: 10 (Learning centered and interactive) Seminars: 14 Independent study: 66
<b>Course coordinator Course Lecturer(s) Assistant(s) (Name, surname, Academic degree and rank, e-mail address)</b>	Dr. Lőrincz Marianna, DSc, Professor of the Philology Department Левриц Маріанна Іванівна marianna@kf.uz.ua
<b>Course Prerequisites</b>	Methods of foreign language teaching
<b>Атентаргы аїталános is mertetése, célja, várható erednényei, főbb témakörei</b>  <b>Анотація дисципліни, мета та очікувані результати навчальної дисципліни, основна тематика дисципліни</b>  <b>Course description, Course overview, Course Objectives, Content, Learning outcomes, Main topics</b> Competences to be developed:	<p><b>Course focus:</b></p> <p>A course is designed to examine the theoretical and practical issues relating to the teaching of foreign languages at the tertiary level. It is an in-depth, research-focused examination of contemporary trends and methodologies in teaching practice in the context of teaching English as a foreign language (TEFL) and brings together the theory and practice for second language acquisition and pedagogy.</p> <p>The course aims to provide students with a solid understanding of the theoretical and practical aspects of foreign language teaching and learning and the role of social and cultural contexts in language learning and use.</p> <p>The course <b>content</b> comprises areas such as, foreign/second language acquisition and development, contemporary approaches to language teaching (content-based instruction, task-based language teaching, computer-assisted language learning, teaching the macro skills, learning strategy training, cooperative learning and multiple intelligences), communicative language learning, emerging uses of technology in language teaching and learning, specific purpose programmes, curriculum design etc.</p> <p><b>Purpose of the Course</b></p> <ol style="list-style-type: none"> <li>1. To provide an insight into foreign language teaching principles based upon theory, practicum and reflection</li> <li>2. To allow for full discussion and analysis of past and current thinking in language pedagogy and second language acquisition in principle and in application</li> <li>3. To prepare the prospective foreign language</li> </ol>

teachers/lecturers with the necessary know-how, dexterity, and confidence to be a capable teacher of foreign languages.

### Competence areas

#### Knowledge

1. Acquire deepened understanding of the teaching/learning process in adult foreign language education.
2. Become a purposeful decision maker in the foreign language classroom.
3. Become familiar with current research in second language acquisition/learning.
4. Become familiar with different types of curricular designs.
5. Demonstrate an understanding of goal areas and standards of the national and state academic standards.
6. Identify characteristics of effective foreign language teachers.
7. Be cognizant of the trends in methodology - from an historical perspective as well as current practices.
8. Recognize the potential for the use of technology in the foreign language classroom.
9. Become familiar with professional literature, professional organizations, and professional development opportunities.

#### Skills

1. Learn effective techniques for teaching foreign language in context (in all four skill areas: reading, writing, listening, speaking).
2. Identify the purpose of theoretical underpinnings of teaching strategies and anticipate learning outcomes.
3. Articulate the value and importance of foreign language learning by developing a rationale for the inclusion of foreign languages in the college/university curriculum.
4. Explore multiple procedures of assessment and evaluation for testing foreign language development and competence.
5. Engage in a reflective process regarding professional preparation and develop a professional development plan.

#### 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.

At the conclusion of this course, students will be able to:

1. Outline useful areas of past and present trends in language pedagogy and second language acquisition theory.

	<p>2. Use various approaches and methods of language teaching as deemed necessary for successful language skill development and implementation at the tertiary level.</p> <p>3. Recognize the latest trends in technology integration practices.</p> <p>4. Think and research critically and strategize accordingly.</p> <p>5. Use a variety of assessment strategies to evaluate student learning in foreign language.</p>
<p><b>Grading Policy, Methods of Assessment</b></p>	<p>Elements of final grade:</p> <p>Active participation in seminar work is on a five-tiered scale (1–5) and comprises 10% of the total mark</p> <p>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).</p> <p>The grade for active and informed participation includes discussion (quality and quantity), attitude and attendance (you are allowed to miss two scheduled lessons over the semester). The evaluation of seminar test comprises 10% of the total mark</p> <p>Module test evaluation over the theory of the course material. comprises 20% of the total mark</p> <p>Presentation is on a five-tiered scale (1–5) and comprises 10% of the total mark</p> <p>The course will be completed with an oral exam</p> <p>The exam comprises 50% of the final grade</p> <p>Grading scale: 0-59 fail, 60-74 pass, 75-89 good, 90-100 excellent</p>
<p><b>Course Policy</b></p>	<p>Students are required to attend lectures and seminars regularly and they are expected to be active participants of both the lectures and seminars.</p> <p>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</p> <p>Students who meet the course requirements will sit the exam during the examination session.</p>
<p><b>Basic literature of the discipline and other information resources</b></p>	<p>Тарнопольський, О, Кабанова, М (2019). <i>Методика викладання іноземних мов та їх аспекти в у вищій школі: підручник</i>. Дніпро: Університет імені Альфреда Нубеля.</p> <p>Тарнопольський, О (2006). <i>Методика навчання іноземної мовленнєвої діяльності у вищому мовному закладі освіти</i>. Київ: ІНКОС</p> <p>Cook, V (2008). <i>Second language learning and language teaching</i>. London: Hodder Education</p> <p>Larsen-Freeman, D, Anderson, M (2011). <i>Techniques and Principles in Language Teaching</i>. Oxford: OUP.</p> <p>Long, M, Doughty, C (2009). <i>The Handbook of Language Teaching</i>. Blackwell Publishing</p> <p>Schmitt, R, Rodgers, M (2020). <i>An introduction to applied linguistics</i>. London and New York: Routledge.</p>