**SYLLABUS**

**regarding the qualification cycle FROM …2023……TO…2028.**

1. Basic Course/Module Information

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| --- | --- |
| Course/Module title | Methods of teaching foreign languages |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | *Institute of Pedagogy* |
| Name of the unit running the course | *Institute of Pedagogy* |
| Field of study | Pedagogy |
| Qualification level | Bachelor |
| Profile |  |
| Study mode | Traditional, hybrid |
| Year and semester of studies | *III year, VI semester* |
| Course type | *Lectures and recitation classes* |
| Language of instruction | English |
| Coordinator | *Dr. Jakub Czopek, PhD* |
| Course instructor | *Prof dr hab. Liliya Morska, PhD* |

\* - as agreed at the faculty

1.1. Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester  (n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits** |
| VI |  | 30 |  |  |  |  |  |  | 2 |

1.2. Course delivery methods

- conducted in a traditional way

- involving distance education methods and techniques

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

Exam

2. Prerequisites

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| Basic knowledge of general pedagogy, introduction to didactics, target language competence (level B1/B2)  The classes will focus on theoretical aspects, key notions and concepts, as well as principles underlying various teaching approaches. The emphasis will be placed on contemporary linguistic and psychological developments in the area of second/foreign language acquisition and learning. The underlying aim is to give students an overview of theory and practice of teaching English as a foreign language and demonstrate the social role of the teaching profession. |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

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| --- | --- |
| O1 | To provide an overview of foreign language teaching strategies based upon theory, practice, and creativity. |
| O2 | To allow for full discussion and analysis of past and current trends in second language acquisition in theory and in application |
| O3 | To prepare future foreign language educators with the necessary knowledge, skills, competences, and confidence to be a capable teacher of foreign languages. |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome  defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | Students can define basic notions in the field of TEFL, outline the areas of past and present trends in second language acquisition theory and second language instruction |  |
| LO\_02 | Students can use various approaches and methods of language teaching, as deemed necessary for successful foreign language skill development and implementation |  |
| LO\_03 | Students can recognize the latest practices in technology integration, think and research critically and strategize accordingly |  |
| LO\_04 | Students can use a variety of assessment strategies to evaluate student learning in a foreign language |  |

**3.3. Course content (to be completed by the coordinator)**

1. Classes, tutorials/seminars, colloquia, laboratories, practical classes

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| Content outline |
| 1. Theories of learning. |
| 2. Lesson planning. The FL teacher. Occupational burnout. |
| 3. Second Language Acquisition vs Second Language Instruction. |
| 4. Language system: learning and teaching grammar and vocabulary |
| 5. Pedagogical grammar. Teaching pronunciation and spelling. |
| 6. Bilingualism in children. |
| 7. Communicative competence: receptive communicative skills. Listening strategies. Teaching listening. |
| 8. Communicative competence: receptive communicative skills. Types of reading. Teaching reading. |
| 9. Communicative competence: productive communicative skills. Teaching speaking. Reduction and achievement strategies. |
| 10. Communicative competence: productive communicative skills. Types of written assignments. Teaching writing. |
| 11. Attribution theory and the Mindset Approach. Teaching a foreign language to senior learners. |
| 12. Teaching interaction and mediation skills. |
| 13. Placement tests and formative assessment in foreign language teaching. Behavioral vs. cognitive theories of learning and their implications for TEFL. |
| 14. Teaching a foreign language to Special Educational Needs learners. |

3.4. Methods of Instruction

e.g.

*Lecture: a problem-solving lecture/a lecture supported by a multimedia presentation/ distance learning*

*Classes: text analysis and discussion/project work (research project, implementation project, practical project)/ group work (problem solving, case study, discussion)/didactic games/ distance learning*

*Laboratory classes: designing and conducting experiments.*

Classes: flipped-up classroom (for selected lectures, the participants will be asked to preform pre-class research at home, whose outcomes are to be presented during the lecture (in a group-work format, or in discussion format). Projects, both individual and in small groups).

4. Assessment techniques and criteria

Oral presentations and written assignments (preparation of materials for learners; lesson plan preparation). Active participation in discussions is also taken into account.

Final written exam

4.1 Methods of evaluating learning outcomes

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| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO\_01 | Mid-term and end-term written tests; class presentations; written exam | Classes; self-preparation |
| LO\_o2 | Written assignments; written exam | Classes; self-preparation |
| LO\_03 | Flipped-up lecture discussions; class presentations; active participation in class discussions | Classes; self-preparation |
| LO\_04 | Written assignments; written exam | Classes; self-preparation |

4.2 Course assessment criteria

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| EVALUATION: the final grade is allocated as follows: two oral presentations of the elaborated class topics (10%, 5% each), written assignments (20%, 10% each), project (20 %), participation in lectures and class discussions (10%), final written exam (30%).  CUT-OFF POINT and POTENTIAL RE-TAKES: the cut-off point is 60% for the course. In case of scoring less than 60%, the course needs to be re-taken. |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

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| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 30 |
| Other contact hours involving the teacher (consultation hours, examinations) | 10 |
| Non-contact hours – student's own work (preparation for classes or examinations, projects, etc.) | 30 |
| Total number of hours | 60 |
| Total number of ECTS credits | 2 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

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| --- | --- |
| Number of hours |  |
| Internship regulations and procedures |  |

Does not apply

7. Instructional materials

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| Compulsory literature:   1. Brown, H. D. (2014). *Principles of Language Learning and Teaching* (6th ed.). White Plains, NY: Pearson Education Inc. 2. Gebhard, J. G. (2017). *Teaching English as a Foreign or Second Language* (3rd ed.). University of Michigan Press/ESL. 3. Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Essex, England: Pearson Longman ELT. 4. Larsen-Freeman, D. (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press. 5. Rodgers, T. S. & Richards, J. C. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). NY: Cambridge University Press. 6. Ur, P. (2012). *A Course in English Language Teaching*, 2nd ed., CUP. |
| Complementary literature:   1. Cameron, L. (2014). *Teaching Languages to Young Learners*. Cambridge: CUP 2. Hinkel, E. (Ed.). (2005). *Handbook of Research in Second Language Teaching and Learning*, Routledge. 3. Johnson, K. (Ed.). (2005). E*xpertise in Second Language Learning and Teaching*. London: Palgrave Macmillan. 4. Lightbown, P., & Spada, N. (2017). *How Languages Are Learned*, 4th ed. Oxford: Oxford University Press. 5. McCallum, Lee, eds. (2022). *English Language Teaching. Policy and Practice across the European Union*. Springer. 6. Palmer, E. (2014). *Teaching the Core Skills of Listening and Speaking*. ASCD. 7. Renandya, W. A., Widodo, H. p. eds. (2016). *English Language Teaching Today. Linking Theory and Practice*. Springer. 8. Shintani, N. (2016). *Input-based tasks in foreign language instruction for young learners*. John Benjamins. 9. Skrinda, A., eds. (2019). *Teaching English: Perspectives, Methods, and Challenges*. Nova. 10. Widdowson, H. G., Knapp, E. & Seidhofer, E. (Eds.). (2009). *Handbook of foreign language communication and learning*, De Gruyter Mouton. |

Approved by the Head of the Department or an authorised person