Methods of English Language Teaching (MELT)
Year III/5, Semester 2

Aims of the course:
- to provide trainees with theoretical and practical background in order to help them in the process of becoming an independent and competent teacher;
- to prepare trainees for the two-week long group teaching practicum and the four-week long individual teaching practice;
- to provide opportunities for designing lessons and teaching aids necessary in the teaching process.

Contact hours: 46 (10 lectures & 36 practical classes)

Requirements:
- no more than twice the weekly hours (i.e., 2x135 min.) of uncertified absences from classes;
- being late twice will be counted as an absence;
- students are not to come to class unprepared;
- active participation in discussions is required;
- doing the readings;
- full psychological-pedagogic analysis of a lesson observed by the student during the group teaching practice (typed and printed);
- a detailed lesson plan (typed and printed) in the lower secondary school on the topic 'Christmas traditions in England' (about 4-5 pages long). This lesson plan will be discussed at the MELT exam in January, 2020 as Question 3;
- analysis of an English textbook used in Transcarpathian Hungarian schools – <u>in English</u> (typed and printed);
- designing a test on a selected topic (either in grammar or in vocabulary) with different types of test items (typed and printed);
- preparing an audio aid to a selected topic with *3* (***THREE***) accompanying listening comprehension exercises (to be sent to **college@kmf.uz.ua** / **audio in mp3 format**, **exercises in Microsoft Word**);
- presenting the results of your work with a weaker student (teacher strategies applied) /Class 17/;
- presenting the findings of your survey report /Class 20/;
- posting replies to 10 weekly MELT tasks/questions online (deadline for weekly posts – 11pm every Friday) – a minimum of 6 accepted answers are needed for a pass in this requirement;
- micro-teaching in class.

Deadline to submit all the compulsory documents: *Wednesday, 4 December, 2019*.

Assessment: examination.

Class	Topic	Readings	Tasks (IC – in class; OC – out of class)
MODULE 1 Assessment in the classroom			
1S	Orientation class	—	—
2L	Testing techniques and test types in language teaching	Scrivener, 1994, 180-184; Harmer, 2012, 194-195; Nikolayeva et al., 2013, 154-174	OC – Kontra, 2006, 115, Tasks 2 & 3
3S	Testing language skills, testing grammar and vocabulary	Chapelle & Abraham, 1990; Bárdos, 2002, 121-156; Panova *et al.*, 2010, 249-260; Harmer, 2012, 196-199	IC – Practicing writing test items
4L	Understanding international language exams (Cambridge exams – KET, PET, FCE, CAE, TKT for English teachers; IELTS; Euro exam; ECL; TELC; TOEFL;)	http://www.cambridgeenglish.org/exams/ http://www.cambridgeenglish.org/teaching-english/teaching-qualifications/tkt/ https://www.ielts.org/ http://www.euroexam.org/, http://eclexam.eu/,	OC – learning about the aims, structure, and content or task types of various international language exams

		https://www.telc.net/en/ https://www.ets.org/toefl	
5L	Giving feedback. Error correction techniques	Ur, 1996, 243-258; Bárdos, 2000, 219-225; Medgyes, 1997, 168-177; Holló et al., 1996, 157-167, 182-196; Harmer, 2012, 160-167	OC/IC – Preparing 10 sentences full of mistakes to practice the use of correction symbols in class
6S	Mixed-ability (heterogeneous) classes	Ur, 1996, 302-316; Huszti, 2005; Harmer, 2012, 96-97	IC – Mapping each other
7S	Advantages and problems of organising pair or group work activities; group dynamics and group work. Classroom management and classroom discipline	Ur, 1996, 227-241; Kontra, 2006, 83-88; Andrewes, 2003; Holló et al., 1996, 21-42; Scrivener, 1994, 9-19; Ur, 1996, 259-272; Medgyes, 2015; Harmer, 2012, 158-159	IC – Kontra, 2006, 87, Tasks 1 & 2 IC – Useful classroom phrases
8S	Teaching aids: from the blackboard to the computer; the textbook; supplementary materials and activities	Scrivener, 1994, 177-180; Poór, 2001, 27-73; Varela Mendez & Rodriguez Lopez, 2005; Harmer, 2012, 184-185; Nikolayeva et al., 2013, 138-153	IC – comparing and contrasting language textbooks
9S	Using IT and modern technical devices of education in the English classroom	Nádori & Prievara, 2011; Plester, Wood, & Bell, 2008	IC – working out tasks for mobile devices to use in the English classroom
10S	Using L1 in the EFL classroom	Kontra, 2006, 77-81; Lányi-Medgyes, 1991, 54-56; Schweers, 1999; Nation 2003; Cook 2001; Holló et al., 1996, 168-181; Harmer, 2012, 170-171	IC – Kontra, 2006, 80, Tasks 1 & 2
11S	MODULE TEST 1	—	—
MODULE 2 The teaching content			
12S	Teaching collocations	Harmer, 2012, 50-51; Deveci, 2004, 16-19, 9; Norton, 2017	Preparing collocations to teach in class
13L	Teaching culture: Main difficulties	Chastain, 1988, 298-319; Medgyes, 1997, 178-185; Cullen & Sato, 2000	OC – 'From my cultural biography …' / to be discussed in class
14S	Teaching literature in the EFL classroom	Kontra, 2006, 89-94; Wei, 1999, 25-27; Stern, 1991, 328-346; Hodgins & Silverman, 1989, 1-9; Whiteson ed. 1996, 9-16, 76-79, 96-99; Harmer, 2012, 140-141	IC – Introduction of your favourite piece of literature; doing the activities from Whiteson ed. 1996
15S	Teaching English through stories: Extensive reading	Cameron, 2001, 159-179; Maley, 2009; Slattery & Willis, 2001: 96-119; Rong Ng, Renandya & Chong, 2019	IC – story-writing
16S	Using chants, rhymes and songs to enhance learner autonomy and stimulate motivation	Harmer, 2012, 208-209; Millington, 2011	IC – Teaching and practising favourite chants, rhymes, and songs
17S	Helping the weaker learners: strategy training	Kroonenberg, 1995, 74-86; Oxford et al. 1990; Swan, 2008; Slattery & Willis, Ch. 10; Pinter,	OC – Choosing first year students, help in grammar/vocabulary – report

		2006: 99-114	
18L	Teaching English to young learners (YLs)	Cameron, 2001, 72-122; Nagy, 2010; Harmer, 2012, 202-203; Slattery & Willis, 2001: 4-5, 10-12	Watching videos to illustrate the process of TEYL: https://www.youtube.com/watch?v=xWaHfuhknQw https://www.youtube.com/watch?v=HVjhX-4UDrM
19S	Learning to teach: reflective teaching. Teacher development	Bailey, Curtis, & Nunan, 2001, 34-47; Richards, 1990 Scrivener, 1994, 195-200; Medgyes, 1997, 45-51; Harmer, 2012, 172-173	OC – Pedagogical diary writing. IC – preparing a survey questionnaire on teacher development; IC – Medgyes, 1997, 51, Question 2
20S	Classroom-oriented research; ELT in Transcarpathian Hungarian schools; Summing up and revising the material of the course of MELT	Kormos & Csölle, 2004, 115-119; Huszti, 2015; Fabián, Huszti, Lizák, 2005; Orosz, 2005, 54-67	IC – Kormos & Csölle, 2004, 119, Task 2; OC – Survey report about ELT in the school you left IC – Giving feedback on the course
21S	MICRO-TEACHING (1)		
22S	MICRO-TEACHING (2)		
23S	MODULE TEST 2	—	—

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