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

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| **Level of the course unit** | Master | **Form of study** | Full time | **Academic year / semester** | 2020/2021 |

**Syllabus**

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| **Course Title** | Methods of English Language Teaching (ELT) |
| **Department** | Philology |
| **Programme of Studies:** | 03 “Humanities” 035 “Philology”( English Language and Literature ) |
| **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: core course  Number of ECTS credits: 4  Lectures: 16  Seminars: 30  Independent study: 74 |
| **Course coordinator**  **Course Lecturer(s)**  **Assistant(s)**  **(Name, surname, Academic degree and rank, e-mail address)** | Dr Huszti I., PhD, Associate professor  [huszti.ilona@kmf.org.ua](mailto:huszti.ilona@kmf.org.ua) |
| **Course Prerequisites** | 1. Pedagogy and psychology  2. Didactics  3. Theoretical and practical phonetics  4. Basics of academic research  5. Linguistics |
| **Course description, Course overview, Course Objectives Content, Learning outcomes**  **Main topics**  Competences to be developed: | The course “Methods of ELT in the Primary School” is one of the basic courses at the Bachelor level for English major students. It covers the most crucial topics and issues of English language teaching in the primary school.  The lectures are meant to explain the theoretical questions of foreign language teaching, while the seminars are to provide opportunities for students to try their hands at applying various methods and techniques in language teaching.  The course advocates the reflective approach to language teaching.  The **aims** of the course are:   * acquaint students with the most important theoretical issues in the field of teaching English to children 10-15 years old * give students the opportunity to plan the learning process in practice, write lesson plans, as well as a calendar plans * prepare illustrations and demonstrate them at class * give students the opportunity to conduct lessons in practice * teach students the rules of organizing extracurricular activities with students * prepare students for the individual pedagogical practice   Learning outcomes:  students will know   * the main stages of development of methods of teaching English; * professional terminology; * basics of the theory of formation of communicative competence of learners   students will be able to   * apply modern principles, methods, techniques and tools for teaching English-language communication; * motivate and stimulate learners to learn English; * predict the ways of formation and development of intellectual and emotional spheres of the learner's personality; * help learners master the skills to learn and to expand their worldview   Course syllabus:  1. The teaching process  2. Teaching the language  3. Course content  4. The teacher  5. Lessons and learner differences |
| **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 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.  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 requirements will sit the exam during the June examination session. |
| **Basic literature of the discipline and other information resources** | 1. Іноземні мови: Програми для загальноосвітніх навчальних закладів та спеціалізованих шкіл з поглибленим вивченням іноземних мов. (2005). Київ: Міністерство освіти і науки.  2. Методика викладання іноземних мов у середніх навчальних закладах: Підручник. Вид. 2-е, випр. і перероб. / Кол. авторів під керівн. С. Ю. Ніколаєвої. Київ: Ленвіт, 2002, 328с.  3. Ніколаєва С. Ю. (2006). Кредитно-модульна організація вивчення курсу „Методика викладання іноземних мов у середніх навчальних закладах”. Київ: Ленвіт.  4. Ніколаєва, С. Ю., & Бадаянц, Г. С. (2001). Практикум з методики викладання іноземних мов у середніх навчальних закладах. Київ: Ленвіт. (296pp)  5. Ніколаєва, С. Ю., & Солов”я, М. І. (2002). Контрольні завдaвння з методики викладання іноземних мов у середніх навчальних закладах. Київ: Ленвіт. (355pp)  6. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. (2001). Cambridge: Cambridge University Press and Council of Europe.  Відеозапис уроку англійської мови в 9-му класі Берегівської угорської гімназії, вчитель: Марта Фабіян  Відео-ресурс Methodology Mix. (Budapest, 1993.)  Журнал Іноземні мови  Журнал Іноземні мови в навчальних закладах |