**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** | 2021/2022  Spring |

**Syllabus**

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| **Course Title** | Selected chapters of English philology |
| **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: 3  Lectures: 14  Seminars: 16  Independent study: 60 |
| **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. Theoretical and practical phonetics  2. The history of English  3. Lexicology of the English language  4. Methods of English language teaching |
| **Course description, Course overview, Course Objectives Content, Learning outcomes**  **Main topics**  Competences to be developed: | According to the curriculum, students at the College have to study both theoretical and practical disciplines that are the integral parts of the training program for English major bachelor students. These disciplines cover a wide range of philological orientation starting with the very origins or the history of the English language. The theoretical courses are offered to students over the four years of BA studies. MA students are offered a possibility to revise the theoretical knowledge that the studied disciplines provided for them within the frames of a summary course titled “Selected chapters of the English philology”.  Also, the course aims at clarifying all those issues that were not deeply examined during the theoretical disciplines (e.g. issues in lexicography, or individual learner differences).  By the end of the program, participants will have reviewed and synthesized the knowledge that was covered during the theoretical courses of their studies (namely, The History of English, Phonetics and Phonology, as well as The Methodology of English Language Teaching in the Lower Primary School and The Methodology of English Language Teaching in the Upper Primary School). In addition, students will have had the opportunity to examine issues that were not covered in the theoretical courses and will have had the chance to explore the most crucial questions, like literature teaching approaches within the Methodology of English Language Teaching.    The **aims** of the course are:   * review and summarize the most outstanding and memorable CHAPTERS of the development of English, as well as teaching it as a foreign language; * examine in details theoretical issues that were not thoroughly analysed in the course of the studied theoretical disciplines; * investigate questions that were left out from the core syllabi of the theoretical disciplines because of the defined time limit; * study certain issues in more detail, e.g. why and how to teach British and American literature in the English classroom in the school.   Learning outcomes:   * formulate and explain one's own opinion about the studied material; * design and conduct lessons of different types in accordance with the requirements of modern methodology; * apply basic knowledge of English philology in educational activities; * practically use the methods and techniques of linguistic analysis; * to use in practical work the ideas and experience of progressive linguists of the past and present; * prepare additional material for teaching English   Course syllabus:  1. The history of English  - Periods of the History of English  - Old English  - Middle English  - Early Modern English  - Late Modern English  2. Fundamentals of English Lexicography  - TheMain Types of English Dictionaries  - Classification of Linguistic Dictionaries  - Some Basic Problems of Dictionary Compiling  3. Variants of the English Language  - Accents of English – Geographical Variants of the English Languages  - Dialects of English  - History of the Territorial Variants and Lexical Interchange between them  4. Local Dialects in the British Isles and the USA  - Lexical Differences of Territorial Variants in Modern English  - Local Dialects in the British Isles  - Local Dialects in the USA  5. Individual differences in foreign language acquisition  - Classification of Learner Variables  - Aptitude  - Motivation  - Anxiety  - Self-esteem; Tolerance of Ambiguity; Risk-taking; Language Learning Styles and Strategies  - Age and Gender  6. Common European Framework of Reference for Languages  - Structure of the Framework  - Levels of Language Knowledge  -Skills and Competences in the Various Levels  7. Approaches to Teaching Literature  - How to Select Authentic Literary Material  - The Historical-biographic Approach to Teaching Literature  - The Genre or ‘Structural’ Approach to Teaching Literature  - The Thematic Approach to Teaching Literature  - The Reader – Response Approach to Teaching Literature  - The ‘Close-reading’ Approach to Teaching Literature  8. Cambridge Teaching Knowledge Test – paper and pencil test on language teaching issues  - Scheme of Work  - Short and Long-term Planning  - Assessment Activities  - Using Gestures  - Teacher Roles |
| **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. Chorba, M., Huszti, I., & Iváncsó, V. (2007). The theory of English. Rákóczi-füzetek 26. Ungvár: PoliPrint. 2. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. (2001). Cambridge: Cambridge University Press and Council of Europe. 3. Culpeper, J. (1997). *History of English*. London and New York: Routledge. 4. Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press. 5. Дворжецька, М. П., Макухіна, Т. В., Велікова. Л. М., Снегірьова, Є. О. (2005). *Фонетика англійської мови.* Вінниця: Нова Книга. (206pp) 6. Квеселевич Д. І., Сасіна В. П. (2003). Практикум з лексикології сучасної англійської мови. Вінниця: Нова Книга. 7. Мостовий, Л. (1992). Лексикологія англійської мови. Київ. (255pp) 8. Штейнбук, Ф. М. (2007). Методика викладання зарубіжної літератури у школі: Навчальний посібник. Київ: Кондор. 316с. |