**SYLLABUS**

**Fall semester 2022-2023 academic years**

**on the educational program “Methodology of Modern Paradigm of Foreign Language”**

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| **Discipline’s code** | **Discipline’s title** | **Independent work of students (IWS)** | **No. of hours per week** | | | | | **Number of credits** | **Independent work of student with teacher (IWST)** |
| **Lectures (L)** | **Practical training (PT)** | | **Laboratory (Lab)** | |
| **MMPFL 5301** | Methodology of Modern Paradigm of Foreign Language | 6 | 15 | 30 | | - | | 3 | 6 |
| **Academic course information** | | | | | | | | | |
| **Form of education** | **Type of course** | **Types of lectures** | | | **Types of practical training** | | **Number of IWS** | | **Form of final control** |
| Online | Theoretical | lecture-discussion, multimedia lecture. | | | Written task | | 6 | | Test |
| Lecturer | Aliakbarova Aigerim Tilesbekkyzy | | | | | |  | | |
| e-mail | Aliakbarova.a@kaznu.kz | | | | | |
| Telephone number | 8 7073008787 | | | | | |

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| **Academic presentation of the course** |

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| **Aim of course** | **Expected Learning Outcomes (LO)**  As a result of studying the discipline the postgraduate will be able to: | **Indicators of LO achievement (ID)**  (for each LO at least 2 indicators) |
| The purpose of studying the discipline: based on the new concept of foreign language education, to ensure the quality of professional and substantive training of a future teacher of foreign languages that meets the social and pedagogical requirements of a specialist at the present stage. | 1. To provide PhD students with an understanding of the patterns of the socio-historical conditional development of the methodology of foreign language education and the change of fundamental paradigms; | **ID 1.1** enables to train various aspects of communication and connect them in different combinations;  **ID 1.2 –** helps to become aware of speech features and skills;  **ID 1.3** – helps to form linguistic abilities. |
| 2. To form the PhD students' scientific view of the methodology as a theoretical and applied science, its current state and development prospects; | **ID 2.1 –** writes a variety of different types of essay, eg persuasive, cause and effect etc.;  **ID 2.2 -** defining a debatable question, having so far in science of the unambiguous decision;. |
| 3. Create a holistic, scientifically-based understanding of the cognitive-cultural and cultural methodology as the conceptual basis of a new competence-oriented type of foreign language education; | **ID 3.1 –** creates communicative situations;  **ID 3.2 -** - a formulation of independent conclusions and justifications, with reduction of examples. |
| 4. To ensure the mastery of the main categories of the methodological system (goals, content, principles, methods, etc.) in the new interpretation of their conceptual essence; | **ID 4.1** – facilitates the implementation of individual approach;  **ID 4.2** – intensifies students' independent study; |
| 5. Todevelop creative competence as an indicator of a certain level of a foreign language communicative proficiency; | **ID 5.1** drawing up the terminological glossary.  **ID 5.2** – creation of logical and practical tasks. |
| **Prerequisites** | Pedagogy, psychology | |
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| **Information resources** | 1 Закон Республики Казахстан «Об образовании». – А. 2007.  2 Государственная программа развития образования в Республике Казахстан. Астана, 2004.  3 Концепция развития иноязычного образования Республики Казахстан. – Алматы, 2004.  4 Кунанбаева С.С. Современное иноязычное образование: методологии и теории.- Алматы, 2005.  5 Кунанбаева С.С. Теория и практика современного иноязычного образования.- Алматы, 2010.  6 Кулибаева Д.Н. Методологические основы управления образовательной системой школ международного типа.- Алматы, 2006.  7 Бордовская Н.В. Современные образовательные технологии. Учебное пособие. - М., 2010.  8 Гальскова Н.Д. Современная методика обучения иностранным языкам: Пособие для учителя. М, 2000.  9 Зимняя И. А. Ключевые компетенции-новая парадигма-результата образования. Высшее образование сегодня. – М.,2003, №5  10 Колкер М.Я., Устинова Е.С. Практическая методика обучения иностранному языку: Практикум. М, 2000.  11 Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.  12 Mellow, J. D. (2000). Western influences on indigenous language teaching. In J. Reyhner, J. Martin, L. Lockard, & W. Sakiestewa Gilbert (Eds.), *Learn in beauty: Indigenous education for a new century*(pp. 102-113). Flagstaff, AZ: Northern Arizona University. | |

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| **Academic policy of the course in the context of university moral and ethical values** | **Academic Behavior Rules:**  ATTENTION! Non-compliance with deadlines leads to loss of points! The deadline of each task is indicated in the calendar (schedule) of implementation of the content of the curriculum. Appropriating timeframes of homework or projects can be prolonged in case of softening circumstances (such, as illness, emergencies, the accident, unforeseen circumstances, etc.) according to the Academic policy of university. Participation of the student in discussions will be considered in its general assessment for discipline. Constructive questions, dialogue, and a feedback are welcomed.  **Academic values:**  - Practical trainings/laboratories, IWS should be independent, creative.  - Plagiarism, forgery, cheating at all stages of control are unacceptable.  - PhD students with disabilities can receive counseling at e-mail aliakbarova.a@kaznu.kz |
| **Evaluation and attestation policy** | **Criteria-based evaluation:**  assessment of learning outcomes in relation to descriptors (verification of the formation of competencies in midterm control and exams).  **Summative evaluation:** assessment of work activity in an audience (at a webinar); assessment of the completed task. |

**CALENDAR (SCHEDULE) THE IMPLEMENTATION OF THE COURSE CONTENT:**

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| Week | Topic name | Number of hours | Max.  score\*\*\* |
| **Module 1 Methodology of foreign language education** | | | |
| 1 | **Lec 1.** Connection between methods of foreign-language education with other sciences. Aims of foreign language teaching. Principles of foreign language teaching. | 3 | 10 |
| 1 | **Sem 1.** Aims of foreign language teaching. Principles of foreign language teaching. Methods of foreign-language education as theoretical - applied science |  |  |
| 2 | **Lec 2.** Approaches and Methods in Foreign Language Teaching. Problems associated with methods. | 3 | 10 |
| 2 | **Sem 2.** Foreign Language Didactics as discipline. Defining approach, method, technique. Modern approaches to teaching a foreign language |  |  |
| 2 | IWST 1. Consultation on the implementation of IWS1 on the topic:  Drawing a concept map of FLT methodology: Approach, Method, Technique and classification of the approaches concerning Language and Language Learning. Schumann’s Acculturation Theory. |  |  |
| 3 | **Lec 3.** Foreign Language Knowledge and Course Planning. | 3 | 10 |
| 3 | **Sem 3.** Questions about knowledge in Foreign Language Teaching/Learning. Official knowledge in FLD. Communicative competence in Foreign Language Didactics. |  |  |
| 3 | **SIW 1.** Process-Based CLT Approaches – Content-Based Instruction and Task-Based Instruction.  Product-Based CLT Approaches – Text-Based Instruction and Competency-Based Instruction |  |  |
| 4 | **Lec 4.** Views of language acquisition and learning in Foreign Language Didactics | 3 | 10 |
| 4 | **Sem 4.** Language learning and acquisition. Second Language Acquisition (SLA). The role of output in Foreign Language Teaching and Learning. Psychology and language learning theories in FLD |  |  |
|  | **IWST 2. Colloquium (quiz, test, project, essay, situational task, etc.).** |  |  |
| 5 | **Lec 5.** Recent Developments in Language Teaching Pedagogy | 3 | 10 |
| 5 | **Sem 5.** Claims of the Communicative Approach and its characteristics. Task-based pedagogy as an approach to language learning. Intercultural awareness / communicative competence and FLL |  |  |
| **Module 2** | | | |
| 6 | **Lec 6.** Focus on Learning and the Language | 3 | 10 |
| 6 | **Sem 6.** Learner Variables affecting learning outcome. Learning strategies. Autonomy and self-direction in Foreign Language Teaching/Learning |  |  |
| 7 | **Lec 7.** The Importance of Teaching Vocabulary, its role and Syllabus Requirement. Essence of modern competence – methodological foreign-language and educational paradigms as systems of cross-cultural and communicative foreign-language education | 3 | 10 |
| 7 | **Sem 7.** Difficulties Pupils Experience in assimilating Vocabulary. Psychological and Linguistic peculiarities of the English Vocabulary. How to Teach Vocabulary in School. Forming lexical skills: General characteristics of  lexical skills, content training vocabulary, requirements for organization learning vocabulary. |  |  |
| 7 | IWST 3. Consultation on the implementation of the IWS 2. |  |  |
|  | **LEVEL CONTROL 1** |  | **100** |
| 8 | **Lec 8.** Teaching Grammar, Methodical systems of foreign-language education: purpose, methods, approaches, contents, principles, technologies of foreign-language education (methods, means, receptions, interactive and information technology etc.) | 3 | 10 |
| 8 | **Sem 8.** The Most Common Difficulties Pupils have in Assimilating English Grammar).  3. The Content of Teaching Grammar. The Principles of Selecting Grammar Material for Teaching.  4. How to Teach Grammar  5. Types of Exercises for Assimilation of Grammar |  |  |
| 8 | **IWS 2.** Classroom listening. The Three Stages of a Listening Activity |  |  |
| 9 | **Lec 9.** Teaching Listening Comprehension  Teaching Speaking in English. Language means of cross-cultural communication: lexical, grammatical aspects. | 3 | 10 |
| 9 | **Sem 9.** The importance of Listening Comprehension. Classroom listening. Organizational basis of foreign-language education: types of educational programs. The ways (techniques) of teaching Listening Comprehension |  |  |
| 10 | **Lec 10.** Teaching Speaking in English. Language means of cross-cultural communication: lexical, grammatical aspects. | 3 | 10 |
| 10 | **Sem 10.** Speaking as a type communicative activity – activity bases of communication on the basis of listening, speaking, reading and writing.  Basic linguistic and psychological characteristics of speaking.Cross-cultural speech activities – types of listening, speaking, reading and writing. |  |  |
| 10 | **IWST 4. Colloquium (quiz, test, project, essay, situational task, etc.).**  The forms of communication. The structure of verbal communication |  |  |
|  | **Module 3** |  |  |
| 11 | **Lec 11.** Reading as an aim and a means of teaching and learning a foreign language | 3 | 10 |
| 11 | **Sem 11.** Reading comprehension. Some difficulties pupils have in learning to read in the English language. How to teach reading. Selection of texts for reading. |  |  |
| 12 | **Lec 12.** The importance of writing in language learning. Writing as a skill. | 3 | 10 |
| 12 | **Sem 12.** Difficulties pupils have in Learning to Write English. Stages in the Development of Writing Proficiency. How to Teach Writing? Examples of Exercises to Develop the Writing skills |  |  |
| 12 | IWST 5. Consultation on the implementation of the IWS 3. |  |  |
| 13 | **Lec 13.** Planning in Foreign Language Teaching. | 3 | 10 |
| 13 | **Sem 13.** Management of educational process: planning educational process (types of planning). Features of planning on credit system: Lesson as main form of the organization educational process: extra-curricular work on a foreign language |  |  |
| 13 | **IWS 3.** Problem task: Modern foreign- educational process: managements, organization, technologies of training. Standard operating documents: (state obligatory educational standard of specialty, educational program as organizational axis educational process |  |  |
| 14 | **Lec 14.** Teaching Testing and Evaluation. | 3 | 10 |
| 14 | **Sem 14.** Teaching and testing. Testing and evaluation. Basic aspects of testing. Types of tests. Criteria of evaluation. Self- evaluation as a system of evaluation. European language portfolio about evaluation |  |  |
|  | **IWST 6. Colloquium (quiz, test, project, essay, situational task, etc.).**  Functions, forms and content of the current, intermediate and final control of the course of foreign language in the secondary and high school |  |  |
| 15 | **Lec 15.** Systems of exercises in training foreign languages | 3 | 10 |
| 15 | **Sem 15.** Typology of exercises. Structure component of the foreign language exercises. Contents, tasks, typical exercises. Classification of exercises in teaching foreign language. |  |  |
| 15 | **IWST 7. Consultation on examination issues** |  |  |
|  | **LEVEL CONTROL 2** |  | **100** |

[Abbreviations: QS - questions for self-examination; TK - typical tasks; IT - individual tasks; CW - control work; MT - midterm.

Comments:

- Form of L and PT: webinar in MS Teams / Zoom (presentation of video materials for 10-15 minutes, then its discussion / consolidation in the form of a discussion / problem solving / ...)

- Form of carrying out the CW: webinar (at the end of the course, the students pass screenshots of the work to the monitor, he/she sends them to the teacher) / test in the Moodle DLS.

- All course materials (L, QS, TK, IT, etc.) see here (see Literature and Resources, p. 6).

- Tasks for the next week open after each deadline.

- CW assignments are given by the teacher at the beginning of the webinar.]

**Dean Dzholdasbekova B.U.**

**Chairman of the Faculty Methodical Bureau Ospanova G.T.**

**Head of the Department Avakova R.A.**

**Lecturer Aliakbarova A.T.**