**SYLLABUS**

**Spring semester 2022-2023 academic years**

**on the educational program “Methodology of Teaching the First 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)** | |
| **MTFFL 5301** | **Methodology of Teaching the First 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 |
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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 undergraduate 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 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 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 Щукин А.Н. Обучение иностранным языкам. Теория и практика. М., 2006.  12 Завалко Н.А. Современные педагогические технологии: учебник.- Алматы: Эверо, 2015.  13 Ерчак Н.Т. Иностранные языки: психология усвоения: учебное пособие.- Минск: Новое знание, М., 2015. | |

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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 homeworks 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.  - Students with disabilities can receive counseling at e-mail marina\_719@mail.ru |
| **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.** **Lecture 1** METHODOLOGY OF FOREIGN-LANGUAGE EDUCATION AS THEORETICAL-APPLIED SCIENCE. | 3 | 10 |
| 1 | **Sem 1.**  1. Relation of FL teaching to linguistics.  2. Relation of FL teaching to pedagogy.  3. Relation of FL teaching to psychology.  4. Relation of FL teaching to physiology. |  |  |
| 2 | **Lec 2.** AIMS AND CONTENT OF FOREIGN LANGUAGE TEACHING. PRINCIPLES OF FOREIGN LANGUAGE TEACHING. | 3 | 10 |
| 2 | **Sem 2.**  1. Aims of FLT.  2. Content of FLT. |  |  |
| 2 | IWST 1. Psychological features of contents and process of teaching foreign-language communication. Characteristic of skills (language and speech) and speech abilities. |  |  |
| 3 | **Lec 3.** TEACHING AIDS AND TEACHING MATERIALS | 3 | 10 |
| 3 | **Sem 3.**  1. What are teaching aids?  2. What are teaching materials?  3. Syllabus in foreign language teaching |  |  |
| 3 | **SIW 1.** The teacher should use various audio-visual materials. Say what factors you will consider in selecting these materials in teaching foreign languages. Confirm your statement. |  |  |
| 4 | **Lec 4.** PRINCIPLES OF FOREIGN LANGUAGE TEACHING | 3 | 10 |
| 4 | **Sem 4.**  1. The principle of conscious approach  2. The principle of activity  3. The principle of visualization  4. The foreign language syllabus |  |  |
|  | **IWST 1.**  1. Compare foreign language textbooks and say how they differ and what they have in common. Say which textbook you would like to use in school? State the reason for your selection.  2. Programmed instruction in foreign language teaching cannot replace the teacher in the classroom.  3. Organize a communicative activity in FLT classroom: interviewing a famous personality |  |  |
| 5 | **Lec 5.** THE USE OF GRAMMAR-TRANSLATION METHOD IN TEACHING FOREIGN LANGUAGE (1890s-1930s) | 3 | 10 |
| 5 | **Sem 5.**  1. Background of the **Grammar-Translation Method**  2. Techniques of GTM  3. Lesson Procedure. |  |  |
| **Module 2** | | | |
| 6 | **Lec 6.** THE DIRECT METHOD: A GOOD START TO TEACH ORAL LANGUAGE  1. The Direct Method: theoretical framework  2. Principles and Techniques of the Direct Method | 3 | 10 |
| 6 | **Sem 6.**  1. Objectives of the Direct Method.  2. Principles and Techniques of the Direct Method  3. Drawbacks of the Direct Method. |  |  |
| 7 | **Lec 7.** THE AUDIO-LINGUAL METHOD: AN EASY WAY OF ACHIEVING SPEECH  1. Features of Audio-lingual method  2. The Audio-Lingual Method and Speech Development | 3 | 10 |
| 7 | **Sem 7.**  1. The use of Audio-Lingual Method in teaching FL.  2. Characteristics of Audio-Lingual Method (The Army method).  3. Review of the scientific article: Bowen, Tim. “Methodology Challenge. What is Audiolingualism? |  |  |
| 7 | IWST 2. Describe and give examples of activities of ‘information gap’ illustrating them with examples.  2. Show the use of Scavenger hunt (mingling): describe the use of the activity in the classroom.  3. Work out cognitive activities using “Brainstorming” in the lessons of an FL: substitution and mutation drills on the theme “Modern manners” |  |  |
|  | **LEVEL CONTROL 1** |  | **100** |
| 8 | **Lec 8.** TOTAL-PHYSICAL RESPONSE METHOD  1. Principles of TPR  2. TPR Procedure  3. TPR activities for teaching English to young learners | 3 | 10 |
| 8 | **Sem 8.**  1. Background of TPR  2. Principles of TPR  3. TPR PROCEDURE |  |  |
| 8 | **IWS 3.** TPR activities for teaching English to young learners. |  |  |
| 9 | **Lec 9.** COMMUNICATIVE LANGUAGE LEARNING  Communicative Language Teaching (CLT) as an effective approach. | 3 | 10 |
| 9 | **Sem 9.**  1. Communicative competence: Grammatical competence, Discourse competence, Strategic competence.  2. Communicative techniques |  |  |
| 10 | **Lec 10. SUGGESTOPEDIA ­**–A METHOD OF TEACHING OF ENGLISH  Suggestopedia as teaching method in learning process. | 3 | 10 |
| 10 | **Sem 10.** 1. Concept of Suggestopedia  2. Key features of Suggestopedia  3. Role of Teacher in Suggestopedia |  |  |
| 10 | **SIW 4.**  Types of communicative activities: ‘functional communicative activity’ and ‘social interaction activity’. |  |  |
| 10 | **IWST 4. Colloquium (quiz, test, project, essay, situational task, etc.).**  1. Give examples of transformation drills of cognitive approach.  2. The use of Internet technologies in teaching writing English at the middle stage.  3**.** Jigsaw reading activity can boost communication. |  |  |
|  | **Module 3** |  |  |
| 11 | **Lec 11.** Task-based language learning as an approach.  What is task-based language learning? | 3 | 10 |
| 11 | **Sem 11.**  1. What is a task?  2. The aim of task-based language learning?  3. Procedure of task-based language lesson. |  |  |
| 12 | **Lec 12.** TEACHING APPROACHES: WHAT IS THE SILENT WAY?  1. Features of the Silent Way Method  2. Types of learning and teaching activities.  3. The role of instructional materials. | 3 | 10 |
| 12 | **Sem 12.**  1. Objectives of the Silent Way Method.  2. Types of learning and teaching activities.  3. Advantages and disadvantages of the Silent way method. |  |  |
| 12 | IWST 5  1. The use of rhymes in English classes in preschool educational institutions for the formation of lexical skills of children 5-6 years.  2. Give examples of use of games on communicative technologies  3. Write out examples of picture description in the aim of development of students' communicative competence |  |  |
| 13 | **Lec 13.** ROLE OF EVALUATION IN FOREIGN LANGUAGE TEACHING | 3 | 10 |
| 13 | **Sem 13.** Types of evaluation. Criteria of evaluation. Self- evaluation as a system of evaluation. European language portfolio about evaluation |  |  |
| 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 | 3 | 10 |
| 14 | **Sem 14.** Teaching and testing. Testing and evaluation. Basic aspects of testing. Types of tests |  |  |
| 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 6.** Functions, forms and content of the current, intermediate and final control of the course of foreign language in the secondary and high school  **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.

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**Lecturer Aliakbarova A.T.**