**Topics of Seminar Classes**

|  |  |  |  |
| --- | --- | --- | --- |
| 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. Methodology of foreign-language education. Trend and fashion in Foreign Language Didactics. | 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.** The object of knowledge in foreign language | 3 | 10 |
| 4 | **Sem 4.** How has the formalist/structural theory of language affected foreign language teaching practices. How has functionalism affected foreign language teaching practices |  |  |
|  | **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.** Views of language acquisition and learning in Foreign Language Didactics | 3 | 10 |
| 7 | **Sem 7.** 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 |  |  |
| 7 | IWST 3. Consultation on the implementation of the IWS 2. |  |  |
|  | **LEVEL CONTROL 1** |  | **100** |
| 8 | **Lec 8.** 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 |
| 8 | **Sem 8.** 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. |  |  |
| 8 | **IWS 2.** Classroom listening. The Three Stages of a Listening Activity |  |  |
| 9 | **Lec 9.** 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 |
| 9 | **Sem 9.** 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 |  |  |
| 10 | **Lec 10.** The importance of Listening Comprehension. Classroom listening. | 3 | 10 |
| 10 | **Sem 10.** Organizational basis of foreign-language education: types of educational programs. The ways (techniques) of teaching Listening Comprehension |  |  |
| 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.** Teaching Speaking in English. Language means of cross-cultural communication: lexical, grammatical aspects. | 3 | 10 |
| 11 | **Sem 11.** 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. |  |  |
| 12 | **Lec 12.** Reading as an aim and a means of teaching and learning a foreign language | 3 | 10 |
| 12 | **Sem 12.** Reading comprehension. Some difficulties pupils have in learning to read in the English language. How to teach reading. Selection of texts for reading. |  |  |
| 12 | IWST 5. Consultation on the implementation of the IWS 3. |  |  |
| 13 | **Lec 13.** The importance of writing in language learning. Writing as a skill. | 3 | 10 |
| 13 | **Sem 13.** 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 |  |  |
| 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.** Planning in Foreign Language Teaching. | 3 | 10 |
| 14 | **Sem 14.** 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 |  |  |
|  | **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.** Teaching Testing and Evaluation. | 3 | 10 |
| 15 | **Sem 15.** 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 |  |  |
| 15 | **IWST 7. Consultation on examination issues** |  |  |
|  | **LEVEL CONTROL 2** |  | **100** |