

Professional training course and placement (UBK/TFA)

Syllabus

Academic year 2017/2018	
Title of Course:	Didactics and methodology of teaching English as a foreign language in secondary middle and high school (lecture)
Academic year:	2017/2018
Semester:	II Semester
Exam code:	80367
Scientific - Disciplinary Sector:	/
Lecturer:	Marsh-Hunn Peter
Modular:	/
Lecturers of the remaining modules:	/
Credit points:	6
Total hours of lectures / laboratory hours:	36
Total Consultation Hours:	none
Consultation Hours:	none
Compulsory attendance:	according to regulation
Language of Instruction:	English
Propaedeutic subjects:	None
Course description:	The course aims to deepen teachers' understanding of the many aspects of their job, enabling them to critically self-analyse their lesson planning, their lesson delivery and help devise strategies for continuous professional self-development
Specific educational objectives:	Analysis of strategies to improve students' competences in the four skills of listening, reading, speaking and writing, paying special attention to the learners' individual abilities
List of topics:	Introduction: looking round some classroom doors, Practical toolkit: classroom management, Lesson and course planning, Listening, Speaking, Reading, Writing, Vocabulary, Grammar, Phonology, Errors and correction, Testing, Creativity, Toolkit-techniques and activities, CLIL, Teacher development, Using the internet as a teacher's resource
Method of instruction:	Lecture + groupwork
Expected learning outcomes:	After a brief review of Language Learning theory, teachers will examine specific examples where this is applied. They will then be able to critically review their own lesson plans and to assess their students' progress. They will also be better able to teach English in a cross-curricular context
Method of evaluation: (Art. 7 of the regulation)	Written: Participants will have to develop lesson plans based on specific criteria. These will be assessed on the basis of their logical structure, the clear line of argument and their creativity.

	Oral: Participants will be judged on their ability to critically analyse and adapt their lesson plans.
Evaluation criteria and criteria for the determination of marks earned:	The examination program includes everything listed under the heading "List of topics and Required reading"
Required reading:	<ol style="list-style-type: none"> 1. Tasks for teacher education – a reflective approach <i>Rosie Tanner + Catherine Green</i> Longman Pearson 2. Learning to teach English <i>Peter Watkins</i> Delta Publishing 3. CLIL Activities – Resource for subject language teachers <i>Liz Dale + Rosie Tanner</i> Cambridge Univ. Press CUP 4. Learning teaching – the essential guide to English language teaching. <i>Jim Scrivener</i> Macmillan 5. The CELTA course Trainee Book <i>Scott Thornbury and Peter Watkins</i> CUP 6. The TKT course CLIL module <i>Kay Bentley</i> CUP 7. Classroom management techniques <i>Jim Scrivener</i> CUP 8. Essential Teacher Knowledge <i>Jeremy Harmer</i> Pearson
Further reading:	<ol style="list-style-type: none"> 1. Vocabulary Activities <i>Penny Ur</i> CUP 2. Discussions and More <i>Penny Ur</i> CUP 3. Teaching Grammar Creatively <i>Gerengross, Puchta, Thornbury</i> Helbling Languages 4. Uncovering CLIL <i>Mehisto, Marsh Frigols</i> Macmillan

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