

Course Title: EFL Didactics 2 (Codes in Stag 4223 and 4422)

Course Description:

This module is the second of three modules on didactics within the frame of the TEFL program. This course is aimed at further development of didactic competence of student teachers. It involves an in-depth examination of current practice in EFL teaching and learning. The course builds on the knowledge acquired in the course EFL didactics 1 and focuses mainly on teaching productive skills in language classroom.

Course objectives. By the end of the course, students in this class are expected to:

- Apply principles of communicative language teaching to designing oral work in EFL classroom.
- Analyze types of spoken classroom performance.
- Become aware of a rationale for assessing speaking as a separate skill as well as a skill that integrates with other three skills.
- Become aware of various types of classroom writing performance
- Apply principles of designing writing techniques for their own classes.
- Gain further experience in planning, creating and delivering structured and coherent EFL lessons at different proficiency levels.
- Reflect on and learn from their own learning and teaching experiences.

The course will include the following topics.

Skill integration in language teaching. Common Reference Levels: A1-C2. CEFR: Spoken Language

Oral communication skills. Micro-and macroskills of oral communication. Types of speaking performance in class. Teaching speaking: developing learners' awareness, appropriation and autonomy.

Paradigm of activities for teaching speaking. Communicative activities. Developing learners' writing skills.

Classroom dynamics and lesson planning.

Core Reading:

- Brown, H. Douglas. (2007). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Longman
- Celce-Murcia, M. (editor) (2001). *Teaching English as a second or foreign language*, 3rd ed. Heinle & Heinle
- Common European framework of reference for languages. Learning, teaching, assessment*. (2001). Cambridge: Cambridge University Press
- Newby, D., Allan, R., Fenner, A.-B., Jones, B., Komorowska, H. and Soghikyan, K. (2007). *European portfolio for student teachers of languages. A reflection tool for language teacher education*. Strasbourg/Graz: Council of Europe Publishing, <http://epostl2.ecml.at>
- Scrivener, G. (2005). *Learning teaching: A guidebook for English language teachers*. Macmillan Books for Teachers
- Thornbury, S. (2006). *How to teach speaking*. Pearson.

Suggested reading:

- Luoma, S. (2004). *Assessing Speaking*. CUP. Ch. 2
- Articles from *English Teaching Forum* and *ELT Journal*.

Course requirements:

- 80 % class attendance. Active **participation** in the seminar discussions.
- Fulfilment of **all** assigned tasks.
- Collecting picture/realia/text/video/audio-based **activities** (7 examples minimum) for developing oral skills in primary and low secondary classroom. **Sharing** them in class. (Activity annotation should include: students' level, aim/objectives, language focus, procedures.)
- Studying a textbook you are going to use during your practicum. **Composing 2** consecutive lesson plans based on one unit. **Discussing** them in class.
- Regular reflection on the 'can-do' statements from the self-assessment section in the EPOSTL.

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