

EFL Didactics 3
(Codes in STAG
4231, 4431, 4631)
Winter Semester

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Course Description:

This is the concluding module in didactics within the framework of the TEFL program. This semester, the primary focus will be on the **continued development of teaching competences and preparation for long-term professional growth**. The majority of course topics will be **negotiated** and the course syllabus may be designed according to student teachers' needs. (For topic suggestions please see the course description)

Course objectives.

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

- further develop their ability to reflect on their classroom practice (both as teachers and students of English);
- use European scales of descriptors of language proficiency and Czech curriculum documents;
- be able to apply criteria of assessment to various types of students' output;
- use alternative assessment options in the classroom;
- enrich their repertoire of effective classroom activities

Course requirements:

1. A **project** investigating a selected TEFL methodology issue, developed and carried out individually or in a group of two. Project steps will include the following *out-of-class steps*:

- **Selecting** an issue for research
- **Reviewing** pertinent literature and **writing** its synopsis with references for a visual presentation
- **Creating a handout** for peers with some key terms and their explanations

- Illustrating the chosen issue **through activities** designed for a specified group of students.

In class:

- Presenting the findings (up to 30 minutes)
- Teaching activities to students (up to 20 minutes)

Each presentation will be followed by discussion in class.

Suggested Project Topics may include:

Common European Framework (CEF) and its impact on syllabus design

Curriculum and syllabus design.

Alternative Assessment: Project Work

Alternative Assessment: Portfolio

Video in EFL teaching.

Content and Language Integrated Learning CLIL

Teacher's Professional Development.

2. A written comparative analyses of the Czech Framework for Basic School (age 6-15) and a curriculum adopted at schools in another European Union country (Foci for analyses : the objectives, age at which FL is introduced to students, number of hours per week, learners' outcomes and different aspects of communicative competence – minimum 600 words).

Sources: *Foreign Language teaching in Schools in Europe*. Eurydice, www.eurydice.org.
http://eacea.ec.europa.eu/education/eurydice/thematic_studies_archives_en.php

Due: Last week in November **Core Reading:**

Brown, H. Douglas. (2007). *Language Assessment - Principles and Classroom Practice* Pearson

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.

Harmer, J. (2007). *The practice of English language teaching*. Pearson.

Rámcový vzdělávací program. (2005). Praha: VÚP.

English Teaching Forum at <http://americanenglish.state.gov/english-teaching-forum>

ELT Journal