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**Federal State Autonomous Educational Institution for Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA
(RUDN UNIVERSITY)**

DEPARTMENT OF GENERAL AND RUSSIAN LINGUISTICS

COURSE SYLLABUS

FUNDAMENTALS OF FOREIGN LANGUAGE TEACHING

Recommended by the Didactic Council for the Education Field of:

45.04.01 Philology

**The course instruction is implemented within the professional education programme
of higher education:**

“Language and Culture: Theory and Practice”

(in English)

1. COURSE GOALS:

The goal of the course is to introduce students to basic language teaching methods and techniques taking into account language acquisition and language learning strategies. The course covers all aspects of teaching a foreign language and discusses training different types of skills necessary to acquire a foreign language.

2. REQUIREMENTS FOR LEARNING OUTCOMES

The process of studying discipline “Fundamentals of Foreign Language Teaching ” is aimed at the development of the the following competences:

Table 2.1. The list of competencies formed by students in the course of mastering the discipline (the results of mastering the discipline):

Code	Competence	Competence indicators
GPC-2	Able to use in professional (including pedagogical) activities knowledge of the modern scientific paradigm in the field of philology and the dynamics of its development, the system of methodological principles and methodological techniques of philological research.	2.2 Knows how to solve research problems in the field of diachronic analysis of the language system, the development of speech genres and the evolution of the communicative environment.
GPC-3	Able to use in professional (ncluding pedagogical) activities in-depth knowledge in the chosen specific field of philology and possession of a wide range of methods and techniques of philological work with various types of texts.	3.1 Able to present the results of research in the form of a scientific publication, oral presentation, abstract and summary.
PC-5	Knows how to use pedagogically justified forms, methods and techniques for organizing students' activities, apply modern technical teaching aids and educational technologies	PC-5.1. Able to choose the forms, methods and techniques of educational activities in accordance with the content of the material and phycological, age and other characteristics of students. PC-5.2. Able to use modern pedagogical technologies in the classroom.
PC-6	Knows the taught field of science and professional activity and is able to use this knowledge for preparing and conducting classes, the development of teaching materials for individual philological disciplines.	PC-6.1. Able to work out (draw up) a curriculum and select educational materials based on the (received scientific) knowledge in the field of philology. PC-6.2. Able to develop teaching aids, assignments and assessment criteria for conducting classes in certain (individual) philological disciplines.

3. COURSE PLACE IN THE EDUCATIONAL PROGRAMME STRUCTURE:

The course is part of the variable component (Block 1) of the educational programme academic curriculum.

As part of the Educational programme, students also master other disciplines and / or practices that contribute to the achievement of the planned results of mastering the discipline "Fundamentals of Foreign Language Teaching".

Table № 3.1. List of the Educational programme components contributing to the achievement of the planned results of mastering the discipline

Code	Previous disciplines / modules, practice	Subsequent disciplines / modules, practice
GPC-2	Philology in the System of Modern Humanities, Theory and History of Linguistics, General Linguistics	Discourse Analysis, Comparative and Typological Linguistics Research Work Scientific and Research Training
GPC-3	Philology in the System of Modern Humanities	Research Work Scientific and Research Training
PC-5	-	Pedagogical Training
PC-6	-	Pedagogical Training

4. COURSE WORKLOAD AND TYPES OF ACADEMIC ACTIVITIES

The total course workload is 5 credit units.

Table 4.1 Types of academic activities by periods of the Educational Programme mastering for full-time education

Types of academic activities	Total	Semesters
		3
<i>Classroom-based studies, academic hours</i>	16	16
<i>including:</i>		
Lectures (L)	14	14
laboratory work (LW)		
practical work (PW)/ seminars (S)	28	28
<i>Self-studies, academic hours</i>	116	116
<i>Control, academic hours</i>	22	2
Total	<i>academic hours</i>	180
	<i>credits</i>	5

5. COURSE CONTENT

5.1. Content of the course by the type of educational work:

Title of course unit	Content of the course unit	Type of academic activities
Language Acquisition	The Acquisition-Learning Hypothesis. The Natural Order Hypothesis. The Monitor Hypothesis. The Comprehension	L, S

	Hypothesis. The Affective Filter Hypothesis	
Learning a foreign language	Getting and staying motivated. Comprehension and Enjoyment: the keys to acquiring Grammar and Vocabulary.	L, S
Learning a foreign language	Language-Learning Error. The Monitor Model of Classroom Language Learning Automatisation. Restructuring. Connectionism.	L, S
Language-Learning Strategies	The Good Language Learner. Strategies of Young Children in Naturalistic Environments. Strategies of Classroom Learners. Self-Regulation, Autonomy, Motivation and Identity. Communication Strategies and Negotiation of Meaning. Socio-Cultural Theory and Interactive Language Learning	L, S
Language Teaching Methods	The Grammar-Translation Method. The Direct Method. The Audiolingual Method Situational Language Teaching (SLT) Detailed Table of Contents Total Physical Response (TPR). Community Language Learning (CLL) . Communicative Language Teaching (CLT). Task-Based Language Teaching (TBLT). Cooperative Language Learning (CLL). Self-Directed Language Learning (SDLL). Competence-Based Language Teaching (CBLT). The Post-Methods Era. Food for Thought. Further Reading. References.	L, S
Individual Learner Differences	Aptitude for Language Learning. Personality. Cognitive Style . Language-Learning Style	L, S
Facilitating Classroom Learning	The Orchestration of Classroom Interaction The Syllabus. Needs Analysis. Teaching Materials. Information and Communication Technology. Classroom Interaction	L, S
Pronunciation	Whose Pronunciation? Describing the Sounds. Producing the Sounds Stress, Rhythm and Intonation. Classroom Pronunciation Practice	L, S
Grammar	Approaches to Teaching Grammar Pros and Cons of Explicit Grammar Teaching Acquiring Grammar in the Classroom. The Deductive Approach The Inductive Approach Comparing Deductive and Inductive Approaches 171 The Genre Approach. The Lexical Approach The Cyclical Approach Awareness-Raising Grammar Games Songs for Grammar Practice	L, S
Vocabulary	Word Formation. Word Meaning. The Mental Lexicon.	L, S

	Teaching Vocabulary: Vocabulary Acquisition: an Incremental Process. Enhancing Informal Acquisition of Vocabulary in the Classroom. Explicit Teaching of New Vocabulary. Vocabulary Practice and Consolidation. Teaching Affixes (Prefixes and Suffixes). Teaching Lexical Collocation. Teaching Multi-Word Lexical Units. Teaching Lexicalised Sentence Stems	
Listening and Speaking	The Spoken Mode. Listening. Why Listen? Listening Difficulties. Getting Started. Moving On. Checklist for Selecting Listening Texts. A Three-Phase Lesson Structure. Songs as Texts for Detailed Listening. Speaking. The Limitations of Traditional Classroom Discourse. Spoken Classroom Activities. Post Hoc Evaluation of Spoken Activities	L, S
Reading and Writing	The Written Mode. Reading. Reading Purpose and Reading Technique. A Three-Phase Lesson Structure. Alternatives to Traditional Reading Comprehension Classes. Writing. Written Genres Four Major Approaches to Teaching Written Genres. Beginning Writing. Writing Short Descriptions and Narratives. The Transition to Discursive and Expository Writing. Using Pictures as a Stimulus for Writing.	L, S
Literature in the Language Classroom	A Wide Definition of Literature for the FL Classroom. Three Sets of Reasons for Reading Literature in the Language Classroom Short Poems Short Novels Project Work	L, S
Language Testing	Approaching Language Testing. Teachers and Testing. Testing Purposes. The Three Phases of Testing. Testing Techniques. Criterion-Referenced versus Norm-Referenced Testing. Test Selectivity. Test Takers and Tests. Evaluating Language Tests. Validity. Reliability. Scorability. Economy. Administrability. Discriminability. Backwash on Teaching. Written Language Tests .Piloting the Test. Advance Information for Test Takers. Invigilation. Marking (Scoring) Procedures. Oral Language Tests Techniques. Marking (Scoring) Procedures. Six Rules of Thumb for Oral Testing. Some Alternatives/Supplements to Traditional Tests. Teacher Reports. Continuous Assessment. Portfolio Assessment. Peer Assessment. Self-Assessment.	L, S

8. TECHNICAL SUPPORT

It is necessary to have a computer or a laptop (with installed licensed software and the Internet) and a projector in a classroom.

Table 6.1. Technical Support of the course

Type of the classroom	Classroom equipment	Specialized educational / laboratory equipment, software
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		and materials for mastering the discipline (if necessary)
classroom for Lectures	A classroom for lecture-type classes, equipped with a set of specialized furniture; board (screen) and technical means of multimedia presentations.	
Laboratory	A classroom for laboratory work, individual consultations, current control and intermediate certification, equipped with a set of specialized furniture and equipment.	
Classroom for seminars	A classroom for conducting seminar-type classes, group and individual consultations, current control and intermediate certification, equipped with a set of specialized furniture and technical means for multimedia presentations.	
computer class	A computer class for conducting classes, group and individual consultations, current control and intermediate certification, equipped with personal computers (in the amount of ___ pcs), a board (screen) and technical means of multimedia presentations.	
Classroom for self-studies	A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialized furniture and computers with access to the electronic educational system.	

7. EDUCATIONAL-METHODOLOGICAL AND INFORMATION SUPPORT OF THE COURSE

Books and manuals:

Main

1. Lennon P. The Foundations of Teaching English as a Foreign Language. NY: Routledge, 2021

Additional

Krashen, S. D. Second Language Acquisition and Second Language Learning. Oxford: Pergamon Press, 1981

Ellis, R. Understanding Second Language Acquisition. Oxford: Oxford University Press. Krashen, S. D. and Terrell, T. D. (1983/1998). The Natural Approach: Language Acquisition in the Classroom. Hemel Hempstead: Prentice Hall, 1998.

Griffiths, C. Strategies and good language learners. In Griffiths, C. (ed.), Lessons from Good Language Learners. Cambridge: Cambridge University Press, 2008 pp. 83–98.

Internet resources

RUDN library online site <http://lib.rudn.ru>

The Free Encyclopedia www.wikipedia.org

<http://beniko-mason.net/content/story-listening/2020-10-22-fundamentals-of-langauge-eduation-krashen.pdf>

Databases, search engines and reference data:

<http://www.elsevierscience.ru/products/scopus/>

<https://scholar.google.com/>

<https://www.researchgate.net/>

<https://publons.com/about/home/>

Educational and methodological materials for independent work of students in the development of the discipline/module:*

1. A course of lectures on the course "Fundamentals of Foreign Language Teaching".
2. Guidelines for the implementation of a final assignment of the course "Fundamentals of Foreign Language Teaching".


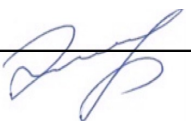

* all educational and methodological materials for independent work of students are placed in accordance with the current procedure on the page of the discipline in TUIS!

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES

The assessment toolkit and the grading system* to evaluate the level of competences (competences in part) formation as the discipline results are specified in the Appendix to the internship syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS

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HEAD OF THE DEPARTMENT:		
Foreign Languages Dept.		Ebzeeva Yu.N.
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