

Syllabus
Professional Communication in English Language Teaching
(N ECTS)

Kirsanova MA, mkirsanova@hse.ru <https://www.hse.ru/org/persons/191700738>;
Markova ES, emarkova@hse.ru, <https://www.hse.ru/org/persons/98531786>
Department of Foreign Languages
Meeting Minute # ___ dated _____ 20_

1. Course Description

The course 'Professional communication in English Language Teaching' is designed for fourth-year students who are willing to enhance their knowledge and understanding of a wide range of theoretical and methodological models of English language teaching and learning.

In order to master the discipline, students have to;

- have the advanced level of the English language (C1+.);
- be able to demonstrate a high level of understanding the English language as well as the principles and practice of English language teaching;
- use ICT means for educational purposes;
- have at least 10 hours experience of teaching English as a foreign language;
- know the basic rules of etiquette in institutions of higher education;

The course 'Professional communication in English Language Teaching' is optional for second-year students of National Research University Higher School of Economics. It is designed to deepen candidates' understanding of principles and practice of teaching the English language to various learners. The course helps to develop candidates' knowledge and understanding of key terminology and different approaches and methodologies, enable candidates to critically evaluate teaching and reference materials and resources in a range of ELT contexts.

This course is based on the following courses:

- Introduction to profession: Theory of Language Teaching
- Methodology and Educational Psychology

- Internship

2. Learning objectives

The aim of the course is to extend and develop candidates' knowledge and understanding of:

- key terminology used in English language teaching, applying this terminology in planning and teaching
- theoretical perspectives on language teaching
- different approaches and methodologies including current development
- resources, materials and reference sources for language learning
- key concepts and terminology related to assessment and error correction
- professionalism and professional development
- key principles of task design

3. Learning outcomes

As a result of studying the discipline 'the student should:

- know terminology used English language teaching
- know historical and current theories of, approaches and methodologies in foreign language teaching
- be able to use terminology and approaches in planning and teaching
- be able to examine and evaluate a range of teaching resources and materials
- demonstrate knowledge of role and methods of assessment and error correction
- be able to evaluate their own teaching and take up continuing professional development

4. Course plan

Topic	Hours ¹	Learning outcomes to control	Assessment
	ЛК		
	СМ		
	онл/ср		
Topic 1. Historical and current approaches and	4	To know and evaluate	Test 22
	4	current and historical	

¹ Не заполняется для ПУД, которые не вошли в УП ОП и не запланированы в расписании учебных занятий

methods Grammar-translation, audio-lingual method, communicative, task-based learning approaches, Content and Language Integrated Learning, Total Physical Response	22	approaches and methodologies in English language teaching	
		To be able to use key terminology in planning and teaching	
Topic 2. Language Focus Lessons Teacher-fronted presentation. Contextualisation and establishing context. Guided discovery. Language from the text. Test-teach-test. Teaching Functions (requesting, apologizing). Task designing.	4	To be able to build context while introducing	Designing tasks
	8		
	22	vocabulary, to ask Concept building and concept checking questions. To know main principles of task design to practice grammar, vocabulary and functions and be able to use them.	
Topic 3. Skills Focus Lessons Reading/Listening. Choosing texts according to the learners needs. Task designing. Writing/speaking. The difference between writing and speaking. Task designing. Integrated skills.	4	To be able to choose	Designing tasks
	8	tasks to develop different	
	22	skills according to learner's needs. To know main principles of task design and to be able to use them.	
Topic 4. Error correction and giving feedback Types of errors. Correction strategies. Place of correction	2	To demonstrate	Essay "The analysis
	8	knowledge of role and	of learner's written
	22	methods of assessment	language"
		and error correction. To be able to identify type of errors and choose	

		<p>an appropriate strategy to deal with them.</p> <p>To demonstrate appropriate understanding and use of terminology to describe learners' language</p> <p>To be able to use appropriate professional-to-professional discourse</p>	
<p>Topic 5. Classroom management</p> <p>Teacher Talking Time vs Students Talking Time. Giving Instructions. Language grading. Monitoring. Boardwork</p>	2	To be able to monitor	Essay "The analysis
	8	TTT and give	of the Teacher's
	22	instructions according to	language"
		<p>the level of the group.</p> <p>To know and be able to use different types of sitting in order to enhance students' efficiency.</p> <p>To be able to monitor students' activity and progress.</p> <p>To demonstrate appropriate understanding and use of terminology to describe teacher language.</p> <p>To be able to use appropriate professional-to-professional discourse.</p>	
<p>Topic 6. Different learners</p> <p>Teaching different levels. ESP. EAP. Exam preparation.</p>	2	To demonstrate	Presentation
	8	knowledge about	
	22	different levels and	
		<p>special students needs.</p> <p>To be able to adapt teaching to the learner's needs.</p> <p>To be able to use</p>	

		appropriate professional-to-professional discourse.	
Topic 7. Professional development Reflection. Identifying strengths and weaknesses. Creating an Action plan for future development.	2	To be able to identify your strength and weaknesses and ability to minimize and overcome these weaknesses. To be able to use appropriate professional-to-professional discourse.	Presentation about strengths and weaknesses and an Action plan
	8		
	24		
Часов по видам учебных занятий:	20		
	52		
	156		
Итого часов:	228		

5. Reading List

i. Required

1. The Oxford Handbook of Tense and Aspect. Robert I. Binnick, 2012. Published online: Sep 2012 ISBN: 9780195381971
<https://proxylibrary.hse.ru:4334/view/10.1093/oxfordhb/9780195381979.001.0001/oxfordhb-9780195381979>
1. Teaching English Language Learners Across the Content Areas./ Haynes Judie and Debbie Zacarian. -. Association for Supervision & Curriculum Development. PRINT PUB DATE 2010-02-15. EBOOK ISBN 9781416610434
<https://ebookcentral.proquest.com>

ii. Optional

1. Principles and Practices of Teaching English as an International Language./ Aya Matsuda.-Channel View Publications. 2012. EBOOK ISBN 9781847697042
<https://ebookcentral.proquest.com>

6. Grading System

The final grade is calculated upon the following formula:

$$O_{\text{final}} = 0,3 * O_{\text{exam}} + 0,1 * O_{\text{test}} + 0,2 * O_{\text{(present)}} + 0,2 * O_{\text{essay}} + 0,2 * O_{\text{task}}$$

Where:

O_{exam} is an exam mark.

O_{test} is a mark for the test held at the end of the first unit. Moreover, all tests, quizzes held during the period of study are included in this grade. It is calculated as the average of all the tests. This grade is not the subject to resitting.

O_(present) is a mark for the presentations given by students. It is calculated as the average of both presentations.

O_{essay} is a mark for the essays written by students. It is calculated as the average of both essays.

O_{task} is a mark for the tasks designed by students. It is calculated as the average of both tasks.

All the written tasks (essays, tasks) should be submitted before the last lesson of the theme. If students submit a paper 2 days later they get 8. If students submit a paper 4 days later they get 6 maximum. If a paper is submitted later than 4 days after the deadline the students get 0.

Blocking marks are not sanctioned.

7. Examination Type

The exam grade consists of a grade for an oral answer which includes both a theoretical question and a practical task and is calculated as an average of the answers to these questions.

Demo Version

Question 1

Analyze features of the lessons presented below and match them with teaching approaches. Be ready to explain your choice.

Features of lessons

- We analyse the language, focusing especially on everyday expressions and learning their meanings.
- We focus on understanding the rules of the structures in L2 reading texts.
- We work a lot on collocation and this helps us memorise common phrases.
- In my class everyone speaks the same language, so our teacher often asks us to look at English texts and write them out in our own language.
- Our teacher often tells us stories, and we listen or maybe mime parts of them.
- We often do lots of exercises on different structures.

Teaching approaches

Grammar-Translation

Total Physical Response

Lexical Approach

Question 2

Read an essay written by intermediate Russian student on the topic “Bilingualism: Blessing or Curse?” Identify key strength and weaknesses of the text. Prove your point of view with the examples from the text.

It is a well-known fact that we live in fast- developing multinational society, and with all this growth, people are starting to improve the possibility of speaking in different languages, becoming bilinguals. However, bilingualism can become not only an accomplishment which fostering comprehension skills and exposing new worlds, but also can be an unfavorable circumstance or condition, which leads to psychological discomfort such as lexical competition. So, what is the truth, bilingualism is a blessing or a curse?

To fully understand this problem, it is necessary to understand that there are many challenges of being bilingual. One of the most popular disadvantage is that bilinguals always spend time on choosing right and appropriate information from the correct language. The second reason, which occurs the criticism of bilingualism, is associated with cognitive advantages and with metacognition. Metacognition is an ability of evaluation somebody’s own thoughts, which plays an essential role in an ordinary life when we have to make decisions where the results are not occurring recently. monolinguals have an improved ability of evaluation own decisions and thoughts. From these facts, one can conclude that bilingual people may undergo a disadvantage in metacognition.

One should, nevertheless, consider the problem from another angle. Being bilingual has a lot of powerful benefits and gives opportunities, such as having a deeper perception of the concept of language, a permanent intellectual gymnastics and so on.

8. Methods of Instruction

The methods of instruction in the course include lectures and individualized instruction.

9. Special Equipment and Software Support (if required)

The rooms for lectures and seminars should be equipped with computers with the Internet access and Microsoft Office.