

Education Institution
“Belarusian State Pedagogical University named after Maxim Tank”



APPROVED

Vice-rector for Academic Affairs

A.V. Makovchik

2023

Registration No. 38-03-616-2023/42

**METHODS OF TEACHING ENGLISH
AS A FOREIGN LANGUAGE IN HIGHER EDUCATION**

**Academic programme of the higher education institution
in the academic discipline for the speciality
7-06-0113-02 Philology Education
Concentration: Foreign Language (English)**

2023

The programme is developed in compliance with the Standard of advanced higher education OSVO 7-06-0113-06-2023 for the speciality 7-06-0113-02 Philology Education (18.05.2023 No.160) and the curriculum for the speciality 7-06-0113-02 Philology Education. Concentration: Foreign Language (English) (22.06.2023 No.117-2023/ya)

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Scientific and Methodological Council of the education institution “Belarusian State Pedagogical University named after Maxim Tank”
(Minutes № 3 on 19.12.2023)

The formatting of the programme and accompanying materials meet the current requirements of the Ministry of Education of the Republic of Belarus

Methodist of the Master’s Department

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EXPLANATORY NOTE

The academic discipline “Methods of Teaching English as a Foreign Language in Higher Education” is a discipline within the module of concentration for students of the advanced higher education program in the specialty 7-06-0113-02 Philology education. Concentration: Foreign language (English).

The main **purpose** of this discipline is the formation of professional specialized competences necessary for teaching English as a foreign language in higher education institutions using modern methods and educational technologies.

Achieving this main goal involves the comprehensive implementation of the following **tasks**:

1. Mastering the theoretical and methodological foundations of teaching English as a foreign language (hereinafter – TEFL), as well as modern requirements for organizing the educational process in a foreign language;

2. Awareness of the basics of the formation and development of foreign language communicative competence as well as methods, strategies, technologies and forms of TEFL in higher education in the framework of the competency-based approach;

3. Contrastive analysis and implementation of various approaches, methods and techniques of TEFL adopted in domestic and foreign practice;

4. Mastering the system for foreign language proficiency assessment and managing students’ educational, cognitive and research work.

As a result of studying the academic discipline, the student should **know**:

- regulatory documents stipulating the development of lifelong language education;
- theoretical and practical foundations for the implementation of various forms, technologies, methods and techniques in teaching a foreign language;
- modern requirements for sociocultural competence and language skills development (receptive and productive) with regard of the levels of foreign language proficiency according to CEFR and the requirements of educational standards of higher education;
- methods of monitoring and assessing the linguistic, speech and sociocultural competence of students adopted in the language education system;
- requirements for a modern foreign language class, including ESP, and the rubrics and criteria for its analysis and assessment during the observation.

As a result of studying the academic discipline, the student should **be able to**:

- plan, conduct and evaluate English language classes in higher education within the framework of a competency-based approach;
- find, select and adapt learning content on ESP for various specialities of higher education;
- use a variety of forms, activities, tasks and means of teaching to increase students’ educational autonomy and stimulate their communication and mental activity;

- review students' term papers, articles, and research papers in a foreign language;

- discuss professional problems in native and foreign language.

Upon completion of the course "Methods of Teaching English as a Foreign Language in Higher Education" undergraduates must *master the skill to*:

- design and implement the educational process in a foreign language in higher education, taking into account the requirements for the competencies of specialists and the individual characteristics of students, using modern methods and educational technologies;

- analyze and apply in practice the requirements of regulatory legal acts, academic programmes and value education documentation, work with various reference materials;

- analyze one's own professional teaching activities, plan and adjust the individual trajectory for professional development.

- analyze regulatory documents and maintain the educational process utilizing optimal forms of educational interaction and control, taking into account the specifics of the target audience and educational situation;

- search for solutions to new problems associated with the lack of specialized knowledge and the lack of generally accepted algorithms.

Mastering the academic discipline "Methods of Teaching English as a Foreign Language in Higher Education" should ensure the formation of the following specialized competence: **SC-8** – To utilize modern methods and educational technologies in teaching English a foreign language in higher education institutions.

Prerequisite for studying this discipline is the competencies formed as a result of studying the discipline "Methods of teaching a foreign language" as part of a general higher education program. The study of the academic discipline "Methods of Teaching English as a Foreign Language in Higher Education" is associated with the major discipline "Comparative Linguistics", as well as with the disciplines "Innovations in Higher Education" and "Adaptive Didactics".

In accordance with the targets for training specialists in advanced higher education in specialty 7-06-0113-02 Philological education. Major: Foreign language (English), thematic content of the course is implemented in the following forms: lectures, practical classes, independent work.

According to the specialty curriculum, the academic discipline "Methods of Teaching English as a Foreign Language in Higher Education" for the full-time education is designed for 100 academic hours comprising 38 hours of in-class work, of which 10 hours are allocated for lectures and 28 hours for practical classes. Self-study (independent work) amounts to 62 hours. The academic workload of the discipline is 3 credit points. The form of intermediate assessment in the academic discipline is exam (2nd semester).

CONTENT OF THE EDUCATIONAL MATERIAL

Topic 1. Teaching a foreign language in the higher education system

The concept of foreign language education. The formation of foreign language education in the Republic of Belarus. Regulatory support for foreign language education. Specifics of foreign language training in the higher education system.

Fundamentals of Linguodidactics in higher education. Strategies, concepts of teaching, approaches to its organization, models, principles, content, methods, means of teaching languages as methodological concepts. Object, subject of linguodidactics, goals, objectives, functions of Linguodidactics. Methods of TEFL as a private academic discipline. Concepts of TEFL, TESL, TESOL, ESP. Professional educational programs in the field of teaching foreign languages.

The place of related disciplines in the process of developing foreign language communicative competence. Regional studies, literature of the countries of the language being studied, stylistics, theoretical grammar, history of language, etc.

English-language glossary of a modern foreign language teacher. Differentiation of the concepts of teaching and learning in English methodological discourse. Working with online resources, searching by keywords. ESL Teacher's Glossary. Analytical review of printed and electronic resources on methods of teaching English.

Topic 2. Competency-based approach to teaching a foreign language in higher education

Classification of approaches to foreign language teaching in higher education. Characteristics of approaches from the point of view of language acquisition, object of learning, and method of teaching. Activating technologies in teaching foreign languages.

Lexical approach in teaching a foreign language. The concept of chunks. Horizontal and vertical development. Modern resources in the methodology of the lexical approach. Implementation of the lexical approach in professionally oriented TEFL.

Competence-based approach to TEFL. Competency-Based Learning (CBL). Competency-based KSA and KSAV model. Methodology for developing linguistic, communicative and intercultural competence. Foreign language communicative competence. The place of foreign language communicative competence in the structure of competencies of a 21st century specialist. International system for assessing the level of English language proficiency CEFR.

Formulation of learning goals and requirements for educational results. Bloom's Taxonomy. Behavioral objectives. Diagnostics and individualization of learning goals as factors in the implementation of a competency-based approach. Realization of the educational potential of the academic discipline "Foreign Language".

Topic 3. Organization of English language teaching in higher education

Forms of teaching English in the higher education. Classification and characteristics of forms of language teaching in higher education institutions. Forms and types of classes (lecture, practical class, seminar). Issues in preparation for lectures and practical classes. Extracurricular activities.

Content of teaching a foreign language. Educational and program documentation. Adjustment of educational programs. Means of teaching a foreign language. Modern teaching materials in English. Learning aids. Designing methodological support for TEFL. Designing video classes.

Designing an individual educational trajectory for a young specialist. Advanced training and self-education as integral components of improving the professionalism of a modern teacher. Class observation as an effective form of improving a teacher's professionalism.

Topic 4. Methods and techniques of teaching English in higher education

Methods and techniques for teaching English as a foreign language. Aligning activities and learning content. Classification of activities and tasks. Designing an educational module and adapting tasks depending on the individual characteristics of students. The concepts of activity, task, assignment, quiz. Online resources for teachers.

Structure and logics of a foreign language lesson. Lesson outline. Lesson plan. Preparing, conducting and analyzing an English class in higher education. Reflection on the lesson observed and given. Setting and adjusting goals for self-improvement of a teacher's professional activity.

Topic 5. Managing students' independent and research work in the process of teaching a foreign language

Monitoring and assessment of students' skills. Diagnostics of the foreign language communicative competence. The problem of assessing students' educational and creative learning outcomes. Colloquium as a special form of classes in the disciplines of the linguistic cycle.

Rubrics and criteria for assessing knowledge and skills. Ratings system. Forms of intermediate and final assessment; defense of course paper; state exam, defense of a diploma and a master's thesis. Managing students' independent work in the process of learning a foreign language. The role of tutorials in the educational process, their types.

Supervision of students' research work. Issues in course and diploma paper supervision. Supervising teaching practice and preparing reporting documentation. Guidance in writing scientific articles, research papers, and conference reports.

EDUCATIONAL AND METHODOLOGICAL CHART OF THE DISCIPLINE

Ordinal number of topic and class	Name of the topic; list of the issues to be studied	Number of in-class hours		Self-study of master's degree students	Equipment	Literature	Forms of assessment
		Lectures	Practical Classes				
1	2	3	4	6	7	8	9
1	Teaching a foreign language in the higher education system	2	2	8			
1.1	The concept of foreign language education. The formation of foreign language education in the Republic of Belarus. Methods of teaching English as a private discipline.	2		4	PPT, DLC	[1] [2] [3] [5] [8]	Analytical review of printed and electronic resources Compilation of a glossary
1.2	Professional educational programs in the field of teaching foreign languages. The place of related disciplines in the process of developing foreign language communicative competence.		2	4	PPT, DLC, curriculum, Educational Standard	[1] [4] [5] [6] [8]	Analysis of the standard and curricula of the specialty "Philology Education"
2	Competency-based approach to teaching a foreign language in higher education	2	4	10			
2.1	Classification of approaches to foreign language teaching in higher education. Competence-based approach to TEFL.	2		4	PPT, DLC	[1] [4] [8]	Analysis of the competences matrix of curricula for various specialties
2.2	Foreign language communicative competence.		2	2	PPT, DLC	[1] [3]	Creating a mind-map

1	2	3	4	6	7	8	9
2.3	Formulation of learning goals and requirements for educational results. Bloom's Taxonomy. Behavioral objectives.		2	4	PPT, DLC	[1] [4] [6]	Case study. Formulation of competencies
3	Organization of English language teaching in higher education	2	6	12			
3.1	Forms of teaching English in the higher education. Classification and characteristics of forms of language teaching in higher education institutions. Forms and types of classes	2	2		PPT, DLC	[1] [2] [3]	Discussion. Quiz
3.2	Content of teaching a foreign language. Educational and program documentation.		2	4	PPT, DLC, curricula, syllabi	[1] [3] [5] [7]	Comparative analysis of training programs. Development of a programme (syllabus) updates
3.3	Designing methodological support for TEFL.		2	6	PPT, DLC	[1] [5] [7]	Methodological development of one of the topics in the discipline
3.4	Designing an individual educational trajectory for a young specialist.		2	2	PPT, DLC	[1] [2] [4]	Poster "Individual educational trajectory of a young specialist"
4	Methods and techniques of teaching English in higher education	2	2	24			
4.1	Methods and techniques for teaching English as a foreign language.	2	2	8	PPT, DLC, class plan template	[1] [2] [3]	Observation and analysis of a practical English class. Quiz
4.2	Structure and logics of a foreign language lesson. Lesson outline. Lesson plan. Preparing, conducting and analyzing an English class in higher education.		4	8	PPT, DLC, class observation template	[1] [3] [7]	Designing an English class lesson plan

1	2	3	4	6	7	8	9
4.3	Designing an educational module and adapting tasks depending on the individual characteristics of students.		4	8	PPT, DLC	[1] [2] [3]	Designing differentiated tasks
5	Managing students' independent and research work in the process of teaching a foreign language	2	4	8			
5.1	Monitoring and assessment of students' skills. Diagnostics of the foreign language communicative competence.	2			PPT, DLC	[1] [4]	Discussion. Analysis of teaching practice reporting documentation
5.2	Supervising teaching practice and preparing reporting documentation.		2	4	PPT, DLC, reports	[1] [2] [3]	Development of criteria and rubrics for assessing learning outcomes
5.2	Managing students' independent work in the process of learning a foreign language.		2	4	PPT, DLC, course papers	[1] [2] [4]	Review of course projects. Reviewing a scientific article Development of coursepaper topics
TOTAL:		10	28	62			

INFORMATION AND METHODOLOGICAL SECTION

LITERATURE

Core Literature

1. Бобрович, Т. А. Методика преподавания учебных предметов профкомпонента : метод. рекомендации для обучающихся, осваивающих образоват. программы переподгот. рук. работников и специалистов / Т. А. Бобрович, О. А. Беляева. – Минск : Респ. ин-т проф. образования, 2023. – 46 с.
2. Шиманская, О. Ю. Методика преподавания иностранного языка в высшей школе [Электронный ресурс] : интерактив. электрон. учеб.-метод. комплекс / О. Ю. Шиманская // СДО Moodle / Белорус. гос. пед. ун-т. – Режим доступа: <https://bspu.by/moodle/course/view.php?id=5105>. – Дата доступа: 11.12.2023.

Supplementary literature

1. Бредихина, И. А. Методика преподавания иностранных языков: обучение основным видам речевой деятельности : учеб. пособие / И. А. Бредихина. – Екатеринбург : Изд-во Урал. ун-та, 2018. – 104 с.
2. Методика обучения иностранному языку [Электронный ресурс] : электрон. учеб.-метод. комплекс / сост. В. А. Зайцева // Белорус. гос. ун-т. – Режим доступа: https://fsc.bsu.by/wp-content/uploads/2015/12/metodika_prepodavaniya_inostrannogo_yazyka.pdf. – Дата доступа: 11.12.2023.
3. Трухан, Е. В. Алгоритм разработки учебного пособия по иностранным языкам для студентов неязыковых специальностей / Е. В. Трухан // Профессионально ориентированный иностранный язык: от обучения к эффективной коммуникации : сб. науч. ст. / : Акад. упр. при Президенте Респ. Беларусь ; редкол.: О. П. Дмитриева, Е. В. Макарова, Е. С. Сидельникова ; под ред. Е. В. Макаровой. – Минск, 2019. – С. 242–246.
4. Шиманская, О. Ю. Обновление требований к преподавателю иностранного языка в новом поколении образовательных стандартов / О. Ю. Шиманская // Адукацыя і выхаванне. – 2023. – № 10. – С. 19–28.
5. Шиманская, О. Ю. Определение содержания научно-методического обеспечения формирования иноязычной коммуникативной компетентности студентов педагогического профиля / О. Ю. Шиманская // Трынаццатая Танкаўскія чытанні : зб. навук. арт. / Беларус. дзярж. пед. ун-т ; рэдкал.: В. Д. Старычонок [і інш.] ; адк. рэд. В. Д. Старычонок. – Мінск, 2022. – С. 401–404.
6. Shymanskaya, O. Legislative and instructional support for higher education in the republic of Belarus / O. Shymanskaya // Преподавание иностранных языков в поликультурном мире: традиции, инновации, перспективы : сб. ст. IV Междунар. науч.-практ. конф., Минск, 24 марта 2022 г. / Белорус. гос. пед. ун-т ; редкол.: Е. И. Суббота [и др.]. – Минск, 2022. – С. 34–35.

Guidelines for the independent self-study & Diagnostic tools

An independent study necessitates a high level of self-directed learning. This learning requires students to read, conduct research, and complete written assignments, reports, projects, research papers, portfolios, or similar assignments that are designed to measure competency in the stated educational objectives.

To control the quality of mastering knowledge in an academic discipline, it is recommended to use current formative and summative assessment methods. Current (intermediate) control is carried out at the end of each topic; the final control in the form of an exam is organized at the end of the course.

Current control compliance requires attendance and active participation and timely and thorough completion of home assignments. Intermediate control is carried out in the form of an oral questions and discussions, quizzes in the LMS Moodle, as well as presentations.

Methodological recommendations for organizing and performing independent work of students in an academic discipline

A prerequisite for the effective organization of independent work in the discipline is the availability of scientific and methodological support. Scientific and methodological support for independent work in the discipline includes: educational and methodological complexes (DLC), educational, reference, and methodological literature, access to library funds, electronic teaching aids, and rubrics for assessment.

Forms of independent work:

- study of educational and scientific literature on the proposed problems of distance learning in foreign languages;
- performing practical tasks in distance learning systems and online resources;
- answering self-control questions to consolidate and deepen the knowledge gained in practical classes and during independent work;
- elaboration of topics and questions submitted for independent study;
- drawing up mind-maps, taking notes, compiling glossaries;
- preparation of presentations on proposed topics;
- summarizing and annotating texts;
- preparing creative projects and assignments;
- designing lesson plans, video lessons, and podcasts.

When compiling tasks for controlled independent work in the discipline, it is necessary to provide for an increase in complexity from tasks that form sufficient knowledge of the material, to tasks that form competencies at the level of reproduction, and further to tasks that form competencies at the level of application of acquired knowledge and designing new products.

It is necessary to ensure the competency-oriented nature of tasks, as well as the professional orientation of their content.

Master's students' self-study requirements

№ of topic, class	Name of topic, list of questions	Hours of Self-study	Assignment	Form of presentation
1	Teaching a foreign language in the higher education system	8		
1.1	Object, subject of Linguodidactics, its goals, objectives, functions. Methods of TEFL as a private discipline. Concepts of TEFL, TESL, TESOL, ESP.	4	Analytical review of sites according to the methodology Compilation of a glossary	Abstract, glossary
1.2	Differentiation of teaching and learning in English methodological discourse. Working with online resources, searching by keywords.	4	Prepare an overview of resources for English teachers	Presentation
2	Competency-based approach to teaching a foreign language in higher education	10		
2.1	Lexical approach in teaching a foreign language. Implementation of the lexical approach in professionally oriented FLT.	4	Outline the main provisions of the lexical approach. Develop two tasks	A class fragment plan with lexical approach implemented
2.2	Competency-based model KSA and KSAV. International system for assessing the level of English language proficiency CEFR.	2	Analysis and synthesis of literature, critical analysis of CEFR levels	Quizzes. Developing a learning model Peer-assessment according to CEFR
2.3	Implementing the educational potential of the academic discipline "Foreign Language".	4	Analysis of instructional and methodological letters, the Program for the continuous value education for children and students	Development of methodological recommendations for the implementation of the educational potential of the academic discipline
3	Organization of English language teaching in higher education	12		
3.2	Features of preparation for lectures and practical classes. Extracurricular activities.	4	Analysis of forms of extracurricular activities in a foreign language	Designing a plan for a linguistic and cultural event

3.3	Modern teaching materials in English. Development of video lectures.	6	Analysis and evaluation of video lessons in English	Designing a video lesson in English
3.4	Advanced training and self-education as integral components of improving the professionalism of a modern teacher.	2	Analysis of advanced training programs for foreign language teachers	Poster "My educational trajectory", professional development plan
4	Methods and techniques of teaching English in higher education	24		
4.1	Features of learning material and language skills. The concepts of activity, task, assignment, quiz.	8	Comparative analysis of methods and techniques for teaching language material	Designing a class fragment with inductive and deductive grammar teaching
4.2	Discussion and reflection on an observed and a given class. Setting and adjusting goals for self-improvement of a teacher's professional activity.	8	An English observation and analysis	Oral report, discussion
4.3	Designing a learning module and adjusting tasks depending on students' individual characteristics	8	Study the requirements for differentiation and individualization of the educational process	Designing multi-level differentiated tasks
5	Managing students' independent and research work in the process of teaching a foreign language	8		
5.2	Quiz, individual survey, essay. Colloquium as a class in the linguistic cycle. The problem of learning outcomes assessment. Rating system for assessing knowledge and skills. Rubrics	4	Comparative analysis of diagnostic tools for educational results.	Essay Development of criteria and rubrics for assessing learning outcomes
5.2	Supervision of students' research work. Guidance in writing scientific articles and conference reports.	4	Analysis of the Regulations on the Republican Competition of Scientific Works of Students. Analysis of students' publications	Reviewing students' publications, developing recommendations for improving students' scientific articles
	TOTAL:	62		

List of sample exam questions on the academic discipline

1. The formation of foreign language education in the Republic of Belarus.
2. Object, subject of Linguodidactics, goals, objectives, functions of Linguodidactics. TESOL. TEFL.
3. General methods of teaching a language and specific methods of teaching a specific language in specific conditions.
4. Classification of approaches to TEFL in higher education.
5. Competence-based approach (CBL) to TEFL.
6. Lexical approach in teaching a foreign language.
7. Methodology for cultivating linguistic, communicative and intercultural competence. CSA and KSAV model.
8. Professionally oriented teaching of foreign languages. ESP.
9. Content of teaching a foreign language. Educational and program documentation. Curricula and Educational Standards.
10. Classification and characteristics of forms of language teaching in higher education institutions.
11. Classification of lectures by content, by the nature of presentation of educational and scientific information, by frequency.
12. Practical classes and seminars, their connection with the lecture course: purpose, content, organizational forms of work used.
13. Methods and techniques for teaching English as a foreign language.
14. Features of teaching language material and types of speech activity. Typology of tasks and activities. Developing the 4 language skills.
15. Designing a learning module and adjusting tasks depending on students' individual characteristics.
16. Managing students' independent work in the process of learning a foreign language.
17. Supervision of students' research work.
18. Monitoring and assessment of knowledge and skills. Rating system for assessing knowledge and skills. Rubrics.
19. Class observation as an effective form of improving the professionalism of a teacher.
20. Designing an individual educational trajectory for a young specialist.

Sample competency-based questions on the academic discipline

1. Describe the algorithm for preparing a lesson on the topic "Supply Chains" for 1st year students of economic specialties.
2. Elaborate on the educational potential of the educational topic "My University" and develop a differentiated creative task for students' independent work on this topic.

**INTERDISCIPLINARY COMPLIANCE OF THE ACADEMIC PROGRAMME
IN THE ACADEMIC DISCIPLINE "METHODS OF TEACHING ENGLISH
AS A FOREIGN LANGUAGE IN HIGHER EDUCATION"**

The educational discipline to be complied with	Department	Proposals for changes in the content of the academic program of the higher education institution in the educational discipline	The decision made by the Department that has developed the academic program (with the date and the minutes number)
Contrastive Linguistics	Department of Foreign Languages	No changes required	Minutes №4 on 28.11.2023
Innovations in Higher Education	Department of Pedagogy	No changes required	№4 от 28.11.2023
Adaptive Didactics	Department of Special Pedagogy	No changes required	№4 от 28.11.2023