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| ***Course title*** | ***Teaching and Learning Models of the English Language***  |
| ***Course code*** | Peda1233 |
| ***Credit points*** | 2 |
| ***ECTS creditpoints*** | 3 |
| ***Total Contact Hours*** | **32** |
| ***Number of hours for lectures*** | 12 |
| ***Number of hours for seminars and practical assignments*** | 20 |
| ***Independent study hours*** | **48** |
| ***Date of course confirmation*** | 04.04.2011 |
| ***Responsible Unit*** | Chair of Teacher Training |
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| ***Course abstract*** |
| During the course, the students will explore the latest tendencies and different models of teaching/ learning English in secondary school which will provide important information for their continued professional growth as a teacher. These models offer “hands-on” experiences while integrating readings, class discussions, peer critiques, and experience in their teaching settings. The course will stimulate students’ personal and professional reflection, will have direct application to their classroom, and will increase their teaching repertoire. |
| ***Learning outcomes*** |
| Having completed the course, the students will have gained conscious understanding of the latest tendencies of EFL teaching/learning methodology and models and formed their own concepts about their integration in English lessons in secondary school. The students will be able to analyze, evaluate and ground the choice of the teaching and learning models and their suitability for the particular learning situation and students’age group. The students will have learnt to reflect on the whole process of learning and teaching and be prepared for their teaching practice in secondary school and qualification exam.  |
| ***Course plan*** |
| 1. Simulation and role play. L2 S2 2. Discussion and debate. L2 S2 3. Concept-formation and concept-attainment.L2 S2 4. Cooperative learning. L4 S8 5. Project work. S2 6. Autonomous learning. S2 7. E-learning. L2 S2 |
| ***Requirements for awarding credit points*** |
| The course will end up with the exam. It will be continuous assessment and consist of summing up students’ semester work - active participation and 2 micro-teachings (one of them videotaped) (50%) and the defense of course portfolio (50%). The following issues of Course portfolio will be assessed: Teaching activities with instructions and materials; Reflections on one’s micro-teaching; Reflections on group-mates’ teaching; Critique of the method, model or form of learning.  |
| ***Compulsory reading*** |
| 1. Cohen, E. G. (2004) Designing Groupwork: Strategies for Heterogeneous Classroom. Teachers College Press: New York, USA 2. Ellis, S.S., Whalen, S.F. (2000) Cooperative Learning: Getting Started. Scholastic: New York, USA 3. Hyman, R. (2003) Improving Discussion Leadership. Teachers College Press: New York, USA 4. Johnson, D., R. Johnson & E. Johnson Holubec (2003) Circles of Learning: Cooperation in the Classroom. Interaction Book Company: MN, USA 5. Joyce, B. R., Weil, M., Calhoun, E. (2000) Models of Teaching. (6th ed.). USA: Allyn & Bacon. 6. L. Grigules un I. Silovas redakcijā (1998). Mācīsimies sadarbojoties. Mācību grāmata, Rīga.  |
| ***Further reading*** |
| 1. Bennett B., Rolheiser - Bennett C., Stevahn L. (2004) Cooperative Learning: Where Heart Meets Mind. Ontario, Canada: Educational Connections. 2. Kagan L., Kagan M., Kagan S. (1997) Cooperative Learning Structures for Teambuilding. Kagan Cooperative Learning. 3. Lindsay, C. & Knight, P. (2006) Learning and Teaching English: A Course for Teachers, OUP 4. Slavin R. E. (2001) Cooperative Learning – Theory, Research and Practice. Englewood Cliffs, NJ: Prentice Hall. 5. Spratt, M., Pulverness, A. & Williams, M. (2005) The TKT Course, CUP 6. Watkins, P. (2005) Learning to Teach English - A Practical Introduction for New Teachers, Delta  |
| ***Periodicals and other sources*** |
| 1. www.teachingenglish.org.uk 2. www.developingteachers.com 3. www.onestopenglish.com 4. http://www.britishcouncil.org/languageassistant/website.html 5. www.english-to-go.com 6. www.tedpanitz.com |