610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP
(2019-2023)

SYLLABUS
OF THE UPDATED COURSE

INNOVATIVE TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES (MA LEVEL)

Prepared by the MultiEd team

Syllabus of the updated course **under the umbrella of the MultiEd project** **# 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP**	
"Innovative Technologies of Teaching Foreign Languages", MA	
V.O. Sukhomlynskyi National University of Mykolaiv	
Master/bachelor level	Master level
Branch of knowledge	014 Secondary Education
Specialization	014.021 "English Language and Literature"
Qualifications	Teacher of the English Language and Literature at Higher Educational Establishments
Form of education	Full-time
Status of the discipline	Cycle of general courses. Compulsory course
Course prerequisites	Methodology of Teaching Foreign Languages at the BA level
Semester of the course	Year 1, semester 1
Course Volume	5 ECTS 150 hours 48 hours of class work 102 hours of self-study and consultations
Form of final control	Credit (passed - A, B, C, D, E, failed - F)
Course language	English
Developers	Dobrovolska Lesia, PhD, V.O. Sukhomlynskyi National University of Mykolaiv
Brief Course Description (up to 2000 symbols)	

The course "Innovative Technologies of Teaching Foreign Languages" is designed for MA students whose specialty is Secondary Education (English Language and Literature). The prerequisite of the Course introducing is the following course: Methodology of Teaching Foreign Languages at the BA level.

The course "Innovative Technologies of Teaching Foreign Languages" aims at the development of future English language teachers' ICT competence in accordance with the European Framework for the Digital Competence of Educators. The course familiarizes students with the basics of teaching languages with the use of technologies, with practical assignments that equip students with a set of practical skills needed for effective technology-enhaced and online language instruction. At the end of the course, students apply all the knowledge and skills acquired throughout the period of study to teach and peer-review designed lesson plans on the basis of ICT.

Method of instruction: The teaching of this discipline is based on a combination of lectures, practical classes and various forms of independent work of students on the basis of blended learning.

Course requirements: students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussion (with presentations, case studies, completed assignments, questions and contributions).

The course employs CLIL (Content and Language Integrated Learning) approach where the subject is

taught in English with the focus on both the content and the language.

The course is updated in terms of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration (MultiEd).

New, Updated, and Modified Components

A. Assessment and Feedback Approach
B. Course Quality Monitoring
C. Teaching and Learning Methods
D. Literature and References

A. Key Terms and Notions

Assessment via VLE, digital tools, digital literacy, discussing boards, ICT, Hot Potatoes, Padlet, virtual learning environment, web tools, web quest

B. Course Aim

The course aims at the development of language teachers' digital competence while working out lesson plans and conducting formative and summative assessment

C. Competencies

Generic competencies	ability to communicate in a second language; capacity to learn and stay up-to-date with learning; ability to work in a team; ability to be critical and self-critical, to express and communicate own opinion; knowledge and understanding of the subject area and understanding of the profession; ability to evaluate and maintain the quality of work produced.
Specific competencies	identify linguistic units, the relations among them and processes affecting them; awareness of the relationship between the theoretical approaches and methodological practice; ability to reflect on one's own values and to question concepts, ideas and theories; ability to apply tools and methods of linguistic analysis to related fields.

D. Learning Outcomes

ITTFL 1	to apply specialized conceptual knowledge to differentiate among peculiarities of teaching foreign languages in the digital era in terms of blended and hybrid learning
ITTFL 2	to be able to use relevant to specialisation problem-solving skills required for applying ICT in the process of language teaching
ITTFL 3	to apply skills of original, research and critical thinking on the basis of the developed digital competence through the use of ICT tools
ITTFL 4	to be able to demonstrate responsibility for contributing to professional knowledge and practice by ability to create conditions for effective teacher-student and student-student interaction in the technology enhanced and online language classroom
ITTFL 5	to apply in-depth cognitive and practical knowledge to design and set up various activities for implementing technology tools
ITTFL 6	to be able to continue learning with a high degree of autonomy for mastering skills of interpreting ideas, avoiding copyright infringement when using and creating language teaching materials

Assessment and feedback approach		
Teacher-based approach		
Type of work, activity, task	**Max points**	**Extra information**
The student's participation in: − class and/or online discussions; − independent work − individual work − work in Moodle	Total 15 (3*5)	Feedback is given regularly during the classes
Test	Total 15 (3*5)	During the course at the end of each Module A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback.
Peer assessment		
Presentation	20 (2*10)	*2 during the course (Module 1,3) Delivering a 10-minute oral presentation. Can be done in small groups. Written/oral feedback is given after the presentation.
Summary	Total 20 (2*10)	*1 during the course (Module 2,3) A comprehensive argumentative essay of up to 250-300 words. Written/oral feedback is given for every essay.
Course Final Assessment		
Type of work, activity, task	**Max points**	**Extra information**
Designing lesson plan	30	Designing of the lesson plan on the subject of the course on the basis of ICT tools. The plan should include theoretical and practical issues introduced within the course.
Total:	100	

Criteria / Points	Assessment Criteria for Presentation (PPT) – (10 points)			
	Descriptors			
	10 **Excellent**	**7** **Good**	**5** **Satisfactory**	**3** **Unsatisfactory**
Content	The content fully meets the objectives of the task	The presentation is coherent and covers the main tasks, but the conclusions are not clearly defined	The content of the presentation does not fully cover the task, though it is relevant to the main goal	The project is not coherent, the goals and conclusions are missing
Language	The presentation is well delivered (clear, accurate and well-organized speech) with a wide range of advanced grammatical constructions and	Students use a wide range of advanced grammatical constructions, vocabulary is advanced with some minor grammatical,	Students use simple grammatical constructions and vocabulary, making minor mistakes	Students use simple grammatical constructions and vocabulary, making major mistakes

	advanced vocabulary	pronunciation mistakes		
Structure	Logical and coherent presentation of the topic: information has a logical structure, flows from one section to another, and can be easily followed and understood. Successful use of charts, audio, video and visual effects	The information is logically structured, successfully used charts, audio, video and visual effects with minor timing mistakes	The information is structured, charts, audio, video and visual effects are used, but not logically	The information is not well-structured, charts, audio, video and visual effects are not used
Research	Profound research relevant to the topic with up-to-date resources used, it is presented adhering to the principles of academic integrity	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation	Basic research relevant to the topic with minor mistakes in their presentation	Elementary research based on a limited number of resources with major mistakes in their presentation
	*2 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

Criteria / Points	Assessment Criteria for Summary - (10 points)			
	Descriptors			
	10 Excellent	**7 Good**	**5 Satisfactory**	**3 Unsatisfactory**
Content	Relevance to the topic. Substantial, specific and illustrative content demonstrating strong development and sophisticated ideas	Sufficiently developed content with adequate elaboration or explanation	Limited content with inadequate elaboration or explanation	Superficial or limited content
Language	Use precise language, varied sentence beginnings, and varied sentence patterns to express ideas. Precise, illustrative use of variety of words. Evident control of grammar, mechanics and spelling	Generic use of variety of words. Sufficient control of grammar, mechanics and spelling	Limited use of variety of words. Limited control of grammar, mechanics and spelling	Minimal use of variety of words. Minimal control of grammar, mechanics and spelling

Structure	Correct introduction, logically connected paragraphs, conclusion, original ideas. Sophisticated arrangement of content with evident and subtle transition	Paragraphs are logically connected with functional arrangement of content that sustains a logical order with some evidence of transition	The paragraphs are structured but not logically with confused or inconsistent arrangement of content with attempts at transition	Minimal control of content arrangement and sentence structure
Research	Profound research relevant to the topic with up-to-date resources adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes	Basic research relevant to the topic with minor mistakes	Elementary research based on a limited number of resources with major mistakes
	*2 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

Assessment criteria for Lesson Plan (max. score – 10)				
Criteria/ Points	**Descriptors**			
	30 **Excellent**	**22** **Good**	**14** **Satisfactory**	**6** **Unsatisfactory**
Content	The content of the lesson accomplishes its purpose directly and completely in an exceptional manner. All major topics thoroughly supported by specific, accurate, relevant data, exercises are coherent and appropriate ICT tools are implementated	The content of the lesson accomplishes its purpose in a capable manner. Major topics covered but supporting detail somewhat lacking in specificity with not always relevant exercises and a couple of ICT tools are implemented	The content of the lesson accomplishes its purpose only partially or indirectly. Little or no supporting data or data presented was not relevant, specific, exercises are not logically organized with lack of ICT tolls implementation	The content of the lesson does not accomplish its purpose. The exercises are not logically connected and ICT tools are not implemented in terms of the lesson plan
Language	No more than two errors throughout in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms.	Not more than four errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms but did not affect overall clarity.	Not more than ten errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms that made the paper unclear or difficult to read.	Lack of proper terminology, More than ten distracting errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and use of terms.
Structure	Logical and coherent presentation of the developed exercises with appropriate ICT tools to achieve the objective of the lesson	Logical and coherent presentation with minor structural improvements in the developed exercises with basic ICT tools to achieve the objective of the lesson	The developed lesson plan has clearly defined structure, but lacks logic presentation of the exercises and ICT tools implementation	The developed lesson plan lacks logic and appropriate structure, the exercises are presented incoherently with only one ICT tool implementation
*5 – the work does not reach a standard described by any of the descriptors given above *0 – the work does not reach a standard described by any of the descriptors given above				
Course Quality Monitoring				

1. Syllabus feedback from internal and external (peer-)reviewers
2. Feedback from enrolled students
3. Students' performance in the course