

COURSE DESCRIPTION**COURSE DETAILS**

Title (of the course): LINGUODIDACTIC STUDIES

Code: Б1.Б.ДБ.08.01

Degree/Master: ENGLISH STUDIES

Year: 3

Name of the module to which it belongs:

Field: TEACHING FOREIGN LANGUAGES

Character: ELECTIVE

Duration: SECOND TERM

ECTS Credits: 6

Classroom hours: 68

Face-to-face classroom percentage: 40%

Study hours: 112

LECTURER INFORMATION

Name:

Faculty: FACULTY OF HUMANITIES

Department: **Theory and Practice of the English language and Intercultural Communication**

Area: LINGUISTICS

Office location: Faculty of Humanities. 5th floor.

E-Mail: linguamk@mail.ru

Phone:

PREREQUISITES AND RECOMMENDATIONS**Prerequisites established in the study plan**

None.

Recommendations

None specified.

INTENDED LEARNING OUTCOMES

3.1 To Know:

3.1.1 features of different stages of a research

3.1.2 history, current state and prospects of the development of linguistic-didactic doctrines

3.1.3 connection of linguistic paradigm change with the change of methodological approaches in foreign language teaching

3.2 To be Able to:

3.2.1 put forward hypotheses and consistently develop arguments in their defense;

3.2.2 determine the meaning of the terms adopted in a particular linguodidactic teaching / methodological concept, school, course;

3.2.3 apply the provisions of the didactic teachings through the analysis of the material in the framework of methods and technologies as well as contemporary approaches to language teaching

3.3 To Have:

3.3.1 skills in leading the search and identification of issues of a secondary nature or requiring separate consideration;

3.3.2 the ability to apply methodological approaches in teaching a foreign language

OBJECTIVES

The main aim of the course is to acquire knowledge about the history of modern state and prospects of the development of linguistic-didactic doctrines.



CONTENT**1. Theory contents**

1. TEACHING FOREIGN LANGUAGES TO THE MIDDLE XIX CENTURY
 - 1.1. Main methodological categories: aim, content, techniques and training tools
 - 1.2. Teaching of Latin in European countries in the Middle ages and Renaissance
2. TEACHING FOREIGN LANGUAGES AT THE END OF XIX – THE BEGINNING OF THE XX CENTURIES
 - 2.1. Reform in the teaching of the living foreign languages
 - 2.2. Natural methods. M. Berlitz's method
3. TEACHING FOREIGN LANGUAGES IN THE FIRST HALF OF THE TWENTIETH CENTURY
 - 3.1 Teaching a foreign language through reading
 - 3.2 Mixed methods of teaching foreign languages
 - 3.3 Oral or situational approach
4. NEW TRENDS IN TEACHING FOREIGN LANGUAGES ABROAD AFTER WORLD WAR II
 - 4.1 Audiovisual and audio-lingual methods
 - 4.2 General characteristics of humanistic approaches to teaching foreign languages
5. COMMUNICATIVE APPROACH IN TEACHING FOREIGN LANGUAGES
 - 5.1 Communicative approach: the origins and basic principles
6. MODERN DIDACTIC STUDIES
 - 6.1 Intercultural paradigm - new anthology of modern language education

2. Practical contents

1. TEACHING FOREIGN LANGUAGES TO THE MIDDLE XIX CENTURY
 - 1.1. Main methodological categories: aim, content, techniques and training tools. Interpretation of content concepts "method", "approach" and "reception" in domestic and foreign language teaching
 - 1.2. Teaching of Latin in European countries in the Middle ages and Renaissance. Grammar-translation method, its characteristics
2. TEACHING FOREIGN LANGUAGES AT THE END OF XIX – THE BEGINNING OF THE XX CENTURIES
 - 2.1. Reform in the teaching of the living foreign languages
 - 2.2. Natural methods. M. Berlitz's method. Direct method
3. TEACHING FOREIGN LANGUAGES IN THE FIRST HALF OF THE TWENTIETH CENTURY
 - 3.1 Teaching a foreign language through reading
 - 3.2 Mixed methods of teaching foreign languages
 - 3.3 Oral or situational approach. Harold Palmer. A. S. Hornby. Methodical views, techniques, tutorials
4. NEW TRENDS IN TEACHING FOREIGN LANGUAGES ABROAD AFTER WORLD WAR II
 - 4.1 Audiovisual and audio-lingual methods
 - 4.2 Humanistic approaches to teaching foreign languages. Training in cooperation. Silent method of K. Gatengo. Suggestopedic system of training of G. Lozanov. The method of full physical reaction. Natural approach of Crashen
5. COMMUNICATIVE APPROACH IN TEACHING FOREIGN LANGUAGES
 - 5.1 Communicative approach: the origins and basic principles
6. MODERN DIDACTIC STUDIES
 - 6.1 Intercultural paradigm - new anthology of modern language education

METHODOLOGY**General clarifications on the methodology.**

This course will follow a continuous assessment process. Regular attendance is required. The requirement of regular attendance means that the student must be present for at least 70% of the class time. Active participation in class is an essential element of the course assessment.

EVALUATION**MODULAR CONTROL OF THE DISCIPLINE INCLUDES:**

- 1. Current control:** mastering the educational material in the classroom (lectures, practical classes, including attendance and activity) and the implementation of mandatory tasks for independent work.
- 2. Midterm control:** checking the completeness of knowledge and skills on the material of the module as a whole. Performance of modular control tasks is carried out in written or oral form and is an obligatory component.



Types of assessment tools:

Tasks for independent work

Report

Tests

Oral examination

BIBLIOGRAPHY**1. Basic Bibliography:**

Alina I.A., Bagramova N.V., Panteleeva L.V, Problemy sovremennoj filologii i lingvodidaktiki. Vypusk 7: Sbornik nauchnyx trudov. - SPb.: Rossijskij gosudarstvennyj pedagogicheskij universitet im. A.I. Gercena, 2016.

Agababyan A.B., Aktual'nye problemy lingvistiki i lingvodidaktiki v kontekste mezhkul'turnoj kommunikacii. :Sbornik statej II mezhdunarodnoj nauchno-prakticheskoy konferencii. - Armavir: Armavirskij gosudarstvennyj pedagogicheskij universitet, 2014.

2. Further reading:

Gal'skova N.D., Gez N.I., Teoriya obucheniya inostrannym yazykam. Lingvodidaktika i metodika: Uchebnoe posobie. - M.: Akademiya 2006.

Douglas Brown H. Principles of Language Learning and Teaching. 2006.

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

