

Eiropas Sociālā fonda projekts  
“Inovatīva un praksē balstīta pedagogu izglītības ieguve  
un mentoru profesionālā pilnveide”  
Nr.2010/0096/1DP/1.2.1.2.3./09/IPIA/VIAA/001

## 2. līmeņa profesionālās augstākās izglītības studiju programmas „Skolotājs” studiju kurss „Valodu stundu modelēšana”

### COURSE INFORMATION:

Tutor:  
Asoc. Prof. Dr. Paed. **Indra Odiņa**  
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### **Language Lesson Modelling**

Peda4046  
2 credits

Classes:  
10.09.; 24.09.; 22.10; 12.11; 26.11.; 10.12.

### CONTENTS:

The aim of the course is to give students an opportunity to integrate their existing and new knowledge, skills and competences in education, psychology and methodology and complement them with information on language lesson modelling, teaching the English language aspects and developing the English language skills.

### SYLLABUS:

Topic	Assignment
Course description. Aims and objectives. Terminology, circumstances for effective learning.	Quiz.
<b>Lesson planning.</b> Language lesson planning based on theories and methods of language learning/teaching applied in lessons and aims set for lessons.	Designed lesson plan. Reading an article of your own, quiz or discussion forum.
<b>Testing, assessment, evaluation and reflection.</b>	One analysed test. Reading an article of your own, quiz or discussion forum.
<b>Teaching pronunciation.</b> Sounds, word, sentence stress, intonation, connected speech, comparison of Latvian and English phonemes.	<i>Analyse and improve one activity from a currently used course book or design yourself an activity on teaching pronunciation.</i> Reading an article of your own, quiz or discussion forum.
<b>Teaching vocabulary.</b> Presenting, practising, vocabulary learning strategies, lexical approach, corpora.	<i>Analyse and improve one activity from a currently used course book or design yourself an activity on teaching vocabulary.</i> Reading an article of your own, quiz or discussion forum.
<b>Teaching grammar.</b> Approaches, PPP, TTT.	<i>Analyse and improve one activity from a currently used course book or design yourself an activity on teaching (presenting) grammar.</i> Reading an article of your own, quiz or discussion forum.
<b>Development of listening skills.</b> Bottom-up, top-down approach, stages and aims.	<i>Self-designed or adapted authentic listening activity.</i> Reading an article of your own, quiz or discussion forum.

<p><b>Development of reading skills.</b> Types of reading. Reading sub-skills. Approaches to teaching reading. Stages.</p>	<p><i>Self-designed or adapted activity on developing reading skills. (use authentic text)</i> Reading an article of your own, quiz or discussion forum.</p>
<p><b>Development of speaking skills.</b></p>	<p><i>Self-designed or adapted activity on developing speaking skills.</i> Reading an article of your own, quiz or discussion forum.</p>
<p><b>Development of writing skills.</b> Controlled, guided and free writing. Functional and creative writing.</p>	<p><i>Analyse and improve one activity from a currently used course book stating motivation, challenge and follow up.</i> Reading an article of your own, quiz or discussion forum.</p>

### COURSE ASSESSMENT:

EFLT/L Methodology course will end up with the **exam**.

The following course components will be graded and added to the exam mark:

1. Attendance of classes and forums, participation in discussions (20 %)
2. Course folder with completed assignments (*analysed, improved, self-designed or adapted activities on teaching language aspects and developing language skills*) (40%)
3. Microteaching (presented one of the designed activities) (20%)
4. A take home exam – individually written 40 minute language lesson plan; for handing in on December 17 (20%).

**DUE DATE for course folder: December 17, by 16:00, 2011.**

The materials in the course folder will be studied and reviewed, and feedback will be provided by the course tutor during **the student – tutor talk on January 6, 2012 at 10.00** where the final grade for the course will be given.

### BIBLIOGRAPHY:

1. Harmer, J. (2007) *The Practice of English Language Teaching*. 4th Edition. – England: Pearson Education Limited.
2. Scrivener, J. (2005) *Learning Teaching*. 2nd Edition. – Oxford: Macmillan.
3. (2006) *Eiropas kopīgās pamatnostādnes valodu apguvei: mācīšanās, mācīšana, vērtēšana* / [Eiropas Padome]. Skolas, ārpuskolas un augstākās izglītības direktorāts. Valodas politikas nodaļa, Strasbūra; Rīga: [b.i.], (SIA "Madonas poligrāfists").

### ADDITIONAL READING:

1. McGrath, I. (2002) *Materials Evaluation and Design for Language Teaching*. - Edinburgh: Edinburgh University Press.
2. Thornbury, S. (2006) *An A-Z of ELT*. – England: Pan Books.
3. Woodward, T. (2001) *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*. - Cambridge: Cambridge University Press.
4. (2001) *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Ed. by Carter, R. and Nunan, D. - Cambridge: Cambridge University Press.
5. <http://www.likumi.lv/doc.php?id=150407&from=off> (noteikumi par valsts pamatizglītības standartu un pamatizglītības priekšmetu standartiem; svešvaloda 12. pielikums)
6. <http://www.likumi.lv/doc.php?id=181216> (noteikumi par valsts vispārējās vidējās izglītības standartu un vispārējās vidējās izglītības mācību priekšmetu standartiem; svešvaloda 2. pielikums)

Choose one language aspect or skill to prepare for microteaching in the class, put down your name only once.

<b>Language aspect or skills</b>	<b>Date</b>	<b>Presenter</b>	<b>Presenter</b>
Pronunciation	22.10.		
Vocabulary	22.10.		
Grammar	12.11.		
Listening	26.11.		
Reading	26.11.		
Speaking	10.12.		
Writing	10.12.		