



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
<b>Current Practices in Foreign Language Teaching and Learning/ Užsienio kalbų mokymo/si aktualijos</b>	

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinator: assoc. prof. dr Giedrė Balčytytė</b>	Department of English Philology Institute of English, Romance and Classical Studies Faculty of Philology

Study cycle	Type of the course unit (module)
MA	Elective

Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction
Face to face	Spring	English

Requirements for students	
Prerequisites:	Additional requirements (if any):
A good command of English (C1 according to CEFR)	None

Course (module) volume in credits	Total student workload	Contact hours	Self-study hours
5	135	32	103

Purpose of the course unit (module): programme competences to be developed		
<p>This course aims to develop pedagogical competencies in students, delve into the issues of foreign language didactics and critically analyse them; encourage the students' motivation to engage with current educational issues, raise and discuss related questions, comprehend, critically evaluate, and creatively seek solutions; deepen the students' understanding of the structure, functions, foundations, methods, strategies, forms, and tools of foreign language teaching and learning; acquaint the students with empirical research forms in foreign language didactics, the understanding and appropriate use of didactic concepts and methods.</p> <p>Students should also learn to study independently, pursue quality, and continuously improve.</p>		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
<p>Upon completion of the course, the students will acquire the following <b>subject-specific competencies</b>:</p> <ul style="list-style-type: none"> <li>• they will gain the latest knowledge on current issues, challenges, and best practices in foreign language teaching and learning both in Lithuania and in a global context;</li> <li>• they will acquire knowledge of theoretical frameworks addressing didactic issues and their practical connections;</li> <li>• they will obtain knowledge about innovations introduced by educational regulatory institutions and their real implementation in a school context;</li> <li>• they will receive incentives to broaden and deepen knowledge about current issues in foreign</li> </ul>	<p>Active learning methods: analysing texts that explore theoretical, scientific, and current issues and problems, including media texts (such as news articles), document analysis, group discussions, practical tasks, and research-oriented assignments.</p>	<p>Formative assessment conducted during seminars through practical and research-oriented tasks.</p>

<p>language teaching and learning, scientific empirical (and experimental) research;</p> <ul style="list-style-type: none"> <li>• they will be encouraged to raise problematic questions, think critically, actively participate in current educational issues, and willingly implement best practices;</li> <li>• they will understand the context of Lithuania's education and current issues of foreign language teaching and learning in a global context; they will analyse the contexts of other countries;</li> <li>• they will comprehend various (philosophical, psychological, managerial, and social) aspects of foreign language education;</li> <li>• they will recognize a foreign language lesson as promoting learning, nurturing national cultural traditions, moral values, respect, and tolerance for other cultures;</li> </ul>		
<ul style="list-style-type: none"> <li>• they will familiarize themselves with empirical research forms in foreign language didactics, with the understanding and appropriately using didactic concepts and methods;</li> </ul>	Analysing scientific literature, discussion, exercises in empirical research.	Formative assessment is carried out during seminars through practical and research-oriented tasks.
<ul style="list-style-type: none"> <li>• they will be able to select and elucidate a specific contemporary didactic issue/practice, present it based on scientific literature, current media texts, educational regulatory institution documents, school realities, and other sources;</li> <li>• they will be able to publicly present the researched issue, answer questions, and participate in discussions. Analysing theoretical, scientific, and current issues through texts (including media texts such as articles), document analysis, group discussions.</li> </ul>	Analysing texts that explore theoretical, scientific, and current issues and problems, including media texts (such as news articles), document analysis, and group discussions; preparation and presentation of the report based on completed written work.	Formal presentation assessment.
<p>Having completed the course, the students will acquire these <b>generic competencies</b>:</p> <ul style="list-style-type: none"> <li>• they will get the ability to plan time and adhere to set deadlines (completing tasks on time);</li> <li>• they will build willingness to improve the quality of academic work;</li> <li>• they will get the ability to evaluate and improve the quality of their activities and achievements;</li> <li>• they will get the ability to generate ideas, propose new, original, unconventional problem-solving methods.</li> </ul>		

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship placement	Contact hours	Self-study hours	Assignments
Course introduction: organisation and assessment procedure. Overview of didactic issues. Lithuanian context and global context. Review of relevant sources, discussion.			2				2	6	Analysis of scientific literature, preparation to answer theoretical questions, readiness for group discussion; practical tasks, analysis of texts other than scientific (such as textbooks, media articles); ability to contextualize, think critically, and apply knowledge in practice; discussion, group work, individual tasks.

Contextualization of course content; arousing students' interest in current didactic topics and activities. Analysis of textbook topics, contextualizing and individualizing them.			2			2	8	Analysis of scientific literature, preparation to answer theoretical questions, readiness for group discussion; practical tasks, analysis of texts other than scientific (such as textbooks, media articles); ability to contextualize, think critically, and apply knowledge in practice; discussion, group work, individual tasks.
Diversity of students' learning styles. Integration of different types of students. Integration of students with special needs. Integrated and inclusive education. Selection of methods in response to the audience. The aim to make education accessible to every child using various methods.			2			2	8	Analysis of scientific literature, preparation to answer theoretical questions, readiness for group discussion; practical tasks, analysis of texts other than scientific (such as textbooks, media articles); ability to contextualize, think critically, and apply knowledge in practice; discussion, group work, individual tasks.
Integration of other subjects into foreign language teaching. Interdisciplinary integration. Integration of other languages. CLIL method. Multilingualism in the Lithuanian context. Intercultural education. Innovations in foreign language teaching: new technologies and methods.			2			2	8	Analysis of scientific literature, preparation to answer theoretical questions, readiness for group discussion; practical tasks, analysis of texts other than scientific (such as textbooks, media articles); ability to contextualize, think critically, and apply knowledge in practice; discussion, group work, individual tasks.
Encouraging natural language and natural discourse in lessons, eliminating the fear of errors, motivating through good, natural practice, lively communication. Encouragement of natural language discourse within a cultural context.			2			2	8	Analysis of scientific literature, preparation to answer theoretical questions, readiness for group discussion; practical tasks, analysis of texts other than scientific (such as textbooks, media articles); ability to contextualize, think critically, and apply knowledge in practice; discussion, group work, individual tasks.
Developing cognitive abilities in foreign language lessons. Creative methods in the process of teaching foreign languages and their cognitive aspect. Developing problem-solving skills in foreign language lessons. Cognitive attitudes. Metacognitive skills: learning to learn. Emotional aspects: cognitive and emotional interaction.			2			2	8	Analysis of scientific literature, preparation to answer theoretical questions, readiness for group discussion; practical tasks, analysis of texts other than scientific (such as textbooks, media articles); ability to contextualize, think critically, and apply knowledge in practice; discussion, group work, individual tasks.
Empirical research methods in didactics. Review of methods, application in relation to research objectives. Methods of qualitative and quantitative data analysis.			2			2	8	Analysis of scientific literature, preparation to answer theoretical questions, readiness for group discussion. Practical empirical tasks.
Preparation of specific current topics based on scientific literature, current media texts, education-regulating institution documents, school realities, and other sources.			2			2	8	Analysis of literature and other sources, presentation preparation, readiness to answer questions, readiness for group discussion.
Presentation delivery. Answering questions. Discussion.			16			16	41	Presentation, answering questions, discussion.
<b>Total: 135</b>			<b>32</b>			<b>32</b>	<b>103</b>	

Assessment strategy	Weight%	Deadline	Assessment criteria
Implementation of work in seminars and practical tasks according to the topic.	40 %	During semester work	Students are assessed based on their responsible and substantive participation in seminars, following the lecturer's recommendations and executing practical tasks. <b>Assessment criteria include</b> how students: <ul style="list-style-type: none"> <li>actively engage in seminars and discussions, ask questions, and provide relevant answers;</li> <li>examine mandatory theoretical and critical sources, supplementary materials, and other pertinent sources, being able to summarize them in live debates, raise questions, and creatively interpret the prepared material;</li> <li>perform practical didactic tasks and can analyse them during seminars, identifying connections between theory and practice, executing tasks creatively.</li> </ul>
Preparation and presentation of the report.	60 %	As scheduled, at the end of the semester	The ability to identify relevance of a topic and prepare a presentation based on various sources (academic, media, real-life) is evaluated. <b>Assessment criteria include:</b> <ul style="list-style-type: none"> <li>topic selection, relevance, the ability to highlight issues, vision, and problem-solving approaches;</li> <li>presentation structure, coherence of ideas;</li> <li>ability to reference suitable and relevant sources, including reliance on academic sources and substantiating claims/theories scientifically: using terminology, research;</li> <li>creativity, novelty, ability to look from different perspectives;</li> <li>communication aspects: audience engagement, fluency in speech, language, non-verbal nuances;</li> <li>ability to answer questions, substantiate responses, and facilitate discussions.</li> </ul>

Author	Year	Title	Publishing House
<b>Compulsory reading</b>			
Lee McCallum	2022	English Language Teaching: Policy and Practice Across the European Union	Springer Nature
Astrida Skrinda	2019	Teaching English: Perspectives, Methods, and Challenges	Nova Science Publishers, Incorporated
Si Fan, Jill Fielding-Wells	2016	What is Next in Educational Research?	Springer
M. Evans, Claudia Schneider	2020	Language Development and Social Integration of Students with English as an Additional Language	CUP
Denise E. Murray, MaryAnn Christison	2014	What English Language Teachers Need to Know Volume III: Designing Curriculum	Routledge
<b>Supplementary resources</b>			
Ferit Kılıçkaya, Joanna Kic-Drgas, Rachel Nahlen	2022	The Challenges and Opportunities of Teaching English Worldwide in the COVID-19 Pandemic	
Crawford, Jenifer, Filback, Robert A.	2021	ESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy	IGI Global
Ernesto Macaro	2018	English Medium Instruction	OUP
Council of Europe	2020	Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume	Council of Europe
Ministry of Education, Science and Sport Website <a href="https://smsm.lrv.lt">https://smsm.lrv.lt</a>			
Curriculums (Atnaujintos bendrosios programos) <a href="https://smsm.lrv.lt/web/lt/ugdymo_programos">https://smsm.lrv.lt/web/lt/ugdymo_programos</a>			

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