

INSTITUTION OF EDUCATION
«BARANAVICHY STATE UNIVERSITY»



APPROVED

Rector of the
Institution of Education

«Baranavichy State University»

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22 February 2021

PEDAGOGY AND FOREIGN LANGUAGE TEACHING

Entrance Interview Syllabus for Foreign Applicants
for Master's Degree Programme
1-08 80 02 Theory and Methods of Education and Upbringing
(by Fields and Levels of Education)
Profile: "Foreign Languages"

Baranavichy
BarSU
2021

Compiled by

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Recommended for approval by:

Professional Foreign Language Training Department (protocol № 8 dated 15 February 2021);

Methodology Commission of the Faculty of Slavic and Germanic Languages (protocol № 13 dated 22 February 2021).

EXPLANATORY NOTE

The syllabus is designed for foreign citizens who have a higher professional education (bachelor's degree) and look for upgrading their qualification in language education at Baranovichi State University.

The content of the syllabus is developed in accordance with the model syllabi of the academic courses "Pedagogy" and "Foreign Language Teaching". It provides the description of entrance interview, its content, and evaluation criteria.

The aim of the entrance examination (interview) is a competitive selection of applicants and evaluation of their abilities to complete the English-taught Master's Programme.

The applicants should be *aware of*:

- the main concepts used in foreign language education;
- modern pedagogical theories and technologies;
- teaching approaches and methods of foreign language teaching;
- peculiarities of foreign language teaching;

be skillful in:

- ensuring quality education through modern educational technologies;
- analyzing problems that emerge in language education;
- doing research in language education;

be able to:

- select instructional tools to achieve lesson goals and objectives;
- use technologies for diagnosing, designing, implementing and modifying the educational process;
- applying relevant technologies and techniques in foreign language teaching;
- working with (reviewing) scientific and educational sources.

On the date of interview applicants write the review (the maximum limit is 300 words) on the given topic.

The principles of academic ethics must be observed when taking the examination.

EXAMINATION CONTENT

Part 1 Pedagogy

Topic 1.1 **General foundations of pedagogy**

Pedagogy as a science, and pedagogy in practice. Pedagogical concepts and categories. The system of pedagogical sciences. Pedagogical research methods. Teaching as a Profession. The nature and structure of pedagogical activity. Types, levels and criteria for assessing pedagogical activity. The teacher as a subject of pedagogical activity.

The relationship between upbringing and personality development. Approaches to goal setting in pedagogy. Education paradigms and education process. Cooperation and collaboration of the participants in the educational process. Global educational trends. Legal basis and regulation in education. The institutions of the education system. Educational content.

Topic 1.2 **Theoretical and methodological foundations of teaching and learning (didactics)**

Teaching and learning as processes. Types of teaching. Organization of learning process. Modern teaching aids. Classification of learning strategies. Classification of teaching methods. Criteria for selecting and using teaching methods. Modes of teaching. Personalisation and differentiation in teaching. Motivation in learning. Pedagogical diagnostics. Monitoring and evaluation in learning. Technological approach to teaching. Classification of educational technologies. Criteria for evaluating technology affectivity. Principles for selecting an educational technology for classroom use.

Topic 1.3 **Scientific and methodological foundations of upbringing**

Upbringing as a process. Principles of humanistic education. Value-based education. Fields of upbringing. Family, student group, and student as the subjects of upbringing. The organization of personality upbringing. Methods and technologies of upbringing.

Topic 1.4 **Education management**

Pedagogical communication. Conflicts in pedagogical communication. Class teacher. Teacher's professional skills. Innovation in pedagogy. School management. Teacher professional development. Teacher certification.

Part 2

Foreign Language Teaching

Topic 2.1 Theoretical foundations of foreign language teaching

Foreign language teaching as a branch of science. Categories of foreign language teaching. The connection between foreign language teaching and other sciences. Psychological characteristics of speech. Interference and transfer in foreign language teaching. Learners' perception, cognition, and memory and foreign language teaching. Learner's age and language learning and teaching. The notion of "speech activity". Receptive and productive speech. Language and speech. Language units and speech units. The notions of "text" and "discourse". The specificity of school subject "Foreign language".

The main stages in the development of the theory and practice of foreign language teaching. The conceptual foundations of foreign language teaching in lifelong education. Modern approaches and methods of foreign language teaching. Foreign language teaching in the context of "dialogue of cultures". Set of exercises. The goals, content and tools of foreign language teaching. The modern foreign language lesson. The logic of the foreign language lesson. The exercise and its aim. Types of exercises.

Topic 2.2 Teaching language aspects and speech skills

Language teaching. Phonetic and phonological errors. Tasks for the formation and mastering of pronunciation, rhythmic-and-intonation skills. Development of lexical skills in foreign language teaching. The semantization of lexical units in foreign language teaching. Formation and development of productive lexical skills. Formation of receptive lexical skills and the expansion of students' potential vocabulary. Methods for teaching grammar. Formation and development of productive grammatical skills. Teaching receptive grammar.

Teaching oral communication, reading and writing in the foreign language. Psychological and linguistic peculiarities of oral and written forms of communication in the foreign language. A framework for planning a listening skills lesson. The development of compensatory skills. Teaching dialogical and monological skills. Teaching different types of reading. Teaching writing, writing as a process.

Assessment and evaluation in foreign language teaching. Testing.

Topic 2.3 Educational and extracurricular activities management, and the process of foreign language teaching

Independent work in foreign language teaching. The concepts of “independent work” and “autonomy”. Goals, functions, types, forms of independent work in foreign language learning. General educational and special educational skills. Ways of managing students’ independent work.

Information and social technologies in foreign language teaching. Information and communication technologies in foreign language teaching: challenges and premises. Types of computer programs (training, monitoring, reference, etc.). The use of Internet resources in foreign language teaching. Distance language teaching and learning. The use of audio in foreign language teaching and learning. Using video materials for developing speech skills. Social technologies (project work, team work, case method, creative workshops, discussion, etc.) in foreign language teaching and learning.

Foreign language teacher professional development. The notion of “professional skill” of the foreign language teacher. The structure and content of the methodological competence of a foreign language teacher (professional culture, levels of professionalism, methodological skills).

INFORMATION SECTION

1 Literature sources

1. *Doležalova, J.* Fundamental Pedagogy / J. Doležalova [et al.]. — Hradec Kralove: University Press, 2014. — 140 p.
2. *Harmer, J.* How to Teach English / J. Harmer. — Pearson Ed. Ltd., 2014. — 288 p.
3. *Harmer, J.* Essential Teacher Knowledge: Core Concepts in English Language Teaching / J. Harmer. — Pearson Ed. Ltd., 2012. — 287 p.
4. *Richards, J. C.* Professional Development for Language Teachers / J. C. Richards, T. C. Farrell. — New York : Cambridge University Press, 2005. — 202 p.
5. *Scrivener, J.* Learning Teaching : The Essential Guide for English Language Teaching / J. Scrivener. — Macmillan ELT, 2011. — 3d edition. — 416 p.
6. *Thornbury, S.* The New A-Z of ELT: A dictionary of terms and concepts used in English Language Teaching / S. Thornby. — Macmillan ELT, 2006. — 1st edition. — 256 p.

2 Topics for Review

1. To cope with the challenges of the information age, every person requires a high standard of education. Comment on the evolution of standards in education for the future.
2. Share your viewpoint on the statement that goes, “Education is a service industry”.
3. Explain the importance of teacher qualifications for education practices.
4. Many educators say they want to “give students a voice,” but they don’t always know how to make that happen. How would you do that?
5. Explain which of the two factors is more important for educators – understanding of learner needs or anticipating learner challenges.
6. Prove that good teaching is built on the working relationship between a teacher and his students, that is, on the effective classroom management.
7. Having profound subject knowledge is an absolute must for every teacher. Is it really so?
8. Prove that schools are supposed to be responsible for fostering student social, emotional, and cognitive development.

9. Prove the point that whenever a new technology arrives, it is important to go beyond the ‘wow’ factor and consider pedagogical reasons for using it.

10. Today’s students are digital natives who expect information technology to be part of their learning experience. But how much of a role should IT play in education?

11. However hard that might be, name and creflect on the factors that will be shaping the 21st century language education.

12. Argue the point that language education goals are best achieved in culturally meaningful contexts. How is that achieved?

13. Agree/disagree with the idea that language learning is a slow process, which may sometimes demotivate students and teachers alike.

14. Argue the point that distance learning combined with digital technologies has changed dramatically the landscape of language education.

15. Do you share the opinion that rampant standardized testing is one of the factors working against the aims of communicative language teaching?

16. Argue the point that smaller classes are more beneficial to student language learning.

17. Traditional student assessment models put a high premium on standardized testing. Point out the strengths and weaknesses of alternative assessment procedures (portfolios, project work, etc.).

18. Comment on the challenges that teachers face nowadays in and out of the foreign language classroom.

19. Share your ideas on what you consider to be the ultimate goal of language education.

20. The 21st century teaching focuses less on memorization and rote learning. Prove that there are other ways to achieve the goals of language learning.

21. Suggest ways how foreign language teaching should meet personal student needs and be in tune with his/her capabilities.

22. Share your experiences how the language teacher can use research as a vital means for promoting learning outcomes and solving problems in the classroom.

23. Throughout the history of language teaching a number of different approaches and methodologies have been tried and tested. Point out some advantages and disadvantages for the modern classroom.

24. Many learners approach reading texts expecting to read them thoroughly and stop when they understand every word. Does the word-by-word approach make them into better readers? Explain your viewpoint.

3 Assessment Criteria for Entrance Interview

The mark is given on a ten-point scale:

10 (ten) points, passed:

- evaluates the theories and concepts of the syllabus;
- uses scientific terminology correctly while providing logically well-structured arguments;
- has the ability to apply the concepts of the syllabus to effective problem-solving;

9 (nine) points, passed:

- evaluates the theories and concepts of the syllabus;
- uses scientific terminology correctly while providing arguments;
- has the ability to apply the concepts of the syllabus to effective problem-solving;

8 (eight) points, passed:

- evaluates the theories and concepts of the syllabus;
- uses scientific terminology correctly while providing a well-structured answer, some insignificant mistakes are made;
- has the ability to apply the concepts of the course to effective problem-solving;

7 (seven) points, passed:

- evaluates the theories and concepts of the syllabus;
- uses scientific terminology correctly while providing a logical answer, some mistakes are made;
- has the ability to apply the concepts of the course to problem-solving;

6 (six) points, passed:

- understands the theories and concepts of the syllabus;
- uses scientific terminology while providing answer, mistakes are made;
- has the ability to apply the concepts of the course to problem-solving;

5 (five) points, passed:

- knows about the basic theories and concepts of the syllabus;
- uses scientific terminology with mistakes while providing answer that sometimes lacks in logical structure;
- has the ability to apply the concepts of the course to problem-solving.

4 (four) балла, passed:

- knows about the basic theories and concepts of the syllabus;

- applies scientific terminology correctly while providing answer that lacks in logical structure;

- has little ability to apply the concepts of the course to problem-solving;

3 (three) points, failed:

- knows little about the basic theories and concepts of the syllabus;

- applies scientific terminology incorrectly while providing answer that lacks in logical structure;

- has no ability to apply the concepts of the course to problem-solving;

2 (two) points, failed:


- uses scientific terminology incorrectly while providing erroneous answer that lacks in logical structure;

- has no ability to apply the concepts of the course to problem-solving;

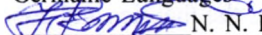
1 (one) point, failed:

- no answer.


First Vice-Rector


A. N. Unsovich
« 22 » 02 2021


Dean of the Faculty of Slavic and Germanic Languages


N. N. Krugliakova
« 22 » 02 2021

Chair of the Admission Committee


I. V. Piniuta
« 22 » 02 2021

Head of Professional Foreign Language Training Department


I. S. Kryshtop
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Educational edition

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