

Course Unit Descriptor

Study Programme: English Studies
Course Unit Title: Methodology of Teaching English as a Foreign Language 2
Course Unit Code: 15EJEJ43
Name of Lecturer(s): Assoc. Prof. Radmila Bodrič, PhD; Assoc. Prof. Ana Halas, PhD
Type and Level of Studies: Bachelor
Course Status (compulsory/elective): elective
Semester (winter/summer): summer
Language of instruction: English
Mode of course unit delivery (face-to-face/distance learning): Face to face
Number of ECTS Allocated: 6
Prerequisites: /
<p>Course Aims:</p> <p>Learning theoretical and practical approaches to teaching language skills and elements and enabling students to conduct relevant practical classroom activities.</p>
<p>Learning Outcomes:</p> <p>By the end of the course, EFL student teachers will:</p> <ol style="list-style-type: none"> 1. have gained knowledge in ELT Methodology (theory and practice), 2. have gained knowledge of/experience with language teaching approaches/methods, 3. have gained skills in teaching EFL in the classroom, 4. have developed an awareness of teacher and learner roles and the classroom dynamics involved, 5. be able to identify and discuss key issues in L2 learning and teaching.
<p>Syllabus:</p> <ol style="list-style-type: none"> 1. Practice activities: The function of practice, Characteristics of a good practice activity, Practice techniques, Sequence/progression of activities, The PPP Approach, Task-based language teaching. 2. Teaching receptive and productive language skills: Teaching listening, Teaching reading, Teaching speaking, Teaching writing, Skills integration. 3. Teaching language elements: Teaching pronunciation (Factors affecting pronunciation learning: L1, the age factor, amount of exposure, innate phonetic ability, identity and language ego, motivation and concern for good pronunciation; phonology, stress, rhythm and intonation; communicative orientation to pronunciation work in L2 classroom). Presenting new language: Teaching grammar (Grammar and functions, Form-meaning- use, Factors affecting the understanding and practice of L2 structures, Approaches affecting the amount and type of grammar presentation/practice activities: visual/oral contexts, texts, short dialogues, giving or working out the rule, test-teach- test, student-based research, Inductive vs. deductive approaches, Types of grammar practice: from accuracy to fluency). Teaching vocabulary (The Acquisition vs. learning of vocabulary, Factors affecting the difficulty of a vocabulary item, Form-meaning- use, What vocabulary to teach? Presenting, practicing and revising vocabulary). The role of culture in L2 learning/teaching: integrated model, Strategies for incorporating cultural issues in L2 classroom instruction. 4. Error analysis: Mistakes and Errors, Errors in error analysis, Identifying and describing errors, Interlingual vs. Intralingual Transfer. Error treatment and feedback to students: Responding to learners' writing, Dealing with spoken errors.

5. The syllabus. Curriculum vs. syllabus.
6. Didactic principles. Teacher roles. Learner roles. Conducting successful group work. Sustaining interaction through group and pair work. Classroom management.
7. Using resources in L2 classroom: Creating learner-friendly materials: visual aids, worksheets, listening materials, Internet as a learning resource: Using online tools, teaching in blended contexts.

Required Reading:

Brown, D. H. *Principles of Language Learning and Teaching*, Pearson Longman, New York, 2000

Brumfit, C. J. *Communicative Methodology in Language Teaching. The Roles of Fluency and Accuracy*, Cambridge University Press, Cambridge, 1984

Ellis, R. *The Study of Second Language Acquisition*, Oxford University Press, Oxford, 1996

Harmer, J. *The Practice of English Language Teaching*, Addison Wesley, Longman Ltd, Harrow, 1997

Harmer, J. *How to Teach English*, Addison Wesley, Longman Ltd, Harrow, 1998

Kramsch, C. *Context and Culture in Language Teaching*, Oxford University Press, Oxford, 2000

Lightbown, P. & N. Spada. *How Languages are Learned*, Oxford University Press, Oxford, 2006

Nunan, D. *Language Teaching Methodology*, Phoenix ELT, Hemel Hempstead, 1995

Scrivener, J. *Learning Teaching*, Heinemann, Oxford, 1994

Tanner, R. & C. Green. *Tasks for Teacher Education* (coursebook; trainer's book), Longman, London, 1998

Ur, P. *A Course in Language Teaching – Practice and Theory*, Cambridge University Press, Cambridge, 1997

Weekly Contact Hours:	Lectures:	Practical work:
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Teaching Methods: lectures, problem-based learning, self-study.

Knowledge Assessment (maximum of 100 points):

Pre-exam obligations	points	Final exam	points
Class activity and attendance	20	written exam	40
Observation Journal	30	oral exam	
Practical Classes - Project	10	
Seminar(s)			