|  |  |  |  |
| --- | --- | --- | --- |
| **Course unit**  **Descriptor** | **LOGOOO.png** | | logo_UNS.png |
| **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | |
| Study program in which the course unit is offered | | **English Studies** | |
| Course unit title | | Teaching Practice (Practicum) | |
| Course unit code | | 08ЕЈЕJ207 | |
| Type of course unit[[1]](#footnote-1) | | optional | |
| Level of course unit[[2]](#footnote-2) | | Bachelor | |
| Field of Study (please see ISCED[[3]](#footnote-3)) | | Literature and Linguistics | |
| Semester when the course unit is offered | | summer | |
| Year of study (if applicable) | |  | |
| Number of ECTS allocated | | 6 | |
| Name of lecturer/lecturers | | Dr Radmila Bodrič | |
| Name of contact person | | Dr Radmila Bodrič | |
| Mode of course unit delivery[[4]](#footnote-4) | | Face to face | |
| Course unit pre-requisites (e.g. level of language required, etc) | |  | |
| **PURPOSE AND OVERVIEW (max 5-10 sentences)** | | | |
| Enabling student teachers to teach English as a foreign language in educational institutions | | | |
| **LEARNING OUTCOMES (knowledge and skills)** | | | |
| By the end of the course pre-service EFL student teachers will:  a) have recapitulated their knowledge in ELT Methodology (theory and practice),  b) have recapitulated their knowledge of/experience with language teaching approaches/methods,  c) have developed skills in lesson planning,  d) have reinforced skills in teaching EFL in the classroom,  e) have developed a renewed awareness of teacher and learner roles and the classroom dynamics involved,  f) have gained the opportunity to discuss key issues in L2 learning and teaching,  g) have coped with the practicalities of the real language classroom,  h) have taken responsibility for their initial teaching experience during the teaching practicum,  i) have applied all their practical language teaching skills in the EFL classroom. | | | |
| **SYLLABUS (outline and summary of topics)** | | | |
| 1. Review of basic methodological models for teaching receptive and productive language skills.  2. The significance and function of pre-planning. Identifying different components of a lesson plan. The formal plan.  Making the lesson plans. Using lesson plans in class.  3. Guidelines for ordering components of a lesson.  4. Methodological analysis of EFL lesson plans according to their background elements.  5. Lesson management. Managing behavior in the classroom. | | | |
| **LEARNING AND TEACHING (**planned learning activities and teaching methods) | | | |
| The interactive approach to teaching is based on verbal and textual methods as well as those involving illustration and demonstration; Individual conferences prior to independent teaching; teaching practicum with teacher-mentors. | | | |
| **REQUIRED READING** | | | |
| Bailey, K. *Language Teacher Supervision*, Cambridge University Press, Cambridge, 2006  Harmer, J. *The Practice of English Language Teaching*, Pearson Education Limited, Harlow, 2001  Spratt, M., Pulverness, A., Williams, M. *The TKT Teaching Knowledge Test Course*, Cambridge University Press, Cambridge, 2005  Ur, P. A *Course in Language Teaching – Practice and Theory*, Cambridge University Press, Cambridge  Wallace, M. *Training Foreign Language Teachers: A Reflective Approach*, Cambridge University Press, Cambridge, 1995  Woodward, T. *Planning Lessons and Courses*, Cambridge University Press, Cambridge, 2001 | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | |
| Class activity and attendance in lectures and seminars (20%), Practical classes: 3 classes and self-evaluation report (25+25+25+5%) | | | |
| **LANGUAGE OF INSTRUCTION** | | | |
| English | | | |

1. Compulsory, optional [↑](#footnote-ref-1)
2. First, second or third cycle (Bachelor, Master's, Doctoral) [↑](#footnote-ref-2)
3. ISCED-F 2013 - <http://www.uis.unesco.org/Education/Documents/isced-f-detailed-field-descriptions-en.pdf> (page 54) [↑](#footnote-ref-3)
4. Face-to-face, distance learning, etc. [↑](#footnote-ref-4)