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| **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 | | Methodology of Teaching English as a Foreign Language 1 | |
| Course unit code | | 08ЕЈЕJ202 | |
| 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 | | winter | |
| Year of study (if applicable) | |  | |
| Number of ECTS allocated | | 4 | |
| Name of lecturer/lecturers | | Dr Radmila Bodrič, Dr Ana Halas | |
| 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)** | | | |
| Gaining a theoretical basis for EFL learning and teaching and enabling students to conduct relevant practical classroom activities. | | | |
| **LEARNING OUTCOMES (knowledge and skills)** | | | |
| By the end of the course EFL students will:  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. | | | |
| **SYLLABUS (outline and summary of topics)** | | | |
| 1. Applied linguistics and foreign language teaching methodology. A brief history of language teaching. ELT terminology.  Defining approach, method and technique/approach, design, procedure. Theories of language learning (process-oriented vs. condition oriented) and language (structural, functional and interactional views).  2. Major ELT Methods (their approach, design and procedures): The Grammar-Translation Method, The Direct Method,  The Audio-Lingual Method, The Silent Way, (De)Suggestopedia, The Total Physical Response, Community Language  Learning, The Natural Approach; The Communicative Approach (Communicative methodology rationale, Competence and performance, Accuracy vs. Fluency, Communicative activities).  3. Behavioral and cognitive approaches to learning; Building a theory of L2 acquisition (The Innatist perspective: Universal grammar; Krashen’s Monitor Model (The Input Hypothesis and L2 acquisition theory), 5 hypotheses (Acquisition-learning hypothesis, Natural order hypothesis, Monitor hypothesis, Input Hypothesis and Affective filter hypothesis). Language acquisition vs. language learning. Evidence supporting the Input Hypothesis.  4. Factors affecting L2 learning (Age, Aptitude, Motivation and attitude, Personality, Cognitive style, Hemisphere specialization, Learning strategies). H. Gardner’s multiple intelligences. Activities categorized according to the intelligence type. Learning Styles (Field Independence, Left-and right-brain functioning, Ambiguity tolerance, Reflectivity and Impulsivity, Visual/Kinesthetic/Auditory Styles). Learning Strategies (Direct: Memory, Cognitive, and Compensation Strategies; Indirect: Metacognitive, Affective, and Social Strategies). Motivation (Different approaches to understanding motivation, Characteristics of motivated learners, Instrumental and integrative orientations, Intrinsic and extrinsic motivation, Motivational strategies: Teacher, Climate, Task, Rapport, Self-confidence, Interest, Autonomy, Personal relevance, Goal, Culture; Finding ways of arousing learner interest in L2 classroom). | | | |
| **LEARNING AND TEACHING (**planned learning activities and teaching methods) | | | |
| Lectures, problem-based learning, self-study. | | | |
| **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  Krashen, S. D. *The Input Hypothesis: Issues and Implications*, Longman, London, 1987  Larsen-Freeman, D. *Techniques and Principles 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  Richards, J.C. & T. S. Rodgers. *Approaches and Methods in Language Teaching: a description and analysis*, Cambridge University Press, Cambridge, 1986  Scrivener, J. *Learning Teaching*, Heinemann, Oxford, 1994  Tanner, R. & C. Green. *Tasks for Teacher Education*,Longman, London, 1998  Ur, P. A *Course in Language Teaching – Practice and Theory*, Cambridge University Press, Cambridge, 1997 | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | |
| Class activity and attendance (10%), Observation Journal (25%), Written Exam (40%) | | | |
| **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)