


Course unit Descriptor		 UNIVERZITET U NOVOM SADU UNIVERSITY OF NOVI SAD
	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	o8EJEJ202
Type of course unit ¹	optional
Level of course unit ²	Bachelor
Field of Study (please see ISCED 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	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),

¹ Compulsory, optional

² First, second or third cycle (Bachelor, Master's, Doctoral)

³ ISCED-F 2013 - <http://www.uis.unesco.org/Education/Documents/isced-f-detailed-field-descriptions-en.pdf> (page 54)

⁴ Face-to-face, distance learning, etc.

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