

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 2
Course unit code	o8EJEJ2o6
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	summer
Year of study (if applicable)	
Number of ECTS allocated	5
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)

Learning theoretical and practical approaches to teaching language skills and elements and enabling students to conduct relevant practical classroom activities

LEARNING OUTCOMES (knowledge and skills)

By the end of the course EFL student teachers 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. 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.

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

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

ASSESSMENT METHODS AND CRITERIA

Class attendance (20%), Observation Journal (30%), Practical Classes – Project (10%), Written Exam (40%)

LANGUAGE OF INSTRUCTION

English