

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	Teaching Practice (Practicum)
Course unit code	o8EJEJ207
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	6
Name of lecturer/lecturers	Dr Radmila Bodrič
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)

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),

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.

- 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