

<b>Study program:</b> Class Teacher Education				
<b>Type and level of studies:</b> Bachelor studies, first cycle degree program				
<b>Course unit:</b> Introduction into Methodology of Teaching English as a Foreign Language				
<b>Teacher in charge:</b> Vera Savic, PhD, Assistant Professor				
<b>Language of instruction:</b> English				
<b>ECTS:</b> 5 ECTS, elective				
<b>Prerequisites:</b> Advanced level of English (B2-C1 CEFR)				
<b>Semester:</b> Winter semester (V)				
<b>Course unit objective</b>				
Introducing student teachers into background of language learning and teaching: basic principles, theories and techniques of learning and teaching English as a foreign language; EFL teaching methods and approaches in historical perspective; factors influencing language learning and teaching; language skills; lesson planning. Students will acquire theoretical knowledge necessary for preparing lessons and teaching English as a foreign language.				
<b>Learning outcomes of Course unit</b>				
Student teacher will be able to				
<ul style="list-style-type: none"> <li>- Demonstrate understanding of the process of learning a foreign language</li> <li>- Demonstrate understanding of English as a system (parts of speech, grammar structures, word formation, phonological system, language functions)</li> <li>- Demonstrate understanding of the specifics of teaching a foreign language to learners of various ages</li> <li>- Demonstrate understanding of the theories and methods of teaching English, and choose an appropriate approach depending on the teaching context</li> <li>- Demonstrate understanding of techniques and activities for the development of language skills and knowledge</li> <li>- Demonstrate planning of language lessons and evaluation of learner's development, taking into account all factors and specifics of a teaching context,</li> <li>- Demonstrate understanding of the process of classroom management.</li> </ul>				
<b>Course unit contents</b>				
<i>Theoretical classes:</i> Topics: 1. Methodology of teaching English as an academic and scientific discipline; 2. Specifics of learning and teaching a foreign language; 2. Language learning approaches, theories and methods; 3. The English language as a system: Grammar and lexis; Phonology; Language functions; 4. Language skills: speaking, listening, reading, writing; 5. Motivation; 6. Exposure and focus on form; 7. The role of error; 8. Differences between L1 and L2 learning; 9. Learner characteristics; 10. Learner needs; 11. Presentation techniques and introductory activities; 12. Practise activities and tasks; 13. Assessment types and tasks; 14. Lesson planning and use of resources for language teaching.				
<i>Practical classes:</i> Practice tasks in each of the above topics: discussions, pair and group work, workshops, demonstrations and presentations.				
<b>References</b>				
<ol style="list-style-type: none"> <li>1. Spratt, M. et al. (2005). <i>The Teaching Knowledge Test Course</i>. Cambridge: Cambridge University Press, pp. 5-105.</li> <li>2. Harmer, J. (2004). <i>How to Teach English</i>. Longman, Harlow, pp. 34-110.</li> <li>3. Nelson, J. (2012). <i>Overview of ESL/EFL Methods</i>. E-Teacher Scholarship Professional Development Summer Workshop. Baltimore: University of Maryland.</li> <li>4. Larsen-Freeman, D. (2008): <i>Techniques and Principles in Language Teaching</i>. Oxford: Oxford University Press.</li> <li>5. Harmer, J. (2007). <i>The Practice of English Language Teaching</i>. Harlow: Longman. DVD.</li> <li>6. Opp-Beckman, L. &amp; Klinghammer, S. J. (2006). <i>Shaping the Way We Teach English</i>. Eugene: University of Oregon. DVD</li> <li>7. Savić, M. et al. (2007). <i>English Phonology Workbook for Serbian EFL Students</i>. Niš: Filozofski fakultet.</li> </ol>				
<b>Number of active teaching hours</b>				<b>Other classes</b>
Lectures: 30	Practice: 15	Other forms of classes: mentoring system	Independent work: project work, presentations	
<b>Teaching methods:</b> Interactive classes and practical application of knowledge acquired; verbal-textual and analytical; pair and group work, discussions, presentations and mentoring.				
<b>Examination methods (maximum 100 points)</b>				
<b>Exam prerequisites</b>	<b>No. of points:</b>	<b>Final exam</b>	<b>No. of points:</b>	
Student's activity during lectures	10	oral examination	-	
practical classes/tests	40	written examination	40	
seminars/homework	10	project presentation		
Project				
Other				

<b>Grading system</b>		
<b>Grade</b>	<b>Number of points</b>	<b>Description</b>
10	91-100	Excellent
9	81-90	Exceptionally good
8	71-80	Very good
7	61-70	Good
6	51-60	Passing
5	≤50	Failing