

ECTS CATALOGUE WITH LEARNING OUTCOMES University of Montenegro Faculty of Philology / English language and literature / Basics of Foreign Language Teaching Methodology

Prerequisites Prerequisite subjects: Undergraduate studies completed Aims Course objectives: Students will investigate the theoretical aspects involved in understanding the nature of foreign language acquisition and the various factors that influence the process of foreign language acquisition. Students will be exposed to describe and evaluate the key areas of foreign language methodology including major approaches, methods, techniques, curriculum development and related instructional strategies

Lecturer / Teaching assistant Marija Mijušković, Ph.D. Method Teaching methods: Student-centered lectures, student research, methodological analyses and presentations, round-table discussions, use of the internet, power-point presentations, written colloquiums, use of videos, pair work, group work, consultations

Week 1, lectures General overview of Foreign Language Teaching Methodology; multidisciplinary aspects of EFL acquisition and teaching Week 1, exercises Course Description and Requirements: The seminar time is used for students to actively discuss methodology topics and their experiences with classroom observations and student teaching. It is also used for the students to practice micro-teaching with th

Week 2, lectures Theories of foreign language acquisition (Behaviourism, Cognitivism, Acquisition and Learning, Humanistic Approach, Task-based Learning, Combined/Balanced Activities Approach) Week 2, exercises Observations ( Task in Teaching Education): ten from both elementary and secondary schools; observations must be in the form of essays- typed. Observations take place in the Fall term. They are to be staggered, i.e. throughout the semester. It is up to

Week 3, lectures Basic principles governing foreign language teaching. Week 3, exercises Practice (Approaches, methods, techniques for teaching in the 21st century) Week 4, lectures Glossary of terms. Multidisciplinary aspects (linguistic, psycholinguistic, methodological, pedagogical and cultural aspects) in foreign language acquisition. Week 4, exercises Fostering a Discussion,using multidisciplinary aspects in foreign language acquisition

Week 5, lectures (Grammar-Translation Method, Audio-Visual Method, Direct Method, Natural Approach, Community Language Learning, Suggestopaedia, The Silent Way, Total Physical Response, Communicative Approach, the Eclectic Approach) Week 5, exercises Foreign language teaching methods, approaches and techniques

Week 6, lectures Comparative study of native speaker and target language issues. Insights into the results of current research in the field of theoretical, practical and pedagogical foundations for teaching a foreign language; guiding the choice and implementation of pe

Week 6, exercises Discussions based on some research; using Language Learning strategies towards a personal teaching philosophy

Week 7, lectures Colloquium

Week 7, exercises Round - table discussions about the colloquium results; analysis

Week 8, lectures Group research and oral presentations to demonstrate different teaching approaches, methods, techniques, demonstration lessons, activities and developmental exercises

Week 8, exercises Microteaching: one activity should be prepared and presented to the class. The entire class give feedback at the end. The material can either be intended for a public school, or be appropriate for the university audience.

Week 9, lectures Types of syllabi (theories and principles); selection criteria. Needs analysis, task design. Round - table discussions.

Week 9, exercises Lesson Planning: Lesson Plan and Procedure (written form)

Week 10, lectures Teaching the productive skills. (Methodological principles

involved in the introduction of new language structures, controlled, guided and creative written practice, oral and written communicative activities, pronunciation and discourse. Week 10, exercises Practical techniques for developing productive skills Week 11, lectures Teaching vocabulary. Criteria for vocabulary choice (frequency and coverage). Week 11, exercises Methods, techniques and practical examples (vocabulary) Week 12, lectures Teaching the receptive skills (methodological principles). Six basic skills required in acquiring the 1 / 2 ECTS CATALOGUE WITH LEARNING OUTCOMES University of Montenegro receptive skills. Basic methods for teaching receptive skills. Week 12, exercises Characteristics of reading and listening materials and their use. Controlled, guided and creative reading and listening practice). Week 13, lectures Drills, exercises and activities (information-gap, problem-solving, brain-compatible) for the integration of both productive and receptive skills). Week 13, exercises Discussions based on some topics (productive and receptive skills) Week 14, lectures Error analysis. Error correction. Week 14, exercises Corrections: what should be corrected; mistake and an error. Week 15, lectures Final exam Week 15, exercises Round - table discussions (reading and discussing seminar papers) Student obligations Requirements for students: Students are required to attend classes, to prepare and actively participate in classes as well as to do homework Consultations Consultations are held regularly Thursday 9-10h Tuesday 9-10h Workload Weekly: 6 credits x 40/30 = 8 hours Structure of the load: Student Load: 2 hours of teaching 6 hours of independent work including consultations During the semester: Lectures and final exam: 8 hours x 16 = 120 hours Necessary preparations before the start of the semester (administration, registration, certification) 2 x 8 = 16 hours Total hours for the course: 6x30 = 180 hours Additional work for the preparation of the remedial final exam, including the taking the remedial final exam from 0 to 44 hours (the remaining time of the first two items to the total load of the course) Structure of the load: 120 (teaching) + 16 hours (preparation) + 44 hours (additional work) Literature Examination methods Forms of assessment: Colloquium test 10 points Class attendance 1+5 points Presentation 9 points Observation classes 10 points Micro Teaching 15 points Final exam 50 points A 91-100 B 81-90 C 71-80 D 61-70 E 51-60 Special remarks Classes are taught in English. Comment The syllabus (per thematic units) will be given to students at the beginning of semester Learning outcomes Basics of Foreign Language Teaching Methods After students pass this exam, they will be able to: 1. Give English language lessons individually in primary and secondary schools. 2. Use their knowledge of English language methodology while giving a lesson in primary and secondary school; 3. Show skills in individual work, work in pairs, as well as in a group (team work); 4. Plan an English language syllabus (prepare yearly, monthly and daily work plans); 5. Prepare special types of lessons (according to different criteria); 6. Prepare examples to use in teaching methods, techniques and learning strategies; 7. Modify existing teaching models (methods, techniques, learning and study strategies), adapting them to new conditions in practice (using PowerPoint presentations, debates and discussions in the class, making use of various work materials); 8. Evaluate students' achievements in four areas of language skills (listening, speaking, reading and writing), and improve knowledge in the spheres of grammar, vocabulary and pronunciation; 9. Analyse a teaching syllabus for English language in all grades of primary and secondary school independently and in the context of the teaching plan; 10. Develop competence in planning a 21st

century syllabus which clearly determines the roles of the teacher and the students and which meets international standards.