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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **English language and literature** | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Methodology of Teaching English as a Foreign Language 1 | | |
| Level of study | | | | X Bachelor ☐ Master’s ☐ Doctoral | | |
| Type of course | | | | X Obligatory ☐ Elective | | |
| Semester | | | | X Autumn ☐Spring | | |
| Year of study | | | | Third | | |
| Number of ECTS allocated | | | | 6 | | |
| Name of lecturer/lecturers | | | | Nina Lazarevic, Ljiljana Markovic | | |
| Teaching mode | | | | X Lectures X Group tutorials ☐ Individual tutorials  ☐Laboratory work X Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| By the end of the course, students will be able to understand, explain and analyse the basic methods and approaches in teaching English and will have acquired the main principles that guide teaching, as well as become familiar with theoretical concepts necessary for choosing teaching methodologies and designing/selecting instructional materials. Students will learn how to successfully set teaching and learning goals in a lesson plan and what the most important elements of a successful lesson plan are. They will be able to apply adequate techniques and principles for the realization of lesson plans, which they will do in micro-teaching settings. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Students will explore these topics, through lectures and student presentations  Communicative approach, What to learn from Bloom and Vygotsky  Lesson Planning  Direct Method vs. Audio-Lingual Method  Grammar-Translation Method vs. (De)suggestopedia, The Silent Way, TPR   1. Language acquisition vs. learning 2. Krashen’s hypotheses 3. Language Testing   Language Games   1. Young learners 2. Learner Differences 3. Multiple intelligences   Motivation and learning strategies  Communicative activities, Differentiation in teaching  Lesson stages: focus on productive activities and tasks | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| ☐Serbian (complete course) X English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  ☐Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Lesson planning** | **30** | | **Written examination** | | | **30** |
| **Presentations** | **20** | | **Oral examination** | | |  |
| **Teaching colloquia** | **20** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |