

Faculty of Philology / ENGLISH LANGUAGE AND LITERATURE / English Language Teaching Methods with School Practice 3

Course:	English Language Teaching Methods with School Practice 3			
Course ID	Course status	Semester	ECTS credits	Lessons (Lessons+Exercises+Laboratory)
13076	Mandatory	3	6	2+4+0
Programs	ENGLISH LANGUAGE AND LITERATURE			
Prerequisites				
Aims	1. Students can lead English language classes without additional support or supervision. This includes developing teaching methods, lesson planning, and effectively conducting classes. 2. The student can independently analyze the English language curriculum in high school to adapt it to the students needs and align it with the general teaching plan. 3. The student is qualified to plan English language lessons at various levels, including annual, monthly, and daily activity plans tailored to different age groups and proficiency levels. 4. The student can explain basic methodological concepts related to developing listening, speaking, reading, and writing skills. 5. Independently prepares examples illustrating various teaching methods, techniques, and learning strategies tailored to specific language objectives. 6. Methodically interprets literary texts, assisting students in understanding and interpreting literary works. 7. Applies literary texts for teaching and learning English, creating an inspirational and educational environment. 8. Effectively evaluates student achievements in the four language competencies: listening, speaking, reading, and writing, using relevant assessment methods and providing constructive feedback.			
Learning outcomes	After passing this exam, the student is: 1. Qualified to conduct English language classes independently without additional support or supervision. 2. Able to analyze the English language curriculum in a high school independently and in the context of the teaching plan. 3. Capable of planning English language lessons at various levels, including annual, monthly, and daily activity plans. 4. Able to explain basic methodological concepts related to developing listening, speaking, reading, and writing skills. 5. Prepared to provide examples for using teaching methods, techniques, and learning strategies. 6. Competent in methodically interpreting literary texts. 7. Able to apply literary texts to teach and learn English. 8. Competent to evaluate student achievements in the four language competencies: listening, speaking, reading, and writing.			
Lecturer / Teaching assistant	Dr Marija Mijušković, assistant professor			
Methodology	Lectures, tutorials, workshops, class observations			
Plan and program of work				
Preparing week	Preparation and registration of the semester			
I week lectures	Introduction to EFL and Basic Communication Skills			
I week exercises	Icebreaker activities			
II week lectures	Communication Basics Greetings, introductions, and expressions.			
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III week lectures	Grammar Fundamentals and the ways to teach 1			
III week exercises	Grammar games and interactive exercises			
IV week lectures	Grammar Fundamentals and the ways to teach 2			
IV week exercises	Practice activities			
V week lectures	Teaching Reading Skills			
V week exercises	Reading Comprehension. Reading strategies. Short stories or articles for analysis. Class discussions and reflections.			
VI week lectures	Teaching Writing			
VI week exercises	Sentence and paragraph construction Descriptive writing exercises. Peer editing sessions.			
VII week lectures	Listening Proficiency			
VII week exercises	Listening comprehension exercises. Audio clips, podcasts, or videos. Follow-up discussions.			
VIII week lectures	Speaking Proficiency			
VIII week exercises	Debates, role plays, presentations. Pronunciation drills. Collaborative projects.			
IX week lectures	Classroom Observation and Lesson Plan Development			

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IX week exercises	Classroom Observation Visit to a high school EFL class. Reflection on teaching strategies. Discussion and debriefing.					
X week lectures	Lesson Plan Development					
X week exercises	Lesson planning. Objectives, procedures, assessments. Drafting lesson plans individually and in groups.					
XI week lectures	Colloquium					
XI week exercises	Assessment: Rubrics, Feedback					
XII week lectures	Teaching Demonstration					
XII week exercises	Peer teaching, Peer-assessment					
XIII week lectures	Guest lecture					
XIII week exercises	Round table discussion with a guest lecturer					
XIV week lectures	Final Exam Preparation					
XIV week exercises	Presenting lesson plans to the class. Feedback from peers and instructor. Final exam preparation and practice.					
XV week lectures	Reflecting journal presentation					
XV week exercises	Progress in lectures, observation on lectures, school work and experiences, conclusions and lessons learned, Q&A session)					
Student workload						
Per week			Per semester			
6 credits x 40/30=8 hours and 0 minuts 2 sat(a) theoretical classes 0 sat(a) practical classes 4 excercises 2 hour(s) i 0 minuts of independent work, including consultations			Classes and final exam: 8 hour(s) i 0 minuts x 16 =128 hour(s) i 0 minuts Necessary preparation before the beginning of the semester (administration, registration, certification): 8 hour(s) i 0 minuts x 2 =16 hour(s) i 0 minuts Total workload for the subject: 6 x 30=180 hour(s) Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) 36 hour(s) i 0 minuts Workload structure: 128 hour(s) i 0 minuts (cources), 16 hour(s) i 0 minuts (preparation), 36 hour(s) i 0 minuts (additional work)			
Student obligations			Lectures attendance, exercises, workshops, preparation of seminar papers, presentations, classroom observation, writing teaching journals.			
Consultations			Friday: 13:15-14:00			
Literature			Brown, H. D. (2007). Principles of language learning and teaching (5th ed.). New York: Pearson Education. Christie, F. (2012). Language education throughout the school years: A functional perspective. Language learning Monograph Series. Chichester, West Sussex; Malden, MA: Wiley-Blackwell. Derewianka, B., & Jones, P. (2016). Teaching language in context. (2nd ed.). South Melbourne: Oxford University Press. Hardy-Gould, J. (2010). English plus: Workbook 1. Oxford: Oxford University Press. Hardy-Gould, J., & Styring, J. (2011). English plus: Workbook 4. Oxford: Oxford University Press. Hardy-Gould, J., & Styring, J. (2013). English plus: Workbook 3. Oxford: Oxford University Press. Hill, J. (1986). Using Literature in Language Teaching. London: Macmillan. Tomlinson, B. (2001). Humanizing the coursebooks. In B. Tomlinson (ed.), Materials development for language teaching. Continuum.			
Examination methods			Colloquium, assignments (seminar papers, presentations, keeping a journal, observations), final exam (mock and final class).			
Special remarks						
Comment						
Grade:	F	E	D	C	B	A
Number of points	less than 50 points	greater than or equal to 50 points and less than 60 points	greater than or equal to 60 points and less than 70 points	greater than or equal to 70 points and less than 80 points	greater than or equal to 80 points and less than 90 points	greater than or equal to 90 points