

Faculty of Philology / English language and literature / Basics of foreign language teaching methodology

Course:	Basics of foreign language teaching methodology			
Course ID	Course status	Semester	ECTS credits	Lessons (Lessons+Exercises+Laboratory)
4679	Mandatory	1	6	2+2+0
Programs	English language and literature			
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			
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.			
Lecturer / Teaching assistant	Marija Mijušković, Ph.D.			
Methodology	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			
Plan and program of work				
Preparing week	Preparation and registration of the semester			
I week lectures	General overview of Foreign Language Teaching Methodology; multidisciplinary aspects of EFL acquisition and teaching			
I week 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			
II week lectures	Theories of foreign language acquisition (Behaviourism, Cognitivism, Acquisition and Learning, Humanistic Approach, Task-based Learning, Combined/Balanced Activities Approach)			
II week 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			
III week lectures	Basic principles governing foreign language teaching.			
III week exercises	Practice (Approaches, methods, techniques for teaching in the 21st century)			
IV week lectures	Glossary of terms. Multidisciplinary aspects (linguistic, psycholinguistic, methodological, pedagogical and cultural aspects) in foreign language acquisition.			
IV week exercises	Fostering a Discussion,using multidisciplinary aspects in foreign language acquisition			
V week 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)			
V week exercises	Foreign language teaching methods, approaches and techniques			
VI week 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			

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VI week exercises	Discussions based on some research; using Language Learning strategies towards a personal teaching philosophy
VII week lectures	Colloquium
VII week exercises	Round - table discussions about the colloquium results; analysis
VIII week lectures	Group research and oral presentations to demonstrate different teaching approaches, methods, techniques, demonstration lessons, activities and developmental exercises
VIII week 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.
IX week lectures	Types of syllabi (theories and principles); selection criteria. Needs analysis, task design. Round - table discussions.
IX week exercises	Lesson Planning: Lesson Plan and Procedure (written form)
X week 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.
X week exercises	Practical techniques for developing productive skills
XI week lectures	Teaching vocabulary. Criteria for vocabulary choice (frequency and coverage).
XI week exercises	Methods, techniques and practical examples (vocabulary)
XII week lectures	Teaching the receptive skills (methodological principles). Six basic skills required in acquiring the receptive skills. Basic methods for teaching receptive skills.
XII week exercises	Characteristics of reading and listening materials and their use. Controlled, guided and creative reading and listening practice).
XIII week lectures	Drills, exercises and activities (information-gap, problem-solving, brain-compatible) for the integration of both productive and receptive skills).
XIII week exercises	Discussions based on some topics (productive and receptive skills)
XIV week lectures	Error analysis. Error correction.
XIV week exercises	Corrections: what should be corrected; mistake and an error.
XV week lectures	Final exam
XV week exercises	Round - table discussions (reading and discussing seminar papers)
Student 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)
Per week	Per semester
6 credits x 40/30=8 hours and 0 minuts 2 sat(a) theoretical classes 0 sat(a) practical classes 2 excercises 4 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	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
Literature	Liter Ur,P. (1996) A Course in Language Teaching. Cambridge: CUP. - Ur, P (1988) Grammar Practice Activities: A practical guide for teachers. New York: CUP. - Doff, Adrian (1988) A training course for te
Examination methods	Forms of assessment: Colloquium test 10 points Class attendance 1+5

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			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			
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