

Filološki fakultet / ENGLESKI JEZIK I KNJIŽEVNOST / Metodika nastave engleskog jezika 1

Uslovljenost drugim predmetima	
Ciljevi izučavanja predmeta	1. The course aims to offer students a thorough understanding of various language teaching methodologies, enabling them to make informed choices based on the historical context, principles, and practical applications of each approach. 2. The course aims to develop students critical thinking skills, encouraging them to analyze and evaluate different language teaching methodologies and make reasoned judgments about their suitability in diverse educational contexts. 3. The course aims to equip students with the ability to apply different language teaching methods in practical settings. This includes designing activities, understanding the teacher and student roles, and adapting materials to suit the chosen methodology. 4. The course aims to foster effective communication skills and an understanding of group dynamics, learner autonomy, and counselling in the language classroom. This emphasis on humanistic approaches aims to create a positive and interactive learning environment. 5. The course aims to introduce students to the emerging uses of technology in language teaching and learning, preparing them to integrate technological tools effectively in their future language instruction.
Ime i prezime nastavnika i saradnika	Doc. dr Marija Mijušković
Metod nastave i savladanja gradiva	Lectures, tutorials, workshops, round table discussions, guest lectures
I nedjelja, pred.	Course overview and objectives Importance of methodology in EFL teaching
I nedjelja, vježbe	Practical examples and classroom applications
II nedjelja, pred.	Views in Higher education
II nedjelja, vježbe	Teaching and learning styles
III nedjelja, pred.	The Grammar-Translation Method Historical context and principles
III nedjelja, vježbe	Critiques and limitations Practical application and examples
IV nedjelja, pred.	The Direct Method Principles and characteristics - Advantages and disadvantages Role of the teacher and student
IV nedjelja, vježbe	Practical application and examples
V nedjelja, pred.	The Audio-Lingual Method Key features and techniques - Behaviorist theories in language teaching Communicative competence vs. accuracy
V nedjelja, vježbe	Practical application and examples
VI nedjelja, pred.	A guest lecturer
VI nedjelja, vježbe	Summary of methods and techniques, practical application, feedback
VII nedjelja, pred.	The Silent Way Introduction and principles Use of silence and minimalism
VII nedjelja, vježbe	Practical activities and classroom applications
VIII nedjelja, pred.	Desuggestopedia Overview and key concepts Role of the teacher as a facilitator
VIII nedjelja, vježbe	Music and suggestions in language learning
IX nedjelja, pred.	Community Language Learning The humanistic approach to language teaching
IX nedjelja, vježbe	Group dynamics and learner autonomy Counselling in the Language Classroom
X nedjelja, pred.	Total Physical Response Comprehension-based approach
X nedjelja, vježbe	Actions and commands in language learning Incorporating movement and kinesthetic learning
XI nedjelja, pred.	Colloquium
XI nedjelja, vježbe	Colloquium results, discussion, workshop, peer evaluation, feedback
XII nedjelja, pred.	Communicative Language Teaching Principles and communicative competence Task-based activities and real-life communication
XII nedjelja, vježbe	Adapting materials for CLT
XIII nedjelja, pred.	Content-Based Instruction Integrating language and content learning Language across curriculum
XIII nedjelja, vježbe	Thematic units and language scaffolding
XIV nedjelja, pred.	Task-Based Language Teaching
XIV nedjelja, vježbe	Task-based approach and its benefits

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XV nedjelja, pred.	Practical activities and classroom applications
XV nedjelja, vježbe	Emerging Uses of Technology in Language Teaching and Learning
Obaveze studenta u toku nastave	Active participation in classes, attendance at workshops, preparation of seminar papers, and completion of homework assignments, and presentations
Konsultacije	Consultations every Friday from 13:15 to 14:00
Opterećenje studenta u casovima	
Literatura	1. Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching. Cambridge University Press. 2. Brown, H. D. (2007). Principles of Language Learning and Teaching. Pearson Education. 3. Celce-Murcia, M. (2001). Teaching English as a Second or Foreign Language. Heinle & Heinle. 4. Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching. Oxford University Press. 5. Scrivener, J. (2011). Learning Teaching: The Essential Guide to English Language Teaching. Macmillan Education. 6. Harmer, J. (2007). The Practice of English Language Teaching. Pearson Education. 7. Nunan, D. (1999). Second Language Teaching and Learning. Heinle & Heinle. 8. Brown, J. D. (2007). Testing in Language Programs. McGraw-Hill. 9. Ellis, R. (2003). Task-based Language Teaching and Learning. Oxford University Press. 10. Willis, J., & Willis, D. (2007). Doing Task-based Teaching. Oxford University Press.
Oblici provjere znanja i ocjenjivanje	Colloquium, presentations, seminar papers, workshops, final exam
Posebne naznake za predmet	
Napomena	
Ishodi učenja	1. Students will be able to demonstrate a comprehensive understanding of various language teaching methodologies, including the Grammar-Translation Method, Direct Method, Audio-Lingual Method, The Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response, Communicative Language Teaching, Content-Based Instruction, and Task-Based Language Teaching. 2. Students will develop critical thinking skills by evaluating the historical context, principles, critiques, and practical applications of different language teaching methodologies. They will be able to identify the advantages and disadvantages of each approach and make informed decisions regarding their application in the language classroom. 3. Students will be able to apply different language teaching methods in practical settings. This includes designing and implementing activities aligned with the principles of each methodology, understanding the role of the teacher and student, and adapting materials for effective language instruction. 4. Students will gain insights into the humanistic approach to language teaching, emphasizing group dynamics, learner autonomy, and counselling in the language classroom. This outcome aims to enhance their ability to create a supportive and communicative learning environment. 5. Students will explore emerging uses of technology in language teaching and learning. They will be equipped with the knowledge to incorporate technological tools effectively to enhance language instruction, keeping up with current trends in language education.