

“ELT METHODOLOGY AND TEACHING PRACTICE II” SYLLABUS

Basic data of the subject	
Academic Unit:	FACULTY OF PHILOLOGY
Course title:	ELT METHODOLOGY AND TEACHING PRACTICE II
Program:	ENGLISH LANGUAGE AND LITERATURE
Level:	BACHELOR
Course status:	MANDATORY
Study year:	III
Number of hours per week:	2+3
Credit value – ECTS:	7
Time / location:	SPRING TERM/PRIZREN
Lecturer:	SERMIN TURTULLA
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Course description:	The methodology of English language teaching and practice II has been designed in order to provide students with advanced knowledge about how to teach English as a foreign language. The course includes also the first teaching practice at primary and lower secondary schools, where students observe the learning process to get to know the dynamics of classroom processes. This practice lasts 6 weeks, and students have to attend their practice twice a week when they don't have lectures.
Course objectives:	Course aims at developing basics of foreign language teaching strategies and enhancing the student's knowledge of the course content by enforcing their teaching skills based on contemporary teaching methods. Additionally it aims at building up their critical thinking skills; integrate study of grammar and lexical structures with the respective culture.
Learning outcomes:	By the end of the course students will be able to identify the main ideas and specifics of the foreign language methodology; synthesize information and compare/contrast diverse views from previous units; enrich and use terms of English Language Methodology; organize, review, and build up their personal style of teaching; observe the teaching process at primary and lower secondary schools.
Contribution on student load (must correspond with learning outcomes)	

Activity	Hours	Days/week	Total
Lecture	2	1/15	30
Practice	3	1/9	27
Homework	5	5/9	45
Study hours outside of class /library	2	2/10	20
Evaluation hours	1	1/3	3
Exam preparation hours	2	7/5	10
Teacher consultation hours	1	3/4	4
Teaching practice at schools	6	2/6	36
Total			175 hours (7 ECTS)
Teaching methods :	The course is taught through Guided Instruction method incorporating instructions and practice at schools, demonstrating and modeling techniques, giving structured outlines which help in mastering the course content successfully.		
Evaluation methods:	The course is evaluated according to criteria as follows: Participation 30 % Creativity 10 % Mid-term paper 20 % End-term paper 30% School practice 10%		
Literature			
Basic Literature:	Arthur, J., Grainger, T., & Wray, D. (Eds.). (2006). Learning to teach in the primary school. Routledge Taylor & Francis Group. Ur, P. (1991). A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.		
Additional Literature:	Hadfield, J., & Hadfield, C. (1999). Oxford Basics: Presenting New Language. Oxford: Oxford University Press. Harmer, J. (1998). How to Teach English. Edinburgh: Addison Wesley Longman Limited. Lindstromberg, S. (Ed.).(1990). The Recipe Book: Practical Ideas for the Language Classroom.Edinburgh: Longman Group Limited. Lindstromberg, S. (Ed.). (1997). The Standby Book: Activities for the Language Classroom. In P. Ur (Ed.). Cambridge Handbooks		

	<p>for Language Teachers. Cambridge: Cambridge University Press.</p> <p>Marsland, B. (1998). Lessons from Nothing: Activities for Language Teaching with Limited Time and Resources. In P. Ur (Ed.). Cambridge Handbooks for Language Teachers. Cambridge: Cambridge University Press.</p> <p>Rinvolutri, M. (2002). Humanising Your Coursebook: Activities to Bring Your Classroom to Life. In M. Burghall (Ed.). Professional Perspectives. Addlestone: Delta Publishing.</p> <p>Ur, P., & Wright, A. (1992). Five-minute Activities: A Resource Book for Language Teachers. Cambridge: Cambridge University Press.</p> <p>www.teachingenglish.org.uk/think/methodology</p>
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Designed study plan:		
Week	Lectures	Exercises
<i>First week:</i>	Teaching grammar Two main approaches in teaching grammar structures How to teach grammar in a meaningful and stimulating way	Fun ways to teach grammar to students using the activity book
<i>Second week:</i>	How should we use grammar instructions in the EL classrooms?	Four samples of grammar lesson plans focusing on specific single aim
<i>Third week:</i>	Teaching vocabulary – part I What is there to know? How to help students understand meaning?	Moving away from translation Creating lesson plans for teaching vocabulary using activities
<i>Fourth week:</i>	Teaching vocabulary – part II Memory and vocabulary recycling techniques Using dictionaries in EL classroom	Idiom, cliché, jargon, slang, motto, collocation and how to teach them using vocabulary memorizing techniques
<i>Fifth week:</i>	Teaching pronunciation- part I Getting learners to perceive Sounds and the phonemic chart	School practice
<i>Sixth week:</i>	Teaching pronunciation – part II	School practice

	Analyzing phonemic chart and the symbols English word stress pronunciation The “schwa” sound	
<i>Seventh week:</i>	English sentence stress Features of connected speech (fillers, repetitions, etc)	School practice
<i>Eighth week:</i>	Mid-term paper	School practice
<i>Ninth week:</i>	Teaching reading How do we read? What reading skills should students acquire? Reading strategies and how to use them in lessons	School practice
<i>Tenth week:</i>	Teaching listening Real-life listening in the classroom Why do pre-listening activities? How to match while-listening tasks?	School practice
<i>Eleventh week:</i>	Teaching listening – Part II Post-listening Making listening more authentic	Adapting listening strategies to lesson plans using activity books
<i>Twelfth week:</i>	Teaching writing How to be a good writing teacher? What/when/Why should students write?	Incorporating writing strategies into lesson plans Using dictation in lesson plans
<i>Thirteenth week:</i>	Teaching speaking – Part I What do learners say in a classroom? How not to have a speaking lesson	Using speaking activities from activity books
<i>Fourteenth week:</i>	Group discussion skills Types of discussion skills Useful sub-skills to teach Increasing student interaction	Focusing on specific discussion skills Planning a lesson plan for speaking skills
<i>Fifteenth week:</i>	Consolidation of units learned and exam practice	Consolidation of units learned and exam practice
Academic policies and rules of conduct:		

Students are required to attend classes, conduct properly during lectures and practice classes, and participate actively in them. Students also have to attend their teaching practice at schools as part of the course requirement.