

“ELT METHODOLOGY AND TEACHING PRACTICE I” SYLLABUS

Basic data of the subject			
Academic Unit:	FACULTY OF PHILOLOGY		
Course title:	ELT METHODOLOGY AND TEACHING PRACTICE I		
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:	WINTER TERM/PRIZREN		
Lecturer:	SERMIN TURTULLA		
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Course description:	<p>The methodology of English language teaching and practice I has been designed in order to provide students with basic 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 4 weeks, and students have to attend their practice twice a week when they don't have lectures.</p>		
Course objectives:	<p>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.</p>		
Learning outcomes:	<p>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.</p>		
Contribution on student load (must correspond with learning outcomes)			
Activity	Hours	Days/week	Total

Lecture	2	1/15	30
Practice	3	1/11	33
Homework	2	1/10	20
Study hours outside of class /library	3	2/15	45
Evaluation hours	2	1/2	4
Exam preparation hours	2	7/2	4
Teacher consultation hours	1	2/15	15
Teaching practice at schools	6	2/4	24
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 for Language Teachers. Cambridge: Cambridge University Press. Marsland, B. (1998). Lessons from Nothing: Activities for		

	<p>Language Teaching with Limited Time and Resources. In P. Ur (Ed.). Cambridge Handbooks for Language Teachers. Cambridge: Cambridge University Press.</p> <p>Rinvoluti, 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>	Teacher Presence in the Classroom Teacher Positioning in the classroom Continuing development	Identifying characteristics of good teachers and bad teachers Body language in the classroom
<i>Second week:</i>	Classroom Arrangements and Layout	Four basic types of classroom layout
<i>Third week:</i>	Classroom Interaction Asking Questions	Checking Answers Checking Understanding
<i>Fourth week:</i>	Learner Differences Theories about the brain and the way we learn	VAK elements in language classrooms
<i>Fifth week:</i>	Emotional Intelligence and ELT The language of EI in classrooms	School practice
<i>Sixth week:</i>	Introduction to Lesson Planning Why plan at all? What elements go into an EL lesson planning	School practice
<i>Seventh week:</i>	Project Work Advantages and Disadvantages Planning procedure	School practice
<i>Eighth week:</i>	Presenting New Language Presenting Techniques Examples of Presentation Procedures	School practice

<i>Ninth week:</i>	Creativity in the Language Classroom Making Activities Creative (ARD) - historical roots and beliefs, - key components, and - advantages/ disadvantages	Discussing teaching practice experiences
<i>Tenth week:</i>	Practising New Language Explanations and Instructions Characteristics of Effective Language Practice	Practice techniques Sequencing Practice Activities using activity books
<i>Eleventh week:</i>	Learner Motivation The importance of motivation Type of motivation	Teacher's responsibilities Rights and Obligations of students
<i>Twelfth week:</i>	Keeping teens interesting Practical Ideas A few instant motivating activities	Adapting activities to lesson plans Examples from teaching practice and incorporating activity books
<i>Thirteenth week:</i>	Teaching Aids in the classroom Basics of using the board	Using authentic materials Teaching without a coursebook
<i>Fourteenth week:</i>	Classroom management Maintaining discipline in the classroom Teaching mixed-ability classes	Teaching large classes Ideas for mixed-ability an large size classes
<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.		