Državni univerzitet u Novom Pazaru
Departman za filološke nauke
Studijski program: Engleski jezik i književnost
Godina studija: III (zimski semestar)

Predmet: Metodika nastave engleskog jezika 1

Test znanja i veština iz sledećih oblasti:

I: ELT
1. Working with people (traditional classroom, rapport and REA)
2. Teachers (appearance, adaptability, flexibility; roles, tasks, skills; types...)
3. Learners (EFL vs ESL; different learning contexts; learner differences...)
4. The subject matter of ELT (language system and skills; integrated skills approach; extra-language skills; approach, method, procedure, technique; nature vs nurture; types of classroom interaction; potential problems hindering learning)

II: Teaching approaches and methods
1. Theoretical perspectives on language learning (ELT theories; empiricist vs rationalist perspective; behaviourism: conditioning, verbal behaviour, critique; Universal grammar: LAD, substantive, formal universals, critique; Monitor Theory: five fundamental hypotheses, critique; Cognitive theory: mental processes, mental structure and organisation; general cognitive processes (transfer, simplification, generalisation, restructuring), proficiency and automatisation, Information processing model, automatic vs controlled processing, declarative vs procedural knowledge, rote vs meaningful learning, critique)
2. The Grammar-translation method (ultimate goal and main characteristics, learner and teacher roles, materials and teaching content, critique)
3. The Direct Method (The Reform Movement, main characteristics, proponents)
4. The oral approach and Situational language teaching (tenants of the Oral approach, theory of language, theory of learning, learner and teacher roles, techniques and teaching aids, typical procedure, critique)
5. The Audiolingual method (main characteristics, theory of language, methodological practices, theory of learning, learner and teacher roles, techniques and procedures, critique)
6. Alternative methods: Total physical response, the Silent way, Suggestopaedia, Community Language Learning (main characteristics, theory of language, theory of learning, learner and teacher roles, techniques and teaching aids, procedure, criticism)
7. PPP and its variations (procedure and techniques, typical procedure, criticism; alternatives to PPP: Byrne's alternative approach, OHE (Lewis) and III (McCarthy & Carter), ARC (Scrivener), ESA (Harmer); ESA lesson sequences (straight arrows, boomerang, patchwork)
8. Multiple intelligences (the 'g' factor/IQ tests, native intelligences (Gardner) and other intelligences, main characteristics of MIs, MIs in education and elsewhere, theory of language, theory of language learning, objective and syllabus, techniques, learner and teacher roles, application in real classrooms)
9. Communicative language teaching (background, theory of language, Halliday's basic language functions, communicative competence and types, theory of learning, objectives, learner and teacher roles, syllabus and techniques, procedure and the role of instructional materials, communicative activities (functional, social; pre-communicative, communicative) vs non-communicative, criticism)
10. The Lexical Approach (main characteristics, corpuses, lexical units, objectives, syllabus, learner and teacher roles, procedure, drawbacks)

11. Cooperative learning (cooperative vs collaborative learning, cooperative learning vs traditional classes, theory of language, theory of learning, objectives, syllabus, materials, types of learning and techniques, learner and teacher roles, application and drawbacks)

12. Task-based language teaching (background, theory of language, theory of learning, objectives, syllabus, techniques, learner and teacher roles, role of instructional materials, procedure, criticism)

13. Content-based language instruction (background and underlying principles, theory of language, theory of learning, objectives, syllabus, the role of materials, learner and teacher roles, CBI models: theme-based language instruction, skill-based approach, procedure, advantages and disadvantages)

III: Inside the classroom

1. Managing the classroom (what?, factors, decisions, actions; teacher in the classroom; voice projection; TTT/STT/TTQ, classroom equipment, seating arrangements: movable seating and creativity with fixed seating; different teacher roles in pair and/or group work; elicitation; use of L1 and L2 in the classroom; giving instructions, gestures; error correction: types of errors, whether, when, who, how?, techniques: gentle, chain, finger correction etc)

2. Teaching the language system (teaching grammar: prescriptive vs descriptive grammar, approaches to teaching grammar: inductive and deductive; the integrated approach; grammar learning theoretical model, ways of teaching grammar, clarification, explaining, guided discovery, elicitation, situational presentation, miming an action; techniques and procedures; restricted output: drills, exercises and dialogues, grammar games; in-class activities; teaching lexis: vocabulary vs lexis, productive vs receptive lexis, pre-teaching lexis and common tasks, in-teaching lexis, post-teaching lexis, presentation/introduction of lexis, lexical practice activities and games, remembering and storing lexical items; monolingual dictionaries)

3. Teaching receptive skills (teaching reading: intensive vs extensive, levels, skills: skimming, scanning, reading for detailed comprehension, reading principles, reading activities; the 'reading cycle', top-down reading, graded readers; listening: intensive vs extensive, resources, levels, skills: listening for the gist, listening for specific information, listening principles, listening activities and tasks, task-to-feedback circle; characteristics of well-organised listening tasks, listening stages and strategies, top-down, bottom-up listening)

4. Teaching productive skills (speaking: speaking vs controlled-practice activities, speaking-as-skill, fluency and confidence, "talking classrooms", speaking activities, correcting mistakes, scaffolding, useful techniques, speaking/communicative activities; writing: writing-for-learning, writing-for-writing, pre-writing activities, helping writing, successful writing, purpose of writing, writing activities, correcting writing, correction codes, giving feedback to writing)

IV: In-class micro-teaching
1. Five-minute activities by choice.
V: Activity sheets
1. Writing an activity sheet
1.1. The key 'ingredients' (name, type, interaction, material, aims, procedure etc)
1.2. Application

Osnovna literatura:

Harmer, J. (2007). How to teach English? 2nd edition. Harlow: Pearson Education Ltd.
Richards, J. C, Rodgers, T. S. (2015). Approaches & methods in language teaching. 3rd edition. Cambridge: Cambridge University Press.
Scrivener, J. (2011). Learning teaching. 3rd edition. Oxford: Macmillan Education.
Ur, P. & Wright, A. (1992). *Five-minute activities*. Cambridge: Cambridge University Press.