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|  | UNIVERSITY OF ZADAR  **SYLLABUS**  **2018/2019** | | | | | |
| **Study Programme** | GRADUATE ENGLISH STUDIES PROGRAM: TEACHER EDUCATION | | | | | |
| **Course** | **ENGLISH LANGUAGE TEACHING METHODOLOGY** | | | | | |
| **Status of the Course** | Compulsory | | | | | |
| **Year** | 2018/19 | | **Semester** | | II. (Graduate level) | |
| **ECTS Credits** | 4 | | | | | |
| **Course instructor** | Anna Martinović, Phd., Assistant Professor | | | | | |
| **E-mail** | amartino@unizd.hr | | | | | |
| **Consultation hours** | Tuesdays 10–11:00h and by appointment | | | | | |
| **Associate / Assistant** | Dino Dumančić, prof. | | | | | |
| **E-mail** | ddumancic@unizd.hr | | | | | |
| **Consultation hours** | Wednesdays, 15:00-16:00h and by appointment | | | | | |
| **Location** | Obala Kralja Petra Krešimira IV/2 (Lecture – Rm. 131, Seminar – Rm. 143) | | | | | |
| **Mode of Teaching** | Lectures and seminars | | | | | |
| **Teaching Workload**  **Lectures + Seminars + Exercises** | (30+30+0) | | | | | |
| **Assessment Criteria** | During the semester students are required to write a mid-term test, and to present a seminar paper. At the end of the semester students are required to write a final written exam. Students are expected to actively participate in class. All grades will be given as percentages. | | | | | |
| **First day of classes** | 26.2.2019. | | **Last day of classes** | | 5.6.2019. | |
| **Mid-term test** | **Mid-Term** |  | |  | |  |
| 16.4. |  | |  | |  |
| **Final Exams** | **1st exam period** | **2nd exam period** | | **3rd exam period** | | **4th exam period** |
| 10.06. | 24.06. | | 6.9. | | 2.9. |
| **Course objectives** | The major goal of the course is to provide students with insight into the underlying processes of language teaching, including an understanding of basic assumptions, as well as the particularities of contemporary approaches to English language teaching. | | | | | |
| **Learning Outcomes** | At the end of the course students will:  - have insight into the underlying goals and tasks of English language teaching and will understand the basic assumptions and particularities of contemporary approaches to English language teaching  - understand the various roles that teachers have in the classroom, as well as a better understanding of learner differences  - understand how to plan and prepare a lesson  - understand how to teach basic language skills, including reading, writing, listening and speaking  - understand the functions and types of assessment, and how to administer tests  - will be able to recognize the characteristics of various teaching materials and syllabi, as well as relevant criteria of their choice with regard to a) individual learner differences and b) general curriculum objectives  - will be able to identify elements of successful classroom interaction, as well as some of the problems that teachers must deal with, including classroom discipline  - become familiar with aspects involved in teacher development  - be able to write a review paper on a theme from English language teaching  - develop critical thinking skills with regard to English language teaching | | | | | |
| **Enrolment Requirements** | Enrolment in the 2nd semester of Graduate studies in the Teacher Education Programme | | | | | |
| **Course Content** | The course will cover key concepts in English language teaching methodology. This includes the goals and tasks of language teaching, the characteristics and roles of teachers, the role of affective and cognitive factors in the learning process, as well as the methods used for developing basic language skills and teaching different language areas. Emphasis will also be placed on the student-centered approach and learner autonomy, and the selection of teaching materials and factors that define them. Students will be introduced to the basic principles of evaluation and testing of language knowledge, as well as to different types of tests. In addition, elements of effective classroom interaction along with the use of new technologies in foreign language learning and teaching will be discussed.  Topics closely related to the course content will be discussed during the seminars. | | | | | |
| **Required Reading** | Ur, P. (2012). *A course in English language teaching*. Cambridge: Cambridge University Press. | | | | | |
| **Additional Reading** | Brown, H.D., & Lee (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed). White Plains, NY: Longman  Harmer, J. (2015). *The practice of English language teaching* (5th ed.). London: Pearson Education Ltd.  McDonough, J., McDonough, S. (1997). *Research Methods for English Language Teachers*. London: Arnold.  Mihaljević Djigunović, J. (1998). *Uloga afektivnih faktora u učenju stranoga jezika*. Zagreb: Filozofski fakultet.  Nunan, D. (1999). [Second Language Teaching and Learning](http://e-catalog.thomsonlearning.com/125/). Boston: Heinle & Heinle.  Nunan, D. (2004). *Task-based language teaching (Cambridge Language Teaching Library)*. Cambridge: CUP.  Richards, J. C., Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: CUP  Scrivener, J. (2011). *Learning Teaching: The Essential Guide to English Language Teaching* (3rd ed.). MacMillan.  Vrhovac, Y. (2000). *Govorna komunikacija i interakcija na satu stranoga jezika*. Zagreb: Naklada Ljevak.  Journals: *English Language Teaching Journal, Language Learning, Strani jezici.*  Students will be given extra material during the lectures and seminars. | | | | | |
| **Internet Sources** | <http://moodle.srce.hr> (additional material) | | | | | |
| **Course Evaluation Procedures** | Self-evaluation, internal and external evaluation | | | | | |
| **Conditions for Obtaining Signatures** | Students are required to regularly attend classes (lectures and seminars), and are permitted a maximum of 3 absences. If the student fails to complete one or more of the semester assignments on time, including term exams and the seminar presentation, or if there are more than 3 absences, he/she will not be eligible to obtain a signature, and thus will not be entitled to write the final written exam. | | | | | |
| **Assessment** | Term exam (T) + Seminar (S) + Final written exam (FW)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Assessment | T1 | S | FW | Total result | | % | 25 | 20 | 55 | 100 |   Seminar:   |  |  |  |  | | --- | --- | --- | --- | |  | Seminar presentation | Participation | Total result | | % | 15 | 5 | 20 | | | | | | |
| **Calculation of Final Grade and Grading scale** | Final grade   |  |  |  | | --- | --- | --- | | Exams and assignments during the semester | Written exam | Final grade | | 45% | 55% | 100% |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Grades | **1**  (F) | **2**  (D) | **3**  (C) | **4**  (B) | **5**  (A) | | % | 0 - 59 | 60 - 69 | 70 - 79 | 80 - 89 | 90 - 100 | | | | | | |
| **Please note** | Lectures and seminars will be carried out in English. The course demands a high level of student activity. Students will be required to: a) read previously assigned readings with an understanding of basic questions, b) prepare seminar presentations based on the required and additional readings, and be prepared to discuss selected topics, c) actively participate during lectures and seminars.  The results of the semester exams and assignments will be posted in the exam booklet on moodle.srce.hr | | | | | |

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| **Topics -Lectures** | | | |
| **No.** | **Date** | **Naslov** | **Literatura** |
| 1. | 26.2. | Introduction to the course.  English language learning: Past and Present | Ur, P. (2012). Chapter 1. |
| 2. | 5.3. | Functions of the teacher in the classroom  Lesson preparation | Ur, P. (2012). Chapter 2. |
| 3. | 12.3. | Teaching the text  The language-learning task | Ur, P. (2012). Chapters 3 & 4. |
| 4. | 19.3. | Teaching vocabulary  Teaching grammar | Ur, P. (2012). Chapters 5 & 6. |
| 5. | 26.3. | Error correction | Ur. P. (2012). Chapter 7 |
| 6. | 2.4. | Teaching listening  Teaching speaking | Ur, P. (2012). Chapters 8 & 9. |
| 7. | 9.4. | Teaching reading  Teaching writing | Ur, P. (2012). Chapters 10 & 11. |
| 8. | 16.4. | Test 1. |  |
| 9. | 23.4 | Assessment and testing | Ur, P. (2012). Chapter 12. |
| 10. | 30.4. | The Syllabus  The Croatian National Curriculum for the English language | Ur, P. (2012). Chapter 13.  Handouts |
| 11. | 7.5. | Materials  Teaching content | Ur, P. (2012). Chapters 14 & 15. |
| 12. | 14.5. | Classroom interaction  Classroom discipline | Ur, P. (2012). Chapters 16 & 17. |
| 13. | 28.5. | Learner differences (1)  Learner differences (2) | Ur, P. (2012). Chapters 18 & 19. |
| 14. | 28.5. | Teacher Development | Ur, P. (2012). Chapter 20. |
| 15. | 4.6. | Review |  |

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| **Topics - Seminars** | | | |
| **No.** | **Date** | **Title** | **Literature** |
| 1. | 27.2. | Introduction to the course – assigning seminar topics, oral presentation dates, forming seminar groups | Ur, P. (2012). Chapter 1. |
| 2. | 6.3. | Functions of the teacher – teacher roles and characteristics  Lesson preparation – aims and elements of a lesson, analyzing lesson plans used in school, forming lesson aims and outcomes | Ur, P. (2012). Chapter 2.  Nimac, E. (2014) – Planiranje nastavnih ciljeva |
| 3. | 13.3. | Teaching the text – discussing and analyzing different kinds of texts (in terms of genre, style, structure)  Language learning task -evaluating a variety of tasks according to the pre-determined criteria; pedagogical and real-world tasks | Ur, P. (2012). Chapters 3 & 4.  Various EFL textbooks |
| 4. | 20.3. | Teaching grammar – approaches to teaching grammar; types of tasks used to assess grammar knowledge; creating tasks based on pre-determined guidelines  Teaching vocabulary – techniques for introducing vocabulary; analyzing textbook examples of vocabulary exercises | Ur, P. (2012). Chapters 5 & 6.  Harmer, J. (2012)  Scrivener, J. (2011) |
| 5. | 27.3. | Error correction – distinguishing errors and mistakes; various forms of correction used in oral/written discourse; examining different types of feedback in context | Ur. P. (2012). Chapter 7  Harmer, J. (2012)  Scrivener, J. (2011) |
| 6. | 3.4. | Teaching listening – types of listening; discussing listening stages; analyzing genuine listening tasks (from various textbooks)  Teaching speaking – types and functions of speaking; accuracy and fluency; examining aims of different speaking activities; comparing speaking activities used at different levels | Ur, P. (2012). Chapters 8 & 9.  Harmer, J. (2012)  Scrivener, J. (2011)  Various EFL textbooks |
| 7. | 10.4. | Teaching reading – examining reading process and reading skills; discussing types of reading; introducing reading stages and connecting them to the real-world tasks; creating reading tasks based on textbook templates  Teaching writing – types of writing; discussing lower/higher-level writing skills; examining writing process; comparing real-world writing tasks; devising different writing tasks based on the guidelines given | Ur, P. (2012). Chapters 10 & 11.  Harmer, J. (2012)  Scrivener, J. (2011)  Various EFL textbooks |
| 8. | 17.4. | Oral presentations |  |
| 9. | 24.4. | Assessment and testing – discussing aims and types of assessment; discussing characteristics of a good test; examining various test items; providing examples of school assessment in Croatian schools | Ur, P. (2012). Chapter 12.  Harmer, J. (2012)  Scrivener, J. (2011)  Various EFL textbooks – test templates |
| 10. | 31.4. | The Syllabus  The Croatian National Curriculum for the English language – examining key elements of a syllabus/curriculum; examining various syllabuses used in Croatian schools (izvedbeni/operativni plan) | Ur, P. (2012). Chapter 13.  Handouts  Various EFL textbooks – related syllabuses |
| 11. | 8.5. | Materials  Teaching content – discussing various materials and teaching content with the students; devising ways of teaching without materials | Ur, P. (2012). Chapters 14 & 15.  Harmer, J. (2012)  Scrivener, J. (2011)  Various EFL textbooks |
| 12. | 15.5. | Classroom interaction – illustrating the aims and forms of interaction in the classroom; analyzing examples of effective questioning; analyzing various interaction patterns in context  Classroom discipline – examining the students’ views on discipline; solving and discussing real-world examples related to classroom discipline | Ur, P. (2012). Chapters 16 & 17.  Harmer, J. (2012)  Scrivener, J. (2011) |
| 13. | 29.5. | Learner differences – discussing teaching heterogenous (mixed) classes; adapting tasks for heterogenous groups; examining tasks from textbooks specially designed for mixed-ability learners | Ur, P. (2012). Chapters 18 & 19.  Harmer, J. (2012)  Scrivener, J. (2011)  English Plus – 2nd edition (OUP) |
| 14. | 29.5. | Teacher development – introducing and discussing different forms of teacher development; examining various forms of teacher development in Croatia and abroad; working on tasks to develop a reflective approach to teaching | Ur, P. (2012). Chapter 20.  Harmer, J. (2012)  Scrivener, J. (2011) |
| 15. | 5.6. | Review |  |