

UNIVERSITY OF KRAGUJEVAC	
Faculty of Philology and Arts, Kragujevac	
COURSE SYLLABUS	
Study Programme	English Language and Literature
Course Title	Individual and Group Differences in English Language Teaching
Course Structure (Lectures/Practical Classes)	2 / 1
Year of Study	5 th
Semester	9 th
Number of ECTS Credit	4
Instructor	Anica Radosavljević Krsmanović, PhD, Assistant Professor
Course Status	Elective
Course Code	66931
Course Objectives	The aim of the course is to familiarize students with theoretical knowledge of various individual and social factors that influence the process and outcomes of foreign language learning. The course also aims to develop students' ability to identify, evaluate and plan appropriate teaching techniques and methods in relation to different individual and social factors, with the overall goal of improving the quality and effectiveness of the teaching process.
Course Content	Defining individual differences in the context of foreign language learning and teaching: age, language aptitude, personality traits, motivation, learning styles and cognitive styles (extraversion/introversion, field dependence/independence, risk-taking), learning and self-regulation strategies, creativity, anxiety, willingness to communicate, etc.; defining social factors that influence foreign language learning (social context, cultural context, ethnic background, socio-economic status, etc.); methods and techniques aimed at enhancing the teaching process in accordance with different individual and social factors.
Assessment and Grading	Class participation: 10 points Midterm test: 20 points Practical teaching activities: 30 points Written exam: 40 points
Course literature	<ol style="list-style-type: none"> 1. Brown, D. H. (2001). <i>Teaching by Principles</i>. London: Longman. 2. Celce-Murcia, M. (Ed.). (2001). <i>Teaching English as a Second or Foreign Language</i>. Boston: Heinle & Heinle.

	<ol style="list-style-type: none"><li data-bbox="824 191 1421 289">3. Dörnyei, Z., & Ryan, S. (2015). <i>The Psychology of the Language Learner Revisited</i>. New York: Routledge.<li data-bbox="824 296 1421 394">4. Waters, H. S., & Schneider, W. (Eds.). (2010). <i>Metacognition, Strategy Use, and Instruction</i>. New York & London: The Guilford Press.
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