

UNIVERSITY OF KRAGUJEVAC	
Faculty of Philology and Arts, Kragujevac	
S Y L L A B U S	
Programme	56: English Language and Literature
Course Name and Code	Learning English as a Foreign Language through Competences and Skills
Course Structure (lectures, seminars)	2+2
Year of Study	3rd
Semester	VI
ECTS Credits and Course Status (mandatory or elective)	6 ECTS, mandatory
Instructor(s)	Dr Branka Milenkovic, Assistant Professor
Course Requirements	N/A
Course Aims	The goal of the course is to teach students the theoretical basis of teaching and learning English as a foreign language through competences and language skills, from the perspective of a communicative language teaching approach.
Course Overview	The course will focus on: factors affecting the process of learning a foreign language (aptitude, talent, personality, learning styles and strategies, age); multiple intelligences and left/right brain dominance. Age will be treated as a significant factor in learning English as a foreign language in relation to different language skills (listening, speaking, reading and writing). During the course students will analyze different aspects of communicative competence: grammar, discourse, sociolinguistic and strategic, highlighting the element of metastrategy awareness. Finally, in the course we will establish a closure with reflection on 21st century education and the role of information technology in it.
Grading System (including segment percentage)	Attendance – 10% Portfolio – 50% Final exam – 40%
Textbooks and Mandatory Reading	<ol style="list-style-type: none"> 1. Lightbown, P. M. & Spada, N.: <i>How Languages are Learned</i>, 1990, London, Longman 2. Celce-Murcia, M. (ed.): <i>Teaching English as a Second or Foreign Language</i>, 2001, Boston: Heinle & Heinle 3. Ellis, R.: <i>The Study of Second Language Acquisition</i>, 1994, Oxford: Oxford University Press 4. Ellis, R.: <i>SLA Research and Language Teaching</i>, 2001, Oxford: Oxford University Press

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| | <ol style="list-style-type: none">5. Nunan, D.: <i>Language Teaching Methodology</i>, 1995, New York: Phoenix ELT6. Oxford, R. L.: <i>Language Learning Strategies: What every teacher should know</i>, 1990, Boston: Heinle & Heinle <p>Waters H. S. & Schneider W., eds.: <i>Metacognition Strategy Use, and Instruction</i>, 2010, New York, London: The Guilford Press.</p> |
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