


Course: English Language Teaching and Learning	
Type and level of studies: MAS	
Study program: Class Teacher Education	
Teacher(s): Jelena Josijević Mitić	
Language of instruction: English	
ECTS: 5	
Prerequisites: /	
Semester: Summer semester	

Course unit objective
 Introducing student teachers into background of language learning and teaching: basic principles, theories and techniques of learning and teaching English as a foreign language; EFL teaching methods and approaches in historical perspective; factors influencing language learning and teaching; language skills; lesson planning. Students will acquire theoretical knowledge necessary for preparing lessons and teaching English as a foreign language.

Learning outcomes
 Student teacher will be able to - Demonstrate understanding of the process of learning a foreign language - Demonstrate understanding of English as a system (parts of speech, grammar structures, word formation, phonological system, language functions) - Demonstrate understanding of the specifics of teaching a foreign language to learners of various ages - Demonstrate understanding of the theories and methods of teaching English, and choose an appropriate approach depending on the teaching context - Demonstrate understanding of techniques and activities for the development of language skills and knowledge - Demonstrate planning of language lessons and evaluation of learner's development, taking into account all factors and specifics of a teaching context, - Demonstrate understanding of the process of classroom management

- Course unit contents**
1. Introduction to TEYL
 2. Language teaching approaches before the 70s
 3. Designer methods of the 70s
 4. Language teaching approaches: contemporary trends
 5. Learner variables
 6. Teaching English to young learners
 7. Skills-based and form-based instruction
 8. Principles-based instruction
 9. Techniques-based instruction
 10. Strategies-based instruction
 11. Lesson planning
 12. Language assessment

Literature

1. Brewster, J., Ellis, G. & Girard, D. (2004). *The primary English teacher's guide*. London: Penguin.
2. Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
3. Curtain, H. & Dahlberg, C. A. (2004). *Languages and Children: Making the Match*. Boston: Pearson.
4. Moon, J. (2000). *Children Learning English*. Oxford: MacMillan Heinemann.
5. Scott, W. & Ytreberg, L. H. (1990). *Teaching English to Children*. London: Longman.
6. Slatterly, M. & Willis, J. (2001). *English for Primary Teachers*. Oxford: Oxford University Press.

Number of active teaching hours:			Other classes
Lectures: 30	Seminar: 15	Independent work:	
Teaching methods: Interactive classes (individual and in small groups), discussions, workshops, problem-solving activities, and the implementation of research activities, presentations, and mentoring.			

Examination methods (maximum 100 points)			
Exam prerequisites	No. of points:	Final exam	No. of points:

Student's activity during lectures	10		
Practical classes/tests	20	Written examination	50
Seminars/homework			
Project	20		
Other			

Grading system		
Grade	Number of points	Description
10	91 – 100	Excellent
9	81 – 90	Exceptionally good
8	71 – 80	Very good
7	61 – 70	Good
6	51 – 60	Passing
5	≤50	Failing