

BA PROGRAMME  
**ENGLISH LANGUAGE AND LITERATURE**  
 2<sup>ND</sup> YEAR OF STUDY, 2<sup>ND</sup> SEMESTER

COURSE TITLE	<b>Methodology of Teaching English</b>
COURSE CODE	-
COURSE TYPE	Full attendance
COURSE LEVEL	1 <sup>st</sup> cycle (BA degree)
YEAR OF STUDY, SEMESTER	2 <sup>nd</sup> year of study, 2 <sup>nd</sup> semester
NUMBER OF ECTS CREDITS	5
NUMBER OF HOURS PER WEEK	4 (2 lecture hours + 2 seminar hours)
NAME OF LECTURE HOLDER	Assoc.Prof. Dr. Oana Macari
NAME OF SEMINAR HOLDER	Assoc.Prof. Dr. Oana Macari
PREREQUISITES	=/< B2 level of English;
<b>A</b>	<b>GENERAL AND COURSE-SPECIFIC COMPETENCES</b>
	<p><b>General competences:</b></p> <ul style="list-style-type: none"> <li>→ identification and use of effective learning methods and techniques;</li> <li>→ efficient and responsible management of academic tasks</li> </ul> <p><b>Course-specific competences:</b></p> <ul style="list-style-type: none"> <li>→ use of knowledge acquired to design education and training activities (lesson planning, stage setting, models, methods, techniques and alternative scenarios, etc.)</li> <li>→ use of acquired knowledge to adapt and apply the principles and models of designing the activities and teaching materials according to the target group;</li> <li>→ use of acquired knowledge for the development of good professional practices regarding participation in school life, assessment of students, etc.;</li> <li>→ use of acquired knowledge to develop critical reflection skills, to assess the quality, merits and limitations of programs, projects, concepts, methods and theories in teaching English as a foreign language.</li> </ul>
<b>B</b>	<b>LEARNING OUTCOMES</b>
	<p>Upon successful completion of this discipline, students will be able to:</p> <ul style="list-style-type: none"> <li>- operate with the notions and methods specific to teaching English as a foreign language</li> <li>- design didactic activities, based on the methodological suggestions offered by the school programs.</li> <li>- identify and apply methods, techniques and strategies (heuristic conversation, problematization, discovery learning, case study, role play, creativity stimulation techniques, individual work, group work, etc.) in teaching projects and worksheets of observation of the hours in the module of pedagogical practice;</li> <li>- describe and prevent the main types of communication errors in English</li> </ul>
<b>C</b>	<b>LECTURE CONTENT</b>
	<p>The teaching profession in Europe: practices, perceptions, and policies. Initial teacher education and transition to the teaching profession. Acquisition and learning. First, second and foreign languages. EFL teaching. Main methods and approaches. The learner, the teacher's toolkit and the school. The teaching process. Classroom management. Lesson planning. The productive and receptive skills of language learning. The basic skills. Listening and speaking. Types of activities. The basic skills. Reading and writing. Types of activities. Teaching pronunciation. Types of activities. Teaching vocabulary. Types of activities. Teaching grammar. Types of activities. Teaching literature. Types of activities. Mistake and error. Error analysis. Error correction. Contrastive analysis. Testing and evaluation.</p>
<b>D</b>	<b>RECOMMENDED READING FOR LECTURES</b>
	<p>European Commission/EACEA/Eurydice, 2015. <i>The Teaching Profession in Europe: Practices, Perceptions, and Policies</i>. Eurydice Report. Luxembourg: Publications Office of the European Union.</p> <p>Grimm Nancy, Michael Meyer &amp; Laurenz Volkmann, 2015. <i>Teaching English</i>, Narr Dr. Gunter.</p> <p>Harmer, J. 2001. <i>The Practice of English Language Teaching</i>, Longman.</p> <p>Larsen-Freeman, D., &amp; Anderson, M. (2011). <i>Techniques and Principles in Language Teaching</i> (3rd edition). Oxford University Press.</p> <p>Petty, G., 2014, <i>Teaching Today A Practical Guide</i> (Fourth Edition), OUP, USA</p> <p>Scrivener, J. 1994. <i>Learning Teaching</i>, Heinemann.</p>

	Ur, Penny .1996. <i>A Course in Language Teaching. Practice and Theory</i> , CUP	
E	SEMINAR CONTENT	
	The teaching profession in Europe: practices, perceptions, and policies. Initial teacher education and transition to the teaching profession. Acquisition and learning. First, second and foreign languages. EFL teaching. Main methods and approaches. The learner, the teacher's toolkit and the school. The teaching process. Classroom management. Lesson planning. The productive and receptive skills of language learning. The basic skills. Listening and speaking. Types of activities. The basic skills. Reading and writing. Types of activities. Teaching pronunciation. Types of activities. Teaching vocabulary. Types of activities. Teaching grammar. Types of activities. Teaching literature. Types of activities. Mistake and error. Error analysis. Error correction. Contrastive analysis. Testing and evaluation..	
F	RECOMMENDED READING FOR SEMINARS	
	Close, R. A. & Michael Lewis (ed.) 1992. <i>A Teacher's Grammar</i> . Thomson Heinle, Language teaching publication series. Grimm Nancy, Michael Meyer & Laurenz Volkmann, 2015. <i>Teaching English</i> , Narr Dr. Gunter. Harmer, J. 2001. <i>The Practice of English Language Teaching</i> , Longman Scrivener, J. 2011. <i>Learning Teaching</i> , Macmillan.	
G	EDUCATION STYLE	
	LEARNING AND TEACHING METHODS	Flipped class, discussions, presentations, explanations provided by the instructor
	ASSESSMENT METHODS	assessment of student's portfolio; end-of-term written test.
	LANGUAGE OF INSTRUCTION	English