

General Information			
Course name	Foreign Language Teaching Methods for the 21st Century	ECTS Credits	3
		Semester	summer
Aims			
<p>This course focuses on the issue of teaching grammar in the field of English as a foreign language. The main focus of the course is the demonstration and teaching of modern methods for teaching English grammar and the use of the English language using various techniques. Students will learn techniques for improving English grammar and the grammatical accuracy of their students' writing and speaking. Students will also learn assessment techniques and develop their ability to recognize and correct possible grammatical inaccuracies in the writing and speaking of their students. By completing the course, students will be able to implement the acquired knowledge in everyday pedagogical work, design techniques for the development of grammar and use modern technologies (computers and smart boards) for teaching English grammar.</p>			
Contents			
<ol style="list-style-type: none"> 1. Introduction into teaching English grammar for teachers of EFL 2. Grammar, grammars, and the traditional teaching of grammar 3. What works in teaching grammar 4. The role of adjectival modifiers 5. Connecting sentences and modifying adjectival 6. Editing and teaching editing skills 7. From rhetoric to grammar, the art of persuasion 8. Meaning of cohesive and transitional devices 9. What should we teach and when 10. How to respond students errors 			
Evaluation			
<p>Student evaluation is based on three criteria: TWO CREDIT TESTS 70%; CONTINUOUS PREPARATION 10%, and ATTENDANCE AND ACTIVE PARTICIPATION 20%. To receive credits for this course, students must pass the two credit tests; continuously and timely submit their reports and attend each class according to the schedule. Attendance is followed during the online sessions too. TESTS constitute 70% of the final mark: Ordinarily, student coursework is evaluated by letter grades, which are assigned a value based on a 100-point scale gained from two credit tests plus points for continuous preparation and active participation. The final mark is assigned according to the following scale: A 100-93 B 92-86 C 85-78 D 77-72 E 71-65 FX 64-0</p>			
Bibliography			
<p>Obligatory literature: Weaver, C. (2008) GRAMMAR TO ENRICH & ENHANCE WRITING, Heinemann, Portsmouth, ISBN-10: 0-325-00758-6 Recommended literature: Fenner, A-B. and Skulstad, AS. (2018) Teaching English in the 21st Century: Central Issues in English Didactics. Fagbokforlaget. Kitade, K. (2015). Second language teacher development through CALL practice: The emergence of teachers' agency. CALICO Journal, 32(3), 396–425. McKeeman, L., & Oviedo, B. (2015). 21st century world language classrooms: Technology to support cultural competence. Learn Language, Explore Cultures, Transform Lives. Retrieved from: http://www.csctfl.org/documents/2015Report/Chapter%206.pdf Koike, D. and Lacorte, M. (2014) Toward intercultural competence: from questions to perspectives and practices of the target culture. Journal of Spanish Language Teaching 1:1, 15-30. Brandl, K.</p>			

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Language Teaching Happen (second edition). McGraw Hill.
Met, M. (online). Content-based Second Language Instruction: What is it?
<http://carla.umn.edu/cobaltt/CBI.html> Omaggio-Hadley, A. (2001) Teaching Language in
Context (third edition). Heinle & Heinle. Spinelli, E. y Siskin, H.J. (1992) Selecting, Presenting
and Practicing Vocabulary in a Culturally Authentic Context. Foreign Language Annals 25 (4),
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