


Course: Methodology of Teaching English to Young Learners	
Type and level of studies: UAS	
Study program: Class Teacher Education	
Teacher(s): Ivana Ćirković-Miladinović	
Language of instruction: English	
ECTS: 5	
Prerequisites: /	
Semester: Winter semester	

Course unit objective

Introducing student teachers into theory and practice of teaching English to young learners (YL): characteristics of YL, approaches to teaching language skills to YL, the importance of creating meaningful context and comprehensible input as means of encouraging communication and interaction; traditional and modern approaches in TEYL, communicative approach and classroom language; creative lesson planning, integrating language teaching with other school subjects, evaluating learning and teaching; techniques of using technology in TEYL; adapting the curriculum to learners' individual (and special) needs.

Learning outcomes

Student teacher will be able to

- Demonstrate understanding of the theoretical basis of a variety of approaches to TEYL, and apply adequate approaches, principles, methods and techniques in teaching;
- Select, create, and adapt printed, audio, and visual teaching materials, and use modern technology;
- Describe learner profile and create a lesson plan appropriate to the context;
- Demonstrate appropriate activities for the development of all four language skills (listening, speaking, reading, and writing), and for teaching grammar, vocabulary, pronunciation, and communication, respecting learners' individual (and special) needs, learning styles, and intelligences, and minimal use of mother tongue;
- Plan continuing professional development.

Course unit contents

Theoretical classes: Methodology of teaching English to young learners (TEYL) as an academic and scientific discipline. Basic TEYL theories and their application depend on the teaching context and learner profile. Contextualization of TEYL, thematic and content, and language integrated learning, teaching vocabulary and grammar. Planning thematic units and individual lessons. Evaluation and assessment, formal and informal assessment, integrated assessment. Development of listening and speaking (*Total Physical Response* activities, songs, rhymes and chants, games) and communication skills and strategies (*role-play* and drama activities).

Development of reading and writing by combining *bottom-up* and *top-down* strategies, differences between the orthographic and phonological systems of English and Serbian, types and techniques of reading. Using stories and authentic picture books, the integration of language skills. Classroom management, cooperative learning, and using the mother tongue in teaching. Planning professional development.

Practical classes:

Practice tasks in each of the above topics: discussions, pair and group work, workshops, demonstrations, presentations, lesson observation, and reflection.

References

1. Shin, J. K. & Crandall, J. (2014). *Teaching Young Learners English*. USA: Heinle ELT.
2. Curtain, H. & Dahlberg, C. A. (2010). *Languages and Children: Making the Match*. Boston: Pearson.
3. Brewster, J., Ellis, G., Girard, D. (2004). *The primary English teacher's guide*. London: Penguin.
4. Cameron, L. (2002). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
5. Moon, J. (2005). *Children learning English*. Oxford: Macmillan Education.
6. Savić, V. (2009). Creating an Inclusive ELT Environment Through Humanistic Teaching. In Popovic, R. (Ed.), *Responding to Diversity in Teaching Young Learners*. Jagodina: Faculty of Education.
7. Savić, Vera (2012). Engaging Young Learners Through Theme-Based Instruction. *Magazine for English Language Teachers (MELT)*, 15, 2012, pp. 9-13
8. Savić, Vera, Shin, Joan Kang (2013). Contextualising Language Learning through Stories in Serbia. *Иновације у настави*, 26, 2013/1, Vujovic, A. et al (Eds.) pp.62-83.
9. Savić, Vera (2014). Developing Language Skills in Teaching English to Young Learners: Listening and Speaking. *Magazine for English Language Teachers (MELT)*, 17, 2014, pp. 30-33.

10. Additional materials from a variety of reference books.

Number of active teaching hours:			Other classes
Lectures: 30	Seminar: 15		Independent work:
Teaching methods:			
Examination methods (maximum 100 points)			
Exam prerequisites	No. of points:	Final exam	No. of points:
Student's activity during lectures	20	oral examination	20
practical classes/tests		written examination	
Seminars/homework	10	tests	
Project		Portfolio	50
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