

<b>Study program:</b> Class Teacher Education				
<b>Type and level of studies:</b> Bachelor studies, first cycle degree program				
<b>Course unit:</b> Methodology of Teaching English to Young Learners				
<b>Teacher in charge:</b> Ivana Ćirković-Miladinović, PhD, Associate Professor				
<b>Language of instruction:</b> English				
<b>ECTS:</b> 5 ECTS, elective				
<b>Prerequisites:</b> Student's completion of the course Introduction into TEFL				
<b>Semester:</b> Winter semester (VII)				
<b>Course unit objective:</b> 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.				
<b>Learning outcomes of Course unit:</b> Student teacher will be able to <ul style="list-style-type: none"> <li>- Demonstrate understanding of theoretical basis of a variety of approaches to TEYL, and apply adequate approaches, principles, methods and techniques in teaching;</li> <li>- Select, create and adapt printed, audio and visual teaching materials, and use modern technology;</li> <li>- Describe learner profile and create lesson plan appropriate to the context;</li> <li>- 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;</li> <li>- Plan continuing professional development.</li> </ul>				
<b>Course unit contents:</b> <i>Theoretical classes:</i> Methodology of teaching English to young learners (TEYL) as an academic and scientific discipline. Basic TEYL theories and their application depending on 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 ( <i>Total Physical Response</i> activities, songs, rhymes and chants, games) and communication skills and strategies ( <i>role-play</i> and drama activities). Development of reading and writing by combining <i>bottom-up</i> and <i>top-down</i> strategies, differences between orthographic and phonological systems of English and Serbian, types and techniques of reading. Using stories and authentic picture books, integration of language skills. Classroom management, cooperative learning, and using mother tongue in teaching. Planning professional development. <i>Practical classes:</i> Practice tasks in each of the above topics: discussions, pair and group work, workshops, demonstrations, presentations, lesson observation and reflection.				
<b>References</b> <ol style="list-style-type: none"> <li>1. Shin, J. K. &amp; Crandall, J. (2014). <i>Teaching Young Learners English</i>. USA: Heinle ELT.</li> <li>2. Curtain, H. &amp; Dahlberg, C. A. (2010). <i>Languages and Children: Making the Match</i>. Boston: Pearson.</li> <li>3. Brewster, J., Ellis, G., Girard, D. (2004). <i>The primary English teacher's guide</i>. London: Penguin.</li> <li>4. Cameron, L. (2002). <i>Teaching languages to young learners</i>. Cambridge: Cambridge University Press.</li> <li>5. Moon, J. (2005). <i>Children learning English</i>. Oxford: Macmillan Education.</li> <li>6. Savić, V. (2009). Creating Inclusive ELT Environment Through Humanistic Teaching. In Popovic, R. (Ed.) <i>Responding to Diversity in Teaching Young Learners</i>. Jagodina: Faculty of Education.</li> <li>7. Savić, Vera (2012). Engaging Young Learners Through Theme-Based Instruction. <i>Magazine for English Language Teachers (MELT)</i>, 15, 2012, pp. 9-13</li> <li>8. Savić, Vera, Shin, Joan Kang (2013). Contextualising Language Learning through Stories in Serbia. <i>Иновације у настави</i>, 26, 2013/1, Vujovic, A. et al (Eds.) pp.62-83.</li> <li>9. Savić, Vera (2014). Developing Language Skills in Teaching English to Young Learners: Listening and Speaking. <i>Magazine for English Language Teachers (MELT)</i>, 17, 2014, pp. 30-33.</li> <li>10. Additional materials from a variety of reference books.</li> </ol>				
<b>Number of active teaching hours</b>				<b>Other classes</b>
Lectures: 30	Practice: 15	Other forms of classes: mentoring system	Independent work: project work, presentations	
<b>Teaching methods:</b> Interactive classes and practical application of knowledge acquired; verbal-textual and analytical; pair and group work, discussions, presentations and mentoring.				
<b>Examination methods (maximum 100 points)</b>				
<b>Exam prerequisites</b>	<b>No. of points:</b>	<b>Final exam</b>	<b>No. of points:</b>	
Student's activity during lectures	20	oral examination	20	
practical classes/tests		written examination		
seminars/homework	10	project presentation		
Project		portfolio	50	
Other				

<b>Grading system</b>		
<b>Grade</b>	<b>Number of points</b>	<b>Description</b>
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