

**(Table 5.2) Course unit description**

<b>Study program:</b> Preschool Teacher
<b>Type and level of studies:</b> Bachelor Studies, 1 <sup>st</sup> year
<b>Course unit:</b> English 1
<b>Teacher in charge:</b> Gorica Tomić, Ph.D., Assistant Professor
<b>Language of instruction:</b> English
<b>ECTS:</b> 3
<b>Prerequisites:</b> /
<b>Semester:</b> Winter semester
<b>Course unit objective</b> To develop and enhance students' language knowledge and competencies at both receptive and productive levels, with particular emphasis on spoken English. To identify key features of written discourse and English for Specific Purposes (ESP) in the field of education, and to acquire relevant professional terminology. To build skills in oral presentation and summary writing. To enable students to use academic and professional literature in English independently and to encourage ongoing professional development.
<b>Learning outcomes of Course unit</b> <b>Practical classes</b> By the end of the course, the student will be able to use English independently in both spoken and written communication related to their field of study. They will understand spoken and written texts in the area of education (including academic literature, audio and video materials, and online sources). Students will present their project results in pairs or groups, use English as a tool for acquiring new knowledge and skills in their field, independently search for literature in English relevant to their academic interests, and continue to improve their language proficiency and skills through the use of academic and professional resources in both print and digital formats.
<b>Course unit contents</b> Introductory class; The Purpose of Education; Preschool, primary, secondary, and higher education– Reading, analysis, and discussion of the text Vocabulary exercises; Glossary work Present and present tenses; Future forms (active and passive forms) Learning and Teaching; Learning Styles– Reading, analysis, and discussion of the text; Vocabulary exercises; Glossary work Conditionals Multiple Intelligences (MI) Theory –Reading, analysis, and discussion of the text; Vocabulary exercises; Glossary work Nouns; Articles Student presentations What Makes a Good Teacher? What Makes a Good Learner? – Reading, analysis, and discussion of the text; Vocabulary exercises; Comparison of adjectives and adverbs English verbs: Non-finite forms – Gerunds and infinitives Motivation – Reading, analysis, and discussion of the text; Vocabulary exercises; Glossary work

How Children Develop – Reading, analysis, and discussion of the text; Vocabulary exercises; Glossary work				
Reported Speech; sequence of tenses				
What is <i>Montessori</i> ? – Reading, analysis, and discussion of the text; Vocabulary exercises; Glossary work				
Lesson planning; Evaluating materials; Assessment in education — Reading, analysis, and discussion of the text; Vocabulary exercises; Glossary work				
Student debates				
<b>References</b>				
Murphy, R. (1990). <i>English Grammar in Use</i> . Cambridge: Cambridge University Press.				
Online tools and dictionaries				
Professional literature in both print and electronic formats.				
Thompson, A. J., Martinet, A. V. (1994). <i>A Practical English Grammar</i> . Oxford: Oxford University Press.				
Љубичић, Г. (2011). <i>Енглески језик за студенте учитељског факултета</i> . Ужице: Учитељски факултет. [Ljubičić, G. (2011). <i>English Language for Students of the Faculty of Teacher Education</i> . Užice: Faculty of Teacher Education.]				
<b>Number of active teaching hours</b>				Other classes
Lectures: 0	Practice: 2	Other forms of classes: /	Independent work	
<b>Teaching methods</b>				
Teacher-led presentations, grammar exercises, vocabulary exercises, homework assignments, group discussions, student presentations, classroom debates, assigned readings				
<b>Examination methods</b> (maximum 100 points)				
<b>Exam prerequisites</b>	<b>No. of points:</b>	<b>Final exam</b>	<b>No. of points:</b>	
student's activity during lectures		oral examination	<b>30</b>	
practical classes	<b>10</b>	written examination	<b>30</b>	
seminars/homework		.....		
presentation	<b>15</b>			
debate	<b>15</b>			
<b>Grading system</b>				
Grade	<b>No. of points</b>		<b>Description</b>	
<b>10</b>	<b>91–100</b>		<b>Excellent</b>	
<b>9</b>	<b>81–90</b>		<b>Exceptionally good</b>	
<b>8</b>	<b>71–80</b>		<b>Very good</b>	
<b>7</b>	<b>61–70</b>		<b>Good</b>	
<b>6</b>	<b>51–60</b>		<b>Passing</b>	
<b>5</b>	<b>Less than 51</b>		<b>Failing</b>	