

Module/course form

To be completed by Course Team	Module name: Foreign language teaching in Early Education					Module code:	
	Course name: Methodology of teaching English to young learners					Course code:	
	Faculty: Institute of Pedagogy and Modern Languages						
	Field of study: Early Education						
	Mode of study: Daily		Learning profile: Practical			Study cycle: long-cycle studies	
	Year/ semester: winter or summer		Mode/ course status: elective			Module/ course language: English	
	Type of classes	lecture	lessons	lab	project	tutorial	other (please specify)
	Course load					30	

Module/ course coordinator	Sylwia Góralewicz, MA
Lecturer	Sylwia Góralewicz, MA
Module/ course objectives	The main objective of the course is to broaden students` knowledge of concepts related to teaching English as a foreign language to children at pre-school and elementary school level. The course focuses on teaching approaches, objectives and techniques used with young learners, and students will learn to adjust them to children`s specific needs and abilities within different age groups. Students will develop practical skills in planning lessons, and designing and conducting play-based activities for children from the age of 3 to 9, with reference to various teaching aims in foreign language teaching.
Entry requirements	English language skills at least B1

LEARNING OUTCOME		
No	Learning outcome description	Learning outcome reference
Knowledge		
01	Students know contemporary approaches and methods in teaching English to young learners and various factors determining their effectiveness.	Ped2P_W15
02	Students know the teaching content in EYL	Ped2P_W01 Ped2P_W15
Skills		
03	Students find, consolidate and use knowledge of methodology of teaching English to young learners in order to diagnose, analyse, and anticipate learning circumstances, and then to manage them and choose effective strategies to apply in practice.	Ped2P_U02
04	Students develop their knowledge and professional skills using various sources and ICT	Ped2P_U16
05	Students plan lessons of English for children in different age groups - define their aims and ways of achieving them.	Ped2P_U07

06	Students can assess the effectiveness of typical methods, techniques and good practice when used for specific teaching tasks.	Ped2P_U09
07	Students can choose, modify and use teaching methods, materials and resources in order to teach English to children most effectively.	Ped2P_U09 Ped2P_U16
08	Students can adjust teaching content as well as methods and teaching techniques to learners` age, needs and abilities (including special educational needs)	Ped2P_U08 Ped2P_K04
09	Students can use professional jargon in English to construct oral and written utterances justifying their choice of teaching methods and techniques used with children	Ped2P_U04
Social competence		
10	Students plan and coordinate work of the team while working on a project.	Ped2P_K06 Ped2P_K07
11	Students can do research and gather information concerning learning and teaching strategies in order to discuss and compare it with others, formulate questions and conclusions.	Ped2P_K01 Ped2P_K07
12	Students design activities in order to present children with different aspects of English and American culture.	Ped2P_U07

CURRICULUM CONTENTS

Lecture

NA

Tutorial

The difference between language learning and language acquisition. Dealing with differences in children`s physical, mental and social development while teaching a foreign language. The role of a teacher at pre-school and elementary school level. Teaching methods and techniques used in EYL: Total Physical Response, Whole Language Learning.

Teaching listening comprehension and speaking through language of instruction, class dynamics, multi-sensory experience, cross-curricular contexts, games and play, rhymes, songs and stories, a variety of resources and materials

Topic-based approach and task-based approach in planning the teaching and learning process: presenting, practising, consolidating and revising vocabulary – use of flashcards, movement, art and craft, role-play and drama to satisfy young learners` physical, social and emotional needs.

Introducing teaching content from simple play developing pronunciation, rhythm, intonation, association, recognition to communicative activities consolidating phrases, alphabet, reading, spelling and grammar.

Basic literature	Szpotowicz, Magdalena. Małgorzata Szulc-Kurpaska. <i>Teaching English to Young Learners</i> : Wydaw. Naukowe PWN, 2009. Phillips, Sarah. <i>Young Learners</i> , OUP Reilly, Vanessa and Ward, Sheila M. <i>Very young Learners</i> , OUP Moon, Jayne. 2000. <i>Children Learning English</i> . Macmillan-Heinemann Ltd
Additional literature	Cameron, L. 2001. <i>Teaching Languages to Young Learners</i> . Cambridge: Cambridge University Press Brewster, J., Ellis, G., Girard, D. 1992. <i>The Primary English Teacher's Guide</i> . Penguin Books Ltd.
Teaching methods	<ul style="list-style-type: none"> • workshop • instruction • exposition • discussion • active training: drama, brainstorming

	• groupwork
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Assessment method		Learning outcome number
1 descriptive paper		01, 02, 03, 09
2 project assignments		04, 05, 06, 07,
Active participation		08, 09, 10, 11, 12
Form and terms of an exam	In order to pass the course a student must write a descriptive paper (40%) and complete two project assignments concerned with planning the teaching sequence (30%) and designing activities for young learners based on songs, games and play to develop listening comprehension, speaking and vocabulary (30%)	

STUDENT WORKLOAD	
Type of activity	Number of hours
Participation in lectures	-
Independent study of lecture topics	-
Participation in tutorials, labs, projects and seminars	30
Independent preparation for tutorials	30
Preparation of projects/ essays/ etc.	60
Preparation/ independent study for exams	
Participation during consultation hours	
Other	
TOTAL student workload in hours	120
Number of ECTS credit per course unit	4
Number of ECTS ascribed to discipline	4 (PEDAGOGY)
Number of ECTS credit associated with practical training	
Number of ECTS for classes that require direct participation of professors	