DESCRIPTION OF THE COURSE OF STUDY

Course code		0112-3PPW-E2.1-MPNJA
Name of the course in	Polish	***Metodyka początkowej nauki języka angielskiego***
	English	***Methodology of Teaching English to Young Learners***

1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

1.1. Field of study	Education
1.2. Mode of study	Full-time and extramural
1.3. Level of study	master
1.4. Profile of study*	General academic
1.5. Person/s preparing the course description	prof. UJK Agnieszka Szplit
1.6. Contact	Agnieszka.szplit@ujk.edu.pl

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Language of instruction	English
2.2. Prerequisites*	passed exam on preschool education and school education, communication in English (B1)

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes		classes, lectures
3.2. Place of classes		UJK rooms
3.3. Form of assessment		graded credit, exam
3.4. Teaching methods		lecture, reading comprehension, discussion, task-based approach, computer-assisted teaching, exercises, workshop
3.5. Bibliography	**Required reading**	1. Brewster, J., Ellis, G., Girard, D., (2004). The Primary English Teacher's Guide, Penguin Books. 2. Read, C. (2008). 500 Activities for the Primary Classroom. Macmillan Books for Teachers. 3. Slattery, M. Willis, J. (2001). English For Primary Teachers. Oxford University Press. 4. Szplit, A. Efektywnie i atrakcyjnie, czyli o przedszkolnym I wczesnoszkolnym nauczaniu języka angielskiego. (2016). ZNP. 5. Szpotowicz, M.; Szulc- Kurpaska, M. (2009). Teaching English to Young Learners. PWN.
	Further reading	1. Karbowniczek, J., Ficek, D. (red.). (2010). Nauczanie języków obcych dzieci w wieku przedszkolnym i wczesnoszkolnym. Wyższa Szkoła Lingwistyczna. 2. Maley A. (red.). (2002). Resources Books For Teachers, Oxf0rd University Press. (seria) 3. Moon, J. (2000). Children Learning English. MacMillan Heinemann. 4. Scott, W., Ytreberg, L.H. (1993). Teaching English To Children. Longman. 5. Sikora-Banasik, D. (red). (2009). Wczesnoszkolne nauczanie języków obcych. CODN. 6. Selected Internet sources, np. Pearson, British Council, Eaquals, ECML, itd.

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

4.1. Course objectives *(including form of classes)*

Lectures

W1 - learning the basic issues of the methodology of teaching English to children

W2 - learning the basic methods and techniques of teaching foreign languages to preschool and school children

Classes:

C1- developing the ability to determine the individual needs of students and the factors determining the success in mastering a foreign language by a student,

C2- acquiring the ability to select and apply various techniques for teaching language elements and developing language skills,

C3-acquiring the ability to plan a lesson, evaluate it and assess it, as well as to control and assess of learning outcomes,

C4- gaining awareness of one's own teaching skills and the possibility of their development, as well as consciously undertaking the individualization of the teaching process.C1.

4.2. Detailed syllabus *(including form of classes)*

Lectures:

- Teaching a foreign language to young learners- theoretical background: principles, language learning and acquisition, order of skills, methods of teaching English,
- Developing receptive skills and productive skills,
- Lesson planning: effectiveness and attractiveness – using songs, stories, games, etc.
- Language assessment and testing, developing learners' autonomy, sample European tests and certificates, European Language Portfolio
- Early foreign language teaching in Poland and the newest trends in education in Europe;
- Practical aspects of teaching a foreign language in kindergarten and grades 1-3, e.g. the theory of multiple intelligences (MI) in language education, multisensory learning, ensuring the attractiveness and effectiveness of the didactic process, the role of language games and games, learning through play; lesson planning;
- The role of parents in early language education;
- Professional development of teachers.

Classes:

- Getting acquainted with the syllabus and the conditions of passing.
- Practical aspects of teaching a foreign language in kindergarten and grades 1-3, e.g. the theory of multiple intelligences (MI) in language education, multisensory learning, ensuring the attractiveness and effectiveness of the didactic process, learning strategies,
- Teaching vocabulary (teaching vocabulary through the use of picture cards, posters, hand puppets, realities, etc., teaching vocabulary and teaching language skills),
- Lexical approach in teaching grammar to YL
- Teaching receptive skills: listening and reading based on a task system, the use of authentic materials, the role of a fairy tale in early language education, rules for organizing exercises, the use of didactic aids;
- Teaching productive skills: rules for organizing speech support exercises (along with pronunciation) and techniques for teaching writing, planning the integration of skills with the use of reading and writing;
- Organization of work during foreign language lessons: basics of methodological terminology, objectives of teaching English, planning language classes in kindergarten and early school education,
- The use of a variety of teaching aids and modern technology in teaching,
- The use of songs and poems, fairy tales, games and activities in the didactic process, learning through play;
- Multicultural and European education in teaching English;
- Learning through art, art materials in teaching a foreign language,
- Supporting the linguistic development of children with special educational needs, individualisation of work and inclusive education, techniques of teaching English;
- Possibilities and limitations of teachers' professional development, modeling, micro-teaching, research in action and pedagogical reflection, work in language schools.

4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
	within the scope of **KNOWLEDGE:**	
W01	has knowledge of didactics and detailed methodology of teaching English, is able to use them creatively	PPW_W01 PPW_W02
W02	has knowledge of the importance and possibilities of purposeful and varied use of play in the process of linguistic education of children;	PPW_W04
	within the scope of **ABILITIES:**	
U01	uses in everyday teaching practice various ways of animating the linguistic development of children and supporting the development of their foreign language competences	PPW_U03
U02	observes the situation during English classes, analyzes them, using pedagogical, psychological and methodological knowledge, and proposes solutions to problems	PPW_U01
U03	selects, creates, tests and modifies methods, materials and means adequately for the purposes of language education;	PPW_U04
	within the scope of **SOCIAL COMPETENCE:**	
K01	analyzes and assesses the correctness and level of effectiveness of own didactic activities in the field of teaching English and identifies areas that require modification in order to improve the quality of their work (the so-called reflective practice) and the development of kindergarten or school	PPW_ K08

4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Exam oral/written*			Test*			Project*			Effort in class*			Self-study*			Group work*			Others* e.g. standardized test used in e-learning		
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes		
	L	C	··	L	C	··	L	C	··	L	C	··	L	C	··	L	C	··	L	C	··
W01	+	+			+						+						+				
W02	+	+			+						+						+				
U01		+			+						+			+			+				
U02		+			+						+			+			+				
U03		+			+						+			+			+				
K01														+			+				

delete as appropriate

4.5. Criteria of assessment of the intended learning outcomes

Form of classes*	Grade	Criterion of assessment
classes (C)* (including e-learning)	3	from 50% of the points from the test/ examination / own work, in-class-work, group-work
	3,5	from 60% of the points from the test/ examination / own work, in-class-work, group-work
	4	from 70% of the points from the test/ examination / own work, in-class-work, group-work
	4,5	from 80% of the points from the test/ examination / own work, in-class-work, group-work
	5	from 90% of the points from the test/ examination / own work, in-class-work, group-work

5. BALANCE OF ECTS CREDITS – STUDENT'S WORK INPUT

Category	Student's workload	
	Full-time studies	**Extramural studies**
NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/	**105**	**70**
*Participation in lectures**	**15**	**10**
*Participation in classes, seminars, laboratories**	**90**	**60**
INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/	**95**	**130**
*Preparation for the classes, seminars, laboratories**	**60**	**80**
*Preparation for the exam/test**	**20**	**35**
*Gathering materials for the project/Internet query**	**10**	**10**
Preparation of multimedia presentation	**5**	**5**
TOTAL NUMBER OF HOURS	**200**	**200**
ECTS credits for the course of study	**8**	**8**

delete as appropriate

Accepted for execution *(date and legible signatures of the teachers running the course in the given academic year)*

....