

Tárgytematika / Course Description

Methodology: English II.

AKLB_NKTA027

Tárgyfelelős neve /

Teacher's name: Sherwin Helen Enid

Félév / Semester: 2020/21/2

Beszámolási forma /

Assesment: Folyamatos számonkérés

Tárgy heti óraszám /

Teaching hours(week): 0/28/0

Tárgy féléves óraszám /

Teaching hours(sem.): 14/0/0

OKTATÁS CÉLJA / AIM OF THE COURSE

To develop a practical knowledge base appropriate for English teachers of children 6-12 years.

This practically based course continues to help trainees learn the knowledge, the skills, the techniques they need to teach English to children. They continue their studies into how children think and learn their mother tongue and a foreign language but this term focus more on the practicalities of teaching, in particular, which methods are appropriate for developing English language skills for the 6 – 10 and 10 – 12 age group.

By May trainees will

- ~ have continued to develop their understanding of how children think and learn
- ~ be aware of how to develop speaking, listening, vocabulary and grammatical competence through a variety of age-appropriate teaching approaches, techniques, activities and genres (ie..using songs/game/stories, digital tools).
- ~ have learnt about planning lessons & how to use course books
- ~ have learnt how to write their own teaching materials
- ~ know how to use methodology reference books.
- ~ have learnt about classroom management skills (i.e. how to behave in class, managing pair work, using visuals etc...)
- ~ have learnt how to monitor and assess pupils
- ~ have started to develop the reflective thinking necessary for the practising teacher
- ~ have developed their own English language skills for the classroom.

TANTÁRGY TARTALMA / DESCRIPTION

Module 2

Approaches and techniques in EYL: Topic-based planning; Activity-based lessons; Project/based lessons

Module 6

Developing speaking

Module 7

Developing reading

Module 8

Developing writing

SZÁMONKÉRÉSI ÉS ÉRTÉKELÉSI RENDSZERE / ASSESSMENT'S METHOD

Oral task 50%

Written assignment 50%

KÖTELEZŐ IRODALOM / OBLIGATORY MATERIAL

1. Ball, P, Kelly, K., and Clegg, J.(2016) Putting CLIL into Practice. Oxford University Press.
2. Bland, J. (2015). Teaching English to Young Learners Critical Issues in Language Teaching with 3-12 Year Olds. Bloomsbury Academic. ISBN9781472588579
3. Brewster, J. & Ellis, G. (1992). The Primary English Teacher's Guide. London : Penguin English.
4. Brumfit, C., J. Moon & R. Tough (Eds) (1991). Teaching English to Children. London: Collins
5. Genesee, F. (Ed) (1994). Educating Second Language Children. New York: CUP
6. Halliwell, S. (2004). Teaching English in the Primary Classroom. Longman
7. Kennedy, C. & J. Jarvis (1991). Ideas and Issues in Primary English Language Teaching. Walton: Nelson
8. Lightbown, P., Spada, N. (2013) How Languages are Learned (4th edition). Oxford University Press.
9. Moon, J. (2000). Children Learning English. Macmillan Heinemann.
10. Murphey, V. (2014) Second Language Learning in the Early School Years: Trends and Contexts. Oxford University Press.
11. Phillips, S. (2004). Young Learners. Oxford University Press : Oxford
12. Pinter, A. (2006) Teaching Young Language Learners. Oxford: OUP
13. Pinter, A. (2017) Teaching Young Language Learners. Oxford: OUP
14. Walker, A., White, G. (2013). Technology Enhanced Language Learning: connecting theory and practice - Oxford Handbooks for Language Teachers. Oxford University Press:

15. Whitehead, M. (1995) "Nonsense, rhyme and word play in young children" in R. Beard (ed.): RHYME reading & writing. London: Hodder & Stoughton. pp. 42-61
16. Williams, M. and Burden, R. (1997). Psychology for Language Teachers. Cambridge University Press.
17. Wood, D. (1988). How Children think and learn. Oxford: Basil Blackwell