

Tárgytematika / Course Description

Methodology: English I.

AKNB_NKTA026

Tárgyfelelős neve /

Teacher's name: Sherwin Helen Enid

Félév / Semester: 2020/21/1

Beszámolási forma /

Assesment: Folyamatos számonkérés

Tárgy heti óraszám /

Teaching hours(week): 1/1/0

Tárgy féléves óraszám /

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

OKTATÁS CÉLJA / AIM OF THE COURSE

Aim: To develop a knowledge base appropriate for English teachers of children 6-12 years. This course is an introduction into how children think and learn their first and second languages. A selection of issues are dealt with at a theoretical level and we start to relate their implications to techniques and approaches in the second language primary classroom. Topics dealt with include:

- ~ Early language learning, similarities between L1 and L2 acquisition
- ~ Classroom conditions that support L2 learning
- ~ Motivation
- ~ Approaches and techniques in EYL: Topic-based planning, Activity-based lessons, Project –based lessons, Story-based lessons
- ~ Role of children's literature in L1 and L2 learning: songs, rhymes, chants and poems.

Objectives:

By December trainees will

- ~ be aware of current theories concerning teaching English to young learners
- ~ be aware of what approaches and methods are appropriate for teaching children English
- ~ be familiar with some skills, strategies and techniques to use with teaching English to young learners (see below for details)
- ~ have given a demonstration micro lesson to their peers

The course is based on active-learning. Typical classroom activities will include: discussions, problem solving activities, peer teaching, role plays, watching and discussing videos.

TANTÁRGY TARTALMA / DESCRIPTION

See above

SZÁMONKÉRÉSI ÉS ÉRTÉKELÉSI RENDSZERE / ASSESMENT'S METHOD

Folyamatos számonkérés

Two assignments. 1) 70%: Academic essay on Methodology topic (800-1000 words); 30% oral task (e.g. oral test, presentation)

KÖTELEZŐ IRODALOM / OBLIGATORY MATERIAL

These books are all available in the SZE AK library.

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