

## Tárgytematika / Course Description

### Methodology: English III.

AKNB\_NKTA028

Tárgyfelelős neve /

Teacher's name: Sherwin Helen Enid

Félév / Semester: 2021/22/1

Beszámolási forma /

Assesment: Vizsga

Tárgy heti óraszám /

Teaching hours(week): 2/1/0

Tárgy féléves óraszám /

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

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### OKTATÁS CÉLJA / AIM OF THE COURSE

To continue developing a theoretical and practical knowledge base appropriate for English teachers of children 6-12 years.

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### TANTÁRGY TARTALMA / DESCRIPTION

#### Objectives

By December,

Trainees will know how to:

~ develop reading, writing skills through a variety of age-appropriate teaching approaches, techniques, activities and genres

~ assess young learners using age-appropriate assessment tools

~ implement experience based learning techniques, project work in the young learner classroom

Trainees will have continued to develop their:

~ understanding of how children think and learn

~ English language proficiency

~ reflective thinking skills required for the primary English classroom

Trainees will also learn about *some* of these topics. Selection depends on times and student choice:

1. learner training and metacognitive development
2. special needs pupils and how to deal with them in the classroom

~ language minority children

~ dyslexia

~ mixed ability

~ multiple intelligences

~ Intercultural learning

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## SZÁMONKÉRÉSI ÉS ÉRTÉKELÉSI RENDSZERE / ASSESSMENT'S METHOD

Written assignment 50%

Oral exam 50%

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### 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