

## Tárgytematika / Course Description

### Csoportos tanítási gyakorlat III. Választott műveltségterület

ANIDTBA724

**Tárgyfelelős neve /****Teacher's name:** Dr. Varga József**Félév / Semester:** 2018/19/2**Beszámolási forma /****Assesment:** Folyamatos számonkérés**Tárgy heti óraszám /****Teaching hours(week):** 0/3/0**Tárgy féléves óraszám /****Teaching hours(sem.):** 0/0/0

---

### OKTATÁS CÉLJA / AIM OF THE COURSE

#### Aims

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

To develop students' English language skills

To acclimatize students into the teaching of English in primary schools

To develop the professional skills students need

---

### TANTÁRGY TARTALMA / DESCRIPTION

#### Objectives

By May students will have,

- ~ taught 1 – 2 lessons in English
- ~ reflected on these lessons in English
- ~ practised some of the knowledge and skills they have met on their methodology courses
- ~ completed a TP journal in English
- ~ written weekly lesson plans in English
- ~ worked in teaching groups through the medium of English

#### Description

Supervised TP occurs in the Faculty's practice school. Student teachers work in TP groups of ten to fifteen, guided by a school-based mentor. The three timetabled TP hours per week involve one hour for group planning with the mentor, one hour for teaching where one student teaches and the others observe, and one hour for a group post-lesson discussion. Students are required to write weekly lesson plans in English and keep a TP journal. The TP journal contains lesson plans and preparation notes, lesson reports with self-evaluation and are supervised and graded by the mentors.

For most students, supervised TP occurs alongside Module 2 of the methodology course which focuses on "Developing Language skills". The mentors aim to link the contents of the methodology course to the students teaching practice.

## Summary of methodology course

### **Module 1: How Children Think and Learn; Approaches & methods in young learner classroom**

- 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; Songs, rhymes, chants and poems.)

### **Module 2: Developing Language skills**

- Preparing for teaching practice: Classroom management; lesson planning, observing peers; using course books
- Developing language skills; developing grammatical competence; developing vocabulary, listening, speaking (Pron teaching), reading
- Methods and techniques: drama, using rods, games etc...
- Materials design: writing rhymes, chants, storybooks

### **Module 3: Developing Language skills; Approaches & methods**

- Developing writing; Integrated skills development; Assessing young learners; Project work; Learner training;
- Selected from these topics: Special needs : language minority children/dyslexia/mixed ability/multiple intelligences; Intercultural learning; Crafts; Materials evaluation

---

## **SZÁMONKÉRÉSI ÉS ÉRTÉKELÉSI RENDSZERE / ASSESMENT'S METHOD**

### **Assessment**

This term ends in a mark awarded by the mentor

---

## **KÖTELEZŐ IRODALOM / OBLIGATORY MATERIAL**