Study program: Class Teacher Education, Preschool Teacher Education, Boarding School Teacher Education	

Type and level of studies: Master studies, second cycle degree program

Course unit: Integrative English Language Teaching

Teacher in charge: Vera Savić, PhD, Assistant Professor

Language of instruction: English

ECTS credits and course status: 6 ECTS, elective

Prerequisites: Advanced level of English (B2-C1 CEFR)

Semester: Winter Semester (I)

Course unit objective: Develping student teachers' competences: to plan content and language integrated learning (CLIL) courses and cross curricular activities as learning sitations for very young learners (VYL), and to apply CLIL in teaching English in primary school; to reflect on and evaluate their own teaching aiming to improve it by developing pedagogical techniques, using authentic printed materials (graphic novels) and technology to achieve teaching objectives and inhance language and 21st century skills of the learners.

Learning outcomes of Course unit

The student will be able to: view language as a system and apply language learning theories and the principles of constructivism and post-method pedagogies in CLIL planning and teaching; use appropriate strategies to integrate curricula content into teaching English as a foreign language in primary school and for creating learning situations for VYL; plan units for teaching with graphic novels and picture books; apply a project-based approach for YL and VYL; use strategies to develop 21st century skills with his/her learners (critical and creative thinking, collaboration and intercultural communication skills); use a reflective approach to develop self-evaluation and collaboration skills, as well as classroom research skills.

Course unit contents

Theoretical classes
Language as a system and language learning theories; post-method pedagogy; universal design for learning (differentiation, individualization, inclusion); communicative competence; strategic competence (reading strategies); consructivist learning theory; learner- and learning-based curriculum; planning CLIL approach and project-based learning; principles of thematic planning and creating thematic unit plans (CLIL, CBI, 4C's, TBI, TU); development of visual literacy; development of intercultural sensitivity and communication; development of global citizenship and tolerance; application of technology and multimedia in CLIL; authentic children's literature and cultural cotent in CLIL; selection, design and adaptation of teaching and learning materials; reflection and self-evaluation; qualitative linguistic research.

Practical classes

Micro-teaching focused on reflection and elf-evaluation. All student teachers plan and record three CLIL micro-lessons. Independent work on planning a thematic unit (portfolio).

References:
Basic:
1. Bentley, K. (2010). *The TKT Course: CLIL Module*. Cambridge: Cambridge University Press
2. Coyle, D., Hood, P. & Marsh, D. (2010). *Content and Language Integrated Learning (CLIL).* Cambridge: Cambridge University Press.
3. Ioannou-Georgiou, Sophie & Pavlou, Pavlos (Eds.) (2011). *Guidelines for CLIL Implementation in Primary and Pre-primary Education*. European Commission: PROCLIL
4. Shin, J. (2007). Developing dynamic units for EFL. *English Teaching Forum*, 2, 2-8.
5. Savić, V. (2020). Visual literacy for young language learners: Multimodal texts in Content-Based Instruction. In G. Neokleous, A. Krulatz, & R. Farrelly, *Handbook of research on cultivating literacy in diverse and multilingual classrooms.* Hershey, Pennsylvania, USA: IGI Global.
6. Savić, V. (2013). Using stories in theme-based instruction.*Узданица,* том X, бр. 1. Јагодина: Педагошки факултет у Јагодини
7. Kumaravadivelu, B. (2006). *Understanding language teaching: From method to postmethod*. Mahwah, N.J: Lawrence Erlbaum Associates.

Recommended:
1. Curtain, H. & Dahlberg, C. A. (2010). *Languages and Children: Making the Match*. Boston: Pearson Education Inc.
2. Cameron, L. (2008).*Teaching languages to young learners,* Cambridge: Cambridge University Press.
3. Brewster, J., Ellis, G., Girard, D (2004). *The Primary English Teacher's Guide*. Harlow: Longman.
4. McKay (2006) *Assessing young language learners*. Cambridge: Cambridge University Press.
5. Saville-Troike, M. (2006). *Introducing second language acquisition*. Cambridge: Cambridge University Press.
6. Savić, V. (2013). Developing Intercultural Literacy in the Young Learner Classroom. *TEYL: Integrating Culture and Language Teaching.* Jagodina: Faculty of Education.
7. Savić, V., Shin, J. (2013). Contextualising Language Learning through Stories in Serbia. *Inovacije u nastavi,* 2013. Beograd: Učiteljski fakultet u Beogradu.

Graphic novels, coursebooks, curricula and children's literature**:**
1. 1. Takei, G. (2019). They Called Us Enemy
2. 2. Yang, G. L. (2006). American Born Chinese
3. 3. Gill, J. C. (2014). Strange Fruit: Uncelebrated Narratives from Black History.

4. 4. Staebler, C., Paolini, S., & Balahy, T. (2020). Redbone: The True Story of a Native American Rock Band
5. 5. Hoena, B. (2020). Navajo Code Talkers
6. Pinkley, D. (2014). *Our World Student's Book Starter*. Andover, UK: National Geographic Learning and Cengage Learning
7. Pinkley, D. (2016). *Our World Student's Book 1*. Andover, UK: National Geographic Learning and Cengage Learning.
8. Pritchard, G. (2017). *Our World Student's Book 2*. Andover, UK: National Geographic Learning and Cengage Learning.
9. Sved, R. (2017). *Our World Student's Book 3*. Andover, UK: National Geographic Learning and Cengage Learning.
10. Ministra of Education, Science and Technological Development of Serbia (2018, 2019). *Primary Grades Curricula*.
11. Ministry of Education, Science and Technological Development of Serbia (2019). *New preschool curriculum framework.*
12. Accredited series of primary school English coursebooks.
13. Children's picturebooks.

Number of active teaching hours | | | | **Other classes:** /

Lectures: 30	Practice: 15	Other forms of classes: Mentoring system (face-to-face and electronic over emails)	Independent work: Seminar work 30	

Teaching methods

Interactive classes and practical application of knowledge acquired; verbal-textual and analytical; pair and group work, discussions, presentations, microteaching: 1. Portfolio with a creatied unit plan and refletive essays; 2. Recorning of a micro-teaching session.

Examination methods (maximum 100 points)

Exam prerequisites	No. of points:	Final exam	No. of points:
Student's activity during lectures	10	oral examination	
practical classes/tests		written examination	
Seminars/homework	20	Presentation of microteaching session.	30
Project		portfolio	40
Other			

Grading system		
Grade	**Number of points**	**Description**
10	91-100	Excellent
9	81-90	Exceptionally good
8	71-80	Very good
7	61-70	Good
6	51-60	Passing
5	≤ 50	Failing