

Study program: Class Teacher Education				
Type and level of studies: Bachelor studies, first cycle degree program				
Course unit: Methodology Practicum of Teaching English to Young Learners				
Teacher in charge: Vera Savic, PhD, Assistant Professor				
Language of instruction: English				
ECTS: 5 ECTS, elective				
Prerequisites: Student's completion of the courses Introduction into TEFL and Methodology of TEYL				
Semester: Winter semester (VII)				
Course unit objective Developing student teachers' competences for independent teaching of English to primary grades one to four, for independent pedagogical transformation of the curriculum, for creating different types of lesson plans and thematic units, for reflecting on and evaluating personal effectiveness and learners' development, motivation and engagement, for applying modern teaching technology (e-tools and interactive board).				
Learning outcomes of Course unit Student teacher will be able to <ul style="list-style-type: none"> - Plan and teach English to YL independently; - Prepare written lesson plans in English, define lesson objectives, create language activities and sequence them in each lesson stage, select evaluation techniques, effectively apply technology, select adequate activities for teaching the language skills and for integrating them, select adequate context for teaching vocabulary, grammar and communication skills; - Select a coursebook, teaching materials and techniques independently, taking into account specifics of a context; - Adapt and create teaching materials depending on learners' individual (special) needs, learning styles and intelligences; - Cooperate successfully with parents, colleagues and experts in charge with YL education; - Develop skills for observing, describing, and reflecting on (their own) classroom practice and carry out action research for improving classroom practice; - Plan and organize their own continuing professional development. 				
Course unit contents <i>Theoretical classes</i> Contextualizing teaching and learning English using visual resources, video material, puppets, stories, songs, and games. Cooperative learning, interactive activities and tasks, development of communication skills. Thematic planning and creating thematic units. Integration of culture into language teaching. Formal, informal and integrative assessment. Classroom management. Action research. <i>Practical classes</i> Analysis of the National Primary Curriculum and English language teaching in grades one to four. Observation and analysis of lessons observed, lesson planning, creating teaching materials, simulation of teaching. Creating portfolio (practicum log). Teaching practice: student teacher shall co-teach one lesson in a local primary school; student teacher shall teach one lesson in a local primary school; student teacher shall teach one lesson in a private language school.				
References <ol style="list-style-type: none"> 1. Brewster, J., Ellis G. (2002). <i>Tell it again: The new storytelling handbook for primary teachers</i>. London: Penguin. 2. Curtain, H., Dahlberg, C. A. (2010). <i>Languages and children – Making the match</i>. Boston, MA: Pearson. 3. Savić, V. (2012). CLIL Activities in Teaching English to Young Learners. <i>ELTA Newsletter</i>, April 2012. 4. Savić, V. (2014). TPR Activities in TEYL. In Ignjatović, A. and Marković, Ž. (Eds.) <i>Physical Culture and Modern Society</i>, pp. 447-454. Jagodina: Faculty of Education. 5. National primary English curriculum, grades 1-4 (2008). http://www.enastavnik.com/index.php?option=com_content&view=category&id=25&Itemid=34 6. Authentic picture books in English. 7. Coursebooks and reference materials for TEYL in Serbian schools. 				
Number of active teaching hours				Other classes
Lectures: 30	Practice: 15	Other forms of classes: mentoring system	Independent work: class observation, lesson planning, post-lesson reflection	
Teaching methods: Interactive classes and practical application of knowledge acquired, pair and group work, discussions, presentations, observation, practice teaching and mentoring.				
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	45	written examination		
seminars/homework		project presentation		
Project		portfolio		45
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