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|  | **UNIVERSITY OF BANJA LUKA**    **FACULTY OF PHILOLOGY** |
|  | **Graduate academic studies** |
| **Study program** | **Methodology of language and literature teaching** |

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| **Subject** | **Teaching foreign languages at an early age** | | |  |
| **Subject code** | **Subject status** | **Semester** | **Lesson fund** | **Number of ECTS credits** |
| INJ | E | I | 2+2 | 5 |
| **Professors** | prof. dr Željka Babić | | |  |

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| **Conditioned by other subjects** |
| It is not conditioned by other subjects. |
| **Objectives of studying the subject:** |
| Students will become familiar with the peculiarities that are characteristic of foreign language teaching at an early age and they will apply the acquired theoretical and practical knowledge in their own pedagogical and research practice.  ​ |
| **Learning outcome (Acquired knowledge):** |
| Students will be able to prepare and hold lessons with preschoolers. Also, students will be able to prepare and hold lessons with students at lower elementary school and adolescent age within a formal and informal educational environment using applied linguistics apparatus that is aimed at the student.  ​ |
| **Course content:** |
| Students will learn about the characteristics and specifics of teaching a foreign language at an early age, and theoretically and practically process topics related to the teaching of integrated language skills, grammar, vocabulary, and the evaluation of student achievements. |
| **Teaching methods and mastering the material:** |

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| Lectures, exercises, seminar papers, consultations, independent work at home.    The following thematic units will be covered:    - Peculiarities of teaching foreign languages at an early age  - Children, young people and the concept of student language  - Teaching pronunciation  - Teaching reading  - Teaching writing  - Teaching listening  - Teaching speech  - Teaching grammar - Teaching vocabulary  - Evaluation and testing | | | | | |
| **Literature:** | | | | | |
| * Pinter, A. (2011). *Children Learning Second Language.* Basingstoke: Palgrave Macmillan. - Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press. * Cremlin, T. et al. (2009). *Teaching English Creatively*. London and New York: Routledge. * Hoffman, R., & Weis, I. (2011). *Lehrerbücherei Grundschule: Deutsch als Zweitsprache. Alle Kindern lernen Deutsch*. Berlin: Cornelsen Verlag. * Jeuk, S. (2015). *Deutsch als Zweitsprache in der Schule. Grundlagen – Diagnose – Förderung*. Stuttgart: Kohlhammer. * Roth, H. J. (2014). HAVAS 5. Diagnostik von Sprachkompetenzen im Vor- und Grundschulalter bei Kindern mit und ohne Migrationshintergrund. In: Rühle, S., Müller, A., & Knobloch, P. D.   *Mehrsprachigkeit – Diversität - Internationalität*. Münster-New York: Waxman, 157–184   * Durbaba, O. (2011). *Teorija i praksa učenja i nastave stranih jezika*. Beograd: Zavod za udžbenike. * Đurović, T. (1996). *Asimetrija mozga i učenje stranog jezika*. Beograd: MbG. * Mazzotta, P. (2001). *Didattica delle lingue straniere nella scuola di bas*e. Milano: Guerini. * O’Neil, C. (2004). *Les enfants et l’enseignement des langues étrangères.* Credif: Didier. | | | | | |
| **Forms of knowledge testing and assessment:** | | | | | |
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| **Seminar papers** |  |  |  |  | **50** |
| **Final exam** |  |  |  |  | **50** |
| **Special indication for the lesson:** | | | | | |
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| **Preparing and holding a lesson**  **​** | | | | | |