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|---|---|---|---|
| **Course abbreviation:** | KAA/MAPRE | **Page:** | 1 / 3 |
| **Course name:** | Teaching English to Young Learners | | |
| **Academic Year:** | 2024/2025 | **Printed:** | 31.05.2024  01:24 |

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| **Department/Unit /** | KAA / MAPRE | **Academic Year** | 2024/2025 |
| **Title** | Teaching English to Young Learners | **Type of completion** | Course-credit |
| **Accredited/Credits** | Yes, 3 Cred. | **Type of completion** | Combined |
| **Number of hours** | Lecture 1 [HRS/WEEK] Seminar 1 [HRS/WEEK] | | |

| | Status A | Status B | Status C | | |
|---|---|---|---|---|---|
| **Occ/max** | | | | **Course credit prior to** | NO |
| **Summer semester** | 0 / 0 | 0 / 20 | 0 / 0 | **Counted into average** | NO |
| **Winter semester** | 0 / 0 | 0 / 1 | 0 / 0 | **Min. (B+C) students** | not determined |
| **Timetable** | Yes | | | **Repeated registration** | NO |
| **Language of instruction** | Czech, English | | | **Semester taught** | Winter, Summer |
| **Optional course** | Yes | | | **Internship duration** | 0 |
| **Evaluation scale** | S\|N | | | | |
| **No. of hours of on-premise** | | | | | |
| **Auto acc. of credit** | No | | | | |
| **Periodicity** | K | | | | |
| **Substituted course** | KAA/RVCJ | | | | |
| **Preclusive courses** | N/A | | | | |
| **Prerequisite courses** | N/A | | | | |
| **Informally recommended courses** | N/A | | | | |
| **Courses depending on this Course** | N/A | | | | |

## Course objectives:

The aim of the course is to provide introduction to the area of very early language learning. Students will learn the characteristics of children between the age of two and eight and will gain the basics of preprimary education. Furthermore, they will gain insights into first language acquisition. The main focus will be on second language acquisition in linguistically homogeneous environment. They will learn to create favourable conditions for second language acquisition as well as didactic principles and other aspects of the process. Apart from internalising theoretical principles students will also learn to construct a syllabus and plan a lesson.

## Requirements on student

1. active participation in classes (max. 2 missed classes)
2. interview based on the student´s materials:
a) completed observation sheets (video-based observations) - all students
b) annotations of two publications selected from the list of basic or recommended literature (one publication dealing with general issues of pre-primary and primary education and one publication focused specifically on teaching English to pre-primary and primary learners) and a presentation of one of the publications in a seminar (up to 8 minutes) - students without an opportunity to teach pre-primary or primary school learners
c) a lesson plan for teaching English to pre-primary or primary learners including teaching aids, teaching the lesson and reflecting on the lesson in a written form - students who teach pre-primary or primary learners during their practicum

## Content

Selected chapters from developmental psychology
Preprimary education - selected issues
First language acquisition
Second language acquisition
Bilingual education in linguistically homogeneous environment
Conditions for very early language learning
Roles of those involved (teacher, child, parents, other care-takers, etc.)
Teaching techniques and strategies

Teaching aids
Long-term and short-term planning (syllabus design; lesson plan)

## Prerequisites - other information about course preconditions

## Competences acquired

On the basis of theoretical background students will be able to apply relevant didactic principles in both long-term and short-term planning, i.e. in syllabus design and in lesson planning for teaching English to children up to the age of eight.

## Fields of study

## Guarantors and lecturers

- **Guarantors:** doc. PaedDr. Monika Černá, Ph.D. (50%)
- **Lecturer:** doc. PaedDr. Monika Černá, Ph.D. (50%), prof. PhDr. Vladimíra Spilková, CSc. (50%)
- **Seminar lecturer:** doc. PaedDr. Monika Černá, Ph.D. (50%), prof. PhDr. Vladimíra Spilková, CSc. (50%)

## Literature

- **Basic:** Říčan, Pavel. (2004). *Cesta životem*. Praha: Portál.
- **Basic:** LIGHTBOWN, P. M.; SPADA, N. *How Languages Are Learnt*. Oxford : Oxford University Press, 2006. ISBN 978-0194422246.
- **Basic:** ČERNÁ, M. *Na návštěvě ve školce - angličtina s motýlky. (DVD)*. 2011.
- **Basic:** KOLLÁRIKOVÁ, Z.; PUPALA, B. *Předškolní a primární pedagogika*. Praha : Portál, 2001. ISBN 80-7178-585-7.
- **Basic:** Cameron, Lynne. *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press, 2001.
- **Recommended:** MAYO, M. P. G.; LECUMBERRI, M. L. G. *Age and the Acquisition of English as a Foreign Language (SLA))*. Multilingual Matters, 2003. ISBN 978-1853596384.
- **Recommended:** McKay, Penny. *Assessing Young Language Learners*. Cambridge: Cambridge University Press, 2006.
- **Recommended:** Koťátková, Soňa. *Dítě a mateřská škola*. Praha: Grada, 2014.
- **Recommended:** Helus, Zdeněk. *Dítě v osobnostním pojetí : obrat k dítěti jako výzva a úkol pro učitele i rodiče*. Praha: Portál, 2004. ISBN 80-7178-888-0.
- **Recommended:** Mour?o, Sandie and Monica Lourenço. *Early years second language education: international perspectives on theories and practice*. Oxon: Routledge, 2015.
- **Recommended:** LUST, B.; FOLEY, C. *First Language Acquisition: The Essential Readings.* . Wiley-Blackwell, 2004. ISBN 978-0631232551.
- **Recommended:** O´GRADY, W. *How Children Learn Language*. Cambridge : Cambridge University Press, 2005. ISBN 0-521-53192-6.
- **Recommended:** Syslová, Zora, Věra Krejčová a Jana Kargerová. *Individualizace v mateřské škole.*. Praha: Portál, 2015.
- **Recommended:** Hummel, Kirsten. M. *Introducing Second Language Acquisition. Perspectives and Practices.*. Chichester: John Wiley & Sons, Inc, 2014.
- **Recommended:** Spilková, Vladimíra. a kol. *Proměny primárního vzdělávání v ČR.*. Praha: Portál, 2006.
- **Recommended:** Opravilová, Eva. *Předškolní pedagogika I. : smysl a proměny dětství*. Liberec: Technická univerzita v Liberci, 2002. ISBN 80-7083-656-3.
- **Recommended:** Opravilová, Eva. *Předškolní pedagogika II. : hra (cesta k poznání předškolního dítěte)*. Liberec: Technická univerzita v Liberci, 2004. ISBN 80-7083-786-1.
- **Recommended:** VYGOTSKIJ, L.S. *Psychologie myšlení a řeči*. Praha : Portál, 2004. ISBN 80-7178-943-7 .
- **Recommended:** Černá, Monika. *Teacher?s Resource Book ? Methodology for Very Early Language Learning.*. Praha: Art D ? grafický ateliér Černý, s. r. o., 2009.
- **Recommended:** Franclová, Marta. *Zahájení školní docházky.*. Praha: Grada, 2013.

## Teaching methods

Monologic (reading, lecture, briefing)
Dialogic (discussion, interview, brainstorming)
Work with text (with textbook, with book)
Methods of individual activities

Monitoring
Projection
Skills training
Stimulating activities (simulation, games, drama)

## Assessment methods

Student performance assessment
Discussion
Student portfolio analysis
Presentation

## Course is included in study programmes:

| Study Programme | Type of | Form of | Branch | Stage | St. plan v. | Year | Block | Status | R.year | R. |
|---|---|---|---|---|---|---|---|---|---|---|
| English Language Teacher Education | Follow-up study | Full-time | English for Education | 1 | 2023 | 2024 | Compulsory Courses A | B | 1 | LS |
| English Language Teacher Education | Follow-up study | Full-time | English for Education | 1 | 2022 | 2024 | Compulsory Courses A | B | 1 | LS |
| English Language Teacher Education | Follow-up study | Full-time | English for Education | 1 | 2024 | 2024 | Compulsory Courses A | B | 1 | LS |
| English Language Teacher Education | Follow-up study | Full-time | English for Education | 1 | 2020 | 2024 | Compulsory Courses A | B | 1 | LS |
| English Language Teacher Education | Follow-up study | Full-time | English for Education | 1 | 2021 | 2024 | Compulsory Courses A | B | 1 | LS |