|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Pedagogical Faculty in Vranje** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Preschool Teaching** | | |
| Study Module (if applicable) | | | | / | | |
| Course title | | | | **English language** | | |
| Level of study | | | | 🞏 Bachelor x Master’s ☐ Doctoral | | |
| Type of course | | | | x Obligatory ☐ Elective | | |
| Semester | | | | x Autumn 🞏 Spring | | |
| Year of study | | | | 1st | | |
| Number of ECTS allocated | | | | 4 | | |
| Name of lecturer/lecturers | | | | Danijela Mišić | | |
| Teaching mode | | | | X Lectures x Group tutorials x Individual tutorials  ☐Laboratory work ☐ Project work x Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| Students enrich vocabulary of the profession, they are enabled to successfully use professional literature in English language. They are introduced to the ways and techniques within the system of preschool and primary school education of other countries. The students also deepen their knowledge of an overall English grammar. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Sociolinguistic development. The ego-centric child. Children’s use of request forms. Politeness. Developing narrative skill. Developing speaking and listening skills; The social circumstances of childhood bilingualism; Phonological and lexical differentiation. Children’s child-directed speech; Oral language and schooling. The foundations of literacy; Who are the learners? Learners and their needs. Needs analysis. Getting feedback from learners; What is a teacher for?; Teaching and learning; Ready for Preschool? Key factors to consider for every child. Quality preschool programs offer kindergarten readiness skills; Fun learning activities for young children. How rhymes help children learn; Language development and music. Parent talk and its impact on early childhood; ‘And then a huge, huge giant grabbed me!’- Aggression in children’s stories; Basic characteristics of emotional intelligence in early childhood; Present, past, perfect, future tenses in English language; Passive Voice; Indirect speech, Adjectives. | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| ☐Serbian (complete course) x English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  ☐Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **5** | | **Written examination** | | |  |
| **Translation** | **15** | | **Oral examination** | | | **50** |
| **Seminar paper** | **30** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |