Module: Early English in Childhood Education

Number of credits: 11 credits

Subjects:

1) Theory and Practice of Bilingual Education

2) Early English in Childhood Education 1.

3) Early English in Childhood Education 2.

4) Classroom Language

Name of subject: Classroom Language	**Credits**: 2

Subject Classification: Compulsory

Division of course content in theory and practice: 40% theory and 60% practice

Types and number of lessons: 5 lectures + 10 seminars per semester

Language: English

Other methods used during the course
- digital course material provided through electronic learning system
- authentic English audio and video materials
- international secondary literature
- use of online internet resources

Method of assessment: term mark

Other means of learning evaluation:
- continuous, active participation during lessons
- oral and written assessment by the teacher of the linguistic material acquired by students
- completion of preschool activity plans with special emphasis on giving instructions
- writing an observation sheet about teacher language of preschool activities
- micro-teaching

Place of subject in the curriculum: fourth semester

Prerequisites: none

Course description:

This course provides students with the instructional language necessary to create a safe playing and learning environment through easily followable vocabulary and instructions. Students will learn useful vocabulary of instructions, parts of the activity room (words for games, toys, daily routine etc.), parts of the play areas (indoors and outdoors), language of caring and daily routune, and they will also gain practice in giving instructions in a clear way. Additionally, students will also revise necessary grammar, vocabulary and pronunciation skills needed to talk about their job in a professional setting with parents and colleagues. By the end of the course students will be equipped with a word bank of caring, naming and instruction around the preschool area. Consequently, students will become more competent and confident regarding how to guide kids through activities, games and elements of the daily routine. Further topics include: the range of personal data handled by the school, data transfer, storage time, data provision based on the performance of school service, data management, data provision based on consent, parent's rights in relation to data management.

Required and recommended literature:

- Hill, Jane D. & Kathleen M. Flynn. *Classroom Instruction That Works With English Language Learners*. Association for Supervision and Curriculum Development, Alexandria, Virginia USA, 2006. ISBN 978-1-4166-0390-0
- Townsend-Butterworth, Diana. "What to expect in preschool: the classroom." Greatschools.org, April 21, 2015. https://www.greatschools.org/gk/articles/preschool-classroom/ Accessed July 30, 2018.
- "Play and the Learning Environment", in: Kimberley A. Gordon Biddle et al. *Early Childhood Education: Becoming a Professional,* Chapter 10. SAGE Publications, Inc., 2014, 256-285. ISBN 9781412973458
- West, Clare. *Recycling Advanced English*. CUP, 2010. ISBN 9780521140737

Required competencies and competency elements that this subject contributes to and helps to develop

a) Knowledge

- Possess the expert knowledge and teaching methodology which help to develop the health and personality of children aged 3-7 in a harmonious and complex way.
- Can apply the different planning schemes used in preschool education; know the theory and methodology of planning, and the connections specialities of the different levels of planning.
- Are familiar with the digital tools of knowledge acquisition, ICT-techniques, and problem solving methods in their specific field.

b) Capabilities

- Adapt their pedagogical, psychological, sociological and methodological expertise as well as a holistic approach to preschool education with consideration to the characteristics of the child and the child's age group.

- Build and develop a bias-free respectful and trustworthy relationship with children institutions (such as families, nurseries, childcare services, and other public educational institutions). Communicate professionally and clearly in professional situations and assist and offer help relating to the problems of children.

- Possess knowledge of effective electronic information search, information processing, information research, information transmission; and can use electronic resources.

c) Attitude

- Show commitment to developing strategies, methods and activities promoting the organization and expansion of the experience and knowledge of children aged 3-7, and to creating an environment promoting the success of English language communication in educational activities while inspiring, confirming the development of the child's personality.

- Accept the idea of child-centred inclusive preschool education and the view that pedagogical strategies used in preschool education should be tailored to the child's personality.

- Have a creative, critical and innovative attitude towards information literacy; and can use 21st century culture of literacy effectively.

d) Autonomy and Responsibility

- Take responsibility for children aged 3-7, for the whole group of children, for their activities within the institution, for the decision made during the planning of the educational process and for all the consequences.
- As a reflective preschool teacher and autonomous personality, they are conscious leaders of their own professional development.
- Can take responsibility for their views regarding health improvement and the principles of sustainable development in their special field; can apply their knowledge of environmental and consumer protection, and work and safety standards in the workplace competently and responsibly.

Responsible for course: Palkóné dr. Tabi Katalin college associate professor, Ph.D.

Other teacher involved in course: Bill McBrayer English language teacher