

**Module: English for Academic Purposes**

**Number of credits: 12**

**Subjects:**

- 1) English for Academic Purposes 1
- 2) English for Academic Purposes 2

<b>Name of subject: English for Academic Purposes 2</b>	<b>Credits: 6</b>
<b>Subject Classification:</b> elective professional course	
<b>Division of course content in theory and practice:</b> 60% theory and 40% practice	
<b>Types and number of lessons:</b> 20 seminars <i>Language:</i> English <b>Other methods used during the course:</b> <ul style="list-style-type: none"><li>• syllabus provided through electronic learning system</li><li>• use of international literature</li><li>• use of authentic reading and writing material</li><li>• use of online Internet resources</li><li>• individual, pair- and group work</li></ul>	
<b>Method of assessment:</b> term mark <b>Other means of learning evaluation:</b> <ul style="list-style-type: none"><li>• continuous and active participation</li><li>• regular oral and written assessment</li><li>• individual presentation on a topic related to preschool setting</li><li>• peer-review</li><li>• self-assessment</li></ul>	
<b>Place of subject in the curriculum:</b> 5 <sup>th</sup> semester	
<b>Prerequisites:</b> English for Academic Purposes 1	

**Course description:**

The aim of this seminar course is to consolidate and further develop language skills necessary for successful written communication and performing academic tasks in English. The course material includes

- Academic vocabulary (for writing a thesis, giving presentations etc.)
- Grammar revision of problem areas,
- Getting acquainted with the written genres occurring in students' college studies, and applying them in practice,
- Written genres (formal and informal letters, memos, reviews, professional articles etc.)
- A significant topic is digital literacy, i.e. the effective use information and communication technologies. Our objective is to have access to information as well as to understand and use it in a critical, competent, precise and creative way.

During the course we touch upon knowledge related to digital competence (e.g. legal regulations, electronic communication, information storage and information management); skills (e.g. information generation, presentation, interpretation, search for and processing of information) and attitudes (critical thinking, creativity, innovation and safe use).

**Required and recommended literature:**

1. Zemach, Dorothy E. & Carlos Islam. Paragraph Writing: From Sentence to Paragraph. Macmillan, 2005, ISBN 978 1 4050 5845 2.
2. Evans, Virginia: Successful Writing Proficiency Student's Book. Express Publishing, 1998. ISBN 1-84216-880-0
3. Anker, Susan: Real Writing with Readings. Bedford/St. Martin's, 2010. ISBN 978-0-312-53904-7
4. Powell, Mark: Dynamic Presentations. CUP, 2010. ISBN 978-0521150040
5. Dignen, Bob: Communicating Across Cultures. CUP, 2011. ISBN 978-0521181983

**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 personality of children aged 3-7 in a harmonious and complex way.
- Can interpret the socio-culturally embedded nature of children's development and preschool education, and the effect of this on the pedagogical process.
- Can show awareness of the professional regulations of the preschool teacher profession, its socially approved norms and the characteristics and effects of English language communication belonging to this job description.
- Are familiar with and able to apply the rules of digital communication and information management competently.
- Are familiar with the digital tools of knowledge acquisition, ICT-techniques, and problem solving methods in their specific field.

**b) Capabilities**

- Adapt their EFL 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. Can build adaptively on the different personalities, previous experience, knowledge, competencies, and age specific characteristics of children aged 3-7.
- Can follow international pedagogical literature, deepen professional knowledge on scholarships and study trips, make phone calls and exchange letters in the target language, talk and publish on international professional platforms.

**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.
- Show openness to learning about and applying the latest results of educational theory at home and worldwide, methodological innovations, as well as the latest information and communications technologies.
- Make their decisions in electronic communication with the careful consideration of legal, ethical and other relevant norms.
- Have a creative, critical and innovative attitude towards information literacy; and can use 21st century culture of literacy effectively.

**d) Autonomy and Responsibility**

- As a reflective preschool teacher and autonomous personality, they are conscious leaders of their own professional development.
- Can responsibly establish and maintain professional co-operations.

- Besides their professional preschool responsibilities, they also assume responsibility for the mission of their own institution, and the protection of the internationally acclaimed values of Hungarian preschool education.
- Can cooperate with all their partners in digital communication responsibly, ethically, critically, and safely.

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

**Other teacher involved in course: Szentpéteryne Balogh Marianne** teacher of TEFL methodology